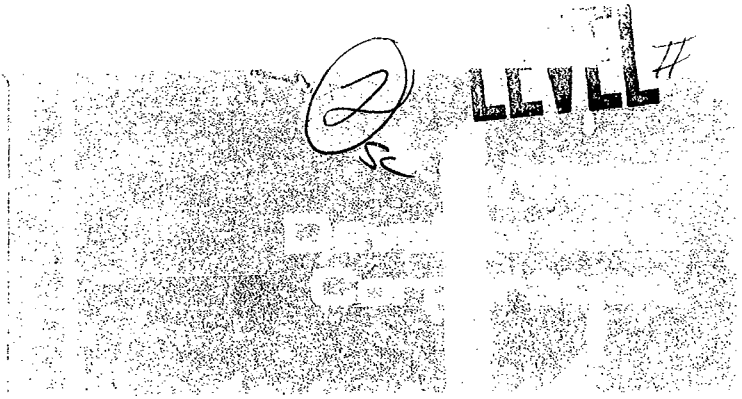

FINAL REPORT

TASK ORDER EG-08

RESULTS OF AN ASSESSMENT OF THE NAVY LEADERSHIP AND MANAGEMENT EDUCATION AND TRAINING (LMET) LEADING CHIEF PETTY OFFICER (LCPO) COURSE

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HEAD, HUMAN RESOURCE MANAGEMENT
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[COMNAVMILPERSCOM (N-6)] U.S. NAVY

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TM-(L)-6756/000/00

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Unclassified

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

REPORT DOCUMENTATION PAGE

READ INSTRUCTIONS BEFORE COMPLETING FORM

1. REPORT NUMBER: SDC TM-7X-6756/000/00
2. GOVT ACCESSION NO.
3. RECIPIENT'S CATALOG NUMBER

4. TITLE *(and Subtitle)*: Results of an Assessment of the Navy Leadership and Management Education and Training (LMET) Leading Chief Petty Officer (LCPO) Course
5. TYPE OF REPORT & PERIOD COVERED: Final Report
6. PERFORMING ORG. REPORT NUMBER

7. AUTHOR(s): Margaret E. Minton, Luke Novelli, Jr., Katherine J. Saad, Gloria L. Grace
8. CONTRACT OR GRANT NUMBER(s): N00600-78-D-0651

9. PERFORMING ORGANIZATION NAME AND ADDRESS: System Development Corporation, 2400 Colorado Avenue, Santa Monica, California 90406
10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS: Task Order EG-08

11. CONTROLLING OFFICE NAME AND ADDRESS: Human Resource Management and Personal Affairs Department [COMNAVMILPERSCOM (N-6)], Department of the Navy, Washington, D.C. 20370
12. REPORT DATE: 9 February 1979
13. NUMBER OF PAGES: 79 P.

14. MONITORING AGENCY NAME & ADDRESS *(if different from Controlling Office)*
15. SECURITY CLASS. *(of this report)*: Unclassified
15a. DECLASSIFICATION/DOWNGRADING SCHEDULE

16. DISTRIBUTION STATEMENT *(of this Report)*

Approved for public release; Distribution unlimited.

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

18. SUPPLEMENTARY NOTES

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

Leadership
Management
Competency-based training
Assessment
Evaluation

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

This report presents results of an assessment of the Leadership and Management Education and Training (LMET) Leading Chief Petty Officer (LCPO) course held at the Naval Amphibious Base, Coronado, California, from 15 to 26 January 1979. This course was designed to increase the effectiveness of Leading Chief Petty Officers by providing them with competency skills found to be associated with superior performance in this billet. Twenty-two Chief Petty Officers participated as students and five Navy instructors conducted the course.

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Unclassified 339 900

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

The objectives of this assessment were: (1) To perform an on-site evaluation of the delivery of the course. Of specific concern was the ability and proficiency of Navy instructors to teach the course effectively and in compliance with course objectives. (2) To review instructor guides and student journals. Emphasis was to be on the adequacy of materials as they affect delivery. Also any local or program sponsor modifications made in the delivery since the initial course offering were to be evaluated. (3) To provide specific recommendations for management decisions concerning the assignment of Navy instructors to deliver the LCPO course.

This assessment utilized an analysis design based on comparisons across time and across units of instruction. The adequacy of the course materials was assessed during and after the course from the perspective of both students and instructors. Variables measured included: knowledge and skill acquisition, knowledge and skill usefulness, course objectives, course content and process, course materials, instructor effectiveness, and effectiveness of instructional methods.

Student perceptions and evaluations were obtained using assessment instruments designed for administration at the end of each day, each unit, and each week. On-site observations were also made throughout the course. These findings were amalgamated with results of the analysis of assessment instrument data to provide the basis for conclusions and recommendations presented in this report.

Ten conclusions were drawn regarding the ability and proficiency of the Navy instructors to teach the course effectively. Five conclusions were drawn concerning the evaluation of the course materials and modifications as they affected course delivery. Due to insufficient data, only one general conclusion was drawn with respect to the third evaluation objective which was concerned with the assignment of Navy instructors to deliver the LCPO course. Based upon these conclusions, ten recommendations were made concerning improvements for the LCPO course.

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EXECUTIVE SUMMARY

INTRODUCTION

This report presents the findings from the on-site evaluation of the Leadership and Management Education and Training (LMET) Leading Chief Petty Officer (LCPO) course held at the Naval Amphibious Base, Coronado, California, from 15 through 26 January 1979. The course was assessed by System Development Corporation (SDC) for the Navy (NMPC-6C) under Task EG-08 on Contract N00600-78-D-0651. The course was designed to increase several competency skills associated with the superior performance of LCPOs. Twenty-two male Chief Petty Officers with varying ethnic, racial, education, anc career backgrounds participated in the course. They ranged in rate from E-7 to E-9. Five Navy instructors conducted the two-week course.

OBJECTIVES

The objectives of this assessment as specified in the Task Order were:

- To provide an on-site evaluation of the course presentation. The ability of the Navy instructors to effectively present the course in compliance with its objectives and the students' perceptions of the effectiveness and relevance of the material were of specific concern.
- To review instructor guides and student journals. Emphasis should be on the adequacy of materials as they affect delivery, and also to evaluate any local or program sponsor modifications made in the delivery since the initial offering of the course.
- To provide specific recommendations for management decisions concerning the assignment of Navy instructors to deliver the LCPO course.

APPROACH

The LMET LCPO course design was based on results of research on the competencies of superior and average Naval personnel. Developed as a two-week training program, this course currently consists of seven units. The first is an introduction to the course, the following five units deal with specific competencies, and the final unit concerns competency integration and application.

This assessment of the LMET LCPO course delivery and instructional materials utilized an analysis design based on comparisons across time and across units of instruction. The adequacy of the instructional materials was assessed during and after the course from the perspective of both students and instructors. Variables measured in this assessment included: knowledge and skill acquisition, knowledge and skill usefulness, course objectives, course content and process, course materials, instructor effectiveness, and effectiveness of instructional methods.

Student perceptions and evaluations were obtained using assessment instruments designed for administration at the end of each day, each unit, and each week. The data were analyzed and results were interpreted. On-site observations were also made throughout the course. Observation findings were amalgamated with results of the analysis of assessment instrument data described in this report to provide the basis for conclusions and recommendations presented below.

CONCLUSIONS

Based upon the findings of this assessment, the following conclusions were drawn with regard to the course delivery:

- Participants enjoyed the LCPO course very much and regarded it as extremely beneficial. One of the major factors affecting this

outcome may have been the environment which was created by the gathering in one place of people in similar positions and with similar experiences.

- The LCPO course instructors worked exceptionally well together as a team and were highly motivated to perform well.
- The ability of the Navy instructors to convey the major learning points in the LMET LCPO curriculum varied, ranging from barely adequate to excellent. Improvements in this skill area were observed.
- The instructors' level of processing skills varied from inadequate to excellent. Demonstration of these skills was uneven across the performance of each individual instructor.
- The climate in the LCPO classroom was outstanding. Instructors and participants displayed an exceptional amount of respect, acceptance, and concern for one another. This was an extremely valuable characteristic of the LCPO course.
- The content of this course was oriented toward the acquisition of knowledge. Inadequate time and energy were devoted to the development and improvement of leadership skills in order to meet the overall LMET objective.
- The LCPO course objectives were not well stressed and were highly cognitive in nature. They were appropriate for the cognitive course content, but inappropriate for the course purpose of improving leadership and management skills. Because no impact evaluation was conducted, it is impossible to determine the extent to which objectives were met.
- Participants appeared to understand much of the course material but had difficulty with some. Of the knowledge that was gained, it was estimated that much would not be retained by the participants over a long period of time.

- The content of this course was extremely relevant to Navy issues and LCPO job responsibilities.
- Generally, the instructional methods used in the LCPO course were quite effective, with the exception of some of the self-assessment instruments. Participants preferred films, group exercises, and lecture/discussion sessions to writing in the Student Journal and reading.

Conclusions concerning course material are as follows:

- The LCPO Instructor Guide was not in final form and revisions were still planned during the course. Some of the inexperienced instructors appeared to read verbatim from the detailed lesssons in the guide.
- The Student Journal appeared to be adequate for the participants' needs, although it was somewhat disorganized.
- Most of the material in the Student Journal and many of the other learning aids were relevant to the LCPO's situation. The civilian-produced material appeared to be the least effective.
- Effectiveness of the self-assessment instruments ranged from very low to moderate. The administrations of the Learning Style Inventory and the Picture Story Exercise were handled poorly.
- No systematic evaluations of participants' progress were made and no data required for course validation were collected.

Concerning specific conclusions relative to management decisions about instructor assignment, data collected from only one LCPO class is insufficient for making an adequate determination. Only five LMET instructors were observed during this course, and complete information on their educational backgrounds and teaching experience was not provided to SDC. It is tentatively concluded, however, that improvement in skills of newly assigned

instructors can be expected. Also, several variables other than past performance may be important in instructor assignment.

RECOMMENDATIONS

Based on the findings and conclusions of this assessment, the following recommendations are made:

- Implementation of the overall design of the LMET LCPO course should be continued and this training should be made available to all LCPOs in the Navy.
- Navy instructors should receive additional training in group facilitation in order to improve their skills. Consideration should be given to increasing the emphasis on group facilitation skills in the LMET-I course and to providing a separate course in group processing to be administered to LMET instructors as part of their initial on-the-job training.
- LCPO course objectives and content should be compared overall with the LMET objectives and modifications made to bring the LCPO course better in line with LMET objectives. A shift from the focus on cognitive learning to skill performance is recommended. Much of the material on conceptual models and leadership theories should be deleted from the curriculum. The defined subcompetency skills should be more heavily emphasized through skill practice activities.
- LCPO course participants should be informed of the course objectives overall and for each specific lesson. Discussions and other activities surrounding the objectives should take place. Finally, performance should be evaluated to determine the extent to which objectives are met.
- The LCPO Student Journal should be reorganized to conform to the course schedule and to include terminal and enabling objectives.

- Course material drawn from civilian business or academic sources and left unmodified should be redesigned to reflect Navy issues and the specific job responsibilities of LCPOs. Consideration should be given to the possibility of developing Navy materials which present content that is similar to that in the civilian-produced learning aids but which is in a context relevant to the Navy. Consideration should be given to including a description and discussion of the HRM Survey in the curriculum.
- An updated version of the LMET LCPO Instructor Guide reflecting course revisions should be produced and implemented in this course as soon as possible. Subsequent revisions should be approved and distributed as soon as they are made. All LCPO course instructors should use the same version of the Instructor Guide.
- The level of detail in the lesson plans in the LCPO Instructor Guide should be evaluated in terms of appropriateness. Whether instructors can benefit from the detailed lectures in the guide or whether this format tends to be restrictive should be examined.
- If course validation is desired, a detailed procedure must be designed and implemented. The assessment of participant progress would be an essential component of this validation procedure.
- Plans to conduct LMET training at field units should be reviewed with respect to the findings presented in this report.

