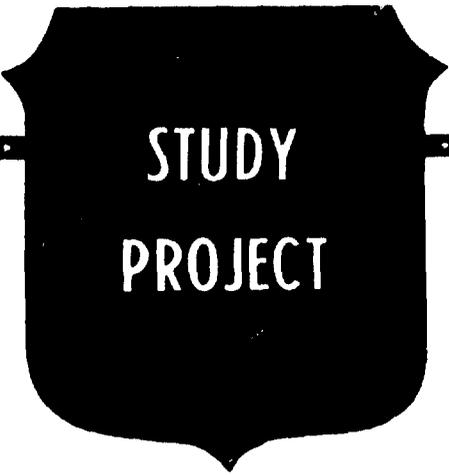


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CRITICAL REQUIREMENTS FOR ARMY
WAR COLLEGE FACULTY INSTRUCTORS

BY

LIEUTENANT COLONEL MILTON A. WHITLEY, JR.

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USAWC MILITARY STUDIES PROGRAM PAPER

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CRITICAL REQUIREMENTS FOR ARMY WAR COLLEGE
FACULTY INSTRUCTORS

AN INDIVIDUAL STUDY PROJECT

by

Lieutenant Colonel Milton A. Whitley Jr.. AD

Dr. Herbert F. Barber
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U.S. Army War College
Carlisle Barracks, Pennsylvania 17013
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ABSTRACT

AUTHOR: Milton A. Whitley Jr., LTC, AD
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CRITICAL REQUIREMENTS FOR ARMY WAR COLLEGE
FACULTY INSTRUCTORS

CHAPTER I

INTRODUCTION

The Army War College continues to perform a significant mission to our nation and to our Army as it provides education and development for the senior leadership of the future. During the last several years renewed interest has been focused on the senior schools of the military services.¹ The Commandant of the Army War College, Major General Howard D. Graves, recently discussed the challenges facing these institutions. He indicated that the areas subject to examination include curriculum content and structure, educational methodology, faculty qualifications and development, student selection and evaluation, and the relationship of applied research to the academic program.² More specifically, General Graves addressed instructions provided to the Army War College by the Chief of Staff of the Army which included the conduct of a comprehensive assessment of the college. He reported that the assessment was completed within guidance to accomplish any needed redirection of efforts.

General Graves discussion of the Army War College assessment reflected a thorough faculty-led effort which

highlighted among its findings the importance of the faculty. He reported, "Without question, a top-quality faculty was identified as the most critical resource required to implement the U.S. Army War College plan."

PURPOSE

The focus of this study is the Army War College faculty. The purpose of the research is to provide a method to identify and examine behavioral job requirements determined as critical for Army War College faculty from the perspective of students. As General Graves' comments precisely indicate, the role of the Army War College faculty instructor is key for the success of the institution. Focusing research on the behaviors demonstrated by faculty members provides relevant information to enhance instructor performance. It directly supports the faculty development program which includes emphasis on improving subject-matter expertise and teaching skills. The results of this research can be used for instructor in-service training, selection, counseling, as well as evaluation and self-critique.

DEFINITION OF TERMS

Certain unique terms are used throughout this study. The definitions of these special terms are provided.

Critical incident. An incident is any observable human activity that is sufficiently complete in itself to permit inferences to be made about the person performing the act. To be critical, an incident must occur in a situation where the purpose or intent of the act seems fairly clear to the observer and where its consequences are sufficiently definite to leave little doubt concerning its effects.

Critical behavior. A critical behavior is a specifically observed overt act included in the critical incident that the observer or respondent considers to be effective or ineffective in accomplishing the purpose or assigned task of the individual under observation. An incident may contain one or more critical behaviors.

Critical requirement. A critical requirement is a descriptive statement which summarizes similar critical behaviors of the individuals under observation.

The behavior-oriented nature of the terms is discussed and further explained in the following chapters of this paper. The ensuing discussion will demonstrate the application of the terms as part of the research technique used in this project.

ENDNOTES

1. Howard D. Graves. "The U.S. Army War College: Gearing Up for the 21st Century," Parameters, Vol. 18, December 1988, p.2.

2. Ibid.

3. Ibid., p. 11.

CHAPTER II

BACKGROUND

The Army War College faculty member, like any college educator, works within the framework and guidance established by the educational institution. The environment of a school of higher learning reflects the educational institution's approach to the learning process. The Army War College seeks to provide the active learning environment characterized by a rigorous program which highlights thinking, reading, research, case study, group discussion, oral presentation, and lecture.¹ The academic program is designed for active learning within an atmosphere of professional military scholarship and camaraderie.

