

Customer Satisfaction Report for the year 2009

Cooperative Network Design

Executive Summary

This is the 11th report that the Institute devotes to the assessment of the satisfaction of its customers. The satisfaction of the students and training sponsors with our Training Products in 2009 remained high.

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Compliments and Complaints

The EUROCONTROL Institute of Air Navigation Services aims to provide the services that you want and to make your stay in the Institute as enjoyable as possible. All Institute personnel are there to ensure that your stay at the Institute is successful. However, if you do have a complaint or a compliment please tell us. If you are not satisfied with the service we provide or you would like to propose an improvement then please fill out the form at <http://www.eurocontrol.int/ians/complaint.html>, or contact IANS.complaints@eurocontrol.int directly.

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INTRODUCTION

What is the Institute?

EUROCONTROL is the "Organisation for the Safety of Air Navigation in Europe". EUROCONTROL is an intergovernmental organisation with its headquarters in Brussels.

EUROCONTROL's CND directorate offers a unique combination of expertise, experience and independence to assist stakeholders in delivering a high performance European Air Transport System. CND has the capability to play a major role in the Performance Regime, which forms a central part of the European Union's SES initiative, across the full lifecycle of activities. CND has already been central in the development of SES and it continues to be so in relation to the SESAR programme.



The EUROCONTROL Institute of Air Navigation Services, located in Luxembourg, is part of CND as the Centre of Expertise for Training. A significant element for the improvement of ATM in Europe is ensuring that the ATM Community is aware of, and understands how to implement and use the ATM improvements and regulations. Training and awareness is a key element in changing the culture within ATM organisations to embrace societal expectations. In this context the Institute, as CND's Centre of Expertise for Training, is able to draw on its experience, both in traditional training and in other forms of knowledge transfer, such as e-learning, train-the-trainer initiatives, the development of common training material and the establishment of harmonised training objectives or tools. In doing so, the Institute expedites the deployment of ATM improvements and regulations in Europe required by SESAR, Network development/management and the Single European Sky Implementation.

Stakeholders (mainly civil and military ANSPs, NSAs, Regulators, ICAO, EASA and the EC) view the Institute as a trustworthy Centre of Excellence in the field of ATM Training. It provides unparalleled, integrated expertise in pan-European ATM training development, delivery and standardisation. With its unique civil-military audience and through its impartiality, it is highly proficient and reliable in facilitating training programmes and reconciling stakeholders training

needs. Stakeholders confirm that the Institute is their role model for ATM Training innovation.

Using a single platform through which such training and awareness is delivered ensures economies of scale and consistency of message since training material is developed once but is used many times over.

Each year about 7000 people take part in trainings (classroom, workshops, e-learning) provided by the Institute.

Measuring Customer Satisfaction

The course was complete, well organized and covered many aspects of the subject.

The teachers had much knowledge. I was happy with the book and CD ROM

(Anonymous quote from the Training Impact Questionnaire)

This is the 11th report that the Institute devotes to the assessment of the satisfaction of its customers. The study on which this report is based has been conducted in the framework of the quality improvement programme implemented at the Institute since end of 1996.

Measuring customer satisfaction on a regular basis is one of the key elements of the quality management system implemented by the Institute since 1997.

Our objective is to understand exactly how our customers perceive the Institute and, based on their level of satisfaction, to improve our services and products.

This report proposes a summary and an analysis of the data collected in 2009.

The segments assessed in 2009

The Institute applies a policy to measure the satisfaction of its customers with all its products and services. These include:

- The ATM course participants
- The ATC course participants
- The E-Learning Students
- Training Sponsors
- Consultancy Bodies
- User Groups

The Assessment Tools

The assessment is based on a set of assessment tools and measurement methods.

Evaluation Forms

To measure the satisfaction of its customers with the products and services the Institute uses the following evaluation forms:

- A Student Evaluation Form filled in by the students at the end of a course.
- In 2009 we introduced a Training Impact Questionnaire submitted to students three months after their participation.
- During the relatively longer ATC courses we at regular intervals use an electronic confidential questionnaire on both Basic and Rating courses in order to capture feedback while the courses are running

- An E-Learning Evaluation Form filled in by a student upon completion of an E-Learning Module.
- A generic Stakeholder Feedback Form filled in by various stakeholders. The form is available at <http://www.eurocontrol.int/ians/feedback.html>.

