

USCG Leadership Development Center



INSTRUCTOR DEVELOPMENT HANDBOOK



Prepared June 2012 - **Revision 2**

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WELCOME!

Welcome to the USCG Leadership Development Center (LDC). As an instructor here at the Center you represent one of the finest resources and assets in the Coast Guard's leadership development continuum. You are now tasked with the responsibility to teach other shipmates leadership performance competencies and further develop their leadership skills.

Whether you are serving in Command & Operations, Officer Accessions, Leadership and Organizational Performance, or CPO Academy you are now part of a unique organization that prides itself on developing the future leaders of the Coast Guard. The LDC is part of a strong commitment of the Coast Guard's dedication to strengthening the nation's future by educating, developing, training, and inspiring leaders of character who are ethically, intellectually, professionally, and physically prepared to serve their country and humanity, and who are strong in their resolve to build on the long military and maritime heritage and proud accomplishments of the United States Coast Guard.

We hope this handbook will enhance your understanding of the LDC and provide information that will help develop your own instructor and leadership skills during your tour.

Note: The e-version of this handbook can be found at:
[\\Cgams-apps\LDC Instructor Handbook](#)



Leadership Development Center Director's Philosophy

CAPT Andrea M. Marcille, USCG

As the CG Academy Mission states, we **educate, develop, train** and **inspire** leaders of character. At the LDC, we have a critical role in truly **enhancing** the Coast Guard's investment in its people through research and assessment and delivering 22 courses. We are guided by the Core Values and our Leadership Competencies. As leaders, we may not save lives or perform other CG missions directly, but instead **influence** and inspire others to do them better. As we collectively build a **strategy** for CG leadership development, you should know **our goals** (ABCD), work every day toward our future, and focus on three basic tenants:

Work Hard, Be Nice, and Know Your Craft

Work Hard

- Take pride in the job at hand & do it to the best of your ability!
- Strive to be on top of your "game" every time you walk into the classroom and during every interaction with the students we serve.
- If you recognize something wrong, step up and correct it or let someone know - "If we neglect it we condone it!"
- Make your classroom and our spaces shine.
- Take pride in the privilege you have to be a member of the Coast Guard and set the standard in appearance.
- Provide feedback & counseling to your shipmates on their performance and be receptive to feedback in return.
- Meet all your requirements to get advanced and promoted.

Be Nice

- Always give your shipmate the respect they deserve; ensure we always provide a safe place to learn & work.
- Let the Command and Chief's Mess help you; we can solve a lot of problems. Don't suffer in silence.
- Take care of your families and yourself – physically and emotionally.

- Ensure every new shipmate is welcomed, trained and set up for success.
- Ensure we always acknowledge good performance through timely and appropriate recognition.
- When interacting with others, show them that, “I hear you, I see you, I care about what you have to say.”
- Build alliances and get involved in supporting your community – at home and at work.

Know Your Craft

- Practice what we teach. Learn the language of leadership, and live it.
- Work together to develop yourself and your shipmates.
- Be a lifelong learner (seek more leadership knowledge and skills.) If you come across a great book, program, research or presentation – share it.
- Be an ambassador for leadership development – know about and promote LDC courses and opportunities.
- Engage in dialogue about the current challenges our leaders face and use that to make our courses relevant.
- Recruit your replacement, build our Team!

I am here to support YOU and excited to assist with any and all classes. I’m interested in what you are doing and want to hear about it. I also care about our students’ experience and will ask them about it and read the evaluation reports. Creativity, open and candid discussion, and even disagreement, are encouraged before deciding upon a course of action. Once a course of action is determined, we must move forward together with **unity of effort**. I believe we should immerse our students in a **sea of professionalism**, including role modeling customs and courtesies, mentoring, communicating and leading. Be the leaders that our students expect!

LDC MISSION AND SCOPE

Mission

The Leadership Development Center (LDC) develops leaders of character to improve mission performance and enhance the Coast Guard's investment in its people by:

- Preparing Team Coast Guard to demonstrate leadership and live the Coast Guard core values.
- Supporting Coast Guard units through service-wide leadership and quality development efforts.
- Identifying future organizational needs and requirements through ongoing research and assessment.

