

A STUDY OF BUSINESS AND INDUSTRY'S CURRENT
MANAGEMENT TRAINING ACTIVITIES AND
TRAINING NEEDS WITHIN MERIDIAN
TECHNOLOGY CENTER'S
CEO NETWORK GROUP

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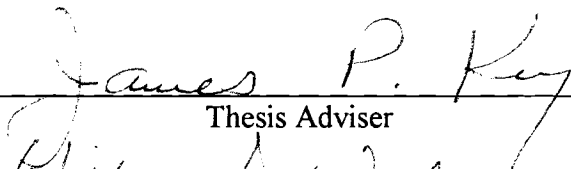
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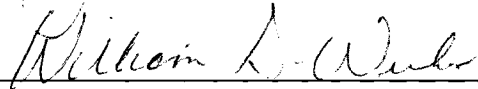
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CHAPTER I

INTRODUCTION

Within the Business and Industry realm, the evidence of a paradigm shift is evident. Business and industry was once a circle where the resources of land, labor, and capital, when utilized effectively, guaranteed success. This is no longer true. Meridian Technology Center has made an effort to focus on a vital element of success in the business and industry field, management skills. Employers within the CEO (Chief Executive Officer) Network Group acknowledge the need for such skills, hence training has been developed and delivered to meet this need. But, how well is the supplier of this training doing and are they meeting the needs of their customer? It is therefore necessary to examine the training needs of these organizations and determine if the work done is focused in the direction of need. This study will provide valuable information to the organizations being surveyed, as well as, the Meridian Technology Center. The benefit will come in the form of a greater awareness of the training needs of their employees and an enhanced tool to identify and meet those needs.

The primary focus of this study dealt with the effectiveness of the Meridian Technology Center, a vocational education institution, as a supplier of management training to the members of the CEO Network Group. Information provided in a program

developed for the “Showcase Oklahoma Tour” and the World Bank and Inter-American Bank provided an overview of the CEO Network Group, Management Development Group and related services (Shultz, 1994).

The Management Development Services is a unique service provided by Meridian Technology Center to assist businesses with organizational, training and human resources issues. The staff of training professionals consults with management and training staff to identify and address training needs. Some of the services provided include:

- *Organizational Assessments* (surveys, focus groups, training needs, culture, employee/customer satisfaction and personality).
- *Customer Training* (interpersonal skills, communication skills, teams/time management, quality, customer service, leadership development, management/supervisory and facilitating meetings).
- *Strategic Planning* (organizational strategy, mission, vision and goals).
- *Consulting* (meeting facilitation, leadership networking, training design, personal consultation with individual managers, recommending courses of action and coordination of training for organizations).
- *Other Services* (uses of Meridian Technology facilities and access to library of training resources).

The benefits of this type of training include:

- Availability of training from internationally known training suppliers (Covey, Zenger-Miller, Pacific Institute, Vital Learning, Lou Tice and Investment in Excellence).
- Access to training at reduced rates.

- Long term commitment to the success of the company through consultation, follow-up and evaluation.
- Personalized service.
- On-going support for human resource issues.
- Consultations by training and development professionals.
- One stop for all your training and development needs.
- Resources for current organizational methodology.

This system works in a very unique fashion. An assignment coordinator will handle all the requests and assign the appropriate training or development professionals to handle the assigned tasks. Meridian Technology Center staff collaborates with a variety of specialists to support the Management Development Services. The assigned coordinator will work with organizations to determine training and organizational needs. Based on their anticipated needs, an annual training contract is customized to the organization's needs, based on the number of training and consulting hours projected. Hours built into the contract may be used for any services provided by the Meridian Technology Center. The assigned coordinator provides the organization with a monthly report showing all training and consulting activity for the month and year to date and aids in planning the most appropriate use of remaining contractual hours.

Problem

Information was needed regarding the current management training activities and training needs of organizations within Meridian Technology Center's CEO Network

Group in order to provide adequate information to those making management training decisions.

Purpose

The purpose of this study was to examine management training needs and current training activities of organizations within Meridian Technology Center's CEO Network Group.

Research Questions

The basis focus of the study was, What are the perceived management training needs and current training activities within the defined population? The following questions were developed to provide direction to the study.

1. What management training activities are taking place in the CEO Network Group organizations?
2. Do they train their managers?
3. If so, how much training is being conducted?
4. If they don't train, then why not?
5. How is training being delivered to managers?
6. Do they assess their managers training needs?
7. What preferences do these organizations have concerning type, source, And methods of training?

Significance of the Study

An examination of the general perceptions of the targeted organizations concerning management training activities and needs will benefit the organizations themselves and those who are interested in the efficiency, productivity and growth of those organizations. The organizations can use the results of the study to identify

common needs and tactics to address those needs in similar organizations including source and method of delivery. The strengths and weaknesses of current activities can also be analyzed the results of the study.

How is our economy affected by management training? Solomon and Carhart (1982) stated that business failures cost the American taxpayer more than \$4.8 billion annual in liabilities and lost revenue. They continued on by citing government sources that suggested 200,000 businesses that fail each year could be saved by appropriate management training and counseling before the situation becomes too severe to change. And of the businesses that survive, 800,000 could be strengthened and stabilized and an additional 1,500,000 could ultimately expand substantially.

As an attempt is made to address this concern, an obvious place to start is to assess the management training activities and determine training needs. According to Kubr and Prokopenko (1989), preparing managers for the future is a challenging goal to which everyone adheres with enthusiasm, but which is being translated into specific programs and actions with considerable difficulty. Furthermore, an improvement of their management capabilities in all economic and social sectors is generally regarded as one of the main ways of combating underdevelopment.

Assumptions

The following assumptions were pertinent to the conduct of this study:

1. The responses to the researcher's questions were conscientious expressions of the perceptions, attitudes, opinions, and beliefs of the Managers/CEO's, their direct reports and first line supervisors within the population.

2. The questionnaire was completed to the best of the targeted persons ability.

Scope and Limitations

The following scope and limitations applied to the study:

1. The population was limited to the business and industry involved with Meridian Technology Centers CEO Network Group. A list of managers/CEOs, their direct reports and first line supervisors was obtained from the business and industry division of Meridian Technology Center. The list was compiled from a group of eight industries, all of which are members of Meridian Technology Center's CEO Network Group. The list was validated with each organization involved in the study. The CEO Network Group consisted of eight organizations from the Meridian Technology Center district. Those organizations included: Armstrong World Industries; Frontier Engineering, Inc.; MerCruiser; Nation-Standard Company; The Charles Machine Works; Auto Quip Corporation; Central Rural Electric Cooperative; and Oberlin Color Press.
2. The verified list of Managers/CEOs, their direct reports and first line supervisors within Meridian Technology Center's CEO Network Group determined the population of this study which allowed limited utility of results.
3. The mail out collection technique limited the kind of response and the raw data.
4. The results of the study may only be applicable for organizations within the population.

Definition of Terms

The following definition of terms is offered to provide clarity and consistency throughout the study.

Manager. Those who are in charge of a function(s), operation(s), or program(s), regardless of whether they have anyone reporting to them or not. THIS WOULD INCLUDE SUPERVISORS.

Management Training. Any formal training (workshop, seminars, programs sponsored by the company) managers receive. THIS EXCLUDES ONE-ON-ONE OR ON-THE-JOB TRAINING.

Direct Report. Those who are supervised directly and report directly to the Plant Manager or the Chief Executive Office (CEO) of the organization or plant. Typically would serve in a vice president's or director's role.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature for this study was compiled from a selection of literature pertaining to management training and its impact in organizational management. The review concentrates on five areas that relate to the study. The five areas of review included: (1) Value of Management Training, (2) Determining Management Training Needs, (3) Determining Appropriate Management Training, (4) Methods of Training and (5) Sources of Training.

Coping with change and preparing organizations to adjust to environmental changes is an issue faced by managers continuously. The importance of preparing employees to facilitate this adjustment is a primary reason for management training. Management education and development is not necessarily a new concept. Bauer (1978) noted that in 1952 there were texts available in that educational area. Understanding that he also noted that there were only three of this kind of text is also important. Although access and research in this field was limited, it has grown rapidly from then to the present. Through this progression and development of management training, the focus has changed from time to time. Denava (1971) examined this progression and the shifts in focus over time. His conclusion was noted:

Production output is of prime importance . . . Personnel responsible for training programs should never lose sight of the fact that the primary objective of training is to make better employees (pp. 118-124).

Value of Management Training

The value of management training is best understood in the business world when examining the bottom line. The question is then asked, how will this increase efficiency and return more profit? When management training initially began, the emphasis was to train managers to reach higher levels of productivity. The purpose of present day management development training also is centered around increased levels of productivity and profit (Meridian, 1981). “Every training program is an instance where money spent now is an investment so that improved efficiency or increased profits will be realized later” (Jenness, 1976, p. 4-1). Devana (1971) discusses the idea that management training is focused on the employee and that this focus will perpetuate higher productivity.

Along with increased productivity and profit, planning for the future also comes into the picture. We must not lose sight of the long range goal of survival and growth. According to the Ashridge Study (Barham, Frasier, and Heath, 1988) the following terms for the importance of management training and a future-oriented approach should be observed:

- training and development and continuous learning by individuals is perceived as a necessity for organizational survival in a rapidly changing business environment;
- training is regarded as a competitive weapon;
- learning is linked to organizational strategy and to individual goals;
- the emphasis is on on-the-job development, so that learning becomes a totally continuous activity;
- specialist training courses are available across the knowledge/skill/value spectrum;

- self-section for training courses;
- training is generally non-directive, unless knowledge based;
- new forms of training activity are utilized;
- more concern to measure the effectiveness of training and development;
- main responsibilities for training rests with line management;
- trainers adopt a wider role;
- new emphasis on learning as a process;
- tolerance of some failure as part of the learning process.

