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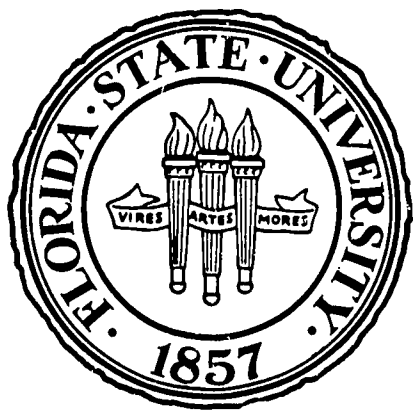
A questionnaire to study company education programs was devised and sent to Florida companies employing at least 200 people. Training programs were conducted in 55% of the firms, with an additional 12% expecting to develop such programs within three years. Training directors were employed in more than half of the firms but they were more often prepared in subject matter than in teaching adults. All employee levels were included in 71% of the firms having programs. Attendance was compulsory for 11% and voluntary in 34%, while 45% had a mixture of voluntary and compulsory attendance. Promotional opportunity and tuition refunds were used to encourage education outside the company, but company programs were free to employees in 79% of the firms. Chief purposes of programs were to orient new employees, and to upgrade or retrain old employees, although content of courses was managerial and supervisory oriented in 77% of the firms. On the job training, classes, and conferences were the favorite methods of instruction. In general, business seemed more active than industry. Appendixes include tables of response data, the questionnaire, and a bibliography. (jf)

ADULT EDUCATION ACTIVITIES OF FLORIDA'S BUSINESSES AND INDUSTRIES

Present Scope and Anticipated Change

by
Wayne L. Schroeder
Dunnovan L. Sapienza



The Department of Adult Education
College of Education
Florida State University
Tallahassee
March, 1968

ACKNOWLEDGMENTS

Appreciation is extended to the many executives and training directors who provided the information which enabled the authors to assess the educational activities carried on by Florida's business and industry.

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This report has been adapted for general distribution from a Master's thesis completed in the Department of Adult Education, Florida State University, Tallahassee.

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ADULT EDUCATION ACTIVITIES OF FLORIDA'S BUSINESSES AND INDUSTRIES: PRESENT SCOPE AND ANTICIPATED CHANGE

Introduction

Gemini manned space flights departing from Cape Kennedy provide jobs which, a few years ago, were non-existent. Throughout Florida, as throughout the nation, adoption of new technology appears to be on a rampage leaving in its wake individuals with a range of skill deficiencies. New jobs are being created while old ones are either being abolished or significantly altered in terms of the skills they require.

Evidence to support the proposition that Florida's businesses and industries have joined in this rapid technological assimilation and have felt its skill-altering demands is indeed profuse. From 1950 to 1960, the number of male engineers and technical workers employed in the State of Florida approximately tripled while the number of farmers was reduced by somewhat more than a half.[1]

To suggest that individuals involved in such occupational shifts must alter or upgrade their skills is to suggest

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[1] Council on Economic Development, "Statistical Abstracts of Florida," a mimeographed collection of Florida statistics, 1962, p. 131.

a truism. Even those who remain on the farm do not escape this need for continuous learning. As farms have increased in size and decreased in number,[1] they have become much more technical in their operations, requiring greater and greater operator sophistication and "know how."

Even more direct evidence of technological assimilation may be gathered by touring offices and factories throughout the State of Florida. On such a tour, one is likely to observe automated machines involved in such tasks as mining phosphate, sorting bank checks, making hotel reservations, rolling cigars, grading oranges, and weaving cloth. One may also observe computers being used in guidance of space craft, in analyses of securities, in designing plants, in resolving management problems, and in inventory control. In all likelihood, the installation of this array of automated equipment has altered in some way the reservoirs of skills requisite to efficient and effective operations of the plants or offices in question. Accordingly, each installation has, in all probability, placed new demands on in-company or out-of-company training programs.

The training needs generated by the adoption of new technology are being magnified in Florida by its unusually large flow of immigrants. Between 1950 and 1960, Florida's population increased by 78.7 per cent--a percentage increase exceeding that experienced by any other state in the United

[1] U.S. Bureau of the Census, U.S. Census of Agriculture: 1959, Vol. 1.

States.[1] During this period, the population and rank of the state rose from 2,771,000 (20th in the nation) to 4,952,000 (10th in the nation).[2]

The stereotype of a Florida immigrant is that of an elderly retiree who adds little or nothing to the work force. This stereotyped view, however, finds little support in statistics reflecting age and income of Florida's residents from 1950 to 1960. The median age of Florida's population has remained fairly constant in spite of the extensive immigration referred to earlier. Moreover, its median age of 31.2 is less than the average median ages of six New England states and three Middle Atlantic states (New York, New Jersey and Deleware).[3] In addition, industrial employment and personal income have advanced more rapidly than population. From 1950 to 1960, industrial employment approximately doubled compared to a 78.7 per cent increase in population.[4] Over approximately the same period of time, total personal income tripled.[5] Thus, it appears that many of Florida's immigrants

[1] S. H. Steinberg (ed.), The Statesman's Year Book 1964-65 (New York: St. Martin's Press, 1965), p. 65.

[2] U.S. Bureau of the Census, Statistical Abstract of the United States, 1964 (Washington: U.S. Bureau of the Census, 1964), p. 12.

[3] Ibid., p. 23.

[4] Florida Development Commission, Why Your New Plant Should be Located in Florida (Tallahassee: Florida Development Commission, 1962), p. 1.

[5] U.S. Bureau of the Census, Statistical Abstract of the United States, 1964 (Washington: U.S. Bureau of the Census, 1964), p. 332.

are workers who, in addition to feeling the retraining demands of an advancing technology, are experiencing the retraining demands associated with changes in job, plant and/or geography.

To be sure, Florida's businesses and industries have innovated--they are assimilating technology. What has remained an uncertainty, however, is the degree to which business and industrial firms are encouraging planning and conducting training programs designed to develop skills demanded by such assimilation. To resolve this uncertainty the authors conducted a survey of a selected group of Florida businesses and industries during 1965--the nature of which is described below.

Nature of the Study

Under the assumption that a search involving larger firms might be most fruitful, the study sample was limited to Florida firms and Florida branches of national firms that employed at least 200 Floridians. Subsequently, a questionnaire[1] was designed to provide answers to the following questions:

1. How many firms have training programs; and how many firms without programs anticipate the development of same?
2. Who plans and executes the training program; and what special preparation do they possess?
3. Who participates in educational activities; and what participation inducements are given to them?
4. What program designs are employed (purpose, content and methodology)?

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[1]See Appendix B.

5. What use is made of out-of-company educational resources?

6. What changes in training are anticipated within the next three years?

The questionnaire was directed to the top executive of 458 business and industrial firms having 200 or more employees. Of the firms queried, 311 or 63 per cent were represented in the returns. Collectively, the firms assessed the educational opportunities which were made available to approximately 218,523 Floridians of which 155,086 were male and 63,437 were female.

Replies were coded, transferred to data sheets, and then punched on cards for processing by a 709 computer. The data were then tabulated and analyzed by type of business (Trade, Service, and Finance) and industry (Manufacturing, A.M.C.,[1] and Transportation-Utility). The analytical components of both business and industry were derived from categories used by the U.S. Department of Commerce. These categories were, however, telescoped somewhat to reduce the likelihood of empty cells in subsequent tabular analysis. Results obtained through such analysis are summarized and discussed in the remaining portion of this report.

Status of Training Programs[2]

In order to assess the present status of training programs, the following indices were chosen: (1) the existence

[1] A.M.C. is used to designate those firms which are included in the Agriculture, Mining, and Construction Segment.

[2] See also Appendix A, Table 10.

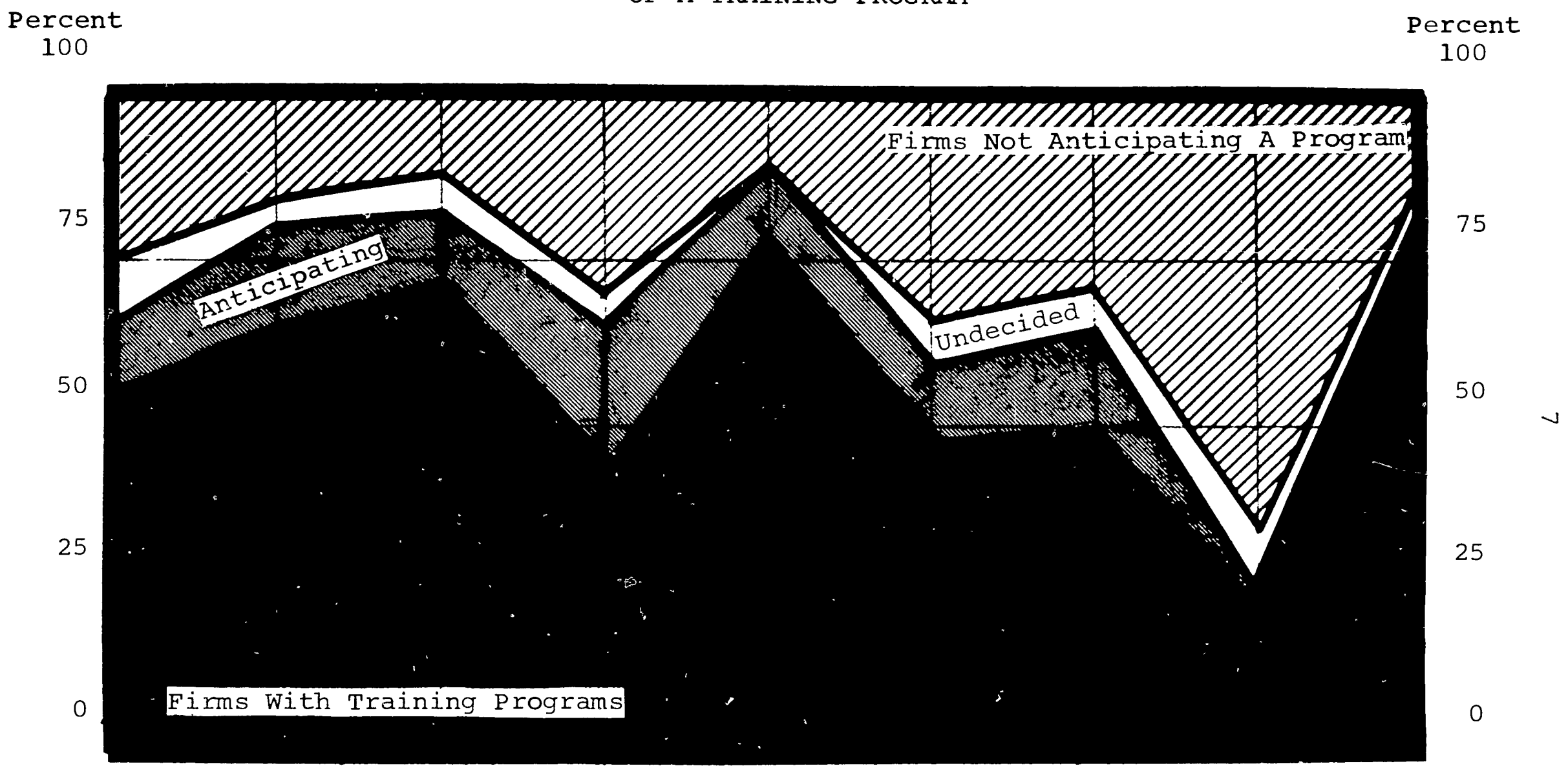
of training programs; (2) the anticipated development of new programs; (3) the employment of a training director; and (4) the rendering of special training to employees who train other employees.

