Technical Report 891

An Evaluation of Signal Pre-Command Course Training Requirements

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The responsibilities of signal commanders have evolved from a predominantly tactical orientation to an orientation between the command of Tactical and Information System Command (ISC) units. This evolution necessitated a training requirements analysis for the Signal Pre-Command course (PCC). Thirty-nine recent graduates of the course, including both Tactical and ISC commanders, were surveyed to conduct a training analysis. The survey was designed to estimate for each of 104 command tasks the frequency at which a task was performed, the importance of the task to mission success, and the adequacy of the commanders' preparation to perform the task. The survey data determined that the Tactical and ISC commanders should be instructed separately and identified the tasks that should be included for each group. The project demonstrated that survey data can be used by the Signal School to effectively and quickly develop course material.

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Training and Simulation

FOREWORD

This report describes the research conducted tc identify course requirements for the Signal Corps Pre-Command course. The project was begun and sponsored by the command staff at the Signal School because of the concern that the rapidly evolving equipment and doctrine of Army command and control was not sufficiently reflected in the Pre-Command course. A task analysis of command assignments was completed based on a survey of incumbent Signal commanders. The survey results were used to restructure the course and tailor training for Signal Officers assigned to the two major types of commands, Information Systems Command and Tactical Signal Units. The results were briefed to the Signal Corps command staff.

This report represents work that is part of a larger research program established to support the Signal Center and Signal School, ARI Research Task 3303, "Technologies for Communications and Electronic Skills Training."

Edgar M. Johnson

EDGAR M. JOHNSON
Technical Director

AN EVALUATION OF SIGNAL PRE-COMMAND COURSE TRAINING REQUIREMENTS

EXECUTIVE SUMMARY

Requirement:

The U.S. Army Research Institute for the Behavioral and Social Sciences Field Unit at Fort Gordon was requested to assist the Signal School in identifying Pre-Command Course (PCC) training requirements for Signal officers who command either Tactical or Information System Command (ISC) units.

Procedure:

Survey data were collected on recent PCC graduates in order to identify command tasks that should be included in the PCC. The survey was used to estimate the degree to which each of 104 tasks was considered to be a part of the Signal commander's assignment, the degree to which each was judged important to success in the assignment, and the adequacy of the commanders' preparation to perform each task.

Findings:

Eighty-five of the 104 tasks were identified as requiring training. Thirty-five of the tasks were identified as important to both sets of commanders, while the remaining tasks were included in the training curriculum for only one command group.

Utilization of Findings:

The Signal School divided the PCC into two separate classes for the commanders of Tactical and ISC units. The ISC and Tactical curricula were developed quickly and effectively on the basis of the survey data. The analyses indicate that the survey approach could be used to revise other curricula in the future.

AN EVALUATION OF SIGNAL PRE-COMMAND COURSE TRAINING REQUIREMENTS

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AN EVALUATION OF SIGNAL PRE-COMMAND COURSE TRAINING REQUIREMENTS

INTRODUCTION AND PROBLEM AREA BACKGROUND

Pre-Command Course Description

The Signal Pre-Command Course (PCC) prepares officers for the command of Signal battalions and brigades by providing refresher training on communications issues and Army command doctrine. Prior to this project, the PCC curriculum had included topics relating to both Information Systems Command (ISC) and Tactical issues; however, course critiques and high ranking Signal officers recommended revising the course curriculum and dividing the course into ISC and Tactical sections.

Because the PCC trains all Signal battalion and brigade commanders ranking Colonel and Lieutenant Colonel, the quality of the course is critical to Army communications. It is the responsibility of the Signal Leadership Department (SLD) to ensure that the PCC emphasizes the knowledge and tasks that are important to the command of Signal units. The SLD recognized the criticality of the task analysis of commander duties as the basis for maintaining the quality of the PCC. They wanted to base the task analysis, which would be used to identify the tasks that should be included in the PCC and to determine if separate ISC and Tactical classes were needed, on the views of unit commanders.

Statement of Problem

The Army Research Institute (ARI) Fort Gordon Field Unit was asked by the SLD to design a method that would produce a task analysis of commander duties based on the opinions of the commanders of Tactical and ISC units. The SLD also asked ARI to implement a system that would provide information for future PCC modifications.

Approach Used to Develop the PCC Curriculum

A survey was used to integrate the opinions of 39 Signal unit commanders, who were recent graduates of the PCC, to identify tasks for inclusion in the PCC curriculum. It was necessary to base the task analysis on the opinions of a large number of commanders because specific tasks may be important at one unit, but not be important at other units. The survey was designed to measure: the frequency at which each task was performed, the importance of each task to command success of their mission, and the quality of the preparation for each task.