Training must be thought of as a competitive weapon for organizations to survive future challenges. Downing (1980) stated that education, training and assistance is without a doubt a critical area and must be viewed as a priority area if business is to be revitalized in this quarter century.

Determining Management Training Needs

The development of the management training program is based on a “self-audit” of skills and abilities as required for meeting performance objectives (Hoy, 1981). The organization or industry should be involved in a “self-audit” to determine and assess the particular needs and goals of the industry (Daly, 1976). From the determination of needs and goals, the management training program can be developed by the industry or individuals providing the training services.

The purpose of needs diagnosis and assessment is to determine the training and development they want to receive, and under what conditions the delivery should take place in order to ensure that the training and development will have a practical impact (Kubr and Prokopenko, 1989). Two underlying reasons for management training surface when assessment and diagnosis take place, competence and performance. Boyatzis (1982) expresses this idea and concept in his statement:

Effectiveness in management or administrative jobs requires the assessment of performance of an organization unit . . . and . . . an individual's competencies are necessary but not sufficient for effective performance in a job (pp. 11 & 20).

If competence is low, performance is likely to be low. If competence is high but performance remains low, something is wrong in the organizational and management system, or in the definition and profile of competence (Kubr and Prokopenko, 1989).

The development of tools for use in determining the needs of organizations, is not a new concept. These models provide a useful framework for understanding the needs and dealing with the entire range of practical issues involved in needs analysis. Many of the models deal with the concept of performance gap. What training is necessary to attain the performance standard? The assessment model presented by Kubr and Prokopenko (1989, pp. 18-19) shows that in defining training needs one must start by identifying and comparing two levels of performance: the standard (desired, optimum, future, planned) level and the current (existing, real) level. The difference between these two levels is the performance gap.

There will be cases when a clear definition of performance gap cannot be determined or of what can really be achieved by training. But ultimately, the training delivered will either improve performance or help to identify the areas where training could be an effective answer to organizational efficiency.

Determining Appropriate Management Training

When a manager realizes that routine job experience no longer provides answers to new questions, he or she may start looking around for information, advice and training.

The manager may find an answer or a useful idea, or be bitterly disappointed. Indeed, information, advice and training can be relevant or irrelevant, useful or useless, effective or ineffective, in helping managers to cope with their specific problems of organizational change (Kubr and Prokopenko, 1989). Within the realm of business and industry, it is generally accepted that management training is important. Understanding that in all inclusive approach to management training is inappropriate is as vital as the fact that management training is needed. Management training and development are defined as a set of activities where by practitioners--managers or would-be managers--are assisted in improving their individual competence and performance as well as the organizational environment, with the ultimate goals of raising the standards of organizational performance. The purpose of needs diagnosis and assessment is therefore to find out what training and development managers actually need and want to receive, and what conditions ought to be created in order to make sure that this training and development will have a practical impact (Kubr and Prokopenko, 1989). Determining the appropriate training encompasses various dimensions of needs. Kubr and Prokopenko (1989, pp. 21-29) present five approaches to describing the needs of prospective management training candidates. The most common is one that lists and describes the manager's knowledge, traits and attitudes, and skills. The other approaches work with managerial competence, managerial behavior, managerial characteristics for effectiveness and managerial incompetence.

Mager and Pipe (1970, p. V) stated it very simply: "solutions to problems are like keys in locks, they don't work if they don't fit." It seems a very simple approach but is completely correct. If the training provided does not fit the intended outcome, it is not

cost-effective. The organization, as well as the supplier of the training, needs to recognize the intended outcome of the training, the level of knowledge the managers possess when the training begins and concludes and the skills desired from the training.

Methods of Training

Methods used in training situations can be used not only for training itself but as a tool for identification of management training and development needs. When training is conducted, many aspects of management skills, knowledge, attitudes and shortcomings can be used to select and apply various methods of training. Kubr and Prokopenko (1989, pp. 145-150) illustrates five general training methods used for management development activities: role playing, business games, case studies, sociograms, and behavior modeling and analysis. All of the method descriptions are accompanied by corresponding advantages and limitations.

In role playing the participants assume an identity other than their own and try to cope with real or hypothetical problems, mostly in human relations, personnel or communications. Two approaches generally surface when using role playing, structured role playing, when a leader selects the situation, roles, goals, and activities, and spontaneous role playing, when the situation arises from group activities, without prior planning. Both approaches relate to learning through doing, imitating, observing, feedback, and analysis.

Business games are considerably more structured. Participants are grouped, given a problem, a series of directions and then receive feedback from the other groups as to how they handle the situation. Time is given for constructive criticism and justifications

for actions. The underlying purposes behind business games is to increase understanding of organizational problems, interrelationships between functions or decisions, relationships between company policy and decision making, factors not under organizational control, working with teams, and individual performance improvement.

The case study method simulates the analytical and synthetic work involved in preparation and proposal of solutions to business problems. Small group discussion is used to gain information about the topic and large group work is used to compare data and gain opinion centered strategies to the solution. The case studies are generally very close to actual business events and hence detect knowledge gaps and allow for experience to play a major role.

Sociograms highlight interrelationships between different people. The emphasis is given to interaction between parties involved. An observer is used to monitor the problem solving activities and presents possible alternative approaches to the problem presented. The flow of communication is documented in order to analyze contribution levels.

Behavior modeling and analysis is somewhat similar to sociograms other than the contribution level is not represented and one-on-one situations are utilized. It can be simplified in a five step problem solving model (Barcus, 1986). The steps are as follows:

1. Identify critical forms of behavior that make a significant impact on performance;
2. Obtain base line frequency of the behaviors determined by the number of times it occurs;
3. Identify the conditions and the consequences under which the behavior is made;
4. Allow time for intervention to strengthen or stimulate the desired critical

behavior;

5. Allow time to critique intervention used to ensure the desired critical behavior is used.

As we progress into tomorrow's business and industry sector, we must realize that the methods we use should be of a more active rather than passive nature. The key to training is a team/task orientation to problem solving. That approach would allow them to tap resources for a more flexible response to multiple tasks and situations as they arise (Elenberg, 1986).

Sources of Training

Many businesses have accepted the importance of management training and are therefore calling on suppliers of this type of training in order to gain the levels of productivity desired. Business and industry have typically performed their own training, but due to higher production and efficiency demands and increasingly competitive markets, they have chosen to call on external experts for training programs (Cantwell, 1976). Many external training programs are provided by commercial firms or professional societies that specialize in the training function. External training programs can be conducted at a preselected training site or at the industry's work location. This adds to the attraction of outside sources of training to business and industry. The decision to use outside training sources is usually based on three factors: (1) the cost of internal training programs, (2) the need for training expertise and/or training facilities, and (3) the need for training objectivity by the participants from business and industry (Parry, 1976).

In-house training programs can also be developed but tend to be more expensive in

the long run (Black, 1979). The initial expense of staff trainers, equipment and continually updated materials and programs tend to force decision-makers to solicit outside sources for training. The training programs of today usually come from a variety of sources. Universities, colleges, private suppliers, vocational-technical schools, trade associations, and chambers of commerce are generally the main sources of training for industry, but they are not limited to this list.

CHAPTER III

METHODOLOGY

The primary purpose of this study was to examine a management training needs, current training activities, and the perceptions of organizations within the Meridian Technology Center's CEO Network Group. The results of the study will be useful to decision makers in the organizations involved who want to know current training activities taking place in similar organizations, the perceptions of those activities and the needs within their own and similar businesses and industries.

In particular, the Meridian technology Center has a special interest group due to the origination of the group and the fact that the information will allow them to provide appropriate and quality management development services to the businesses and industries that the study proposed to survey. The study was supported by Meridian Technology Center and by the researcher's contributions.

The questionnaire was derived from the objectives of the study listed in Chapter I. The questionnaire was administered by mail to the managers identified and personally hand delivered to the CEO's of the eight organizations within the population. This chapter is comprised of three segments: one, the development of the questionnaire; two, the development of the population list, and three; the methods used in compiling the results of the study.

Instrumental Design and Development

After review of several similar studies conducted, the researcher identified an instrument suitable for the purpose of this study. The instrument was derived from a study titled, *A Survey of Management Training Activities in Mid-Sized Organizations in Oklahoma*. Appendix B includes the initial questionnaire used by Elenburg (1986) and the author's letter of permission to reproduce the questionnaire. The author, Mary Jo Elenburg, developed a series of questions adapted from a literature review and submitted the questions for critique to 28 professionals and representatives of the population to be studied. The reviewers were identified by Elenburg through the American society for Training and Development and the training and development activities in which she participated.

The questionnaire was designed with the following considerations:

1. Organizations that are large enough to have managers other than the owner but too small to support a part-time or full-time training specialist have similarities in management training needs.
2. Most managers in mid-sized organizations have preferences for the type and source of management training.
3. Organizations with more than 1,000 employees have a greater need for a training specialist. Their management structure would most likely be indicative of a large organization.
4. Organizations with more than 50 employees have an owner/manager who is the policy/decision maker. Management training would not affect those organizations as it

does an organization that has more than one person affecting policies/decisions.

The questionnaire was further refined by a team of seven subject matter experts in management training, research, and statistics. Further information concerning this team can be found in the source of this questionnaire. The subject matter experts compared Elenburg's questionnaire to the purpose of the study and research questions. They attested to the validity of the questionnaire. The initial questionnaire consisted of 23 questions on four separate pages. The questions were not open ended, but rather were specific statements for response by participants. The original questionnaire was sent, state-wide, to 1500 organizations as defined by Elenburg's population. A total of 308 (27 percent) of the 503 returned fit into the 50-1000 employee group, the desired population.

