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Employees' Attitudes and Perceptions toward Training Opportunities at Joint Transformation Command-Intelligence Norfolk, Virginia

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EMPLOYEES' ATTITUDES AND PERCEPTIONS
TOWARD TRAINING OPPORTUNITIES AT
JOINT TRANSFORMATION COMMAND-INTELLIGENCE
NORFOLK, VIRGINIA

A Research Paper

Presented to the Graduate Faculty of the
Department of STEM Education and Professional Studies

In Partial Fulfillment
of the Requirement for the
Master of Science

By

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APPROVAL PAGE

This research paper was prepared by Kisha L. Wilkins under the direction of Dr. John M. Ritz in OTED 636, Problems in Occupational and Technical Studies. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Occupational and Technical Studies.

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CHAPTER I

INTRODUCTION

Joint Transformation Command-Intelligence (JTC-I) is a joint military command located in Norfolk, Virginia, that also employs government civilians and contractors. JTC-I plays a major role in providing support to United States Joint Forces Command, geographic combatant commands and functional combatant commands, joint task forces, sub unified commands, and the defense intelligence community. JTC-I plays a vital role in the Intelligence Community (IC) which makes it essential to ensure all employees are fully trained in comparison with similar agencies in the IC.

JTC-I strives for adequate training of its employees and even has a schoolhouse, Joint Forces Intelligence School (JFIC), built into the Command which provides a range of training on critical elements within the IC. As with any military command, training is considered an essential element of accomplishing the Command's mission. Training programs need to be well developed and implemented in order to be successful in employee retention rates, morale, and advancement. The main objective of training is to ensure employees get the skill sets required to perform the job functions completely (Schwartz, 2009).

Statement of the Problem

The problem of this study was to conduct an analysis of junior and senior civilians' attitudes toward training and professional development at Joint Transformation

Command-Intelligence. The findings of the study would be used to increase awareness of civilian training needs among management.

Research Goals

The goals of this study were to answer the following questions:

1. What are the training needs perceived by civilian personnel?
2. What other training and professional development opportunities should be offered?
3. How can the Training and Professional Branch be improved?
4. What are the motivational factors perceived by civilian personnel?

Background and Significance

Joint Transformation Command-Intelligence currently has two government civilian training managers who are responsible for monitoring the accomplishment of all required Joint Forces Command and Defense Intelligence Agency training delivered through the JFCOM Individual Resource Information System (IRIS) and Joint Intelligence Virtual University (JIVU). They also assist JFCOM personnel to develop annual Individual Development Plans (IDP), and if desired, Individual Leadership Development Plans (ILDLP). Both the IDPs and ILDPs provide the baseline individual training and leadership development requirements for the command that are used to develop the annual training budget and guide the planning and scheduling of training solutions.

Clearly there appears to be an effective training program in effect; however, there are numerous complaints of employee dissatisfaction with the amount of training they

receive in their job series that could provide them with the skills needed to excel. Some employees feel as though they will remain in their level of employment and will not advance in the command which leads to quitting, absenteeism, and/or finding a job elsewhere. This leads the researcher to ask, “With a training program in place, why do employees feel this way?”

Each year organizations lose employees due to the personal feeling of lack of self fulfillment. One of the top reasons why employees experience lack of personal fulfillment is because of limited career growth and/or advancement opportunities. This lack of fulfillment could lead to poor employee morale and a decrease in retention rates. An effective training program is more than just supplying employees with training opportunities. A training program needs to be well planned, designed, and implemented. Even though there is a program in place that provides training opportunities, evaluation of the program is a key step in establishing and maintaining an effective training program. Not only is the program evaluated but employees performance should be evaluated as well (Mize, 2004).

The significance of this study will be to explore the issues of the current training program in relation to employees’ attitudes, to better understand employees’ satisfaction with the training program at JTC-I. The study will also be used to provide possible solutions to the training department.

Limitations

The following limitations were established to facilitate this study:

1. This research was limited to only the civilian employees at Joint Transformation Command-Intelligence.
2. Surveys were given to at least one junior and senior level employee in each job series.
3. The participants were of varying educational backgrounds.
4. This study was focused on analyzing employee satisfaction with the current training program.

Assumptions

The assumptions of this research study were as follows:

1. Junior employees desired additional training for advancement opportunities.
2. Senior civilians were satisfied with the training program that was in effect.
3. Management supports the current training and professional branch.

