
GAO

United States General Accounting Office...
Training Institute

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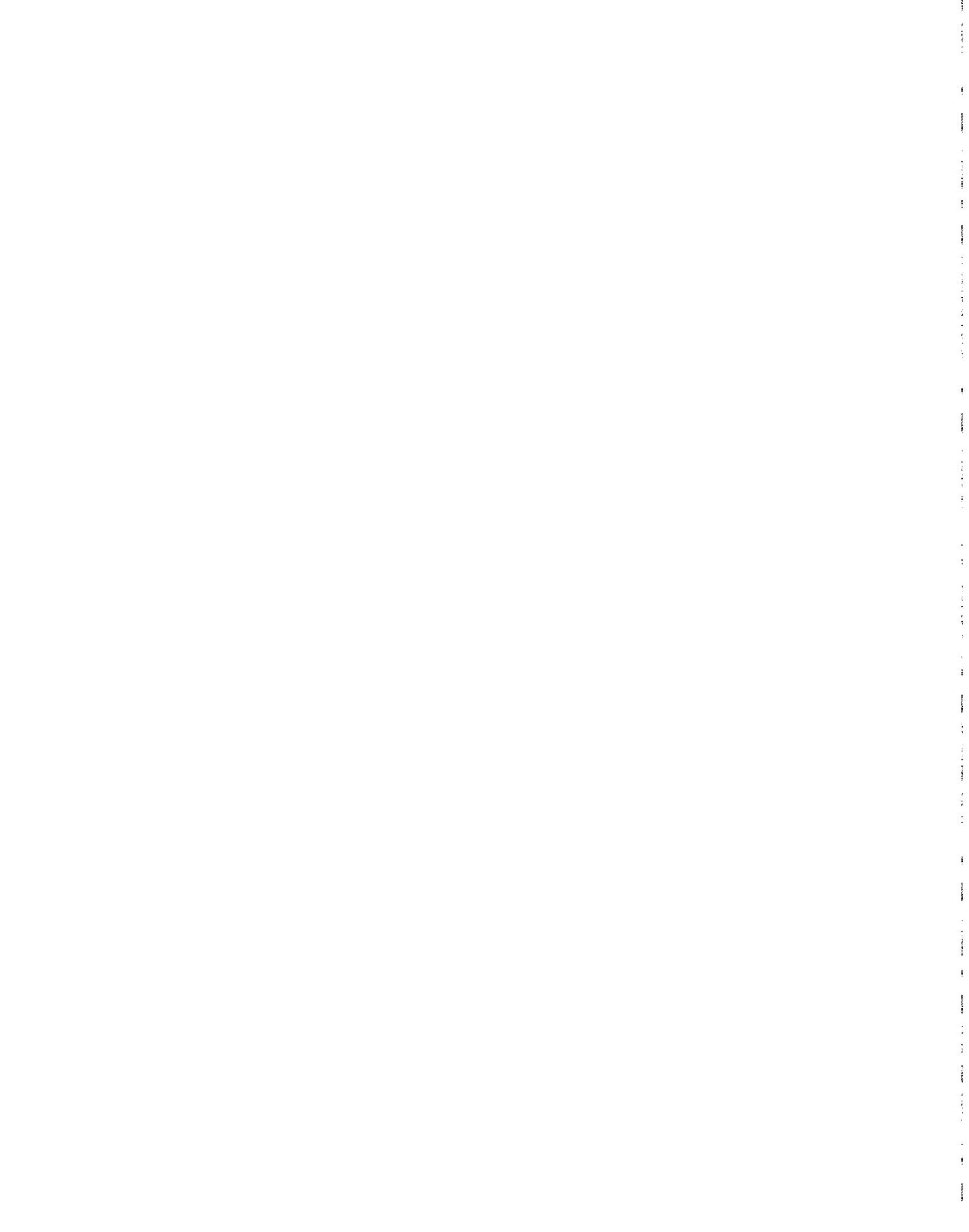
July 1993

1992 Training and Education Report

TI Mission

The Training Institute supports GAO's mission by fostering an environment for continuous learning. Our mission is to promote exemplary **organizational** effectiveness and productivity, as well as individual performance and satisfaction, by delivering high-quality and timely training and development services.

1992 Training and Education Report



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Acronyms

AFMD	Accounting and Financial Management Division
APSS	administrative professional and support staff
CFO	Chief Financial Officers
CPE	continuing professional education
DCA	data collection and analysis
GAO	General Accounting Office
GGD	General Government Division
GS&C	General Services and Controller
HRD	Human Resources Division
IG	Inspector General
IMTEC	Information Management and Technology Division
MATS	Mission and Assignment Tracking System
MDC	Management Development Center
NSIAD	National Security and International Affairs Division
OGC	Office of the General Counsel
OIMC	Office of Information Management and Communications
PEMD	Program Evaluation and Methodology Division
PERS	Personnel
RCED	Resources, Community, and Economic Development Division
TI	Training Institute
TQM	total quality management

A Message From the Director of the Training Institute

In 1992, the Training Institute was challenged to address training needs that resulted from a number of policy, staffing, and technology changes in GAO. During the year, the Institute

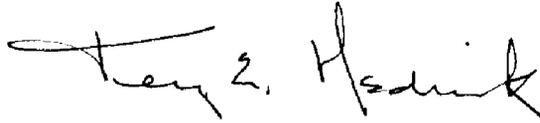
- made significant expansions to the Evaluator, Administrative Support Staff, TQM, and Financial Management curricula;
- met the Comptroller General's mandate that managers and supervisors be trained in preventing sexual harassment;
- piloted training to give staff the knowledge and skills needed for GAO's workforce diversity efforts;
- created new approaches to using technology to give staff timely and more flexible training; and
- strengthened communication about training and improved customer services.