Customer Visits

IANS visits a sample of its customers on a yearly basis. The customer visits serve as a main source of feedback on existing products and a source of information for improvements and new products. The customer visits include visits to Air Navigation Service Providers and civil and military State Authorities.

Complaint Procedure and Complaint Form

IANS uses an anonymous form, available on its website for the collection of complaints and compliments related to its products, services and staff. A reference to the complaint procedure and associated form is made in all products and services. The complaint form is available at

<http://www.eurocontrol.int/ians/complaint.html>.



IANAS IN 2009

In 2009 IANS continued to manage its training capacity with a view to maximising the value created for Stakeholders. This report will present both the training capacity that has been made available and the satisfaction of the stakeholders with the products that we have delivered.

Number of ATM students

The number of students trained by the Institute in 2009 was 3777, that is 15% less than in 2008.

A detailed analysis of the data is provided in Figure 5. (The figures exclude the students trained by the CFMU, namely 218).

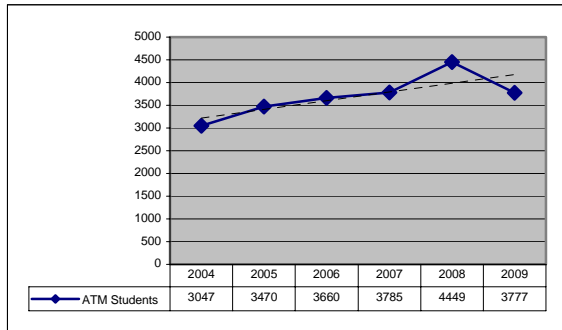


Figure 1 Number of ATM Students

Students trained by partners

In 2009 the number of students trained by partners continued to increase to around 4150.

These figures contain around 1900 controllers tested using the ELPAC language test developed by the Institute and 1200 students trained using the Radar Skills Trainer.

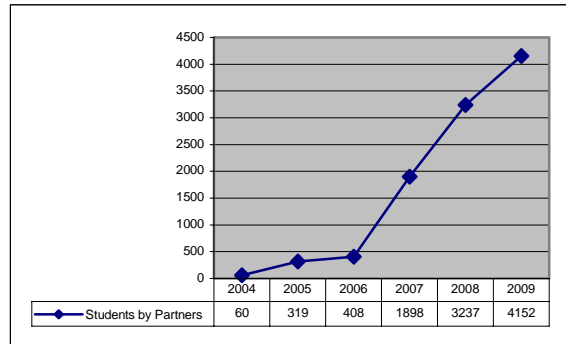


Figure 2 Students Trained By Partners

E-Learning

In 2009, the EUROCONTROL Institute introduced a new on-line Learning Management System. 2079 students completed at least one on-line training package.

The new Learning Management System greatly improves the way in which on-line training is delivered. This report will present initial results. Trends will be presented the report for 2010. In 2009, students studied around 13,000 hours compared to 11,000 in 2008.

	2009
Completed Packages	4483
Students that completed a package	2079
Time studied	13000 hours

Figure 3 E-Learning students

ATM TRAINING

Capacity made available

The results of 2009 reflect the economic realities. More than 2000 places that were originally booked were cancelled. This is an increase of 33% compared to 2008. The demand met increased with 9%.

In a significant number of cases, these places could not be reallocated to participants that were previously refused.

2009	Cancelled	Participated	NoShow	Refused	Demand Met
AIM	102	143	19	48	77%
APT	82	160	15	5	97%
ASM	184	360	19	90	81%
COM	134	322	26	46	88%
DPS	65	90	4	20	82%
ENV	26	41	3	7	86%
GEN	311	418	19	42	91%
HUM	375	633	25	333	66%
NAV	127	263	14	45	86%
SAF	461	1058	57	214	84%
STR	6	55	8	0	100%
SUR	136	234	22	59	81%
Total	2009	3777	231	909	82%

Cancelled = cancelled by the customer, NoShow = registered but not participated, Refused = refused by IANS due to lack of capacity at the time of booking.

