

THE PERCEIVED INFLUENCE OF THE TRAINING
FOR INDUSTRY PROGRAM AT AUTRY
TECHNOLOGY CENTER,
ENID, OKLAHOMA

By

JERRY LYNN ARTHUR

Bachelor of Science
Oklahoma State University
Stillwater, Oklahoma
1970

Bachelor of Science
Oklahoma State University
Stillwater, Oklahoma
1971

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CHAPTER I

INTRODUCTION

Within the state of Oklahoma there is a desire for economic development. The Oklahoma Legislature has provided funds for business and industry training through the Oklahoma Department of Vocational and Technical Education. Each area vocational-technical school has access to the Training for Industry Program funds upon approval of the Oklahoma Department of Vocational and Technical Education in Stillwater, Oklahoma. The intent of the Training for Industry Program is to provide cost-free training in order to meet the educational needs of new or expanding companies. Autry Technology Center in Enid, Oklahoma, has been involved in five such contracts in the past. The Training for Industry Program has been used to increase economic development in Oklahoma. The question that arises is how effective has this program been in Enid, Oklahoma. The companies involved acknowledge the need for customized, preemployment, and technical training. It is therefore necessary to examine the delivery of these contracts. The results of this study will bring about a greater awareness of their experiences.

Autry Technology Center has a special interest in this study since all members of the population examined were served by the industrial coordinators from the Industry Training and Development Division. This information will allow Autry Technology

Center to appropriately evaluate the types of training and services that were administered to those companies by the school. All areas of the Business and Industry Services Division at Autry Technology Center will find value in the results of this study. This study was supported by Autry Technology Center.

The companies that participated in the Training for Industry Program contracts benefited through cost-free training. They also benefited from the expertise of the industrial coordinators who helped assess and develop the training programs necessary to promote those factors conducive to superiority and success.

The method of qualifying a business or industry for the Training for Industry Program is similar in most area vocational-technical schools in Oklahoma. First, an initial contact with the company is made. In Enid, Oklahoma, this can come from a variety of sources; such as the Oklahoma Department of Vocational and Technical Education, the Enid Development Coalition, companies that have previously used Autry Technology Center's services, former Training for Industry Program participants who are looking to expand, or simply from one of Autry Technology Center's Business and Industry Services staff members during a client call.

The usefulness of the Training for Industry Program is explained to the potential client. Upon their decision to apply for approval of the Training for Industry Program contract, the assigned industrial coordinator will work with the organization to determine their training needs. Once the company has been approved by the Oklahoma Department of Vocational and Technical Education, the procedure begins. The industrial coordinator will collaborate with the client to customize the training when necessary, establish the curriculum, determine the instructors, set the time lines, estimate

the consumables needed for the training, and establish a clear understanding of the contents of the Training for Industry Program contract. The dollar amount of the contract will be determined by the Business and Industry Services Division of the Oklahoma Department of Vocational and Technical Education.

The assigned industrial coordinator provides the Oklahoma Department of Vocational and Technical Education with all invoices for expenditures and in turn the area vocational-technical school is reimbursed with the Training for Industry Program appropriated funds. The assigned industrial coordinator continues to be the vocational-technical school representative on the local level until the contract expires. This study attempted to determine the perception of success of the Training for Industry Program within the participating companies.

Problem

Before the 1970's Oklahoma did not have funding appropriated as an incentive to entice new industries to locate in Oklahoma. Furthermore, there were no available funds to encourage an existing company to expand in Oklahoma rather than locate in another state. The Training for Industry Program was established by the Oklahoma State Legislature to encourage industry to either locate or expand in Oklahoma. However, one might ask what do the companies that have used the Training for Industry Program think regarding the success of the program. Has it been a factor in economic development? Was it cost effective, timely, and did the training programs meet the expectations of the industries that have been involved in the Training for Industry Program? Autry Technology Center of Enid, Oklahoma, has been involved in the last

few years with several Training for Industry Programs. Information was needed to determine the perception of the Training for Industry Program in the arena of business and industry in Enid, Oklahoma.

Purpose

The purpose of this study was to determine the participating companies' perceptions of the influence of the Training for Industry Program as it related to cost savings, incentives to locate in Enid, quality of training, time savings, and delivery of training. In order to accomplish the purpose of this study, six research questions were developed.

1. What are the perceptions of the influence of the Training for Industry Program?
2. Is the training cost effective?
3. Was the Training for Industry Program an incentive for companies to locate or expand in Enid, Oklahoma?
4. Did time saved enhance quicker production time?
5. Was the quality of vocational-technical school training a factor in companies using the Training for Industry Program?
6. What types of training was needed by these companies?

Significance of the Study

An exploration of the general perceptions of the targeted organizations concerning the Training for Industry Program will benefit Autry Technology Center and

other companies in the future. Companies interested in the effectiveness, cost savings, and time efficiency of the Training for Industry Program can use the results of this study to recognize common needs as identified in the study group. The strengths and weaknesses of the current Training for Industry Program in use at Autry Technology Center can also be analyzed with the results of this study.

Is the economy in Enid, Oklahoma, affected by the Training for Industry Program? Is Oklahoma's economy impacted by quality training that can be provided to companies? Solomon and Carhart (1982) stated that business failures cost the American taxpayer more than \$4.8 billion annually in liabilities and lost revenue. They continued by citing government sources who suggest about 200,000 businesses fail each year that could be saved by appropriate training. According to Keen (1995) the Training for Industry Program is an important part of Oklahoma's overall economic development efforts to stimulate job growth and opportunities. Keen (1995) also cited that the collective contributions of agencies representing state and local government as well as the private sector make significant investments to ensure the future of Oklahoma's citizens. The Oklahoma Department of Vocational and Technical Education and Autry Technology Center of Enid, Oklahoma, collaborate to provide the training infrastructure to successfully meet these needs.

As the intent of this study is pondered, a logical starting point is to assess the local impact of the companies in Enid, Oklahoma, that have utilized the Training for Industry Program. According to Graves (1995) for more than 30 years state governments have financed and operated job training programs to train workers for

specific businesses. These customized training programs blend the state's traditional responsibility for education with a more recent state focus on economic development.

Assumptions

Concerning this research study the following assumptions were made:

1. The individuals selected for this study were representative of upper management within the organizations in Enid, Oklahoma, who have previously participated in the Training for Industry Program.
2. The responses to the researcher's questions were honest and conscientious demonstrations of the perceptions and opinions reflected during direct interview questioning from the survey.
3. The interview questions were answered using the best resources available to the targeted persons.