This fourth annual *Training and Education Report* has been expanded to include descriptions of these and other training activities. Of particular note are initiatives to increase opportunities for APSS employees and to better evaluate the quality and effectiveness of training. These areas were identified in last year's report as needing attention. During 1992, the **gap** in training hours between the evaluator and APSS populations continued to narrow, and TI benchmarked and systematized its evaluation process of customer reaction to training courses.

As in previous years, this report also provides analyses of training supporting the continuing professional education (CPE) requirement of *Government Auditing Standards* and data on training agencywide, by unit and by employee group.

A Message From the Director of the Training Institute

Questions about this report should be directed to Michael Speer,
Deputy Director for Operations. He can be reached at
(202) 512-7621.

A handwritten signature in black ink, reading "Terry E. Hedrick". The signature is written in a cursive style with a large initial 'T' and a distinct 'H'.

Terry E. Hedrick
Director, Training Institute

Curricula Development Progress

GAO's curricula have been developed to ensure that employees have the skills and knowledge required to carry out their duties. In 1992, significant expansions were made to four curricula.

Evaluator Technical Curriculum

The four core methods courses—Compliance Auditing, Economy and Efficiency Reviews, Program Evaluation, and Policy Analysis—for Bands I and II and new writing courses for Bands I through III have been fully developed and are now available.

The core methods courses provide the fundamental knowledge and skills necessary to conduct assignments in four major categories of GAO work. These courses train evaluators and evaluator-related staff to scope and design assignments appropriately; to be aware of the special challenges of conducting each type of assignment; and to identify opportunities to involve GAO's legal, investigative, and technical assistance staff.

- Fourteen classroom and self-paced writing courses are now available.

A new writing course, Managing Writing, was brought on line in 1992, and another, Executive Summary Workshop, was completely revised. Managing Writing gives managers a common vocabulary to discuss writing issues with their staffs, as well as techniques for strengthening staff writing skills. Executive Summary Workshop teaches staff how to write and revise executive summaries so that readers can more easily understand the logic and emphasis of the report message. These courses, along with the other writing courses in the evaluator curriculum, enhance GAO staffs effectiveness in communicating with the Congress and the public.

Total Quality Management Curriculum

Training plays a key role in supporting GAO's progress in becoming a total quality management (TQM) organization. In 1991, soon after GAO began to implement TQM, a vendor was selected to meet the training needs for GAO's TQM pilot activities in GGD and selected regional offices. As TQM initiatives spread in the agency, training demands increased. To better meet these demands, TI worked with the vendor to bring more training services in-house. By the close of 1992, 19 GAO staff had been certified as TQM instructors.

Decreasing GAO's dependence on contract training services is intended to increase flexibility and lower training delivery costs. Moreover, the newly certified TQM instructors can bring GAO-relevant experiences to the TQM training, helping participants to think through how to put TQM principles into practice.

Efforts have also been made to make TQM resource materials more widely available. *Team Member Manual* (GAO/TQM-92-1) and *QI Story: Tools and Techniques* (GAO/TQM-92-2) are available now to staff through GAO's Documents Distribution Center.

As GAO's quality initiatives evolve, TI, the Quality Management Group, the Quality Management Initiative (a support group within the GGD/regional office pilot), and divisions and staff offices are continuing to work together to determine training needs in this curriculum area.

Financial Management Curriculum

The Chief Financial Officers (CFO) Act of 1990 is intended to improve financial management of the federal government. To support the objectives of this act, AFMD and TI expanded the financial management curriculum in 1992. The curriculum now includes 10 courses, with 2 more courses planned for development.

The courses in the curriculum increase staffs skills and knowledge in the following areas: federal financial management, financial audit methodology, internal controls, budgetary and proprietary accounting, and government auditing standards.

Additionally, AFMD developed a 5-day financial auditing course with the President's Council on Integrity and Efficiency for the new IG Training Institute at Fort Belvoir, Virginia.

Curriculum for Administrative Support Groups

In 1992, the curriculum for administrative support groups—who represent 54 percent of the administrative professional and support staff (APSS) population—was essentially completed. To develop this curriculum, TI consulted with administrative support staff, evaluators, and managers from headquarters and regions.

- The curriculum for administrative support groups focuses on critical thinking and problem-solving skills.

Courses in the curriculum offer training in technical, communication, and management areas and in various computer applications. The curriculum gives staff the knowledge and skills needed to meet the challenges of a changing workplace—critical thinking skills, interpersonal skills, and technical competence—through courses as diverse as creative problem-solving, teamwork, writing, and on-the-job training. These courses encourage creativity and risk-taking by providing opportunities for participants to broaden or shift their ways of thinking. The courses also provide a forum for exchanging ideas and building work relationships.