METHOD

Sample

Thirty-nine recent Signal PCC graduates participated in this project; 37 were male and 2 were female. The participants' military experience ranged from 17 to 24 years; the mean time in service was 19.6 years with a standard deviation of 1.65 years. Five of the respondents were Colonels and 34 were Lieutenant Colonels; 29 commanded Tactical units while 10 commanded ISC units. Length of unit command ranged from 4 months to 2 years when they were surveyed.

Survey Design

The survey consisted of 104 elements that were rated on three dimensions: task importance, task frequency, and adequacy of task preparation. The elements correspond to the tasks and areas of knowledge that are needed to command Tactical and ISC units. A copy of the survey is presented at Appendix C.

Element Dimension

The 104 elements were based on the task list from the original program of instruction (POI), and on the opinions of Subject Matter Experts (SMEs) stationed at Fort Gordon. To increase the accuracy of the survey, the elements were arranged into 13 groups of tasks. Each group was labeled and was followed by an open-ended question to obtain the participants' comments.

Content Dimensions

The three content dimensions were based on SAT models designed for task selection (U.S. Army Signal Center and Fort Gordon, 1987) and recommendations found in McCormick (1979). The first two dimensions were related to task importance and required participants to estimate task frequency and task importance to mission success. The third dimension was used to determine training adequacy by requiring participants to estimate the quality of their preparation for each task relative to their preparation for other tasks.

Survey Pretesting

Minor modifications to the task list and instructions were based on feedback from three SMEs who reviewed the survey. The task list and clarity of the instructions were then tested on commanders of five Tactical and five ISC units within the Signal Corps. Feedback from the commanders was incorporated into the final version of the survey.

Survey Data Collection

The survey was mailed to a total of 40 commanders stationed at ISC and Tactical units. A letter from the Deputy Commanding General of the Signal Corps accompanied the survey in order to encourage its completion. Ninety-eight percent of the surveys were completed and returned to the SLD.

RESULTS AND DISCUSSION

Analyses Upon Which the PCC Curricula Were Based

SLD Analyses

Approach Used by SLD. As the surveys were returned, the SLD counted the number of times the commanders chose each alternative for each task across the three dimensions. The responses from the ISC and Tactical commanders were separately tallied. The new Program of Instruction (POI) was based on the SLD analyses, and course changes were implemented before the start of the next iteration of classes.

Task Importance Dimension. The SLD used the response tallies to develop two lists of course material to be taught to the two command groups. Time constraints limited the number of topics covered to the more important tasks for each group.

Appendix A summarizes the decisions made by the SLD based on the survey data for the Task Importance dimension. Mean task ratings for the Tactical and ISC commanders were derived from the frequency counts and are included in columns 2 and 4 of Appendix A. The third column of Appendix A indicates if each task was included in the ISC, the Tactical, both curricula, or neither curriculum.

Of the 104 tasks, 19 were included in the Tactical curriculum, 35 in the ISC, 31 in both, and 19 in neither. A total of 50 tasks were identified for the Tactical curriculum, while 66 were identified for the ISC. The SLD interpreted the results to indicate that the groups need to be instructed separately as only 31 of the ISC and Tactical tasks overlapped.

In general, tasks that had higher mean ratings on the Task Importance dimension were included in the two curricula. The few exceptions to this can be attributed to the amount of class time and cost that would be required to include borderline tasks in the POIs.

Task Frequency Dimension. The Task Frequency dimension of the survey was judged by the SLD to be very similar to the Task Importance dimension. Similar surveys in aviation indicate that both dimensions are useful; but, according to the SLD administrator, responses on the frequency dimension were "the same" as responses on the task importance dimension, i.e. dimension 2. Course changes were not implemented on the basis of the frequency dimension.

Task Preparation Dimension. Responses on this dimension indicated deficiencies in the commanders preparation for tasks that had been listed as being covered by the former POI. Subsequent interviews between the course administrator and the course instructors revealed that some of the instructors had deleted segments of the curriculum from their lectures.

Although difficult to quantify, estimates from the course administrator indicated that at least 20 out of 128 hours of course time were affected. The Preparation dimension produced excellent feedback to monitor instructor performance.