Scope of the Study

The scope of the study was limited to the businesses and industries participating in the Training for Industry Program of the Autry Technology Center Area Vocational-Technical Education District at Enid, Oklahoma.

Definition of Terms

Certain terms have special meanings as applied to this study.

Business and Industry Services - A division of the Oklahoma Vocational-Technical Education System that provides customized training by assessing the educational needs of businesses, companies, and industries.

Customized Training - Training tailored to a specific employer or group of employers. In practice, many programs are made up in whole or part from preexisting curricula developed by employers, schools, and vendors. Every customized program is reviewed from the perspective of individual employers and constructed around the employer's specific needs (Graves, 1995).

Economic Development - Relating to the development, production, and management of material wealth (Webber, 1984).

Industrial Coordinators - Individuals who coordinate, design, and deliver customized or packaged training systems to businesses, companies, and industries.

Perception - Relating to the degree of understanding and recognition of objects and conditions around us.

Training for Industry Program - The purpose of the Training for Industry Program is to work with the appropriate delivery agency to provide "new job" training for new or expanding business and industry in Oklahoma. This training is provided to companies involved in manufacturing or processing, whose national or regional offices are creating new employment opportunities for Oklahomans. For example, the Training for Industry Program may be tailored for distribution centers or telecommunications centers, to name a few. The companies are traditionally considered exporters of goods and services and importers of capital into Oklahoma's economy.

Guidelines for the Training for Industry Program

1. Training must be associated with new “full-time” job slots. (Full-time will be defined as 25 hours or more, with proportionate benefits.)
2. The Training for Industry Program will coordinate the training program design/services with the most appropriate delivery agencies and eligible business and industry.
3. A Statement of Understanding will be written between the vocational education system and the company, stating specifically what has been agreed upon. It will describe what each entity is expected to do, such as the types of training, length of training, the number of trainees and special requirements.
4. Companies which meet the Training for Industry Program guidelines and are currently in an area vocational-technical school district, or who have purchased land in that district and are going to have an average starting wage of less than \$7.00 per hour, can be submitted for review and approval through proposals from the area vocational-technical school district. Funds allocated through such proposals cannot exceed \$350 per trainee. These proposals will be on the Training for Industry Program forms provided for these projects. In situations where these requirements do not exist, or where the district chooses, state staff will work with local personnel to draft a Statement of Understanding.
5. Companies which meet Training for Industry Program guidelines that are not in an area vocational-technical school district will have training delivered by the most appropriate agency.

6. If a company in Oklahoma is below previous high levels of employment because of a plant layoff, and is receiving new jobs that had not previously existed in the state because of plant closures in other states, then those new job slots are eligible for Training for Industry Program funding.

7. If a company in Oklahoma is below previous high levels of employment because of a plant layoff, and they have provided recall for all laid off employees with applicable skills, and they have a pay rate of at least \$10.00 per hour, then they are eligible for Training for Industry Program funding for new job slots above the level of employment after the recall. These guidelines provide the foundation for the Training for Industry Program. The Oklahoma Department of Vocational and Technical Education reserves the right to negotiate for special opportunities that contribute to the saving and/or creating of jobs in Oklahoma.

8. A company that is approved for the Oklahoma Quality Jobs Program, as created in Senate Bill 459, is eligible for Training for Industry Program funded training for the new jobs created. These criteria established for qualifying companies for the Training for Industry Program are located in the Oklahoma Department of Vocational and Technical Education's *Instructions for Providing Secondary and Adult Program Enrollment Data* (July, 1994).

CHAPTER II

REVIEW OF RELATED LITERATURE

The intent of this chapter is to provide a review of the related literature for this study. This was compiled from a selection of literature pertaining to the Training for Industry Program and vocational education programs as provided by Oklahoma's Vocational-Technical Education System. The presentation of this background information will provide a clearer understanding of the impact these programs have had on economic development in Enid, Oklahoma. This review concentrates on the following five areas related to the study: (1) History of the Training for Industry Program in Oklahoma, (2) Functions of the Business and Industry Services in the Vocational-Technical School System of Oklahoma, (3) Area Vocational-Technical Schools' Role in the Training for Industry Program, (4) Developing Training Programs in Vocational Education, (5) Vocational-Technical Schools' Role in Economic Development in Oklahoma.

Since the recession of the 1980's in Enid, Oklahoma, Enid has been working to attract new companies and encourage existing companies to expand. These expansions would create new job opportunities and enhance economic growth in Garfield County. The recession of the 1980's saw four financial institutions fail, job loss, and general

concern for economic recovery. Autry Technology Center, the area vocational-technical school in Enid, Oklahoma, saw an opportunity to work with the Oklahoma Department of Vocational and Technical Education to attain funding that would result in contracts for the Training for Industry Program with companies in Enid, Oklahoma. Opportunities for growth by using this program appeared very promising as Keen (1995) suggested. The Oklahoma Department of Vocational and Technical Education administered the Training for Industry Program to support the training needs of new or expanding businesses and industries in Oklahoma.

History of the Training for Industry Program in Oklahoma

The vocational-technical education system works in a collaborative effort to provide training opportunities for the economic growth and vitality of Oklahoma via various partnerships. The Training for Industry Program is a significant element in the final decisions of many companies to locate or expand. In the late 1970's the Oklahoma Legislature passed the Special Schools for Industry appropriation and established a statewide equipment pool for the transfer of equipment to different areas of the state. This equipment could be used for training as an enhancement to new or expanding companies. The statewide equipment pool was formed before many of the area vocational-technical schools were even created.

What originally created the need for the Special Schools for Industry? During this period of time Governor Dewey Bartlett was perplexed by the fact that many Oklahomans were moving out of the state upon graduation from common and higher

education systems. Bartlett's goal was to entice these people, the brightest of our state, to move back to Oklahoma. His staff developed a survey and researched what it would take to convince families to move back to Oklahoma. This research was conducted with those people who were living out of the state at the time. The results of this study found that people were not interested in moving back to Oklahoma, primarily because they had locked in lower mortgage rates and many had children already established in school systems. Although they were not interested in moving back at that time, they did indicate an interest in returning to Oklahoma upon retirement. Governor Bartlett discovered that his plan to lure people back to Oklahoma was not plausible as long as they were still in the workforce. He learned that North Carolina and South Carolina had an exemplary program designed to offer free and customized training to meet the educational needs of new companies that would locate in the Carolinas. The North Carolina program had been in place since 1958. Oklahoma decided to model a program after the Carolinas. A group of legislators and representatives from Oklahoma's vocational-technical education system traveled to the Carolinas to study their program. Based on their findings, Oklahoma implemented what was then called the Special Schools for Industry and later would be named the Training for Industry Program as we know it today (M. Taylor, personal communication, March 17, 1996).