Procedures

This research will focus on the concerns and needs for improvement in employee professional development. The employees participating will be given a survey with questions about their attitudes toward training and professional development. The results will be analyzed to determine what changes need to be made so that all employees develop the feeling of equal advancement opportunities. The survey will be distributed throughout the command to a select group of civilian employees and management to increase awareness of employees' attitudes toward training and professional development.

Definitions of Terms

The following definitions will provide the reader with a better understanding of the terms used in this study:

- **Individual Development Plan (IDP)**-Used as a blueprint for courses employees would like to take for professional or job skill development.
- **Individual Leadership Development Program (ILDP)**-To support JFCOM objectives, professional and leadership development of our workforce, and create future civilian leaders.
- **Individual Resource Information System (IRIS)**-used as a training portal. All mandatory training is sent to this centralized location on the Command's webpage for employees to complete.
- **Intelligence Community (IC)**-Numerous Intelligence Commands and Agencies that are knitted together in a community.
- **Joint Forces Intelligence School (JFIS)**-A school that teaches the intelligence community.
- **Joint Intelligence Virtual University (JIVU)**-An online university where employees can log on and take any courses that are available and of interest.
- **Junior Civilian**- Full performance level employee.
- **Joint Forces Command (JFCOM)**-The United States Joint Forces Command is involved in both current and future operations. The command trains and provides

forces from all services to commanders around the world to work together as a team.

- **Joint Transformation Command-Intelligence (JTC-I)**—A joint military command that provides integrated joint intelligence solutions to war fighting commanders across the full spectrum of operations.
- **Senior Civilian**—Professional level employee considered to be an expert in their job series.

Overview of Chapters

Chapter I provided an introduction of Joint Transformation Command-Intelligence and described its current training and professional branch. This chapter also identified the effect training has on employee morale and retention rates. With this knowledge, the researcher identified employees who were not satisfied with the current training program which will be the foundation of the research for formulating solutions on the basis of the findings.

Chapter II is comprised of a review of literature. It presents information on a strong and poorly designed training program and how employees are affected. Chapter III reviews the methods and procedures used to collect, organize, and analyze the data used in this research study. Chapter IV contains the findings of the research questionnaire. Lastly, Chapter V formulates and summarizes conclusions and provides recommendations based on the findings of the research study.

CHAPTER II

REVIEW OF LITERATURE

In the review of literature section of this study, the reader was introduced to the components of an effective training program. This section also explored criteria of a strong and poorly designed training program, and how employees and the organization are affected by a training program.

This study was important because it is easy to overlook the effect any program has on its employees, especially when management assumes that the program is operating smoothly. Many employees accept what a company offers and is afraid that their complaints could lead to unwanted consequences. This study provides an opportunity for employees at JTC-I to express their opinions without criticism from management.

Definition of Training

“Training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees” (Nickels, 2010, p.1). Training and development can lead to many positive results of the employee and throughout the organization. Effective training and development can yield the following benefits:

- Productivity
- Team Spirit
- Organization Culture
- Healthy Work Environment

- Morale
- Image
- Organizational Development

On the other hand, not all training programs are successful and effective. The main cause of an ineffective training program is ignoring signs and symptoms which prevent effective handling. There are different types of training that an organization can offer. Training does not have to be outsourced. Training can be done in-house as well. If the proper research is conducted, organizations can pay a training and development company to come on-site and deliver the required training. This can be a more cost effective approach for an organization to provide training to their employees, rather than sending employees individually to training and enduring class and travel costs.

Importance of Training for Employees

The effects of training on employees performance is a vital component of employee development. Many people imagine training as an intrusive all-day group training session. It is critical for management to realize that this dreaded approach to employee development is the opposite of how employee development should occur and feel to employees. Employee development can manifest itself in many forms of training, evaluations, execution programs, and even feedback (Nickels, 2010). If executed correctly, the effects of training on employee performance can often encourage growth within the worker and the organization.

Employee development programs range from certifications to education reimbursement, to basic on the job training. Such awareness on the part of the employee

can lead to greater loyalty to the organization as well as enhanced job training satisfaction. Training and education that can be added to the employees' resume are big items in terms of compensation plans and should be treated as such (Nickels, 2010).