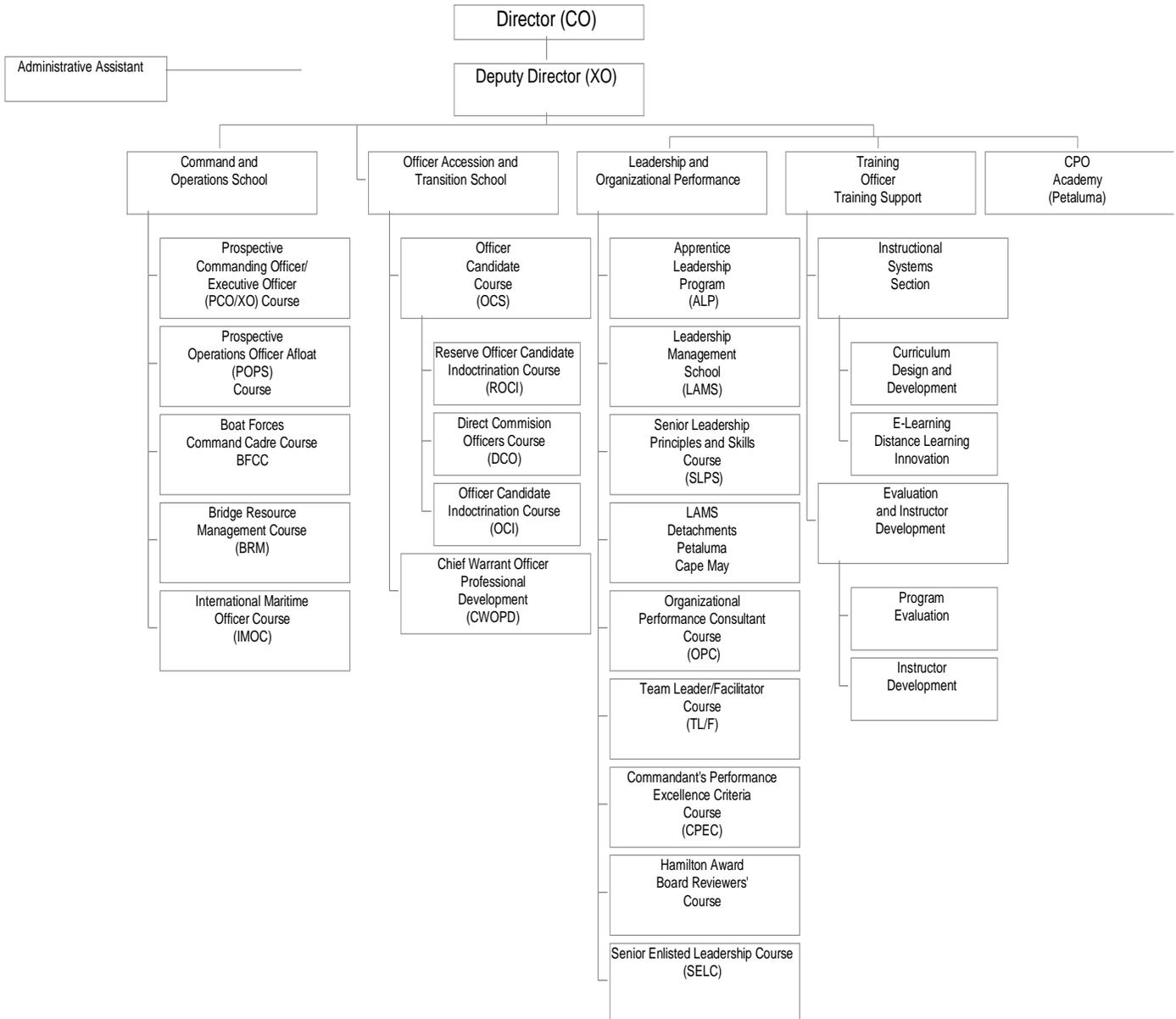
Scope

In the pursuit of its mission, the Leadership Development Center supports and fosters development of a fully integrated Coast Guard Leadership Development Program that includes each component of our diverse workforce. The desired outcomes of the Leadership Development Center are:

- To support the Coast Guard's number one goal: Provide effective leadership so our people can maximize contributions to unit and service-wide success.
- To improve leadership skills across the Coast Guard, leading to enhanced mission performance.
- To standardize leadership curricula and enhance the quality of leadership programs.
- To create synergy with all leadership efforts connected and located together.
- To leverage real Coast Guard experience to improve the education, training, and development of future leaders.
- To reach all members of Team Coast Guard through formal training, correspondence courses, and unit-level programs.

The LDC Mission and Scope are taken from the LDC SOP dated 26 Apr 10

LDC ORGANIZATION



The LDC Organization Chart is taken from the LDC SOP dated 26 Apr 10 (updated June 2012)

INSTRUCTOR DEVELOPMENT AT THE LDC

The LDC is committed to your success while you are here. You will be working closely with your School Chief and other instructors at the LDC to understand and fulfill your teaching responsibilities and further develop your instructor skills. You have access to any of the other School Chiefs, LDC staff members, courses conducted here and any other LDC resources.

In addition to the resources and guidance you receive from your School, you can contact any of the members of the Training Support Branch for assistance. Once you have completed your Instructor PQS you will work toward completing your Master Training Specialist (MTS) Qualification. To do this you will establish an account in Virtual Classroom and go to the MTS course (see *Completing the MTS PQS*).

As part of your development here at the LDC you may be asked to observe another shipmate's teaching, complete an Instructor Feedback Form (IFF) and provide feedback to the instructor. Likewise, there may other instructors who sit through your lessons and provide you with feedback. This process is used to help improve the skills of all our instructors.

Instructor of the Year

Each year an LDC instructor is selected as "Instructor of the Year". Each School Chief nominates his/her School's instructor candidate. Of the four instructors nominated one is selected by review of the combined School Chiefs and the MTS Board. All instructors are eligible for the award.

The RADM J. Scott Burhoe Scholar Practitioner Book Club

Part of the LDC instructor's professional development is to explore new leadership, management, business trends while maintaining a strong foundation in Coast Guard history. To help accomplish this, the LDC has a book club in which members select a book, the LDC purchases and we meet to review the material and evaluate if our courses could benefit from this book.

Check-in Sheet

There are two primary forms involving the check-in process: 1) The LDC Check-in/out sheet and 2) the Bio Sheet.

LDC Check-in/Out Sheet:

To begin the process of check-in, you and your supervisor should be familiar with and use the LDC Check In/Out Sheet. A copy of the sheet is provided on the next page. After you complete an activity, the respective individual will need to put their initials and date on the sheet. You can either use this sheet or a separate copy of the form for the purpose of signatures. However, a copy of the completed, signed sheet needs to be returned to the Administrator in the LDC Office of the Director within five working days of your arrival.

In addition to the LDC Check-In/Out Sheet you should complete a Bio Sheet. You can access the LDCBIOMaster Form at the following

[\\Cgams-apps\LDC\LDC Personnel Bios\LDC personnel BIOS](#)

After you have completed the Bio sheet, save it in the folder (Important: Be Sure to include your last name in the file name).

There are other forms you should be aware of and may need to complete as you on-board here at the LDC/Academy: for your information below is a list of forms you may find useful.