According to Holland (1989) there is no permanent legislation for the Training for Industry Program. It is reauthorized each year through Oklahoma's appropriation process. The funding mechanism of this program is a line item in the Oklahoma vocational-technical education budget.

According to Keen (1995) the Training for Industry Program has provided training for 9,381 people as of last year. Strategic decisions have been made in the transportation industry to expand operations in Oklahoma to take advantage of our location and access opportunities. The Training for Industry Program is an important part of those strategic decisions. As a result of the Training for Industry Program, retention in companies and industries at large has improved to 85% compared to the industry turnover rates ranging from 180 to 300%. Successful economic development requires the collective efforts of many organizations working together to determine and meet the needs of business and industry. The Oklahoma Department of Commerce, the Oklahoma Department of Vocational and Technical Education, local vocational-technical school districts, the state and local chambers of commerce, common and higher education, and private entities collaborate to provide a package of incentives to attract new jobs in Oklahoma. Keen (1995) also noted that the purpose of the Training for Industry Program is to provide new job training for new or expanding businesses and industries in Oklahoma. The companies are traditionally considered exporters of goods and services and importers of capital into Oklahoma's economy.

Functions of the Business and Industry Services
in the Vocational-Technical School
System of Oklahoma

Witt (1991) stated that technology is quickly changing the workplace. The Business and Industry Services of the vocational-technical school system in Oklahoma has been able to keep and attract new businesses and industries especially for companies

needing skilled workers. The Business and Industry Services Division provides an array of training, both state and locally, to area vocational-technical schools that can assist and enhance the training needs of businesses and industries. The training needs delivered by the area vocational-technical school are administered in several different ways: self-employment training, government bid assistance, small business administration, and industry training and development. Business and Industry Services work with local businesses and industries to assist and determine their educational needs and respond to those needs when applicable. Weiser (1995) suggested that one of the major areas in determining the kinds of training needed is to diagnose client needs. Further Weiser (1995) stated that there are key questions in determining the training needs, such as what skills, behaviors, and techniques does the client expect and what will be the organizational impact. Partnerships are developed between the area vocational-technical school and businesses and industries by assessing the needs accurately and delivering to meet those needs.

A newly added function of the Business and Industry Services in Oklahoma's vocational-technical school system is the broker/agent. Oklahoma is currently planning for an extension service based upon the widespread support among businesses, government, and educational institutions provided through the Oklahoma Center for Advancement of Science and Technology (Rosenfeld, Shapira, & Williams, 1992). Rosenfeld et al. (1992) stated that the plan calls for a multi-tiered program. The first tier is the broker/agent who identifies clients and assesses their needs; the second tier is made up of technical experts who provide assistance; and the third tier consists of industry sector consultants who have knowledge of trends and market opportunities. Oklahoma's

business and industry sector is among the vocational-technical school system's most outstanding supporters. They appreciate what the system has done for them and recognize ongoing partnerships in the future.

Area Vocational-Technical Schools' Role in the Training for Industry Program

Industrial coordinators representing the Industry Training and Development Division of their area vocational-technical school have the opportunity to establish the initial contact with new or expanding companies in the area of their school district. The Oklahoma Department of Vocational and Technical Education, via the area vocational-technical school, provides training opportunities to new or expanding companies. The purpose of the Training for Industry Program is to work with the appropriate delivery agency to provide job training for new or expanding businesses and industries in Oklahoma (Keen, 1995).

When a new industry comes to Oklahoma or an existing business expands, the state, in partnership with area vocational-technical schools, help train employees at no cost to the company. Witt (1991) stated that Roy Peters, Jr., State Director of the Oklahoma Department of Vocational and Technical Education expressed that:

At any given time we'll have training contracts with 75 new and expanding businesses in Oklahoma and 300 existing industries. What business executives love about the vocational-technical Training for Industry Program is its personalized service, speed, flexibility, and tailor made training (p. 2).

The area vocational-technical school administers the Training for Industry Program contract. They purchase training equipment, consumable goods necessary for

training, develop curriculum, establish training programs, hire instructors, and implement the process. A key factor of success has been the flexibility of the area vocational-technical school to meet the barrage of needs that develop from companies that are in expansion or relocating mode. In most cases the industrial coordinators of the area vocational-technical schools are among the first in a community to be presented with the possibility of a new or expanding company. The training for the start-up is critical and the vocational-technical school system must successfully meet the challenge. According to Witt (1991) area vocational-technical schools' services have been used by many large corporations - American Airlines in Tulsa, General Motors in Oklahoma City, Hitachi in Norman, Armstrong Floors in Stillwater, TDK in Shawnee, Goodyear in Lawton, Rockwell in McAlester, Telex in Tulsa, Ford Glass Co. in Broken Arrow, Hilti in Tulsa and Kimberly-Clark in Jenks.

Developing Training Programs in

Vocational Education

It is the responsibility of the industrial coordinators in the Industry Training and Development Division of the area vocational-technical schools to develop the training programs that will be used by the new or expanding companies. This provides an opportunity for strategic assessment to accurately determine the true training needs of the company. Why is this action necessary? According to Dunham (1990) the primary reason is that no customer base is homogenous. Different companies have different needs and priorities. It is appropriate to ask what will it take to provide workers with the attitudes and technical skills they need. According to Richman (1994) schools that

are linked with employers must combine classroom instruction with practical on-the-job experience. Area vocational-technical schools can offer the flexible training demanded by industry. Training programs are being developed in the vocational-technical school system to teach the skills necessary to keep the workforce employed. Downsizing is a concern of the 1990's and only employees well-trained in technical, personal/interpersonal, and managerial skills will be employable at a quicker rate. Kearney (1989) suggested that meeting the challenges posed by competitiveness requires a flexible workforce that will constantly look for ways to make things better. The area vocational-technical school is prepared to provide the education considered to be a critical factor to the impact on skills.

Business and Industry Services within area vocational-technical schools are providing training for employee-empowered teams, built-in quality, flexible manufacturing, and high technology (Tierney, 1994). Elenburg (1986) suggested that training is a team/task orientation to problem solving. That approach allows companies to tap resources for the flexible responses to multiple task situations that occur. As area vocational-technical schools prepare their smorgasbord of training offerings, technical skills and quality management appear to surface as the front runner of industrial needs. Kunneman (1995) stated that the value of management training is best understood in the business world when examining the bottom line. This provides an opportunity to assess cost analysis while delivering the product. If the quality of the training delivered through the vocational-technical school system is not of the highest standard then successful partnerships will not be formed.