Firms With Training Programs

An examination of Figure 1 reveals that a majority (55 per cent) of responding firms were conducting training programs for their employees and an additional 12 per cent anticipated the development of such programs within the next three years. Some of the analytical sub-groupings departed quite sharply, however, from this norm of 55 per cent. An unusually high portion of Transportation-Utility (82 per cent), Finance (80 per cent), and Trade (73 per cent) firms were conducting training programs while an unusually low portion of firms classified as Agricultural-Mining-Construction (20 per cent) were conducting such programs. In the medium range were firms of a manufacturing (51 per cent) and service (43 per cent) nature. Finally, it may be observed that firms classified as Business (including Trade, Service and Finance) were more likely to have training programs than those classified as Industrial (including Manufacturing, Agriculture-Mining-Construction, and Transportation-Utility). Approximately two-thirds of the former compared to less than half of the latter were found to be conducting such programs.

FIGURE 1

FIRMS WITH A TRAINING PROGRAM OR ANTICIPATING THE DEVELOPMENT OF A TRAINING PROGRAM*



*See also Appendix A, Table 5.

Firms Anticipating the Development of a Training Program

It should be noted that percentages, reflecting the extent to which various types of firms were anticipating the development of training programs, graphically presented in Figure 1, were based on the total number of responding firms of each type. Perhaps a more meaningful approach was taken in constructing Figure 2--namely, that of basing percentages on those firms which, at the time of the survey, were not conducting training programs. This figure reveals that over half (60 per cent) of the 114 non-program firms had no plans to develop such programs during the next three years. Further examination reveals that Industrial firms contributed more to this percentage than did Business firms--64 per cent of the former as compared to only 47 per cent of the latter had no plans to develop programs. More specifically, a larger portion (83 per cent) of Agriculture-Mining-Construction firms were void of plans to develop training programs than were any other type of firms. Conversely, Finance and Trade firms exhibited relatively low percentages in this regard (40 per cent and 42 per cent, respectively).

By comparing Figures 1 and 2 an interesting tendency unfolds. Those firm types which reflect the larger program adoption percentages also tend to reflect the larger program anticipation percentages. The converse of this also appears to be true.

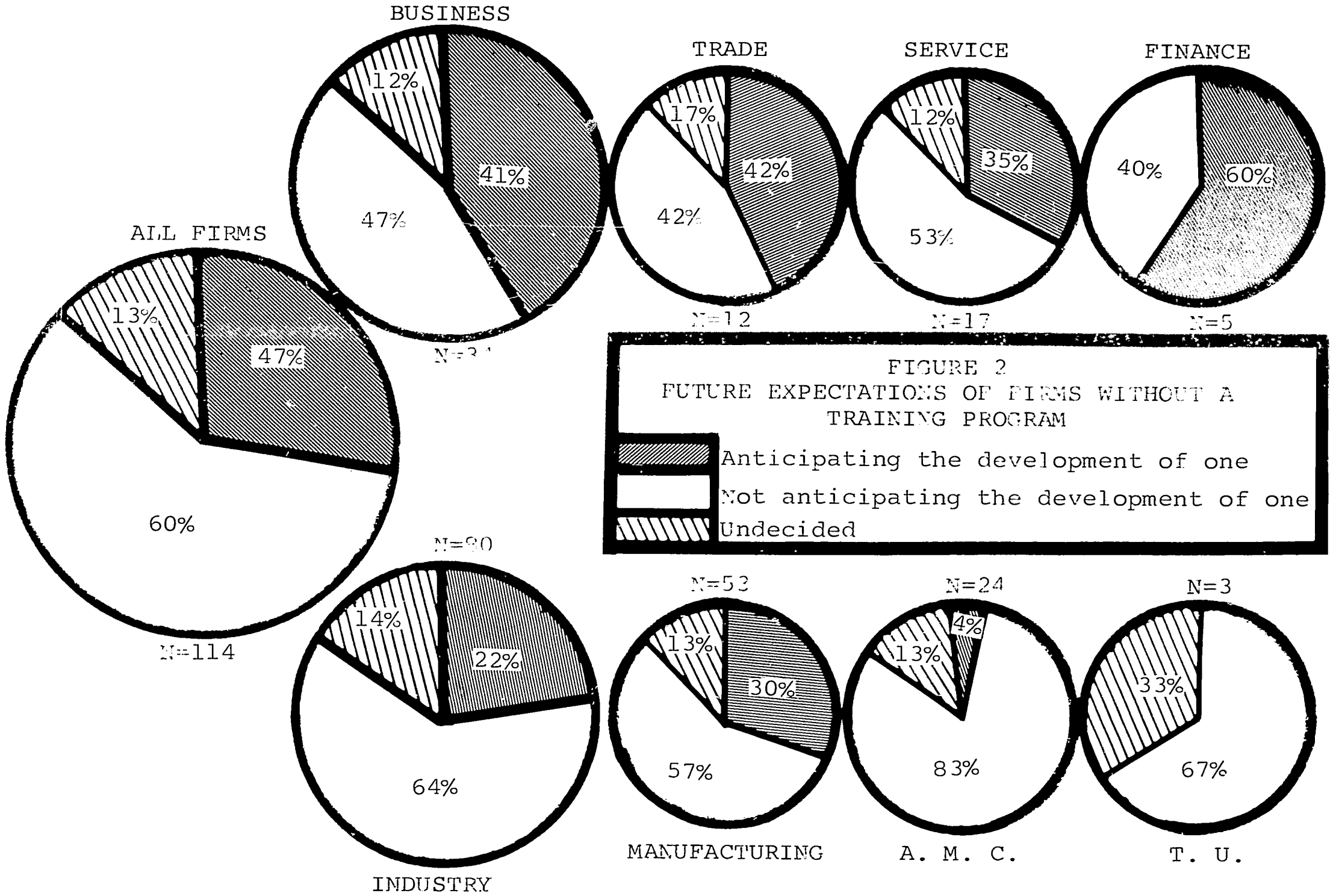


FIGURE 2
FUTURE EXPECTATIONS OF FIRMS WITHOUT A TRAINING PROGRAM

Employment of a Training Director

Reference to Figure 3 discloses that over half (57 per cent) of the responding firms with training programs employed training directors. More specifically, 37 per cent of the firms provided full-time directors and an additional 21 per cent provided part-time directors.

It is also quite obvious from Figure 3 that Business firms (total) were very similar to Industrial firms (total) in terms of the provisions made for training directors. Some differences did emerge, however, when Business and Industrial firms were further divided into six subcategories. Full-time training directors were employed by an unusually large portion of the Transportation-Utility (50 per cent) and Trade (46 per cent) firms. The Service (39 per cent) and Manufacturing (38 per cent) firms similarly excelled, but to a somewhat lesser extent. Finance firms followed with only 16 per cent of its number employing full-time directors. This relatively low portion, however, was largely compensated by a high portion of part-time directors (37 per cent). Finally, Agriculture-Mining-Construction firms were noticed by an absence of full-time directors and a relatively small portion of part-time directors (17 per cent).

Once again, the more active firms, from a program adoption and anticipation standpoint seem generally to be those which are also more active in terms of employing training directors. An exception to this is noted, however, with

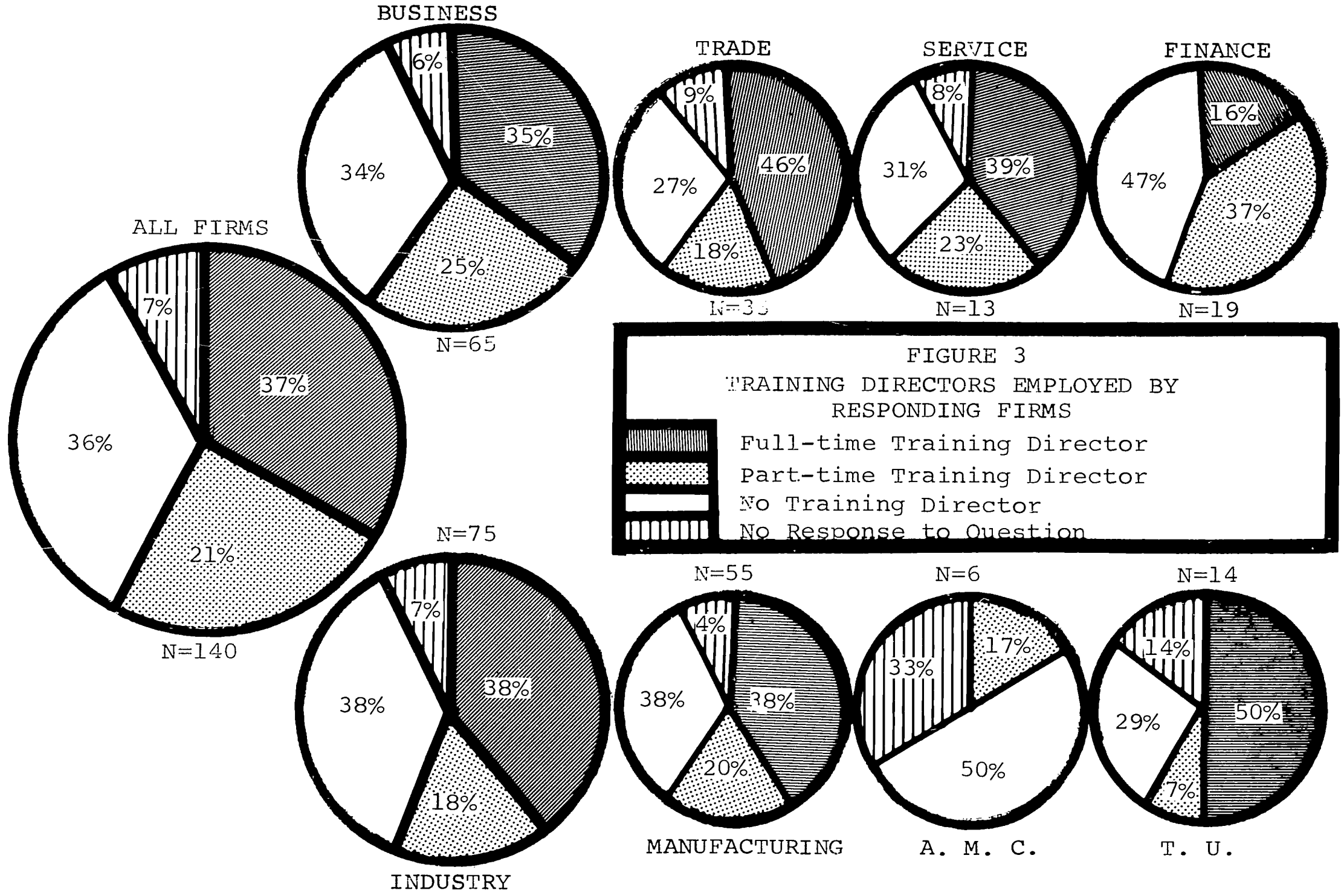


FIGURE 3

TRAINING DIRECTORS EMPLOYED BY RESPONDING FIRMS

Full-time Training Director

Part-time Training Director

No Training Director

No Response to Question

reference to Finance firms--in which case adoption and anticipation are relatively high while employment of full-time training directors is relatively low.