Impact on the PCC. The PCC curriculum now consists of 78.5 hours of common instruction and 49.5 hours of either ISC or Tactical specific instruction. The course redesign resulted in the better utilization of over 300 person days per year of time of soldiers ranking Colonel and Lieutenant Colonel.

ARI Analyses

Task Importance Dimension. The ratings of the Tactical and ISC commanders were compared by calculating t-tests for each of the 104 tasks. The last column of Appendix A summarizes the comparisons and indicates whether or not the Tactical and ISC groups were different at the $p < .05$ level (See Appendix A). Of the 104 comparisons, 55 were significant.

To test the SLD's assertion that the ratings for the Tactical and ISC groups differed across the 104 tasks, χ^2 was calculated to compare the expected and observed number of the 104 comparisons that reached the .05 level of significance. The χ^2 indicated that a significant proportion of the comparisons are significant χ^2 $(1, N = 104) = 502.0$, $p < .0001$, and supports the SLD's interpretation that the two command groups require different curricula.

A comparison of columns 2 and 4 in Appendix A indicates that those tasks with high ratings were more likely to be included in the PCC curricula. This was tested by calculating the biserial correlation between mean task rating and inclusion in the two curricula. The correlations equal .83 for the Tactical and .60 for the ISC group ($df=102$, $p < .0001$). Although these values represent a moderate correlation, the magnitude of the relationship was attenuated because the specific tasks that could be included in the POI was limited by practical constraints. Thus the correlations were interpreted to indicate agreement between the SLD curriculum development decisions and the task mean ratings.

Task Frequency Dimension. The ratings of the ISC and Tactical groups were compared across the Task Frequency dimension. The results of the group comparisons for the this dimension are not repeated because they are nearly identical to those obtained for the Task Importance dimension.

Task Preparation Dimension. The mean task preparation ratings of the two groups were compared across the 104 tasks; only 4 significant group differences were demonstrated. This number is less than the number of significant differences that would occur by chance. The data indicate that the two command groups were very similar in their training preparation.

Correlational Analyses. In order to quantify the extent to which the Task Importance and Task Frequency dimensions overlap, the Pearson product moment correlations, between the mean ratings of the tasks on the two

dimensions, were calculated separately for the Tactical and ISC groups; the correlations equal .99 and .97, df=102, p <.001 (See Appendix B). The correlations indicate that the commanders judged the tasks performed more frequently to be the more important ones for this task list.

Appendix B also contains the correlations between the mean ratings of the Tactical and ISC commanders across the 104 tasks for the Frequency and Importance dimensions. These correlations are not significant and ranged from .01 to .05. The low magnitudes of these correlations indicate that there is little relationship between the tasks that are important for the ISC commanders and those important for the Tactical commanders.

The correlations between the Task Preparation dimension and the first two dimensions are high for the Tactical group (.94 and .94, df=102, p <.001) and low for the ISC group (.13 and .11, df=102, p >.05) (See Appendix B). This pattern indicates that the original course was consistent with the requirements for the Tactical commanders, but that the course did not meet the needs of the ISC commanders.

General Army Implications of the Project

The ARI analyses were consistent with the decisions and actions taken by the SLD. The analyses justified dividing the course into ISC and Tactical classes. The project resulted in modifications to the PCC curriculum for the Tactical classes and the creation of a new curriculum for the ISC classes.

The ARI analyses have several important implications for the use of surveys by the Signal School. The high correlations between the Task Importance and Frequency dimensions indicate that these dimensions are highly redundant when analyzing command tasks within the Signal Corps. Although this analysis was based on only 39 subjects, it is possible that these two dimensions are considered to be very similar and contain highly redundant information.

Whether or not similar high correlations would be found in task analyses of other Signal specialties, e.g. Signal operators and maintainers, is an important question because the survey dimensions were chosen on the basis of the Systems Approach to Training (SAT) models for the selection of tasks for training (U.S. Army Signal Center and Fort Gordon, 1987). The models assume that the frequency and importance task dimensions are not highly redundant. If there is a high level of redundancy across these dimensions within the Signal Corps, then it follows that the SAT task selection models should be modified at the Signal School to be based on non-highly redundant task dimensions.

In contrast to the high redundancy between the Task Importance and Task Frequency dimensions, the Task Preparation dimension was not highly related to the other dimensions. This indicates that the Task Preparation dimension provided useful course information which was used by the SLD to identify topics which required additional emphasis.

CONCLUSIONS

This project utilized a survey to identify critical tasks performed by ISC and Tactical Signal Commanders. The survey was useful in identifying new course material to be taught, in revising the existing course, and in monitoring the quality of the existing instruction; the survey data were used as the basis of a major course revision. ISC and Tactical Commanders are now instructed separately.

