



Western Pacific Region

Training Review Boards

Common Misconceptions

- Can only be held after developmental runs out of hours.
- NATCA is just there to “get someone more time”
- Just another box to check to wash someone out.

Today, we will discuss:

- When and why a training review board convenes
- Who is on the board
- The expectations of NATCA's representative on the board

- How to prepare for the meeting
- What to expect in the meeting
- Making a recommendation

*Throughout this presentation, there will boxes that look like this containing excerpts from the
3120.4L AIR TRAFFIC TECHNICAL
TRAINING.*

Purpose of Review Boards

“The purpose of the training review process is to ensure that opportunities for training success were utilized while maintaining the integrity of the training program.” 3120.4L AIR TRAFFIC TECHNICAL TRAINING

What does this mean?

The TRB evaluates the training process by looking at all training documentation and by interviewing those involved. It determines whether or not the developmental was given every reasonable opportunity to succeed and then makes a recommendation to the manager to continue or discontinue training.

When do we do a TRB?

When training is suspended. *It does not have to be at 100% of target hours.*

If the training team recognizes that the developmental is not progressing toward certification, a Training Review Board may be requested. The TRB must take an in depth look at the training that occurred up to that point, and identify and correct deficiencies in the process that the training team was unable to fix or even missed altogether. The *minimum* goal is to provide the developmental with a fair opportunity to certify, rather than just letting them run out of hours without an appropriate training plan. The TRB looks at the training as whole and makes a determination as to whether or not the employee should continue to train. If the TRB determines the trainee should continue, it should recommend how to address any deficiencies in the training to date, any roadblocks and any other help it can offer.

We can start making the benefits
of a TRB outweigh the risks

HOW?

Involvement
Intervention

Here are some warning signs

- Instructor saying the trainee will never check out
- The trainee saying they will never check out!
- Irregular training
- Short training sessions
- Trainee and instructor on different shifts
- Supervisors that are suddenly very concerned that all of the paperwork is done correctly.
- Other controllers saying it's hopeless or not saying anything
- Nearing the end of hours

Training must be considered a *very high priority* by NATCA Reps

It takes constant awareness by more than one person. Stay in front of problems. In close knit groups of controllers, it's easy to have an idea of what's happening, but that 's no substitute for asking important questions.

TIP!

It can be very beneficial to have NATCA reps designated to observe the training that is happening in the building.

Designate a TRB Representative. This can be anyone the Facility Representative appoints.

NATCA's Role In The TRB

b. The training review shall be conducted by the following group:

(1) A minimum of two of the following individuals selected by the ATM/hub manager:

(a) An operational supervisor other than the CPC-in-Training/developmental's supervisor. (If not available onsite, the hub manager may assign this duty to any operational supervisor within the hub.)

(b) A support/operations manager at facilities where this position is staffed. (If not available onsite, the hub manager may assign this duty to any support/operations manager in the hub.)

(c) TA/support specialist. (If not available onsite, the hub manager may designate any of these individuals from within the hub.)

(2) A representative designated by the union.

3120.4L AIR TRAFFIC TECHNICAL TRAINING

One NATCA representative sits on the board with members of management to evaluate the process. A different rep should accompany the trainee to their interview as *their* representative.

Who does NATCA assign to the TRB?

The most important traits to look for when picking your Rep for Training Review Boards are:

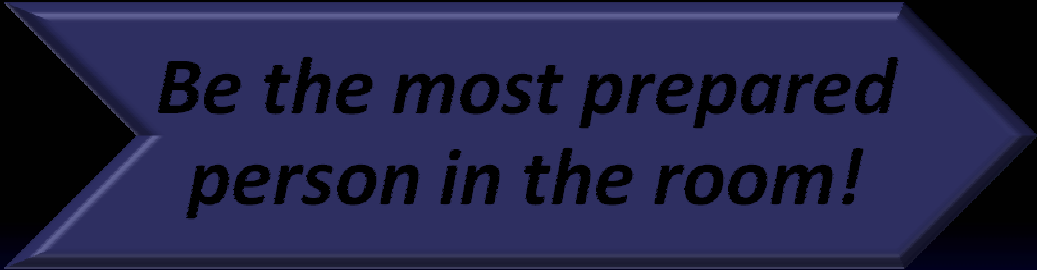
- **COMMITMENT** - there is just no substitute for this one.
- **CREDIBILITY** - with the FacRep and with the bargaining unit.
- **COMMUNICATION SKILLS** - ability to frame sound arguments. This is especially important if the TRB doesn't reach a consensus recommendation.
- **CONFIDENTIALITY** - a good feel for how to use sensitive information.
- **UNBIASED**- must be able to put personal bias aside

The TRB Rep needs to be someone who can think on their feet. Previous Rep experience is more valuable than previous OJT experience.

Prepare Training Package

Obtain and organize training package

- Get the training documents early-*Don't let the Agency give you the package without enough time to evaluate its content!*
- Build and follow a checklist.
- Prepare an issues/problem sheet. Will it be a Union only document?
- How does it compare?
- Helpful for more than one rep to look over package.



