

Signature Assignment: Training Program Plan

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AET/570: Program Development In Adult Education

August 30, 2021

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## **Resistance Training Instructor Course (R.T.I.C.)**

### **Part I: Needs or Gap Analysis**

The purpose of this Needs Assessment is to identify the areas of training that are hindering the success of its participants. Recently this standard has not been met within the ideal timeframe resulting in a reduction of high standards that have been in place for the last 15 years, since contracted personnel have been assigned to the training course. One of the major job requirements from contracted personnel is to not only train high-risk personnel that attend the course but also to train their military counterparts to become qualified resistance training instructors. This is the major area of weakness that has been highlighted by fellow instructors including military leadership.

The primary goal of the Needs Assessment is to identify the areas where the training program can be improved and changes that need to be made to better meet the course requirements and objectives, and to ensure the customer is satisfied and feels confident in the abilities of contracted personnel and newly assigned instructors once again. The target audience for the Needs Assessment included the last 10 newly hired or assigned employees as well as their primary trainers. The 20 participants were mainly comprised of contracted personnel with 25% newly assigned military instructors and include observations and feedback from 20 employee surveys, 2 focus groups, and one-on-one interviews for a select few. The surveys and focus groups were conducted in two parts, one for the 10 newly assigned personnel and the other for the 10 trainers.

Based upon the data collected from the surveys, interviews, and observations a Resistance Training Instructor Course could be beneficial for the organization to include newly assigned instructors, trainers, military and contracted leadership and stakeholders. A formal

training program will not only give the newly assigned or hired instructors the skills and knowledge they need to be successful at their jobs, but it will also help with employee job performance, employee retention, risk mitigation, and foster a learning culture within the organization. The employees will be able to clearly understand their role within the training organization, as well as clear expectations and guidelines to follow making them feel like a valuable member of the team. Lastly, this training program will establish the responsibilities, procedures, and assessment criteria for planning and conducting safe and effective role-play activities during resistance training. Upon completion of this course, well trained instructors will ensure continuity throughout the instructor staff assigned to the Department of Defense by adhering to all guidance and policies in place.

## **Part II: Training Program Description**

### Scope of the Training Program

The Resistance Training Instructor Course is designed for Instructors teaching the Resistance Training course located within the United States Air Force's SERE (Survival, Evasion, Resistance, and Escape) Formal Training Course, SV-97A. This training course is designed to prepare new instructors to develop and deliver instruction and is presented in 4 parts varying in time depending upon the learner's background. This course will establish a foundation and comprehensive training plan for their Instructorship. Upon completion of this course instructors will have acquired the basic skills and concepts necessary for them to deliver quality instruction to high-risk personnel attending course SV-97A.

### Intended Audience

This course is designed for newly assigned instructors, both with and without prior experience of USAF SERE course materials and content. The average learner is male ranging in

age between 22 to 40 years old. All learners bring with them a diverse range of military experience that extend from all branches of the military and include a vast range of jobs. All have college experience; some have completed a formal degree or are working towards obtaining one.

### Program Goals

The goal of the Resistance Training Instructor Course is to educate, train, and qualify instructors to perform all required objectives to instruct course SV-97A. Qualified is defined per AETCI 36-2207 as: “Instructor’s job performance meets the desired standards for subject mastery and instructional techniques.” To achieve this, a systematic training approach must be followed.

The training goals are to assess the students experience and knowledge, introduce policy and guidance resources, train instructors to conduct curriculum according to syllabus and Instructional Guidance (IGs) to meet all training objectives. Lastly, the final goal is to certify instructors on all role-play activities and academic debriefs.

### Program Objectives

Newly assigned personnel will be able to identify all required training objectives to include role-play scenarios and academic instruction and apply it at a satisfactory level within the training environment with assigned students.

To achieve the training objectives the course will cover the following:

- Understand the tools, techniques, and procedures associated with the Resistance Training Lab.
- Recognize and identify the acceptable student outcomes and all the ways to guide the student properly.

- Understand the different environments that resistance training instructors operate within and how to accomplish the required objectives.
- Discover all the different tools that are available to resistance training instructors to be successful at handling all required training dilemmas.
- Learn real world examples and the background to “lessons learned” for events that our training environment was designed for and around.