SECTION 1 - STATEMENT OF OBJECTIVES

1.1 INTRODUCTION

Findings from the on-site evaluation of the Leadership and Management Education and Training (LMET) course for Leading Chief Petty Officers (LCPOs) are presented in this final report. This LMET LCPO course was held at the Naval Amphibious School, Coronado, California, from 15 to 26 January 1979. This evaluation was conducted by System Development Corporation (SDC) for the Human Resource Management Division (NMPC-6C) as part of Task EG-08. This report contains a description of the LMET course in general and the LCPO course in particular, an outline of the evaluation methodology used by SDC, results of the analysis of questionnaire data, findings from the on-site assessment, an interpretation of the findings, and conclusions and recommendations concerning the course.

1.2 EVALUATION OBJECTIVES

The objectives of this evaluation task were specified in Task Order EG-08 as follows:

(1) To perform an on-site evaluation of the delivery of the course. Of specific concern are the ability and proficiency of Navy instructors to effectively teach/deliver the course in compliance with course objectives.

(2) To review instructor guides and student journals. Emphasis should be on the adequacy of materials as they affect delivery, and also to evaluate any local or program sponsor modifications made in the delivery since the initial offering of the course.

(3) To provide specific recommendations for management decisions concerning the assignment of Navy instructors to deliver the LCPO course.

1.3 BACKGROUND INFORMATION

The LMET course were developed by McBer and Company based on research involving the identification of the competencies of superior Naval personnel. The LCPO course was designed as a two-week training program with the objectives of increasing awareness and building skills in the job competencies required for effective performance of the duties of a Leading Chief Petty Officer. More detailed information on the course may be obtained from the currently available copies of the Instructor Guide and the Student Journal. However, these publications may not represent the final version of the curriculum.

The present LCPO course consisted of seven units. The first is an introduction to the course, and the final unit concerns competency application. The remaining five were based on research competencies which differentiate between superior and average leadership and management performance. They are:

Unit 2 - Concern for Efficiency and Effectiveness
Unit 3 - Skillful Use of Influence
Unit 4 - Advising and Counseling
Unit 5 - Process Management
Unit 6 - Problem Solving

SECTION 2 - EVALUATION PROCEDURE

2.1 INTRODUCTION

The procedure used in the evaluation of the LMET LCPO course is presented in this section. The evaluation design is described and discussed. Also, a description of the variables measured and the data collection procedures is included. Finally, the research sample is described and the statistical analysis procedures are discussed.

2.2 EVALUATION DESIGN

The evaluation of the LMET LCPO course curriculum and delivery utilized an analysis design based on comparisons across time and across units of instruction. The adequacy of the course materials was assessed from the user's point of view during the course and again following course completion.

2.3 VARIABLES MEASURED

The effectiveness of the LMET LCPO course was assessed by examining perceptions relevant to the following variables:

1. Knowledge and skill acquisition
2. Knowledge and skill usefulness
3. Course objectives
4. Course content and process
5. Course materials

6. Instructor effectiveness

7. Effectiveness of instructional methods

2.4 DATA COLLECTION PROCEDURES

Student perceptions and evaluations were solicited through the use of three types of assessment instruments containing items to be answered on three- or five-point Likert-type scales. The purpose of the assessment instruments was explained to the participants and care was taken to assure the students that their responses would be anonymous and available only to SDC personnel.

Data on the instructional units were collected with the seven end-of-unit questionnaires. Immediately following the conclusion to each unit, participants answered questions concerning unit length, amount learned in the unit overall, and potential application of the general competency skills. Also, specific questions were asked regarding the amount learned and usefulness on the job of each of the subcompetency skills taught, the knowledge areas covered, and the learning activities used in the particular unit. Daily perceptions were recorded on the end-of-day questionnaires administered at the conclusion of every day (with the exception of Day 10). This instrument was designed to provide comparative assessments across days of the course based on participants' general attitude and comprehension of material, relevance of material, effectiveness of instructional methods, and effectiveness of the instructors themselves. In addition, participants evaluated the amount of time spent each day on the various types of learning activities and the help each activity provided in their learning leadership and management skills. The end-of-day questionnaire also asked the students which subcompetency skills they had learned something about that day and of those about which something was learned, the three skills that would be the most useful to them on the job.

The third type of assessment instrument administered was a course overview questionnaire designed for use near the end of each week of the course to provide cumulative data based on assessment dimensions similar to those of the end-of-day questionnaire. Items on this questionnaire concerned course effectiveness, course objectives, personal expectations, learning from participant interaction, general attitude, and effectiveness of the instructors and the instructional methods. Because of time constraints, this questionnaire was administered at the end of Week 1 only. In addition, on all the instruments used, at least one open-ended question was asked to elicit comments and suggestions.

In addition to participants' assessments, a subjective evaluation of the course was made by on-site SDC observers, one of whom was present during the entire LCPO course. The SDC assessor observed the course from the back of the classroom with attention directed toward the instructors' performance, student response, instructor interactions with participants, and participant interactions with one another. Information on the course of instruction was documented daily by the observer on a worksheet log, including the time, the unit segment, the type of presentation, quality of information presented, participants' responses, and general comments for each segment of the course. In addition, the observer completed checklists assessing specific aspects of the course, including curriculum design, participant attitude and response, instructor abilities, and organizational fit of each module. The appropriate sections of the Instructor Guide and the Student Journal and all handouts were studied as each lesson was presented, and an assessment was made as to the adequacy of these materials for the particular user. Further and more detailed examination of the course materials was conducted following the LCPO course. Finally, the observer engaged in informal conversation with the participants and instructors during class breaks.

The variables measured by each source of data are presented in Table 2-1. Results of all the data gathered are presented and discussed in Section 3 of this report.

Table 2-1. Variables Measured by Data Source.

Evaluation Variables	End-of-Unit Questionnaire	End-of-Day Questionnaire	Course Overview Questionnaire	Observer Assessments
Knowledge and Skill Acquisition	✓	✓	✓	✓
Knowledge and Skill Usefulness	✓			✓
Course Objectives	✓		✓	✓
Course Content/ Process	✓	✓	✓	✓
Course Materials		✓		✓
Instructor Effectiveness		✓	✓	✓
Instructional Method Effectiveness	✓	✓	✓	✓

Table 2-1.

2.5 NATURE OF SAMPLE

Twenty-two students participated in the LCPO course. All the participants were men, and they included two Master Chief Petty Officers, five Senior Chief Petty Officers, and fifteen Chief Petty Officers. Racial and ethnic backgrounds and career fields of the participants varied. Nine of the LCPOs

were in aviation ratings. Three were aviation electronics technicians (AT) and two were aviation maintenance administrationmen (AZ). Also there were two mess management specialists (MS) in the class. One participant was taking part in the course prior to assuming the position of an LCPO course instructor.

2.6 STATISTICAL ANALYSIS

The questionnaire data was analyzed manually at SDC immediately following the conclusion of the course. Mean responses were computed for each of the questionnaire items which were answered on a numerical scale. Comments and suggestions were grouped for summarized reporting, and representative or unusual comments were selected for reference in this report.

SECTION 3 - RESULTS

3.1 INTRODUCTION

The results from the questionnaires administered to participants are presented and described in this section. Observation findings are also discussed.

3.2 ASSESSMENT INSTRUMENT RESULTS

Perceptions of the participants were collected with three types of assessment instruments. Students evaluated the course by responding to questionnaires administered at the end of each day, following each instructional unit (except Unit 1), and near the end of the first week of the course. Data obtained from the six end-of-unit instruments are described, followed by the results of the measurements across days of the course. Finally, participants' weekly assessments are described.

Caution must be exercised in interpreting the data gathered from participants. Highly favorable responses to assessment questionnaire items are not unusual in this type of training. In addition, the consistently positive ratings made by respondents lead to small variability of responses. Therefore, only small differences exist between means for many of the items, making data interpretation difficult.

3.2.1 FINDINGS BY INSTRUCTIONAL UNIT

The LCPO course was made up of seven instructional units. The introductory unit was followed by units on the five competencies. An integration and competency application unit concluded the course. The schedule followed in this LCPO course is presented in Appendix A.

Three end-of-unit questionnaire items were asked at the conclusion of Units 2 through 6 to provide comparative data. The remaining questions, although they measure the same variables across units, are specific to the content and

process of the particular unit. These items were answered on a five-point Likert-type scale, on which a five represents the most favorable response and a three is a rating in the mid-range. In addition, participants were asked to provide comments or suggestions about the unit. Mean responses and participants' comments are described in the following paragraphs.

3.2.1.1 Comparative Items

Participants' perceptions of the course units concerning leadership and management competencies are presented in Table 3-1. A five-point scale was used for each of these three questions. For the item concerning length of the unit, a response of five indicates that the unit was too long; three, about right in length; and one, too short. For the remaining two items, five is the most favorable response and three represents a response in the moderate range. All five units were perceived as being about right in length, although Unit 4 (Advising and Counseling) was seen as being a little too long and Unit 3 (Skillful Use of Influence) was perceived as only slightly short. Participants felt they had been taught a fairly large amount in each unit about the specific competency covered. Unit 2 (Concern for Efficiency and Effectiveness) was rated the most highly on this dimension, and Units 4 (Advising and Counseling) and 5 (Process Management) were assigned the lowest ratings. Participants were asked to estimate the percentage of techniques taught in three of the units they would use during the next two to three weeks on the job. More of the advising and counseling techniques taught in Unit 4 appeared to be readily applicable, according to the participants' perceptions, than the use of influence and problem solving techniques, although in all three areas students estimated that they would be applying more than half of the techniques on the job immediately.

Table 3-1. Participant Perception of the Course Units. (Means)

QUESTION	UNIT				
	Efficiency & Effectiveness	Use of Influence	Advising & Counseling	Process Management	Problem Solving
• In your opinion, how appropriate was the length of the unit?	3.14	2.91	3.18	3.14	3.09
• How much did this unit teach about (the specific competency) in a job as an LCPO?	4.36	3.91	3.68	3.64	3.77
• About what percentage of the techniques for (the specific competency) taught in this course do you expect you will use during the next two to three weeks on the job?	**	67%*	78%*	**	63%*

* In mean percentages

** Question not asked

3.2.1.2 Individual Units

Unit 1.0: Introduction (15 January 1979). No assessment instrument for this unit was administered.

Unit 2.0: Concern for Efficiency and Effectiveness (15, 16, 17 and 18 January 1979). Participants' perceptions of Unit 2 are presented in Table B-1.[1] Ratings are favorable and mean response variation is small on these items. Each of the five subcompetencies in Unit 2 was perceived as emphasized somewhat strongly although slightly more emphasis was felt to have been placed on setting goals (Mn = 4.14) than on using team-building (Mn = 3.91). The team-building subcompetency, however, was considered to be the most useful skill on the job (Mn = 4.32). The other skill areas were also considered quite useful to an LCPO on the job. Coaching toward efficiency and effectiveness was perceived as one of the two least emphasized skill areas (Mn = 3.95) and also as the subcompetency least useful on the job (Mn = 4.14).