Figure 4 Capacity made available per domain

How we measure satisfaction

The satisfaction of students with the ATM training products is measured through the use of a Course Evaluation Form and followed up three months later through an electronic training impact questionnaire.

At the end of each (classroom) course, students are presented with an evaluation form containing a number of criteria to be assessed. Each criterion can be given a result between 1 and 5 meaning strongly agree (1), slightly above agree (2), agree (3), slightly disagree (4), strongly disagree (5).

The criteria are grouped in five main categories:

- Training Content
- Instructional Team
- Documentation
- Pre Course Information
- Support

The first three categories are directly related to the course. The last two categories are directly related to the supporting environment and organisation.

Figure 5 Student Evaluation Form

From Forms to Results

We map the marks of the students on a scale from 0 (all students mark strongly disagree) to +100 (all students mark strongly agree). When all students would mark 2 then the result would be 75. When students would mark, on average, between 1 and 2 then the result would be around 85.

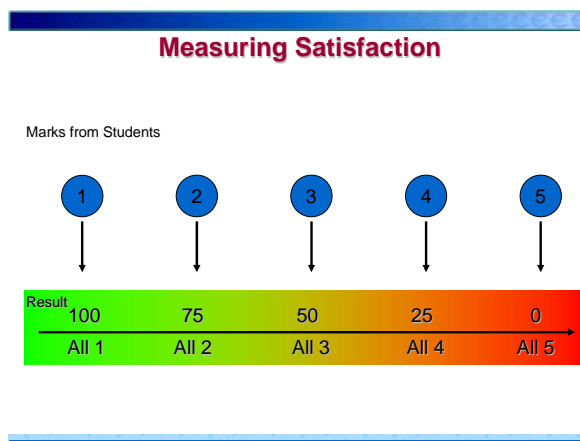


Figure 6 How we measure satisfaction

We aim to be a Centre of Excellence in ATM Training. For us this means we aim to achieve results on any criterion between 75 and 100.

Satisfaction with the courses

The results presented below are extracted from the automated student satisfaction evaluation system.

Results can be presented per category, per training domain and per criterion. We have selected the most significant results to be included in this report.

Size of the Sample

This graph shows the number of evaluation forms received and processed by IANS.

This figure represents a return rate of 90%. The return rate is slightly lower than the return rate in 2008 (91%).

We will reinforce our evaluation process in 2010.

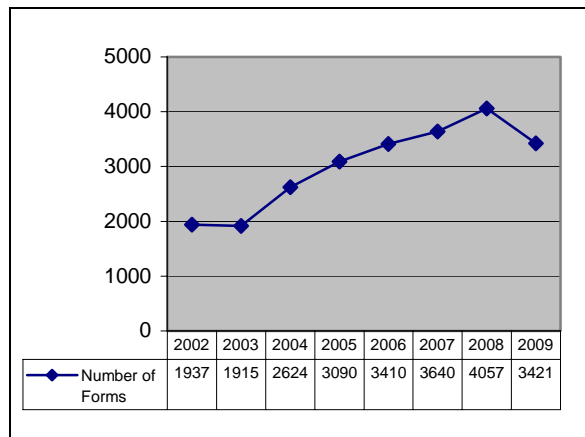


Figure 7 Number of Evaluation Forms

Satisfaction

This chart shows the satisfaction of the students with the ATM courses. The result is obtained by averaging the results obtained on every criterion in the categories Training Content, Instructional Team and Documentation.

The result of 86 indicates that, on average, students mark criteria between Strongly Agree and Slightly above Agree.

The result of 86 for 2009 compared to 90 in 2007 does NOT denote a decrease in satisfaction. It is a result of the introduction of a new measurement scale in 2008.

