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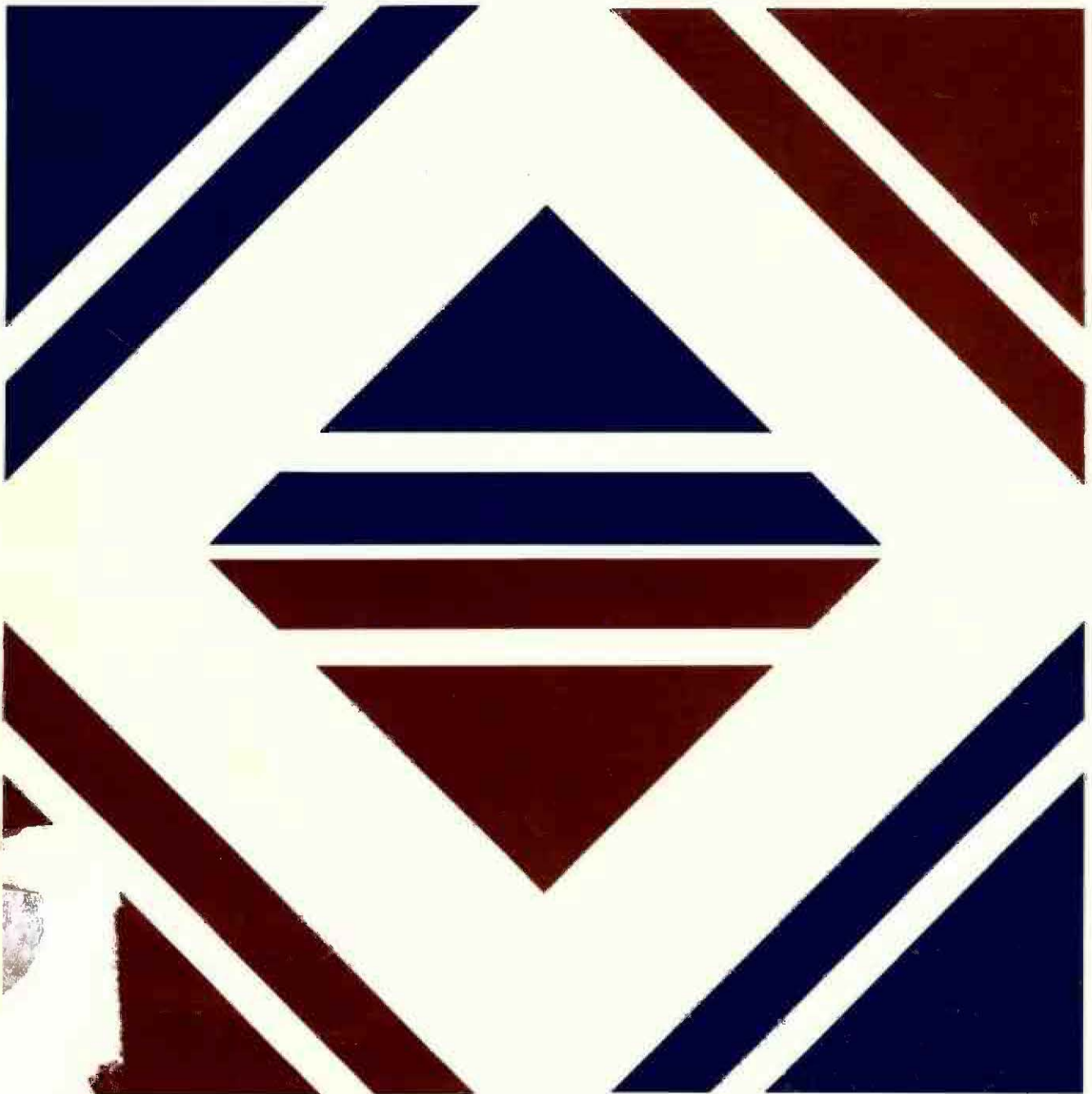
THE PRE-SUPERVISORY TRAINING PROGRAM

OF THE SOUTHERN CALIFORNIA RAPID TRANSIT DISTRICT

An Evaluation Report

Submitted by

THE EVALUATION AND TRAINING INSTITUTE

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June 6, 1986

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Acknowledgements

Executive Summary

The Evaluation and Training Institute was contracted by the Southern California Rapid Transit District to conduct an evaluation of the Pre-Supervisory Training Program (PSTP) of the Employee Development Department. The overall goal of the evaluation was to analyze the effectiveness of the four courses in the training program series.