A revision of the questionnaire consisted of three basic parts or sections (Appendix A). The first section consisted of demographic information from each participant in the survey. The main body of the questionnaire consisted of 21 survey questions. The second section consisted of questions to establish the local level of participation in management training programs. The third section consisted of questions concerning the present and anticipated future utilization of management training. The questionnaire length was four pages condensed into two, in order to appear less cumbersome and complex.

Nonresponse is a common problem encountered by researchers using mailed questionnaires. Many factors determine the success of response. The researcher anticipated this problem and used suggestions of methods (Dillman, 1991) to address nonresponse as much as possible. Methods used to encourage response were the design of the questionnaire for speed and ease of completion, the cover letter, and recognition through the Meridian Technology Center as the source of research. The follow-up of

nonrespondents indicated no significant difference between them and the respondents. The results of the study profiled management training in the CEO Network Group so that generalizations could be made to the types of organizations surveyed. Through the revision process, the final instrument was submitted to the Institutional Review Board (IRB.). 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-95-015.

Development of the List

A list of managers/CEO's, their direct reports and first line supervisors was obtained from the business and industry division of Meridian Technology Center. The list was compiled from a group of eight industries, all of which are members of Meridian Technology Center's CEO Network Group. The list was validated with each organization involved in the study. The CEO Network Group consisted of eight organizations from the Meridian Technology Center district. These organizations included: Armstrong World Industries; Frontier Engineering, Inc.; MerCruiser; National-Standard Company; The Charles Machine Works; Auto Quip Corporation; Central Rural Electric Cooperative; and Oberlin Color Press.

Method of Analysis

Questionnaires were sent to the selected individuals and inconspicuously coded so that a follow-up mailing could be conducted. Information from these individuals was received thereby a census was performed and perfect inductive reasoning was used. Data from the questionnaires were analyzed using descriptive statistics. Frequency distributions, mean scores, percentages and cross tabulations between questions was used to interpret the data. In addition, the data from the rank-order type of questions was computed to provide weighted means for each item.

Summary

This chapter described the methods used in the study, the instrumental design and development, development of the list and methods of analysis. Since an existing instrument suitable for this study was available, the researcher modified the instrument and allowed its past validity and reliability to continue.

The list was available from Meridian Technology Center and validated through each organization involved in the study. The available instrument patterned was pilot-tested in eight organizations and 28 professionals and representatives of the population studied and reviewed it. No modifications were made.

The researcher mailed 141 questionnaires followed by a second mailing of nonrespondents (90) six weeks later. Data from the questionnaires were analyzed using descriptive statistics. Frequency distributions, mean scores, percentages and cross

tabulations between questions was used to interpret the data. In addition, the data from the rank-order type of questions was computed to provide weighted means for each item.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The results of the study are divided into seven sections. The seven sections correspond to the seven research questions for the study: (1) What management training activities are taking place in the CEO Network Group organizations? (2) Do they train their managers? (3) If so, how much training is being conducted? (4) If they don't train then, then why not? (5) How is training being delivered to managers? (6) Do they assess their managers training needs? (7) What preferences do these organizations have concerning type, source, and methods of training?

Of the 141 questionnaires mailed, 124 were returned. Out of the 124, 10 were either duplicates or returned with insufficient information. A total of 114 (81 percent) completed and returned questionnaires were used to represent the defined population. The analysis is based on those 114 responses. To completely and accurately present the data, various tables were formulated.

Of those reporting, 6.15 percent indicated they were from the one organization of 50 - 99 employees, 19.29 percent from the three organizations of 100 - 249 employees, 28.07 percent from the two organizations of 250 - 499 people, and 46.49 percent from the two organizations of 500 - 999 employees. Table I below shows the distribution of the 114 respondents by size of organization.

TABLE I

A SUMMARY OF RESPONDENTS BY SIZE OF ORGANIZATION

Number of Employees	Number of Organizations	Frequency of Respondents	Percent of Total
50-99	1	7	6.15
100 - 249	3	22	19.29
250 - 499	2	32	28.07
500 - 999	2	53	46.49
Total	8	114	100.00

Management Training Activities

Research Question One asked, What management training activities are taking place in the CEO Network Group organizations? Question 21 on the questionnaire was specifically designed to gather that information. It was divided into two sections to determine if the training was offered, past, present, or never, and the type of benefit received from the training, tangible, intangible, or none (See Table II). Respondents chose from 22 program areas categorized according to the following types: management/ leadership training, marketing, company-specific, personal development, and systems training. The area named as presently being offered most frequently was Policies and Procedures (51.02 percent). The second area named as being offered most frequently was Computer Operation (49.12 percent). Computer Operation was also ranked as number one (51.02 percent) with the highest perceived tangible benefit received from the training. Policies and Procedures was ranked number 19 (14.04 percent) in perceived tangible benefit received from the training. Ranked as the number one choice in the intangible category was Interpersonal communications (50.00 percent) followed by Employee Relations (49.12 percent). Due to the emphasis placed on bottom line profit and the return on investment per dollar the following list highlights and ranks the respondents' choices in order of percentages of those indicating tangible benefit received from the training offered.

1. 51.02% Computer Operation (Systems Training)
2. 50.88% Motivation (Personal)
3. 39.47% Planning/ Decision making (Management/ Leadership)
4. 35.96% Staffing (Management/ Leadership)

TABLE II

A SUMMARY OF TRAINING OFFERED BY ORGANIZATIONS WITHIN THE
 MERIDIAN TECHNOLOGY CENTER CEO NETWORK GROUP AND
 THE PERCEIVED BENEFIT RECEIVED FROM THE TRAINING

Type of Training	When Training Offered						Benefit Received from Training					
	Present		Past		Never		Tangible		Intangible		None	
	N	%	N	%	N	%	N	%	N	%	N	%
Management Leadership:												
Setting priorities	45	39.47	65	57.0	26	22.81	29	25.44	15	13.16	0	00.00
Planning/Decision making	46	40.35	69	60.53	28	24.56	45	39.47	16	14.04	0	00.00
Delegating	39	34.21	45	39.47	24	21.05	36	31.58	21	18.42	0	00.00
Time management	48	42.11	68	59.65	23	20.18	38	33.33	19	16.67	0	00.00
Financial management	51	44.74	42	36.84	31	27.19	29	25.44	18	15.79	0	00.00
Staffing	50	43.86	46	40.35	25	21.93	41	35.96	24	21.05	0	00.00
Performance appraisal	39	34.21	78	68.42	4	03.51	36	31.58	16	14.04	0	00.00
Legal regulations	38	33.33	49	42.98	16	14.04	38	33.33	16	14.04	0	00.00
Marketing:												
Product/Service quality	21	18.42	26	22.81	26	22.81	26	22.81	0	00.00	18	15.79

TABLE II (Continued)

	When Training Offered						Benefit Received from Training					
	Present		Past		Never		Tangible		Intangible		None	
	N	%	N	%	N	%	N	%	N	%	N	%
Product development	16	14.04	15	13.16	38	33.33	34	29.82	0	00.00	19	16.67
Sales	24	21.05	38	33.33	12	10.53	28	24.56	16	14.04	21	18.42
Company-Specific:												
Policies and Procedures	58	50.88	65	57.02	0	00.00	16	14.04	48	42.11	0	00.00
Personal:												
Customer relations	54	47.37	58	50.88	26	22.81	36	31.58	36	31.58	16	14.04
Employee relations	46	40.35	45	39.47	25	21.93	15	13.16	56	49.12	0	00.00
Interpersonal communication	52	45.61	49	42.98	0	00.00	16	14.04	57	50.00	0	00.00
Written communications	46	40.35	54	47.37	26	22.81	19	16.67	29	25.44	0	00.00
Conducting meetings	53	46.49	58	50.88	35	30.70	25	21.93	16	14.04	18	15.79
Motivation	26	22.81	64	56.14	12	10.53	58	50.88	48	42.11	0	00.00
Systems Training:												
Computer Operation	56	49.12	45	39.47	0	00.00	65	51.02	0	00.00	0	00.00
Accounting	16	14.04	38	33.33	21	18.42	25	21.93	0	00.00	16	14.04
Inventory	25	21.93	42	36.84	23	20.18	34	29.82	0	00.00	15	13.16
Record Keeping	25	21.93	41	35.96	26	22.81	16	14.04	19	16.67	13	11.40

*N total on individual items may not equal 114 due to lack of response to individual items by some respondents.

5. 33.33% Legal regulations (Management/ Leadership)
6. 33.33% Time management (Management/ Leadership)
7. 31.58% Customer relations (Personal)
8. 31.58% Delegating (Management/ Leadership)
9. 31.58% Performance appraisal (Management/ Leadership)
10. 29.82% Inventory (Systems Training)
11. 29.82% Product development (Marketing)
12. 25.44% Financial Budgeting (Management Leadership)
13. 25.44% Setting priorities (Management Leadership)
14. 24.56% Sales (Marketing)
15. 22.81% Product/ Service quality (Marketing)
16. 21.93% Accounting (Systems training)
17. 21.93% Conducting meetings (Personal)
18. 16.67% Written communications (Personal)
19. 14.04% Policies and Procedures (Company - Specific)
20. 14.04% Record Keeping (Systems Training)
21. 14.04% Interpersonal communication (Personal)
22. 13.16% Employee relations (Personal)

Manager Training

Research Question Two asked, Do organizations train their managers? Questions three and seven on the questionnaire were designed to answer this question.

Question three asked, Does your company budget funds for management training? Of those responding, 71.93 percent answered yes and 28.07 percent answered no (See

Table III). A cross tabulation of the size of the responding organizations with whether they budgeted for management training showed that larger organizations more frequently budgeted for training (See Table IV). Organizations of 50-99 employees were about evenly divided between those who did (42.86 percent) and those who did not (57.14 percent) budget for training. Organizations with 100-249 employees were almost evenly divided between those who did (59.09 percent) and those who did not (40.91 percent) budget for training. Organizations with 250-499 employees indicated that 71.88 percent did budget for training and 28.13 percent did not. Organizations with 500-999 employees reported that 81.13 percent did budget for training and 18.87 percent did not.