Twenty-three of the 28 classroom courses planned for the administrative support groups curriculum are now available. A variety of computer applications courses and 16 self-paced courses also are available.

Increased Emphasis on Management and Communication Training

In 1992, TI sought to increase management and communication training for all employee groups.

a From August 1989 through December 1992, almost 3,700 GAO staff were trained in preventing sexual harassment.

Preventing Sexual Harassment

The Training Institute worked with **GAO** management to carry out the Comptroller General's mandate that all managers and supervisors be trained in the prevention of sexual harassment. To meet this requirement, 88 classes were delivered in 1992 to GAO's managers and supervisors, as well as staff in Bands I, II, and III; APSS; and senior executive positions.

To further strengthen GAO's ability to eliminate sexual harassment from the workplace, TI began development of a new course designed specifically for nonsupervisory employees. This course will cover general information about sexual harassment, individual responsibilities, and options available to victims of harassment.

Diversity

Workforce diversity is an increasing challenge for **GAO**. It requires all staff to understand and appreciate the differences that individuals bring to the workplace and to create more efficient and effective work processes by capitalizing on these differences.

Since the *Report of the Workforce Diversity Advisory Group* was issued in June 1992, the Training Institute began to address each of the five training-related recommendations, including establishing a comprehensive strategy for providing training and education on diversity.

TI piloted a 2-day diversity workshop, Valuing Workforce Diversity, in 1992 to favorable reviews and plans to make further classes available to units on request, as funding permits.

Diversity modules have also been added to three existing courses: Workplace Relations and Communication, Effective Communication, and Supervisory Skills in a Service Organization. The modules cover such issues as gender- and culture-based differences and preferences in work and communication styles. The classes provide participants the opportunity to learn how to identify diversity dimensions and issues and to develop strategies for working well with persons different from themselves.

Strengthened Partnership Between Training and Technology

In 1992, TI sought to maximize the use of technology for training purposes.

OIMC's Mission Support Project

Staff from the Training Institute and the Mission Support Project are working together to develop the training needed to prepare evaluators to successfully use the data collection and analysis (DCA) application being developed by project staff. TI and project staff worked together to develop a training strategy for the DCA pilot, and TI offered training to support the introduction of Windows software. In addition, TI began a pilot project of an electronic performance support system that would enable GAO staff to obtain just-in-time training and guidance as they prepare report tables.

- By completing self-paced training, GAO staff avoided costs associated with 598 days of classroom time.

Self-Paced and Classroom Training for a Single Course

TI began experimenting with combining self-paced and classroom training formats in 1992. To test this idea, TI merged two existing courses: Advanced Communication and Negotiations, a traditional classroom course, and Social Styles, a self-paced course in interactive videodisc format.

Offering the first day of the course material on social styles through the Learning Center saves 1 day of contractor costs. Moreover, the self-paced delivery gives participants more

flexibility; they can complete the 8 hours of instruction in one or several sessions, according to their schedules. The self-paced program also enables participants to work on the communication and social style concepts and simulations to their desired level of mastery. The 2-day classroom-based portion of the course then concentrates on building related skills.

Regional Learning Center

TI and the Kansas City Regional Office are participating in an Operations Improvement Program project to test the usefulness of having self-paced learning centers in the regions. In July 1992, an interactive videodisc system was installed at the Kansas City Regional Office to begin a year-long pilot.

Improved Communication and Service

In 1992, TI sought to improve its communication and services throughout the agency in a number of ways.

Human Resource Manager/Training Coordinator Conference

The Human Resource Manager/Training Coordinator conferences have helped strengthen TI's partnership with human resource managers and training coordinators. The conferences have provided participants the opportunity to share pertinent and timely information and ideas and success stories with one another.

- Training coordinators provide a vital link between all units and TI.

At the 1992 conference, Edward Bales, Director of Education, External Systems, Motorola University, spoke on training's role in creating organizational change with initiatives such as TQM; Jim Howard, Assistant Comptroller General for Operations, reiterated GAO's *continued support for training*; TI's Educational Resources Unit showed a video that highlighted new training delivery methods based on technology; and several attendees shared information about training initiatives in their divisions and offices. Concurrent sessions were held on upcoming courses

in all curricula and on information resources and computer training.

Training Evaluation

TI began developing an enhanced evaluation system to obtain more timely customer reaction to training and to maintain information in more accessible ways. Benchmarking evaluation systems in the private sector led to decisions to develop a **new** evaluation system based on scanner technology. This approach will allow rapid analysis and reporting of evaluation data. By the end of 1992, TI had designed a new system and, with the help of GAO's questionnaire experts, improved its evaluation instrument.

Training Associate Program

In 1992, TI continued its Training Associate Program. The program brings GAO staff and their knowledge and experience to TI to assist in course development and management. The program is integral to TI's effort to produce courses that are relevant to participants' daily work and that offer "real world" discussions and insights and the evaluator's line perspective.

TI recruited five associates from the evaluator population and one from OIMC, the first APSS representative to participate in the program.