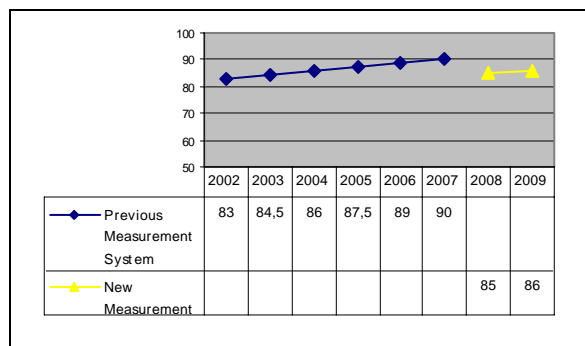


Figure 8 ATM Course Results

Segmented View

Excellent course - very well presented by an instructor who knows his stuff!

(Anonymous quote from the Training Impact Questionnaire)

This chart presents the results per measurement Category. These are Training Content, Instructional Team and Documentation.

The data is consistent with the results obtained in 2008 and shows a minor increase (+1 for Content and Instructor and same result for Documentation)

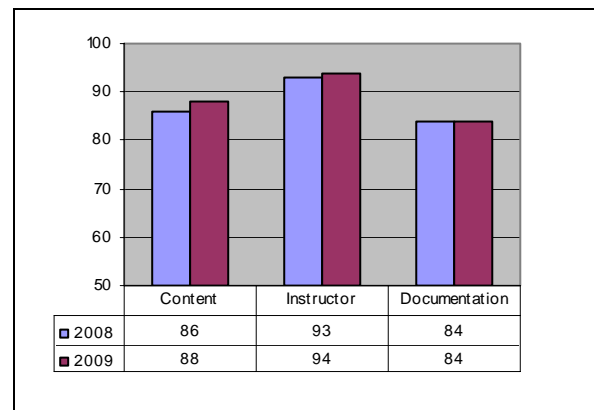


Figure 9 ATM Course Results: per Category

'Best' Results

Customers often praise IANS for its staff and excellent infrastructure.

This informal feedback is confirmed by the course evaluation results.

The knowledge of the instructors is highly valued together with our approach to prepare courses and the way we receive students in our excellent facilities.

The data is consistent with the data obtained in 2008.

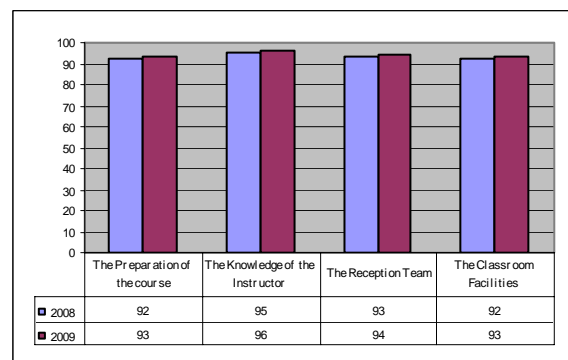


Figure 10 Criteria with 'Best' Results

Areas for Attention

IANS continuously looks for opportunities to improve. This chart shows criteria where our target of 75% was not met in 2008

In 2009 we continued to improve the service provided by the canteen, used a new learning management system to provide pre-course information and used on-site courses for organisations where travel restrictions did not enable them to travel to Luxembourg.

In 2009, only the criteria related to pre-course information do not meet our objective of 75 points.

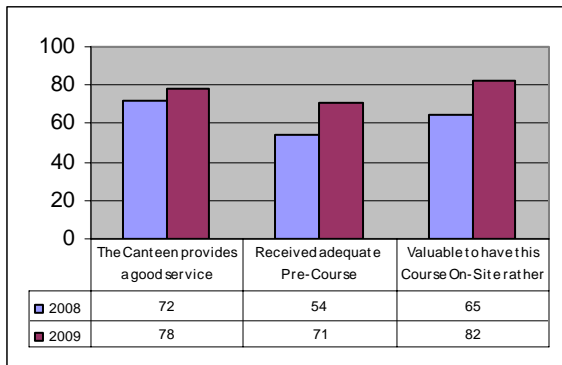


Figure 11 Criteria that are an area for attention

Focus on New Courses

When the Institute develops new courses it is important that these meet the expectations of the students right from the outset. This chart compares the satisfaction of the students with courses introduced in 2009.

The data from the NSA courses is based on very small samples (of pilot courses) and should be confirmed during the course of 2010.