Academy Personnel Check-in Card
CG-2025A Housing Allowance Protection Worksheet
CG-2005 PCS Reporting Worksheet
CG-2025 BAH/Housing Worksheet
Incoming Officer/Officer-Grade Civilian Information Sheet

LDC CHECK IN / OUT SHEET

Leadership Development Center Check In/Out Sheet			
Name (Last, First MI)		Rank/Rate	Assigned Department/Division
FOR INCOMING PERSONNEL. Sponsor must escort new member in accomplishing the following check-in within 5-working days and return sheet to admin.			
Unit Reporting From:		Date Reported:	
Sponsor's Name:		Home Phone:	Work Phone:
FOR OUTGOING PERSONNEL. Member must checkout with LDC Admin no later than 10 business days prior to departure date.			
Unit Departing To:		Departure Date:	Report Date
		Check-in Date/Initial	Check-out Date/Initial
LDC YN (Rm 312)			
1. SOP Overview			
2. Provide PCS Rpt/Dpt pkg. and assist member			
a. LDC Check in/out Sheet			
b. LDC Biography Worksheet			
c. Individual Development Plan (IDP) Worksheet			
d. Direct-Access User Access Authorization Form			
e. BAH Worksheet			
f. Government Travel Card Application			
g. PSC Rpt/Dpt Worksheet			
3. Add to EER or OER roster (as applicable)			
4. TDY procedures			
5. Travel claim procedures			
6. Recall roster			
7. Register contract information (http://apps.mlca.uscg.mil/CG_ENS/)			
LDC SK (Rm 312)			
1. Express mail procedures and deliveries			
2. Purchasing information/procedures			
LDC Training Officer (Rm 309)			
1. Pipeline Training			
LDC Asst Director (Rm 306)			
1. Initial Greet (within 2 days)			
2. Formal meeting (NLT 3 weeks)			
a. Completed LDC Biography			
b. Completed Individual Development Plan (IDP)			
c. LDC Check In/Out Worksheet			

Director (Rm 306)			
1. Initial Greet (within 2 days)			
2. Formal meeting (NLT 3 weeks)			
a. Completed LDC Biography			
b. Completed Individual Development Plan (IDP)			
c. LDC Check In/Out Worksheet			

Version as of June 2011

COMPLETING THE INSTRUCTOR PQS

If you do not already have a PERJC Qualification you are required to attain it within six months of reporting to the LDC. The process for attaining your Qualification is described in detail in the Standard Operating Procedure (SOP) for the Coast Guard's Training System, Volume 13:

http://www.uscg.mil/forcecom/training/docs/SOP_13.pdf.

As a high-level overview of the requirements of the PQS, you can refer to the following:

Instructor Qualification Process Checklist

Phase I: Complete IDC/Alternative Workshop

Phase II: Complete Instructor PQS/JQR (Each of the following to be initialed off by a qualified instructor)

PQS Competencies:

- | | |
|--|--|
| 1. Communicate effectively | 8. Demonstrate effective presentation/facilitation skills |
| 2. Plan instructional methods and materials | 9. Use instructional methods appropriately |
| 3. Prepare for instruction | 10. Use media and technology to enhance learning and performance |
| 4. Comply with established ethical and legal standards | 11. Demonstrate effective questioning techniques |
| 5. Establish and maintain professional credibility | 12. Provide clarification and feedback |
| 6. Stimulate and sustain learner motivation and engagement | 13. Promote retention and transfer |
| 7. Manage an environment that fosters learning and performance | 14. Assess learning and performance |

Phase III: Receive three satisfactory Instructor Feedback Forms (IFF)

- First
 - Second
 - Third

Phase IV: Additional School Chief Requirements

- School and Branch Chiefs assurance
 - Additional requirements if needed

Phase V: Completion documented

- Receive Chain of Command recommendation
 - Receive signed Qualification Memo
 - JC Competency Code issued

Instructor Feedback Form

For your review and reference a copy of the Instructor Feedback Form follows. You can make copies of this form if needed but you should refer to the Standard Operating Procedures (SOP) for the Coast Guard's Training System, Volume 13 for the most current version of the form.

Instructor Feedback Form

Rev. Dec 2005

Tips for Effective Use

Because every training environment is different, and every Instructor brings a different set of skills to the job, it is important to tailor your evaluation session.

- After reviewing the competencies, focus only on the behaviors the Instructor may need to improve upon. If it is determined that many of the areas need to be addressed, you may consider breaking the feedback sessions into blocks where only a few of the competencies are evaluated at one sitting.
- If your course is primarily self-paced, you will need to observe the instructor during one-on-one feedback sessions to ensure they are demonstrating the competencies. The behaviors listed can be demonstrated in an Instructor-led lesson, as well as a more self-paced environment. For example, an Instructor needs to be able to use questioning techniques effectively, whether the Instructor is presenting to a group or to an individual.
- Discuss the evaluation session with the Instructor beforehand. Let the Instructor know your expectations, and ask the Instructor what areas the Instructor would like to improve upon.
- Rate the effectiveness of the Instructor in each competency area. The scale is from 1 (low effectiveness) to 4 (high effectiveness). All behaviors within each competency do not necessarily need to be demonstrated for the instructor to be effective. In addition, use the comment area to record specific behaviors that are demonstrated or missed, or provide additional comments regarding performance.
- Prior to evaluation, become familiar with competency descriptions and their associated improvement strategies. These items can be found at the end of this document.