The data were also analyzed to identify methods that could be used to improve the quality of the survey approach. These analyses are described.

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APPENDIX A

SUMMARY OF TASK BY COMMAND GROUP ANALYSES

Task Description	Mean I	POI	Mean T	Dif
LEADERSHIP				
Develop/integrate command philosophy into unit operations/training.	4.30	B	4.69	NS
Inspect subordinate signal units in a field environment.	2.60	T	4.46	T
Inspect subordinate signal units in a garrison environment.	4.40	B	3.86	NS
Establish/displace command post.	2.78	T	4.28	T
Develop Commander's troop conduct and appearance policies and standards.	3.90	B	3.90	NS
Review role of supervisors at all levels in conduct of unit/individual training.	4.20	B	4.28	NS
Develop subordinate goals for mgmt.	4.30	B	3.86	NS
Establish and maintain a mentorship program.	4.40	B	4.00	NS
Develop, conduct and follow-up command inspection program.	4.10	B	4.17	NS
ADMINISTRATION				
Manage DOA civilian personnel.	4.30	I	1.54	I
Manage local (foreign national) personnel.	3.40	I	1.54	I
Manage different MOSs and job requirements at remote sites.	3.90	N	3.12	NS
Review personnel mgmt. systems.	4.00	B	3.48	NS
Review/update OPMS/EPMS with Signal Corps perspective.	3.00	B	2.74	NS
Develop plans and policies for Awards and Decorations.	3.70	N	3.45	NS
Direct/review Army programs within unit.	3.80	I	3.38	NS
Approve/disapprove/recommend critical personnel actions.	4.20	B	3.90	NS
Review role of supervisors at all levels in conduct of unit/individual training.	4.30	B	4.28	NS
TRAINING				
Evaluate/direct unit/collective training.	4.00	B	4.64	T
Evaluate/conduct Officer/NCO training and professional development.	4.20	B	4.28	NS
Evaluate/conduct training with civilian personnel.	3.80	I	1.36	I
Evaluate/conduct training with local (foreign national) personnel.	3.20	I	1.62	I
Evaluate/conduct training with military personnel located at remote sites.	3.70	N	2.92	NS
Review/apply mission training plans to the conduct/evaluation of unit training.	4.00	N	4.24	NS
Review/evaluate individual training programs.	4.00	N	4.10	NS
Review/evaluate unit common task training programs.	4.00	N	4.00	NS
Integrate training and maintenance.	4.10	N	4.59	NS

Task Description	Mean I	POI	Mean T	Sim
SUPPLY				
Integrate logistical functions/capabilities into tactical plans, orders, annexes and SOPs.	3.00	N	3.86	T
Evaluate logistical operations in preparation for mobilization.	2.63	N	3.18	NS
Review property adjustment documents (R/S,SOFC,IAR,Collections).	3.33	B	3.21	NS
Evaluate dining facility operations.	2.22	T	3.17	NS
Review unit POL procedures, plans and operations.	2.22	T	3.34	T
Supervise mgmt. of automated property books.	3.67	B	3.11	NS
RESOURCE MANAGEMENT				
Direct/review logistical budgeting and cost data information.	3.90	I	3.72	NS
Review/approve budget requirements, unfinanced requirements, decrement lists & impact statement for area of responsibility.	3.90	I	3.50	NS
Provide budget policy guidance to subordinate elements.	3.80	B	3.46	NS
Review TOE/MTO&E/TDA process.	4.30	B	3.57	NS
Review activity structuring and stationing analysis.	3.40	N	2.42	I
MAINTENANCE				
Review TAMMS policies, procedures and operations.	3.20	B	3.89	NS
Review unit electronic maintenance requirements program.	3.80	N	3.96	NS
Review COMSEC Maintenance Program.	3.70	B	3.86	NS
Review maintenance contracts/warranties.	4.20	I	2.46	I
Establish maintenance priorities within command.	3.90	B	4.45	NS
Monitor maintenance of unit PLL.	3.44	T	3.72	NS
Review Material Readiness Report (DA Form 2406).	3.00	T	4.34	T
Inspect organic equipment to determine readiness status.	3.50	T	4.17	NS
Inspect organizational maintenance and standards within unit.	3.50	T	4.24	NS