A survey of course participants and instructors resulted in the major finding that the PSTP has had an overall positive impact on the participants in the program. It was also discovered that the PSTP serves a tremendously wide variety of highly self-motivated RTD employees who want to learn skills to be promoted, to become more knowledgeable outside of their job, and to improve their skills in their current jobs. The benefits cited by the participants included both career training and personal development as well as assistance in obtaining promotions. Thirty-nine percent of the participants did apply for supervisory positions after PSTP courses, and 21% of them reported that they had been promoted since taking their first course. In addition, all courses and instructors were rated as excellent or good by the respondents, with the Introduction to Administrative Analysis course receiving slightly lower ratings.

ETI presented three major recommendations to be addressed by a proposed new Pre-Supervisory Training Program Task Force: 1) The active encouragement of continued open PROGRAM ACCESS to a wide variety of RTD employees; 2) the active consideration of CURRICULUM DEVELOPMENT for all courses; and 3) the renewal of efforts in TEACHER RECRUITMENT and TRAINING.

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I. INTRODUCTION

A. Goals and Objectives

The overall goal of the evaluation of the Pre-Supervisory Training Program (PSTP) of the RTD, conducted by the Evaluation and Training Institute, was to analyze the effectiveness of the four courses in the series (Introduction to Supervision, Introduction to Administrative Analysis, Fundamentals of Interpersonal Relations, and Basic Writing Skills) with respect to the following objectives:

1. To identify the benefits of the program for participants, involving greater opportunities for promotion, increased information as to the role and function of a supervisor, self-development, and intrinsic interest;

2. To identify the worth of the program to the District, including better preparation of supervisors, more knowledgeable employees, and better employee morale;

3. To evaluate the quality of the overall program, and relative quality and worth of each program segment, including an evaluation of the relative effectiveness of the different instructors; and

4. To identify any changes to the program that could increase its effectiveness.

Our approach to this evaluation took into consideration the definition of "training" which encompasses both the employee's acquisition of new job-related skills and his/her personal development. ETI recognized that the pre-supervisory training programs extended opportunities to participants well beyond imparting specific job skills to prepare for immediate promotion to supervisory positions.

B. Program Description and History

The RTD's pre-supervisory training program has evolved over the past two years into a series of four courses which provide participants with basic training in:

- INTRODUCTION TO SUPERVISION: role of the supervisor; planning, organizing, leading, coordinating, and motivating.

- INTRODUCTION TO ADMINISTRATIVE ANALYSIS: basic quantitative techniques, budget concepts, financial concepts, and organizational analysis.

- FUNDAMENTALS OF INTERPERSONAL RELATIONS: verbal communication, listening skills, conflict resolution, coaching, and counseling.

- BASIC WRITING SKILLS: basic grammar and punctuation, construction of paragraphs, introduction to business writing.

Although the PSTP is not currently part of a professional staff development series, completion of all four courses currently leads to a Pre-Supervisory Training Certificate. This certificate will be required for all operators wishing to apply for Transit Operations Supervisor (TOS) positions after 1990, as part of the Transportation Department's 1986 Management Development Program. There are two other elements of that program, the Transportation Certificates I & II, an educational component with 6 additional courses at each level (I & II), and a "standards" component, which details specific personal qualification standards (PQS) for each supervisory category (communications, divisions, instruction, vehicle operations). The PQS are presented in terms of behavioral objectives and competencies which must be mastered by the participant.

Since the PSTP's Certificate will eventually be mandatory, it was determined that an assessment of the program would be helpful in terms of its value to both participants and the RTD. Recommendations for program changes, if any, to improve the effectiveness of the program, were to be made in the final report submitted by ETI.