EDUCATIONAL APPROACH

The active learning environment is related to "The Andragogical Model" of learning provided by educator Malcolm S. Knowles. The learner in this model has generally a greater volume and quality of experience in the learning process. The individual student in this model is also generally better prepared and motivated to learn. The Andragogical Model in its pure and extreme form directly contrasts with the traditional learning approach represented as "The Pedagogical Model".² The learner in the traditional

case enters the learning situation with little or minimum experience and is basically dependent on a teacher for preparation and motivation. The traditional model requires a teacher who is primarily concerned with covering content of subject whereas the andragogical model views the educator as the "facilitator of learning" primarily concerned with the processes or procedures that will facilitate the acquisition of content by the learners.⁴ The role of content or subject matter is also included but only secondarily.

One important assumption associated with the andragogical model should be noted because of its relevance to the Army War College environment. This characteristic of the model grants that the learners are rich resources of knowledge and that sharing this knowledge fosters growth and accountability.⁵ The Army War College satisfies the parameters of the andragogical model with an educational setting centered on the small 16 person student seminar group of experienced military officers or civilian equivalents who share experiences, offer opinions, and debate issues.

A review of the assigned responsibilities of Army War College personnel provides a description of the duties of Army War College Faculty Instructors (FIs).

Faculty Instructors (FIs) are, foremost, educators. In this role, they are responsible for supervising and coordinating the academic activities of the students seminar groups to which they are assigned and for observing and evaluating individual student performance. They conduct instruction, lead seminars and discussion groups, provide feedback to students (to include preparation of academic feeder reports), and perform other duties assigned them by the appropriate department chairmen.

TEACHER EFFECTIVENESS

Since the role of the Faculty Instructor has been recognized as important, attention needs to be directed on methods that will build upon the on-going faculty development activities. This leads to an examination of the effectiveness of the instructor effort. A positive step would perhaps answer the following questions, "What are instructors doing that leads to successful execution of their assigned tasks?" and likewise, "What are instructors doing that detracts from their assigned responsibilities?"

Research on college instructors or college teaching efforts in general, has been conducted for decades. In fact, an earlier research study reviewed over 2300 titles concerned with the study of teacher effectiveness.⁷ A review of some of these studies reveal important implications for instructor effectiveness at the Army War College.

In one research study of the college classroom, five important dimensions of teacher behavior were identified to measure effectiveness; these included: (1) Relationships with students, (2) Ability to Present the Material, (3) Interest in Course and Material, (4) Reasonableness of the Workload, and (5) Fairness of Testing and Grading.⁸ The findings of the research showed that the two most important classifications as determined by frequency of behaviors were dimensions (2) and (4). Examples of highly scored behaviors within dimension (2) included:

1. This professor speaks distinctly and uses good grammar.
2. This professor states the objective of each lecture and presents the material in a logically ordered sequence.
3. This professor tried to relate complex material to the students in a manner that they could understand.⁹

Two statements in dimension (4), Reasonableness of the Workload, which reflected low measures of teacher effectiveness are:

1. This professor assigns and tests over 5-8 chapters per week for a three-hour course.
2. This professor, when teaching a three-hour course, gives heavy assignments to keep the students busy during the off day.¹⁰

Another investigation attempted to summarize the important results of teacher effectiveness research with three key points. First, ratings of teacher effectiveness tended to be reliable but were not related in any

substantial way to objective measures of teacher performance; for example, ratings by administrators show low correlations with objective measures such as student test scores. Secondly, predictors of teacher effectiveness such as intelligence, college grades, various tests and aptitudes, and personality measures showed diverse relationships with any criteria. Finally, a suitable criterion for teacher effectiveness must take into account the students; in particular, the gains in learning accomplished by the students as measured against an objective as well as student observation of teacher performance.¹¹

The previous research also described student involvement as very important since students are in a direct relationship with teachers and are in a position to observe teacher performance whereas other observers can only see a limited sample of a given teacher's behavior. Another detailed and wide-ranging study discussing teacher effectiveness made the following statement which leads to the focus of this research, "What is most important in determining teacher effectiveness is not the establishment of criteria for indicating who is an effective teacher but rather the determination of what is effective teacher behavior."¹²

THE CRITICAL INCIDENT TECHNIQUE

Central to this study is an appreciation of the research methodology used to identify critical incident behaviors. The next step of this paper focuses on this methodology to satisfy the issues that have been presented. Most importantly, the approach is capable of enhancing the recognition of specific instructor behaviors that are identified with the effectiveness of assigned instructor responsibilities.