Communicating With GAO Staff

In 1992, TI communicated with GAO staff through several means.

The second edition of GAO's *Training and Education Catalog* was distributed to all staff in August 1992. The catalog communicates information **GAO** staff need to plan their training and describes the nearly 250 classroom and self-paced courses offered by TI. Specialized training guidance is provided in curriculum sections addressing evaluator, attorney, administrative staff, financial

management, information management and technology, computer, and quality management courses.

- Within 1 week after tent cards announcing self-paced courses were placed in GAO's cafeteria, over 200 persons had registered for self-paced training.

A brochure listing available self-paced courses and other training resource and reference materials available through TI's Educational Resources Unit was distributed GAO-wide in July. In addition, announcements of new self-paced courses are distributed agencywide as they become available.

A computer training calendar is compiled monthly and distributed GAO-wide. The calendar lists upcoming computer training classes and briefly describes highlighted courses.

Communicating With Instructors

A number of initiatives in 1992 were aimed at increasing communication with instructors.

- Evaluators and staff from all divisions, regions, and staff offices provide instructional support.

A Policy Analysis newsletter, distributed to Policy Analysis instructors in GAO, shares successful approaches and ideas for teaching the course and keeps instructors current on GAO reports and testimonies that use policy analysis approaches.

TI developed a new *Instructor Handbook* to improve communication with GAO staff and consultants who teach writing courses. The handbook helps ensure consistency of message in the classroom by providing an overview of GAO, TI, the report-writing process, and writing courses,

Training for Participants From Other Agencies

Increasingly, employees from other federal agencies and state and local governments ask to participate in GAO's training programs. In calendar year 1992, 695 participants from other agencies were admitted to selected GAO courses in the financial management area in an effort to support implementation of the Chief Financial Officers Act. Financial management training accounts for most of the training offered to participants from other agencies, and most

outside enrollees are federal auditors, usually from IG offices. Limited enrollments are allowed in other GAO courses as space is available.

Publishing Enhancements

Technology and contracting are playing a major role in expediting training publications and decreasing the costs of materials.

- OIMC helped TI lower printing time and costs.

In 1992, TI worked with OIMC to obtain printing services more suited to training needs, such as a shorter turnaround time (from 4-6 weeks to 12 workdays) and a lower minimum quantity order (from 100 to 25). These changes have increased quality and cut costs. For just-in-time and short-run printing of manuals, TI is increasingly using DocuTech—electronic equipment that scans, prints, and binds documents—acquired by the Publishing and Communications Center in OIMC.

Improved Facilities

In 1992, the Management Development Center (MDC), formerly at 550 5th Street, and the Union Plaza Center computer classrooms, formerly on North Capitol Street, moved to 111 Massachusetts Avenue. The consolidation of the two facilities at one site facilitates communication and better use of staff resources. More phones have been added to the reception areas at MDC and headquarters to better serve participants.

Overview

This chapter provides information on training activities for calendar years 1991 and 1992. It provides data on the number of Training Institute classes and participants, training hours completed by GAO staff, and staff compliance with the CPE requirement of *Government Auditing Standards*. Highlights include the following:

- **GAO** staff received an average of 66.5 hours of training, **up** from 61.8 hours reported for 1991.
- GAO continued to be the primary training source for its staff. But the number of classes TI held and the number of participants declined from the previous year. The decline can be attributed to one-time Mission and Assignment Tracking System (MATS) and WordPerfect 5.1 conversion training, which created unusually high training activity in 1991.
- Almost all—99.5 percent—of the evaluator and evaluator-related staff met or exceeded the 80-hour CPE requirement.

Information in this chapter is based on data maintained by TI's Training Registration System and data provided to TI from unit Staff Management Information Systems as of March 1, 1993. Data regarding compliance with the CPE requirement take into account training received during calendar years 1991 and 1992, as well as the 2-month grace period ended February 1993.

Training at GAO**Classroom Training**

During 1992, the Training Institute held—from a roster of 210 active classroom courses—a total of 1,191 classes, a decrease of 8 percent from 1991 (1,301 classes). The number of GAO participants in Training Institute classes fell from 17,518 in 1991 to 15,289 in 1992, a decrease of 13 percent.

- TI offered 210 classroom courses and 1,191 classes in 1992.

Four-year trends for the number of classes held by TI and the number of GAO participants in TI classes are shown in figures 1 and 2, respectively.