II. METHODOLOGY

A. Data Collection Procedures and Instruments

Because initial meetings to discuss the scope of the project were not held until the end of April, 1986, a very short timeframe dominated the development of the work schedule for the evaluation (see Appendix A). Interviews with key personnel and construction of the survey questionnaires (see Appendix B) occurred within three weeks. The items for the survey of participants and of instructors were drafted by ETI and then finalized by Employment Development (ED) staff in a cooperative effort. Surveys were addressed and mailed to course participants through RTD inter-office mail. Ten free lottery tickets were offered as an incentive for participants to complete and return their surveys within 24 hours. ED supplied ETI with a list of course instructors and their telephone numbers so that ETI staff could complete the instructor questionnaires by telephone. ETI also analyzed documents provided by Employment Development, including summaries of the course evaluations completed by former participants.

B. Survey Populations

The PSTP evaluation questionnaires developed by ETI were distributed to 256 RTD employees and returned by 122 individuals, for a response rate of 49%. The participants indicated that they collectively had taken 279 courses, for an average of over 2 courses per respondent. The largest number (81) had taken Introduction to Supervision, with 68 enrolled in Introduction to Administrative Analysis, 66 in Fundamentals of Interpersonal Relations, and 64 in Basic Writing Skills.

Ten of the 11 former instructors in the pre-supervisory training program were identified by the RTD to participate in the telephone survey. Three of the participants had taught the supervision course; three had taught interpersonal relations; three the administrative analysis course; and one had been an instructor in the basic writing class. Six of the

interviewees were informed of the position by telephone, one was told by a colleague, one heard about it from a friend, one found out at the South West Regional Training Center, and one called in to RTD from time to time to see if they needed instructors.

III. FINDINGS

    As revealed in the following discussion, the major finding of this evaluation was that the Pre-Supervisory Training Program is having an overall positive impact. It is of definite value in helping participants to make decisions about promotion and to improve their job related skills.

A. The Population served by the PSTP

    1. The pre-supervisory training program serves a target population of employees from a wide variety of career fields.

        As presented in Table 1, the largest percentage of respondents (33%) identified themselves as bus operators. The combination of bus mechanics (10%) typist clerks (10%), and secretaries (9%) comprised almost another one-third of the respondents, with bus service attendents, stock clerks, payroll clerks and supervisors identified in smaller percentages. The response category "other" captured 26% of the respondents and illustrated the range of positions represented: truck and metro rail engineers, data processing personnel, contract transport administrators, management interns, training coordinators, personnel and staff assistants, and schedule makers.

Table 1. Staff Positions Held by Questionnaire Respondents

Positions	Percentage of Respondents
Bus Operators	33
"Other"	23
Bus Mechanic	10
Typist Clerk	10
Secretary	9
Supervisor	7
Payroll Clerk	5
Bus Service Attendant	2
Stock Clerk	1

    2. The respondents were characterized by a strong motivation to seek self-improvement and promotional opportunities. Only 22% of the respondents enrolled in courses because it was recommended by their supervisor.

a. Table 2 lists the respondents' ranking, in order of importance, of the factors influencing their decision to participate in the training program. The number in parentheses represents the percent who felt that the reason was "very important."

Table 2. Rankings of Respondents' Reasons for Course Enrollment

Ranking	Rationale for Course Enrollment
1	"I want to learn skills to help me be promoted" (80%)
2	"This course(s) will help me to be a more knowledgeable person outside of my job (66%)
3	"This course(s) will help me in my job right now" (62%)
4	"I might have to take the course in the future so I want to do it now" (43%)
5	"I need to decide if I want to be a supervisor" (34%)
6	"My supervisor recommended I enroll" (22%)
7	"I applied for a supervisor's job before but didn't make it" (17%)

b. Forty-nine percent of the respondents sought out information about courses by reading the employee bulletin boards. Twenty-eight percent of the respondents heard of the courses through the Training Programs brochure, 11 percent heard from friends, 10 percent from supervisors, and about 2 percent heard from other sources.