Companies are working with the vocational-technical education system to develop preemployment training as a means for screening potential applicants for job positions. According to Cetron (1995) state, local, and private agencies will play a greater role in training by offering more internships, apprenticeships, preemployment training, and adult education. Businesses are taking on a greater role in training and education. Patterson (1994) stated that training involving empowerment, teams, and cross-training are changing company's lives. The last decade witnessed a profound redefinition of the way we work. Further Patterson (1994) stated low skill employees will be marginalized in the labor market toward education and training. Companies are looking for people with high math skills or technical backgrounds. Vocational-technical schools offer an array of managerial training, both customized and packaged programs, designed to induce employees to do their jobs well. Kofol and Novak (1995), when naming the top plants in the United States, suggested training programs such as management, self-directed work teams, statistical process control, and total quality management should be implemented and in place.

Training programs can be customized by the Business and Industry Services Division. One might ask what is the benefit of a customized training program. According to Graves (1995) customized training programs blend the traditional responsibility for education with more recent focus on economic development. A customized training program allows the employer to choose the instructor, time, location, trainees, and determine the goals and objectives of the training, as well as content and delivery.

The vocational-technical school system recognizes the need for skill upgrades and specialized training of specific knowledge and skills concerning high tech processes. Another prevalent form of on-the-job training is the proactive approach designed to improve worker's technical skills, thus strengthening the competitive and employment position of the firm (Barefoot, 1994). Thurow (1990) stated that there will be high tech and low tech products. He cites the automobile as an example of a low tech product, but every product is going to be made with a high tech process in the 21st century.

Vocational-Technical Schools' Role in Economic Development in Oklahoma

Economic development enriches the workforce and communities in which we live with a better way of life. The vocational-technical school system is taking a leading role by being a tool that can be used by Oklahoma's Legislature for enhancing economic development. As economic development increases, the basis for community improvements begins (Rodriguez, 1988). Thurow (1990) emphasized the roles of management, education, technology, and government in achieving long-term economic performance. Keen (1995) stated that a sample of companies served by the Training for Industry Program showed the following statistics: 6,773 employees, \$177,479,468 payroll, \$7,099,179 taxes to state, \$184,583,647 in salaries/taxes, and \$3,835,617 Training for Industry Program commitment.

The Oklahoma vocational-technical school system's rapid responsiveness to the requests of new or expanding companies has made possible the training promises which have enhanced the economic development of communities.

Vocational-technical schools have the opportunity through the Business and Industry Services Division to provide the training to create employment opportunities which expands the tax base. Thus the trade off occurs. If the vocational-technical school can provide effective up-to-date, value added training for existing, new, and expanding companies the return is growth to our communities. Growth to our communities means more homes built and subsequent indirect income from service companies that are established as a result of a major industry locating in your area. Waterhouse (1991) stated the image of the economic developer is sometimes likened to the white hat on the white horse, who comes to an area and frees it from the grasps of evil by providing new jobs and broadening the tax base. Why does the vocational-technical school system need to be involved with economic development? Because jobs and taxes have a direct effect on the quality of life. As an example, Autry Technology Center in Enid, Oklahoma, is primarily funded (60%) by ad valorem taxes. More real estate development means more operating income for the area vocational-technical schools, which in turn means more and better educational services to train for better employment. According to Waterhouse (1991) adequate number of jobs means more people are working and have more disposable income. More disposable income supports more service businesses, encouraging lower prices through competition and higher volume. More businesses means better services provided by government at a lower tax rate for all, which again contributes to more disposable income, or perhaps higher investment in savings which creates lower interest rates for borrowing. The process of economic development is a cycle of positive factors promoting more ongoing results that have a positive effect on the quality of life. People are happiest when there is low

unemployment, higher wages, lower taxes, and more services. The vocational-technical school system in Oklahoma is designed to train the workforce and will continue to be a viable part of economic development in the future.

Summary

This review of literature presents background information with emphasis on the history of the Training for Industry Program, function of Business and Industry Services, the area vocational-technical schools' role in the Training for Industry Program, the development of training programs in vocational-technical education, and Oklahoma vocational-technical schools' role in economic development. Since the Depression and the Dust Bowl of the 1930's, Oklahomans have left our state. Through the wisdom of Oklahoma's Legislature, funding was provided to be used to attract new or expanding companies to create more jobs in Oklahoma. One of the greatest challenges facing the Oklahoma vocational-technical school system today is meeting the training demands of industry. The review of literature allows the reader a better understanding of the Oklahoma vocational-technical school system's capabilities within business and industry and how the Training for Industry Program has been utilized to increase economic development. It is helpful to know the background in the areas of this study. The intent is to develop a highly skilled workforce by utilizing effective training and resulting in better paying jobs which will in turn enhance Oklahoma's economic situation.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine the participating companies' perceptions of the influence of the Training for Industry Program as it relates to cost savings, incentives to locate in Enid, quality of training, time savings, and delivery of training. In order to accomplish the purpose of this study, six research questions were developed.

1. What are the perceptions of the influence of the Training for Industry Program?
2. Is the training cost effective?
3. Was the Training for Industry Program an incentive for companies to locate or expand in Enid, Oklahoma?
4. Did time saved enhance quicker production time?
5. Was the quality of vocational-technical school training a factor in companies using the Training for Industry Program?
6. What types of training was needed by these companies?

Selection of the Population

A list of the companies in Enid, Oklahoma, that are currently using the Training for Industry Program contracts, were obtained from the Business and Industry Services Division at Autry Technology Center. The list consisted of five companies that met the criteria for the population of the study. Those organizations were Advance Food Company, Great Lakes Carbon, United America Advertising, Pig Improvement Company, and Steco. The person to be interviewed was determined by each company representative who was in charge of monitoring the Training for Industry Program. This group included one plant manager, one assistant plant manager, a financial director, and two human resource managers. The list was validated with each company in the study.

Questionnaire Design and Development

Since the population of this study was located within the service area of Enid, Oklahoma, the questionnaire was administered with an interview type approach to gather the data. The ideas for the survey to be used came from related literature and concerns related by the Business and Industry Services Division of the area vocational-technical school.

The survey questions were designed to give insight to the following research questions:

1. What are the perceptions of the influence of the Training for Industry Program?
2. Is the training cost effective?

3. Was the Training for Industry Program an incentive for companies to locate or expand in Enid, Oklahoma?
4. Did time saved enhance quicker production time?
5. Was the quality of the vocational-technical school training a factor in companies using the Training for Industry Program?
6. What types of training were needed by these companies?

