Educational Support Cell (ESC)
TLDE
Tips & Strategies

Establishing and Maintaining Good Relationships Between Training Developers and Instructors

As the Holiday Season embraces USAJFKSWCS, we hope that you experience a richness of food, family, and fellowship. This holiday season inspired TLDE/ESC to write this month's *Tips & Strategies* on building professional relationships.

Of course, TLDE/ESC understands that relationships are personality-driven and "one size does not fit all."

But wait a minute; let's back up a bit…

As an Instructor, do you know your training developer? And as a training developer, have you scheduled a meeting or classroom observation with your Instructor(s) recently? If you answered in the "affirmative" to the previous questions, then "pass go and collect two-hundred dollars!" In all seriousness, TLDE/ESC has several recommendations to assist you in cultivating these professional relationships.

1. Grow Your Network.

❖ Focus on introducing yourself to others whenever the opportunity presents itself.

Life lesson 101: you don't know **what** you don't know, and you don't know **who** you don't know. Embrace every opportunity to meet new people in order to establish and maintain beneficial relationships.

2. Understand Job Responsibilities.

❖ Create a clear understanding of job responsibilities.

According to USAJFKSWCS Regulation 10-5, *Organizations and Functions*, 27 February 2012, the Individual-Training Development Branch functions as the individual-task manager responsible for ITPs, CAD, POIs, course management plans (CMPs), and MOS training plans for Army forces. Individual training developers and specialists apply the ADDIE framework to coordinate and supervise all individual-task development within the division.

Additionally, the training companies conduct training using the following resources: approved curricula; prescribed methods of instruction; validated training materials identified during the design and development phase; and grading and evaluation criteria to meet phase or course objectives.

According to TRADOC Pamphlet 350-70-7, *Army Education Process*, 9 Jan 2013, the Instructor can change items in the lesson plan such as grammatical errors, outdated pictures, and outdated doctrine if the Instructor sends this information to TDD so that everyone can benefit

from these changes. However, an Instructor may not add materials to a lesson arbitrarily, because s/he believes the information presents a "good idea" -identified knowledge gaps must exist. To identify a gap, an analysis – usually derived from a Post Instructional Conference (PIC)- must confirm the presence of a true gap and the level of the gap - institutional, unit, or self-requirement.

3. Schedule Regular Meetings.

❖ Hold scheduled monthly meetings to discuss lesson plans, Instructor observations, and any modifications in implementation of instructional delivery. Visit and attend training and/or training meetings as well as participating in Post Instructional Conferences.

Good relationships thrive when individuals feel part of a team and comfortable with the other players. Respect and trust among training developers and Instructors leads to greater collaboration and a more productive learning environment.

4. Communicate Effectively.

❖ Engage in effective communications every day.

Maintain awareness of official Army publications. Pamphlets receive revisions and updates that change what we do and how we do it. We cannot overstate the importance of training developers and Instructors remaining current with Army policies and regulations.

Additionally, you can use your communications to instill high performance expectations among your colleagues and to emphasize the importance of everyone's role to the success of the student. You can encourage a system of two-way communications that instills respect for your team members as individuals and crucial contributors to the product of the school house.

5. Set Goals.

❖ Set clear and measurable goals.

Everyone must be clear on what to do, how to do it, and where to turn for help. Also, everyone must understand clearly what constitutes satisfactory work and how we measure performance.

6. Address Concerns.

❖ And last but not least, address problems or concerns immediately.

The golden rule applies here – treat others as you would like to be treated.

In closing, as you have seen from the recommendations above, one of the keys to the success of the USAJFKSWCS student involves establishing and maintaining good working relationships between training developers and Instructors. Effective Centers of Excellence encourage the development of positive, solid relationships among training developers, Instructors, and students. We hope you find our *Tips & Strategies* for establishing and maintaining your relationships useful as you progress in your development as a professional here at USAJFKSWCS.

Have a Happy and Safe Holiday Season!