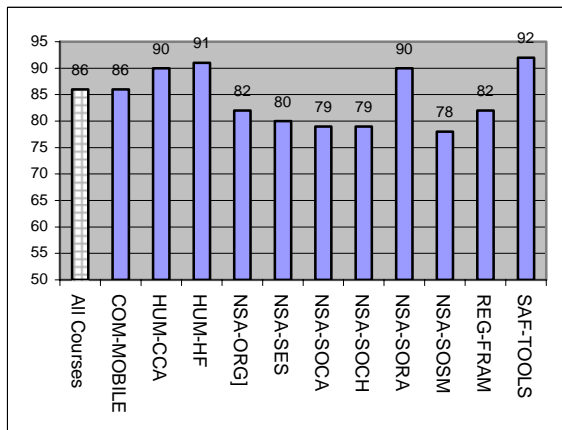


Figure 12 Satisfaction with new courses

Measuring Loyalty

In 2009, more than 99% of the students agreed with the statement that they would recommend the course that they attended to a colleague.

The Training Impact Questionnaire sent to students three months after their participation shows that 86% of the students have effectively recommended the course to a colleague.

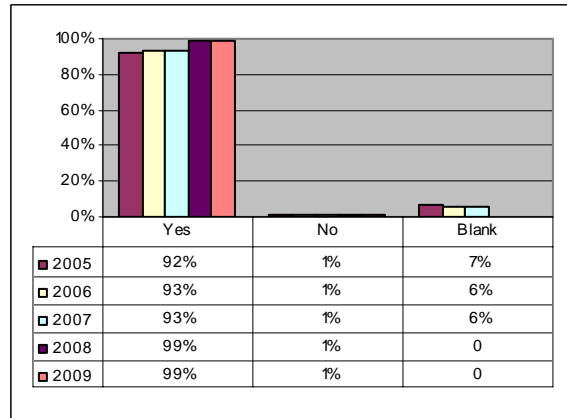


Figure 13 Would recommend the course

Measuring dissatisfaction

We measure 'dissatisfaction' as the number of times students have 'strongly disagreed' with one of the positive statements on the evaluation form.

On average, for the categories course content, instructor and course documentation, only 2 out of 1000 questions receive a 'strongly disagree' response (compared to 4 in 2008).

This average is higher for pre-course information, the canteen and the organisation of on-site courses.

There is significant improvement on most criteria except for the ones related to 'pre-course information'.

The Institute will redesign the pre-course information in 2010.

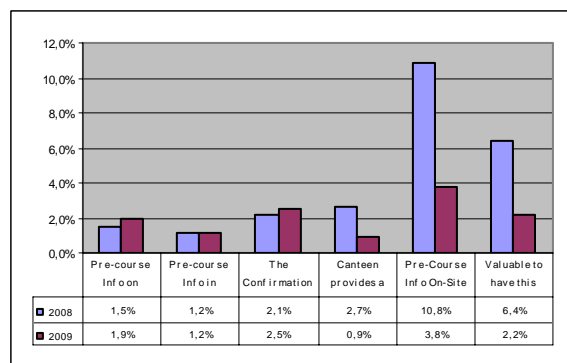


Figure 14 Measuring dissatisfaction

Training Impact Questionnaire

I can make decisions quicker as I feel more confident.
(Anonymous quote from the Training Impact Questionnaire)

The approach

In 2009, the Institute further enhanced the collection of feedback through the introduction of a Training Impact Questionnaire. The Training Impact Questionnaire is sent to students three months after they have followed a course from the Institute. The objective is to measure how the skills and knowledge learned during the course have been integrated in the student's job. The survey started on the 15th of April. At the end of 2009, 735 people had completed the questionnaire

The results

Three months after the end of the course, 99% of the students participating in the survey indicate to be

satisfied with the training they received. 95% of the students indicate that they have used the knowledge in their job.

82% of the students used the course documentation and 86% of the students recommended to course to a colleague.

More than 50% of the students kept contact with other participants of the course.