Question seven asked, What percent of your managers received training this past year? The mean of those responding (n=114) was 56.98 percent.

A cross tabulation of the size of the organizations and the percent of their managers trained indicated that the size of the organizations made little difference in the percent of their managers trained (See Table V).

Training Conducted

Research Question Three asked, If the organizations train their managers, how much training do they do? Questions 7-10 on the questionnaire were designed to answer this question.

Answers to questions three and seven above indicated that about 55-60 percent of the responding organizations' managers received training and that the larger companies

TABLE III

A SUMMARY OF RESPONDENTS FROM ORGANIZATIONS WITHIN THE
 MERIDIAN TECHNOLOGY CENTER CEO NETWORK GROUP
 THAT BUDGET FOR MANAGEMENT TRAINING

	Frequency Distribution	Percent
	N	of Responses
Yes	82	71.93
No	32	28.07
Total	114	100.00

N = 114

TABLE IV

A SUMMARY OF ORGANIZATIONS THAT BUDGET FOR MANAGEMENT
TRAINING BY SIZE OF ORGANIZATION WITHIN THE MERIDIAN
TECHNOLOGY CENTER CEO NETWORK GROUP

Number of Employees	Yes		No		Total	
	N	%	N	%	N	%
50 - 99	3	42.86	4	57.14	7	6.15
100 - 249	13	59.09	9	40.91	22	19.29
250 - 499	23	71.88	9	28.13	32	28.07
500 - 999	43	81.13	10	18.87	53	46.49

N=114

TABLE V

A SUMMARY OF THE PERCENT OF RESPONDENTS FROM
ORGANIZATIONS TRAINING MORE OR LESS THAN
FIFTY PERCENT OF THEIR MANAGERS
BY SIZE OF ORGANIZATION

Size of Organization	More than 50%		Less than 50%		Total	
	N	%	N	%	N	%
50 - 99	04	57.2	03	42.8	07	06.15
100 - 249	12	54.5	10	45.5	22	19.29
250 - 499	17	53.1	15	46.9	32	28.07
500 - 999	32	60.4	21	39.6	53	46.49

N=114

were the ones that tended to budget for the training. The size of the organization seemed to have little effect on the number of managers trained.

Question 8 on the questionnaire asked, how much did you spend training managers this past year? Of those responding, 10 percent spent under \$2,000; 7 percent spent \$2,000-\$5,000; 16 percent spent \$5,000-\$10,000; 26 percent spent \$10,000-\$20,000; and 41 percent spent over \$20,000 (See Table VI).

A cross tabulation of the size of the organization with the amount spent in training indicated that the larger the company, the larger the expenditure for training (See Table VII). Of the 114 respondents to the question, 7 were members of organizations of 50-99 employees; 22 were members of organizations of 100-249 employees; 32 were members of organizations of 250-499 employees; and 53 were members of organizations of 500-999 employees. Over half (53.8 percent) of the respondents in organizations of 500-999 spent over \$20,000 on training. Almost half (45.6 percent) of the respondents in organizations of 50-99 spent less than \$2,000. Almost half (40.3 percent) of the respondents in organizations of 100-249 employees spent under \$2,000. Of the respondents in organizations employing 250-499 staff, 28.5 percent spent under \$2,000 and 25.8 percent spent over \$20,000 on training.

Question 9 asked how many total hours did your managers spend in training this past year. The mean was 342.6 hours and the mode was 1200 hours with total N equaling 114.

Due to probable misunderstanding of the question 9, the range of responses was 3900 hours (high 4000 - low 100). This variability could have possibly been attributed to the interpretation of the question as a single manager or as a total group of managers.

TABLE VI

A SUMMARY OF THE RESPONDENT'S PERCEPTIONS OF THE AMOUNT
 SPENT ON MANAGEMENT TRAINING BY THE
 ORGANIZATIONS WITHIN THE MERIDIAN
 TECHNOLOGY CENTER
 CEO NETWORK GROUP

Amount Spent	Frequency	Percent of Responses
Under \$2,000	08	10.0
\$2,000 - 5,000	06	7.0
\$5,000 - 10,000	13	16.0
\$10,000 - 20,000	21	26.0
Over \$20,000	33	41.0
*Total	81	100.0

*Total N does not equal 114 due to lack of response to this item by some respondents.

TABLE VII

A SUMMARY OF THE RESPONDENT'S PERCEPTIONS OF THE
 AMOUNT SPENT ON MANAGEMENT TRAINING
 BY SIZE OF ORGANIZATION WITHIN THE
 MERIDIAN TECHNOLOGY CENTER
 CEO NETWORK GROUP

Size	Under \$2K	\$2 - 5K	\$5 - 10K	\$10 - 20K	Over \$20K
	%	%	%	%	%
50 - 99	45.6	36.7	9.5	5.7	2.5
100 - 249	40.3	26.8	21.5	6.7	4.7
250 - 499	28.5	21.6	14.7	9.4	25.8
500 - 999	22.5	08.6	8.4	6.7	53.8

N=114

The mean number of managers in the organizations was 25. The mean number of managers receiving training was 17. The mean number of total hours a manager spent in training was 20.

Question 10 on the questionnaire asked, Do you feel your managers receive adequate training? Those responding indicated the training was fairly adequate (55 percent). Another 26 percent felt the training was inadequate. Only 19 percent felt the training was “very adequate” (See Table VIII).

A cross tabulation of the size of the organization with the adequacy of training indicated larger organizations were least satisfied with management training adequacy. Only 4.5 percent of the organizations with 500-999 employees indicated the training as “very adequate”. Organizations with 250-499 employees were closely divided between inadequate (41.5 percent) and fairly adequate (52.6 percent). Organizations with fewer than 250 employees indicated fairly adequate manager training as the dominant response (See Table IX).

Training Interference

Research Question Four asked, If they don’t train, why not? Question 15 on the questionnaire asked, What interferes with your managers receiving training? Most frequently cited was time it takes to train (38.5 percent). Second most frequently cited was location of training (32.7 percent). Cost was third under “frequently” (22.7 percent). Cited first under “some” was training unavailable (61.0 percent). Time, location, cost and training unavailable were the top four under both “frequently” and “some”. Cited least for interference in training was manager unwillingness (See Table X).

TABLE VIII

A SUMMARY OF THE RESPONDENT'S PERCEIVED ADEQUACY OF
MANAGER TRAINING WITHIN THE MERIDIAN TECHNOLOGY
CENTER CEO NETWORK GROUP

	Frequency	Percent of Respondents
Very Adequate	19	19.0
Fairly Adequate	55	55.0
Inadequate	26	26.0
*Total	100	100.0

*Total N does not equal 114 due to lack of response to this item by some respondents.

TABLE IX

A SUMMARY OF THE RESPONDENT'S PERCEIVED ADEQUACY OF
MANAGER TRAINING BY SIZE OF ORGANIZATION WITHIN THE
MERIDIAN TECHNOLOGY CENTER
CEO NETWORK GROUP

	Inadequate	Fairly Adequate	Very Adequate
	%	%	%
50 - 99	26.5	65.4	8.1
100 - 249	24.6	59.4	16.0
250 - 499	41.5	52.6	5.9
500 - 999	16.6	78.9	4.5

N=100

TABLE X

A SUMMARY OF WHAT RESPONDENT'S PERCEIVE INTERFERES
WITH TRAINING WITHIN THE MERIDIAN TECHNOLOGY
CENTER CEO NETWORK GROUP

	Frequently	Some	Not at all	*Total Respondents
Time				
Frequency	42	45	22	109
Percent of Respondents	38.5	41.3	20.2	100.0
Cost				
Frequency	23	59	19	101
Percent of Respondents	22.7	58.5	18.8	100.0
Location				
Frequency	31	50	14	95
Percent of Respondents	32.7	52.6	14.7	100.0
Training unavailable				
Frequency	16	50	16	82
Percent of Respondents	19.5	61.0	19.5	100.0
Lack of planning time				
Frequency	18	42	31	91
Percent of Respondents	19.8	46.2	34.0	100.0
Lack of staff to train				
Frequency	19	41	29	89
Percent of Respondents	21.3	46.1	32.6	100.0
Manager unwillingness				
Frequency	7	30	68	105
Percent of Respondents	6.7	28.6	64.7	100.0
No one to coordinate				
Frequency	18	28	37	83
Percent of Respondents	21.7	33.7	44.6	100.0

*Total N does not equal 114 due to lack of response to this item by some respondents.

Training Delivery

Research Question Five asked, How is training delivered? Question six on the questionnaire--how are the managers being trained?--was designed to answer this question. Ranked in order of priority, the respondents (N=114) indicated the following sources of training programs:

1. 64.5% Training delivered by a vocational-technical school.
2. 62.3% In-house, company developed and presented training programs.
3. 57.4% Off-site, private firm developed and presented training programs.
4. 37.3% Training delivered by a college/university.
5. 31.4% In-house, private firm developed and presented training programs.
6. 27.3% Off-site, company developed and presented training programs.
7. 10.8% Other--professional organizations most frequently cited.

Assessment of Training Needs

Research Question Six asked, Do they assess their managers training needs? Questions 11-14 and 20 were designed to answer this question.

Question 11 asked, Do you know what your managers' training needs are? On a scale of 1 (no) to 5 (yes), the mean was 3.40. More of the respondents said they knew their managers' training needs (89.58 percent "somewhat 3" to "yes") than said they did not know their managers training needs (10.42 percent "somewhat 4" to "no").

A cross tabulation of size of organizations with whether the organization knew the managers' training needs indicated that the organizations employing 500-999 employees chose "somewhat" (54.72 percent) more than any other size organization. Not a single respondent in that size organization reported they did not know their managers' training

needs. The other organizations were more evenly distributed between “somewhat” and “yes” when asked if they knew their managers’ training needs (See Table XI).