B. Promotion attempts and success rate.

a. A total of thirty-nine percent of the participants indicated that they had applied either once (30%) or two or more times (9%) for a supervisory position after completing a PSTP course. Of those who did not apply for a supervisory position, the three primary reasons stated were: "I never hear about supervisory job openings" (31 percent); "I like what I am doing now" (16 percent); and the need for more training (described by respondents under the "other" category) (13 percent).

b. Approximately one-fifth (21%) of the respondents reported that they have been promoted since taking their first pre-supervisory course. Sixty-nine percent of those promoted felt that the pre-supervisory courses prepared them to compete for promotion and 63 percent felt that the courses prepared them for their new position.

C. Participant Outcomes: Perceived Benefits

Respondents reported that the courses offered both career training and personal development benefits. In both survey questionnaires dealing with benefits, the top benefits designated were clustered in the areas of personal self-improvement and preparation for promotions, as revealed in Tables 3 and 4. The rankings are listed below with the figures in parentheses indicating the number of responses for the benefit. (Responses are not mutually exclusive.)

Table 3. Participants' Rankings of Benefits of Courses

Ranking	Perceived Benefits
1	"I am a better person outside of my job" (79)
2 (tie)	"I learned the skills I need to become a supervisor" (78)
2 (tie)	"I gained the confidence I need to apply for promotion" (78)
4	"I am doing better in my job right now" (76)
5	"I decided I do want to apply to become a supervisor" (51)
6	"I decided I need to take more courses before I apply to be a supervisor" (50)
7	"I made a lot of new friends at RTD" (46)
8	"I decided not to be a supervisor" (2)

Of the benefits listed above, respondents were asked to indicate the top three benefits for themselves. The following is a list of these top benefits.

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Table 4. Ranking of Top Benefits to Respondents

Ranking	Top Benefits to Respondents
1	"I am doing better in my job right now" (64)
2	"I gained the confidence I need to apply for promotion" (62)
3	"I learned the skills I need to become a supervisor" (60)
4	"I am a better person outside of my job" (53)
5	"I decided I do want to apply to become a supervisor" (44)
6	"I decided I need to take more courses before I apply to be a supervisor" (31)
7	"I made a lot of new friends at RTD" (19)
8	"I decided not to be a supervisor" (1)

D. Value of courses

　　1.　Overall, all four training courses and their course characteristics were rated postively by the survey respondents, as revealed in Table 5.

　　　　a. All courses were rated excellent or good by 78-82% of the respondents. Introduction to Administrative Analysis received a slightly lower overall average, due to lower ratings on "amount of time to cover information" and "equipment."

　　　　b. Of the course characteristics, the convenience of location, the high quality of instructional materials, and the social exchange opportunities rated highest. Lowest were "equipment" and "amount of time to cover information."

Table 5. Percent of "Excellent" or "Good" Ratings of Courses
and Their Characteristics

Courses

Course Characteristics	Intro. to Supervision	Intro. to Admin. Analysis	Basic Writing Skills	Inter- Personal Relations	Average for Aspects of courses
Location of Classroom	83%	87%	92%	85%	87%
Amount of Classroom Space	84	87	92	85	84
Instructional materials (handouts, books, etc.)	94	90	90	83	89
Equipment (video, etc.)	76	56	66	63	65
Type of Information covered	73	80	89	94	84
Amount of time to cover information	71	64	66	77	70
Opportunity to meet new people	91	87	82	91	88
AVERAGE FOR EACH COURSE	82	78	82	83	81

2.   In rating the difficulty of the courses, participants largely agreed
     that "level of content" was "about right." The Introduction to
     Supervision course was judged by 93 percent of the respondents to be
     "about right"; 85 percent indicated the same attitude regarding
     Introduction to Administative analysis; 92 percent for Basic
     Writing; and 95 percent for Interpersonal Relations.

3.   When those taking more than one course were asked to identify the
     "best" one, 25 individuals named the supervision course, 18 the
     administrative analysis course, 17 the writing course, and 15 the
     interpersonal relations course.   Frequent positive comments
     included: the quality of the instructor; the amount of learning and
     results; the insight the course provided; it was an interesting
     course; and class's practicality. Few respondents identified "poor"
     aspects of the course.