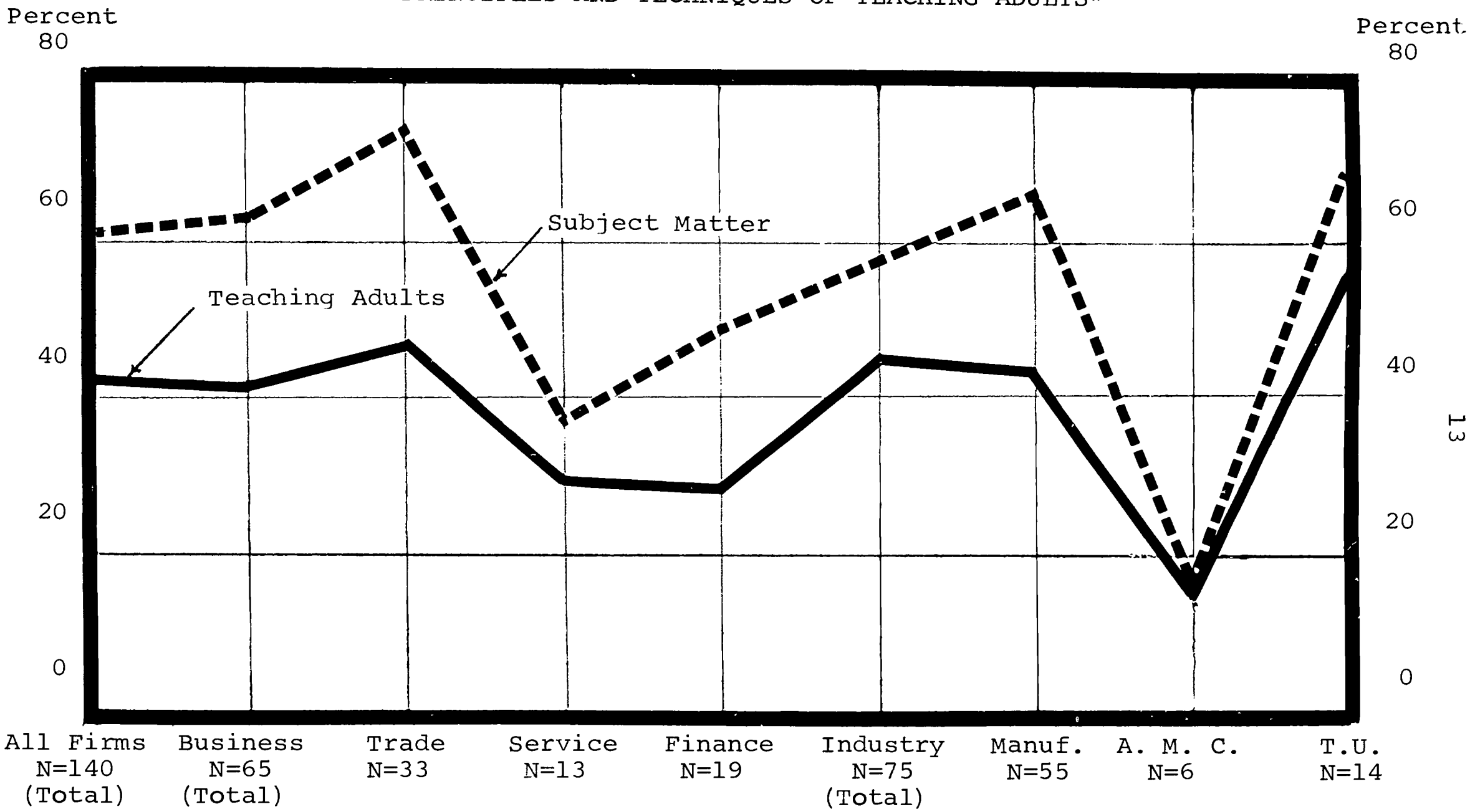
Preparation of Instructors

For purposes of this study, instructor preparation was further subdivided into preparation in subject matter and preparation in teaching the adult. Data concerning the degree to which firms, with training programs, were preparing their instructors in either area are graphically presented in Figure 4. A cursory examination of this figure discloses that the practice of preparing instructors in subject matter was more extensively adopted, regardless of firm type, than was the practice of preparing instructors in the principles and techniques of teaching adults. Approximately 60 per cent of the 140 firms in question were preparing instructors in subject matter while only 40 per cent were preparing instructors in the art of teaching adults. The 75 firms which were identified as Industrial exhibited a somewhat lower percentage for subject matter preparation and a somewhat higher percentage for teacher preparation than did the 65 firms identified as Business.

More pronounced differences did emerge when Business and Industrial firms were further subdivided into six separate analytical categories. A relatively high portion of Trade (76 per cent), Transportation-Utility (64 per cent) and Manufacturing (63 per cent) firms provided subject-matter

FIGURE 4

FIRMS THAT OFFERED PREPARATION IN SUBJECT MATTER AND PREPARATION IN THE PRINCIPLES AND TECHNIQUES OF TEACHING ADULTS*



*See also Appendix A, Table 6.

preparation for their instructors. These three types of firms similarly led all other firms in providing teaching-process-preparation--only, in this case, Transportation-Utility exhibited the highest percentage (57 per cent) followed in order by Trade (46 per cent) and Manufacturing (41 per cent). In addition, moderate percentages were recorded for Service and Finance firms--the former exhibited a somewhat lower percentage for subject-matter preparation than the latter (39 per cent compared to 47 per cent). Finally, Agricultural-Mining-Construction firms as a group were least involved in instructor preparation of either type.

In summary, two major tendencies appear to loom forth from Figure 4. First, preparing instructors in the subject matter to be taught seems to be a more widely accepted practice than preparing instructors in the art of teaching adults. Second, acceptance of one practice appears to be related to an acceptance of the other practice--those firms exhibiting relatively high percentages with reference to subject-matter preparation tend to be one-in-the-same with those exhibiting relatively high percentages with reference to teaching-process preparation.

Educational Policies[1]

Having established the general status of firm-operated training programs in the state of Florida, our task now becomes

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[1]See also Appendix A, Table 11.

one of exploring some of the specific educational policies established by the 140 firms that were, at the time of this study, actually conducting training programs. Policies which were deemed most useful as indicators of managements' commitment to employee education include those which concern: (1) employee levels served, (2) attendance regulation, (3) encouragement to pursue out-of-company formal education, and (4) employee cost.

Employee Levels Served

An examination of Table 1 discloses that a large portion (71 per cent) of the 140 firms conducted programs which served all employee levels. Moreover, Industrial firms were much like Business firms in this regard--the former exhibiting only a slightly larger percentage (73 per cent) than the latter (68 per cent).

Although some consistency was also displayed when Business and Industrial firms were further subdivided into three segments each, noteworthy differences did occur. A relatively large percentage of Agriculture-Mining-Construction (83 per cent) and Trade-Utility (79 per cent) firms offered programs to all employees. Conversely, a relatively small percentage of Service (62 per cent) firms displayed such program scope. The reader is encouraged, however, to interpret the high percentage exhibited by Agriculture-Mining-Construction firms in light of the knowledge that it was based on data from only a small portion of the Agriculture-Mining-Construction companies queried.

TABLE 1

LEVELS OF EMPLOYEES THAT PARTICIPATED IN TRAINING PROGRAMS

Level of Employee	Business Firms			Business Firms	Industrial Firms			Total Ind. Firms	Total Bus. & Ind.
	Trade	Service	Finance		Manu-fact.	A.M.C.	T.U.		
	%	%	%	%	%	%	%	%	%
Management	15	15	16	15	22	17	14	20	18
Supervisory	21	23	21	22	26	17	14	23	22
Professional-Technical	9	8	22	12	16	00	7	13	13
Hourly Workers	9	23	11	12	22	00	14	19	16
All employees	70	62	68	68	71	83	79	73	71
Employees' families	6	8	11	5	00	00	00	00	2
No response	00	8	11	5	00	00	00	00	2
No. of firms represented in each column	N=33	N=13	N=19	N=65	N=55	N=6	N=14	N=75	N=140

Now, to the question of who is being educationally served by firms that admittedly are not serving all employees. Obviously, the most common target group was supervisory--22 per cent of the responding firms offered training opportunities to their supervisory personnel. Management personnel generally appeared as the second most frequent target group leaving hourly workers and professional-technical personnel in third and fourth place, respectively. Exceptions to this order were noted with reference to Trade, Finance and Service firms. In the case of Trade firms, professional-technical personnel shared third place with the hourly workers--both target groups received the attention of 9 per cent of the 33 Trade firms conducting programs. In the case of Finance firms, professional-technical personnel, with a percentage of 22, assumed third place by a large margin over hourly workers with a percentage of 11. Finally, in the case of Service firms, supervisory personnel shared second place with hourly workers, both displaying a percentage (23) considerably in excess of that displayed by professional-technical personnel (8).

It may further be observed from Table 1 that only 2 per cent of the firms made training opportunities available to families of employees and that Trade and Service firms were the exclusive contributors to this small percentage.

So it appears that training programs are generally broad enough to include clientele from all employee levels.

It is also clear, however, that priority is given to supervisory and management personnel in situations where all inclusive programming has not been practiced. Finally, from data examined, it seems reasonable to suggest that the practice of involving families of employees in training programs is practically non-existent.

Attendance Regulations

Considerable variation was found among firms with reference to their attendance regulations (see Figure 5). At one extreme were those firms which made attendance compulsory for the appropriate target group of each and every program (11 per cent), while at the other extreme were those which held attendance to be voluntary in all of its individual programs (34 per cent). A sizeable portion (45 per cent) of the firms studied, however, fell somewhere between these two extremes, making attendance compulsory in some programs and voluntary in others.

Also revealed in Figure 5 is an inversion of percentages between Business and Industrial firms. A considerably smaller portion of Industrial firms (7 per cent) required attendance in all of their programs than did Business firms (15 per cent). Conversely, a considerably larger portion of Industrial firms (55 per cent) required attendance in some of their programs than did Business firms (32 per cent).