The origin and nature of the procedure is described to show its appropriateness to this study of the behaviors of Army War College Faculty Instructors. Other educational studies that have used the critical incident methodology are also examined to demonstrate the value of the technique in the Army War College environment.

Origin

John C. Flanagan, of the American Institutes of Research, is credited with the development and utilization of the critical incident technique.¹³ However, the roots of the method may be traced to studies of Sir Francis Galton and to developments such as time sampling studies of recreational activities, controlled observation tests, and anecdotal records.¹⁴ Accounts of Flanagan's utilization and ensuing improvements in the technique have been recorded

repeatedly in the literature. Perhaps the summary which best delineates the technique, reviews studies using the technique, and captures the efforts of Flanagan is his work published over thirty years ago in 1954. In addressing procedures for defining job requirements, he wrote:

The principal objective of job analysis procedures should be the determination of critical requirements. These requirements include those which have been demonstrated to have made the difference between success or failure in carrying out an important part of the job assigned in a significant number of instances.¹⁵

During World War II, the technique was used to develop critical requirements for (1) effective combat leadership, (2) selection and training procedures for bombardiers, and (3) the problem of disorientation while flying.¹⁶ It was also used as a basis for a research program on selecting pilots.

At the close of the war, the American Institutes for Research was established by some of the psychologists who participated in the aviation program.¹⁷ This association provided impetus to continued research which contributed to the development and refinement of the critical incident technique. Since that time the technique has been used extensively in many fields although the increased emphasis on quantification and experimentation in the sixties saw the method experience a period of disuse.¹⁸ It has since

enjoyed what has been referred to as a renaissance in applications. In fact, this method has been applied in studies very closely associated with the current focus of this paper.

In a recent bibliography prepared by the American Institutes for Research in Palo Alto, California, more than 700 studies are cited using the Critical Incident Technique as the primary method.¹⁹ A review of the subject matter index of the AIR bibliography reveals a great number of studies pertaining to teachers and teaching, military officers, and personnel management techniques.²⁰

The Nature of the Critical Incident Technique

The basic ideas underlying the critical incident technique are familiar. Observation is one of the easiest and most direct means of acquiring information.²¹ The advantages of observing data in some systematic fashion have long been recognized. The critical incident technique imposes certain controlled conditions. It provides a set of procedures for systematizing observations in such a way that it is possible to analyze accumulated data and synthesize conclusions about behavioral relationships.

The critical incident technique provides an approach for breaking down a job into its component parts and arriving at conclusions regarding those parts. Essentially, it is a job analysis technique with the added advantage of a

procedure for evaluating the relative importance of components. Observed behaviors that have made significant contributions either positively or negatively to the success of the activity undertaken are identified and classified. When this collection of systematically selected behaviors is analyzed and tabulated, the formulation of a statement of critical requirement for that activity is possible.

Flanagan refers to the ultimate purpose of the critical incident technique when he states:

A list of critical behaviors provides a sound basis for making inferences as to job requirements in terms of aptitude, training, and other characteristics.²²

Educational Studies Using the Critical Incident Technique

Since its development, a number of researchers have applied the critical incident technique to various problems in the field of education. In some of the earlier applications of the critical incident technique in education, school administration, counselors, and classroom teachers were investigated.²³ More recently, adult education and learning, college administration, college student mentoring, and professional training programs have been examined using the critical incident methodology.²⁴

The critical incident study of college administration investigated college and university presidents and revealed two conclusions related to this paper: (1) The critical

incident technique is a method by which actual behavior can be studied while allowing the researcher to identify the nature of the incidents under study, with minimal removal from the content of the situation in which they had taken place; and (2) The use of the critical incident technique while providing many strengths, also had weaknesses to include, most notably, the long and tedious categorization process. The study of college presidents further provided 112 critical behaviors grouped into fourteen categories. Most of the categories included administrative and management functions; however, one category that emerged from the process was labeled as Student Relations.

Descriptions of behaviors that were reported include:

1. The president made it a practice to eat with students several times a week in the student dining room.
2. The president organized a special effort to see that the placement needs of graduating students was met.
3. The president provided increased opportunities for minority students to establish their identity.²⁵

Another study determined the critical requirements for instructors of college general psychology courses.²⁶ This research also used college students as respondents to report observations of critical behaviors demonstrated by their instructors. Two-hundred and fifty behaviors were used to develop rating scales for evaluating classroom performance.