Instructor Feedback Form

Rev. Dec 2005

Instructor:	Evaluator:											
Course/Lesson Title:												
Date:	Start:	Stop:										
<p>This tool is designed to assist in the collection of data that assesses an instructor in fourteen competency areas. The table below explains the rating scores and the appropriate actions to be taken by the instructor who receives the feedback. Refer to Tips for Effective Use for additional information on using the form.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Rating Measures</th> <th>Action Required by the Instructor</th> </tr> </thead> <tbody> <tr> <td>4 – Demonstrated mastery, could serve as a model for this component.</td> <td>None – consider mentoring colleagues who seek improvement.</td> </tr> <tr> <td>3 – Demonstrated competency.</td> <td>None – consider seeking ways to continually improve.</td> </tr> <tr> <td>2 – Demonstrated some competency but needs improvement.</td> <td>Focus on improving per recommendations.</td> </tr> <tr> <td>1 – Did not demonstrate at all.</td> <td>Seek assistance and make improvements per recommendations before next class convenes.</td> </tr> </tbody> </table> <p>Provide detailed feedback and recommendations on the Instructor Improvement Plan for any ratings of 2 or below.</p>			Rating Measures	Action Required by the Instructor	4 – Demonstrated mastery, could serve as a model for this component.	None – consider mentoring colleagues who seek improvement.	3 – Demonstrated competency.	None – consider seeking ways to continually improve.	2 – Demonstrated some competency but needs improvement.	Focus on improving per recommendations.	1 – Did not demonstrate at all.	Seek assistance and make improvements per recommendations before next class convenes.
Rating Measures	Action Required by the Instructor											
4 – Demonstrated mastery, could serve as a model for this component.	None – consider mentoring colleagues who seek improvement.											
3 – Demonstrated competency.	None – consider seeking ways to continually improve.											
2 – Demonstrated some competency but needs improvement.	Focus on improving per recommendations.											
1 – Did not demonstrate at all.	Seek assistance and make improvements per recommendations before next class convenes.											

Instructor Competency	Instructor Effectiveness			
	4	3	2	1
Prepares for Instruction (#3) <ul style="list-style-type: none"> Rehearses lesson plan timing with another qualified instructor. Makes available all necessary resources, supplies, and reference materials to students. Confirms logistical arrangements and equipment readiness prior to class convening. Ensures environment is set up and conducive to learning. Tests equipment operation and functionality prior to class convening. Eliminates (or minimizes) internal and external distractions that prohibit learning and performance. Provides a safe and clean learning environment. 				
Plans Instructional Methods and Materials (#2) <ul style="list-style-type: none"> Plans or modifies instruction to accommodate for students' experiences. Personalizes lesson plan to check for understanding. Lesson plan follows logical sequence. Selects (or adapts) instructional methods, strategies, and presentation techniques to accommodate learning styles. Adapts lesson plan to accommodate different instructional settings. Creates and publishes course agenda for students. 				
Complies with Ethical and Legal Standards (#4) <ul style="list-style-type: none"> Respects student's rights to confidentiality and anonymity in safeguarding personal information. Avoids conflicts of interest with the staff and students. Respects and complies with intellectual property laws. 				
Communicates Effectively (#1) <ul style="list-style-type: none"> Varies pitch, tone, inflection and rate of speech. Uses proper spelling, grammar, punctuation, and language that fit the students' level of understanding. Uses hand gestures and body motions to enhance the teaching points. Uses eye contact appropriately and effectively. Maintains a comfortable distance from students. Uses pauses appropriately to allow for student reflection and comprehension. 				
Establishes and Maintains Professional Credibility (#5) <ul style="list-style-type: none"> Conforms to Coast Guard Uniform Standards (or appropriate civilian attire). Demonstrates subject-matter expertise. Recognizes and acknowledges mistakes and provides opportunity to correct them. 				
Stimulates and Sustains Learner Motivation and Engagement (#6) <ul style="list-style-type: none"> Matches learning outcomes (expectations) to student and course goals. Plans and deliberately uses feedback and positive reinforcement during delivery of instruction. Uses stories, analogies, and examples to gain and sustain student attention. 				

Instructor Feedback Form

Instructor Feedback Form

Rev. Dec 2005

	4	3	2	1
Manages an Environment that Fosters Learning and Performance (#7) <ul style="list-style-type: none"> Introduces oneself, co-instructors, and students at the beginning of the course (if necessary). Presents clear expectations and ground rules for learning and interaction. Addresses undesirable behavior effectively, appropriately, and timely. Resolves student conflicts appropriately and timely. Manages group-paced and individual participation. Manages instructional time effectively and avoids digressions. Provides a positive learning environment for all students. 				
Demonstrates Effective Presentation /Facilitation Skills (#8) <ul style="list-style-type: none"> Uses a lesson plan to deliver instruction. Represents key ideas and concepts in a variety of ways. Provides examples to clarify meanings or teaching points. Involves students in presentations for discussion, questions, and reflection. Uses examples, anecdotes, stories, analogies, and humor to reinforce teaching points. Uses props and teaching aids effectively and appropriately. 				
Uses Instructional Methods Appropriately (#9) <ul style="list-style-type: none"> Implements a variety of training methods. Manages the group dynamics associated with each method. Employs training techniques appropriate to methods and training situations prescribed. 				
Uses Media & Technology to Enhance Learning (#10) <ul style="list-style-type: none"> Uses visual aids that support the objective(s) and teaching points. Uses visual aids that are simple and easy to read and understand. Incorporates the use of job aids, handouts, or other printed materials in the learning environment. Incorporates different media to appeal to all learning styles. Establishes a contingency plan in the event media fails during instruction. 				
Demonstrates Effective Questioning Techniques (#11) <ul style="list-style-type: none"> Asks clear and relevant questions. Promptly follows up on student questions and concerns. Uses a variety of question types and delivered at various levels. Directs and redirects questions effectively. Builds responses to questions in current (or subsequent) learning environments. Repeats, rephrases, and restructures questions from students. Provides positive reinforcement to student responses. Provides opportunity to involve all students in discussions. 				
Provides Clarification and Feedback (#12) <ul style="list-style-type: none"> Provides clear, timely, relevant, and specific feedback. Provides opportunities for students to request clarifications on teaching points. Assists students in giving and receiving feedback. Provides feedback targeted to the performance (and <u>not</u> to the student). Promotes peer-to-peer feedback. 				
Promotes Retention and Transfer of Skills (#13) <ul style="list-style-type: none"> Encourages students to elaborate concepts and ideas. Provides opportunities to integrate new knowledge and practice new skills. Provides opportunities for reflection, review, and self-guided learning. Provides opportunities to practice in realistic settings. 				
Assesses Learning and Performance (#14) <ul style="list-style-type: none"> Communicates assessment criteria to students. Monitors individual and group performance during practice and assessment. Provides students with opportunities for self-assessment. Assesses student performance outcomes. Provides opportunities for remediation. 				