JTC-I does not fully utilize all of the training programs that can contribute to employee development. Currently, the training department is solely responsible of monitoring the accomplishment of required training and to assist personnel with the development of IDPs. Employees at JTC-I are more encouraged to complete command required training, more than training that contributes to employee and skill development.

Training also contributes to employee morale. When an employee feels like they are not contributing to an organization or there is no growth within an organization, their performance level is directly affected. Attitudes are contagious, and it only takes one person to begin to talk down upon the organization and it will spread to the next person who feels the same way. If the morale in a group begins to decline, overall company production will begin to decline the same. Training benefits do not stop at employees; training effects ripple throughout the organization.

Importance of Training to the Organization

According to a study done by ASTD in 2003, 41% of employees at companies with poor training planned on leaving within a year vs. 12% planned departures at companies with excellent training (Accelerated Training, 2008). Poor training leaves an employee with insufficient knowledge and skills to do the job. When this occurs, an employee becomes insecure and confused. Most likely the employee will figure it out as he/she goes or will quit. This behavior will lead to a high turnover rate at an organization,

which is proof that the lack of training can hurt an organization. High turnover rates will result in low production and the continuous effort of management attempting to replace employees.

Training empowers employees and adds value to the organization as a whole. There are many indicators of an effective training program. Employees recently named training opportunities as a top consideration in choosing and staying with an organization (How Employee Training Benefits Everyone, 2007). Organizations should look at positive effects of training an employee's performance and consider employee development. One of the larger aspects of developing employee's skills and abilities is the actual organizational focus on the employee to become better, either as a person or as a contributor to the organization. The attention by the organization coupled with increased expectations following the opportunity can lead to a self-filling prophecy of enhanced output by the employee. It has been shown that employees that receive regular, scheduled feedback, including training, along with an increase in expectations, actually have a higher level of work output (Nickels, 2010).

Training is important to an organization because it provides the employee with their first impression of the company. The first thirty days of employment are the most important for employee development (Anderson, 2007); however, many organizations view training as an expensive area and the training budget does not support the number of employees. This lack of budget can lead to employees' not getting sufficient training.

At JTC-I, the training budget is always cut short. Several employees complain about their training not being approved due to funding. Employees' training selections

also get disapproved without any explanation. A daunting question that is always asked is why does one employee get approved training and another does not?

Summary

Chapter II has provided an overview of training and how the employee and organization can both benefit from an effective training program. Training is a major component in employee development and organizations should invest more time in planning and designing an effective training program to improve employees' involvement and dedication within the organization. Chapter II also explained the goals in the study. Chapter III reviews and provides an explanation of the methods and procedures used to collect, organize, and analyze the data used in this research in regards to the employees' attitudes on training at JTC-I.

CHAPTER III

METHODS AND PROCEDURES

Research is a diligent and systematic process of inquiry in order to discover, interpret, and revise facts, events, behaviors, or theories, or to make practical applications with the help of such facts, laws, or theories. Chapter III of this study discusses the methods and procedures used to examine the attitudes of employees at JTC-I and their perceptions of the current training program that is in place. Population, instrument design, data collection, and statistical analysis are also described and included so that the audience understood the parameters of the study. The information was essential in conducting the study and ensuring valid results.

Population

This study represented a population of 100 employees at JTC-I. A sample size of 67 employees was provided an employee survey. The population included male and female and junior and senior level civilian employees.

Instrument Design

A Likert-scale survey was the main tool for data collection. The survey consisted of open and closed ended questions. The objective of the survey was to identify employees' attitudes and perceptions in relation to the training program at JTC-I. An example of this survey can be located in Appendix A.

Data Collection

Employees' attitudes should be known by the entire organization in order to make improvements in the areas that lack satisfaction. The employee opinion survey was hand delivered using a random sampling method. Each survey was accompanied with a copy of the cover letter, see Appendix B. The cover letter entailed an explanation and objective of the survey, directions for completion, and return of the study.

Statistical

The responses of the survey questions were analyzed and tabulated to determine the attitudes and perspectives of the employees at JTC-I. Using the Likert-scale, participants' answers were calculated in number, percentage, and mean. All open-ended questions were recorded in number and frequency by attaching a value to participants' answers.

Summary

Chapter III detailed the methods and procedures used to determine the attitudes and perceptions of employees at JTC-I. The instrument design, data collection, population, and statistical analysis were also explained in the chapter. The methods used to collect and review data were the Likert-scale, mean, and frequency. Chapter IV presents to the reader the findings from data collected in the research. Chapter IV will complete the statistical analysis of the data and discuss what the researcher found.