4.   Participants were nearly equally divided as to whether there should
     be other subjects offered as a part of the training series.   Those

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who believed other subjects should be taught mentioned: public relations/public speaking (8 responses); interview/testing skills (6 responses); existing courses at more advanced levels (5 responses); computer programming and operation (4 responses); transit management (4 responses); RTD organization (4 responses).

5. Ninety-eight of the survey participants did not believe any of the subjects currently being offered should be dropped.

6. Instructors were rated even higher than courses or characteristics of courses in terms of percentages of excellent or good ratings of specific instructor qualities. As revealed in Table 6, Introduction to Administrative Analysis received slightly lower ratings, both in terms of interest in students and style of presentation.

Table 6. Percent of "Excellent" or "Good" Ratings of
Characteristics of Instructors

Course Characteristics	Intro. to Supervision	Intro. to Admin. Analysis	Basic Writing Skills	Inter- Personal Relations	Average
Knowledge of subject matter	96%	93%	98%	97%	96%
Interest in subject matter	98	93	97	97	96
Interest in students	89	81	93	93	89
Style of Presentation (lecture/discussion)	95	80	92	95	91
Ability to Explain clearly	98	88	95	95	94
AVERAGE	95	87	95	95	93

7. The following are some of the additional comments and suggestions regarding PSTP courses with their frequency listed in parentheses. Comments stated by only one individual are not included.

- more time or longer classes are needed (9)

- Shift class location (9)

- Revise Administrative analysis course to make it more interesting (7)

- More flexibility in class schedules is needed (5)

- Enjoyed classes; hope to take more (5)

- Writing classes should be extended (4)

- More publicity needed (2)

- Job opportunities are not geared to training program (2)

- Personnel and managers do not respect program (2)

- Current supervisors should take course (2)

- More interpersonal classes needed (2)

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E. Instructors' Perceptions of Teaching Experience at RTD.

The percentage of "excellent" or "good" responses regarding specific aspects of teaching for RTD ranged from 60 to 90 percent. The highest ratings (90 percent "excellent" or "good" responses) went to:

   -The process of submitting a proposal
   -The time the course was held
   -The amount of time allotted for the course
   -The location
   -Assistance of the Employee Development Department

The description provided of the subject matter to be taught received the lowest rating of "excellent" or "good" responses.

2.   Specific ratings for each aspect of employment were:

		Excellent	Good	Fair	Poor
a.	The process of submitting a proposal	5	4	1	0

Comments: One respondent who rated this "good" for the time s/he taught said that a more recent experience should be rated "poor."

		Excellent	Good	Fair	Poor
b.	The interview	4	4	1	0
c.	The description given to you of the subject matter to be taught	3	3	3	1

Comments: One who gave an "Excellent" rating added "thorough," while another who also rated it "Excellent" said s/he was given a general description and allowed feedback so that they could work it out together. One, who gave a "Fair" rating, said that this rating refers to the initial description, adding that it was refined.

		Excellent	Good	Fair	Poor
d.	The course objectives	5	3	2	0

Comments: One interviewee who rated this "Excellent" also said "all clearly outlined" and another who gave the same rating added that they were "clear." One said s/he was given a general description and worked out the details with them, and another said s/he was allowed to set objectives and given much freedom. One interviewee who gave a "Good" rating said she established objectives in concert with the coordinator. One of the interviewees who rated this "Fair" said this was for the initial objectives, which improved when they were "refined." Two of the interviewees, one who rated this "Excellent" and one who gave a rating of "Good," stated that they were specifically rating the process of establishing the objectives.