Unit 2 lessons were also evaluated by participants and results are presented in Table B-2. Mean responses to these items vary more than those for the previous questions, although they are still generally favorable. Also, ratings on amount learned and usefulness appear to be similar. For example, the Seabee Work Center exercise was seen as the most effective in terms of amount learned about leadership and management skills (Mn = 4.45) and also as teaching the skills quite useful to an LCPO on the job (Mn = 4.19). The study of motivators taught skills considered the most useful (Mn = 4.24). Thinking about efficiency and effectiveness in the job as Leading Chief (case studies) was also rated highly on both dimensions (Mn = 4.32, for amount learned, and Mn = 4.19, for usefulness on the job). The least, only a moderate amount, was learned from the David C. McClelland interview film (Mn = 3.18), and the skills involved with this learning activity were also judged to be only moderately useful on the job (Mn = 3.14).

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[1] All remaining data from the end-of-unit questionnaires are tabled in Appendix B of this report. Tables are numbered in the order in which they are described in this section.

Several of the participants made comments and suggestions about the unit in the space provided on the questionnaire. Most who expressed opinions made positive statements, although some suggested improvements, and a very small number made negative remarks. Comments concerning this unit involved group exercises, Seabee Work Center, the instructors' ability to keep the attention of the class, and the benefits of the course as a management tool and an aid to personality assessment. Most of the suggestions for improvement in Unit 2 were constructive. It was suggested that more time or information be allowed on goal setting and MBO, that the small group time be extended approximately five minutes, and that the unit be shortened. One participant wrote, "More should be given on how to motivate in the real world -- there is too much theory and not enough hard examples of how to be efficient and effective."

Unit 3.0: Skillful Use of Influence (18 and 19 January 1979). Assessments of learnings and usefulness of the four use of influence skills are presented in Table B-3. Participants felt they learned more about using power positively/making others feel strong (Mn = 4.09) than about using rewards and recognition (Mn = 3.73), although all the skill areas were rated moderately high on amount learned. Usefulness ratings were quite high, and the most useful skill area was considered to be communicating that a task is in another's self-interest and in the interests of the Navy (Mn = 4.36). Using rewards and recognition rated the lowest on usefulness (Mn = 4.19), as it did on amount learned.

Table B-4 displays participants' mean perceptions of the lessons in Unit 3. A moderately large amount was considered to have been learned about leadership and management skills from each of the five types of learning activities used in this unit, and the skills gained from each were perceived as useful to very useful. Participants felt that more was learned from the skillful influence role plays (Mn = 4.27) than the other activities and also that the skills learned from the role plays would be of the most use on the job (Mn = 4.50). The self-control checklist and the Lost Temper exercise were judged to be the least effective in teaching leadership and management skills (Mn = 3.81 and Mn = 3.82, respectively), and the skills learned from the case studies (Mn = 3.89), although useful, were considered to be the least useful of the five.

As shown in Table B-5, participants expected to be effective in influencing others, particularly their subordinates (Mn = 4.00), by using the techniques learned in this course. They also felt they had learned a moderately large amount about empowering others (Mn = 3.59) and expected this skill to be useful on the job (Mn = 4.00).

Many of the comments made at the end of the Unit 3 questionnaire were quite positive and some contained useful suggestions. One was that instructors could have shown how it would be effective to change styles of behavior when one method was becoming ineffective. Another participant suggested using more cases and role plays for assertive behavior training. This addition may have helped one participant who commented that he felt the self-control aspect would not be too beneficial to him due to his nature. He mentioned having tried to exercise self-control in the past to no avail.

Unit 4.0: Advising and Counseling (19 and 22 January 1979). Four subcompetencies of advising and counseling were covered in Unit 4, and participants felt that they had learned a fairly large amount about each. (See Table B-6.) Ratings on projected use of these skills on the job were also similar and very high. Having general, helpful, positive expectations for subordinates was seen as the skill that would be of the most use to the LCPO (Mn = 4.41), although this was the area in which participants felt the least was learned (Mn = 3.86).

Assessment data on Unit 4 learning activities are presented in Table B-7. Participants' judgements on the amount learned ranged from some (Mn = 3.05 for the videotapes) to a large amount (Mn = 4.36 for "The Dryden File" film). The skills gained from all the learning activities were seen as being relatively useful on the job, particularly the skill of using the Referral Decision Guidelines (Mn = 4.35). Table B-8 indicates that the participants received a moderate amount of feedback during Unit 4 about their own ability to perform as an effective advisor and counselor (Mn = 3.65).

Few participants wrote comments on this questionnaire. The two suggestions were a call for more role playing and a need for a longer and more expanded course. Otherwise, one participant stated that, as with all of the topics

covered so far, the material was not new to him, but the information was valuable and that he intended to use all of it. Another wrote that it had made him aware of the techniques he had been using in the past. Other comments referred to the reality of role playing and the course benefits in general.

Unit 5.0: Process Management (22 and 23 January 1979). Table B-9 presents participants' assessments concerning the subcompetency skills of process management. Ratings were moderately high for all three areas on both amount learned and usefulness on the job. Giving performance feedback was considered the skill about which most was learned (Mn = 3.95) and also the most valuable skill for an LCPO on the job (Mn = 4.23).

Two comments were made pertaining to Unit 5. One student felt this unit brought out the skills learned earlier in the course. Also, it was suggested that there be more blocks so that all in the group could participate in the Tower Building Exercise.

Unit 6.0: Problem Solving (23, 24, and 25 January 1979). Participants responded that they had learned a moderately large amount about each of the three problem solving skills taught in Unit 6 and that each would be quite beneficial in performing their duties as an LCPO. (See Table B-10.) Developing action plans was rated the highest of the three on both dimensions (Mn = 3.81 for amount learned, and Mn = 4.10 for usefulness on the job).

As Table B-11 shows, a fairly large amount was perceived to have been learned about leadership and management skills from each of the lessons in Unit 5, notably the LANACOMCOM exercise (Mn = 4.27). All skills gained from these lessons were judged as valuable to an LCPO. Skills acquired as a result of the problem analysis exercise and the LANACOMCOM exercise were considered particularly useful on the job (Mn = 4.33 and Mn = 4.26, respectively). Analyzing case studies, although rated well above moderate, was rated lowest on both measures (Mn = 3.90 for amount learned, and Mn = 3.95 for usefulness on the job). Finally, as shown in Table B-12, participants felt that what they had learned about problem solving in general from this unit was going to be quite beneficial in helping them solve problems they would encounter on the job (Mn = 4.19).

Only a few participants made general comments on Unit 5. One person stated that the unit was useful because it allowed him to see himself as others do and that it allowed him to view problems from many different perspectives. Also, it was suggested that more time could be used to completely cover the unit, while another participant felt that the class should stop at 1600.

Unit 7.0: Competency Application (25 and 26 January 1979). The assessment made by participants at the conclusion of Unit 7 involved amount learned and usefulness ratings on each of the 27 subcompetency skills. These results are displayed in Table B-13. Mean ratings on amount learned were in the moderately high range and the spread was not large. Mean responses ranged from 3.76 to 4.38. Usefulness ratings were somewhat higher and ranged from moderately high (4.19), to very high (4.71). The subcompetency skills of giving feedback and listening to others were considered those most learned about in the course (Mn = 4.38 for each) and also those most valuable to an LCPO in performing his/her duties (Mn = 4.71 for each). These skill areas were also rated highly during the assessment of their respective units of instruction. Participants also perceived they had learned more about setting goals, concern for influence, and influencing others (Mn = 4.32 for each) than the other skills. Other areas of learning ranking highly were concern for achievement (Mn = 4.27), team-building (Mn = 4.27), and understanding others (Mn = 4.24). On the other hand, although the learnings were considered to be substantial, disciplining others (Mn = 3.76), directing others (Mn = 3.86), coerciveness (Mn = 3.95) and failing to resolve conflicts (Mn = 3.95), were areas in which participants felt the least amount was learned. In predicting usefulness of these subcompetency skills on the job, participants were extremely positive. Again they rated giving feedback and listening to others the highest (Mn = 4.71 for each). Setting goals (Mn = 4.68), influencing others (Mn = 4.68), understanding others (Mn = 4.67), and concern for influence (Mn = 4.64) were also considered to be very valuable to the LCPO at work. Lower usefulness ratings were assigned to technical problem solving (Mn = 4.27), and to some of the negative subcompetencies such as failing to resolve conflicts (Mn = 4.19), disciplining others (Mn = 4.24), and acting impulsively (Mn = 4.29).

The written responses to the item on this questionnaire asking for suggestions reflected many of the comments previously stated, but some dealt with new areas. Two of the participants commented that they thought it important to have five instructors instead of two for different and more effective styles of teaching. One of them felt that five styles reach more students. It was also suggested that the curriculum taught might be acceptable for college credits or modified in order to qualify. Again, complaints about the organization of the Student Journal were written. Favorable comments about the course overall included praise of the training as the best ever attended, suggestions that the course be given to all Naval personnel, statements that the information learned will definitely be used, very high regard for the instructors, and recommendations for rapid expansion of the course to give the information the widest possible dissemination.

3.2.2 FINDINGS ACROSS DAYS

Data gathered by the end-of-day questionnaires are presented in Tables C-1. through C-41[1]. These questionnaires were administered at the conclusion of each of the first nine days of instruction. For reference purposes, Appendix A contains the schedule actually followed in the LCPO course. All responses, with the exception of those displayed in Table C-2, were made on a five-point Likert-type scale, with five being the most favorable and three indicating a mid-range response. Table C-2 items were answered on a three-point scale on which a response of one indicates that too little time was spent; two, that the amount of time was about right; and three, that too much time was spent on the particular activity.

Table C-1 displays mean responses made on each day to questions concerning participants' attitude and comprehension of the material, relevance of the day's content, instructor effectiveness, and course recommendation. The high means indicate that the favorable response set was also in effect for the

[1]Mean responses to items on the daily assessment instrument are tabled in Appendix C. Tables are numbered in the order in which they are discussed in this section.

end-of-day questionnaires, and ratings on Table C-1 items were extremely high. Each day the participants stated that they liked the LCPO course, particularly on Day 5 (Mn = 4.55). The second day of the course was rated the lowest on this item although students felt positive about that day also (Mn = 3.86). The material covered on the fourth day of instruction was considered the easiest to understand (Mn = 4.36); the eighth day's material, although still easy, was more difficult (Mn = 3.86). In assessing the relevance of each day's session to their specific job responsibilities, participants rated Day 5 the highest (Mn = 4.27) and Day 2 the lowest (Mn = 3.67), although all days' sessions were considered to reflect an LCPO's duties well. The instructors were considered very effective on each day with little variation in mean response. However, Day 5 of the course, once again, received the highest rating along this dimension (Mn = 4.59) and Day 8, the lowest (Mn = 4.14). One each day of the course, participants responded that they would recommend the LCPO course rather highly to a fellow Chief Petty Officer. On the fifth and ninth days, however, the recommendations were the highest (Mn 4.55 for each day), and on Day 4 the lowest (Mn = 4.27).