Task Description	Mean I	POI	Mean T	Sim
ALB/OPERATIONS				
Evaluate communications requirements for deep, close in and rear battle areas.	2.33	T	3.96	T
Direct signal site security operations.	3.00	T	3.79	NS
Review/evaluate/direct communications support for supported units in Division, Corps, EAC or strategic area of operations to include task organizing for combat.	3.11	T	4.61	T
Analyze OPFOR, REC, ECM, ECCM capabilities.	2.33	B	3.36	T
Review THREAT tactical capabilities/doctrine.	2.33	B	3.29	T
Evaluate communications requirements for special operations (special units, counter -terrorism operations, PS/OPS, etc.).	2.33	N	2.63	NS
Review combined arms/force integration structures and doctrine.	1.78	T	2.79	T
Monitor COMSEC material and equipment management/employment.	3.80	B	3.75	NS
Direct OPSEC Program.	3.56	N	3.39	NS
Monitor subordinate unit operations/movement.	3.11	N	4.35	T
Review/approve unit administrative/tactical movement plans.	2.44	T	3.69	T
Monitor implementation of electronic counter -counter-measures (ECCM) plans and orders.	2.00	N	2.93	T
SYSTEMS PLANNING AND MANAGEMENT				
Evaluate information systems requirements and plans.	4.33	B	3.32	I
Direct employment of organic and hybrid multichannel networks.	3.00	T	4.38	T
Direct employment of organic and hybrid switching networks.	3.67	T	4.34	NS
Direct employment of organic satellite communications systems.	3.56	T	3.65	NS
Direct employment of organic and hybrid combat network radio systems.	2.56	T	4.00	T
Direct system/circuit restoration priorities.	4.22	B	4.19	NS
Review combat development/force integration Upgrade Plans in the area of systems techniques and equipment.	2.22	T	3.32	T
Direct implementation of C-E contingency plans.	3.25	B	3.83	NS
Implement standardized systems status procedures.	3.56	B	3.75	NS
Evaluate systems efficiency for information flow.	3.78	B	3.48	NS
Review/evaluate interoperability requirements.	3.00	B	3.57	NS
Manage installation HF radio station.	3.44	T	3.30	NS
Design, implement and maintain local area network.	4.11	I	2.65	I

Task Description	Mean I	POI	Mean T	Sim
INFORMATION MISSION AREA AND CUSTOMER SUPPORT				
Manage operation of DOIM.	4.20	I	1.42	I
Interface between DOIM and tactical elements.	4.00	I	2.36	I
Manage the records management programs for installation.	3.30	I	1.25	I
Manage publications printing facilities.	3.60	I	1.25	I
Manage data processing facilities.	4.10	I	1.54	I
Manage fixed station communications.	4.40	I	1.29	I
Provide customer support.	4.30	I	2.92	I
INFORMATION MANAGEMENT ACTIVITIES				
Manage Automation Security Program for your activity.	4.20	B	2.56	I
Manage the Telecommunication Program for the installation.	3.80	I	1.20	I
Manage visual information services.	3.11	I	1.26	I
Provide guidance on planning and implementing and office automation system.	4.10	B	2.30	I
Manage training for Contracting Officer Representative.	3.40	I	1.25	I
Supervise Contracting Officer Representative.	3.11	I	1.42	I
Manage frequencies for the installation.	1.56	N	2.40	NS
Manage Information Service Center.	3.80	I	1.21	I
INFORMATION MANAGEMENT PLANNING PROCESS				
Review information requirements studies.	4.00	I	2.00	I
Review Information Management Plan.	4.80	I	1.96	I
Participate as a member of Information Systems Control Board.	3.40	N	1.42	I
Review information requirements.	4.10	I	2.19	I
Review resource requirements.	4.10	N	2.44	I
Determine information budgeting requirements.	3.90	N	1.96	I
Determine command operating budget requirement.	3.80	I	2.76	NS
Design information management systems.	3.67	I	2.08	I
DEVELOPMENT OF MANAGEMENT PROCESS DOCUMENTATION				
Provide guidance for development of Information Management Plan.	3.60	I	1.96	I
Prepare Information Management Plan.	3.70	I	1.88	I
Provide guidance in conducting formal information requirements study.	3.70	I	1.70	I

Task Description	Mean I	POI	Mean T	Sim
BASE INFORMATION SYSTEMS MANAGEMENT/DESIGN				
Manage the Communication Security Program for the installation.	3.10	I	1.35	I
Manage the installation printing program.	3.20	I	1.09	I
Supervise implementation of USAISC Logistics/LOGMIS.	2.33	I	1.09	I
Manage the installation automation program.	3.60	I	1.57	I
Manage the operation and maintenance functions for the post Telecommunications Center and AUTODIN.	4.00	I	1.17	I
Manage the operation and maintenance functions for the post telephone and AUTOVON systems.	3.70	I	1.17	I