		Excellent	Good	Fair	Poor
e.	The time the course was held	7	2	0	1

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Comments: The one who rated this "Poor" said that s/he taught during the work day, which was a financial hardship, as it cost this person more to take this time off then s/he was paid for the course. This person would have liked the course to be scheduled in the evening.

f. The amount of time
    allotted for the
    course   2   7   1   0

Comments: One of the interviewees who responded with a rating of "Good" said s/he understood the time constraints were practical, but could have used more time. Another who gave the same rating, said that s/he and the students decided to informally schedule two more sessions.

g. The location   3   6   1   0

Comments: One respondent who rated this "Good" said that the only problem was that it was at a District Office where noise from off duty drivers and recreational facilities created a disturbance.

h. The classroom space   2   5   2   1

Comments: One person who rated this "Good" said that there is the exception of one small classroom s/he had to use in the past that is poor.

i. Assistance of the
    Employee Development
    Department   8   1   0   1

Comments: One of the respondents who rated this "Excellent" said that is how it was when s/he taught in 1984, but said that it should be rated "Poor" now due to problems in recent contact.

j. The equipment
    provided   6   2   1   0

k. The ability of the
    participants to learn
    the subject matter   3   5   2   0

Comments: One of the interviewees who rated this "Excellent" said that s/he was rating the performance, as there was no tool to measure their ability.

l. The interest of the
    participants in the
    subject matter   9   1   0   0

Comments: Two of the respondents said "Excellent" isn't high enough to describe this. The one interviewee who gave a "Good" rating

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explained that about 75% of the participants were "Excellent" in this regard, but there were some "duds" who, when averaged in with the others brings this down to a "Good" rating.

3.   Instructors' suggestions for improving the course(s) they taught.

Suggestions had more to do with either the structure of the program or the mechanics of the courses than with the content or style of the classes.

Two respondents felt that there should be more time in terms of number of sessions. Another felt that there should be more time per session, to allow for interactional and role-playing activities.

One interviewee would like to see an assessment of students' needs prior to the class, so that the amount of time available can be better used. Another believes that most, if not all, of the participants have a problem with mathematics, and should be given a math tutorial or some other form of remedial intervention prior to taking courses in the program.

One instructor felt that the number of students per course should be lowered from 20 to 15, and another stressed that these courses should be taught by interacting with the students, not by presenting "canned" lectures.

Three interviewees made a point of adding that they enjoyed working with the students or that it was a very good experience.

IV. Recommendations

The Evaluation and Training Institute strongly recommends the formation of a Pre-Supervisory Training Program (PSTP) task force, consisting of the Director of Employee Development, selected current instructors, supervisors, training coordinators and representatives of the Transportation Department to study the employment development plans of other urban transit departments, findings of this report, and to consider action on the following recommendations:

1. A wide variety of RTD personnel should continue to be served by the PSTP, with PROGRAM ACCESS to be actively encouraged.

    *   Conduct a PSTP Visibility Campaign promoting wider and more systematic distribution of the training brochure.

    *   Encourage supervisors to recommend outstanding employees for the program.

    *   Schedule division-wide recognition ceremonies where participants completing the program receive their certificates.

    *   Arrange informal meetings where PSTP Certificate holders discuss the training program with potential participants.

    *   Schedule "job-shadowing" days where potential PSTP trainees could be encouraged to enroll by working with supervisors to observe their daily routine.

    *   Update frequently the information appearing on employee bulletin boards concerning PSTP opportunities.

2. No additions or deletions in the four courses currently offered in the PSTP should occur at this time, but CURRICULUM DEVELOPMENT for those courses, especially Introduction to Administrative Analysis, should be a top priority.

    *   Use input from the PSTP Task Force to develop standarized, sequential curricula, articulated with Management Development Program courses, with the following characteristics:

        -   Overall program goals and objectives

        -   Specific, measurable performance objectives or competencies for specific skill areas to attain promotion.

        -   Standards for course sequencing and time allocations that are based on the specified competencies.

        -   Instructional techniques which captalize on the strong motivation of the students and continue to stimulate their personal development and social interaction.

        -   Selection and appropriate use of instructional equipment.

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- Instruments to measure course effectiveness and participant/instructor satisfaction.

- Experiment with non-traditional class size structures and open-entry/open exit individualized course curricula to facilitate independent achievement of course competencies by the participants:

    - Establish an experimental division training center open 2—4 hours per day, with scheduled group meetings mixed with opportunities for individual competency achievement.