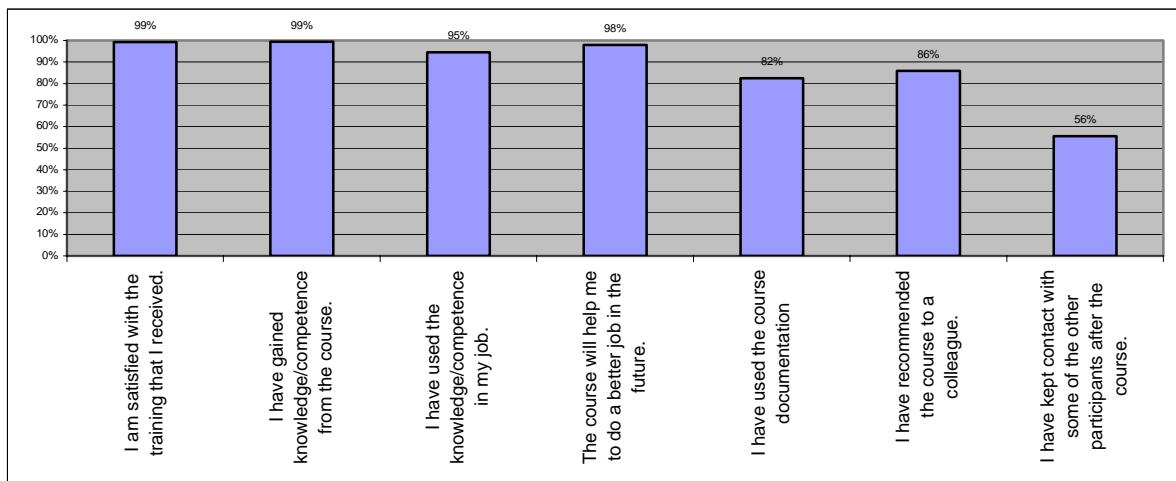


Figure 15 Training Impact Questionnaire Results

E-LEARNING

How we measure satisfaction

IANs introduced satisfaction measurement for its e-learning products in the middle of 2004. Students are given an opportunity to evaluate each e-learning module at the end of the module. A customised form was developed to capture student satisfaction with the e-learning modules. The form collects information related to the 'reasons for studying', the complexity of the module, the objectives of the module and the impact of the module on the student's job.

1. → Why are you studying this module?¶

→ Personal reasons (e.g. to further career, out of personal interest etc).¶

→ My employer decided I should.¶

→ It was a prerequisite for a class-room based course or programme.¶

2. → The module- → agree → not-sure-n/a → disagree¶

followed a logical sequence, → → → ¶

was not too easy or too difficult, → → → ¶

was clear and easy to understand. → → → ¶

3. → The module was- → agree → not-sure-n/a → disagree¶

easy to use, → → → ¶

interactive and interesting. → → → ¶

4. → In order to successfully access this module, did you have to¶

→ change your browser (Internet Explorer) settings?¶

→ install new software (flash plug-in, java plug-in, internet explorer)?¶

→ disable a popup-killer or anti-intrusion programme (e.g. Norton Internet Security)?¶

5. → The module- → agree → not-sure-n/a → disagree¶

met the objectives set at the beginning. → → ¶

allowed me to check my understanding. → → ¶

6. → Did you enjoy studying this module? → Yes → No¶

7. → Will this module.¶

→ Help you directly in your current job?¶

→ Help you in a future job?¶

→ Increase your understanding of the industry without direct impact on your current/future job?¶

Figure 16 E-Learning evaluation form

The Institute will review the measurement system in 2010. The objective of the review is to assure that the data collected enables the Institute to measure if the

learning objectives were achieved and if the students are satisfied with the training.

Satisfaction with E-Learning

The chart below shows the percentage of students that answered 'yes' on the following questions:

- Structure of the module meets expectations.
- Level of the module meets the expectations
- Module uses clear language.

The Institute must use the new on-line platform to assure the ongoing satisfaction of the students with the e-learning modules.