Additional marks of distinction were observed when Business and Industrial firms were further divided into six

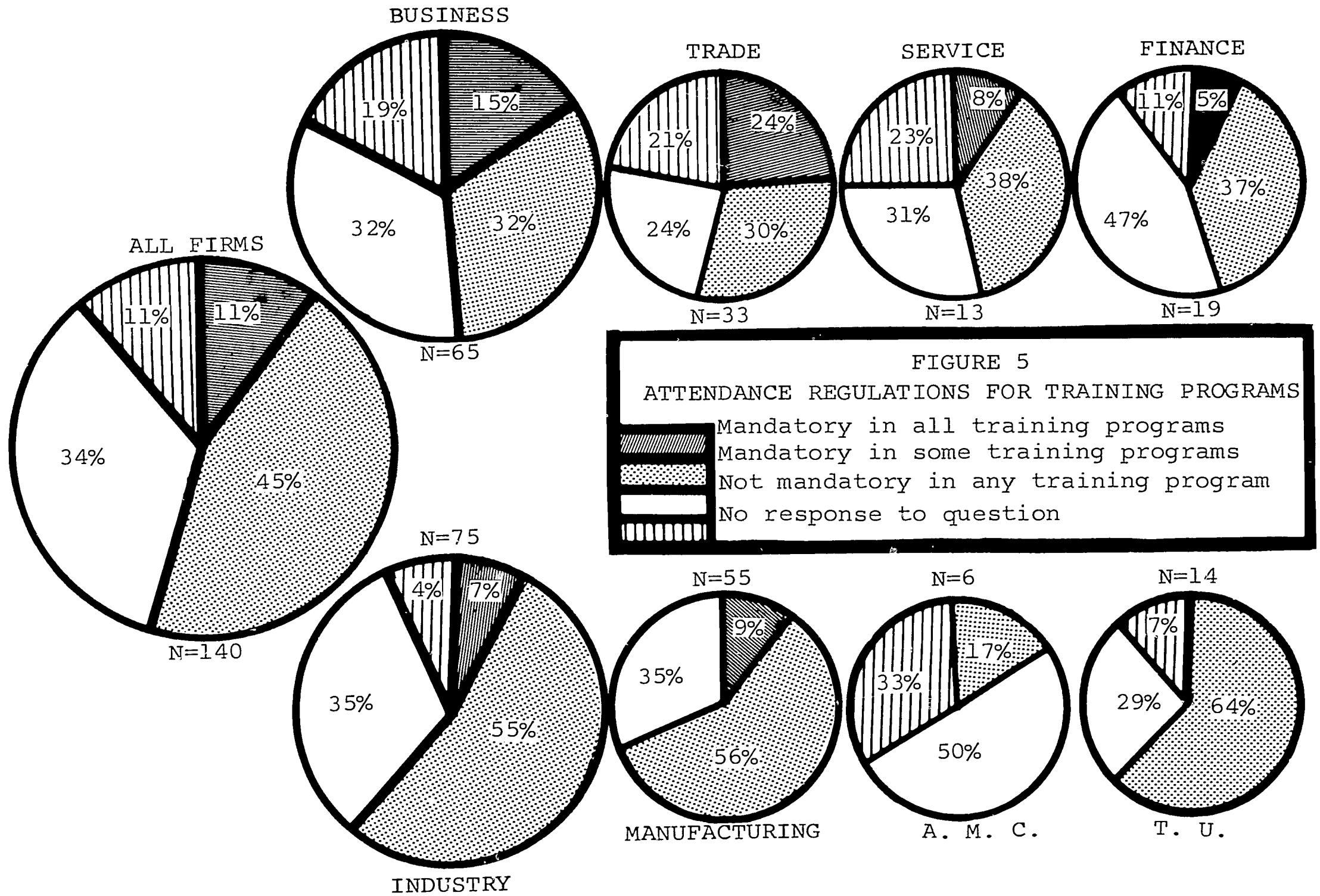


FIGURE 5

ATTENDANCE REGULATIONS FOR TRAINING PROGRAMS

- Mandatory in all training programs
- Mandatory in some training programs
- Not mandatory in any training program
- No response to question

separate analytical groups. An unusually high portion of Finance (47 per cent) and Agriculture-Mining-Construction (50 per cent) firms reported that all of their programs were voluntary. It should also be pointed out, however, that a large portion (33 per cent) of an already small group of Agriculture-Mining-Construction firms did not respond to the question upon which Figure 5 is based.

An additional deviation is manifest in the high portion of Manufacturing (56 per cent) and Transportation-Utility (64 per cent) firms which reported differential policies concerning attendance (some programs compulsory, others voluntary). Finally, there were no firms in the Transportation-Utility group that reported compulsory attendance policies for all programs.

In summary, a majority of firms with training programs do require attendance from target groups of at least some of their component programs. Furthermore, Business firms (particularly the Trade segment) appear to be more extensive in their adoption of compulsory attendance than do Industrial firms. Finally, Finance firms appear to be disproportionately extensive in their display of voluntary attendance policies.

Encouragement to Pursue Out-of-Company Education

In addition to conducting their own in-company educational programs, a large portion of the 140 responding firms were encouraging their employees to partake in out-of-company

education. Vehicles for such encouragement included promotional opportunity, tuition refund, time off with pay and time off without pay. A cursory examination of Figure 6 reveals that promotional opportunity (64 per cent of all firms) and tuition refund (55 per cent of all firms) were by far the most frequently used vehicles. Although the collective prominence of these two types of encouragement was maintained for all analytical groups, there was a discernable shift in order assumed. All Business firms, except those classified as financial, recorded "promotional opportunity" as the single most frequent inducement; whereas, all Industrial firms recorded "tuition refund" as the single most frequent inducement.

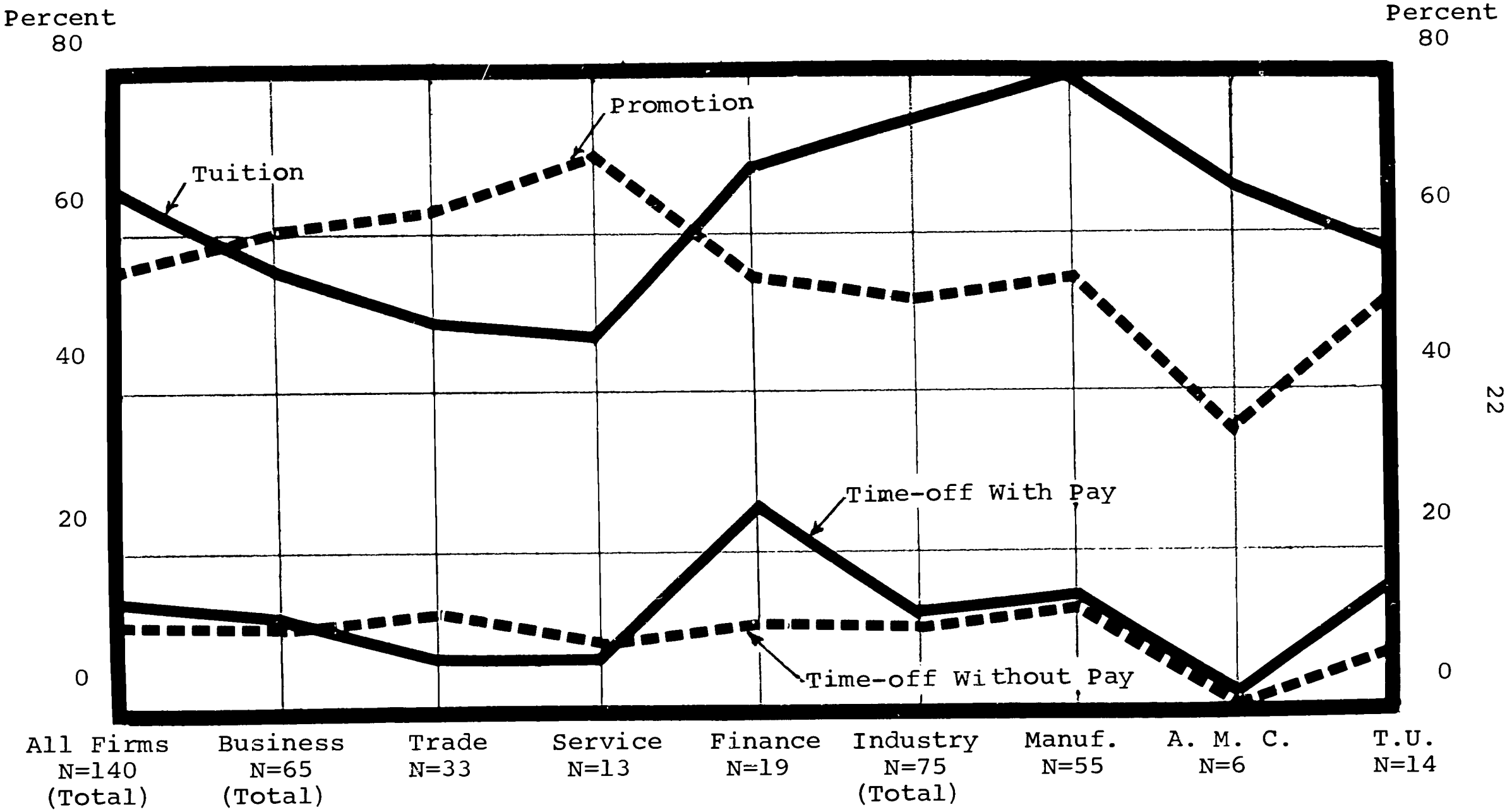
In summation, firms used "promotional opportunities" and "tuition refund" much more frequently than "time-off with pay" and "time-off without pay" as inducements for employee involvement in out-of-company education. In addition, a promotion-first and tuition-second pattern generally established for Business firms was reversed to a tuition-first and promotion-second pattern for Industrial firms.

Cost to Employee

The overwhelming tendence (Figure 7) was for all programs to be offered to employees free of charge (79 per cent of all firms). The only exception to this tendency was registered by 12 per cent of the firms that charged employees for some programs. Furthermore, there were no marked

FIGURE 6

TYPE OF ENCOURAGEMENT GIVEN BY FIRMS TO PURSUE OUT-OF-COMPANY EDUCATION*



*See also Appendix A, Table 7.