Figure 1: Training Institute Classes, 1989-1992

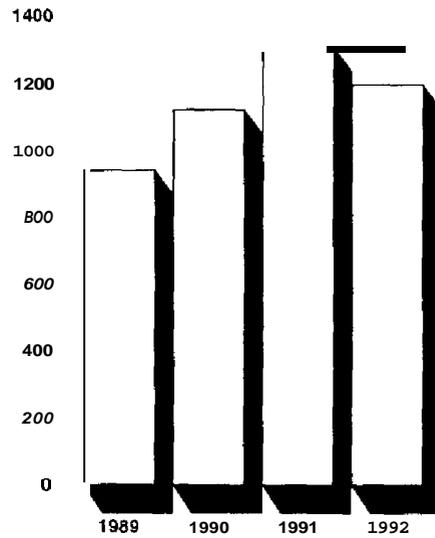
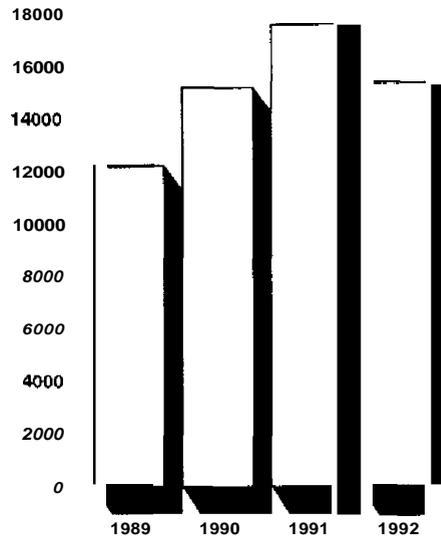


Figure 2: GAO Participant Attendance in Training Institute Classes, 1989-1992



The 1991 increases were due, primarily, to one-time training required to prepare GAO staff for two significant changes in GAO operations. A total of 113 MATS classes were held with a total of 2,152 participants. Also in 1991, 138 WordPerfect 5.1 conversion classes were held with a total of 1,155 participants.

Self-Paced Training

In 1992, TI's Educational Resources Unit offered 36 individual self-paced courses, a 64-percent increase over 1991.

Training in the Regions

In 1992, 71 percent of TI-sponsored classes were held in headquarters, with 29 percent held in regional offices; in 1991, the percentages were 62 and 38, respectively.

The relative decrease in training activity in the regions can be attributed to a difference in the scheduling of computer training and training in prevention of sexual harassment. While both

headquarters and regions had extensive Wordperfect conversion training in 1991, only headquarters continued significant Wordperfect training in 1992. In addition, regions began training in preventing sexual harassment in 1991, earlier than many headquarters units.

Training Hours

Training Hours Completed by GAO Staff

In 1992, GAO staff completed an average of 66.5 hours of training. The number of training hours across divisions and offices continued to vary considerably. (See table 1.)

Although the average amount of training received by evaluators and evaluator-related staff (73.7 hours) continued to be higher than the average amount received by other staff groups (49.6 hours), the **gap** between evaluators and the other groups continued to narrow in 1992. Overall, average training hours received by APSS staff, attorneys, and others rose **36 percent**—compared with a 1-percent rise for evaluators. Average training hours for APSS staff other than attorneys (50.9 hours) rose **32 percent**. While average training hours for APSS staff remained essentially unchanged in the divisions, the average for APSS staff rose 20 percent in the regions and 71 percent in the staff offices. The large increase in average training hours in the Office of the General Counsel—from 18.1 to 31.8—reflects the now complete implementation of GAO's attorney curriculum.

Chapter 2
1992 Training Activities

Table 1: Average Hours of Training for Employee Groups

Unit	All employees		Evaluators and evaluator-related staff		APSS, attorneys, and others	
	1991 ^a	1992	1991 ^a	1992	1991 ^a	1992
GAO	61.8	66.5	72.9	73.7	36.5	49.6
Divisions	65.2	67.1	69.0	71.3	46.9	46.4
AFMD	79.6	82.1	82.3	87.6	60.4	45.5
GGD	54.9	59.8	57.4	60.7	47.3	57.2
HRD	61.9	67.0	63.0	71.5	57.3	45.3
IMTEC	75.2	87.8	82.7	97.9	39.5	37.5
NSIAD	63.1	58.7	67.0	63.1	39.3	27.7
PEMD	64.1	62.0	72.8	69.7	23.4	25.1
RCED	66.8	66.7	70.2	68.9	46.6	54.4
Regions^b	75.8	75.4	79.7	77.6	50.0	60.1
Atlanta	73.7	54.1	78.2	57.2	29.1	23.8
Boston	80.4	74.4	84.0	75.4	57.9	68.1
Chicago	77.1	62.2	81.2	66.7	49.9	32.8
Cincinnati	82.5	77.9	85.6	78.8	62.5	72.2
Dallas	78.0	91.5	81.1	91.2	59.9	93.6
Denver	76.3	80.9	79.8	81.8	54.4	73.0
Detroit	130.6	125.5	137.8	130.7	89.2	91.3
Kansas City	73.4	67.9	73.8	67.5	70.9	70.7
Los Angeles	67.4	69.6	72.0	72.6	26.2	41.3
New York	60.7	72.8	66.4	75.3	39.0	61.0
Norfolk	61.0	78.9	63.4	79.9	44.6	71.3
Philadelphia	84.0	95.5	88.0	98.9	52.7	68.4
San Francisco	65.8	59.1	70.8	64.9	39.3	29.2
Seattle	71.8	74.6	76.1	73.2	37.2	87.3
European Office	52.8	56.8	54.5	59.2	32.3	34.2
Far East Office	71.5	71.2	77.3	79.6	47.2	31.0
Offices^c	31.0	50.3				
GS&C	26.7	19.1				
OIMC	21.2	29.5				
OGC	18.1	31.8				
PERS	29.5	33.8				
TI	54.0	68.7				
Other ^d	51.0	110.2				

^aAs reported in the 1991 Training and Education Report

^bIncludes European and Far East Offices.