***Be the most prepared
person in the room!***

Coach Developmental

The developmental should be prepared for the types of questions they will be asked and the best way to answer. As soon as you find out there will be a TRB, ask the trainee to spend some time thinking about their training experience and what they think may have contributed to their suspension of OJT. Have them think about things that will help. They can be their own best advocate! Develop and utilize a interview sheet.

**THINGS TO
LOOK FOR**

Documentation

- TRAINING ORDERS-*You MUST familiarize yourself with the local and National training Orders*
 - Grade sheets accounted for and completed correctly for OJT sessions, OJF and skills checks
 - Training plans signed by entire training team
 - Notes from training team meetings
- Note: Compile your documents in an easy to find manner

Communication

OJT performance feedback shall be provided to the CPC-in-Training/developmental as soon as possible after each OJT session. This discussion should include an overview of the session, an identification of the CPC-in-Training/developmental's strengths and weaknesses, and specific recommendations to improve performance.

- Debriefs should be done consistently, and should result in the developmental having a clear understanding of his performance.
- Was the training team clear with the expectations of the developmental?
- Were the training team meetings timely?
- Did the trainee participate and communicate problems?

Consistency

- How many days per week did they train?
- How many hours per day?
- How many different instructors?
- Did weather or equipment changes vary widely?
- Did they change supervisors?

Training Team Meetings

- Did they occur as required?
- Was the meeting documented?
- Were problem areas noted and solutions discussed?
- Were those solutions followed through with?
- Is there an obvious date when the team's outlook changed?

Training Plan

Shall include requirements, team responsibilities, target hours, and individual training needs. 3120.4L

The training plan should be more than the same letter copied again and again, with dates and hours changed. There should be specific goals giving the training team direction. Account for individual strengths and weaknesses.

OJTI's

The two OJTIs shall be responsible for providing the majority, fifty percent or more, of the CPC-in-Training/developmental's OJT. The primary OJTI will usually train the CPC-in-Training/developmental. The secondary OJTI will provide training when the primary OJTI is not available. When neither the primary nor the secondary OJTI is available, any OJTI may provide training. 3120.4L 3-4 d

Common potential problems:

- Training with a different person every day.
- Vastly different training philosophies of the instructors.
- Continuing to assign training with an instructor that the developmental does not seem to respond to.
- Evaluation vs. instruction.

Training Team

3-4. TRAINING TEAMS.

a. A training team shall be established by each CPC-in-Training/developmental's supervisor. The training team shall facilitate the training of the CPC-in-Training/developmental by continuously assessing training progress and providing feedback. The specific individuals on this team may change as the CPC-in-Training/developmental's training progresses in order to meet individual and/or facility needs. The training team shall consist of:

- (1) Two OJTIs.**
- (2) The CPC-in-Training/developmental.**
- (3) The CPC-in-Training/developmental's supervisor.**
- (4) Other person(s) if assigned by the ATM.**

The training team can only be effective with good communication. Make sure that the instructors, supervisor and developmental had an open dialogue.

Training Team

b. The training team shall:

- (1) Develop and review the Training Plan, and recommend modifications to the CPC-in-Training/developmental's supervisor. The team shall meet periodically to ensure training plan objectives are met. The training team shall determine the frequency of meetings.*
- (2) Review the CPC-in-Training/developmental's training history prior to that individual starting OJT, and if practical, observe the CPC-in-Training/developmental performing tasks in a simulated environment.*
- (3) Determine the operational positions for which OJF is required. OJF is required on at least two operational positions. OJF shall be completed prior to beginning OJT on positions for which OJF is assigned, and shall be documented on FAA Forms 3120-25/26/32, or in a service area/locally approved format.*
- (4) Ensure continuous, objective assessment of progress during training, including a review of all training documentation and input from all training team members.*
- (5) Provide recommendations on the CPC-in-Training/developmental's readiness for certification.*
- (6) Identify areas requiring improved performance and:*
 - (a) Recommend the types of skill enhancement training to be provided, and/or*
 - (b) Recommend additional OJT hours.*
- (7) Provide information during the training review process, as requested.*

Skill Enhancement

Was skill enhancement assigned?

- Did it clearly identify and address any specified deficiency?
- Did they solve the problem before resuming OJTI?
- Were they just “checking a box”?
- Was the goal of skill enhancement communicated to trainer/contractor?
- Have you spoken with training specialist or contractors that helped with the skill enhancement? ALL information is useful to YOU, even if you decide not to introduce all of it.