Collecting Data

After the selection of the population to be interviewed, each participant was called. A detailed explanation for the need of the interview was provided. Each participant indicated a sincere desire to participate in sharing their views and opinions regarding the Training for Industry Program, as it related to their company. A time for the interview was scheduled for their convenience. An on-site, one-on-one interview was conducted. The interview method consisted of the following three factors that provided for the successful completion of the survey questions: (1) The design of the questionnaire with easy to understand survey questions, (2) the survey was conducted at a time convenient for the respondents, and (3) the interview process provided positive interaction with clarity between the author and the respondents.

Of the five companies surveyed, all responded. Although the population appears small in comparison to other studies, it is important to remember that this represents all companies served by Autry Technology Center that have participated in the Training for Industry Program and therefore represents 100% of the population. Tables have been

developed to help outline and understand the basic nature of the population. All 26 questions on the survey were answered each time.

Through the revision process, the final instrument was submitted to the Institutional Review Board. Federal regulations and Oklahoma State University policy require review and approval of all studies that involve human subjects before investigators begin their research. The Oklahoma State University Research Services and the IRB conduct this review to protect the rights and welfare of human subjects involved with the aforementioned policy. This study received the proper surveillance, was granted permission to continue, and was assigned the following number: AG-96-021

Method of Analysis

An instrument was developed that could be easily understood and met the requirements for obtaining the data. The representative from each company who was the contact person during the Training for Industry Program contract was designated for the interview. No follow-up was necessary since the interview approach was used. Because this was mostly a qualitative study the findings did not lend themselves to statistical analysis.

Summary

This chapter provides a description of the methods used in the study, the selection of the population, the instrument design and development, collection of data, and methods of analysis. The survey was designed using related literature and concerns reported by the Business and Industry Services Division at Autry Technology

Center in Enid, Oklahoma. Only one member from each company of the population was interviewed. All members of the population responded to the interview.

The list of participants was derived from those clients of Autry Technology Center who had been utilizing the Training for Industry Program. This list consisted of five organizations represented by five professionals.

The researcher interviewed each participant with a 26 question survey. Data from the questionnaires was reported qualitatively.

CHAPTER IV
PRESENTATION AND ANALYSIS
OF THE DATA

The findings of this study apply directly to the research questions. There were six questions in this study:

1. What are the perceptions of the influence of the Training for Industry Program?
2. Is the training cost effective?
3. Was the Training for Industry Program an incentive for companies to locate or expand in Enid, Oklahoma?
4. Did time saved enhance quicker production time?
5. Was the quality of the vocational-technical school training a factor in companies using the Training for Industry Program?
6. What types of training were needed by these companies?

There is a wide range in the salaries as indicated by Table I. The range of hourly salary is from \$5.50 to \$15.00. One company does not pay hourly rates. The annual salary ranges from \$14,500 to \$42,000 for this company.

Table II was designed to provide an overview of the number of people trained verses the actual number of new people hired through the Training for Industry Program.

TABLE I
RESPONDING COMPANIES COMPARED BY SIZE AND WAGE

Number of Employees in Company		Wage Range of Employees
Company # 1	38	\$9.25 to \$11.43 hourly
Company # 2	80	\$10.70 to \$14.41 hourly
Company # 3	135	\$5.50 to \$10.00 hourly
Company # 4	160	\$14,500 to \$42,000 annually
Company # 5	700	\$6.30 to \$15.00 hourly

TABLE II
NUMBER OF PEOPLE TRAINED VERSES NUMBER OF PEOPLE HIRED
THROUGH THE TRAINING FOR INDUSTRY PROGRAM

Number of people trained through Industry Program (not necessarily newly hired)		Number of new employees the Training for hired who were trained through the Training for Industry Program
Company #1	40	50
Company #2	10	10
Company #3	135	141
Company #6	75	75
Company #5	384	1,195

people in the company were trained when promoted because of the expansion.

Therefore, many trained were not necessarily new to the company. As a result of the Training for Industry Program, 644 people were newly hired into the workforce.

Table III contains details as to the type of products that the different companies of the study produce. There is a wide variation in the kinds of products offered by these companies.

Table IV indicates which companies were newly located in Enid, Oklahoma, and those companies that experienced a significant expansion.

Research Question One

What are the perceptions of the influence of the Training for Industry Program?

Survey questions 1, 2, 3, and 4 were designed to answer this question.

Following are the answers from the respondents.

Survey Question #1: How did the coordinators from the Oklahoma Department of Vocational and Technical Education help in setting up the Training Industry Program? How would you rate their help? All companies agreed that their contact with the Oklahoma Department of Vocational and Technical Education was minimal and felt that the local area vocational-technical school worked more closely with the Oklahoma Department of Vocational and Technical Education.

TABLE III
TYPES OF PRODUCTS PRODUCED BY COMPANIES

Companies	Products Produced by Companies
Company # 1	Custom-built transfer trailers and dump trailers
Company # 2	Calcine Petroleum Coke for high temperature furnaces
Company # 3	Insurance leads generated by phone bank for insurance representatives
Company # 4	Genetically engineered swine breeding stock
Company # 5	Value-added food products

TABLE IV
COMPARISON OF NEW COMPANIES AND
COMPANIES WITH MAJOR EXPANSION

Companies	New or Expansion
Company # 1	New
Company # 2	Expansion
Company # 3	New
Company # 4	New
Company # 5	Expansion

Survey Question #2: How did the industrial coordinators at Autry Technology Center help in setting up the Training for Industry Program? All respondents stated that they were assisted in establishing training programs that were suitable to their company and the industrial coordinators followed through with details while keeping them well informed. Respondents further felt that the industrial coordinators of Autry Technology Center were helpful in facilitating the training process as well as developing the curriculum. In general, those surveyed thought that the flexibility of the industrial coordinators helped in resolving training problems and the successful utilization of available resources.

Survey Question #3: How does the Training for Industry Program help economic development in Oklahoma? All respondents commented that the Training for Industry Program is a good selling point to new companies wanting to locate in Oklahoma. The sample population disclosed that they regarded better trained employees as an economic enhancement, stating that the better trained employee is more efficient and productive. Further, the respondents agreed that a better trained employee has a much better job retention rate, decreasing future need for training new employees. Everyone agreed that the cost savings from a training stand point are beneficial to the economic welfare of their company.

Survey Question #4: In the future how would you communicate your support and the importance of the Training for Industry Program in Enid, Oklahoma, to the Oklahoma Legislature? All the respondents indicated they would be more than willing to make calls, write letters, or personally talk to political leaders of Oklahoma about this beneficial program.