Note. Column 1 contains a description of each task. Columns 2 and 4 contain the mean importance ratings for each task for the two command groups. Column 3 indicates which tasks were included in which POIs; I, T, B, and N denote the ISC, the Tactical, both, or neither curricula. Column 5 indicates which of the two command groups rated each task higher; I and T indicate that either the ISC or the Tactical ratings was higher, while NS indicates that the two means were not statistically different (df=102, $p > .05$).

APPENDIX B

CORRELATIONS BETWEEN SURVEY DIMENSIONS BY COMMAND GROUP

Dimensions	Freq-T	Imp-I	Imp-T	Prep-I	Prep-T
Frequency-ISC	.05	.97*	.03	.13	.13
Frequency-Tactical		.02	.99*	.80*	.94*
Importance-ISC			.01	.11	.10
Importance-Tactical				.80*	.94*
Preparation-ISC					.82*

Note. Column labels correspond to the survey dimension and the command group on which the dimension values were based. (df=102).
*p <.001.

APPENDIX C

PRE-COMMAND COURSE SURVEY

DEPARTMENT OF THE ARMY
HEADQUARTERS U.S. ARMY SIGNAL CENTER AND FORT GORDON
FORT GORDON, GEORGIA 30905-5000

REPLY TO
ATTENTION OF

Office of the Deputy
Commanding General

Dear

In an effort to improve the Pre-Command Course, which has the mission to assist you initially in your command, I am soliciting your thoughts concerning the material being presented and the structure of the course itself.

The enclosed survey was developed by the United States Army Research Institute (ARI) and Signal Leadership Department personnel and is designed to provide feedback concerning both the content and applicability to your command.

Your comments will be evaluated by both ARI personnel and myself and survey revisions will be made as appropriate.

Your timely response to this survey will materially assist me in improving/redesigning the course for future fellow commanders; therefore, I urge you to complete the survey and provide additional comments as appropriate.

Sincerely,

Alfred J. Mallette
Brigadier General, U.S. Army
Deputy Commanding General

Enclosure

PRE-COMMAND COURSE FEEDBACK SYSTEM
SIGNAL LEADERSHIP DEPARTMENT
AND
ARMY RESEARCH INSTITUTE
U.S. ARMY SIGNAL CENTER
FORT GORDON, GA 30905

(0988)

UNITED STATES ARMY SIGNAL CENTER & FORT GORDON
BRIGADE/BATTALION
PRE-COMMAND COURSE CRITIQUE

The Signal Leadership Department's goal is to provide the highest quality and most appropriate training possible. This form is designed to provide information we can use to improve and focus the instruction of future Signal Pre-Command Course (PCC) classes.

PCC classes are being organized such that Commanders will receive specific assignment oriented information. We want to capture your knowledge of your assignment requirements and use this information to help shape future PCC classes. The attached form lists tasks currently performed by Signal Officers in different kinds of command positions.

Use the three scales to indicate if each task (1) is a part of your assignment, (2) is important to success in your assignment, and (3) how prepared you were to perform each task.

Your data will be merged with information from other Signal commanders and used to organize information presented in future PCC classes.

This form should require just a few minutes of your time to complete. Please return the form in the enclosed envelope as soon as possible.

PRE-COMMAND COURSE FEEDBACK FORM

BACKGROUND DATA:

a. NAME: _____

b. Indicate the grade of your Command Position (Check One):

06 Cdr _____ 05 Cdr _____

c. Primary Specialty: _____

d. Alternate Specialty: _____

e. Years of Military Service: _____

f. Type of unit you command: _____

g. Name/Number of the unit you command: _____

h. Indicate the date (month, year) you took command: _____

i. Briefly describe, in you own words, the mission of your unit: _____

_____

_____

_____

_____

_____

j. Briefly describe your automation experience/capabilities:

_____

_____

_____

_____

_____

_____

SIGNAL COMMAND TASK LIST

Please check [ ] the box on the three scales to indicate if each task is (1) a part of your assignment, (2) important to success in your assignment, and (3) how prepared you were to perform each task.