3. Although current instructors are most positively regarded, <u>TEACHER RECRUITMENT AND TRAINING</u> would be a necessity if <u>PROGRAM ACCESS</u> and <u>CURRUCULUM DEVELOPMENT</u> were encouraged.

- The PSTP Task Force should develop a systematic teacher recruitment plan to provide a continuous supply of qualified instructors.

    - A pool of potential contacts and sources should be developed.

    - A comprehensive job description should encompass the curricular goals of course(s) to be taught and the wide diversity of students.

    - Personnel qualification standards for instructors should be stated.

    - A differential pay scale (based on length of service outside and within RTD) should be provided.

- The current practice of deliberate changes in teaching staff personnel should be replaced by the establishment of a core group of "permanent" (part-time) instructors, who would be identified and paid as mentor teachers to help provide orientation, staff development and other assistance to new instructors.

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Appendix A

Work Schedule and Time Line

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PRE-SUPERVISORY TRAINING PROGRAM EVALUATION

WORK SCHEDULE AND TIME LINE

Task	Date	Responsibility
Convene Planning Meeting with RTD Director of Employment, RTD Training Coordinator for Pre-Supervisory Training Programs, and ETI staff	April 24	ETI/RTD
Submit Work Plan and Project Time Line	April 29	ETI
Interview RTD Training Coordinators	April 29	ETI
Submit documents for ETI review (training evaluations, program descriptions, participant and instructor information)	April 29	ETI
Develop participant and instructor questionnaires and cover letters	April 30– May 2	ETI
Review participant and instructor questionnaires	May 5–6	RTD
Revise participant and instructor questionnaires as necessary	May 7	ETI
Duplicate questionnaires and prepare envelopes for participant questionnaires & instructor questionnaires for dissemination to target groups	May 8–9	RTD

Administer participant questionnaires and collect completed forms	May 12-16	RTD
Administer and collect instructor questionnaires from sample of instructors	May 12-16	ETI
Collect and tabulate all data from surveys	May 19-20	ETI
Analyze all data (documents and survey information)	May 21-23	ETI
Prepare final report	May 26-30	ETI
Submit final report	June 4	ETI

Appendix B

Pre-Supervisory Training Program Course Evaluation Surveys

For Employees and Instructors

RTD PRE-SUPERVISORY TRAINING PROGRAM COURSE EVALUATION SURVEY

Instructions: Please take some time to help us measure the effectiveness
of the Pre-Supervisory training program. First, read all the possible
answers for each question, and then mark your choice. Return the
questionnaire in the enclosed envelope within 24 hours and you may win 10
free lottery tickets! Thank you for your cooperation!

PLEASE DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE

1. What is your current position at RTD?

____ Bus operator   ____ Secretary
____ Bus mechanic   ____ Payroll Clerk
____ Bus service attendent   ____ Supervisor
____ Typist Clerk   (In what Department?_____)
____ Stock Clerk   ____ Other
                                              (What?_____)

2. Have you been promoted since taking your first pre-supervisory course?

____ yes
____ no

If yes,

   a. Did these courses prepare you to compete for promotion?

   ____ yes
   ____ no

   b. Did these courses prepare you for your new position?

   ____ yes
   ____ no

3. Check all of the pre-supervisory training courses which you have taken
or are taking right now:

____ Introduction to Supervision   ____ Basic Writing Skills
____ Introduction to Administrative   ____ Fundamentals of
     Analysis   Interpersonal Relations

4. How did you hear about the course(s)?

___Employee bulletin board	___Friends on the job
___Supervisor	___Training brochure
	___Other (Explain_____)

5. For each of the reasons below, circle how important it was in helping you decide to take this course(s):

		Very Important	Somewhat Important	Not Important
a.	I needed to decide if I want to be a supervisor	3	2	1
b.	I wanted to learn skills to help me be promoted	3	2	1
c.	I applied for a supervisor's job before but didn't make it	3	2	1
d.	My supervisor recommended I enroll	3	2	1
e.	The course(s) will help me in my job right now	3	2	1
f.	The course(s) will help me be a more knowledeable person outside of my job	3	2	1
g.	I might have to take the course in the future so I want to do it now	3	2	1

6. What benefits do you think you got out of the course(s). Circle all that apply.

a. I decided I do want to apply to become a supervisor

b. I learned the skills I need to become a supervisor

c. I am doing better in my job right now

d. I am a better person outside of my job

e. I decided I need to take more courses before I apply to be a supervisor

f. I made alot of new friends at RTD

g. I gained the confidence I need to apply for promotion.

h. I decided not to be a supervisor.