Question 12 asked, Has a needs assessment been performed in your company within the past three years to determine managers’ training needs? The 114 respondents answered as follows: Yes= 45.61 percent, No= 43.86 percent, and Don’t know= 10.53 percent.

A cross tabulation of type of organization with whether they had performed a needs assessment in the past three years indicated more than 50 percent had not or did not know. Organizations employing 500-999 or 250-499 were more evenly divided between those who had and those who had not. Those with fewer than 249 employees most strongly indicated that they did not perform needs assessments (See Table XII).

Question 13 asked, Which criteria are used to determine manager training needs? The respondents ranked the criteria as follows: need for performance improvement, manager requests, new technology required, and new hire required. Table XIII shows the percentage of each criteria as indicated by the respondents.

Question 14 asked, Who determines which managers receive training? The respondents’ (N=114) answer in rank order follows:

- | | | |
|----|--------------------------|--------|
| 1. | Personnel Department | 76.38% |
| 2. | Manager himself/ herself | 72.96% |
| 3. | Chief Executive Officer | 28.50% |
| 4. | Immediate Supervisors | 19.38% |

TABLE XI

A SUMMARY OF RESPONDENTS WITHIN ORGANIZATIONS THAT REPORT
KNOWLEDGE OF MANAGERS' TRAINING NEEDS BY SIZE OF
ORGANIZATION WITHIN THE MERIDIAN TECHNOLOGY
CENTER CEO NETWORK GROUP

Size of Organization	Yes (5) %	No (1) %	Somewhat (4-2) %
50 -99	57.14	14.29	28.57
100 - 249	54.54	13.64	31.82
250 - 499	50.00	3.12	46.88
500 - 999	45.28	0.00	54.72

N=114

TABLE XII

A SUMMARY OF RESPONDENTS WITHIN ORGANIZATIONS THAT
PERFORM NEEDS ASSESSMENTS BY SIZE OF ORGANIZATION
WITHIN THE MERIDIAN TECHNOLOGY
CENTER CEO NETWORK GROUP

Size of Organization	Yes		No		Don't Know		Total	
	N	%	N	%	N	%	N	%
50 -99	2	28.07	4	57.02	1	14.91	7	6.15
100 - 249	6	27.19	14	63.16	2	9.65	22	19.29
250 - 499	18	56.14	12	37.72	2	6.14	32	28.07
500 - 999	26	49.12	20	37.72	7	13.16	53	46.49

TABLE XIII
 A SUMMARY OF THE RESPONDENT'S PERCEIVED CRITERIA
 DETERMINING MANAGER TRAINING NEEDS
 WITHIN THE MERIDIAN TECHNOLOGY
 CENTER CEO NETWORK GROUP

	Frequently	Some	Not at all	*Total Respondents
Performance improvement				
Frequency	38	60	5	103
Percent of Response	36.9	58.2	4.9	100.0
Manager request				
Frequency	37	53	4	94
Percent of Response	39.7	56.7	3.6	100.0
New technology required				
Frequency	31	47	12	90
Percent of Response	34.4	52.2	13.4	100.0
New hire required				
Frequency	31	48	19	98
Percent of Response	31.6	48.9	19.5	100.0

*Total N does not equal 114 due to lack of response to this item by some respondents.

Question 20 asked, Does your company evaluate manager training? Formal evaluation? Informal evaluation? Those responding (N=114) indicated yes (63.37 percent) more than no (36.63 percent). Due to a lack of responses to section B of question 20, the section was omitted from the study.

A cross tabulation of size of organization with whether they evaluated manager training indicated a significant increase in those that did when the organizations employed 250 or more employees. Organizations with fewer than 250 employees were about evenly divided between those who did and did not evaluate manager training (See Table XIV).

Training Preferences

Research Question Seven asked, What preferences do these organizations have concerning type, source, and methods of training? Questions 18 and 19 on the questionnaire were designed to answer this question.

Question 18 asked, Which of the following training would you like to offer or continue to offer your managers? Respondents chose from a list of 22 program areas categorized according to the following types: management/ leadership, marketing, company-specific, personal development, and systems training.

The following list ranks the respondents' choices (N=114) in order of preferences:

1. 72.60% Motivation (Personal)
2. 69.50% Time management (Management/ Leadership)
3. 64.30% Planning/ Decision making (Management/ Leadership)
4. 62.50% Conducting meetings (Personal)
5. 59.60% Computer Operation (Systems Training)

TABLE XIV

A SUMMARY OF RESPONDENTS WITHIN ORGANIZATIONS THAT
EVALUATE MANAGEMENT TRAINING BY SIZE OF
ORGANIZATION WITHIN THE MERIDIAN
TECHNOLOGY CENTER
CEO NETWORK GROUP

Number of Employees	Yes		No		Total	
	N	%	N	%	N	%
50 -99	4	57.14	3	42.86	7	6.15
100 - 249	12	54.55	10	45.45	22	19.29
250 - 499	20	62.50	12	37.50	32	28.07
500 - 999	48	90.57	5	9.43	53	46.49

Total N=114

6. 56.40% Performance appraisal (Management/ Leadership)
7. 54.60% Setting priorities (Management Leadership)
8. 52.60% Customer relations (Personal)
9. 48.60% Interpersonal communication (Personal)
10. 48.30% Delegating (Management/ Leadership)
11. 45.90% Employee relations (Personal)
12. 42.90% Written communications (Personal)
13. 35.60% Legal regulations (Management/ Leadership)
14. 32.60% Staffing (Management/ Leadership)
15. 32.50% Product/ Service quality (Marketing)
16. 31.60% Financial/ Budgeting (Management Leadership)
17. 25.70% Policies and Procedures (Company - Specific)
18. 25.60% Sales (Marketing)
19. 22.40% Product development (Marketing)
20. 22.30% Record Keeping (Systems Training)
21. 21.50% Accounting (Systems training)
22. 20.30% Inventory (Systems Training)

Question 19 asked the respondents to rank sources and methods of training they would choose to satisfy managers' training needs. The types of training were the categories listed in the question above. Respondents ranked their first preferences as number one. Self-paced or self-instruction (books), computer-assisted, packaged (video/ audio assisted), and classroom (lecture/ discussion/ activity) were the method choices given the respondents.

The method they named as first choice for all types of training was classroom (lecture/ discussion/ activity). The second choice of method, for all types of training except systems and personal, was packaged (video/ audio assisted). The third choice was computer assisted. It ranked second for personal and systems (See Table XV).

The source of training choices given respondents were area vocational-technical schools, university/ colleges, their own company (in-house), or private consulting/ training firms. Respondents ranked their first preference as number one. The source of training the respondents named as first choice for management/ leadership training was private consulting/ training firms (See Table XVI). The first choice for marketing training was in-house. The first choice for company- specific, personal, and systems training was also their company, in-house.

Second choice for all areas of training except marketing and systems was area vocational-technical schools. For marketing and systems, the second choice of sources was private firms. University/ college consistently were chosen third or fifth as a source of training.

TABLE XV
A SUMMARY OF THE MEAN RANKS FOR
METHOD OF TRAINING PREFERENCES

Type of Training	Self-paced (books)	Computer-assisted	Packaged	Classroom
Management/Leadership	3.42	3.21	2.04	1.56
Marketing	3.01	2.84	2.64	1.63
Company-Specific	2.87	2.87	2.67	1.68
Personal	3.07	2.24	2.43	1.62
Systems	3.62	2.46	2.65	1.84

Rank 1-4 1= First Preference

TABLE XVI
A SUMMARY OF THE MEAN RANKS FOR
SOURCE OF TRAINING PREFERENCES

Type of Training	Area Vo-Tech	University/College	In-House	Private Firms
Management/Leadership	2.63	3.04	3.07	1.43
Marketing	3.42	3.58	1.63	2.27
Company-Specific	2.89	4.12	1.07	3.24
Personal	2.24	3.64	2.03	2.84
Systems	2.64	4.32	1.43	2.42
Rank 1-4	1= First Preference			

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The basic focus of the study was, “What are the management training needs and current training activities within Meridian Technology Center’s CEO Network Group?” Indications were that the large industries were the organizations that did the most management training; the smaller organizations had a need for management training but it was not being met by the current source of training. The review of literature indicated that small and mid-sized organizations have a higher need for management training and that until recently this size of organization has not seen the usefulness and return from this type of training. The literature review also indicated that the organizations without an individual directly in charge of management training are the ones with the most obvious need.

The purpose of the study was to examine management training activities within the Meridian Technology Center’s CEO Network Group in order to provide more adequate information to those making management training decisions and those providing the training. The study was designed to provide organizations information to identify strengths and weaknesses in management training within the identified organizations. It

was also designed to give a better understanding of how those offering management training might best assist the identified organizations in their management training efforts.

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

1. What management training activities are taking place in the CEO Network Group organizations?
2. Do they train their managers?
3. If so, how much training is being conducted?
4. If they don't train, then why not?
5. How is training being delivered to managers?
6. Do they assess their managers training needs?
7. What preferences do these organizations have concerning type, source, and methods of training?

Within the CEO Network Group, there are eight organizations: Armstrong World Industries; Frontier Engineering, Inc.; MerCruiser; National-Standard Company; The Charles Machine Works; Auto Quip Corporation; Central Rural Electric Cooperative; and Oberlin Color Press. The questionnaire was sent to 141 managers identified by the organizations themselves. After a follow-up of nonrespondents, the 114 responses to the questionnaires from the first and second mailings delivered to the managers identified in the CEO Network Group were considered adequate. The follow-up of nonrespondents indicated no significant difference between them and the respondents. The results of the study profiled management training in the CEO Network Group so that generalizations could be made to the types of organizations surveyed.