### Training Program Introduction

During the Resistance Training Instructor Course, R.T.I.C. newly assigned instructors will learn to be subject matter experts in resistance training. The learners will be introduced to all operational guidance and policy that they will be responsible for implementing. They will participate in role-play scenarios and academic instruction with the supervision of their trainer. They will learn how to carry out mission objectives through the scaffolding method by learning the objectives and training objectives followed by observing their trainers with students proceeded by thorough explanations of expectations and guidelines to performing the assigned task. The experience of participating in all activities that the course offers will be the best resource for learning to take place. To be successful each trainee will go through all four training goals listed below:

1. Assess instructor’s experience and knowledge.
2. Introduce and understand policy and guidance resources.
3. Train instructor to conduct curriculum according to syllabus and Instructional Guidance (IGs) to meet all standards.
4. Certify instructor on all role-play activities and academic debriefs.

There are many benefits to the organization by initiating this training plan. It will establish a clear purpose by clearly stating the responsibilities, procedures, and assessment criteria for planning and conducting safe and effective role-play and academic situations during all resistance training activities. This will ensure continuity in training throughout the instructor staff by providing all newly assigned instructors the common core knowledge of all resistance training principles, concepts, and procedures for the purposes articulated above. This training course will establish basic requirements and guidelines for all instructors conducting resistance training activities.

Upon completion of this course each trainee will have the confidence and resources necessary to carry out the mission of the Resistance Training Lab within the USAF SERE Course. This will result in better student critiques that will uphold the longstanding reputation of being the best training course within the Department of Defense. It will also help retain qualified instructors due to their newfound confidence and pride in their job. For all these reasons this proposed course will bring great value and have a positive return on investment to all instructors associated with it.

### **Part III: Budget**

#### Personnel

The personnel that are used throughout the training program will be those that are already in place and assigned to the organization. The trainers are mainly comprised of contracted personnel and are already fulfilling those positions. The newly assigned instructors are a 50/50 mix of military and contracted personnel and are already assigned to the resistance training lab. The same goes for quality assurance. All training will take place on the assigned training day

that's allotted for administration and training responsibilities. Due to this, zero dollars will be allotted to personnel being used for this training program.

#### External Staff

External staff will not be needed for this training program, zero dollars will be allotted for this purpose.

#### Materials or Equipment

The materials needed will be training binders with all operating instruction, instructor guides, and assigned reading material. Personal notebooks and writing utensils will be needed for each trainee to utilize. The cost for these materials will be \$12.35 per trainee.

The technical equipment needed for this training program is a laptop, projector and screen. Other equipment that will be utilized for this training is the computers and recording devices that are in place within the training environment to allow the trainees to review their role-play activities. This equipment is already in place in the resistance training lab, zero dollars will be allotted for this purpose.

Surveys will be conducted through Survey Monkey and will cost \$32 for this online service.

#### Technical Support

Technical support will more than likely not be needed since all technical capabilities are already in place and all assigned instructors are familiar with the utilization of such equipment, zero dollars will be allotted for this purpose.

#### Travel

Every participant within this training program is already assigned to this location, zero dollars will be allotted for this purpose.

## Facilities

This training program is taking place in an assigned training conference room at a formal schoolhouse so the materials and equipment needed are already in place, zero dollars will be allotted for this purpose.

## Part IV: Stakeholders and Goals

Stakeholder(s)	Goal(s) Alignment	Role in the Training Program	How to Gain Support
Trainees (Newly Assigned Instructors)	Newly assigned personnel will be able to identify all required training objectives to include role-play scenarios and academic instruction and apply it at a satisfactory level to the training environment with assigned students.	The trainees will be 50% of the attendees and who this training program is ultimately designed for.	When a newly assigned instructor first arrives at resistance training, they are overwhelmed with the environment and training objectives. Helping them to understand that there is a formal training process designed for them to take advantage of will ease their anxiety about the training objectives.
Trainers (Certified Training Instructors)	Through a formal training process, it will help establishing a clear purpose by clearly stating the responsibilities, procedures, and assessment criteria for planning and conducting safe and effective role-play and academic situations during all resistance training activities.	The trainers are participating through their assigned roles as training instructors. This ultimately eases their responsibilities since the delivery of information will be shared among trainers. Their stake in the training program is high and they are invested in the process.	Utilizing each trainer for their area of expertise will help them to have buy in and feel like a valuable member of the program. Their support will come naturally as this program is designed to support their trainees.