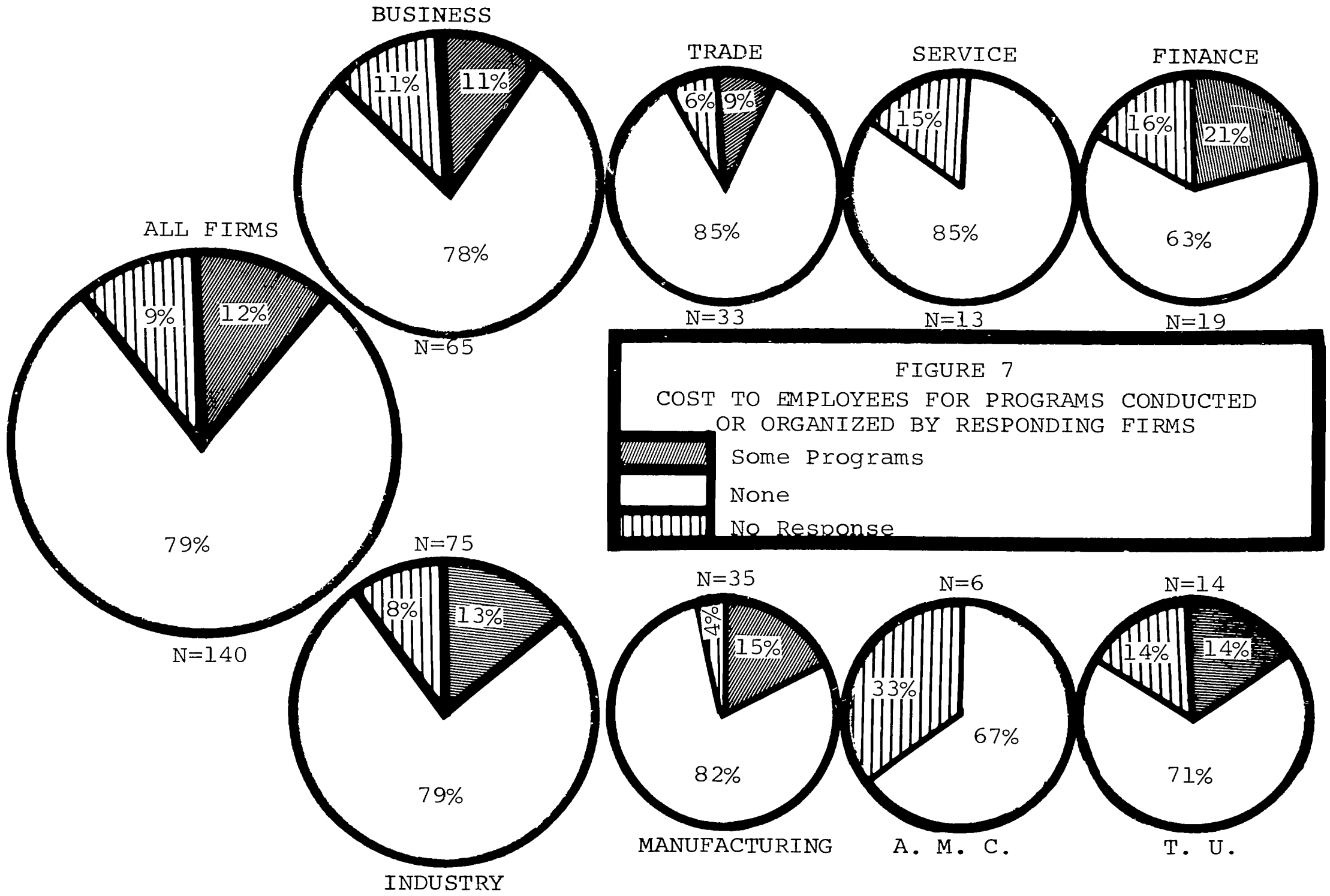


FIGURE 7
COST TO EMPLOYEES FOR PROGRAMS CONDUCTED OR ORGANIZED BY RESPONDING FIRMS

Some Programs
None
No Response

differences found between various analytical groups with reference to this cost-free policy.

Program Design and Procedures[1]

The reader's attention is now directed to the more functional aspects of the 140 training programs being studied. Accordingly, data concerning the following questions will be examined: What are the explicit purposes of the educational programs being conducted? What content areas are selected to achieve such purposes? What methods are employed to deliver the content? To what extent do firms use out-of-company resources to accomplish their program goals?

Purposes

Educational programs of responding firms were designed to serve a number of different purposes including orientation of new employees, upgrading of old employees, re-training of employees experiencing job change, preparation for retirement and numerous others. Figure 8 illustrates the relative frequency with which the programs of various firms enveloped these respective purposes.

The most frequently occurring programs were those designed to orient new employees (84 per cent) and to upgrade old employees (76 per cent). Following, in a somewhat less prominent position, were programs designed to

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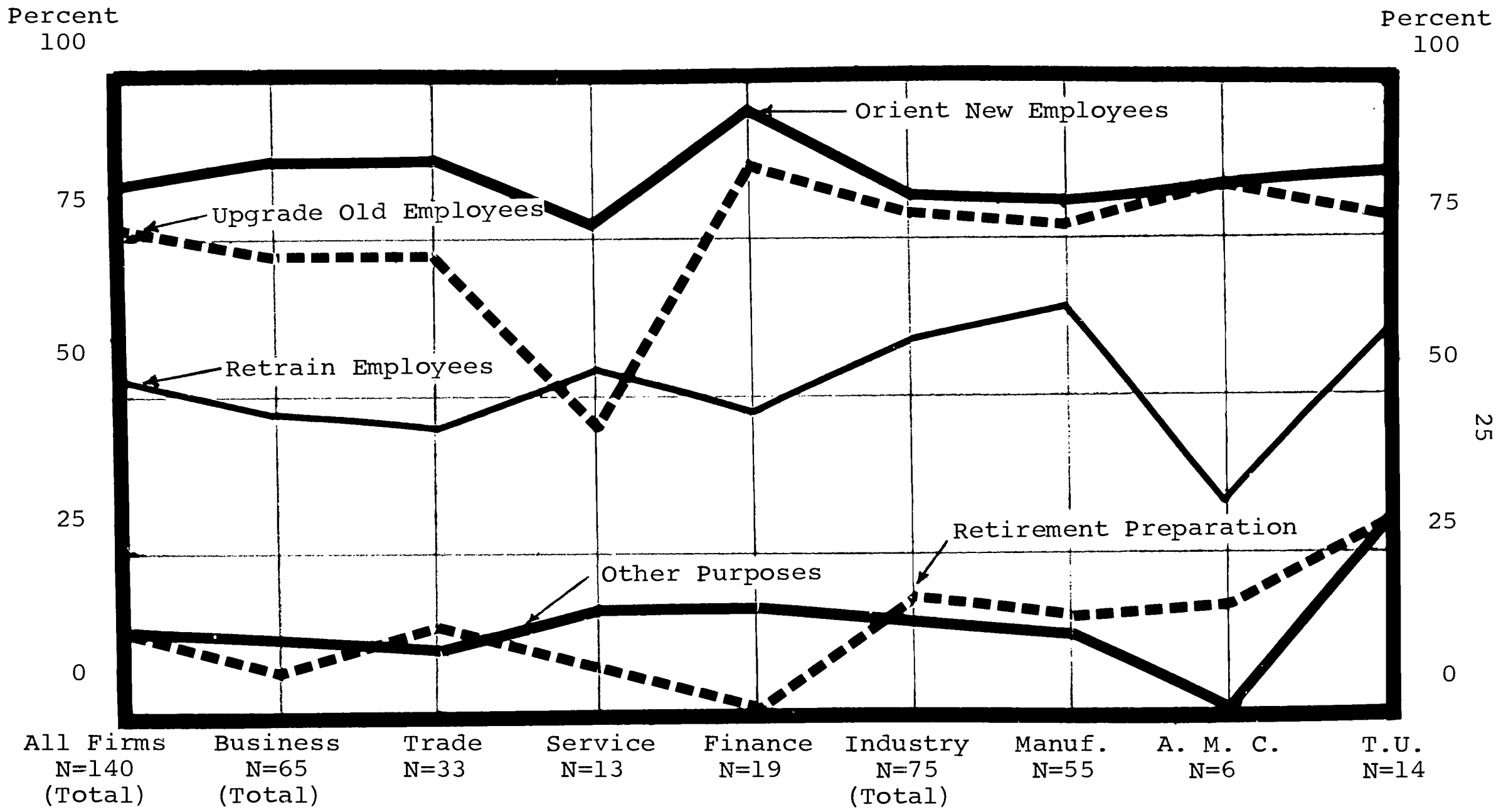
[1]See also Appendix A, Table 12.

FIGURE 8

PURPOSES OF EDUCATIONAL PROGRAMS*



*See also Appendix A, Table 8.

retrain employees who had experienced some job change--approximately 54 per cent of the firms conducted programs with such a focus. Finally, relatively few firms focused their educational efforts on preparation for retirement (13 per cent) and on other miscellaneous purposes (12 per cent).

When Business and Industrial firms were considered as two separate analytical groups, similarities were revealed with regard to orientation of new employees and upgrading old employees. Some differences were exhibited, however, in terms of the frequency with which programs were designed to retrain employees and prepare employees for retirement. A very high portion of the business (88 per cent) and industrial firms (82 per cent) were obviously concerned with the orientation of new employees. Similarly a high portion of both business (72 per cent) and industrial firms (80 per cent) were engaged in the upgrading of old employees. Portions at this point were somewhat more sharply and divergently reduced. A considerable larger portion of Industrial firms (61 per cent) were engaged in retraining employees than were Business firms (47 per cent). Similarly a larger portion of Industrial firms (18 per cent) were involved in preparing employees for retirement than were Business firms (8 per cent).

A further breakdown of business and industrial firms into three analytical segments each discloses additional

noteworthy variations. A relatively low percentage of the Service firms were involved in upgrading old employees (46 per cent). Conversely, Service firms were somewhat more active (54 per cent) than the other Business firms in retraining of employees. In addition, Finance firms displayed unusually high percentages in the areas of orientation of new employees (95 per cent) and upgrading of old employees (90 per cent)--by comparison, they were completely inactive in the area of retirement preparation. Finally, Trade-Utility firms, as a subcategory of Industrial firms, exhibited relatively high portions in the retirement (29 per cent) and miscellaneous 29 per cent) areas.

In summation, orientation of new employees and upgrading of old employees appear to loom forth as the purposes with which responding firms are most extensively concerned. A more moderate concern (in terms of percentage of firms exhibiting a program response) was expressed for retraining of employees. A relatively small portion of the firms studied responded, in an educational program sense, to the non-occupationally oriented training needs of their employees. Moreover, Industrial firms, in general, were more active in retraining employees and in preparing employees for retirement than were Business firms.

Content Areas

To facilitate analysis, program content was classified as managerial-supervisory, vocational-technical, human

relations or general education. Figure 9 discloses that these content areas assumed an order of reasonably uniform intervals. Managerial-Supervisory content was the most frequently identified by the total group of firms. Over three-fourths (77 per cent) of all firms revealed that such content was being selected to achieve the purposes of their training programs. Managerial-Supervisory Content was followed in order by vocational-technical (71 per cent), human relations (55 per cent), and general education (34 per cent) content.