The critical incident technique was also used to evaluate college classroom effectiveness in a study where students were again used as respondents in the investigation.²⁷ In emphasizing the student input, the researcher provided two notable explanations. The first described the direct student-instructor relationship and the ability of the student to observe "actual teaching and all its behavioral elements". The second point described the evidence that showed that students and other observers of the same faculty did not agree on teaching performance. The classification and grouping of critical behaviors provided by the classroom study could serve as a reference case for similar research keying on college level faculty and student respondent groups. Of further significance, the results from this extensive study were produced from 3,000 reported critical incidents and were classified into seven categories: (1) Personal Relationships with Students, (2) Classroom Administration, (3) Student Participation, (4) Classroom Presence, (5) Organization and Presentation of Material, (6) Evaluation of Student Performance, (7) Interest in the Job of Teaching. The two largest groupings were categories (5) and (6). Examples of the behaviors reported under group (5), Organization and Presentation of Material, include:

1. Begins each class with a review of previous work.
2. Uses current and pertinent examples and illustrations to explain material.
3. Shows relevance of material to the "real world," the students's major, and/or student's outside interests or future.
4. Distributes hand-outs and/or copy of class notes to supplement course.
5. Uses department or personal experiences, projects, or work to stimulate student interest.²⁸

Category (6), Evaluation of Student Performance, statements included:

1. Writes comments on returned papers and quizzes.
2. Takes into account class participation, application, and/or effort in assigning final grade.
3. Allows adequate time to complete tests.²⁹

A very positive approach to student evaluation of instruction using the critical incident technique was given by the previous researcher who stated:

Instructors can improve their teaching through various approaches, and one way of helping them bring positive changes in their classroom behavior is to tell them what their students think of their teaching.³⁰

The latter research also demonstrates the type of information resulting from a summary of critical incidents that can be applied in the conduct of instructor training.

Research conducted several years ago at the Air Command and Staff College, the Air University, formulated 113 critical requirements for the Faculty Instructor using the

critical incident technique.²¹ Critical requirements produced by the research were classified under six broad functional areas as follows: (1) Monitors or Leads Seminar Projects, (2) Conducts Personal Counseling, (3) Counsels the Seminar, (4) Instructs, (5) Critiques Speaking Assignments, and (6) Participates in Certain Non-Academic Functions. Examples of critical requirements classified under functional area (3), Counsels the Seminar, are:

1. Displays a high degree of enthusiasm during group counseling sessions..
2. Counsels the group in a non-threatening, understanding manner, always respecting student comments, efforts, and individuality.
3. Stresses the importance of the individual student, his thought processes, and his ideas.²²

Examples, within the smallest category, (5) Critiques Speaking Assignments, are:

1. Critiques all phases of speaking assignments, identifying both strengths and areas for improvement.
2. Keeps minor mistakes (such as small time violations) in proper perspective when establishing speech success criteria.²³

The Air Force study provides a good example of the use of the critical incident technique in the environment of a military service institution. The results of this study at the Army War College can also be compared with the Air University findings to determine if there are any correlations that would possibly assist in the faculty development effort.

ENDNOTES

1. U.S. Army War College, Curriculum Pamphlet, p. 3.
2. Malcolm S. Knowles, et al., Andragogy in Action, p.9.
3. Ibid., p. 8.
4. Ibid., p. 14.
5. Ibid., p. 276.
6. U.S. Army War College, Resident Student Manual, p. 1-5.
7. W.C. Eells, "College Teachers and College Teaching: An Annotated Bibliography, Southern Regional Education Board.
8. William I. Sauser, et al., "Two-Hundred and fifty scaled incidents of College Classroom Teaching Behaviors," Southeastern Psychological Association, p. 5.
9. Ibid., pp. 24-25.
10. Ibid., pp. 37-38.
11. W.W. Ronan, Evaluating College Classroom Teaching Effectiveness, U.S. Department of Health, Education, and Welfare, pp. 1-3.
12. A.S. Barr, et al., "Report of the Committee on the Criteria of Teacher Effectiveness," Review of Educational Research, Vol. 22, p. 238.
13. Michael Stano, "The Critical Incident Technique: A Description of the Method," Southern Speech Communication Association, p. 4.
14. John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, July 1954, pp. 327-328.
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17. William D. Peterson, A Study of Incidents having an Impact on the Effectiveness of New and Experienced Presidents of Selected Colleges and Universities in the Midwest, p. 53.

18. Lorette K. Woolsey, "The Critical Incident Technique: An Innovative Qualitative Method of Research." Canadian Journal of Counselling, Vol. 204, 1986, p. 242.

19. Grace Fivars, The Critical Incident Technique: A Bibliography, p. v.

20. Ibid., pp. 29-35.

21. Flanagan, p. 338.

22. Ibid., p. 355.

23. Woolsey, pp. 242-243.

24. Fivars, pp. 29-35.

25. Peterson, pp. 199-201.

26. Sauser, pp. 1-5.

27. W.W. Ronan, Evaluating College Classroom Teaching Effectiveness, U.S. Department of Health, Education, and Welfare, pp. 2-22.