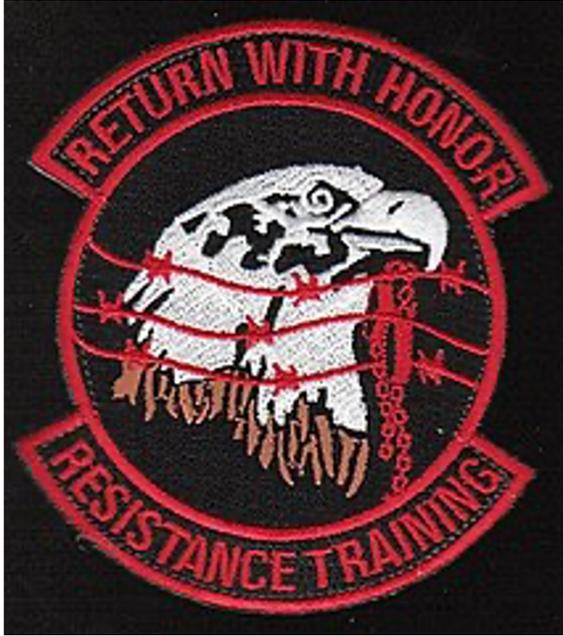
Contractor & Military Leadership	This course will result in better student critiques that will uphold the longstanding reputation of being the best training course within the Department of Defense. It will also help retain qualified instructors due to their newfound confidence and pride in their job	Their role in the training program will be oversight to the course. They will receive weekly progress reports in the climate of the program and ultimately the overall results.	Naturally they have a vested interest in the success of this training program since the results will directly impact their reputation and interest. Helping them to understand the positive impact it will have will elicit their support in the program.
Students/Clients	This course will provide a better overall experience for the students attending the resistance training course (SV-97) by having knowledgeable instructors to learn from.	Their experience at the schoolhouse and in their training could potentially having the biggest impact on the feedback they give their unit that paid for them to attend this survival course.	By helping them to gain the required knowledge and have the best possible experience they will indirectly support this program through end of the course critiques.

**Part V: Training Promotional Materials**

Marketing Message

Logo

**R.T.I.C**



Slogan

“R.T.I.C. It’s not about ego, it’s about ability and skill.”

Fact Sheet

Resistance Training Instructor Course (R.T.I.C.) Fact Sheet

Purpose: The goal of the Resistance Training Instructor Course, R.T.I.C. is to make newly assigned instructors subject matter experts in resistance training. You will be introduced to all operational guidance and policy that you will be responsible for implementing. You will participate in role-play scenarios and academic instruction with the supervision of your assigned trainer. You will learn how to carry out mission objectives by learning all role-play dilemmas and training objectives followed by observing your trainers with students. This will be proceeded by thorough explanations of expectations and guidelines to performing the task at hand through one-on-one instruction. The experience of participating in all activities that this

course offers will be the best resource for learning to take place. To ensure your success you will go through all four training goals listed below:

1. Assess all prior experience and knowledge.
2. Introduce and understand policy and guidance resources.
3. Train to conduct curriculum according to syllabus and Instructional Guidance (IGs) to meet all standards.
4. Certification on all role-play activities and academic debriefs.

#### Benefits of the Training Program

There are many benefits to the organization by initiating this training plan. It will establish a clear purpose by clearly stating the responsibilities, procedures, and assessment criteria for planning and conducting safe and effective role-play and academic situations during all resistance training activities. This will ensure continuity in training throughout the instructor staff by providing all newly assigned instructors the common core knowledge of all resistance training principles, concepts, and procedures. This training course will establish minimum requirements and guidelines for all instructors conducting resistance training activities.