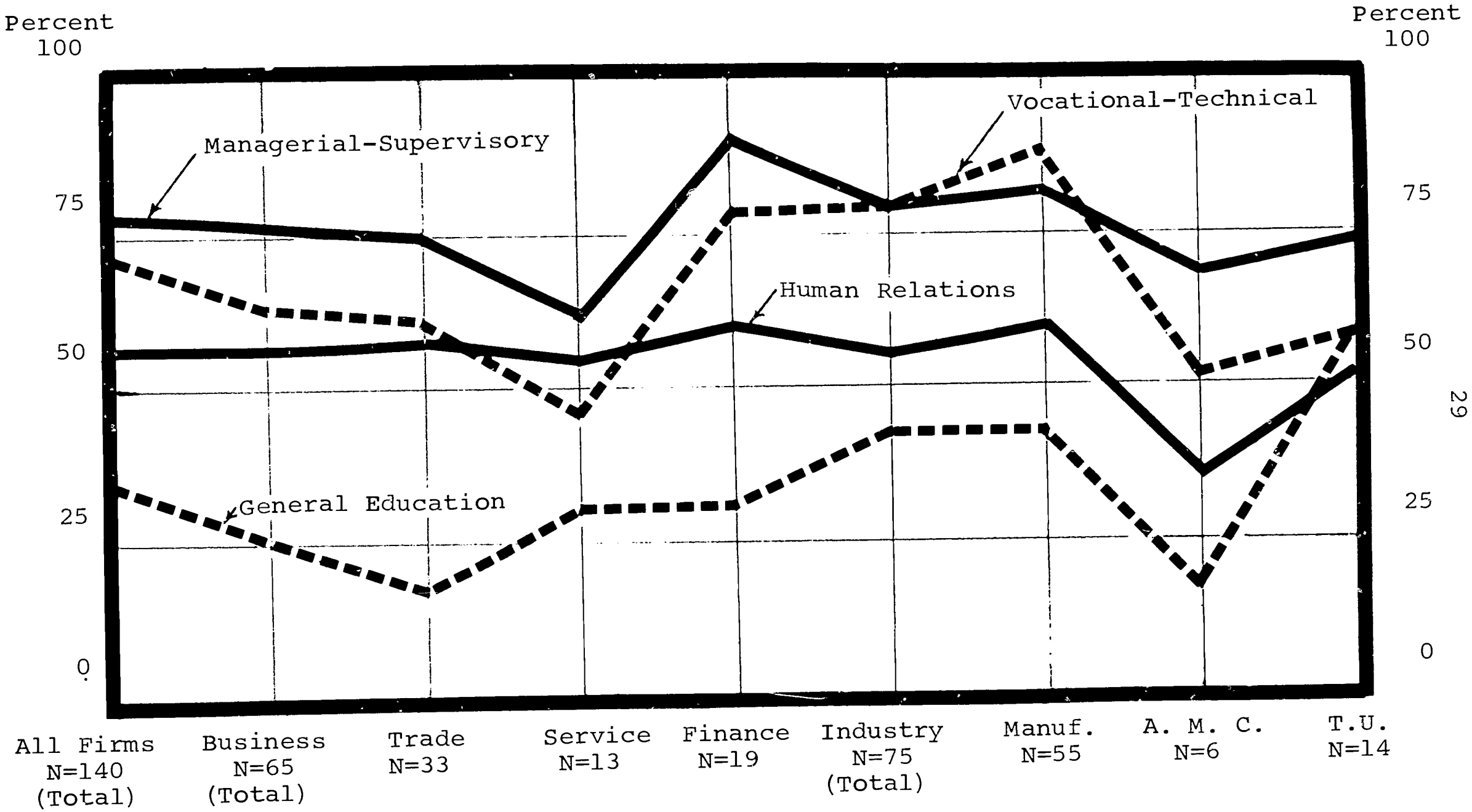
Two noteworthy differences appeared when the content of Business training programs were compared with that of Industrial programs. First, a considerably higher portion of Industrial firms (78 per cent) identified vocational-technical content than did Business firms (63 per cent).

As a matter of fact, vocational-technical content was identified by as many Industrial firms as was managerial-supervisory content. Second, Industrial firms also exceeded Business firms in their identification of general education as a content area. Forty-two per cent of all Industrial firms identified with general education as compared with only 25 per cent of the Business firms.

Further distinctions become apparent when various segments of Business and Industry are examined. Service firms, particularly when compared to other Business firms, revealed relatively low frequencies for both the managerial-

FIGURE 9

CONTENT AREAS OF TRAINING PROGRAMS*



*See also Appendix A, Table 9.

supervisory content area (62 per cent) and vocational-technical content areas (46 per cent). Conversely, Finance firms revealed relatively high frequencies for these two areas (90 per cent and 79 per cent, respectively). On the Industrial side of the ledger, Manufacturing firms gave considerable prominence to the vocational-technical content area (87 per cent identification rate); while, Agriculture-Mining-Construction and Transportation-Utility firms placed this content area in a much less prominent position (50 per cent and 57 per cent, respectively). Finally, a relatively high portion (57 per cent) of Transportation-Utility firms identified general education content as part of their programs and by so doing rendered it a quantitative equal to vocational-technical content.

In summary, responding firms identified management-supervisory content most frequently--followed in order by vocational-technical, human relations, and general education. Industrial firms were somewhat more likely to identify vocational-technical and general education content than were Business firms. Service type Business firms were relatively low in their identification of managerial-supervisory and vocational-technical content while Finance type Business firms were relatively high in such identification.

Finally, Manufacturing type Industrial firms were relatively high in their identification of vocational-technical content while Agriculture-Mining-Construction and

Transportation-Utility type Industrial firms were relatively low in such identification. Transportation-Utility firms did, however, give considerable prominence to general education content.

Methods or Formats

As revealed in Table 2, a number of different methods were used by responding firms to diffuse the content shown in Figure 9. It is equally obvious, however, that some methods enjoyed more widespread use than others. On-the-job training and classes were reportedly used by the largest portion of firms (75 per cent and 72 per cent, respectively). Conferences also assumed a position of some prominence with 66 per cent of all firms reporting its use. Next in order were short courses, seminars and workshops each being employed by approximately half of the responding firms. Finally, conventions were employed by 31 per cent of the firms and institutes by 26 per cent.

Business firms utilized on-the-job training much more extensively than did Industrial firms. This method or format was used by 85 per cent of the Business firms as compared to only 68 per cent of the Industrial firms. This difference appears to be largely attributable to the high portion (91 per cent) of Trade type Business firms as contrasted with the low portions of Manufacture (65 per cent) and Agriculture-Mining-Construction (67 per cent) type Industrial firm which reported using on-the-job training.

TABLE 2

METHODS OR FORMATS USED BY FIRMS

Methods or Formats	Business Firms			Total Business Firms	Industrial Firms			Total Ind. Firms	Total Bus. & Ind.
	Trade	Service	Finance		Manu-fact.	A.M.C.	T.U.		
	%	%	%	%	%	%	%	%	%
Classes	61	77	90	72	74	50	71	72	72
Short courses	39	31	79	49	63	33	36	55	53
Institutes	15	15	47	25	30	00	29	27	26
On-the-job training	91	77	79	85	65	67	79	68	75
Seminars	33	54	63	46	48	17	50	46	46
Workshops	46	31	47	43	52	00	64	50	46
Conferences	70	46	63	63	70	33	71	68	66
Conventions	15	31	42	26	37	00	36	34	31
No response	00	15	00	3	4	17	00	4	4
Number of firms represented in each column	N=33	N=13	N=19	N=65	N=55	N=6	N=14	N=75	N=140

Business and Industrial firms, in general, were quite similar in terms of the extent to which methods other than on-the-job training were employed. There were vast differences exhibited, however, among the various Business and Industrial firm types. For instance, 61 per cent of the Trade type Business firms used classes as compared to 90 per cent of the Finance firms. Similarly, 31 per cent of the Service firms used short courses while 79 per cent of the Finance firms expressed such usage. Such differences were typical of each method explored.

In summary, it appears obvious that classes, on-the-job training, and conferences are the most popular means employed by Businesses and Industries to accomplish their educational and training objectives. Moreover, there appears to be little difference in the extent to which Businesses and Industries, in general, utilize various methods--with the possible exception of on-the-job training. There is more diversity exhibited among the various types of businesses and industries than between the two categories.

Use of Out-of-Company Resources

Table 3 reveals that a large proportion of the firms utilized out-of-company educational resources in a variety of ways. The most common practice, performed by 67 per cent of the firms, was to simply inform employees of the availability and nature of educational programs conducted by outside agencies. Other practices in decreasing order of

popularity were: (1) encourage outside agencies to plan and conduct educational programs and inform employees of such programs (42 per cent); (2) invite outside individuals or agencies to plan and conduct educational programs using company facilities (34 per cent); (3) utilize the physical facilities of outside agencies for company planned and conducted educational programs (30 per cent); (4) recruit outside teachers to teach company planned and conducted educational programs (22 per cent); (5) recruit outside consultants to help plan educational programs (16 per cent); and (6) recruit outside consultants to help plan and conduct program evaluations (8 per cent). Only 9 per cent of the firms reported no utilization of out-of-company resources. Four per cent of the firms did not respond to the question.

Further examination of Table 3 reveals that there were a number of distinctions between Businesses and Industries in terms of their use of outside resources. Industrial firms as a group were much more likely to inform their employees of outside educational opportunities than were Business firms. Approximately 80 per cent of the former as compared to about half of the latter group were involved in such a practice. The relatively low percentage (51) revealed by Business firms was largely the result of very low percentages exhibited by the Trade and Service components (39 per cent and 31 per cent, respectively)--a result which at the same time tended to mask the relatively high percentage (86 per

cent) displayed by the Finance component. Industrial firms were also more likely than Business firms to have encouraged outside agencies to plan and conduct educational programs, to have utilized the physical facilities of outside agencies for company planned and conducted educational programs and to have recruited outside teachers to teach company planned and conducted educational programs. However, Business firms as a group were more likely than Industrial firms to have invited outside individuals or agencies to plan and conduct educational programs using company facilities, and to have recruited outside consultants to help plan educational programs.

Differences may also be noted in Table 3 among percentages displayed by various types of Businesses and Industries. As indicated earlier, a relatively high portion of Financial (84 per cent) and Manufacturing (86 per cent) firms informed their employers of outside educational opportunities. Similarly, Financial and Manufacturing firms were leaders in the encouragement of outside agencies to plan and conduct educational programs needed by them, in the utilization of outside physical facilities for company planned and conducted programs, and in the recruitment of outside consultants to help plan and conduct program evaluation. Moreover, these two types of firms were reasonably active in all other resource practice categories.

Although the remaining four firm types were generally less active, Service firms did display relatively high

TABLE 3

OUT-OF-COMPANY EDUCATIONAL RESOURCES EMPLOYED BY FIRMS

Employment of Resources	Business Firms			Business Firms	Industrial Firms			Total Ind. Firms	Total Bus. & Ind.
	Trade	Service	Finance		Manu-fact.	A.M.C.	T.U.		
	%	%	%	%	%	%	%	%	%
Inform employees of educational programs available through outside agencies	39	31	84	51	86	67	71	81	67
Encourage outside agencies to plan and conduct educational programs and inform employees of such programs	33	31	53	39	55	17	21	45	42
Utilize the physical facilities of outside agencies for company planned and conducted educational programs	21	23	32	25	38	17	29	35	30
Invite outside individuals or agencies to plan and conduct educational programs using company facilities	33	46	42	39	33	00	29	29	34
Recruit outside teachers to teach company planned and conducted educational programs	9	31	16	15	29	17	36	28	22

Recruit outside consultants to help educational program	21	23	11	19	18	00	7	15	16
Recruit outside consultants to help plan and conduct program evaluations	6	00	11	6	11	00	7	9	8
No utilization of any out-of-company educational resources	21	15	00	14	4	17	00	4	9
No response	6	00	00	3	4	00	7	4	4
Number of firms represented in each column	N=33	N=13	N=19	N=65	N=55	N=6	N=14	N=75	N=140

percentages for such practices as inviting outside agencies and individuals to plan and conduct educational programs using company facilities (46 per cent); recruiting outside teachers to teach company planned and conducted educational programs (31 per cent); and recruiting outside consultants to help plan educational programs (23 per cent). A relatively large portion (36 per cent) of Transportation-Utility firms likewise recruited outside teachers to teach company planned and conducted programs.