Research Question Two

Is the training cost effective?

Survey questions 5, 6, and 7 were designed to answer question # 2. The following are the respondents' answers.

Survey Question #5: Discuss the cost savings consideration of your organization when deciding to use the Training for Industry Program. One company cited "we had substantial savings, especially since it would have cost \$100 an hour for an outside instructor, and space at the plant was too valuable to be used for training instead of production." All companies mentioned that better trained employees allowed for less down time in production which was a cost saving factor. One company stated, "We did not have to reinvent the wheel with the professional training staff at Autry Technology Center, and that meant big savings for us."

Survey Question #6: Discuss the cost efficiency of the Training for Industry Program. All respondents reported that there was a great cost savings because they did not have to bring in trainers from outside sources. Also, the respondents agreed that the ability to customize the training programs allowed for less training in areas that did not pertain to their companies, thus creating less waste. One company representative quoted "that cost efficiency was a result when their workforce was trained through preemployment training and that they had no down time of a month or two when getting started."

Survey Question #7: What is the actual dollar amount estimated saved by using the Training for Industry Program? All the respondents agreed that they did not have

exact dollar figures, however savings were recognized from the free training, cost free consumables used for the training, and the coordination efforts of the area vocational-technical school. One respondent from the study quoted, “This was one of the most important parts of the Training for Industry Program for us, because there was a much quicker start-up time which created a smooth transition in moving our company from Pennsylvania to Enid, Oklahoma, that saved us tens to thousands of dollars ” The respondents cited approximate savings from \$10,000 to \$20,000.

Research Question Three

Was the Training for Industry Program an incentive for companies to locate or expand in Enid, Oklahoma?

Questions number 8, 9, and 10 from the survey were designed to answer this research question. The following are the answers from the respondents.

Survey Question # 8: In your opinion, how was the Training for Industry Program a consideration in your company’s decision to locate or expand in Enid, Oklahoma? All respondents stated that the Training for Industry Program was a positive factor in making a decision to either locate or expand in the Enid, Oklahoma area. One respondent representing a company moving from out-of-state to Oklahoma, stated “We rated the Training for Industry Program among the top five reasons why we located in Enid.” Two of the five companies qualified for the Training for Industry Program because of a major expansion, and both indicated although it was a benefit, that they would have made the decision to expand regardless of the Training for Industry Program. Two of the three respondents that represented new companies to locate in

Oklahoma, stated that the Training for Industry Program was a major factor in their decision to locate in Enid.

Survey Question #9: How did your company find out about the Training for Industry Program? Two of the five respondents learned of this program through the Enid Development Coalition and the remainder were informed by the industrial coordinators at Autry Technology Center.

Survey Question #10: If expanding again would you use the Training for Industry Program next time? Explain. All respondents agreed they would certainly use the Training for Industry Program again. The respondents stated the primary reasons they would utilize the Training for Industry Program, if qualifying in the future, as the flexibility of the coordinators, the customization of the training, the quality of vocational-technical training, and cost savings.

Research Question Four

Did time saved enhance quicker production time?

Survey Questions 11 and 12 were designed to answer this research question. The following are the answers of the respondents.

Survey Question #11: How did the Training for Industry Program help your company save time allowing for a quicker start-up? All respondents from the study agreed that the Training for Industry Program saved time because the assistance with the training expedited their workforces in starting quicker, motivating the employees making them more efficient, and increasing the speed which employees became efficient. One respondent quoted, "Quicker start-up was realized by having welders certified and ready

to go when the company opened the doors.” Another respondent stated, “Autry Technology Center was willing to work with the shift work and scheduled classes at various times of the day saving valuable time.”

Survey Question #12: What was your opinion regarding the time line of the Training for Industry Program contract? All of the respondents said that the Training for Industry Program was conducted in a timely manner, with adequate time in the contract for completion of the desired training programs.

Research Question Five

Was the quality of the vocational-technical training a factor in companies using the Training for Industry Program?

Questions 13, 14, 15, and 16 from the survey were designed to answer this research question.

Survey Question #13: Rate the quality of training provided by Autry Technology Center. All respondents said the quality of training was excellent. One respondent stated, “Most people who were trained through the Training for Industry Program classes are still with the company today.”

Survey Question #14: As a result of the Training for Industry Program in your company, how will you use Autry Technology Center for future training needs? All respondents unanimously agreed that they will use Autry Technology Center again for training in the future. One respondent stated, “As a result of the Training for Industry Program and the outstanding training we receive, we now think of Autry Technology Center when we think of company training.” All respondents stated that using the area

vocational-technical school was a means for keeping their employees trained with up-to-date training. One respondent further quoted, “We intend to use Autry Technology Center in the future because education is information, and information is power.”

Survey Question #15: How was it beneficial to use company employees as instructors? All but one respondent, who did not use any of their employees to instruct, said that when applicable, company representative were used because of their knowledge of the specific needs of the company. Further the respondents noted that the use of company employees for training allowed the vocational-technical instructors more time to train in the areas of their expertise allowing more and varied topics. One respondent quoted, “When our employees were used as instructors, they became part of the process and monitored the class to help select future employees.”

Survey Question #16: How was it beneficial to use Autry Technology Center instructors for the Training for Industry Program? All respondents stated that the benefits of using Autry Technology Center’s instructors were location, familiarity with the subject matter, and their ability to collaborate with the employees for the most suitable training. One respondent additionally said, “Professional people, such as Autry Technology Center instructors, who do training every day are much more effective.”

Research Question Six

What types of training were needed by these companies?

Questions 17, 18, 19, 20, and 21 from the survey were designed to answer this question. The following are the answers from the respondents.

Survey Question #17: How did you use preemployment training in the Training for Industry Program? Only two of the five respondents represented companies that utilized preemployment training and both were very pleased. One of those two respondents stated, “We used an aluminum welding certification program to qualify welders before they were hired.”

Survey Question #18: How did you use technical skills training in the Training for Industry Program? Four of the five respondents used technical skill training through the Training for Industry Program. Three of the four that did use technical skill training used computer and statistical process control with one company training in basic math skills. One company said, “We used technical skills training to certify all welders in aluminum welding and specific steel standards.”

Survey Question #19: How did you utilize management training in the Training for Industry Program? Four of the five respondents used management training and agreed that the ability to use this type of training through the Training for Industry Program allowed them an opportunity see the positive difference management training makes in the work force.

Question #20: How did you use employee assessment in the Training for Industry Program? Only two of the five respondents utilized any type of employee assessment as a part of the Training for Industry Program. Both companies had limited use of the testing procedure, and as a result, the respondents did not give much indication to the success of employee assessment.