28. Ibid., p. 5-22.

29. Ibid.

30. Ibid. p. 2.

31. B.H. Holcombe, " The Critical Requirements for Faculty Instructors in the Air Command and Staff College of the Air University Based Upon an Analysis of Critical Incidents reported by Students," Dissertation Abstracts International, Vol. 32., pp. 58-67.

32. Ibid., pp. 63-64.

33. Ibid., p. 66.

CHAPTER III
RESEARCH METHODOLOGY

The Critical Incident Technique, in essence, involves the collection of actual examples of behavior which characterize either very effective or very ineffective performance of an observed activity. This chapter describes the procedural steps employed in the implementation of the critical incident technique and the proposed application at the Army War College.

The steps follow the basic guidelines provided by Flanagan and refined by other researchers as discussed earlier in this text.¹

STEP 1: Formulation of the General Aim of the Activity

It is essential in the conduct of research using the critical incident technique that common agreement exists as to the assigned task of the subject under observation. This condition is emphasized by Flanagan:

A basic condition necessary for any work on the formulation of a functional description, of an activity is a fundamental orientation in terms of the general aims of the activity.²

This condition is easily satisfied at the Army War College since a concise description of the assigned responsibilities of the Faculty Instructor is provided and published for common review. This description is provided in Chapter II

and is placed on the observation report form or questionnaire used in the data collection.

STEP 2: Selection of the Respondents

An action necessary in most any research involving observations is the decision of not only who is best suited to provide the data, but whose contributions are most worthwhile to the investigation. The selection should satisfy the guidelines provided by Flanagan:

Wherever possible, the observers should be selected on the basis of their familiarity with the activity. Special consideration should be given to observers who have made numerous observations of persons engaged in the activity.³

Further, as reported earlier in this study, students are reliable and valuable means of providing the critical behaviors. Probably, the most appropriate group to serve as respondents at the Army War College are the students since they have knowledge of the Faculty Instructor's primary job responsibilities based on frequent observations.

STEP 3: The Data Collection Instrument

Data collection following the critical incident technique can employ several procedures. Personal interviews and group interviews have been used as methods of data collection while questionnaires and written record or reports have also been part of the process. This study will use the questionnaire approach.

Review of studies using the critical incident technique and the basic guidelines provided by Flanagan indicate that regardless of the method of data collection four basic conditions must be satisfied by the respondent to accurately obtain a critical behavior.

1. The situation observed must be described.
2. Description must be made as to what the subject did.
3. Judgment must be made as to whether the act was effective or ineffective.
4. Reasons must be provided as to why the judgment was made.

In order to satisfy these conditions it is necessary to provide the respondents with accurate instructions. A two part data collection instrument was developed for this project (Appendix 1). The first part provides introduction, purpose, and instructions. The second part represents the actual report to be completed. The form is designed to allow the student respondent to report observations simply and accurately. The data collection instrument is similar in format to the forms used in several studies.

STEP 4: Collection of the Data

The collection of the data is possibly the most critical phase of the methodology. Once the collection instrument is distributed, the researcher is dependent upon the respondents and the quality of the report form for the

receipt of usable data. Distribution of the instrument at the Army War College is facilitated by the student mail box system. The use of a follow-up letter or note (Appendix 1) served to remind the student respondents to complete and return the report forms.

STEP 5: Analysis of the Data

The analysis of data involves five principal tasks.* The tasks are: (1) the determination of the usability of the reported incidents; (2) the extraction of the critical behaviors; (3) the determination of the adequacy of the number of reported critical incidents; (4) the grouping of similar critical behaviors into categories; and (5) the verification of the acceptance, extraction, and categorization of the critical behaviors.

The first task of determining the usability of the reported incidents is accomplished by applying the data on the report form to the following criteria: (1) description of the situation observed must be made, (2) the description must reveal what the instructor did, (3) the behavior must be labeled by the respondent as either effective or ineffective, and (4) a statement or implication of the reason for the judgment must be indicated.

One of the most common reasons for rejecting incident reports is usually the absence of a description of an actual behavior.

The second task of extracting the critical behaviors is accomplished by reading the reports and recording the actual behaviors. Earlier studies relied on work sheets and legal pads to assemble the behaviors; however, personal computers can be used to enhance this process.