The study was designed to provide information to two groups: organizations wanting to provide management training to their employees and those wanting to assist those organizations in their management training, particularly Meridian Technology Center. The study will enable those providing training programs to choose, how much to spend on the training, and determine what training methods are best suited to meet their individual needs. They can also determine how they compare with the organizations of like size in their efforts to provide management training. Those providing the training can use the information in the study to determine the types of management training programs to offer and the methods to use when delivering the training.

Summary of Findings

Responses to the 16 questionnaire questions designed to answer the seven research questions were tabulated from the 114 respondents that fit the designated population. Cross tabulation of the size of organizations with various questions indicated the effect that size of organization had on management training.

The size of the organization affects management training. The data indicated that organizations tended to have a person in charge of management training when the staff total was 500 or above. The data indicated that when organizations had a person in charge of training, it was that person's primary responsibility.

Organizations with 100 or more employees more frequently indicated they budgeted for the training and more indicated they spent over \$20,000 the past year if they had 500 or above employees. The size of the organization, however, did not seem to affect

significantly the number of managers trained. All sizes were evenly divided between whether they trained more or less than 50 percent of their managers the past year.

The organizations with 250 or more employees were the least satisfied with their management training. They indicated they knew at least “somewhat” the training needs. Organizations with 500 or more employees were almost evenly divided between “somewhat” and “yes” when asked of the knowledge of their managers training needs. None of the organizations of 500 or more employees indicated a “no” when asked if they knew their managers’ training needs. Organizations with 250 or more employees most frequently indicated that they performed needs assessments. A significantly stronger response that management training was evaluated was also indicated in the organizations of 500 or above.

The original purpose of this study was to examine management training activities in the CEO Group Network in order to provide adequate information to those making management training decisions. This chapter gave the results of the survey of the sample population.

The data analyzed generally reflected that the large organizations are training managers, but management training is not a strong priority in the small to mid-sized firms. Chapter V gives the conclusions and recommendations resulting from the analyzed data.

Conclusions

Conclusion #1

Management training being offered to the CEO Network Group should include the following: computer operation, motivation, planning/decision making, staffing, legal regulations, time management, customer relations, delegating, performance appraisal, and product development. Respondents indicated that these topics presented the most tangible benefit to the organization and employees. Meridian Technology Center must continue to offer classes with this topic and avoid classes reported as presenting an intangible benefit

Conclusion #2

Management training in the CEO Network Group is a priority in organizations with 500 or more employees. The number of managers trained the past year, the number of organizations budgeting for the training, and the dollars spent indicated the lack of emphasis on management training in organizations with fewer than 500 employees. The larger organizations did indicate a noted difference in the emphasis placed on management training. Deterrants cited were time, availability of training, and location of training. The size of the organization made little difference in the attitude toward the adequacy of the management training, they felt it was "fairly adequate."

Conclusion #3

The size of the organization has the biggest effect on the amount and variation of training offered managers. At least half of the managers in all of the organizations in the

past year were trained. The larger the organization, the more likely it was for a manager to receive training. Almost two-thirds of the managers in organizations of 500 and above employees received training in the past year. The organizations are attempting to provide as much training as possible for the dollar spent. The average organization had 17 managers (survey mean) and the average organization spent less than \$20,000 (survey results) on training the past year; therefore, each organization spent \$1,176.47 per manager. The average manager receive 20 hours of training (survey mean); therefore, that means the training cost per manager per hour was \$58. According to advertised and quoted rates from private firms, vocational-technical schools, and universities, that is economical.

Conclusion #4

Time, availability of training, cost, and location of training most commonly interfered with management training. This is very similar to the factors cited in the literature review as affecting the amount of management training provided in organizations. The study does not indicate that these organizations prefer technical “hard” skills training rather than conceptual skills or “soft” skills training. The respondents chose seven “soft” skills programs (motivation, time management, planning/decision making, setting priorities, customer relations, interpersonal communication, and delegating) and three “hard” skill programs (conducting meetings, computer operation, and performance appraisal) in the top ten.

Conclusion #5

Respondents indicated that most of their managers were trained by vocational-technical schools, but they preferred in-house, company developed training programs as the source for training they wanted to continue to offer or offer in the future. Area vocational-technical schools were consistently selected as a second preference for source of training. The selected preference for method for method of training was classroom (lecture/discussion).

Conclusion #6

The majority of the organizations and managers have no recorded process for determining training needs but do evaluate the impact of the management training they do. While most of the respondents indicated they knew, at least somewhat, their managers' training needs, a larger majority have not conducted a needs assessment in the past three years. When asked who determines which managers receive training, the most frequent answer was the personnel department. The majority indicated they evaluate management training, but a large majority said it was an informal evaluation.

Conclusion #7

This study gives a clear picture of management training activities in the CEO Network Group organizations that an organization can see where it fits compared to others of similar type and size. It also is evident that management training is perceived as needed and that larger organizations have a great understanding and desire to

accommodate that need. The areas of management training need are in leadership and personal development skills, and their preferences for the source and methods to deliver that type of training are in-house/vocational-technical schools delivering the training in the classroom setting.

Recommendations

To adequately meet the organizations' management training needs within the CEO Network Group, the first and most obvious step would be to perform a needs assessment for the organization, identify the training needs. The organization or the supplier of training needs to conduct a comprehensive needs assessment and to evaluate previous and current management training. This would give the organization and the supplier of training direction needed to identify a starting point for making management training decisions.

The organizations who offer management training and those who request it should recognize the differences in delivering training to large, mid-sized, and small organizations. They should also take note of the different wants and needs identified by organizations within the needs assessment process. The more appropriate the training the greater the likelihood that the organization would be satisfied. The evaluation of the training would also allow the organization to judge whether the training has met their needs or will be useful in similar situations in the future.

An area of further study is the effectiveness of the training being delivered in comparison to the number of dollars being spent on each manager each year (\$1,176.47). Is it too much, or is it not a sufficient amount? All of the companies represented in the

study reported that management training is being delivered to over half of their managers. The organizations that trained the most seemed to spend the most, other than the smallest organizations represented. They trained more managers with less dollars, an important point of efficiency deserving further study.

Another recommended area of study is the training program preferences of these organizations. Both the organizations receiving and delivering management training should recognize that the “soft” skill programs area was reported as needed and as a preference. They also reported the “soft” skills programs as delivering the most tangible benefit. Appropriate programs must be made available and offered to these organizations.

This chapter presented a summary of the study, conclusions, and recommendations for further study. This study is the first time that management training in the Meridian Technology Center CEO Network Group has been examined from a group focus. The amount of interest that it has generated from the participating organizations is an indication that a more intense effort to examine training being delivered and to determine training needs present is desired from the business and industry community. The participating organizations reported a need for more effective organizational and management development. The organizations involved in the CEO Network Group offer the Meridian Technology Center an opportunity to enhance the quality of their management development and professional services to satisfy a growing and critical need.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

Manager's Training Survey

Questionnaire instructions:

1. The CEO, Plant Managers, their direct reports, and first line supervisors should complete the questionnaire.
2. Using the definitions below, please answer all questions
3. Please complete as soon as possible and return in the enclosed postage-paid envelope to Dale E. Kunneman, c/o Meridian Technology Center, 1312 South Sangre Road, Stillwater, OK 74074.

Definition of Managers

Those who are in charge of a function(s), operation(s), or program(s), regardless of whether they have anyone reporting to them or not. **THIS WOULD INCLUDE SUPERVISORS.**

Definition of Management Training

Any Formal training (workshops, seminars, programs, etc., sponsored by the company) that managers receive **EXCEPT ONE-ON-ONE OR ON-THE-JOB TRAINING.**

QUESTIONNAIRE

IDENTIFYING YOU

1. Total number of employees:
 1. fewer than 50
 2. 50 - 99
 3. 100 - 249
 4. 250 - 499
 5. 500 - 999
 6. 1,000 or more
2. How many employees meet the manager definition? # _____
3. Does your company budget funds for Management training?
 1. Yes
 2. No
4. Do you have a staff member who administers or coordinates **management** training?
 1. Yes
 2. No
 3. Person's Title _____
5. If you do have a coordinator, is the training his/hers **primary** responsibility?
 1. Yes
 2. No
 3. (S)He reports to _____
(person's title)

DELIVERING YOUR TRAINING (Training of Managers/Supervisors)

6. How are **managers** being trained?
(Check all that apply.)
 1. In-house, company developed and presented training programs
 2. In-house, private firm developed and presented training programs
 3. Off-site, company developed and presented training programs
 4. Off-site, private firm developed and presented training programs
 5. Training delivered by a college/university
 6. Training delivered by a vocational/technical school
 7. Other (please specify) _____

AMOUNT OF TRAINING YOUR COMPANY DOES

(Training of Managers/Supervisors)

7. What percent of your **managers** received training this past year? _____%
8. How much did you spend training **managers** this past year (INCLUDE consultant, workshop, film, supply, travel, etc. costs; EXCLUDE training staff or participant salaries and hardware costs.)
1. less than \$2,000 4. \$10,000 -19,999
 2. \$2,000 - \$4,999 5. \$20,000 or more
 3. \$5,000 - \$9,999
9. How many **total** hours did your **managers** spending training this past year?
 _____ hours
10. Do you feel your **managers** receive adequate training?
1. Inadequate
 2. Fairly Adequate
 3. Very Adequate

DETERMINING YOUR TRAINING NEEDS

(Manager/Supervisor Training Needs)

11. Do you know what your **managers'** training needs are?
 (Circle the number that best describes.)
- | | | |
|------------|-----------------|-----------|
| Yes | Somewhat | No |
| 5 | 4 | 3 |
| | | 2 |
| | | 1 |
12. Has a needs assessment been performed in your company **within** the past three years to determine **managers'** training needs?
1. Yes 3. Don't Know
 2. No

13. Which criteria are used to determine **manager** training needs? Place check (✓) in the appropriate space.

Criteria Used	Frequently	Some	Not at all
1. Need for performance improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Manager requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. New technology requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. New hire required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Who determines which **managers** receive training? Check (✓) all that apply.