	HOW MUCH OF A PART OF YOUR ASSIGNMENT IS THIS TASK?				HOW IMPORTANT IS THE PERFORMANCE OF THIS TASK TO SUCCESS IN YOUR ASSIGNMENT?					HOW PREPARED WERE YOU TO PERFORM THIS TASK RELATIVE TO YOUR PREPARATION FOR OTHER TASKS?				
	Definitely Not Part	May Be A Part Under Unusual Circumstances	A Substantial Part	A Most Significant Part	Not Important	Somewhat Important	Fairly Important	Very Important	Extremely Important	Very Much Below Average	Below Average	About Average	Above Average	Very Much Above Average
	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
PART I. LEADERSHIP														
TASK: Develop/integrate command philosophy into unit operations/training.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Inspect subordinate signal units in a field environment.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Inspect subordinate signal units in a garrison environment.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Establish/displace command post.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Develop Commander's troop conduct and appearance policies and standards.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review role of supervisors at all levels in conduct of unit/individual training.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Develop subordinate goals for management.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Establish and maintain a mentorship program.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Develop, conduct and follow-up command inspection program.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
COMMENTS/REMARKS:														
PART II. ADMINISTRATION & PERSONNEL MANAGEMENT														
TASK: Manage Department of the Army civilian personnel.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Manage local (foreign national) personnel.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Manage different MOSs and job requirements located at remote sites.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review personnel management systems.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]

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PART II. ADMINISTRATION & PERSONNEL MANAGEMENT (Con't)														
TASK: Review/update OPMS/EPMS with Signal Corps perspective.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Develop plans and policies for Awards and Decorations.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Direct/review Army programs within unit.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Approve/disapprove/recommend critical personnel actions.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review role of supervisors at all levels in conduct of unit/individual training.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
COMMENTS/REMARKS:														
PART III. TRAINING														
TASK: Evaluate/direct unit/ collective training.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Evaluate/conduct Officer/ NCO training and professional development.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Evaluate/conduct training with civilian personnel.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Evaluate/conduct training with local (foreign national) personnel.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Evaluate/conduct training with military personnel located at remote sites.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review/apply mission training plans to the conduct/ evaluation of unit training.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review/evaluate individual training programs.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review/evaluate unit common task training programs.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]

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	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
PART III. TRAINING (Con't)														
TASK: Integrate training and maintenance.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
COMMENTS/REMARKS:														
PART IV. SUPPLY														
TASK: Integrate logistical functions/capabilities into tactical plans, orders, annexes and SOPs.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Evaluate logistical operations in preparation for mobilization.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review property adjustment documents (R/S, SOFC, IAR, Collections).	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Evaluate dining facility operations.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review unit POL procedures, operations, and plans.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Supervise management of automated property books.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
COMMENTS/REMARKS:														
PART V. RESOURCE MANAGEMENT														
TASK: Direct/review logistical budgeting and cost data information.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review/approve budget requirements, unfinanced requirements, decrement lists and impact statements for area of responsibility.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]

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PART V. RESOURCE MANAGEMENT (Con't)														
TASK: Provide budget policy guidance to subordinate elements.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review TOE/MTO&E/TDA process.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review activity structuring and stationing analysis.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
COMMENTS/REMARKS:														
PART VI. MAINTENANCE														
TASK: Review TAMMS policies, procedures and operations.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review unit electronic maintenance requirements/ program.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review COMSEC Maintenance Program.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review maintenance contracts/ warranties.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Establish maintenance priorities within command.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Monitor maintenance of unit PLL.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review Material Readiness Report (DA Form 2406).	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Inspect organic equipment to determine readiness status.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Inspect organizational maintenance and standards within unit.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
COMMENTS/REMARKS:														

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PART VII. ALB/OPERATIONS														
TASK: Evaluate communications requirements for deep, close in and rear battle areas.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Direct signal site security operations.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review/evaluate/direct communications support for supported units in Division, Corps, EAC or strategic area of operations to include task organizing for combat.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Analyze OPFOR, REC, ECM, ECCM capabilities.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review THREAT tactical capabilities/doctrine.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Evaluate communications requirements for special operations (special units, counter-terrorism operations, PS/OPS, etc.).	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review combined arms/force integration structures and doctrine.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Monitor COMSEC material and equipment management / employment.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Direct OPSEC Program.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Monitor subordinate unit operations/movement.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review/approve unit administrative/tactical movement plans.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Monitor implementation of electronic counter-counter-measures (ECCM) plans and orders.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]