The task of determining the adequacy of the number of reports is simply put, answering the question, "Do you have enough data to develop critical requirements?" This question is answered by following the basic guidelines of the technique described by Flanagan:

For most purposes, it can be considered that adequate coverage has been achieved when the addition of 100 critical incidents to the sample add only two or three critical behaviors.*

The fourth task in this phase of the analysis of the data involves grouping similar behaviors into categories and sub-categories. This is accomplished by placing and perhaps moving the behaviors among categories until all like behaviors are classified together.

The final task is to verify the accuracy of tasks 1,2, and 4. This procedure is not a mandatory activity in the critical incident methodology; however, it has been successfully applied in several studies to reinforce the researcher's efforts. The verification is accomplished by the use of a panel of experts who are familiar with the subject matter. The panel is asked to review a random

sampling of critical incident reports and perform three actions: (1) evaluate each incident as usable or unusable based upon the same five criteria presented earlier in this chapter, (2) extract the critical behavior from the incident report, and (3) categorize the critical behavior into one of the categories already developed in task 4 above.

STEP 6: Interpreting and Reporting The Critical Requirements

The final activity of the Critical Incident Technique involves the development of descriptive statements which summarize similar critical behaviors. The objective of this process is to retain the specificity of each critical behavior at a level that best conveys a meaningful, comprehensive description of the job performance under study.

The presentation of the critical requirements is normally accomplished by numerically listing the statements within categories either in table or summary format. The frequency of the critical behaviors supporting the critical requirements is also provided which can assist in determining the critical requirements more heavily weighted by the respondents.

ENDNOTES

1. John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, July 1954, pp. 327-355.

2. Ibid., p. 338.

3. Ibid., p. 339.

4. Ibid., pp. 343-345.

5. Ibid., p. 343.

CHAPTER IV

PILOT STUDY

A pilot study was conducted using the procedures presented in the previous chapter. On 9 March 1989, data collection instruments were distributed by the college student box system to 54 Army War College students. These students were randomly selected from each of the 18 student seminars using the random selection method and a random numbers table.

Several key considerations were given to the timing of the data collection and the size of the respondent sample. A date following the completion of core curriculum course 4 was identified as ideal. This represented a point in the academic year which allowed the students the observation of the a broad number of faculty instructors. It also ensured the exposure of faculty instructors from the primary academic departments. Specifically, these included the Department of Command, Leadership, and Management (DCLM); the Department of Military Strategy, Planning, and Operations (DMSP0); and the Department of National Security and Strategy (DNSS).

The size of the respondent group was considered a compromise between an all-inclusive survey which was beyond the scope of an individual project and the number necessary

to demonstrate the useful application of the technique at the Army War College. Also most important to this consideration was the feasibility of a student survey at a busy point in the academic year when students are completing their student projects. The availability of student time and willingness to participate were therefore, key to execution of the pilot process.

The student representation by service grouping that comprised the randomly selected sample are shown in Table 1.

Table 1

STUDENT REPRESENTATION OF THE RESPONDENTS

Service	Number of Respondents	% of Sample
Army	37	69
Air Force	5	9
Navy	0	0
Marine Corps	1	2
Coast Guard	0	0
International Fellows	6	11
Civilians	5	9
Total	54	

From the 54 data collection instruments distributed, 43 completed forms were returned for a return collection of 79.6 per cent. Eight reports failed to meet the criteria outlined in Chapter III. Included in this number were two students who objected to the questionnaire suggesting

instead a multiple-choice format. Six responses were rejected because a description of behavior was not provided.

The data was analyzed following the five principal tasks outlined in Chapter III.

Thirty-five usable reports were accepted as describing critical incidents. Sixty-four critical behaviors identified by the student respondents were extracted from the incidents. These behaviors were then grouped into similar categories. At the conclusion of this task, four categories had evolved. The behaviors were then used in formulating critical requirements within the categories. The requirements were developed with equal regard to reported effective or ineffective critical behaviors. Using either type of behavior, the requirements were written to indicate a descriptive statement of performance. Also, no weight was attached to the number of critical behaviors used as a basis in formulating each requirement; however, the number of the type of behaviors is shown with the associated requirement in Table 2 to reflect the frequency identified by the student respondents.