1. Chief Executive officer
 2. Personnel Department
 3. Immediate supervisors
 4. Manager himself/herself
 5. Other (please specify) _____

15. What interferes with your **managers** receiving training? Place a check (✓) in the appropriate space.

	Frequently	Some	Not at all
1. Time it takes to train	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Cost of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Location of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Unavailability of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. No time to plan training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. No staff to offer training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Manager unwillingness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. No one to coordinate training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Do you anticipate any new technology or changes in your business that would affect **managers'** training needs in the next one to three years? 1. Yes 2. No

17. If yes, please specify what you think these changes will be. Specifically, in what new technologies will your managers need training? _____

YOUR TRAINING PREFERENCES FOR MANAGERS/SUPERVISORS

18. Which of the following training would you like to offer or continue to offer your **managers'**? Check (✓) all that apply.

Management Leadership:

- Setting priorities
- Planning/Decision-making
- Delegating
- Time management
- Financial/Budgeting
- Staffing
- Performance appraisal
- Legal regulations

Marketing:

- Product/Service quality
- Product development
- Sales

Company-Specific:

- Policies and Procedures

Personal:

- Customer relations
- Employees relations
- Interpersonal communication
- Written communication
- Conducting meetings
- Motivation

Systems Training:

- Computer operation
- Accounting
- Inventory
- Record keeping

Other: (specify)

- _____
- _____

19. Rank the following methods and sources you would choose to satisfy **managers'** training needs. Indicate your preferences by ranking the first preference #1. (Refer to question 18 for examples of training types listed below.)

Type of Training	Method of Training (Part A, question 19)			
	Self-paced or Self-instruction (books)	Computer- Assisted	Packaged (Video/Audio)	Classroom (Lecture/Discussion)
> Management/ Leadership	_____	_____	_____	_____
> Marketing	_____	_____	_____	_____
> Company Specific	_____	_____	_____	_____
> Personal	_____	_____	_____	_____
> Systems	_____	_____	_____	_____

Type of Training	Source of Training (Part B, question 19)				
	Area Vo-Tech School	University/ College	Your Company (In-House)	Private Consulting/ Training Firm	Other: (Specify)
> Management/ Leadership	_____	_____	_____	_____	_____
> Marketing	_____	_____	_____	_____	_____
> Company Specific	_____	_____	_____	_____	_____
> Personal	_____	_____	_____	_____	_____
> Systems	_____	_____	_____	_____	_____

EVALUATING YOUR TRAINING OF MANAGERS/SUPERVISORS

20. a. Does our company evaluate **manager** training?
 1. Yes
 2. No
- b. If yes, is the evaluation:
 1. Formal
 2. Informal

21. Has your company offered or does it presently offer the listed training for your **managers**? What benefit do you feel your company received from the training? Respond by checking (✓) the appropriate spaces.

Type Training	When Offered			Type of Benefit Received		
	Past	Present	Never	Tangible	Intangible	None
Management Leadership:						
Setting priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning/Decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delegating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staffing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance appraisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing:						
Product/Service quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Product development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Company-Specific						
Policies and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal						
Customer relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employee relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducting meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systems Training						
Computer Operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record Keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. (Optional)

1. Name _____ 3. Telephone Number _____

2. Title _____ 4. Please send me a copy of the results of the study.

APPENDIX B

**ORIGINAL QUESTIONNAIRE AND LETTER
OF PERMISSION**

FRANK KEATING
GOVERNOR



CONNIE INBY
INTERIM EXECUTIVE DIRECTOR

March 30, 1995

Dale Kunneman
Meridian Technology Center
1312 Sangre Road
Stillwater, OK 73074

Dear Mr. Kunneman:

This letter grants you permission to use my Managers Training Survey, written in 1986.

Thank you for your interest, and should you have further questions you can contact me at (405) 841-5111.

Sincerely,

Mary Jo (Elenburg) Major
Education Services and New Initiatives

MJM/dk

MARY JO MAJOR
DIRECTOR OF TRAINING
EDUCATION SERVICES & NEW INITIATIVES DIVISION



OKLAHOMA DEPARTMENT OF COMMERCE
6601 Broadway / P.O. Box 26980 • Oklahoma City, Oklahoma 73126-0980
Telephone: (405) 841-5111 • 1 (800) TRV-OKLA • Fax: (405) 841-5199

OKLAHOMA DEPARTMENT OF COMMERCE
6601 Broadway / P.O. Box 26980 • Oklahoma City, Oklahoma 73126-0980
Telephone: (405) 841-5111 or 1 (800) TRV-OKLA • Fax: (405) 841-5199

MANAGERS' TRAINING SURVEY

Questionnaire Instructions:

1. The Chief Executive Officer or person in charge of management training should complete the questionnaire.
2. Using the definitions below, please answer all questions.
3. Please complete as soon as possible and return in the enclosed postage-paid envelope to Mary Jo Elenburg, 8224 Northwest 99, Oklahoma City, OK 73132.

Definition of Managers

Those who are in charge of a function(s), operation(s), or program(s), regardless of whether they have anyone reporting to them or not. **THIS WOULD INCLUDE SUPERVISORS.**

Definition of Management Training

Any formal training (workshops, seminars, programs, etc., sponsored by the company) that managers receive **EXCEPT ONE-ON-ONE OR ON-THE-JOB TRAINING.**

QUESTIONNAIRE

IDENTIFYING YOU

1. Type of business or industry
 1. Manufacturing
 2. Banking/Finance/Insurance
 3. Transportation/Communications/Utilities
 4. Business Services
 5. Retail Trade (1,2)
 6. Public Administration
 7. Health Services
 8. Mining/Construction/Agriculture
 9. Wholesale Trade
 10. Other (Please specify) _____
2. Total number of employees: (3)

1. <input type="checkbox"/> fewer than 50	4. <input type="checkbox"/> 250 - 499
2. <input type="checkbox"/> 50 - 99	5. <input type="checkbox"/> 500 - 999
3. <input type="checkbox"/> 100 - 249	6. <input type="checkbox"/> 1,000 or more
3. Is your organization (4)
 1. A subsidiary
 2. A branch or divisional operation
 3. Independent (no ownership affiliation with other companies)
4. How many of your employees meet the manager definition? # _____ (5,6,7)

DELIVERING YOUR TRAINING (Training of Managers/Supervisors)

5. Does your company budget funds for management training?
 1. Yes (8)
 2. No
6. a. Do you have a staff member who administers or coordinates management training?
 1. Yes
 2. No (9)
 3. Person's title _____ (10,11)
- b. Is training his/her primary responsibility? (12)
 1. Yes
 2. No
 3. (S)He reports to _____ (13,14)
(person's title)
7. How are your managers being trained? (Check all that apply)
 1. In-house, company developed and presented training programs (15)
 2. In-house, private firm developed and presented training programs (16)
 3. Off-site, company developed and presented training programs (17)
 4. Off-site, private firm developed and presented training programs (18)
 5. Training delivered by a college/university (19)
 6. Training delivered by a vocational/technical school (20)
 7. Other (please specify) _____ (21)

AMOUNT OF TRAINING YOUR COMPANY DOES (Training of Managers/Supervisors)

8. What percent of your managers received training this past year? _____% (22,23,24)
9. How much did you spend training managers this past year? (INCLUDE consultant, workshop, film, supply, travel, etc. costs; EXCLUDE training staff or participant salaries and hardware costs.)
1. less than \$2,000 4. \$10,000 - \$19,999
2. \$2,000 - \$4,999 5. more than \$20,000
3. \$5,000 - \$9,999 (25)
10. How many total hours did your managers spend in training this past year? _____ hours (26,27,28)
11. Do you feel your managers receive adequate training?
1. Inadequate
2. Fairly Adequate (29)
3. Very Adequate

DETERMINING YOUR TRAINING NEEDS (Manager/Supervisor Training Needs)

12. Do you know what your managers' training needs are? (Circle the number that best describes.)
- | | | | |
|-----|----------|----|------|
| Yes | Somewhat | No | (30) |
| 5 | 4 | 3 | 2 |
| | | | 1 |
13. Has a needs assessment been performed in your company within the past three years to determine managers' training needs?
1. Yes 3. Don't know
2. No (31)

14. Which criteria are used to determine manager training needs? Place a check (✓) in the appropriate space.

Criteria Used	Frequently (1)	Some (2)	Not at all (3)	
1. Need for performance improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(32)
2. Manager requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(33)
3. New technology requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(34)
4. New hire required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(35)
5. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(36,37)

15. Who determines which managers receive training? Check all that apply.

1. Chief Executive Officer (38)
2. Personnel Department (39)
3. Immediate supervisors (40)
4. Manager himself/herself (41)
5. Other (please specify) _____ (42,43)

16. What interferes with your managers receiving training? Place a check in the appropriate space.

	Frequently (1)	Some (2)	Not at all (3)	
1. Time it takes to train	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(44)
2. Cost of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(45)
3. Location of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(46)
4. Unavailability of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(47)
5. No time to plan training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(48)
6. No staff to offer training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(49)
7. Manager unwillingness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(50)
8. No one to coordinate training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(51)
9. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(52,53)

17. Do you anticipate any new technology or changes in your business that would affect your managers' training needs in the next three to five years? 1. Yes 2. No (54)

18. If yes, please specify what you think these changes will be. Specifically, in what new technologies will your managers need training? (55,56,57)

YOUR TRAINING PREFERENCES FOR MANAGERS/SUPERVISORS

19. Which of the following training would you like to offer or continue to offer your managers? Check all that apply.

Management/Leadership:

- Setting priorities (58)
 Planning/Decision-making (59)
 Delegating (60)
 Time management (61)
 Financial/Budgeting (62)
 Staffing (63)
 Performance appraisal (64)
 Legal regulations (65)

Marketing:

- Product/Service quality (66)
 Product development (67)
 Sales (68)

Company-Specific:

- Policies/Practices (69)

Personal:

- Customer relations (70)
 Employee relations (71)
 Interpersonal communication (72)
 Written communication (73)
 Conducting meetings (74)
 Motivation (75)

Systems Training:

- Computer (76)
 Accounting (77)
 Inventory (78)
 Record keeping (79)

Other: (specify)

- _____ (80)
 _____ (81)

20. Rank the following methods and sources you would choose to satisfy managers' training needs. Indicate your preferences by ranking the first preference #1. (Refer to question 19 for examples of training types listed below.)