Upon completion of this course each trainee will have the confidence and resources necessary to carry out the mission of the Resistance Training Lab within the USAF SERE Course. This will result in better student critiques that will uphold the longstanding reputation of being the best training course within the Department of Defense. It will also help retain qualified instructors due to their newfound confidence and pride in their job. For all these reasons this proposed course will bring great value and have a positive return on investment to all instructors associated with it.

#### Communication Plan

This course will be distributed through uploading the fact sheet and course critiques to the shared x drive. It will also be emailed through government email to all assigned instructors that have yet to graduate this training program. It will also be included in the new-hire information packet that is hand delivered upon arrival of the newly hired personnel.

## **Part VI: Program Evaluation**

### Purpose of the Program Evaluation

The purpose of this evaluation was to identify the areas of training that are hindering the success of its participants. This assessment is to understand why the newly hired personnel are not gaining the required knowledge and skills throughout the duration of the training program to be successful training instructors. Upon certification, their knowledge level is below the expected standard which has become problematic for the overall mission of the training program. The primary goal of the assessment was to identify the areas where the training program could be improved and changes that can be made to better meet the course requirements and objectives, and to ensure the customer is satisfied and feels confident in the abilities of the instructor staff once again.

### Program Evaluation Procedures

The assessment was conducted in six phases and took place throughout the duration of eight weeks. In phase one – week one, the planning process began by having informal conversations with the target participants and military and contractor leadership to ensure all needs and concerns were being addressed in the data that was sent out and collected. Phase two was conducted over a two-week period to allow time to send out surveys and for participants to respond. The surveys were conducted through Survey Monkey, an online survey application. Survey Monkey is a cost-effective approach, adding \$32 to the budget and gave us a timeframe

of one month to send out and receive the surveys. Phase three was over the course of one week to allow time to analyze the data collected from the surveys to best target the information that was discussed in the focus groups. The fourth phase included two separate focus groups, one for the newly assigned personnel and the other for their primary trainers. This took one week to conduct and took place during the regularly scheduled weekly continuation training (CTs) sessions for those newly assigned, for their trainers it was conducted directly after their regularly scheduled weekly trainer meetings. Holding these focus groups during regularly scheduled meeting times was not only cost effective and time saving but it encouraged more participation from those involved. The topics of the focus groups included the data collected from the surveys and was comprised in five different areas of concern. 1. The overall training process to include the ease and ability to apply it. 2. Communication between leadership, trainers, and trainees. 3. Accountability, mainly in taking personal accountability and ownership of the process. 4. Areas of concern from their perspective. 5. Possible solutions from their experience with the training process. The fifth phase took one week and allowed enough time to process the data collected from the focus groups. The sixth and final phase was the reporting. It took two weeks to conclude the results from the program evaluation and report all findings to shareholders.

#### Procedures for Program Evaluation

As stated above the assessment included a six phase, eight-week process to collect data from employees using three different methods to do so, beginning with a one-week planning process to fine tune the assessment process. The second phase involved all 20 instructors and required their participation in the survey. Every participant got the option to make the survey anonymous if they choose to, apart from identifying themselves as a newly hired employee or a certified trainer. Once this assessment process began every participant received an email inviting

them to follow the link to Survey Monkey where they received detailed instructions to follow to complete the process.

In phase four, the focus groups were conducted and required a one-hour time slot allotted within the participants regularly scheduled duty day. Within these sessions they were asked a series of five questions that were designed to be open-ended to illicit good feedback in the form of detailed conversations. This was led by a member of quality assurance and recorded for proper note taking and data collection proceeding the event. Phase five allowed one week to analyze the data from the focus groups and conduct one-on-one interviews to further explore topics of discussion to fine tune the data. The sixth and final phase took place over weeks seven and eight to allow time to organize all the findings and evaluate the data that was collected to accurately disseminate the information along with recommendations based upon the data.

#### Data Collection for the Program Evaluation

Throughout the program evaluation the data collected was evidence-based and free of bias to ensure the integrity of the program was upheld to the highest of standards. All data collected from the participants involved, both newly hired or assigned personnel as well as trainers was the scientific research used to measure the effectiveness of the training program to help determine whether the objectives are being met. The participants did this by completing surveys, being involved in the focus groups, and by participating in follow-up interviews.