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PART VIII. SYSTEMS PLANNING AND MANAGEMENT														
TASK: Evaluate information systems requirements and plans.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Direct employment of organic and hybrid multichannel networks.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Direct employment of organic and hybrid switching networks.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Direct employment of organic satellite communications systems.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Direct employment of organic and hybrid combat network radio systems.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Direct system/circuit restoration priorities.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review combat development/ force integration Upgrade Plans in the area of systems techniques and equipment.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Direct implementation of C-E contingency plans.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Implement standardized systems status procedures.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Evaluate systems efficiency for information flow.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review/evaluate inter-operability requirements.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Manage installation HF radio station.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Design, implement and maintain local area network.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]

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PART IX. INFORMATION MISSION AREA AND CUSTOMER SUPPORT														
TASK: Manage operation of DOIM.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Interface between DOIM and tactical elements.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Manage the records management program for installation.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Manage publications printing facilities.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Manage data processing facilities.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Manage fixed station communications.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Provide customer support.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
COMMENTS/REMARKS:														
PART X. INFORMATION MANAGEMENT ACTIVITIES														
TASK: Manage the Automation Security Program for your activity.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Manage the Telecommunication Program for the installation.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Manage visual information services.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Provide guidance on planning and implementing an office automation system.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Manage training for Contracting Officer Representative.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Supervise Contracting Officer Representative.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Manage frequencies for the installation.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]

Please check [ ] the box on the three scales to indicate if each task is (1) a part of your assignment, (2) important to success in your assignment, and (3) how prepared you were to perform each task.

	HOW MUCH OF A PART OF YOUR ASSIGNMENT IS THIS TASK?				HOW IMPORTANT IS THE PERFORMANCE OF THIS TASK TO SUCCESS IN YOUR ASSIGNMENT?					HOW PREPARED WERE YOU TO PERFORM THIS TASK RELATIVE TO YOUR PREPARATION FOR OTHER TASKS?				
	Definitely Not Part	May Be A Part Under Unusual Circumstances	A Substantial Part	A Most Significant Part	Not Important	Somewhat Important	Fairly Important	Very Important	Extremely Important	Very Much Below Average	Below Average	About Average	Above Average	Very Much Above Average
	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
PART X. INFORMATION MANAGEMENT ACTIVITIES (Con't)														
TASK: Manage Information Service Center.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
COMMENTS/REMARKS:														
PART XI. INFORMATION MANAGEMENT PLANNING PROCESS														
TASK: Review information requirements studies.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review Information Management Plan.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Participates as a member of Information Systems Control Board.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review information requirements.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Review resource requirements.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Determine information budgeting requirements.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Determine command operating budget requirements.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK: Design information management systems.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
COMMENTS/REMARKS:														
PART XII. DEVELOPMENT OF MANAGEMENT PROCESS DOCUMENTATION														
TASK: Provide guidance for development of Information Management Plan.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]

SIGNAL COMMAND TASK LIST

Please check [ ] the box on the three scales to indicate if each task is (1) a part of your assignment, (2) important to success in your assignment, and (3) how prepared you were to perform each task.

	HOW MUCH OF A PART OF YOUR ASSIGNMENT IS THIS TASK?				HOW IMPORTANT IS THE PERFORMANCE OF THIS TASK TO SUCCESS IN YOUR ASSIGNMENT?					HOW PREPARED WERE YOU TO PERFORM THIS TASK RELATIVE TO YOUR PREPARATION FOR OTHER TASKS?				
	Definitely Not Part	May Be A Part Under Unusual Circumstances	A Substantial Part	A Most Significant Part	Not Important	Somewhat Important	Fairly Important	Very Important	Extremely Important	Very Much Below Average	Below Average	About Average	Above Average	Very Much Above Average
	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]

PART XII. DEVELOPMENT OF MANAGEMENT PROCESS DOCUMENTATION (Con't)

TASK:	Prepare Information Management Plan.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK:	Provide guidance in conducting formal information requirements study.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]

COMMENTS/REMARKS:

PART XIII. BASE INFORMATION SYSTEMS MANAGEMENT/DESIGN

TASK:	Manage the Communication security Program for the installation.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK:	Manage the installation printing program.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK:	Supervise implementation of USAISC Logistics/LOGMIS.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK:	Manage the installation automation program.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK:	Manage the operation and maintenance functions for the post Telecommunications Center and AUTODIN.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
TASK:	Manage the operation and maintenance functions for the post telephone and AUTOVON systems.	[1]	[2]	[3]	[4]	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]

COMMENTS/REMARKS:

PLEASE PROVIDE ANY ADDITIONAL COMMENTS/REMARKS: _____

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