Participants' opinions on the appropriateness of time spent in the different learning activities by day are presented in Table C-2. Although all the various activities were not used each day, many of the participants rated the amount of time spent on each type of activity to indicate their preference for that activity. For example, if no films were shown during a day's session, several participants might respond that too little time was spent viewing films. Others may respond that the time was just about right, (i.e., no films should have been shown). In general, the time spent on each activity was considered appropriate or close to appropriate. Overall, taking tests and writing were the activities considered to have been allotted too much time, although the mean responses were still in the moderate range. Participants also felt that not quite enough time in general had been spent on viewing films. Of all the days, ratings were lowest (i.e., toward "too little time") on Day 1 for six of the eight activities. These were: listening to a lecture (Mn = 2.00), small group discussion (Mn = 1.76), participating in group exercises (Mn = 1.75), writing (Mn = 2.00), taking tests (Mn = 1.83), and

viewing films (Mn = 1.50). Means were highest on Day 8 for five of the learning activities. These were: class discussions led by instructors (Mn = 2.10), small group discussions (Mn = 2.05), reading (Mn = 2.11), participating in group exercises (Mn = 2.05), and writing (Mn = 2.18). Participants were also asked how helpful the various activities were in learning leadership and management skills. These results are shown in Table C-3. Overall, participating in group exercises was considered to be the most helpful activity, and taking tests, the least helpful. Generally, class discussions led by the instructor, listening to a lecture and small group discussions were rated more favorably than reading and writing. Viewing films was rated as the most helpful of the daily activities on Days 6 and 9 (Mn = 4.41 and Mn = 4.50, respectively), but not on Day 2 (Mn = 3.64).

Table C-4 displays the percentage of participants who felt they had learned something in each subcompetency area on each day. Percentages for the days that the particular subcompetency was not covered are presented in the shaded squares. The unshaded areas are for those days on which the skill was part of the lesson content as identified by the observers' findings. The 27 subcompetencies are factored into five different categories: task achievement, skillful use of influence, management control, advising and counseling, and coercion. Out of the 27 areas, 20 were mentioned by more participants on Day 9 than on any other day. Taking initiative was mentioned by 77% of the students on Day 9; concern for influence, 77%; influencing others, 86%; conceptualizing a problem, 82%; delegating responsbility, 73%; optimizing use of people/tasks, 86%; monitoring results, 82%; listening to others, 86%; understanding others, 82%; coerciveness, 82%; negative expectations, 68%; disciplining others, 59%; acting impulsively, 64%; and failing to resolve conflicts, 64%. Resolving conflicts was marked by the same percentage of people on Days 8 and 9 (68%); giving feedback received more response on Day 7 (86%); self-control was considered the primary learning area on Day 4 (91%); coaching others and team-building both were marked most on Day 3 (95% and 91%, respectively); and concern for achievement and setting goals were areas most learned about on Day 2 (82% and 95%, respectively).

Two questions on the end-of-day questonnaire provided the opportunity for participants to comment on and make suggestions about the course. One question asked participants to explain reasons for their recommendation to another LCPO, and the other item concerned comments and suggestions about the course in general. Although the majority of the responses were very favorable, there were some which suggested improvements. Among these was the issue of how time was spent. Suggestions were that more time be allowed for the small group sessions and for individual evaluations. One participant simply recommended more efficient use of time, and another felt that the class ran too long. This student also wrote that parts of the course seemed to drag and could be made more interesting through the use of training aids. This opinion was supported by another participant who wrote "Some instructors have the ability to involve everyone and the topic moves well, while others don't, so a topic drags. But all appear to be well qualified and knowledgeable of the topic." Several participants complained about the absence of organization of the Student Journal, and one student suggested that the section in the journal on Herzberg's theories be improved, although no specific recommendations were made. Emotional self-control was a topic mentioned several times in these comments. One student wrote, "The course tells one about self-control but doesn't necessarily teach it." Other remarks indicated that although students believed that self-control was not adequately taught, they also felt the lesson was too long and should be covered in another course. A suggestion made on Day 9 was that "the film 'The Navy Chief' should be shown mid-day to show typical LCPOs at sea training JO's."

Favorable comments ranged from very general to specific praise. The few remarks concerning certain course topics had to do with the value of team-building, management by objectives, communication, and awareness of self and others. The Seabee Work Center exercise was mentioned by several participants who enjoyed it. For the most part, however, factors of good leadership themselves, rather than the lessons, were the topic of most comments received. Most of the participants responded to the open-ended questions with very general approval. Comments of this nature illustrated how successful the participants perceived the course had been in meeting its objectives. The students mentioned ideas such as the need for the course due

to the inability of many LCPOs to handle their personnel effectively and the importance of helping oneself and the Navy by becoming more effective on the job. The value of sharing problems with peers and the real world applicability of the material presented were frequently expressed ideas. In summary, participants' written responses to the end-of-day questionnaire indicated that the course was considered to be exceptional, rewarding, and very helpful.

3.2.3 FINDINGS FOR WEEK ONE

Overall course evaluation results obtained at the end of the first week are presented in Table 3-2. Participants were very favorable on all items, and there was little response variation on any question. The first week of the LCPO course was rated as very effective and as addressing Navy relevant issues quite clearly. Participants felt that the course objectives had been well met at that point, as had their own expectations of the course. Also, participants responded that they liked the course very much, that they had learned a large amount from the other students, and that both the course methods and the instructors were very effective in getting the instructional points across. Due to time constraints, this instrument was not administered at the end of Week 2; therefore, comparative data across weeks are not available.

The overview questionnaire given at the end of Week 1 elicited a few suggestions for improvement. Several participants complained about the Student Journal (e.g., that the book should be organized to follow the course of instruction, that the instructors should tell what pages they are using so that the material can be followed more closely). Another person wrote that he would like to see more films and videotapes. Two participants included very positive comments. One stated the instructors had been very effective in keeping the class discussion in line with the course objectives. The other felt that the course of instruction was exceptionally good and would be most beneficial to him in better understanding people and their motives, drives and interests. Also, someone again wrote that he felt that not only CPOs and officers should attend the course but also lower rated petty officers.

Table 3-2. Overall Course Evaluation by Participants For The First Week (Means).

QUESTION	MEAN RESPONSE
• Overall, how would you rate this course as to effectiveness in training leadership and management skills?	4.45
• To what extent do the course objectives address issues or problems important to the Navy?	4.50
• In general, how well do you feel course objectives have been met?	4.41
• How well has this course met your expectations?	4.36
• How much have you learned from other participants during the course so far?	4.32
• How do you feel about attending this course?	4.68
• How effective do you feel the methods used in this course are in getting the instructional points across?	4.68
• In your opinion, how capable are the instructor(s) in using these methods to get the instructional points across?	4.77

3.3 OBSERVER FINDINGS

Results from the observation data are presented and discussed below. General findings applicable to this entire iteration of the LCPO course are described according to several assessment criteria.

3.3.1 INSTRUCTOR CAPABILITIES

Five Navy instructors, all male LCPOs, participated in the teaching of this course. Three of the instructors were experienced in LMET, LMT, and/or other training, and two had not taught previously. Over the two weeks of the course, the training load was divided about equally among the five instructors. All instructors appeared to be well-prepared to present their lessons. They had organized their notes before beginning their presentation and had equipped themselves with relevant examples to use in illustrating their points. Apparent knowledge of the material, however, varied among lessons and among instructors, and the inexperienced instructors in particular frequently seemed uncomfortable in attempting to convey ideas. These trainers appeared knowledgeable, but were not familiar enough with the content or with their role in leading a lecture/discussion session so that when participants asked questions or argued a point, the process was often managed less effectively than is desirable. On several occasions when this occurred, at least one of the more experienced instructors was available to clarify a difficult point, and thus the problem was alleviated somewhat. For example, during the lecture/discussion on Herzberg's motivators and hygiene factors in Unit 2, participants were puzzled and they disagreed with the instructor based on this confusion. It was obvious from some of the responses made by the instructor that he did not fully grasp the concepts. The lead instructor, who was in the back of the classroom, intervened with an excellent illustration of how the Navy attempts to motivate its personnel, and in this way he rescued the lesson. On several occasions, however, this clarification did not take place and the participants were left not understanding the content well, if at all. Each instructor, regardless of his experience, was responsible for at least one of these unclear presentations. During Unit 6, the "four stages of groups" was not clearly explained and the questions students asked indicated

the instructor had not been able to clarify the concepts. In the presentation on performance feedback in Unit 5, the elements of feedback were not made clear initially. Then examples were provided rather than permitting participants to create their own examples. Because of this the instructors were not able to assess how well participants understood the material. In contrast, during Unit 6, the instructor managed to frame an individual participant's leadership problem, which was brought up during discussion, in terms of the management cycle diagram being presented at the time. This tie-in was accomplished very effectively and demonstrated the instructor's grasp of the material.

The lack of confidence in content knowledge of the two inexperienced trainers was evident in their general instructor behavior also, particularly in contrast to the dynamic, emotional style of two of the other trainers. The two new instructors spoke quietly and tended to stay behind the podium, and occasionally there was evidence that they were losing the attention of the students. Also, there was a tendency to read word for word from the Instructor Guide as opposed to delivering the materal informally in their own words. The weaker instructors seemed to restrict themselves to providing information, and therefore, they were less effective in managing discussions. It is important to note that all the instructors were interested in receiving feedback from the SDC observers and were able to alter much of their behavior in accordance with some of the suggestions made. Also, a great deal of improvement in the skills of the new instructors was noticed over the two-week period. Therefore, this type of problem situation involving inexperienced trainers may not necessarily be a permanent one. The experienced instructors, in most cases, were well-prepared and seemed to be extremely comfortable with and knowledgeable about the material.

All the instructors performed outstandingly in the conduct of the exercises included during the LCPO course. Among these were the Target Practice and the Seabee Work Center exercises. All five instructors managed these two long, complex exercises as a team in a consistent and efficient manner, and they were clear in advising the students as to the the purpose of the exercise. Thoughout the course, the instructors demonstrated effective communications,

switching from "real world Navy" language to theoretical terminology appropriate to the concepts being covered. For example, terms such as "Pygmalion effect" and "conceptualizing" were clearly defined and used appropriately by the instructors in leading discussions.

Instructors' facilitation skills, however, were uneven and often weak. Several times instructors responded to a problem presented by a student with advice, rather than practicing the counseling and advising skills covered in Unit 4, or generating a meaningful discussion on the topic. Generally, the exercises were related well to situations an LCPO might experience, but the debriefings of exercises and other learning activities often focused on the content of the exercise rather than on the processes that occurred. This was the case for the coaching role play and the discussion that followed. Because the student participating in the role play demonstrated acceptable coaching behavior, the "Seaman" (actually an instructor of another LMET course) enlivened the role play by acting out a severe attitude problem. The processing of the role play was then centered on the participant's style in dealing with the discipline situation rather than his coaching behavior, and the instructor did not attempt to redirect the discussion to the appropriate issue. Other situations where group processes were not facilitated effectively were the discussions of the Fat Letter and Tower Building exercises, which were focused on methods of losing weight and building towers, rather than the learning points illustrated by the activity. At times, however, processing was accomplished effectively through the use of probing and insightful summarizations. Team-building and managerial styles were well illustrated by the debriefing following the Seabee Work Center exercise. The processing of the "12 O'Clock High" film was also excellent.

All the instructors were enthusiastic about the course and were willing to spend long hours preparing lessons and polishing skills. They worked well together as a team and offered support to one another in improving instructional techniques. Instructor morale appeared high, and dedication to the LMET program was evident.