CHAPTER IV

FINDINGS

Chapter IV of this study presents the findings that resulted from the research. The statistical results of the survey are presented to show employees' attitudes and perception toward training at JTC-I. The results will reveal areas that lack employee satisfaction and areas that need improvement.

Participation Information

The population size at JTC-I was 100 employees. From the population, a sample size of 67 which represented a total of 100 employees statistically was selected. The population included male and female, junior and senior level employees, and supervisory positions. Sixty-seven surveys were randomly distributed to employees. Seventy-four percent of sixty-seven surveys, which consisted of fifty employees, completed the survey. See Table 1 for response rate.

Table 1

Response Rate

Number of Surveys	67
Completed Surveys	50
Response Rate	74%

Survey Results

This section discusses each survey question. The survey focused on employee development, morale, productivity, motivation, commitment, and overall satisfaction. The survey had twelve closed-ended questions that required one answer and two open-ended questions. The participants were asked to rank each closed-end question as how much they agree or disagree with the question. Each rank was assigned a numerical ranking with five being the highest, meaning the participant strongly agreed with the statement, and one being the lowest indicating the participant strongly disagreed with the statement.

Question 1, In the past year, I have adequate training opportunities that developed my knowledge and skills to help myself perform better at work.

Sixteen percent (8) of the participants strongly agree with this statement; thirty-eight percent (19) agree; twelve percent (6) neither agree nor disagree; twenty percent (10) disagree; and fourteen percent (7) strongly disagree. The mean score for this statement was 3.2, indicating the average response was uncertain.

Question 2, Training opportunities are unfairly allocated across the workforce.

Fourteen percent (7) of the participants strongly agree with this statement; twenty-eight percent (14) agree; ten percent (5) neither agree nor disagree; forty percent (20) disagree; and eight percent (4) strongly disagree. The mean score for this statement was 3 indicating that the average response was uncertain.

Question 3, My department makes me aware of available training and development activities and opportunities.

Sixteen percent (8) of the participants strongly agree with this statement; forty-eight percent (24) agree; ten percent (5) neither agree nor disagree; sixteen percent (8) disagree; and ten percent (5) strongly disagree. The mean score for this statement was 3.4 indicating that the average response was uncertain.

Question 4, Supervisors/team leaders support employee efforts to learn outside the job (e.g., conferences, continuing education, and membership in trade or professional organization).

Eight percent (4) of the participants strongly agree with this statement; thirty-four percent (17) agree; twenty-four percent (12) neither agree nor disagree; fourteen percent (7) disagree; and twenty percent (10) strongly disagree. The mean score for this statement was 2.9 indicating that the average response was uncertain.

Question 5, There are career growth opportunities within my department.

Four percent (2) of the participants strongly agree with this statement; twenty-eight percent (14) agree; eighteen percent (9) neither agree nor disagree; thirty-four percent (17) disagree; and sixteen percent (8) strongly disagree. The mean score for this statement was 2.7 indicating that the average response was uncertain.

Question 6, My department encourages continual learning and development.

Fourteen percent (7) of the participants strongly agree with this statement; forty-two (21) agree; twenty-two percent (11) neither agree nor disagree; fourteen percent (7)

disagree; eight percent (4) strongly disagree. The mean score for this statement was 3.4 indicating that the average response was uncertain.

Question 7, I am satisfied with my job.

Fourteen percent (7) of the participants strongly agree with this statement; fifty-eight percent (29) agree; four percent (2) neither agree nor disagree; sixteen percent (8) disagree; and eight percent (4) strongly disagree. The mean score for this statement was 3.5 indicating that the average response was uncertain.

Question 8, I feel positive about working for JTC-I.

Fourteen percent (7) of the participants strongly agree with this statement; forty-eight percent (24) agree; twelve percent (6) neither agree nor disagree; eighteen percent (9) disagree; and eight percent (4) strongly disagree. The mean score for this statement was 3.4 indicating that the average response was uncertain.

Question 9, I feel that I am as productive as I can be.

Twelve percent (6) of the participants strongly agree with this statement; fifty percent (25) agree; six percent (3) neither agree nor disagree; twenty-two percent (11) disagree; and two percent (1) strongly disagree. The mean score for this statement was 3.1 indicating that the average response was uncertain.