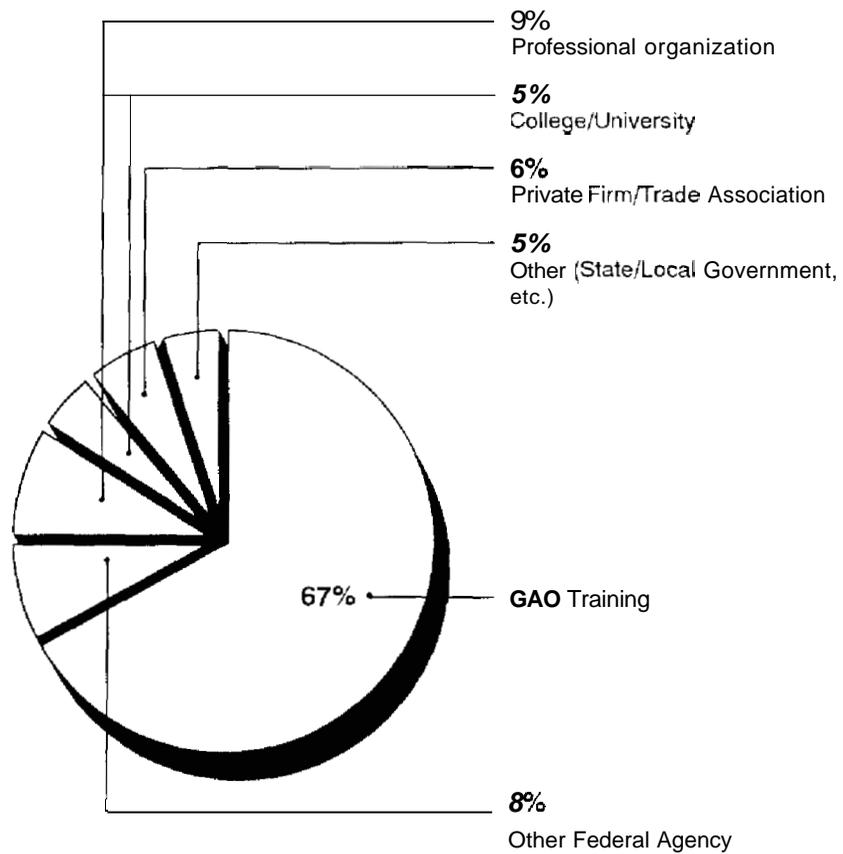
^cDue to the small number of evaluators in offices, averages for evaluators and others are not reported separately.

^dOther offices includes all offices not listed above

Training Hours by Source

Of all training hours completed by GAO staff during this period, GAO provided slightly over 67 percent (see fig. 3), a 3-percent increase from 1991. Almost 79 percent of the **GAO-based** training was provided through TI, slightly more than in 1991.

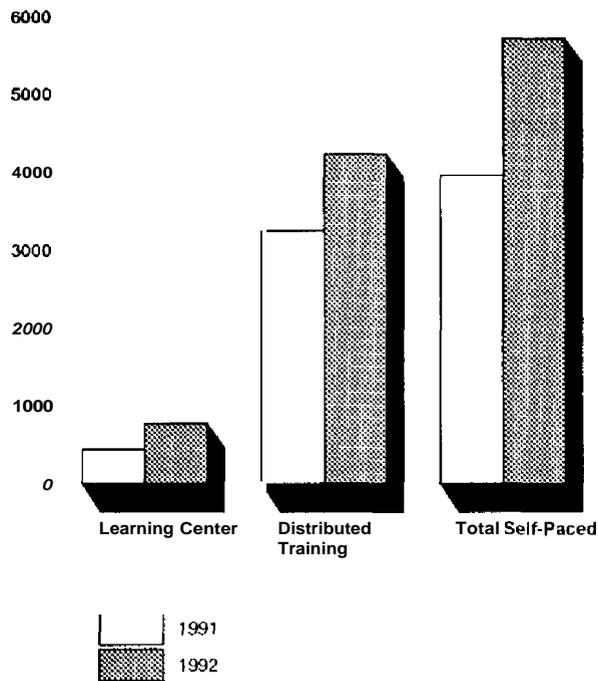
Figure 3: Percent of Training Hours by Source



- In 1992, GAO staff completed 52 percent more self-paced training hours than in 1991.

Staff use of GAO-provided self-paced training continued to increase substantially. Hours completed of this training increased from 3,730 reported for 1991 to 5,677 in 1992. (See fig. 4.)

Figure 4: Self-Paced Training Hours



In addition to attending GAO-based training, GAO staff attended over 6,600 external training activities, completing 112,551 training hours. Training provided by professional organizations (for example, training provided at conferences and seminars), other federal agencies, and colleges and universities accounted for most of the training from outside sources.

Compliance With CPE Requirements

As mandated by *Government Auditing Standards*, GAO evaluator and evaluator-related staff assigned to audits and evaluations must comply with the CPE requirement. (See GAO Order 2410.2.) This means earning 80 CPE credits—24 of which must be in a subject area directly related to the government environment or government auditing—in a specified 2-year period, with a 2-month grace period to satisfy any deficiency. The requirement went into effect on January 1, 1989. December 31, 1992, was the third compliance deadline for GAO staff covered by the requirement.