3.3.2 CLASSROOM CLIMATE

The atmosphere in the classroom during the LCPO course was open and non-threatening to an exceptional degree. This was probably a major, if not the most important, factor in the positive outcomes of the course, which were evident in comments overheard, such as "I wish I had taken this ten years ago," and "Some real progress will be made when this goes Navy-wide." The instructors did an outstanding job of creating a warm, acceptable environment, and by the second day of the course, the participants were maintaining this type of climate themselves. Once the ice had been well broken at the beginning of the course, an atmosphere of camaraderie and genuine concern among the participants was evident. One of the components of this open climate was the instructors' flexibility and their willingness to allow unscheduled discussion when it appeared warranted. During one lesson a participant asked the other LCPOs in the class for advice on a management problem he was experiencing in his unit. A 15-minute discussion took place and the student was provided with some apparently valuable information from his peers. the instructor was flexible enough to permit the diversion from the schedule and was sufficiently comfortable that he was able to tie the comments into some of the learning points made earlier. Another element of the exceptional climate was the instructors' display of respect for the participants as adults and as experienced Chief Petty Officers. Reference was often made to approximate number of years of valuable experience that was available in the classroom, and instructors frequently turned a question or point of discussion over to the class with comments such as "We really have a lot of resources here in this room. What do some of you think of this?" This was accomplished very effectively and allowed for an excellent balance between instructor-participant and participant-participant interactions.

A final major factor in the open atmosphere was the initiation of a course contract on the first day of training and the frequent reference made to the terms of this agreement. The contract was written prior to the class, introduced and discussed, and then posted in the back of the classroom. There were six terms of the contract: permission (e.g., to learn, to leave, to talk), responsibility, protection (i.e., confidentiality), ownership (i.e.,

each participant and instructor was to own an equal portion of the "air time" and each person was to hold himself responsible for his own comments), real world (i.e., comments were to be Navy-relevant), and have fun. That the participants understood that permission had been granted was evidenced by the opinions expressed about the concepts presented. Comments such as "That's bull!" were heard occasionally, as well as remarks such as "You know, this could really help me when . . .". Also students felt free to ask questions about ideas and methods being presented. These questions were frequently answered by other participants and in many cases a discussion was stimulated. The participants' confidentiality was also respected, and several LCPOs felt relaxed enough in the classroom environment to admit to having used poor judgment and taken inappropriate action in management situations in the past or to express negative opinions about their unit and its other personnel. When the problems of one unit were discussed, participants reminded each other of the protection clause in the contract to insure that the opinions expressed remained confidential.

3.3.3 COURSE OBJECTIVES

The course of instruction was well matched to the LCPO course objectives, and to this extent the objectives were stressed. The objectives of each unit were not presented during the lesson, however, and they were not printed in the LCPO Student Journal. Therefore, it is impossible to ascertain whether the participants understood them. Most of the enabling objectives were cognitive in nature. The attainment of one of these goals would not necessarily lead to improved performance on the job. To this extent, the LCPO course objectives were not appropriate for the Navy environment nor for the lesser educated participant. However, the course objectives did thoroughly address the competencies of superior LCPOs, and the content of most of the objectives was Navy-relevant, (e.g., Enabling Objective 4.4: "Given . . . the LCPO will recognize the causes and consequences of the expectations the LCPO holds of others, particularly as this affects the advising and counseling process.")

It is difficult to assess how well the objectives, as stated, were met. This is due to the lack of clearly stated criterion measures in some of the objectives themselves and to the absence of any systematic evaluation measurements. In estimating subjectively how well the objectives were met, the observers agreed that most of the objectives, as stated, were probably met. However, given the conditions listed in the objective statement (e.g., Enabling Objective 2.1: "Given a lecture, class discussion, and the LMET Journal . . . "), the value of meeting the cognitive objectives is questionable and the probable knowledge retention time is short. For example, as a participant looks at the Student Journal, immediately following a lecture/discussion session on the concern for efficiency and effectiveness (E&E), he/she should have no trouble in stating "orally or in writng, the definition of the concern for E&E as presented in the LMET Journal in terms of behaviors, skills and attitudes for each subcompetency" (Enabling Objective 2.1). However, it is important to note that an LCPO's ability to meet this goal does not indicate an improvement has been made in that person's skills as a leader and manager. Furthermore, one week or a month following the LMET course the LCPO may not be able to state that particular definition. Few enabling objectives directly addressed skills, and opportunity for skill demonstration occurred only occasionally. Progress evaluation and course validation are discussed later in this section.

3.3.4 INSTRUCTIONAL CONTENT

The five general competencies that were identified for superior LCPOs were covered separately in this LMET course by unit of instruction. These skill areas were concern for efficiency and effectiveness, skillful use of influence, advising and counseling, process management, and problem solving. A short introductory unit preceded the competency instruction, and the course was concluded with a wrap-up unit concerning the application of the five competencies and their subskills on the job. Although unequal amounts of time were allowed for each major competency, the imbalance appeared to be appropriate. Also, within each skill area, emphasis placed on the different subcompetencies varied. For example in Unit 3, (Skillful Use of Influence), more time was allowed for the subcompetency "exercising self-control" than for

"using power postively." "Communicating that a task is in another's self interest and/or in the interest of the Navy" was discussed only briefly, although quite a bit of time was given to leadership styles as they relate to infuencing others. The instructor announced at the beginning of Unit 3 that the topic of "using rewards and recognition" was to be covered along with each other skillful use of influence subcompetency and not as a separate lesson; however, this skill area was addressed only briefly in that unit.

A summary of lesson content is presented in the LCPO course schedule in Appendix A. The broad skill areas were generally covered as presented in the Instructor Guide, and the time devoted to each individual topic was determined in part by student interest. Some lessons ran longer than scheduled due to participant involvement, and consequently, lessons on other subjects had to be curtailed. One illustration of this occurred during Unit 6. In discussing conceptualizing skills, an emotion-laden and potentially explosive issue was introduced which concerned a participant's difficulty in dealing with being by-passed in the chain of command in his unit. The problem was apparently a familiar and significant one to many of the participants, and considerable time and energy were devoted to seeking possible courses of action to take in this type of situation. Consequently, the subsequent presentation on forming an action plan was considerably shortened. In many cases, deviations from the schedule of this type appeared appropriate and valuable. However, often a subject area was brushed over very quickly in order to compensate for the time spent on unscheduled discussions, and the presentation was so often ineffective that it simply represented wasted time. This problem area indicates that perhaps the volume of material to be taught is too large and that course outcomes could be improved if the curriculum were streamlined somewhat. As the course exists presently, however, caution should be exercised in making deviations from the pre-determined flow of instruction. This is especially important during the second week because of the cumulative and integrative nature of the acquisition of skills and knowledge taking place during that period.

Overall, the LCPO course placed a disproportionately heavy emphasis on cognitive knowledge while performance skills were emphasized almost minimally. Although every subcompetency area was covered cognitively to some

extent, few opportunities existed for participants to practice the skills themselves. When an exercise or demonstration was held, often only one or a few students were able to try using the skill during the classroom period. For instance, during Unit 7, only one student was given the chance to participate in a role play as if he were meeting a new Ensign for the first time. The other participants were able only to discuss the role play in terms of "What I do in that type of situation is...." In most cases, there was no opportunity for participants to demonstrate or practice material that had been presented earlier on a cognitive level. This was particularly unfortunate when it involved a topic that was viewed by the participants as relevant and extremely important, as was the new Ensign issue.

With some exceptions, the participants did not appear to experience difficulty in understanding the concepts presented in the classroom and supplemented by the Student Journal, as evidenced by appropriate responses to questions asked by the instructors throughout the course. Occasionally, however, a subject area which may have been presented acceptably was still unclear to several participants when, because of time constraints, the class moved on to the next lesson. Also, a few topics were not presented well initially and questions were either not posed or were not adequately answered. This was the case during the presentations on types of motivators in Unit 2, and the two faces of power in Unit 3.

The material was in every case very relevant to Navy problems and issues, and the case studies in the Student Journal were particularly well-written in this regard. Almost all examples used in lectures and discussions were from the typical experiences of an LCPO. During the first few days, the course instructors often referred to a sign posted on the front wall which read "What you see and hear in the classroom, think about in terms of the real world." With little effort on the part of the instructors and participants, discussion material was kept within the boundaries of the "real world" of a Navy LCPO. A frequently heard comment during the course was "Now that's the real world." Personal anecdotes relevant to the lesson content were heard often, and on several occasions the issues raised in the classroom were often the subject of

conversations among the participants during breaks. The relevance of the course content to Navy issues in general and LCPO job duties in particular was a very positive characteristic of this course.

3.3.5 INSTRUCTIONAL PROCESS

The instructional methods and learning activities used in the LCPO course are presented in the course schedule in Appendix A. The instructional process was compatible with other types of Navy training. However, a major difference between LMET methods and those of other courses was the emphasis on the role of the instructor as facilitator rather than as an expert, although the opportunity to employ this style was not used effectively by all of the instructors all of the time. Short lectures accompanied by discussions were the most prevalent technique used. A concept was presented through informal lectures during which participants were encouraged to ask questions, make comments, and volunteer examples to illustrate the concept. Except for the few occasions when the instructor tended to read from the Instructor Guide, this method was used effectively, particularly when the group processes were adequately facilitated. The balance between instructional methods was optimal and it appeared comfortable for both instructors and participants. Toward the end of the course, this variation in instructional process was very effective in that new material introduced through lectures was integrated with previously presented topics through class discussions or group exercises. The time available in the LCPO course was used effectively, although improvements could have been made if several of the lessons which had been severely curtailed had been deleted altogether. A reduction in cognitive content of the curriculum would alleviate this problem. All the class time was used productively and there were no empty periods in which the instructors appeared to be filling gaps. On several days, the class time was extended an uncomfortable length of time and the participants seemed to be fatigued.

The LCPO Instructor Guide was in rough form, and the original guide had been revised extensively. It is unclear who actually made the changes, although the lead instructor indicated that the McBer staff and the Navy instructors

had worked together revising part of the Instructor Guide and that modifications were still being made. Pages were occasionally out of order and misnumbered, partly because some of the individual lessons were drawn from the Instructor Guides of other LMET courses. In a few cases, the Instructor Guide was incomplete and parts of a lesson were missing. Also a few sections were included although their presentation was not planned. Finally, in several cases, the lesson was delivered in a format or sequence different from that printed in the guide. Therefore, thoughout the LCPO course, the flow of instruction did not follow the Instructor Guide completely. When a lesson was contained in the Instructor Guide, the content was covered in minute detail listing each step the instructor was to take and the text of the presentation from lecture to casual comments. This characteristic may in fact be a weakness in that if the guide is adhered to strictly, it would severely limit the freedom of the instructor to expound on important issues brought out in the discussions and to capitalize on his/her own particular strengths. In other words, strict use of the Instructor Guide does not permit adequate facilitation of the group processes.

3.3.6 INSTRUCTIONAL MATERIALS

The participants in the LCPO course did not appear to have difficulty understanding the course materials. All materials were relevant to the instruction and to the participants' learning needs. The case studies included in the Student Journal were well written and concerned credible characters and situations typically encountered by an LCPO. In general, the films and videotapes shown were relevant to the course material and they seemed to be quite effective. The other reading material was adequate, although the Student Journal was poorly organized and participants seemed to have some difficulty in finding the correct pages. In addition, the Student Journal did not include a title page for each unit and each lesson listing the terminal and enabling objectives. Participants would benefit from having this information available, particularly since very little emphasis was placed on the objectives during the lectures. Also, the presentations of many of the major topics were aided by excellent charts posted during the lectures and

referred to by the instructors. Some of the materials may have been adequate for participants' use on the job. For example, one participant responded that he would like to have his subordinates fill out an Optimizing Questionaire and to use this grid as a counseling aid. The course material could be considerably strengthened if participants were assisted in developing ways in which some of the materials could be used in their units.