Survey Question #21: How did you determine the types of training your company used through the Training for Industry Program? What were they? All those surveyed stated that the industrial coordinators from Autry Technology Center worked with the respondents to determine through assessment of the company those training programs that would be most suitable. Further, the respondents stated that once the areas of training were established, the industrial coordinators customized the training to meet the specific needs for their companies. The training programs were as varied as the companies that made up the study, however, the author will list those different areas of training that were utilized by the respondents during the contractual time that they participated in the Training for Industry Program. They are as follows: aluminum welding, steel welding, engineering regarding blueprint reading, fabrication, statistical process control, basic math skills, computer skills, total quality management, Interaction Management I and II, phone skills, customer relations, supervisory skills, telecommunications, time management, personal financial management, food processing, food packing, quality assurance, leadership, hand washing, machine operating, back safety, ergonomics, and time keeping.

CHAPTER V

SUMMARY, CONCLUSIONS, AND

RECOMMENDATIONS

The primary focus of this study was to evaluate the effectiveness of the Training for Industry Program as it pertained to the companies in Enid, Oklahoma. Was the Training for Industry Program an enhancement to economic development? Was the quality of training provided by the vocational-technical education system in Oklahoma a reason to use the Training for Industry Program? The review of literature indicated that the Training for Industry Program has had a positive effect on economic development and that the challenge of flexibility and customization of training needs has been met by the Oklahoma vocational-technical education system. The literature review also indicated different types of training are going to be needed for companies to be competitive and survive in the 21st century and that economic development means more jobs and a trained workforce for those jobs.

The purpose of this study was to determine the participating companies' perceptions of the influence of the Training for Industry Program as it relates to cost savings, incentives to locate in Enid, quality of training, time savings, and delivery of training. In order to accomplish the purpose of this study, six research questions were developed.

The following six questions were designed to answer the basic focus of the study:

1. What are the perceptions of the influence of the Training for Industry Program?
2. Is the training cost effective?
3. Was the Training for Industry Program an incentive for companies to locate or expand in Enid, Oklahoma?
4. Did the time saved enhance quicker production time?
5. Was the quality of vocational-technical education training a factor in companies using the Training for Industry Program?
6. What types of training were needed by these companies?

Five representatives from companies that had participated in the Training for Industry Program were interviewed with a questionnaire that consisted of 26 open-ended questions. One hundred percent of the companies contacted responded and agreed to the interview. The population consisted of all the companies that had participated in a contract for Training for Industry Program in Enid, Oklahoma.

The study was designed to provide information about the Training for Industry Program for Autry Technology Center, other area vocational-technical schools, and the companies in the study. The study will provide those who are considering either using or promoting the Training for Industry Program with knowledge about the process and implementation of the program. They will also be aware of the role of the industrial coordinators in the Business and Industry Services Division of the Oklahoma Department of Vocational-Technical Education. Those who provide the training can use

the information to determine the types of training and the perceptions of the value of the Training for Industry Program.

Summary of Findings

What are the perceptions of the influence of the Training for Industry Program?

The perception of the Training for Industry Program is that it is influential to economic development and to the success of a new or expanding company. Although the respondents thought there was not a lot of visibility from the Oklahoma Department of Vocational and Technical Education, there was a great deal of help and coordination of the program from the industrial coordinators at Autry Technology Center. Further, two of the five interviewed concluded that not only was there a savings in training costs, but that the Training for Industry Program was a major factor in their decision to locate in Enid, Oklahoma. The respondents all agreed they would be willing to support the program to the Oklahoma Legislature.

Is the training cost effective? The Training for Industry Program is definitely cost effective. Cost savings from one hundred dollars an hour to tens of thousands were reported. Cost efficiency was not only from the free training, but from the speed of which the employees of the company could get started in production.

Was the Training for Industry Program an incentive for companies to locate or expand in Enid, Oklahoma? The Training for Industry Program was a major incentive for the companies to locate in Enid, Oklahoma. Although three companies that were expanding or locating in Enid said they would have still made that decision without the Training for Industry Program, the remaining two said it was a major part of the

incentive package to locate in Enid, Oklahoma. Two respondents heard about the program through the Enid Development Coalition, while the other three found out through client calls by the industrial coordinators at Autry Technology Center. It was a positive factor because the training was a value-added bonus. All companies responded that they would use the Training for Industry Program again because of their positive experiences.

Did time saved enhance quicker production time? Quicker start-up and less down time made the Training for Industry Program a time saving factor. Because the workforce was well-trained to begin work immediately with less mistakes, it made the start-up time much more efficient. The flexibility of the industrial coordinator to meet the needs of the companies was also a time saving factor.

Was the quality of vocational-technical training a factor in companies using the Training for Industry Program? The quality of the training offered through Autry Technology Center was a factor in using the Training for Industry Program. Working with the companies to develop a customized training program was an influencing factor in using the Training for Industry Program. The respondents thought the training was excellent. The instructors were knowledgeable and up-to-date. All companies surveyed said they will use Autry Technology Center again for training. When it was beneficial, employees of the companies were used as instructors because of their knowledge. Flexibility was a factor in making the Training for Industry Program a success.

What types of training were needed by these companies? A wide variety of training was utilized by the companies using the Training for Industry Program. Customized training and assessing to meet the needs of the companies was a factor in the

decision to determine what types of training would be implemented. All kinds of technical and managerial training programs were initiated. Two of the five companies used preemployment training programs. The other three companies did not wish to train until after they were hired. It is this researcher's opinion that it was a difference in management philosophy in the companies.

Conclusions

The responses to the survey, which were designed to answer the six research questions, were gathered during interviews.

Size of the organization did not seem to affect any variation of responses to the survey. All of the company representatives who were interviewed were willing and cooperative to share their experiences dealing with the Training for Industry Program process.

The data analyzed indicated a very positive experience between the companies and Autry Technology Center of Enid, Oklahoma, regarding their experience with the Training for Industry Program. There is a great deal of difference in the sizes of the companies and kinds of products produced. However, there was a lot of similarity in the responses to the survey. When asked about the cost effectiveness all were in agreement that it was sufficient. Although no one seemed to know the exact dollar amount of the savings, several were willing to attempt a guess.

All companies agreed that the Training for Industry Program was a positive enhancement to economic development with two of the companies stating that it was a

major part of their decision to locate in Enid, Oklahoma. The data analyzed reflected that the Training for Industry Program was effective.