Question 10, I am motivated to do good work.

Twenty-eight percent (14) of the participants strongly agree with this statement; thirty-four percent (17) agree; fourteen percent (7) neither agree nor disagree; fourteen

percent (7) disagree; and ten percent (5) strongly disagree. The mean score for this statement was 3 indicating that the average response was uncertain.

Question 11, I am committed to achieving the goals at JTC-I.

Twenty-two percent (11) of the participants strongly agree with this statement; fifty-four percent (27) agree; twenty-four percent (12) neither agree nor disagree; and 0 percent of participants disagree or strongly disagree. The mean score for this statement was 3.9 indicating that the average response was agree. See Table 2 for a summary of the research findings.

Table 2

Employee Survey-Mean and Percentage of Response for Each Question

Likert Score	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Mean
Numbers	5	4	3	2	1	
EMPLOYEE MORALE						
Question 1						
In the past year, I have adequate training opportunities that develop my knowledge and skills to help myself perform better at work.						
	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	
Raw Score	8	19	6	10	7	
Percentage	16%	38%	12%	20%	14%	
Likert Score	40	76	18	20	7	
Mean Score						3.2
Question 2						
Training opportunities are unfairly allocated across the workforce.						

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	
Raw Score	7	14	5	20	4	
Percentage	14%	28%	10%	40%	8%	
Likert Score	35	56	15	40	4	
Mean Score						3
Question 3						
My department makes me aware of available training and development activities and opportunities.						
	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Unanswered
Raw Score	8	24	5	8	5	
Percentage	16%	48%	10%	16%	10%	
Likert Score	40	96	15	16	4	
Mean Score						3.4
Question 4						
Supervisors/team leaders support employee efforts to learn outside the job (e.g., conferences cont. education, and membership in trade or professional organization).						
	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	
Raw Score	4	17	12	7	10	
Percentage	8%	34%	24%	14%	20%	
Likert Score	20	68	36	14	10	
Mean Score						2.9
Question 5						
There are career growth opportunities within my department.						
	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	
Raw Score	2	14	9	17	8	
Percentage	4%	28%	18%	34%	16%	
Likert Score	10	56	27	34	8	
Mean Score						2.7

Question 6						
My department encourages continual learning and development.						
	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	
Raw Score	7	21	11	7	4	
Percentage	14%	42%	22%	14%	8%	
Likert Score	35	84	33	14	4	
Mean Score						3.4
Question 7						
I am satisfied with my job.						
	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	
Raw Score	7	29	2	8	4	
Percentage	14%	58%	4%	16%	8%	
Likert Score	35	116	6	16	4	
Mean Score						3.5
Question 8						
I feel positive about working for JTC-I.						
	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	
Raw Score	7	24	6	9	4	
Percentage	14%	48%	12%	18%	8%	
Likert Score	35	96	18	18	4	
Mean Score						3.4
Question 9						
I feel that I am productive as I can be.						
	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	
Raw Score	6	25	3	11	1	
Percentage	12%	50%	6%	22%	2%	
Likert Score	24	100	9	22	1	0

Mean Score						3.1
RETENTION						
Question 10						
I am motivated to do good work.						
	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	
Raw Score	14	17	7	7	5	
Percentage	28%	34%	14%	14%	10%	
Likert Score	20	64	24	32	10	
Mean Score						3
Question 11						
I am committed to achieving the goals at JTC-I.						
	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	
Raw Score	11	27	12	0	0	
Percentage	22%	54%	24%	0	0	
Likert Score	55	108	36	0	0	
Mean Score						3.9

Open-Ended Questions

The survey consisted of two open-ended questions which allowed the participants to answer giving their personal thoughts and opinion. The responses were then tabulated using frequency and listed in table format.

Question 12, What motivates you to work for JTC-I?

One hundred percent of the participants answered this question. This open-ended question allowed participants to select multiple options and/or freely express their

opinion on what motivates them to work at JTC-I. The most occurring response was job stability. The responses are ranked by frequency. See Table 3.

Table 3

Responses on Job Motivation

RESPONSE	FREQUENCY
Job Stability	32
Pay	31
Benefits	30
Working/Life Balance	21
Type/Change of Work	15
Retirement Plans	12
Working Relationships	10
Career Growth Opportunities	9
Self Motivated	1
Job performance	1
Job Location	1
Training	1

Question 13, Please provide additional comments on how management can assist in improving training at JTC-I.