3.3.7 SELF-ASSESSMENT INSTRUMENTS

The course schedule in Appendix A contains information on the use of self-assessment instruments in the LCPO course. The effectiveness of these instruments varied. In all cases, participant interest and involvement was generated by their use. There was some indication, however, through non-verbal communication, that some participants were not taking the instruments seriously (e.g., participants occasionally joked about responses to questions). Some of the self-assessment instruments were very appropriate in the curriculum, and they served as useful devices for the application of abstract concepts to a relevant arena (i.e., the participants themselves). The Motivational Style Questionnaire and the Optimizing Questionnnare were two successfully employed instruments. On the other hand, some of the self-assessment instruments were used very ineffectively and served only to confuse the participant. For example, in the afternoon of the first day of the course, the Learning Style Inventory was administered to the participants who then scored the test and interpreted the results using the test booklet and following the instructor's directions. A total of 35 minutes was devoted to this instrument and only three minutes were spent in explaining the learning cycle. The relevance of the Learning Style Inventory and the learning cycle to the LCPO course was hardly mentioned and was obviously unclear to the participants. Unfortunately one of the inexperienced instructors was responsible for the presentation of the Learning Style Inventory and this was his first time on-line as an instructor. The situation was not alleviated by the experienced instructors, however, since they also did not appear to have a thorough understanding of the meaning of this instrument.

A similar problem occurred with the Picture Story Exercise, which was the third self-assessment instrument used in the LCPO course. On the second day of the course participants were given one of three photographs and told to look at it briefly and write what they thought was happening in the picture, what lead up to it, etc. They were allowed eight minutes in which to do this before the lecture/discussion on the three social motives was held. Later in the day the Picture Story Exercise was discussed by an instructor who read two stories he had randomly chosen from the class and pointed out the evidence of social motives in each. The instructor's summary was greatly simplified, and no class discussion was held. This "processing" required only four minutes and was followed by a lecture presentation concerning the achievement thinker and its associated stick figure. In using these instruments, the instructors appeared very uncomfortable and unfamiliar with the concepts, as evidenced by the cursory, incomplete explanations of the ideas involved. Considerable attention should be given to thorough instructor training in the use of the self-assessment instruments and to the rewriting of the course material to incorporate some of the concepts covered by these instruments.

Validation data on the self-assessment instruments, were not made available and it was apparent that the instructors did not feel prepared to discuss this issue. The future LCPO course schedule includes several self-assessment instruments to be administered and processed during the entire first day of the course. According to the instructors many of these were not yet ready at time of the LCPO course. When these instruments become a part of the curriculum, a thorough assessment should be made of their appropriateness for and value to the LMET LCPO course.

3.3.8 PARTICIPANT PROGRESS EVALUATION TECHNIQUES

No formal techniques were used to evaluate the progress of the participants during the LCPO course. Participants were not tested on skill or knowledge acquisition at any time. Statements concerning the course were written during the second day; however, this assignment was given in order to provide

practice in goal setting. If plans were made for an evaluation based upon these statements, they were not discussed in the classroom. The only progress evaluation observed was of an informal nature during the feedback following the disciplinary role play and the meeting with the new Ensign. A minimal amount of feedback to participants occurred after exercises. In no case was the feedback systematic.

3.3.9 COURSE VALIDATION

A terminal objective and several enabling objectives were printed in the Instructor Guide for each unit of the LCPO course. With the one exception of the goal writing, measured data were not gathered on the individual attainment of any objective. It may have been possible to measure several of the other desired outcomes through group activities, (e.g., exercises, role plays). However, data required for course validation were not collected.

It is impossible to estimate a percentage of the cognitive material mastered by the participants. A subjective appraisal of the behavioral objectives is extremely difficult because of the intrasubject variability. It was very clear that two participants had mastered active listening by the manner in which they probed another participant and arrived at a clarification of the problem (e.g., "What specifically bugs you ?," "What I hear you saying is . . . ," and "Is . . . an accurate statement of your problem?"). However, this was a rare situation, and in most cases little or no opportunity was available to observe evidence of goal attainment. Also, in the absence of a pre-test, data gathered from this type of measurement would be inadequate for a validation study.

3.3.10 FIELD TRAINING POTENTIAL

The major question associated with field training concerns the impact that training personnel from the same command together will have on the classroom processes. There are supervisor-subordinate issues, selection issues (e.g., what is implied by sending someone to the course), expectation issues (e.g.,

how subordinates and superiors will react to any changed behaviors), workload issues, etc. Also the likelihood that problems of mutual concern to the personnel in attendance will be unit specific requires even more highly polished process skills on the part of the instructor than does the training school version of the course. The field training instructional process would necessarily appear to be more in the arena of organizational development than skill training.

An advantage of field training, in addition to cost reduction through the elimination of travel expense, is that the illustrations used can be tailored to the unit and thus skill training may be more effective.

The experienced Navy instructors appeared to be quite capable of conducting LMET courses in the field, but it is impossible to determine what difficulties may be experienced by a new instructor during training at field units with minimal support. Although significant increases in the skill level of the new instructors of this course were obvious, a great deal of improvement in knowledge areas, processing skills, and general stage presence is required for maximum effectiveness. In addition, two-person training teams would require a great deal of stamina to conduct a two-week LMET course as the curricula currently exist. If some of the material were excluded from the LCPO course, for example, the pace of instruction could be slowed. With five instructors managing nearly equal amounts of the LCPO course, it was obvious that they were tired, although this fatigue might be alleviated once the course curriculum has been finalized.

Regardless of the instructors' experience and ability, a crucial requirement of field training is the command's involvement in the LMET program to the extent that a participant in the course is allowed to leave operational responsibilites completely in order to participate fully in the classroom activities and in individual preparation. Physical requirements for effective field training include the availability of sufficient space for privacy for small group exercises and discussions.

SECTION 4 - INTERPRETATION OF RESULTS

4.1 INTRODUCTION

The results of this assessment are interpreted in this section. Interpretations relative to each of the three evaluation objectives are discussed.

4.2 DISCUSSION

As described in Section 3 of this report, participants' assessments of the LCPO course were quite favorable; however, they were not consistently supported by the observers' findings. These incongruities were evaluated, and the interpretations are discussed in terms of course delivery, training materials, and instructor assignment policies.

4.2.1 COURSE DELIVERY

Five instructors were responsible for teaching the LCPO course, and delivery effectiveness varied with instructors and with lessons. In general, two of the three experienced instructors were outstanding in lecturing, conducting exercises, and leading processing discussions. Effectiveness of the remaining three instructors ranged from barely adequate to good. Lessons involving complex theoretical concepts were those delivered least effectively, and it appeared that the instructors' knowledge of the material was inadequate in these cases. Also, personal training style appeared to make a difference. The instructors who seemed quieter, more reserved, and somewhat ill-at-ease in front of the classroom were less effective. This inadequacy may improve with experience.

The climate in the classroom was at all times outstanding. Mutual respect among instructors and participants was consistently evident. In addition, honesty and openness was valued highly, and a non-threatening atmosphere permitted freedom of expression throughout the course. This LCPO course could

serve as a select example for other LMET courses of appropriate and efficacious classroom climate. This characteristic alone may have been responsible for the major benefits gained by participants from the course.

The content of the LCPO course was primarily cognitive and required learning of materials which were often quite academic. To this extent, the LCPO course content and process tended to meet the course objectives which were also knowledge-oriented. In terms of skill development and improvement, however, the delivery of this course was much less than maximally effective. Lessons including the opportunity for skill practice and performance feedback were the most productive in reaching the overall LMET goal of increasing the effectiveness of leadership and management.

Daily assessment data and observation results indicate that participants in general did not perceive learning in the skill areas taught. It appears that the imbalance between academic knowledge and skill practice may have contributed to this problem. When students are taught theories and presented with models to a much greater degree than they are allowed to try using effective behaviors and to receive feedback on their skills, they may find it difficult to focus on the appropriate topic of the lesson. As an illustration, Day 5 of the course, which received more of the high assessment ratings than any other day, included several learning activities in which participants became very involved, such as the influencing exercise and the counseling role plays.

The degree to which terminal and enabling objectives were met cannot be determined with accuracy. Students were not evaluated, and performance in setting goals was the only area for which measurements were taken. Because the enabling objectives, for the most part, concern the acquisition of knowledge with the use of course materials, it is likely that many of these goals were reached. Retention of this knowledge is much less likely, however, and skill development is rarely a by-product of knowledge acquisition. Thus, although many course objectives may have been met, it appears that the LMET mission of increasing the effectiveness of leadership in the Navy was not accomplished during this LCPO course.

4.2.2 COURSE MATERIALS

The LCPO Student Journal, with the exception of its occasional lack of organization, appeared to be a very effective learning aid for the participants. Terminal and enabling objectives were not printed in the journal. Case studies were interesting and relevant to a Chief's work situation. For the most part, other materials were also relevant; however, films, readings, and exercises which were not designed specifically for the Navy or written about the military seemed to be least helpful in the learning of the material. For example, overall attitude and relevance of content to LCPO job functions were rated lower on Day 2, during which two civilian-produced films were shown and discussed.

The Instructor Guide used in this course had been revised, apparently through a joint effort by the Navy instructors and McBer personnel. The guide was incomplete and disorganized, and was less than adequate as a training manual for this LMET course. Individual lesson plans were written so that an instructor following the guide closely would have nearly every sentence prepared. If this were practiced, valuable flexibility in lesson delivery may be missing.

The use of the self-assessment instruments varied in appropriateness. The Motivational Style Questionnaire and the Optimizing Questionnaire were administered and explained adequately for the purposes of this course. The meaning of the Learning Style Inventory, however, did not appear to be understood by either the participants or the instructors. Finally, the use of the Picture Story Exercise in this course appeared entirely inappropriate. The instructors did not appear to know a great deal about the development or validation of the self-assessment instruments.

4.2.3 INSTRUCTOR ASSIGNMENT

Interpretation of the findings regarding instructor assignment procedures is difficult. Data gathered from this LCPO class was limited both by the number of instructors and the scope of information provided SDC. Background and

performance data gathered systematically from an adequate sample of courses and instructors must be analyzed carefully in order to make the type of assessment required by the third evaluation objective. Findings tentatively suggest that newly assigned instructors can improve with experience to an adequate skill level. Also findings indicate that several factors other than past performance evaluations may be important in the selection process.

SECTION 5 - CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Conclusions and recommendations concerning the evaluation objectives as specified in Task Order EG-08 are presented in this section. Conclusions are based on findings discussed in this report and referenced by numbers in parentheses.

5.2 CONCLUSIONS

The first evaluation objective was to provide an assessment of the ability and proficiency of Navy instructors to effectively teach/deliver the LMET LCPO course in compliance with course objectives. The following conclusions concern this objective:

1. Participants enjoyed the LCPO course very much and regarded it as extremely beneficial. One of the major factors affecting this outcome may have been the environment which was created by the gathering in one place of people in similar positions and with similar experiences (3.2.1.1, 3.2.1.2, 3.2.2, 3.2.3, 3.3.2).

2. The LCPO course instructors worked exceptionally well together as a team and were highly motivated to perform well (3.3.1, 3.3.2, 3.3.5).

3. The ability of the Navy instructors to convey the major learning points in the LMET LCPO curriculum varied, ranging from barely adequately to excellent. Improvements in this skill area were observed (3.3.1, 3.3.7).

4. The instructors' level of processing skills varied from inadequate to excellent. Demonstration of these skills was uneven across the performance of each individual instructor (3.3.1, 3.3.5, 3.3.7).