COMPLETING THE MASTER TRAINING SPECIALIST PQS

Once you have your Instructor PQS, you should begin working toward your MTS PQS. The process for attaining your MTS PQS is described in Volume 13 of the Coast Guard Training System SOP:

http://www.uscg.mil/hq/cg1/cg132/docs/SOP_13.pdf

As an MTS candidate you will create an account on-line in the Coast Guard Academy's Learning Management System: Desire2Learn (D2L). To create an account and enroll in MTS, contact the ISS office. Your on-line responses will be graded by the LDC Training Support Branch MTS coordinator and returned promptly with feedback. The MTS site also contains links to SOPs and other research material online to aid you in your qualification.

Desire2Learn: <https://uscga.desire2learn.com/>

If you have any questions or need further information contact The LDC MTS coordinator. Remember that you are required to complete all four phases (recommendation, workshop, CDC, board) of the MTS qualification IAW with Standard Operating Procedure (SOP) for the Coast Guard's Training System, Volume 13.

As a high-level overview of the requirements of the PQS, you can refer to the following. Phase II (Competencies) of the process is expanded on the next page.

MTS Qualification Process

Phase I: Evaluation

Receive a satisfactory evaluation (IFF) conducted by a MTS from outside candidate's department

Phase II: Competencies

Complete the MTS PQS

Phase III: Nomination

Nominated by the Branch Chief in a memo

Phase IV: Oral Board and Recommendation

- Questions are asked of the candidate and graded by the Board
- Board forwards recommendation for final approval to CO via TO
- Candidates not satisfying requirements must undergo a 30-day remediation period prior to requesting another oral board

Phase II: MTS Competencies

Competency 1: Update and Improve Your Professional Knowledge and Skills

- | | |
|---------------------------------------|--------------------------------|
| 1a. Complete CDC | 1d-g. Explain the function of: |
| 1b. Mentor a new instructor using IDP | -Performance Technology Team |
| 1c. Facilitate an MTS workshop | -Training Management Team |
| | -Resource Management Team |
| | -E-Learning Team |

Competency 2: Comply with Established Ethical and Legal Standards

- | | |
|--|--|
| 2a-b. Discuss how the following USCG policies apply to instructors:
-fraternization
-sexual harassment | 2d-e. Explain the:
-legality of intellectual property including copyright
-purpose of a student evaluation board |
| 2c. Discuss the instructor's responsibility in terms of safety and curriculum | |

Competency 3: Specify the Instructional Design Process

- | | |
|--|--|
| 3a-e. Explain the following methods as used by the USCG:
-analysis
-design
-development
-training implementation
-training evaluation | 3f-g. Explain the:
-contents of a resident course curriculum outline
-routing procedures for curriculum development/revision |
|--|--|

Competency 4: Evaluate Instructional Effectiveness

- | | |
|---|---|
| 4a. Evaluate instructor performance | 4g-l. Conduct a course assessment using the Internal Evaluation Checklist |
| 4b. Evaluate the impact of the instructional setting and equipment | |
| 4c-f. Explain the purpose of a:
-Level 1 evaluation
-Level 2 evaluation
-Level 3 evaluation
-Level 4 evaluation | |

INSTRUCTOR DEVELOPMENT

Evaluations and Feedback

The LDC Evaluation Section evaluates the success of our training courses. Its mission is to collect, analyze and evaluate feedback, primarily through electronic surveys using a software program called VOVICI. The surveys can be broken down into two basic types: level 1 and level 3 surveys. All processes for data collection and evaluation are identified in the USCG Training System SOP, Volume 3. Once data are collected via the Surveys, the Evaluation Section produces Survey Reports that are distributed to the School Chiefs.

LEVEL 1

A level 1 survey assesses students' timely reaction and satisfaction with the course, instructional materials, instructors, teaching environment, and support services. Since most students tend to learn better when the learning environment maintains their interest, attention, and motivation, it is essential that we measure their reactions during or immediately after each class is completed. Templates are used for level 1 surveys that are based on the course content and student roster. You may be involved in submitting these to the Evaluation Section prior to the class start date. You can discuss these procedures with your School Chief. We consider the feedback as indication of whether we are meeting the needs of the students. As an instructor you can assist in this by reminding and encouraging your students to complete the surveys prior to class graduation.

LEVEL 3

A level 3 survey assesses the change in your students' performance. This survey is typically conducted by the LDC Evaluation Section six months following course completion in order to give students an opportunity to apply what they've learned in their workplace. Survey participants include the students, their supervisors, or in the absence of a supervisor, an

individual who is familiar with the student's performance following course completion. The level 3 survey analysis is used as part of a systematic curriculum review and does not require direct instructor involvement.