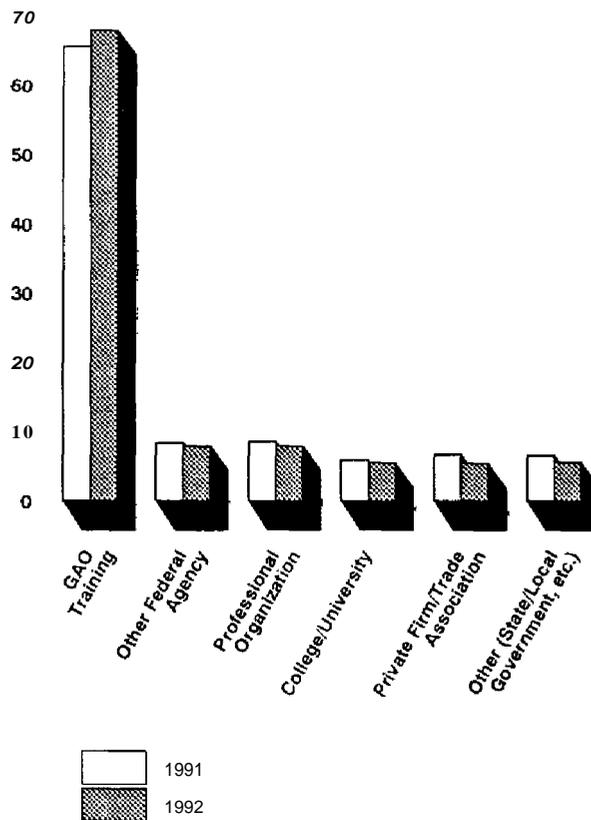
For the third CPE 2-year compliance cycle, 99.5 percent of GAO's evaluator and evaluator-related staff met the requirement. Moreover, 98.9 percent exceeded the minimum requirement of 80 CPEs, and 50 percent earned over 130 CPE credits. GAO's executive level employees earned an average of 166 CPE credits.

Sources of CPE Credits

Nearly all CPE credits earned in 1992 (96.3 percent) were for attendance in formal classroom training or conferences. The remaining credits earned were through individual self-paced instruction (1.5 percent), teaching (1.1 percent), presenting professional papers (1.0 percent), and writing books or articles (0.1 percent).

Similar to distribution of credits for all training sources, almost 68 percent of the 254,461 CPE credits earned by GAO staff during 1992 were obtained from training provided by GAO through TI or formal unit-based programs. External sources—including other federal agencies, colleges and universities, and professional organizations—were also used to obtain needed training. (See fig. 5.)

Figure 5: Percent of CPE Credits Earned From Various Sources



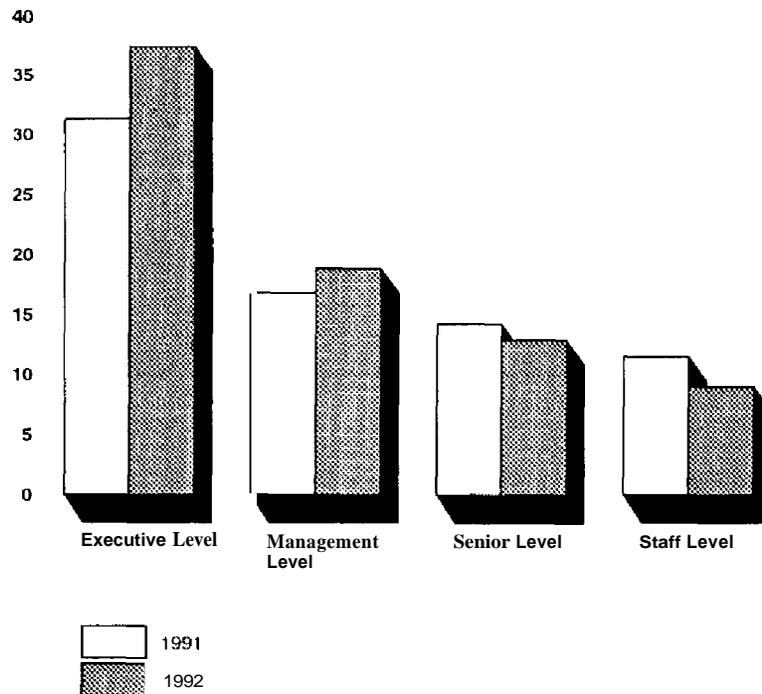
■ TI is continually adding to its library of Learning Center courses and providing more courses for distributed on-site use.

Although the percentage of CPE credits earned through self-paced training remained small in 1992, CPE credits earned through self-paced training more than doubled—from 1,808 reported for 1991 to 3,747 in 1992.