5. The climate in the LCPO classroom was outstanding. Instructors and participants displayed an exceptional amount of respect, acceptance, and concern for one another. This was an extremely valuable characteristic of the LCPO course (3.3.2).

6. The content of this course was oriented toward the acquisition of knowledge. Inadequate time and energy were devoted to the development and improvement of leadership skills in order to meet the overall LMET objective (3.2.1.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6).

7. The LCPO course objectives were not well stressed and were highly cognitive in nature. They were appropriate for the cognitive course content, but inappropriate for the course purpose of improving leadership and management skills. Because no evaluation was conducted, it is impossible to determine the extent to which objectives were met (3.3.3).

8. Participants appeared to understand much of the course material but had difficulty with some. Of the knowledge that was gained, it was estimated that much would not be retained by the participants over a long period of time (3.2.1.2, 3.3.4, 3.3.5, 3.3.7).

9. The content of this course was extremely relevant to Navy issues and LCPO job responsibilities (3.2.1.2, 3.2.2, 3.2.3, 3.3.1, 3.3.4).

10. Generally, the instructional methods used in the LCPO course were quite effective, with the exception of some of the self-assessment instruments. Participants preferred films, group exercises, and lecture/discussion sessions to writing in the Student Journal and reading (3.2.2, 3.3.5, 3.3.7).

The second evaluation objective concerned the adequacy of course materials as they affected delivery, and the evaluation of local or program sponsor modifications made in the delivery since the initial offering of the course. The following conclusions pertain to this objective:

1. The LCPO Instructor Guide was not in final form and revisions were still planned during the course. Some of the inexperienced instructors appeared to read verbatim from the detailed lessons in the guide (3.3.6).

2. The Student Journal appeared to be adequate for the participants' needs, although it was somewhat disorganized (3.2.1.2, 3.2.2, 3.3.6).

3. Most of the material in the Student Journal and many of the other learning aids were relevant to the LCPO's situation. The civilian-produced material appeared to be the least effective (3.3.6, 3.3.7).

4. Effectiveness of the self-assessment instruments ranged from very low to moderate. The administrations of the Learning Style Inventory and the Picture Story Exercise were handled poorly (3.3.7).

5. No systematic evaluations of participants' progress were made and no data required for course validation were collected (3.3.8, 3.3.9).

The third evaluation objective was to provide recommendations for management decisions concerning the assignment of Navy instructors to deliver the LPCO course. Data collected from only one LPCO class is insufficient for the determination of conclusions concerning this objective. Only five LMET instructors were observed during this course, and complete information on their educational backgrounds and teaching experience was not provided to SDC. It is tentatively concluded, however, that improvement in skills of newly assigned instructors can be expected. Also, several variables other than past performance may be important in instructor assignment.

5.3 RECOMMENDATIONS

Based on the above conclusions, the following recommendations are made:

1. Implementation of the overall design of the LMET LCPO couse should be continued and this training should be made available to all LCPOs in the Navy.

2. Navy instructors should receive additional training in group facilitation in order to improve their skills. Consideration should be given to increasing the emphasis on group facilitation skills in the LMET-I course and to providing a separate course in group processing to be administered to LMET instructors as part of their initial on-the-job training.

3. LCPO course objectives and content should be compared overall with the LMET objectives and modifications made to bring the LCPO course better in line with LMET objectives. A shift from the focus on cognitive learning to skill performance is recommended. Much of the material on conceptual models and leadership theories should be deleted from the curriculum. The defined subcompetency skills should be more heavily emphasized through skill practice activities.

4. LCPO course participants should be informed of the course objectives overall and for each specific lesson. Discussions and other activities surrounding the objectives should take place. Finally, performance should be evaluated to determine the extent to which objectives are met.

5. The LCPO Student Journal should be reorganized to conform to the course schedule and to include terminal and enabling objectives.

6. Course material drawn from civilian business or academic sources and left unmodified should be redesigned to reflect Navy issues and the specific job responsibilities of LCPOs. Consideration should be given to the possibility of developing Navy materials which present content that is similar to that in the civilian-produced learning aids but which is in a context relevant to the Navy. Consideration should be given to including a description and discussion of the HRM Survey in the curriculum.

7. An updated version of the LMET LCPO Instructor Guide reflecting course revisions should be produced and implemented in this course as soon as possible. Subsequent revisions should be approved and distributed as soon as they are made. All LCPO course instructors should use the same version of the Instructor Guide.

8. The level of detail in the lesson plans in the LCPO Instructor Guide should be evaluated in terms of appropriateness. Whether instructors can benefit from the detailed lectures in the guide or whether this format tends to be restrictive should be examined.

9. If course validation is desired, a detailed procedure must be designed and implemented. The assessment of participant progress would be an essential component of this validation procedure.

10. Plans to conduct LMET training at field units should be reviewed with respect to the findings presented in this report.

APPENDIX A

LMET LCPO COURSE SCHEDULE JANUARY 1979

LMET LCPO COURSE SCHEDULE - JANUARY 1979

PERIOD	UNIT	TOPIC	LEARNING ACTIVITY
Monday 15 Jan 79			
0802-1214	1.0	Course and student introduction	Lecture/discussion, writing, group exercise
1335-1410		Learning styles	Self-assessment instrument, lecture/ discussion
1421-1449	2.0	Introduction to concern for Efficiency and Effectiveness Unit	Lecture/discussion
1449-1624		Recognizing efficiency and effectiveness	Reading, group exercise (case study), lecture/discussion
Tuesday 16 Jan 79			
0740-0807	2.0 (cont.)	Review of efficiency and effectiveness	Lecture/discussion
0807-1044		Target Practice Exercise	Exercise, discussion
1056-1123		Goal setting	Lecture/discussion
1123-1200		Management by objectives	Film, discussion
1300-1357		Goal setting	Writing, lecture/discussion
1357-1405		Picture Story Exercise	Writing
1405-1458		Three social motives	Lecture/discussion
1509-1645		Achievement motivation	Film, discussion, lecture/discussion, group exercise (case study)
Wednesday 17 Jan 79			
0740-0752	2.0 (cont.)	Review of goal setting	Discussion
0752-0835		Critical incident interviews	Lecture/discussion, group exercise
0849-0956		Types of motivators	Lecture/discussion
1012-1114		Coaching	Role play, discussion, lecture/ discussion, reading
1127-1220		Team-building	Lecture/discussion, reading, group exercise (case study)
1324-1602		Seabee Work Center Exercise	Group exercise, writing

LMET LCPO COURSE SCHEDULE - JANUARY 1979 (Cont'd)

PERIOD	UNIT	TOPIC	LEARNING ACTIVITY
Thursday 18 Jan 79			
0730-0915	2.0 (cont.)	Seabee Work Center Exercise (cont.)	Group exercise, discussion
0930-1050	3.0	Introduction to Skillful Use of Influence	Lecture/discussion, reading, writing, group exercise (case study)
1050-1210		Motivational styles	Self-assessment instrument, lecture/discussion
1310-1359		Two faces of power	Lecture/discussion
1413-1621		Emotional self-control	Lecture/discussion, writing, role play
Friday 19 Jan 79			
0745-0802	3.0	Review of Unit 3.0	Lecture/discussion
0802-0909	(cont.)	CPO Club Exercise	Role play, discussion
0935-1100	4.0	Introduction to Advising and Counseling Unit	Lecture/discussion, reading, writing, group exercise (case study)
1100-1155		Effective listening	Lecture/discussion
1203-1245		Understanding the nature of the problem	Reading, role plays, lecture/ discussion
Monday 22 Jan 79			
0730-0820	4.0	Filters and the Pygmalion effect	Lecture/discussion
0820-0920	(cont.)	Self-fulfilling prophecy	Film, discussion
0935-0945		Organizing the counseling interview	Lecture/discussion
0945-1220		The Dryden File	Film, discussion, role plays
1335-1430	5.0	Introduction to management control	Lecture/discussion
1445-1645		Optimizing	Lecture/discussion, self-assessment instrument

LMET LCPO COURSE SCHEDULE - JANUARY 1979 (Cont'd)

PERIOD	UNIT	TOPIC	LEARNING ACTIVITY
Tuesday 23 Jan 79			
0730-0815	5.0	Optimizing	Discussion
0830-0930	(cont.)	Monitoring progress	Lecture/discussion, group exercise
0940-1015		Feedback	Lecture/discussion
1015-1155		Implementing process management	Group exercise, discussion
1300-1450	6.0	Introduction to Problem Solving Unit	Lecture/discussion
1500-1700		Problem solving in the LCPO context	Lecture/discussion, writing
Wednesday 24 Jan 79			
0730-0920	6.0 (cont.)	Problem solving process	Lecture/discussion, group exercise (case study)
0930-1100		Conceptualizing skills	Lecture/discussion, writing, group exercise, discussion
1110-1200		Forming an action plan	Lecture/discussion, writing
1300-1520		Forming an action plan	Lecture/discussion, writing
1530-1720		Team problem solving	Group exercise, discussion
Thursday 25 Jan 79			
0730-0800	6.0 (cont.)	Review of Unit 6.0	Discussion
810-0840	7.0	Introduction to Competency Application Unit	Lecture/discussion
0850-1200		Demonstration: 12 O'Clock High	Film, discussion
1315-1610		Meeting the new Ensign/Care and feeding of the new recruit	Lecture/discussion, role play, film, discussion
Friday 26 Jan 79			
0730-1135	7.0 (cont.)	Applying the compentencies to job functions	Lecture/discussion, writing

APPENDIX B

END-OF-UNIT QUESTIONNAIRE RESULTS

Table B-1. Participant Perceptions of Efficiency and Effectiveness Skill Areas (Means).

• This unit covered subcompetencies for efficiency and effectiveness. How much emphasis do you feel the course placed on each competency area and how useful do you feel the skills learned for each will be to you in your job as a LCPO?	AMOUNT OF EMPHASIS	USEFULNESS ON JOB
Sets performance standards	4.05	4.27
Motivates others	4.05	4.23
Sets goals	4.14	4.27
Coaches toward efficiency and effectiveness	3.95	4.14
Uses team-building	3.91	4.32

Table B-2. Participant Perceptions of Efficiency and Effectiveness Lessons (Means).