7. Of the benefits listed in Question 6 above, circle the letters of the top three benefits for you.

a. b. c. d. e. f. g. h.

8. How would you rate the following aspects of the course(s) you have taken? Please circle the appropriate number. E = Excellent, G = Good, F = Fair, and P = Poor.

	Introduction to Supervision				Introduction to Administrative Analysis				Basic Writing Skills				Interpersonal Relations			
	E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P
a. Location of classroom	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
b. Amount of classroom space	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
c. Instructional materials (handouts, books, etc.)	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
d. Equipment (video, etc)	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
e. Type of information covered	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
f. Amount of time to cover information	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
g. Opportunity to meet new people	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1

9. How would you rate the following qualities of your instructors generally? E = Excellent, G = Good, F = Fair, and P = Poor.

		Introduction to Supervision				Introduction to Administrative Analysis				Basic Writing Skills				Interpersonal Relations			
		E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P
a.	Knowledge of subject matter	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
b.	Interest in subject matter	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
c.	Interest in students	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
d.	Style of presentation (lecture discussion)	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
e.	Ability to explain clearly	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1

10. How would you rate the level of content in each course?

a. Introduction to Supervision

____too difficult ____about right ____too easy

b. Introduction to Administrative Analysis

____too difficult ____about right ____too easy

c. Basic Writing

____too difficult ____about right ____too easy

d. Interpersonal Relations

____too difficult ____about right ____too easy

11a. If you took more than one course, which do you think was the

best?_____

Why?_____

b. Which if any, were poor? _____ If so,

why?_____

12. After you took the course(s) how many times did you apply for a supervisor's job?

____0
____1
____2
____3 or more

13. Which of the following reasons explains why you did not apply for a supervisor's job after you took the course(s)?

____I can make more money in my job right now
____I might have to change job location and shifts
____I never hear about supervisory job openings
____I like what I am doing now.
____Other (Explain_____)

14. Do you think other subject should be offered as part of this series?

____yes
____no

a. If yes, what subjects? _____

15. Do you think any of the subjects offered now should be dropped?

_____yes
_____no

a. If yes, which ones? _____

16. Write any other comments or suggestions below.

_____

_____

_____

INTERVIEW QUESTIONS FOR SAMPLE OF INSTRUCTORS.
(To be completed by ETI telephone interviewer)

1. What pre-supervisory training courses have you taught for RTD?

____Introduction to Supervision
____Introduction to Administrative Analysis
____Basic Writing Skills
____Fundemental Interpersonal Relations

2. How did you hear that RTD was looking for instructors?

____Recruited by letter or phone
____Colleague
____Other (What?_____)

3. How would you rate the following aspects of your employment with the SCRTD training program?

		Excellent	Good	Fair	Poor
a.	The process of submitting a proposal	4	3	2	1
b.	The interview	4	3	2	1
c.	The description given to you of the subject matter to be taught	4	3	2	1
d.	The course objectives	4	3	2	1
e.	The time the course was held	4	3	2	1
f.	The amount of time allotted for the course	4	3	2	1
g.	The location	4	3	2	1
h.	The classroom space	4	3	2	1
i.	Assistance of the Employee Development Department	4	3	2	1
j.	The equipment provided	4	3	2	1

k. The ability of the
    participants to learn
    the subject matter   4   3   2   1

l. The interest of the
    participants in the
    subject matter   4   3   2   1

4. What suggestions do you have for improving the course(s) you taught?

    _____ ᵥ _____

    _____

    _____

    _____