The LDC typically administers over 14,000 surveys each year. The response rate to our surveys is high depending upon the course and the type of survey. A lot of that success is attributed to the support you provide. The Evaluation Section relies on you and your school for timely and accurate submission of course material, student rosters with correct e-mail addresses, and most importantly, your verbal support for the survey process while you are instructing. You should discuss the survey process in more detail with your School Chief.

The Evaluation Section's goal is to provide you with usable feedback in a format that will help you better yourself, the student, and the Coast Guard. Each school has a designated survey liaison that can check instructor progress on the evaluations at any time. Level 1 Survey Reports are prepared after the class graduation date and made available to the respective School Chiefs for distribution to their staff.

Getting Feedback from Students

It is the responsibility of each school to send the survey to students for each course session. Every course has a slightly different procedure, but in general the evaluation branch asks:

Resident courses

Send students an email to the evaluation (link below) at the start of the course. Include in that email the session number and dates of the session covered as students must select the course/session they attended to gain access to the survey.

<https://surveys.uscg.mil/Community/se.ashx?s=6F20F77427351A7C>

At minimum of once a week remind students to enter the survey and complete the DAILY portion of the survey to provide specific feedback on instructors and TPOs. Prior to graduation, students need to complete the END OF CLASS section of the evaluation to provide overall course feedback.

Non-resident courses

Send students an email to the evaluation (link below) preferably at the start of the course, but definitely immediately after graduation as soon as you have access to a computer. Consider using your nonresident POC who helped you organize the course to send the link at graduation, particularly if you will be away from a computer for a significant time. Include in that email the session number and dates of the session covered as students must select the course/session they attended to gain access to the survey.

<https://surveys.uscg.mil/Community/se.ashx?s=6F20F77427351A7C>

Retrieving Student Feedback/Reports

Every course has an assigned survey/evaluation POC. To receive feedback on your instructor performance from the student perspective, contact the POC. Your branch chief can direct you to the POC.

If YOU are the Survey/Evaluation POC

If you are the survey/evaluation POC, you have several responsibilities:

1. Send results of the survey to the school/branch chief and instructors.
2. Notify the Evaluation section if there are changes to TPOs, instructors, or require additional questions added to the level 1 evaluation. You are the liaison between the school and eval section.

Gaining Access to VOVICI:

You will need access to VOVICI (the evaluation software) to review and disseminate Level 1 evaluation results to the school/branch chief and other instructors. To gain access, first contact the Evaluation section. Once done, you should perform the following steps:

1. Establish your own account and password.
2. Use your password to access survey data.
3. Filter the results to get specific or custom data.

The following screen shot images will lead you through the process.

SET UP VOVICI ACCOUNT (1 of 2)

<http://csd.osc.uscg.mil/am/>



United States Coast Guard
OSC Account Management
User ID and Password Request Form

Want to enter a CG Help ticket to the OSC Customer Support Desk instead of requesting a User ID? [Click here](#)
Want to enter a CG Help ticket to for your ESUESD instead? [Click here](#)

Section One - User & Unit Information

For more information on how to request a User ID, please contact OSC Account Management or OSC Customer Support at 1-877-872-4797.

1

FIRST NAME*
MIDDLE NAME
LAST NAME*
DESIGNATION OF PERSON*
CITIZENSHIP*
EMAIL*
PHONE*
UNIT NAME*
ATU-OFF-FAC
AUTHORIZING OFFICIAL - FIRST NAME*
AUTHORIZING OFFICIAL - LAST NAME*
AUTHORIZING OFFICIAL - PHONE*
SUPERVISOR - FIRST NAME
SUPERVISOR - LAST NAME
SUPERVISOR - PHONE

2

* Information required for this field

Fill in all fields with an asterisk (*)

AO: JASON SINISCALCHI
PHONE: 8607016673

SET UP VOVICI ACCOUNT (2 of 2)

Section Two - System Information

PLEASE READ THE FOLLOWING TEXT CAREFULLY: Complete the following section to obtain access to one or more systems. These systems are only available through the Coast Guard's Intranet. Please pay attention to the description for each application, it will contain instructions regarding the application you're requesting access to. If your account information is not received within three business days, contact OSC Account Management at 1-877-872-4797 to obtain status information.

SYSTEM	ACTION	ACCESS LEVEL	DETAIL
AMVER	(Click to Expand Section)		
AOPSTMT	(Click to Expand Section)		
ARMS	(Click to Expand Section)		
AWS 2.0 - Alert Warning System	(Click to Expand Section)		
BELMANAGE	(Click to Expand Section)		
CASP	(Click to Expand Section)		
CG-TMS (Adept)	(Click to Expand Section)		
CITRIX Farm access via RAS	(Click to Expand Section)		
CMPLUS/CITRIX	(Click to Expand Section)		
EFM VOVICI	(Click to Collapse Section)		
EFM VOVICI	Action: ADD		
IATONIS	(Click to Expand Section)		
LMS - The Learning Portal, e-Learning	(Click to Expand Section)		
LOIS	(Click to Expand Section)		
MASI	(Click to Expand Section)		
NESSS	(Click to Expand Section)		
NLETS/NCIC (Cyberlines)	(Click to Expand Section)		
RATS	(Click to Expand Section)		
SAM (Maximo)	(Click to Expand Section)		
SKILLPORT	(Click to Expand Section)		

Additional Details:

2

Submit Request Reset Form

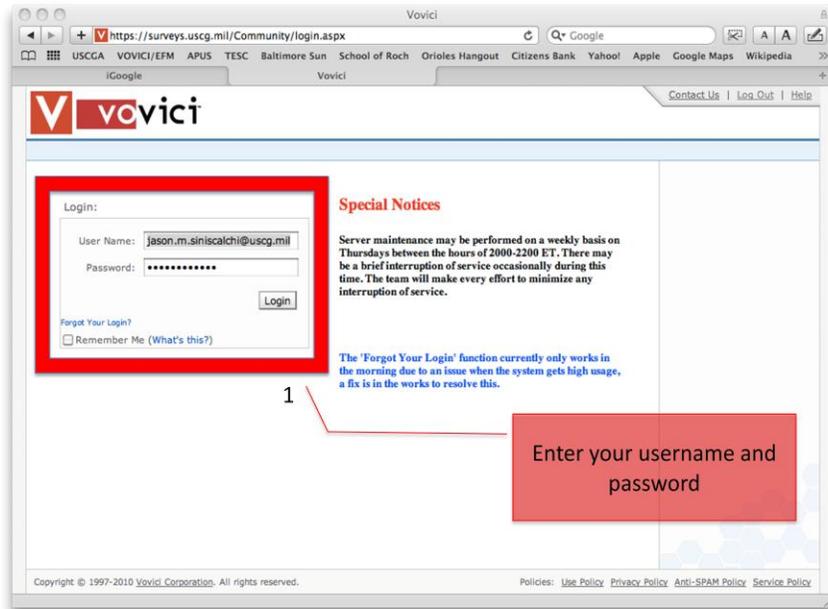
Expand (+) EFM VOVICI
Select "ADD" from the dropdown box

Click "Submit Request"
and wait for
confirmation email

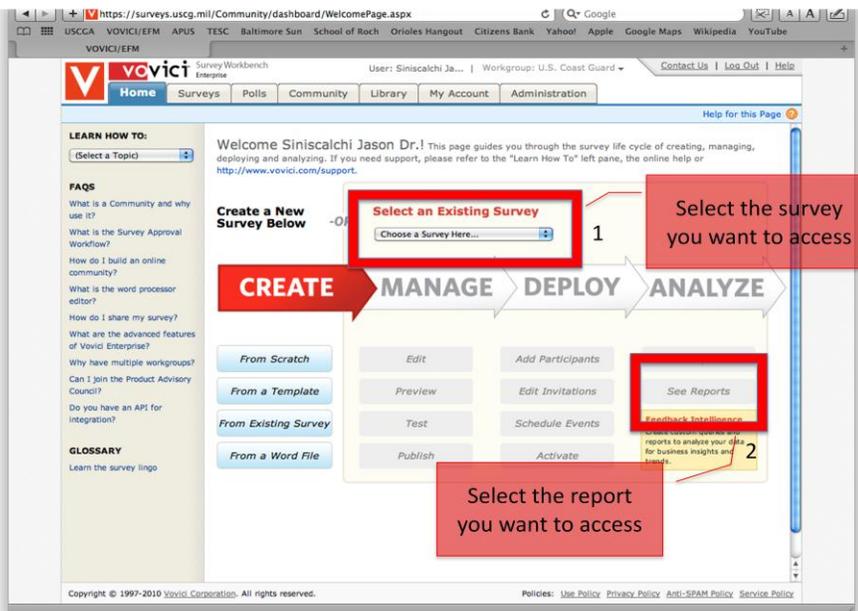
LET JASON KNOW WHEN YOU HAVE AN ACCOUNT:
Jason.m.siniscalchi@uscga.edu

ACCESS VOVICI (1 of 1)

https://surveys.uscg.mil/



ACCESS RESULTS (1 of 3)



ACCESS RESULTS (2 of 3)

note

Surveys you have access to are here (mine are in a different spot as I am the developer)

Select the Reports you would like to view

ACCESS RESULTS (3 of 3)

Select Filter to narrow the data displayed

FILTER RESULTS (1 of 2)

Survey Name: Report-LAMS L1
Report Name: LAMS: Drewniak, Megan LT

Criteria

Question: Piped_Courseinfo (Session Number)
Expression: =
Value: 1120

And

OK Cancel

1

Select Question: Session Number
Value: Type in the session you want

2

Select Question: Session Number
Value: Type in the session you want

3

Select the check mark

4

Select OK

FILTER RESULTS (2 of 2)

		Instructor_eval: Please rate the instructors listed below using the following scale.						Total
		How effective was the instructor's performance?						
		1 - Not at all 2 - Slightly 3 - Moderately 4 - Very Much 5 - Completely NA - Select if you did not have this instructor. LTJG Jones						
		1	2	3	4	5	NA	
1120	Count	0	0	0	3	14	12	29
	% by Row	0.0%	0.0%	0.0%	10.3%	48.3%		100.0%
Total	Count	0	0	0	3	14	12	17
	% by Row	0.0%	0.0%	0.0%	17.6%	82.4%		100.0%

Comments

ID	Response
634230904974971941	Very nice, did a good job acting out scenarios.
634230904976533917	LTJG Jones was in our class for the last couple days, but only as an observer.
634230904978565176	LTJG Jones was only there for the last two days of training but was very informative on her instruction. I had the experience of completing the final case scenarios with her. I felt she instructed the student very well not only on what was expected but what we could improve on when finished.
634230904979034358	I was not able to be instructed by her. I was not put in her break out group.
634230904984815626	LTJG Jones, I didn't have interaction with her, but on the last day she gave some useful supervisory skills that I could use.
634230904985284255	Very professional; reiterated information without being preachy. Thanks!

Example of Level 1 Questions:

The objective of this evaluation is to capture thoughts, insights, and experiences regarding the Leadership Development Center class you are enrolled in. This is your opportunity to provide feedback on the classroom experience, course content, instructors, materials, and classroom setting.

I am aware that:

1. My participation is voluntary.
2. This survey should take between 5 to 10 minutes to complete. At any time I may terminate this survey without penalty.
3. There are no known risks to my contribution to this project beyond those encountered in every day life.
4. By contributing I will be helping to improve LDC courses in the future.
5. Data will be grouped in a manner that individuals cannot be identified.