Eighteen participants or thirty-six percent responded to this question. This question allowed participants to express their opinion on how training at the command could be improved. Six of the eighteen responses suggest that management needed to support employee's training.

Table 4

Suggestions on Improving Training Opportunities

COMMENT	FREQUENCY
Management support training	6
Fairly allocate training	3
Develop career focused training plan	2
Increase funding for training	2
Incorporate all training opportunities offered at the JFCOM as a whole	1
Training outside of job description	1
More on-site training opportunities	1
Encourage more outside training/education	1

Meetings/ counseling sessions with employees	1
---	---

Summary

Chapter IV discussed the results of the survey regarding employees' attitudes and perception toward training opportunities at JTC-I in Norfolk, Virginia. A confidential survey was conducted and based on the findings, the researcher was able to report the information in a statistical format. The results were tabulated using a Likert-scale and calculated the mean. The various findings gathered in this chapter will be used to determine conclusions and recommendations that will be discussed in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V summarizes the content that was discussed in this study. This chapter will also provide conclusions by answering the research goals based on the survey data collected. Lastly, this chapter suggests recommendations for improving employee training and development at Joint Transformation Command-Intelligence.

Summary

This study sought to conduct an analysis of junior and senior civilians' attitudes toward training and professional development at JTC-I. The findings of the study would be used to increase awareness of civilian training needs among management. Research goals were established to answer this problem. The research goals were:

1. What are the training needs perceived by civilian personnel?
2. What other training and professional development opportunities should be offered?
3. How can the Training and Professional Branch be improved?
4. What are the motivational factors perceived by civilian personnel?

An effective training program needs to be well planned, designed, and implemented. Also, it must be perceived as useful and available by employees who seek it. The significance of this study was used to explore the issues of the current training program in relation to employees' attitudes to better understand employees' satisfaction with the training program at JTC-I. The study also was used to provide possible solutions to the training department.

The design and content of the employee survey placed certain limitations on the researcher's conclusion. They were:

1. This research was limited to only the civilian employees at Joint Transformation Command-Intelligence.
2. Surveys were given to at least one junior and senior level employee in each job series.
3. The participants were of varying educational backgrounds.
4. This study was focused on analyzing employee satisfaction with the current training program.

This study represented a population of 100 employees at JTC-I. A sample of 67 out of this group was used for the survey. There were 50 surveys that were completed and returned to the researcher which yielded a 74% response rate. The population included male and female junior and senior level employees. A Likert survey was the main tool for data collection. The survey had been directly distributed to a random sampling of civilian employees at JTC-I. The survey consisted eleven closed-ended and two open-ended questions. The objective of the survey was to identify employees' attitudes and perceptions in relation to the training program at JTC-I.

The employee opinion survey was hand delivered using a random sampling method. Each survey was accompanied with a copy of the cover letter. The cover letter entailed an explanation and objective of the survey, directions for completion, and return of the study. The responses of the survey questions were analyzed and tabulated to determine the attitudes and perspectives of the employees at JTC-I. Using the Likert-

scale, participants' answers were calculated in number, percentage, and mean. All open ended questions were recorded in number and frequency by attaching a value to participants' answers.

Conclusions

The following conclusions were derived based on the research study and its goals.

Goal 1, What are the training needs perceived by civilian personnel?

Questions 1-6 in the employee survey discussed employee development which included promotional and training opportunities available that enhanced or developed employees' current skills to help them better perform at work. As indicated with a mean of 2.7 on Question 5, most employees disagree that there are career growth opportunities within their department. Nonetheless, there was also a mean score of 3.4 to Question 3, most employees neither agree nor disagree that their department makes them aware of available training and development activities and opportunities.

Goal 2, What other training and professional development opportunities should be offered?

Question 13 in the employee survey discussed additional ways of improving training at JTC-I. This was an open-ended question that provided the employee opportunity to express their opinion on additional training opportunities. Employees suggested on-site training and career focused training programs.

Goal 3, How can the Training and Professional Branch be improved?

Question 13 also provided free discussion for employees to suggest improvements to the training program. Six out of eighteen respondents suggested that management needs to be more involved in employees' training and development. Three out of the eighteen respondents suggested that training needs to be fairly allocated to all employees, not just senior level civilians.