3-8. SKILL ENHANCEMENT TRAINING (CPC-in-Training/Developmental).

a. The purpose of skill enhancement training is to enable the CPC-in-training/developmental to return to OJT and perform at a level that will allow certification within the assigned OJT hours.

b. Skill enhancement training may be used to:

- (1) Improve knowledge level or skill performance.
- (2) Develop skills that cannot be obtained in the operational environment (e.g., seasonal traffic).

c. This training shall not include OJT or count toward assigned OJT hours.

d. The CPC-in-Training/developmental's supervisor shall identify the need for skill enhancement training based on recommendations from the training team.

e. The training team shall recommend the type of training (e.g., CBI, simulation lab, classroom, position observation) to be provided.

f. The CPC-in-Training/developmental's supervisor shall:

- (1) Coordinate the use of training resources.
- (2) Schedule the training.
- (3) Document the plan in writing.
- (4) Discuss the skill enhancement training with the CPC-in-Training/developmental.
- (5) Ensure that skill enhancement training is documented on FAA Forms 3120-25/26/32.

Other Things...

- Were there holes in the training phases?
- Did the trainee use a lot of sick leave?
- Did the trainee have a good attitude?
- Did they write any comments on any of the grade sheets?
- Are they being unreasonably compared to other devs?
- Is there any outside factors?
- Did they demonstrate good receptiveness to training?

**IN THE
MEETING**

Be Engaged!

- You are a member of this board – be an active participant! You are outnumbered by management personnel that may feel you shouldn't be there. Be certain that your voice is being heard.
- The tendency can be for management to go into these meetings with the mindset that they “did everything they could” for the developmental and made no mistakes. However, there are also times when management goes into the meeting knowing that the individual will get more time, so listen carefully to see where they stand.

Expect Anything!!

Pay close attention to how the interviews are going. You may get some answers you weren't counting on. Be prepared to change your strategy if needed. This is where previous Rep experience can be handy.

Structure

Organizational structure of the meeting

- Make sure all members of the board are clear on who is being interviewed and in what order, in person or via telephone
- You should have questions prepared for each interviewee
- Be aware of your own style and the specific case. Do you need to direct the meeting in a certain sequence? Are you prepared enough to be flexible about the structure? Is there a "momentum advantage" to having a particular interview at a particular time or following a particular discussion?

The Interviews

- ❖ Be thorough and ask all of the questions you have of each interviewee.
- ❖ Take your time.
- ❖ Make sure your interviewees are comfortable.
- ❖ Be conscious of putting other BUEs on the spot.
- ❖ Be prepared.

Interview Questions

The following pages contain some example questions to think about using during the interviews. This list is not comprehensive, and some of the questions may not be appropriate depending on the circumstances. Base your questions on the information gathered from your checklists.

For Developmental

- Tell us about your training on this sector – how did it start out and was there a specific point where you felt like you stopped progressing?
- Did you have a good rapport with your instructors?
- Was there a particular instructor that you worked better with?
- Did your training team meet monthly and were you a participant?
- Were the meetings productive? Did you leave with a clear indication of where you were and what you needed to work on?
- Were you given an opportunity to debrief after each training session?
- How effective were the debriefs? Did you feel like you understood what the instructor was trying to teach you?
- Did you ever feel like something needed to change in order for you to certify? If so, did you communicate this to a member of your training team? What was their response?

For Supervisor

- How long has the developmental been on your crew?
- Did you notice a particular point in his training in which he seemed to plateau? If so, how did the training team respond?
- Was skill enhancement assigned? What kind? What items were covered during the skill enhancement training?
- Was the developmental able to demonstrate that he had learned those concepts satisfactorily?
- Did you consider assigning a new instructor?
- If the instructor did not want to train, make sure and ask the supervisor about it.
- If the employee had some good qualities, such as didn't use much leave, had a really good attitude, was very professional, make sure and ask the supervisor about it.
- Can the trainee be successful? Deal only with the sector at hand!

For OJTIs

- How did the training go overall?
- Do you feel like the environment was conducive to learning?
- Did you feel like the developmental was receptive to instruction?
- At some point during the training, did he plateau?
- How did the training team respond?
- Was skill enhancement training assigned?
- Do you think it was beneficial?
- Were training team meetings scheduled and did you have a chance to prepare for them?
- Are there things the team tried that you would do a little differently if given another chance?
- **Know the answer to this before you ask:**
Do you think this employee's performance would improve if given more training and can they do the job? Deal only with the sector at hand!

Maintain Focus

Stamina is very important!

These meetings can be very, very long. Management usually tires out or starts thinking about the end of their shift, etc. Take advantage of this! Maintain your concentration, stay on target and represent the process and your BUE.

Recommendation

Did the FAA provide the developmental with the opportunity to succeed? Can you establish doubt that they got a fair shake? Go back over the items we looked at:

- Consistency in training
- Meaningful skill enhancement
- Good communication
- Any problems with training team members addressed early?
- Did management follow the training orders?
- Other issues

Continue training? If yes, then how?

Things To Remember

Remember – we are not just “checking another box!” If you recommend continuation of training, make sure that you include ways to do so that will provide the developmental with an opportunity to succeed!

You can be creative – just assigning another 30 hours may or may not be enough. You can recommend:

- Different instructors, crew, supervisor
- Familiarization with surrounding sectors
- Unlimited training for a certain time period i.e. 30 days

Address the problem