The full consent form can be found by contacting Dr. Jason Siniscalchi (jason.m.siniscalchi@uscg.mil)

My name will not be used in any analysis is only kept for consent form purposes.

PAGE 1

Select the Course and Session you attended below:

Select an LDC Course

Course _____

Session (Convening Date) _____

Make a selection (Note: only 2 week resident courses see this option)

- Daily survey (survey while in class)
- End of Class survey (survey after graduation)

PAGE 2 – END OF CLASS SURVEY

Please rate your impressions of the instruction (course content/objectives), instructors, materials, and course environment.

Instructions:

- 1) Select the degree to which you agree with each statement.
- 2) Provide positive comments (things you liked) and suggestions of improvement to support your selection.

(You will have the opportunity to comment on specific course objectives/content and instructors later in this survey).

Ratings for each question:

Scale: Not At All Somewhat Moderately Very Much Completely

Comments: Positive, Suggestions for improvements

Questions

1. The information covered was effective
2. The instructor(s) were effective
3. The course materials were effective
4. I was satisfied with the facility's appearance
5. I was satisfied with the classroom(s)
6. Overall, this class will benefit me on the job
7. Overall, I was satisfied with this course

What was your biggest TAKE AWAY from this course (think about all of your experiences inside and outside of the classroom)?

PAGE 3

Additional Questions (different for each course)

PAGE 4

Please rate the quality of the facilities in Petaluma and provide comments to support your selection (CPOA/R only)

or

Please rate the quality of the facilities at the Coast Guard Academy and provide comments to support your selection (2 week or more resident courses)

PAGE 5

What is your gender?

Are you Hispanic or Latino?

What is your racial background?

What is your current status?

What is your unit type?

What is the highest level of education you have achieved?

Are you interested in providing a leadership story for the LDC Leadership Legacy book to inspire future leaders?

Once you click the Submit button you cannot return to the survey. If you are satisfied with your responses, please select the SUBMIT button below.

PAGE 6 – DAILY SURVEY

Ratings for each question:

Scale: Not At All Somewhat Moderately Very Much Completely

SELECT A TPO and rate its effectiveness (and/or)

SELECT AN INSTRUCTOR and rate their effectiveness

PROVIDE A COMMENT on TPOs or INSTRUCTORS

If you have any difficulty or questions related to evaluations, contact the Evaluation Branch in Yeaton Hall.

Remember when dealing with LDC level 1 and level 3 surveys and results:

- An individual’s feedback is confidential and should always be protected as such;
- LDC level 1 and 3 Reports are “For Internal and Official Use Only” unless otherwise approved by the Training Officer; and
- Survey results should not be used alone as a sole indicator for change.

Instructor Development Workshops

As part of the ongoing commitment to you and the other instructors, the LDC conducts regular Instructor Workshops. Workshops are delivered LDC staff, CGA staff and by instructors and fellow MTSs. In fact, teaching one of these Workshops also serves to meet one of the requirements of your MTS PQS (Competency 1: Performance Requirements).

The topics for these Workshops vary but are aimed at instructor development. A schedule is published through e-mail to LDC shipmates by the Evaluation & Instructor Development Section. Workshops may cover the following topics:

- Classroom Management Techniques
- Copyright Laws and Implications
- Improving Your Use of Microsoft Power Point
- Giving and Receiving Feedback
- Experiential Learning Techniques in a Leadership Development Classroom

RESOURCES

Master Curriculum Folder

The Master Curriculum Folder (MCF) is a shared location for all LDC approved course Curriculum Outlines (CO) and Lesson Plans (LP). To access the MCF, follow this linkage:

\\Cgams-apps\LDC Master Curriculum

The MCF is organized by LDC School and Courses within the School. For each of our courses you will find a copy of the Headquarters approved CO and the School Chief approved Lesson Plans (LPs). Instructors can access and download the LPs, Power Point slides, handouts, exercises, etc. for reference and use. However, instructors can access but are not able to modify them and write them back to the MCF. Any suggestions or modifications can be made through the ISS Section. Instructors should use these LPs as you prepare to teach the lessons you will be responsible for.

References:

- USCG Training Systems SOP:
http://www.uscg.mil/forcecom/training/training_sop.asp
- Leadership Development Framework, COMDTINST M5351.3:
http://www.uscg.mil/directives/cim/5000-5999/CIM_5351_3.pdf
- LDC SOP
- Performance Training & Education Manual, COMDTINST M1500.10C, May 2009:
http://www.uscg.mil/directives/cim/1000-1999/CIM_1500_10C.pdf

The Training Support Branch

The Training Support Branch (TSB) consists of two sections: Instructional Systems Section (ISS) and the Evaluation and Instructor Development Section. Both of these sections work with and across all of the LDC Schools. The ISS provides support in the generation of Course Curriculum Outlines, Lesson Plan development, Course Triennial reviews and ongoing course improvements and enhancements. The Evaluation and Instructor Development Section is responsible for course evaluations, sometimes referred to as surveys, of all our courses.

LDC Leadership Library

This library located in Yeaton Hall has a vast array of texts and reference material on leadership. This resource is available to everyone at the LDC as a lending library and requires a sign out for any materials removed.

LDC Coffee Mess Lending Library

There is a coffee mess on the first deck in Yeaton Hall (LDC) that also has a lending library of books and audio books. They are available to anyone at the LDC on an honor basis. We encourage members to borrow a book and after reading it, return it for another if you choose. You are also encouraged to add to this library if you have a book you would like to donate.

Personal Milestones and Achievements

This section of the handbook is for your use. You can use it to file your IFFs, notes from Instructor Development Workshops, PQS progress milestones, etc.