Table 2

CRITICAL REQUIREMENTS FOR ARMY WAR COLLEGE
FACULTY INSTRUCTORS

Category Critical Requirement	Number of Effective Behaviors	Number of Ineffective Behaviors	Total
I. Manages the Seminar	9	3	12
1. Assigns tasks within the seminar taking advantage of individual student expertise.	1	0	1
2. Demonstrates consistency with the group.	1	0	1
3. Merges student talent into optimum work groups.	1	0	1
4. Enforces AWC polices and rules.	3	0	3
5. Concludes seminar sessions on time.	0	1	1
6. Demonstrates a considerate, professional manner.	1	1	2
7. Provides expectations of assigned tasks, clarifying standards as necessary.	2	0	2
8. Provides academic and AWC feedback to the seminar.	0	1	1
II. Monitors or Leads Seminar Sessions	19	21	40

Table 2 Continued

9. Asks for student input, soliciting maximum involvement in the activity.	1	0	1
10. Leads the discussions as necessary and allows fruitful, free flow discussion.	4	3	7
11. Demonstrates thorough preparation for the seminar session.	2	1	3
12. Facilitates and supports individual student presentations.	0	2	2
13. Demonstrates sensitivity to the importance of seminar bonding and works to support cohesion.	1	1	2
14. Supplements discussion with examples and illustrations based on personal experience.	1	3	4
15. Provides and exercises flexibility during case studies.	1	2	3
16. Avoids gimmicks in monitoring and controlling discussions.	0	1	1
17. Tactfully presents and explains AWC preferred options in case studies.	0	1	1
18. Provides direction and facilitates flow of discussion with timely suggestions of various options.	3	0	3

Table 2 Continued

19. Tactfully injects opinions into discussion.	1	4	5
20. Subtly monitors and guides discussion, keeping it "on track".	4	3	7
21. Encourages and solicits constructive brainstorming of issues.	1	0	1
III. Instructs the Seminar	4	3	7
22. Presents interesting, well-researched, and well-prepared lessons.	2	0	2
23. Provides concise, prepared introductions and summaries.	0	1	1
24. Demonstrates a thorough knowledge and understanding of the subject.	2	1	3
25. Provides and distributes copies of AWC faculty slides when necessary to supplement the subject.	0	1	1
IV. Counsels Students	2	1	3
26. Provides frank, constructive critique of individual project.	2	0	2
27. Practices availability to review study projects.	0	1	1
V. Participates in Non-Academic Activities	2	0	2
28. Participates enthusiastically in seminar social activities.	1	0	1

Table 2 Continued

29. Demonstrates support of seminar and encourages cohesion through active participation in seminar sports events.	1	0	1
Total	36	28	64

As Table 2 demonstrates, Category II, Monitors or Leads the Seminar, is the largest grouping with 13 critical requirements. A review of the Category II statements reflects basic similarities with Category I, Manages the Seminar; however, during the data analysis several similar behaviors were extracted but the situations described by the student respondents clearly identified separate areas of activity. Category III, Instructs the Seminar, included distinct behaviors associated with traditional teaching responsibilities. Categories IV and V combined to represent only five behaviors, yet are indicators of tasks perceived by students that are important which are conducted away from the basic seminar class setting.

The total of critical behaviors shown in Table 2 indicates a break out of 31 effective to 28 ineffective. While detailed inferences from the distribution of behaviors would be tenuous, it does give an indication of the type of instructor behavior the respondents recall most vividly.

Category II, as stated earlier, was clearly the largest classification with 40 behaviors. This provides an indication of the area of the instructor's responsibility with which students are most concerned. Within the category slightly more than half of the behaviors, 21, were reported by the students as ineffective. This contrasts with the results of the next largest grouping, Category I, Manages the Seminar, which shows that students reported 9 of 12 or 75 per cent of the observed behaviors as effective.

The most frequently identified behaviors are associated with Critical Requirements 10 (Leads the discussion as necessary and allows fruitful free-flow discussion.); 19 (Tactfully injects opinions into discussion.); and 20 (Subtly monitors and guides discussion, keeping it "on track"). Each of these statements is in Category II and each specifically is concerned with seminar discussion.

The results of the pilot study can be compared with the Air University research discussed earlier in Chapter II. The six categories in the Air study (Monitors or Leads Seminar Projects, Conducts Personal Counseling, Counsels the Seminar, Instructs, Critiques Speaking Assignments, and Participates in Certain Non-Academic Functions) indicate close parallels particularly regarding instructing, counseling, and non-academic activities. This Army pilot study, however, generally reflects more instructor

involvement in seminar sessions. Also, the Air research shows a separate category involving student speaking assignments which was not identified in this pilot study.

The pilot study results were encouraging. More importantly, for this project the extraction of 54 behaviors does support the appropriateness and value of the research questionnaire as developed and refined in obtaining descriptions of critical incidents of behavior.

ENDNOTES

1. Richard S. Burrington and Donald C. May, Handbook of Probability and Statistics, pp. 220-221, 395.

2. U.S. Army War College, Resident Student Manual, p. 1-2.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

This project has focused on the Army War College Faculty Instructor. The role of the Faculty Instructor is recognized as central to the success of the college mission. College efforts, therefore, are ongoing toward enhancing procedures for faculty development.