Survey. There were two separate surveys used to gather data from the participants, one designed for the ten most recently hired or assigned employees and the other designed for their trainers. Conducting two separate surveys ensured that only the most relevant questions were asked, and the most valid data was collected. See attached survey below.

Focus Groups. The focus groups discussed the three major training topics with the two separate groups of participants. The questions utilized the data collected from the survey and highlighted the identified trends within the training course.

Follow-up Interviews. Follow-up interviews took place between quality assurance and those participants who identified additional concerns they would like to discuss or for clarification from data received from the surveys and focus groups.

### Program Evaluation Analysis

The data was objectively analyzed in phase six and was based on the research collected from the surveys, focus groups, and interviews. During an out-brief presentation conducted by quality assurance to Program Leadership the findings were discussed, and recommendations were presented for the training course to better meet the needs of the client and to ensure the success of the Resistance Training Instructor Program. The findings were as follows:

- Based upon the qualitative and quantitative data collected throughout the program evaluation using information obtained from the surveys, focus groups, and follow-up interviews 85% of the attendees found the training to exceed their expectations and useful for performing the desired outcome.
- Based upon course critiques given to the students that our instructors worked with 94% of them were positive in nature which is up 23% from course critiques given prior to instructors attending this formal training course.
- Based upon feedback from military and contractor leadership taken from their weekly staff meetings the findings were that both sides have seen a positive change in the training conducted and the aptitude of their instructor staff which has resulted in an increase in morale and motivation within the organization.

## Attachment: Survey

### End of the Course Survey Questionnaire

#### Training Course and Methods

1. Was the course practical and/or easy to apply?
  - a. Yes
  - b. Somewhat
  - c. No
  
2. Were the training objectives clearly defined?
  - a. Yes
  - b. Somewhat
  - c. No
  
3. On a scale of 1-5, 1 = unacceptable and 5 = outstanding, how well was the training structured?
  - a. 5
  - b. 4
  - c. 3
  - d. 2
  - e. 1
  
4. On a scale of 1-5, 1 = unacceptable and 5 = outstanding, how would you rate the quality of the training course?
  - a. 5
  - b. 4
  - c. 3
  - d. 2
  - e. 1
  
5. On a scale of 1-5, 1 = unacceptable and 5 = outstanding, how would you rate the training overall?
  - a. 5
  - b. 4
  - c. 3
  - d. 2
  - e. 1
  
6. Do you have any concerns about the course and/or training process?  
(50 words or less)
  
7. Do you have any suggestions to improve this course?  
(50 words or less)

## **Program Trainers**

8. Was your trainer proficient in subject knowledge?
  - a. Yes
  - b. Somewhat
  - c. No
  
9. Was your trainer able to answer all your questions and/or concerns?
  - a. Yes
  - b. Somewhat
  - c. No
  
10. On a scale of 1-5, 1 = unacceptable and 5 = outstanding, how would you rate the quality of your trainer?
  - a. 5
  - b. 4
  - c. 3
  - d. 2
  - e. 1
  
11. Were the training aids relevant and helpful?
  - a. Yes
  - b. Somewhat
  - c. No
  
12. Was the pace suitable for your progression?
  - a. Yes
  - b. Somewhat
  - c. No
  
13. Do you have any concerns about your trainer?  
(50 words or less)
  
14. What did you like most about your trainer?  
(50 words or less)

## **Program Management**

15. Do you feel the interview and new hire orientation set clear expectations?
  - a. Yes
  - b. Somewhat
  - c. No
  
16. Do you feel the questions asked during the interview process were relevant to the tasks and expectations of the job?
  - a. Yes

- b. Somewhat
- c. No

17. Throughout your training process did you feel supported by Program Managers?

- a. Yes
- b. Somewhat
- c. No

18. What could the Program Managers change to ensure your success?  
(50 words or less)

19. After this training process, do you feel confident completing assigned tasks?  
(50 words or less)

20. Any other comments or concerns regarding anything discussed or experienced that you would like addressed?  
(50 words or less)