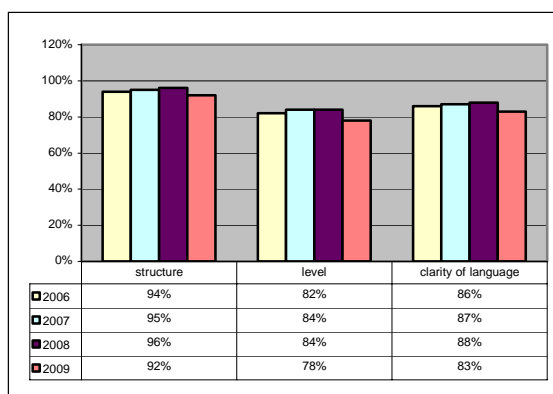


Figure 17 Satisfaction with E-Learning Modules

PARTNERSHIPS

Our approach

“The relationship between the Institute and the other ATM training establishments within the ECAC should be characterised by partnership not competition”

(The Institutes Partnership Policy)

Where partnerships are established with stakeholders in Member States they follow the following principles:

- Transparent to guarantee fairness
- To reduce costs and increase efficiency
- Equitable among stakeholders

The Institute employs three types of partnerships:

- Hosting of third party courses at IANS. A partnering organisation delivers one of its courses at the Institute.
- License Agreements: The Institute enables the partner to deliver courses using IANS courseware under a license.
- Clearing House: IANS publishes information for the benefit of its stakeholders about business opportunities that it can not meet.

The results of each of these types of partnerships will be presented below.

Third party courses at IANS

In 2009, four third party courses were included in the IANS portfolio: a CISM course delivered by the DFS, two courses delivered by the JAAT and the procurement course.

The course delivered by the DFS and the Procurement courses took place whilst the courses planned to be delivered by the JAAT were cancelled.

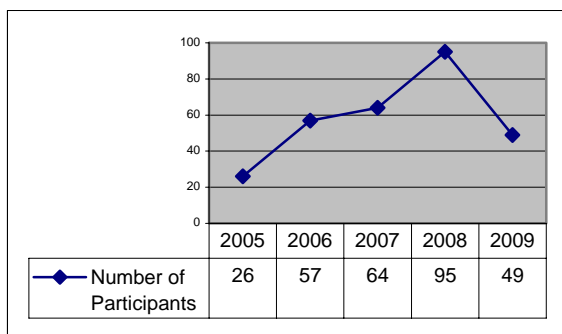


Figure 18 Third Party Courses at IANS

License Agreements

IANS provides courseware and tools to stakeholders for use in their own courses.

A total of 129 licenses were active in 2009 and more than 4000 students were trained or tested by partners under a license.

This includes around 2000 controllers tested using ELPAC, 1200 students trained using the Radar Skills Trainer and 410 students trained using EUROCONTROL's basic training material.

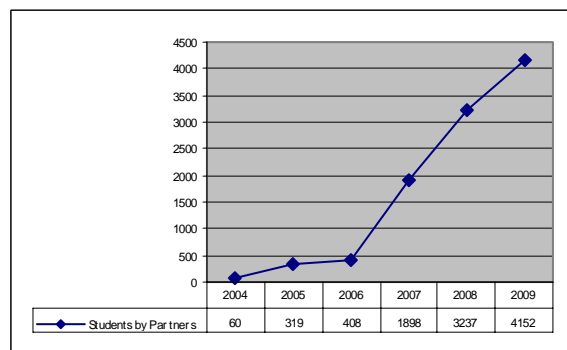


Figure 19 Students trained under a license

The Clearing House

The Clearing House is a business opportunities exchange forum.

The number of business opportunities published for the benefit of our stakeholders further decreased in 2009.

The published opportunities included significant requests from countries like Cyprus, Poland, Romania and Israel.