Finally, it may be noted that relatively large portions of Trade (21 per cent), Agriculture-Mining-Construction (17 per cent) and Service (15 per cent) firms reported that they did not use any outside resources.

Thus it has been shown that considerable variation exists in the type of outside resources utilized and the extent to which such resources are utilized by responding firms. Although a considerable portion of the firms are engaged in the minimal practice of informing employees of outside educational opportunities, the portion is much reduced for those practices which imply a more aggressive and direct association with the outside resources, i.e., encouraging outside agencies, utilizing outside planners, etc. Also, Industrial firms tend generally to be more active in the use of outside resources than do Business firms. Finally, Financial type Business firms and Manufacturing type Industrial firms appear to be more active than other types.

Anticipated Changes in Training Programs[1]

Current information concerning the status, policies and procedures of training programs being conducted by Businesses and Industries, useful though it may be, should not be regarded as the sole basis for judgments concerning relative involvement, desirable alterations, etc. Changes being anticipated should also find a place in such judgmental equations. Accordingly, firms under study were asked to record training program changes which were being anticipated within "the next three years." The results of this query follows.

Most firms planned to strengthen present educational programs. (See Table 4.) Only 17 per cent did not expect any change within the next three years. An additional 3 per cent of the firms did not respond to the question which concerned change. Thus, approximately four out of every five firms (80 per cent) engaged in a training program at the time of this study, anticipated some type of increase, addition, or alteration.

Increased enrollment and increased budget were the two changes recorded with the greatest frequency. Respectively, each change was expected by 64 per cent and 56 per cent of all respondents. In addition, within the same three year period, nearly half (46 per cent) of all firms forecasted

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[1]See also Appendix A, Table 13.

an increase in the number of educational offerings. Other changes reported in decreasing order were increased use of out-of-company individuals and agencies (38 per cent); increase in instructional staff (35 per cent); increased preparation in the principles and techniques of teaching adults (30 per cent); increased preparation in subject matter fields (29 per cent); change in nature of educational offerings (27 per cent); alteration in instructional methods employed in programs (24 per cent); higher levels of formal education among instructional and administrative staff members (24 per cent); and addition of a training director (9 per cent).

Although Businesses and Industries generally anticipated various changes in similar proportions, there were differences found among Business and Industry types. For instance, a larger percentage of Trade type Business firms anticipated increases in budget (64 per cent); use of out-of-company individuals or agencies (46 per cent); in-service training for instructional staff in the principles and techniques of teaching adults (49 per cent); and higher levels of formal education among instructional and administrative staff members (30 per cent) than did any other type of firms. Likewise, a comparatively larger percentage of Finance type Business firms anticipated increases in enrollment (74 per cent); increases in the number of educational offerings (53 per cent); and a change in the content of educational offerings (32 per cent) than did other types of firms.

Firms of the Transportation-Utility type lead all types with reference to anticipated increase in the number of instructional staff (50 per cent) and anticipated addition of a training director (36 per cent).

Trade type firms were relatively infrequent in their anticipation of change in the nature of educational offerings (15 per cent). Similarly, a relatively small percentage of Service firms reported such changes as increased use of out-of-company individuals and agencies (15 per cent); increased preparation in the principles and techniques of teaching adults (15 per cent); change in the nature of educational offerings (15 per cent); and higher levels of formal education among instructional and administrative staff members (15 per cent). Also, Finance firms were comparatively infrequent in anticipating such changes as increased preparation in subject matter field (16 per cent); higher level of formal education among institutional and administrative staff members (16 per cent); and alterations in instructional methods employed in programs (11 per cent).

Finally, data in Table 4 reveal that Agriculture-Mining-Construction firms were those least likely to be anticipating program changes of any type. One-half of such reporting firms indicated that they were not planning to make any program changes over the "next three years."

TABLE 4

CHANGES WHICH ARE ANTICIPATED WITHIN THE NEXT THREE YEARS

Type of Training Program Change Anticipated	Business Firms			Total Business Firms	Industrial Firms			Total Ind. Firms	Total Bus. & Ind.
	Trade	Service	Finance		Manu-fact.	A.M.C.	T.U.		
	%	%	%	%	%	%	%	%	%
Increase in budget	64	62	58	62	53	33	50	51	56
Increase in enrollment	61	62	74	65	66	33	64	63	64
Increase in instructional staff	36	39	32	35	33	17	50	35	35
Increase in educational offering	42	46	53	46	44	33	50	44	46
Addition of a training director	6	00	5	5	5	00	36	11	9
Increased use of out-of-company individuals and/or agencies	46	15	32	35	44	17	36	40	38
Increased preparation in the principles and techniques of teaching adults	49	15	21	34	22	17	50	27	30
Increased preparation in subject matter field	30	46	16	29	27	17	43	29	29

Change in nature (content of educational offerings	15	15	32	20	33	17	43	33	27
Higher levels of formal education among instructional and administrative staff members	30	15	16	23	27	00	21	24	24
Alteration in instructional methods employed in programs	24	46	11	25	24	00	36	24	24
No change expected	3	15	21	5	15	50	21	19	17
No response	6	8	00	5	2	17	00	3	3
Number of firms represented in each column	N=33	N=13	N=19	N=65	N=55	N=6	N=14	N=75	N=140

Discussion[1]

Business firms, at least for the respondents who employ 200 or more, appear to be assuming a more active role than Industrial firms in conducting, supervising, and/or sponsoring educational programs. An exception to this was revealed by firms in the Transportation-Utility segment of the Industrial complex. Such firms were assuming a more active role in employee training than any other type of Industrial or Business firms.

It has been concluded from studies of adults that individuals with higher levels of formal education are more likely to participate in continuing education than individuals with a lower level of formal education. From this study, a similar conclusion may be drawn with reference to a firm's involvement in educational programs. Types of firms which in the past have assumed a more active role in employee training can be expected to continue such activity in the future. Not only are Business firms more active in carrying on employee training programs, but they have also expressed more interest than Industrial firms in developing new training programs.

Most firms which responded to the questionnaire and which had a training program also had someone who directed the program. The tendency to employ a training director either full-time or part-time differed among the various

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[1]See also Appendix A, Tables 10-13.

segments. Remarks made by the respondents indicated that many supervisors, department heads, and managers perform a part-time training director function without distinguishing such duties from their managerial or supervisory duties. Regardless of whether training duties are part-time or full-time, it appears to be an established practice to delegate the responsibility to one particular person.

There was also revealed a tendency for firms to emphasize instructor preparation in subject matter over similar preparation in the principles and techniques of teaching adults. However, the proportion of firms, which indicated that both types of preparation for teachers are important, was larger than expected. The authors' reasoned that preparation in teaching adults would not be as widespread as preparation in subject matter because:

(1) Preparation in teaching is not likely to be as readily available as is preparation in subject matter.

(2) Training in subject matter is more likely to be viewed by cost-conscious executives as an expenditure which will provide more immediate results.

Regardless of this expectation, a large proportion of some types of firms (particularly Transportation-Utility) were obviously preparing their instructors in the principles and techniques of teaching adults.

Typically, all levels of employees are included in training programs. However, Business firms more so than

Industrial firms encourage or permit all employees to participate in training. There was, however, a sizeable portion of firms offering programs especially and exclusively designed for managerial and supervisory personnel. Few firms at the present time are making educational opportunities available to employee families. The selection of participants is obviously a reflection of the scarcity of available educational resources and the training demand being made on Business and Industry budgets by technological innovations. Under these conditions, money and resources are likely to be made available for training which furnishes more direct and discernible returns.

Firms that require mandatory participation in their training programs usually do not make such requirements for all training. Industrial firms somewhat more than Business firms, do require participation in at least part of their over-all program.

There is a tendency for firms to offer tuition refunds and promotional opportunities as inducements for employees to pursue formal education. Tuition refunds are more common with Industrial firms; and promotional opportunities are more prevalent with Business firms. However, an exception is provided by firms in the Finance Segment of the Business complex. Finance firms are more likely to extend tuition refunds than opportunities for promotion. Neither time-off with pay, nor time-off without pay are prevalent

practices with Business or Industrial firms. Finance firms, again, provided a notable exception. They, more so than other types, have a policy of allowing employees time-off with pay.

Firms usually do not find it appropriate to charge for the training which they offer. Of the firms that do make a charge to employees, the charge is usually not made for all programs. Finance firms more so than other firms find it suitable to charge the employee for certain programs.

Most firms carry on programs designed to orient new employees and programs designed to upgrade old employees in present jobs. A somewhat smaller portion carry on programs for the purpose of retraining employees for new or different jobs. Finally, programs designed to prepare employees for retirement were most infrequent. However, Industrial firms, with the exception of those in the Agriculture-Mining-Construction Segment, were more inclined to prepare employees for retirement than were Business firms. Compared to firms of other segments, firms of the Transportation-Utility Segment were most active in carrying on programs which prepare employees for retirement; and Manufacturing firms were most active in carrying on programs designed to retrain employees for new or different jobs.

Programs with a managerial or supervisory content, and programs with a vocational or technical content are more commonly conducted than programs with a human relations

content or a general education content. This again may be the result of an "immediacy" proneness--the benefits derived from a training program with a human relations or general education content are not likely to be as immediate or as easily recognized. It should be added, however, that Transportation-Utility firms were more likely to be involved in human relations and general education content than any other types of Industrial or Business firms.

Methods or formats which are by nature most functional and most accommodating for in-plant or in-store use, are the ones which seem to have gained widest patronage. On-the-job training (or apprenticeships), classes, and conferences (or meetings) are the most popular methods or formats. Business firms are more likely to utilize on-the-job training, whereas, Industrial firms are more likely to find conferences useful. Other methods or formats which have gained wide favor with both Business and Industry firms are the short course and the workshop. Much less use is made of seminars, institutes, and conventions. As might be expected many firms in the various segments deviate from the norm. For example, firms of the Finance segment, more than firms of other segments, are using seminars and institutes.

The use of out-of-company educational resources tends to be more co-operative than co-ordinative. Other than informing employees of educational programs which are available through outside agencies, utilization of out-of-company

resources was not especially widespread. Although some firms encouraged outside agencies to plan and conduct educational programs and informed employees of such programs, proportionately fewer firms utilized outside physical facilities for company planned and conducted educational programs. Also, fewer firms invited outside individuals or agencies to plan and conduct educational programs using company facilities. Similarly infrequent were the practices of recruiting outside teachers to teach company planned and conducted educational programs, and recruiting outside consultants to help plan and conduct program evaluations. Although there were differences between the various segments, there were none which were particularly active in the area of recruiting and inviting outside individuals or agencies to plan and conduct educational programs.

Those segments which are now most enterprising in the training of employees can be expected to make the greatest efforts toward future program change. Within the next three years, most firms expect changes to be made in their training program. The type of change which firms may be expected to make will vary considerably according to the segment of Business or Industry to which the firm belongs. For example, few changes of any type are expected by Agriculture-Mining-Construction firms. Trade firms more so than other firms anticipate an increased budget, increased use of out-of-company individuals and agencies, higher levels of formal

education among instructional and administrative staff members, and increased preparation in the principles and techniques of teaching adults. Service firms are expecting to focus more attention than other firms on the improvement of subject matter competence of employees who teach other employees. Likewise, Finance firms will give more attention to increasing their training program enrollments and their number of educational offerings. Transportation-Utility firms, more so than other firms, are looking forward to an increase in their instructional staff, and the hiring of a training director.