Type of Training

Method of Training (Part A, question 20)

(Rank 1-4 in each row for each type of training. Please place a number in each blank.)

Type of Training	Self-paced or self-instruction (books)	Computer-Assisted	Packaged (Video-audio assisted)	Classroom (Lecture/discussion/activity)
Management/Leadership	_____ (82)	_____ (83)	_____ (84)	_____ (85)
Marketing	_____ (86)	_____ (87)	_____ (88)	_____ (89)
Company-Specific	_____ (90)	_____ (91)	_____ (92)	_____ (93)
Personal	_____ (94)	_____ (95)	_____ (96)	_____ (97)
Systems	_____ (98)	_____ (99)	_____ (100)	_____ (101)

Type of Training

Source of Training (Part B, question 20)

(Rank 1-5 in each row for each type of training. Please place a number in each blank.)

Type of Training	Area Vo-Tech School	University/College	Your Company (In-House)	Private Consulting/Training Firm	Other: (Specify)
Management/Leadership	_____ (102)	_____ (103)	_____ (104)	_____ (105)	_____ (106)
Marketing	_____ (107)	_____ (108)	_____ (109)	_____ (110)	_____ (111)
Company-Specific	_____ (112)	_____ (113)	_____ (114)	_____ (115)	_____ (116)
Personal	_____ (117)	_____ (118)	_____ (119)	_____ (120)	_____ (121)
Systems	_____ (122)	_____ (123)	_____ (124)	_____ (125)	_____ (126)

EVALUATING YOUR TRAINING OF MANAGERS/SUPERVISORS

21. a. Does your company evaluate manager training? b. If yes, is the evaluation:
1. Yes (127) 1. Formal (128)
2. No 2. Informal

22. Has your company offered or does it presently offer the listed training for your managers? What benefit do you feel your company received from the training? Respond by checking the appropriate spaces.

Type Training	When Offered			Type Benefit Received			
	Present	Past	Never	Tangible	Intangible	None	
Management/Leadership							
Setting priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(129)	<input type="checkbox"/>	<input type="checkbox"/>	(130)
Planning/Decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(131)	<input type="checkbox"/>	<input type="checkbox"/>	(132)
Delegating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(133)	<input type="checkbox"/>	<input type="checkbox"/>	(134)
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(135)	<input type="checkbox"/>	<input type="checkbox"/>	(136)
Financial/Budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(137)	<input type="checkbox"/>	<input type="checkbox"/>	(138)
Staffing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(139)	<input type="checkbox"/>	<input type="checkbox"/>	(140)
Performance appraisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(141)	<input type="checkbox"/>	<input type="checkbox"/>	(142)
Legal regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(143)	<input type="checkbox"/>	<input type="checkbox"/>	(144)
Marketing							
Product/Service quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(145)	<input type="checkbox"/>	<input type="checkbox"/>	(146)
Product development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(147)	<input type="checkbox"/>	<input type="checkbox"/>	(148)
Sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(149)	<input type="checkbox"/>	<input type="checkbox"/>	(150)
Company-Specific							
Policies/Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(151)	<input type="checkbox"/>	<input type="checkbox"/>	(152)
Personal							
Customer relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(153)	<input type="checkbox"/>	<input type="checkbox"/>	(154)
Employee relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(155)	<input type="checkbox"/>	<input type="checkbox"/>	(156)
Interpersonal communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(157)	<input type="checkbox"/>	<input type="checkbox"/>	(158)
Written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(159)	<input type="checkbox"/>	<input type="checkbox"/>	(160)
Conducting meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(161)	<input type="checkbox"/>	<input type="checkbox"/>	(162)
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(163)	<input type="checkbox"/>	<input type="checkbox"/>	(164)
Systems Training							
Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(165)	<input type="checkbox"/>	<input type="checkbox"/>	(166)
Accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(167)	<input type="checkbox"/>	<input type="checkbox"/>	(168)
Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(169)	<input type="checkbox"/>	<input type="checkbox"/>	(170)
Record keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(171)	<input type="checkbox"/>	<input type="checkbox"/>	(172)
Other (specify)							
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(173)	<input type="checkbox"/>	<input type="checkbox"/>	(174)
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(175)	<input type="checkbox"/>	<input type="checkbox"/>	(176)

23. (Optional)
1. _____ (177-211) 3. _____ (237-246)
- Name Telephone Number
2. _____ (212-236) 4. Please send me a copy of the results
- Title of the study. (247)

APPENDIX C

LETTER OF INTRODUCTION OF SURVEY TO
CEO NETWORK GROUP



April 21, 1995

Mr. Dan Evans
Armstrong World Industries
P. O. Box 1509
Stillwater, OK 74076

Dear Dan:

As you are aware, Meridian Technology Center has an administrative internship program which trains upcoming young administrators for future leadership at our Center. Dale Kunneman is the current administrative intern and, as a part of his program with us, is completing his master's degree at Oklahoma State University.

If possible, we would like your assistance with his master's thesis by completing a questionnaire which analyzes the current and future training needs of our participating CEO Network. The final results of the study will be made available to you upon request. Dan, it is important to note that only companies involved in the Meridian Technology Center CEO Network will be involved with this study.

Dale will send his questionnaire to you and other members of your organization in the near future. We appreciate any assistance you can give him.

Sincerely,



FRED A. SHULTZ
Superintendent/CEO

hha

APPENDIX D

COVER LETTER FOR INITIAL QUESTIONNAIRE

FIRST MAILING



May 1, 1995

FIELD(name)

The Charles Machine Works
P. O. Box 66
Perry, OK 73077

Dear **FIELD(dear)**:

I am conducting a survey of training preferences for my Master's thesis at Oklahoma State University. The purpose of this research is to profile the training currently taking place and to assess training preferences in the organizations involved in the Meridian Technology Center CEO Network.

In addition to the thesis presentation, the results of the study will be used by Meridian Technology Center to assist the CEO group organizations in their training efforts. You may also receive a summary report of the research results, if you desire.

Please complete the enclosed questionnaire (approximately 10-15 minutes) and return it in the pre-addressed stamped envelope by 5/19/95. Neither participants nor their organizations will be identified in the data presentation. Your contribution is important. Thank you for your participation.

Sincerely,

Dale Kunneman
Administrative Intern
Meridian Technology Center

APPENDIX E

COVER LETTER FOR SECOND MAILING
OF NONRESPONDENTS



May 30, 1995

FIELD(name)
Oberlin Color Press
100 Airport Road
Stillwater, OK 74075

Dear **FIELD(dear)**:

The first week of May, I mailed a Management Training Survey questionnaire to the Meridian Technology Center CEO Network organizations. Members of your organization were on my mailing list. The rush of business and production affected the number of questionnaires returned, so I am making a second request.

The data collected from the survey will be useful to those who desire to plan management training. Meridian Technology Center, who funded the survey, plans to use the data to assist the CEO network organizations in their management training efforts. No specific organization or individuals will be identified in the data presentation.

By taking a few minutes to complete the survey you will be contributing to an effort to identify training preferences and needs with the CEO Network. Won't you please take a few minutes of your time to contribute to the effectiveness of this study? If any of the questions do not seem to pertain to you, please feel free to move on to the next question. Thank you very much.

Sincerely,

Dale Kunneman
Administrative Intern
Meridian Technology Center

APPENDIX F

INSTITUTIONAL REVIEW BOARD

APPROVAL FORM

**OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW**

Date: 04-28-95

IRB#: AG-95-015

Proposal Title: A STUDY OF BUSINESS AND INDUSTRY'S CURRENT MANAGEMENT TRAINING ACTIVITIES AND TRAINING NEEDS WITHIN MERIDIAN TECHNOLOGY CENTER'S MANAGEMENT DEVELOPMENT GROUP

Principal Investigator(s): James P. Key, Dale E. Kunneman

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

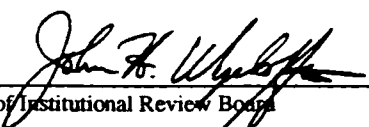
APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.

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: May 4, 1995

VITA

DALE EDWARD KUNNEMAN

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF BUSINESS AND INDUSTRY'S CURRENT MANAGEMENT TRAINING ACTIVITIES AND TRAINING NEEDS WITHIN MERIDIAN TECHNOLOGY CENTER'S CEO NETWORK GROUP

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Kingfisher, Oklahoma, September 12, 1970 the son of Glenn and Carol Kunneman.

Education: Graduated from Kingfisher High School, Kingfisher, Oklahoma, in May, 1988; received Bachelor of Science degree in Agricultural Economics from Oklahoma State University in December, 1992; completed the requirements for the Master of Science degree at Oklahoma State University, Stillwater, Oklahoma in December, 1995.

Professional Experience: Regional Sales and Marketing Specialist, Farmland Industries, Kansas City, Missouri, January, 1993 - May, 1994; Administrative Intern, Meridian Technology Center, Stillwater, Oklahoma, June, 1994 - Present.

Professional Organizations: Oklahoma Vocational Association, American Vocational Association, Association of Psychological Type.