Goal 4, What are the motivational factors perceived by civilian personnel?

Questions 7-12, addressed overall satisfaction, morale, productivity, motivation, and commitment. Question 12 was an open-ended question that discussed employees' motivational factors. There was a frequency rate of 32 for job stability, 31 for pay, and 1 for training. In Question 7 the mean of 3.5 indicated that most employees neither agree nor disagree that they are satisfied with their job.

Recommendations

Based on the results of this study, the researcher recommends the following:

1. Management should be more supportive and assist employees with developing their IDPs. One of the comments mentioned that employees are left to decide what training they need on their own. A career path should be developed to ensure growth and advancement opportunities. Another comment that was made was for managers to have frequent meetings/counseling sessions with employees to determine strengths and weaknesses and follow up with training recommendations.

2. Management needs to ensure that training is fairly allocated across the board.

Junior level should receive the same amount of training as senior level employees, perhaps even more. A comment was mentioned that certain employees perform seventy percent of the work, while the others who perform thirty percent (senior level) are given more training opportunities.

3. Finally, training funds need to be increased to support training and education opportunities. Departments that lack funding limit personnel from attending training which will contribute to unfairly allocated training opportunities throughout the command. One comment that was made was department heads do not voice their encouragement for training or the need for training funds.

References

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APPENDIX A

Employee Survey

The purpose of this survey is to explore employees' attitudes, opinions, and perceptions toward training at Joint Intelligence Operations Center. Your responses will remain confidential and anonymous.

Directions: Circle and/or check the appropriate category that represents your position at Joint Intelligence Operations Center.

DEMOGRAPHICS

Civilian Pay Band

IA-01 IA-02 IA-03 IA-04 IA-05

Junior Level/Senior Level

Supervisory/Managerial Position

___ Yes

___ No

Directions: There are five options to choose from, Strong Disagree, Disagree, Neither (Neither Disagree or Agree), Agree, Strongly Agree. Please select the answer that best represents your opinion.

EMPLOYEE DEVELOPMENT

Promotional and training opportunities available that enhance or develop your current skills and promotability; and the resources available for you to do so.

In the past year, I have adequate training opportunities that develop my knowledge and skills to help them perform better at work.

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
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Training opportunities are unfairly allocated across the workforce.

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
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My department makes me aware of available training and development activities and opportunities.

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
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Supervisors/team leaders support employee efforts to learn outside the job (e.g., conferences, cont. education, and membership in trade or professional organization).

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
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There are career growth opportunities within my department.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My department encourages continual learning and development.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Overall, I am satisfied with my job.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
I feel positive about working for JTC-I.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
I feel that I am productive as I can be.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
I am motivated to do good work.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
I am committed to achieving the goals at JTC-I.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

OVERALL

Overall satisfaction, morale, productivity, motivation, and commitment.

What motivates you to work for JTC-I? (Please check all that applies).

- ☐ Benefits
- ☐ Career growth Opportunities
- ☐ Job Stability
- ☐ Pay
- ☐ Retirement Plans
- ☐ Type and/or Change of work
- ☐ Work/life balance
- ☐ Working Relationships
- ☐ Other _____

Please provide any additional comments on how management can assist in improving training at JTC-I.

APPENDIX B

You are invited to participate in a study. This study is being conducted by Kisha Wilkins of the Department of STEM Education and Professional Studies at Old Dominion University in order to better understand employees' attitudes and perceptions toward training opportunities at JIOC. This research will help the command better understand the effect of training on its employees. Also, this study will reveal the value of training amongst employees.

I would greatly appreciate your completing the enclosed survey and returning it to room 113. Since the validity of the results depends on obtaining a high response rate, your participation is crucial to the success of this study. The survey will focus on employee development and satisfaction. This survey will take approximately 10 minutes to complete.

Your return of the survey indicates your consent to participate in this study. Please be assured that your responses will remain confidential. As soon as I receive your completed survey, I will maintain them in a secured file. All surveys will be on file until the study is completed, then they will be destroyed after the data are recorded. If the results of this study were to be written for publication, no identifying information will be used.

Contact information

If you have any questions please feel free to contact me.

Investigator
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JFCOM SSO
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This study has been reviewed and approved by Old Dominion University-Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor.

I hope that you will be able to participate in this study.

Very Respectfully,

Kisha Wilkins