Recommendations

It is a recommendation of the author that representatives of the Business and Industry Services from the Oklahoma Department of Vocational and Technical Education make more on-site visits to the companies that are currently participating in the Training for Industry Program. To adequately meet the needs of the companies that met the guidelines as stated in the *Instructions for Providing Secondary and Adult Program Enrollment Data* (July, 1994), the representatives of the Oklahoma Department of Vocational and Technical Education's Business and Industry Division should be more visible and available to insure the success of the program.

The Training for Industry Program is a powerful force for area vocational-technical schools to be an economic tool for their local communities. Organizations that promote economic development must have close working relationships with the vocational-technical education system to deliver this program. Proper delivery of the Training for Industry Program is of the utmost importance. Accurate needs assessment is a factor in determining the success of the Training for Industry Program. There must be correct use of funds based on true needs, therefore another recommendation is that the assessment procedure must be studied and best needs assessment methods determined.

A further study regarding the perceptions of the influence of the Training for Industry Program among the Oklahoma Legislature would prove beneficial. How do our

elected representatives, who are in control of the state funding appropriations, view the need for the Training for Industry Program? Is more funding necessary? Do they think the Training for Industry Program is an enhancement for economic development in Oklahoma?

Further study could be conducted regarding the effectiveness of the training being delivered to the employees of the companies participating in the Training for Industry Program. Are the employees satisfied with the quality of training they received? Was the training adequate to prepare them for the new job and the new company?

Implications

Economic development can be enhanced by using the Training for Industry Program. The area vocational-technical school should be a tool for communities to use when trying to attract new or expanding companies. The Enid Development Coalition actively tries to persuade businesses and industries to locate in Enid, Oklahoma. Part of their success is attributed to Autry Technology Center's capabilities in offering the Training for Industry Program because of cost effectiveness, flexibility of customized training programs, quality instruction, and time efficiency.

The data gathered from the population indicated that the results of the Training for Industry Program have been positive and influential. It is the desire of the business and industry community that the Training for Industry Program has a permanent place in Oklahoma's funding procedure to promote and increase economic development. The Training for Industry Program is critical to economic development in Enid, Oklahoma.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

Objective # 1: What are the perceptions of the influence of the Training for Industry Program of those companies that have participated?

1. How did the coordinators from the Oklahoma Department of Vocational and Technical Education help in setting up the Training Industry Program? How would you rate their help?
2. How did the Industrial Coordinators at Autry Technology Center help in setting up the Training for Industry Program training? How would you rate their help?
3. How does the Training for Industry Program help economic development in Oklahoma?
4. In the future how would you communicate your support and the importance of the Training for Industry Program in Enid, Oklahoma to the Oklahoma Legislature?

Objective # 2: What are the actual dollars saved by the companies when compared to the cost of Autry Technology Center doing the training and if the company had done their own training?

5. Discuss the cost savings consideration of your organization when deciding to use the Training for Industry Program.
6. Discuss the cost efficiency of the Training for Industry Program.
7. What is the actual dollar amount estimated saved by using the Training for Industry Program?

Objective # 3: Was the Training for Industry Program an incentive for companies to locate in Enid or have a major expansion?

8. In your opinion, how was the Training for Industry Program a consideration in your company's decision to locate or expand in Enid, Oklahoma?
9. How did your company find out about the Training for Industry Program?
10. If expanding again would you use the Training for Industry Program next time? Explain.

Objective # 4: Did the time saved as a result of Autry Technology Center doing the training enhance quicker production time?

11. How did the Training for Industry Program help your company save time allowing for a quicker start-up?
12. What was your opinion regarding the time line of the Training for Industry Program contract?

Objective # 5: Was the quality of vocational-technical training a factor in companies using the Training for Industry Program, and did it meet their expectations?

13. Rate the quality of training provided by Autry Technology Center.
14. As a result of the Training for Industry Program in your company, how will you use Autry Technology Center for future training needs?

15. How was it beneficial to use company employees as instructors?

16. How was it beneficial to use Autry Technology Center instructors for the Training for Industry Program?

Objective # 6: What types of training did these companies need?

17. How did you use preemployment training in the Training for Industry Program?

18. How did you use technical skills training in the Training for Industry Program?

19. How did you utilize management training in the Training for Industry Program?

20. How did you use employee assessment in the Training for Industry Program?

21. How did you determine the types of training your company used through the Training for Industry Program? What were they?

Descriptive Data of Companies

22. How many employees are in your company?

23. What is the salary range of hourly employees in your company?

24. How many new employees were hired that were trained through the Training for Industry Program?

25. How many people were trained through the Training for Industry Program?

26. What type of product does your company produce?

APPENDIX B

INSTITUTIONAL REVIEW BOARD

APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 03-21-96

IRB#: AG-96-021

Proposal Title: THE PERCEIVED INFLUENCE OF THE TRAINING INDUSTRY PROGRAM AT AUTRY TECHNOLOGY CENTER, ENID, OK

Principal Investigator(s): James P. Key, Jerry Arthur

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature: 
Chair of Institutional Review Board

Date: March 27, 1996

VITA 2

JERRY LYNN ARTHUR

Candidate for the Degree of

Master of Science

Thesis: THE PERCEIVED INFLUENCE OF THE TRAINING FOR INDUSTRY PROGRAM AT AUTRY TECHNOLOGY CENTER, ENID, OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Fletcher, Oklahoma, November 30, 1947, the second son of Adrian Lee Arthur and Ruby Lee McCarty Arthur. Father of Robert Scott Arthur, Shawn Lynn Arthur, Jerilyn Beth Arthur, and Jerrod Patrick Arthur.

Education: Graduated from Fletcher High School, Fletcher, Oklahoma, in May, 1966; received Bachelor of Science degree in Animal Science from Oklahoma State University in May, 1970; received Bachelor of Science degree in Agricultural Education from Oklahoma State University in May, 1971; completed requirements for the Master of Science degree at Oklahoma State University, Stillwater, Oklahoma, in May, 1996.

Professional Experience: Vocational Agriculture Instructor, Jet-Nash Public Schools, Jet, Oklahoma, 1971-1973; Vocational Agriculture Instructor, Chickasha Public Schools, Chickasha, Oklahoma, 1973-1977; Commercial Loan Officer, Chickasha Bank and Trust Company, Chickasha, Oklahoma, 1977-1988; Vocational Agriculture Instructor, Ninnekah Public Schools, Ninnekah, Oklahoma, 1988-1991; Vocational Agriculture Instructor, Taloga Public Schools, Taloga, OK, 1991-1992; Industrial Coordinator, Autry Technology Center, Enid, Oklahoma, July 1992-Present.

Professional Organizations: Oklahoma Vocational Association, American Vocational Association