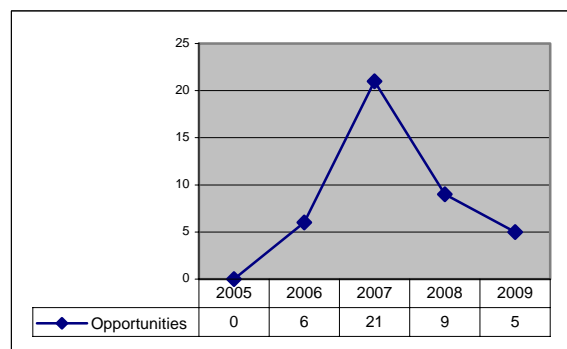


Figure 20 Opportunities on the Clearing House

STAKEHOLDER FEEDBACK

Advisory Group for ATM Training

In 2009, the Stakeholder Feedback Form was distributed to the meeting participants at the end of each Advisory Group for ATM Training (AGAT) meeting. The majority of the feedback indicates that the overall perception of the Institute lies between Good and Excellent (on a scale unsatisfactory – satisfactory –

good –excellent) and that the meeting participants recognise the Institute as a Centre of Excellence for ATM Training.

Concerns were raised in relation to the involvement of stakeholders in prioritisation of the training activities and the resulting completeness of the portfolio of the Institute.

CUSTOMER VISITS

The Customer Visits are a process in which the Institute meets stakeholders in member states on a bi-lateral basis. It is a mechanism to collect qualitative feedback from various stakeholders. The countries visited in 2009 are: Belgium, Bulgaria, Denmark, Greece, Hungary, Italy, Luxembourg, Maastricht, Slovenia and Switzerland.

During the meeting of the Training Consultation Group in September 2005 it was agreed that IANS would include in its Customer Satisfaction Report information gathered during the Customer Visits.

In 2009, stakeholders have in general expressed a high degree of satisfaction with IANS, its staff and the courses it offers.

The following points have been raised during the majority of the visits:

- Organisations will prioritize 'training required by regulation' over 'generic training'.
- The Institute should better align its course reservation processes with the planning processes of its customers.
- Almost all visited organisations express a desire to receive more on-site training courses, especially in times with travel restrictions.
- Training sponsors understand the reasons for scrutinising the Agency budget, aligning the training portfolio with CND but continue to express additional training requirements.

COMPLIMENTS AND COMPLAINTS

Make it easy for customers to complain and they will make it easy for the Organisation to Improve
(The Institute's complaint management process)

In 2009, the Institute received various compliments.

Every training note distributed to students and the On-Line Training Zone contains a clearly visible reference to IANS' complaint procedure. The procedure enables stakeholders to submit complaints in an anonymous way or an identified complaint through e-mail. The text is as follows:

The EUROCONTROL Institute of Air Navigation Services aims to provide the services that you want and to make your stay in the Institute as enjoyable as possible. All Institute personnel are there to ensure that your stay at the Institute is successful. However, if you do have a complaint (or a compliment) please tell us. If you are not satisfied with the service we provide or you would like to propose an improvement then please fill out the form at

<http://www.eurocontrol.int/ians/complaint.html>, or contact IANS.complaints@eurocontrol.int directly.

IANS did not receive formal complaints in 2009.

CONCLUSION

IANAS aims to be recognised by its stakeholders a Centre of Excellence in ATM Training. We continuously improve our products and processes. We measure the satisfaction of our customers with the products that we provide.

The Institute is part of the Cooperative Network Design Directorate of the EUROCONTROL Agency. This assures a strong strategic alignment of the Training Courses.

This document presents the results of the satisfaction measurement in 2009. The satisfaction of the students and training sponsors with our Training Products remains high.

The number of students in 2009 reflects the economic realities. The number of students dropped by 15%.

In 2009, the Institute further enhanced the collection of feedback through the introduction of a Training Impact Questionnaire. The Training Impact

questionnaire is sent to students three months after they have followed a course from the Institute. The objective is to measure how the skills and knowledge learned during the course have been integrated in the student's job. The results of this additional survey indicate that more than 99% of the respondents is satisfied with the training they received and 95% have used the knowledge obtained during the courses on their job.

Finally in 2009, the new Learning Management System became operational. The delivery of e-learning content through this system was greatly enhanced.

In 2010, the Institute will review its course registration procedures to better manage course place cancellations. We will review the way in which we provide information to students before the start of the course and we will carefully monitor the satisfaction of the students with the new courses that are part of the NSA training initiative.

Last but not least, in 2010 we will further adapt our courses and portfolio to the changing Institutional Environment.

End of Document.