This study has presented the critical incident technique as a method to investigate or study instructor behaviors within the active learning environment of the Army War College. Procedures for executing the technique at the college have been outlined. Finally, a pilot study or field trial involving 54 students was conducted to test the feasibility of the method and to gather preliminary indications of important instructor behaviors.

CONCLUSIONS

The study supports several basic conclusions.

1. Students can be used to gain insights on the effectiveness of college level instructors to include faculty of a senior level military institution such as the Army War College.

2. The critical incident technique represents an effective and feasible method for eliciting observations and judgments from Army War College students as to the job performance of their Faculty Instructors.

3. The critical requirements identified in the pilot study represent a basis for meaningful input into the faculty development program.

4. The degree of consideration or weight the Army War College attaches to the behaviors that are described and summarized in the critical requirements depends on the value the institution chooses to place on student input to faculty performance.

RECOMMENDATIONS

Several recommendations are warranted to address possible applications of the research.

1. The critical requirements should be reviewed by the academic departments for possible use in the faculty development program. Awareness of the student identified behaviors could assist instructor orientation or in-service training.

2. An expanded replication of the pilot study should be conducted to conclusively identify instructor behaviors that are perceived by students to be critical for successful job performance.

3. Faculty involvement and input using the critical incident technique should be conducted to provide additional insight on important instructor responsibilities as well as to provide a comparison to the student input.

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APPENDIX 1

THE U.S. ARMY WAR COLLEGE QUESTIONNAIRE OF
FACULTY INSTRUCTOR BEHAVIORS

S: 13 March 1989

AWCA

6 March 1989

MEMORANDUM FOR USAWC Class of 1989 (Randomly Selected Students)

SUBJECT: U.S. Army War College Questionnaire of Faculty Instructor Behaviors

1. The Commandant recently discussed a comprehensive assessment conducted by the Army War College on all aspects of the college. One very important finding of the assessment concerned the identification of a top-quality faculty as the most critical resource to implement college plans. The attached questionnaire seeks to identify critical behaviors exhibited by Faculty Instructors which can provide important information for use in the faculty development program.
2. This questionnaire is part of an individual study project and represents a pilot study focusing on the important role the Faculty Instructor serves in the success of the college.
3. You are part of a limited select sample of students; therefore, your completion of the instrument is very important. Please complete the enclosed forms and return to LTC Allen Whitley, Box 277, by Monday, 13 March 1989. A summary of the behaviors which are identified will be made available to you on request.

Encl

Donald E. Lunday
Colonel, SF
Director of Academic Affairs

TO:

BOX

1. Important data is needed to support the Army War College faculty development program. This research is primarily concerned with the identification of Faculty instructor behaviors which can be used to enhance training and development activities.

2. You are one of three students from each seminar who have been asked to serve as respondents. At this point in the academic year, you have completed core curriculum courses 1 - 5. This extended period has afforded you frequent observations of several FIs and has placed you in a unique position to contribute the information needed in this effort.

3. Guidance for providing your input is given on the next page. Please contact me if you need assistance or additional forms. Also, I realize that during the past months you have been asked to complete several questionnaires; however, because of the limited size of this sample your participation is most critical. Feedback from the investigation will be available to you on request. Thank you for your help in my study.

Allen Whitley
Box 277, Room B314
249-7795

IMPORTANT POINTS FOR COMPLETING THE INCIDENT REPORT:

- Identify specific behaviors that you have observed Army War College FIs exhibiting.
- Do not feel restricted as to the time, location, or situation in which you observed the behavior.
- Feel free to report both effective or ineffective behaviors, each are equally important to the results of this pilot study.
- You are encouraged to submit more than one report.
- Please be assured of complete anonymity, your input will not be attributed to you or to any particular instructor.

A description of the role of the Army War College Faculty Instructor (FI) is provided below to provide a common reference for all respondents:

The Role of the Army War College Faculty Instructor

The FI is responsible for supervising and coordinating the academic activities of the student seminar group to which he or she is assigned and for observing and evaluating individual student performance. The FI conducts instruction, leads the seminar and discussion groups, provides feedback to students (to include the preparation of academic feeder reports), and performs other duties assigned by the appropriate department chairman such as Faculty Advisor and Project Advisor.

TO:
BOX

if you have not yet completed your report identifying
Faculty Instructor behaviors, please do so at this time.
Thank you again for your help.

Allen Whitley
Box 277, Rm B314
249-7795