• This unit included several lessons involving different types of activities. In the box below, please indicate how much you feel you learned about leadership and management (L&M) skills in each, and how useful the skills will be on the job as an LCPO.	AMOUNT LEARNED	USEFULNESS ON JOB
Thinking about efficiency and effectiveness in the job as Chief (Case studies)	4.32	4.19
Study of motivators	3.95	4.24
Critical incident exercise	3.23	3.43
MBO film	3.30	3.42
Setting personal goals	3.90	4.05
Coaching role play	3.50	3.42
David McClelland interview film	3.18	3.14
Seabee Work Center exercise	4.45	4.19

Table B-3. Participant Perception of Skillful Use of Influence Skill Areas. (Means)

• This unit informed you that LCPOs who use influence effectively make use of certain skills. How much did you learn about performing each of these skills, and how useful do you think your learning will be to you in your job as an LCPO?	AMOUNT LEARNED	USEFULNESS ON JOB
Uses power positively/makes others feel strong	4.09	4.24
Uses rewards and recognition	3.73	4.19
Exercises self-control	4.05	4.32
Can communicate that a task is in another's self-interest and/or the interests of the Navy	3.95	4.36

Table B-4. Participant Perception of Skillful Use of Influence Lessons. (Means)

• This unit included several lessons involving different types of activities. In the box below, please indicate how much you feel you learned about leadership and management (L&M) skills in each, and how useful the skills will be to you on the job as an LCPO?	AMOUNT LEARNED	USEFULNESS ON JOB
Case studies	4.10	3.89
Lost temper exercise	3.82	4.09
Assertive response exercise	4.23	4.36
Skillful influence role plays	4.27	4.50
Self-control checklist	3.81	4.32

Table B-5. Participant Perception of Skillful Use of Influence Learning. (Means)

QUESTION	MEAN RESPONSE
• Using the techniques learned in this course, how effective do you think you will be from now on in influencing your subordinates?	4.00
• How effective do you think you will be from now on in influencing your supervisors?	3.59
• In this unit, how much did you learn about empowering others?	3.59
• How useful will the skill of empowering others be to you in your job as an LCPO?	4.00

Table B-6. Participant Perception of Advising and Counseling Skills. (Means)

• This unit informed you that LCPOs who were effective advisors and counselors practiced certain skills. How much did you learn about performing each of these skills, and how useful do you think your learning will be to you in your job as an LCPO?	AMOUNT LEARNED	USEFULNESS ON JOB
Listens accurately	4.09	4.36
Understands the nature of the problem	4.05	4.32
Offers helpful suggestions	4.05	4.32
Has general, helpful positive expectations for subordinates	3.86	4.41

Table B-7. Participant Perception of Advising and Counseling Lessons.
(Means)

• This unit included several lessons involving different types of activities. In the box below, please indicate how much you feel you learned about leadership and management (L&M) skills in each, and how useful the skills will be to you on the job as an LCPO?	AMOUNT LEARNED	USEFULNESS ON JOB
Case studies	4.05	4.14
Referral decision guidelines	4.05	4.35
Triad role play	3.82	4.05
Videotapes	3.05	3.89
"The Dryden File" film	4.36	4.18

Table B-8. Feedback Received by Participants About Advising and Counseling Skills.
(Mean)

QUESTION	MEAN RESPONSE
• How much feedback about your own ability to perform the skills needed to be an effective advisor and counselor did you feel you received in this unit?	3.63

Table B-9. Participant Perception of Process Management Skills. (Means)

• This unit identified skills used by LCPOs who are effective in getting their jobs done. How much did you learn about each skill, and how useful do you feel each skill will be to you in your job as an LCPO?	AMOUNT LEARNED	USEFULNESS ON JOB
Optimizes people and jobs within the latitude rate and rank structures permit	3.86	4.05
Effectively monitors the implementation of a plan	3.82	4.14
Gives effective performance feedback	3.95	4.23

Table B-10. Participant Perception of Problem Solving Skills. (Means)

• This unit taught about skills used by LCPOs who were effective problem solvers. How much do you feel you learned about performing each of these skills, and how useful do you feel these skills will be to you in your job as an LCPO?	AMOUNT LEARNED	USEFULNESS OF JOB
Identifies job related problems	3.67	4.05
Develops action plans	3.81	4.10
Conceptualizes a problem	3.76	4.00

Table B-11. Participant Perception of Problem Solving Lessons. (Means)

• This unit included several lessons involving different types of activities. In the box below, please indicate how much you feel you learned about leadership and management (L&M) skills in each, and how useful the skills will be to you on the job as an LCPO?	AMOUNT LEARNED	USEFULNESS ON JOB
Analyzing case studies	3.90	3.95
Brainstorming exercise	4.10	4.09
Problem analysis exercise	4.18	4.33
LANACOMCOM exercise	4.27	4.26

Table B-12. Helpfulness of Problem Solving Learning to the Job. (Mean)

QUESTION	MEAN RESPONSE
• How helpful do you feel what you learned about problem solving will be to you in helping solve on the job problems?	4.19

Table B-13. Participant Perception of Learnings in LMET Course. (Means)

• The LMET LCPO course is designed to increase your ability to perform a variety of competency skills important for effective leadership and management. Reflecting back over the entire course, how much do you feel you learned about each skill listed below, and how useful will the skills be to you on the job as an LCPO?		AMOUNT LEARNED	USEFULNESS ON JOB
Task Achievement	Concern for achievement	4.27	4.59
	Taking initiative	4.05	4.50
	Setting goals	4.32	4.68
	Coaching others	4.09	4.36
	Technical problem solving	4.05	4.27
Skillful Use of Influence	Concern for influence	4.32	4.64
	Influencing others	4.32	4.68
	Conceptualizing a problem	4.09	4.41
	Team-building	4.27	4.50
	Rewarding others	4.05	4.32
	Self-control	4.14	4.41
Management Control	Planning and organizing	4.09	4.41
	Directing others	3.86	4.50
	Delegating responsibility to others	4.05	4.41
	Optimizing (people-tasks)	4.10	4.33
	Monitoring results	4.10	4.57
	Resolving conflicts	4.00	4.43
	Giving feedback	4.38	4.71

Table B-13. Participant Perception of Learnings in LMET Course.(Cont'd)
(Means)

• The LMET LCPO course is designed to increase your ability to perform a variety of competency skills important for effective leadership and management. Reflecting back over the entire course, how much do you feel you learned about each skill listed below, and how useful will the skills be to you on the job as an LCPO?		AMOUNT LEARNED	USEFULNESS ON JOB
Advising and Counseling	Listening to others	4.38	4.71
	Understanding others	4.24	4.67
	Helping others	4.10	4.48
	Importance of having positive expectations	4.14	4.52
Coercion	Coerciveness	3.95	4.29
	Negative expectations	4.05	4.33
	Disciplining others	3.76	4.24
	Acting impulsively	4.05	4.29
	Failing to resolve conflicts	3.95	4.19

APPENDIX C

END-OF-DAY QUESTIONNAIRE RESULTS

Table C-1. Participant Assessment of the Course as Reported at the End of Each Day (Means)

QUESTION	TIME OF RESPONSE								
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9
• Overall, how did you feel about today's session of the LCPO course?	4.18	3.86	4.33	4.36	4.55	4.09	4.05	4.29	4.29
• How easy to understand was the material covered in today's session?	4.18	4.00	4.14	4.36	4.09	4.00	3.95	3.86	3.90
• How well did the content of today's session reflect the specific duties of an LCPO?	3.91	3.67	3.86	4.14	4.27	4.05	4.20	4.05	4.24
• In your opinion, how effective were the instructor(s) in conveying the material presented in today's session?	4.52	4.55	4.27	4.55	4.59	4.23	4.48	4.14	4.45
• What kind of a recommendation would you give if an LCPO who had not attended this course asked you about today's session?	4.29	4.45	4.45	4.27	4.55	4.50	4.38	4.43	4.55

Table C-2. Participant Assessment of Appropriateness of Time Spent in Various Activities. (Means)

• Several types of classroom activities were used to present material covered in today's session. Reflecting back on events, how do you feel about the amount of time spent in each type of activity?	TIME OF RESPONSE								
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9
a. Listening to a lecture	2.00	2.05	2.00	2.05	2.00	2.00	2.11	2.00	2.00
b. Class discussion led by instructor	2.00	1.95	2.00	2.05	2.00	2.09	2.05	2.10	2.00
c. Small group discussion	1.76	1.90	1.86	1.95	1.95	1.95	1.94	2.05	1.95
d. Reading (LMET Journal, etc.)	1.95	2.00	1.89	1.95	2.00	2.00	2.00	2.11	2.00
e. Participating in group exercises	1.75	1.95	2.05	2.00	1.95	2.00	2.00	2.05	2.00
f. Writing	2.00	2.09	2.11	2.11	2.07	2.11	2.17	2.18	2.06
g. Taking tests	1.83	2.17	2.10	2.08	2.20	2.17	2.29	2.20	2.14
h. Viewing films	1.50	2.14	1.83	2.00	1.60	1.95	1.67	1.67	1.95

Table C-3. Participant Assessment of Helpfulness of Various Activities in Learning Leadership Skills.
(Means)

• Several types of classroom activities were used to present material covered in today's session. Reflecting back on events, how do you feel about how much each helped you in learning leadership and management skills?	TIME OF RESPONSE								
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9
a. Listening to a lecture	3.86	4.00	4.14	4.48	4.14	3.95	3.81	3.90	3.95
b. Class discussuion led by instructor	3.86	4.23	4.24	4.09	4.36	3.90	3.86	3.95	3.86
c. Small group discussion	4.05	4.14	3.95	3.77	4.09	4.00	3.79	4.14	4.00
d. Reading (LMET Journal, etc.)	3.71	3.10	3.48	3.53	3.63	3.71	3.58	3.67	3.82
e. Participating in group exercises	4.19	4.05	4.14	4.27	4.27	3.95	4.25	4.14	4.05
f. Writing	3.00	3.24	3.11	3.26	3.38	3.37	3.47	3.47	3.50
g. Taking tests	2.60	*	*	3.69	*	2.67	*	*	*
h. Viewing films	*	3.64	*	*	*	4.41	*	*	4.50

*Activity did not take place

Table C-4. Participant Perceptions of Learning Areas.
(Percent Mentioning Each)

• This LMET course is designed to increase your skills in many areas. Which did you learn something about today?		Time of Response								
		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
Task Achievement	Concern for achievement	73	82	59	27	27	27	38	59	73
	Taking initiative	59	36	55	32	41	23	52	55	77
	Setting goals	86	95	82	36	36	45	62	59	73
	Coaching others	73	36	95	36	55	50	52	41	82
	Technical problem solving	18	9	18	14	27	36	57	45	68
Skillful Use of Influence	Concern for influence	55	32	18	55	50	41	57	64	77
	Influencing others	64	36	32	73	64	45	52	77	86
	Conceptualizing a problem	14	18	18	32	23	23	67	59	82
	Team building	68	36	91	64	36	45	71	73	82
	Rewarding others	14	18	32	41	23	32	33	18	77
	Self-control	5	14	55	91	45	41	57	59	86

Legend

Subcompetency not included in lesson.

Table C-4. Participant Perceptions of Learning Areas. (Percent Mentioning Each) (Cont'd)

• This LMET course is designed to increase skills in many areas. Which did you learn something about today?		Time of Response								
		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
Management Control	Planning and organizing	18	41	50	32	36	55	57	64	77
	Directing others	14	9	45	41	36	41	52	36	77
	Delegating responsibility to others	9	5	64	27	0	55	48	36	73
	Optimizing (people-tasks)	32	27	41	27	9	68	81	50	86
	Monitoring results	5	41	45	5	27	73	76	50	82
	Resolving conflicts	18	18	0	36	36	41	52	68	68
	Giving feedback	59	45	64	59	68	68	86	77	82
Advising and Counseling	Listening to others	77	45	68	77	68	68	48	77	86
	Understanding others	45	50	36	77	68	64	57	73	82
	Helping others	36	27	27	59	55	64	48	55	68
	Positive expectations	14	45	27	32	32	45	57	50	82

Legend

Subcompetency not included in lesson.

Table C-4. Participant Perceptions of Learning Areas.
(Percent Mentioning Each) (Cont'd)

• This LMET course is designed to increase skills in many areas. Which did you learn something about today?		Time of Response								
		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
Coercion	Coerciveness	18	5	9	50	9	14	19	23	82
	Negative expectations	9	41	9	14	5	32	39	41	68
	Disciplining others	5	0	9	23	14	23	14	9	59
	Acting impulsively	9	0	5	36	27	14	19	27	64
	Failing to resolve conflicts	14	0	0	27	14	9	19	36	64

Legend

	Subcompetency not included in lesson.