Sources of CPE Credits by Employee Level and Division

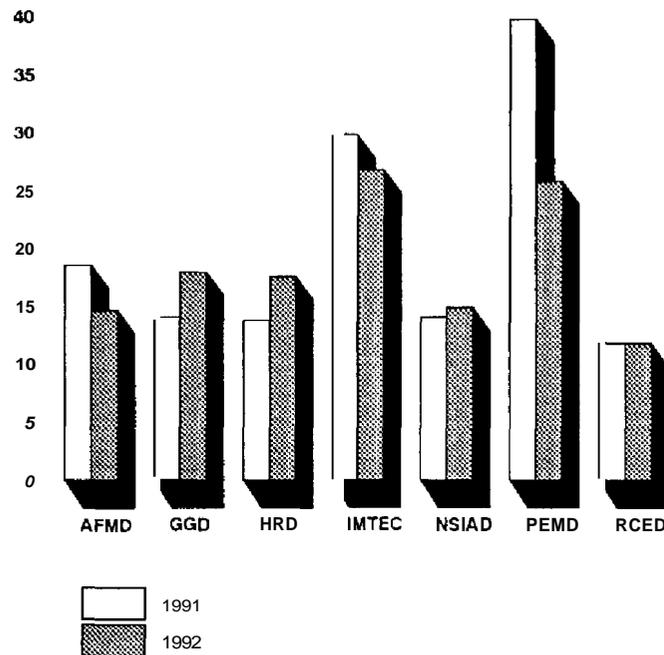
Training sources continued to vary by employee level. While staff level evaluators earned over 74 percent of their CPE credits through GAO-provided training, GAO executives earned only about 44 percent of their CPE credits in-house. As in 1991, GAO executives earned a substantial number of their CPE credits from programs at colleges and universities or professional organizations. (See fig.6.)

Figure 6: Percent of CPE Credits Earned From Colleges/Universities and Professional Organizations by Employee Level



Staff from IMTEC and PEMD, two technical divisions, also continued to rely more heavily on training from colleges and universities and professional organizations for CPE credits than those from other divisions. (See fig. 7.)

Figure 7: Percent of CPE Credits Earned From Colleges/Universities and Professional Organizations by Division



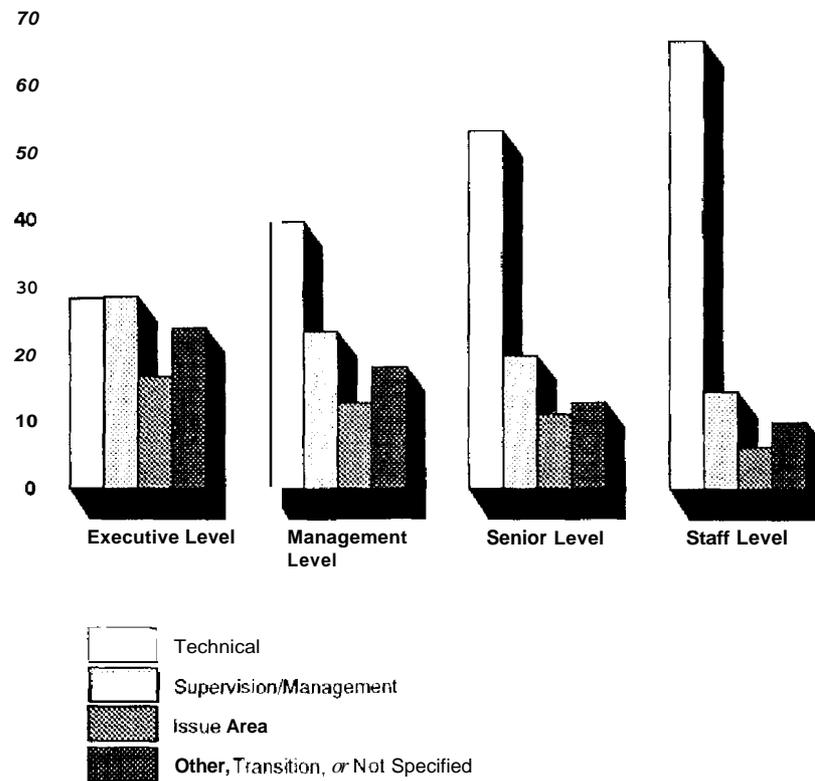
CPEs Earned by Training Category

As in past years, most CPEs awarded in 1992 were earned from training categorized as technical.¹

¹GAO categorizes evaluator training as transition, technical, supervision/management, issue area, and other. Transition training orients new staff or prepares newly promoted evaluators to assume new responsibilities. Technical training provides instruction in audit and evaluation methods, data analysis, oral and written communication, computer applications, and policies and procedures for performing GAO work. Supervision/management training provides instruction in general management skills and specific guidance for managing GAO staff and assignments. Issue area training provides information in the specific subjects relevant to GAO's issue areas.

The percent of CPE credits earned through technical training was highest for staff level evaluators (66.1 percent) and lowest for executives (28.1 percent). Conversely, executive and management levels earned approximately 24 percent of their CPEs through supervision/management training while the staff level earned 14 percent. (See fig. 8.) Senior level evaluators earned 20 percent of their CPEs through supervision/management training.

Figure 8: Content Area of CPE Credits Earned by Employee Level



These patterns are consistent with the curriculum structure for evaluators and TI's emphasis on technical training for staff level and senior level evaluators.