APPENDIX A

PERCENTAGE TABLES

TABLE 5

FIRMS WITH A TRAINING PROGRAM OR ANTICIPATING THE DEVELOPMENT OF A TRAINING PROGRAM

Firms	Business Firms			Total Business Firms	Industrial Firms			Total Ind. Firms	Total Bus. & Ind.
	Trade	Service	Finance		Manu-fact.	A.M.C.	T.U.		
	%	%	%	%	%	%	%	%	%
With training program	73	43	80	66	51	20	82	48	55
Anticipating a program	11	20	12	14	15	3	0	10	12
Undecided	5	7	0	4	6	10	6	7	6
Not anticipating a program	11	30	8	16	28	61	12	37	27
Number of firms represented in each column	N=45	N=30	N=24	N=99	N=108	N=30	N=17	N=155	N=254

TABLE 6

FIRMS THAT OFFERED PREPARATION IN SUBJECT MATTER AND PREPARATION IN THE PRINCIPLES AND TECHNIQUES OF TEACHING ADULTS

Preparation	Business Firms			Total Business Firms	Industrial Firms			Total Ind. Firms	Total Bus. & Ind.
	Trade	Service	Finance		Manu-fact.	A.M.C.	T.U.		
	%	%	%	%	%	%	%	%	%
In subject matter	76	39	47	60	63	17	64	59	60
No response to subject matter question	15	46	16	22	12	33	7	13	16
In techniques of teaching adults	46	31	32	39	41	17	57	43	41
No response to technique question	21	46	21	26	15	50	7	16	21
Number of firms represented in each column	N=33	N=13	N=19	N=65	N=55	N=6	N=14	N=75	N=140

TABLE 7

TYPE OF ENCOURAGEMENT GIVEN BY FIRMS TO PURSUE OUT-OF-COMPANY EDUCATION

Type of Encouragement	Business Firms			Total Business Firms	Industrial Firms			Total Ind. Firms	Total Bus. & Ind.
	Trade %	Service %	Finance %	%	Manu-fact. %	A.M.C. %	T.U. %	%	%
Tuition refunds	49	46	63	52	80	67	57	75	64
Promotional opportunities	61	69	53	60	53	33	50	51	55
Time off with pay	6	8	26	12	13	00	14	12	12
Time off without pay	12	8	11	11	13	00	7	11	11
No response	15	15	16	15	7	17	21	11	13
Number of firms represented in each column	N=33	N=13	N=19	N=65	N=55	N=6	N=14	N=75	N=140

TABLE 8

PURPOSES OF TRAINING PROGRAMS

Purpose	Business Firms			Total Business Firms	Industrial Firms			Total Ind. Firms	Total Bus. & Ind.
	Trade	Service	Finance		Manu-fact.	A.M.C.	T.U.		
	%	%	%	%	%	%	%	%	%
Orient new employees	88	77	95	88	82	83	79	82	84
Upgrade old employees in present jobs	73	46	90	72	88	83	86	80	76
Retrain employees for new or different jobs	46	54	47	47	65	33	57	61	54
Help prepare employees for retirement	12	8	0	8	15	17	29	18	13
Other purposes	9	15	16	12	11	0	29	14	13
Number of firms represented in each column	N=33	N=13	N=19	N=65	N=55	N=6	N=14	N=75	N=140

TABLE 9

CONTENT AREAS OF TRAINING PROGRAMS

Content Areas	Business Firms			Total Business Firms	Industrial Firms			Total Ind. Firms	Total Bus & Ind.
	Trade	Service	Finance		Manu-fact.	A.M.C.	T.U.		
	%	%	%	%	%	%	%	%	%
Vocational-technical	61	46	79	63	87	50	57	78	71
Human relations	55	54	58	55	57	33	50	54	55
Managerial-supervisory	73	62	90	75	82	67	71	78	77
General education	18	31	32	25	41	17	57	41	34
No response	0	15	0	3	0	17	7	3	3
Number of firms represented in each column	N=33	N=13	N=19	N=65	N=55	N=6	N=14	N=75	N=140

APPENDIX B

RANK ORDER TABLES

TABLE 10

FIRMS RANKED[a] ACCORDING TO STATUS OF TRAINING PROGRAMS

Indices	Business Firms			Industrial Firms		
	Trade	Service	Finance	Manuf.	A.M.C.	T.U.
Levels of Employees That Participate in Training Programs						
Management	5	4	3	1	2	6
Supervisory	4	2	3	1	5	6
Professional and Technical	3	4	1	2	6	5
Hourly Workers	5	1	4	2	6	3
All Employees	4	6	5	3	1	2
Employees' Families	2	1	3	3	3	3
Mandatory Participation in Training Programs						
In All Programs	1	3	4	2	5.5	5.5
In Some Programs	5	4	3	2	6	1
Not Mandatory In Any Program	5	4	6	2	1	3
Encouragement To Pursue Formal Education						
Promotional Opportunities	2	1	3	4	6	5
Tuition Refunds	5	6	3	1	2	4
Time-off Without Pay During Working Hours	5	4	1	3	6	2
Time-off With Pay During Working Hours	2	4	3	1	6	5
Charge to Employees for Programs Conducted or Organized by Firms						
In All Programs	0	0	0	0	0	0
In Some Programs	4	5.5	1	2	5.5	3
No Charge in Any Program	1	2	6	3	5	4

[a]Ranking was secured by ordering percentages with the firm type exhibiting the highest percentage receiving the rank of one.

TABLE 11

FIRMS RANKED[a] ACCORDING TO EDUCATIONAL POLICIES

Indices	Business Firms			Industrial Firms		
	Trade	Service	Finance	Manuf.	A.M.C.	T.U.
Firms With Training Programs	3	5	2	4	6	1
Firms Anticipating a Training Program	2	3	1	4	5	6
Undecided Firms	2	5	6	3	4	1
Firms Not Anticipating Development of a Training Program	5	4	6	3	1	2
Employment of a Full-time Training Director	2	4	5	3	6	1
Employment of a Part-time Training Director	4	2	1	3	5	6
No Training Director	6	4	2	3	1	5
Training in the Principles and Techniques of Teaching Adults	2	5	4	3	6	1
Training in Subject Matter to Other Employees	1	5	4	3	6	2

[a]Ranking was secured by ordering percentages with the firm type exhibiting the highest percentage receiving the rank of one.

TABLE 12-A

FIRMS RANKED[a] ACCORDING TO PROGRAM DESIGNS AND PROCEDURES

Indices	Business Firms			Industrial Firms		
	Trade	Service	Finance	Manuf.	A.M.C.	T.U.
Purposes of Educational Programs						
To Orient New Employees	2	6	1	4	3	5
To Upgrade Old Employees in Present Jobs	5	6	1	4	3	2
To Retrain Employees for New or Different Jobs	5	3	4	1	6	2
To Prepare Employees for Retirement	4	5	6	3	2	1
Content Areas of Training Programs						
Vocational-Technical	3	6	2	1	5	4
Human Relations	3	4	1	2	6	5
Managerial-Supervisory	3	6	1	2	5	4
General Education	5	4	3	2	6	1
Method Used in Training Programs						
Classes	5	2	1	3	6	4
Short Courses	3	6	1	2	5	4
Institutes	5	4	1	2	6	3
On-the-job Training or Apprenticeships	1	2	4	6	5	3
Seminars	5	2	1	4	6	3
Workshops	4	5	3	2	6	1
Conferences	3	5	4	2	6	1
Conventions	4	5	1	2	6	3

[a]Ranking was secured by ordering percentages with the firm type exhibiting the highest percentage receiving the rank of one.

TABLE 12-B

FIRMS RANKED[a] ACCORDING TO PROGRAM DESIGNS AND PROCEDURES

Indices	Business Firms			Industrial Firms		
	Trade	Service	Finance	Manuf.	A.M.C.	T.U.
Use of Out-of-Company Resources						
Inform employees of educational programs available through outside agencies	5	6	2	1	4	3
Encourage outside agencies to plan and conduct educational programs and inform employees of such programs	3	4	2	1	6	5
Utilize the physical facilities of outside agencies for company planned and conducted educational programs	5	4	2	1	6	3
Invite outside individuals or agencies to plan and conduct educational programs using company facilities	3	1	2	4	6	5
Recruit outside teachers to teach company planned and conducted educational programs	6	2	5	3	4	1
Recruit outside consultants to help plan educational programs	2	1	4	3	6	5
Recruit outside consultants to help plan and conduct program evaluation	4	5.5	2	1	5.5	3
No utilization of any out-of-company educational resources	1	3	5.5	4	2	5.5

[a]Ranking was secured by ordering percentages with the firm type exhibiting the highest percentage receiving the rank of one.

TABLE 13

FIRMS RANKED[a] ACCORDING TO ANTICIPATED CHANGES IN TRAINING PROGRAMS

Indices	Business Firms			Industrial Firms		
	Trade	Service	Finance	Manuf.	A.M.C.	T.U.
Increase in budget	1	2	3	4	6	5
Increase in enrollment	5	4	1	2	6	3
Increase in number of instructional staff	3	2	5	4	6	1
Increase in number of educational offerings	5	3	1	4	6	2
Addition of a training director	2	5.5	4	3	5.5	1
Increased use of out-of-company individuals and/or agencies	1	6	4	2	5	3
Increased in-service training for instructional staff in the principles and techniques of teaching adults	2	6	4	3	5	1
Increased in-service training for instructional staff in their subject matter field	3	1	6	4	5	2
Change in nature (content) of educational offerings	6	5	3	2	4	1
Higher levels of formal education among instructional and administrative staff members	1	5	4	2	6	3
Alteration in instructional methods employed in training programs	3	1	5	4	6	2
Training program will not change in the next three years	6	4	3	5	1	2

[a]Ranking was secured by ordering percentages with the firm type exhibiting the highest percentage receiving the rank of one.

APPENDIX C

QUESTIONNAIRE

A SURVEY OF EDUCATIONAL ACTIVITIES CARRIED ON

IN FLORIDA'S BUSINESSES AND INDUSTRIES

Instructions:

A. Check ( ) each box that pertains to your firm. Some questions may require that you check more than one box. Other questions may require a short fill-in answer.

B. Your answers should pertain only to that part of your company which is located or which operates in Florida.

C. TRAINING OR EDUCATIONAL PROGRAM is defined as any type of organized instruction conducted, supervised, and/or sponsored by your company on its premises (in-company) or off its premises (out-of-company).

- -

1. How many people does your firm employ in Florida? Estimate if necessary.

   Male (number) _____ Female (number)_____

2. Please check the one statement below which best represents your company's level of familiarity with the Florida Institute for Continuing University Studies (FICUS).

   ( ) We have never heard of FICUS.
   ( ) We have heard of FICUS, but we are not familiar with its functions.
   ( ) We are familiar with FICUS and its functions, but we have never utilized its services.
   ( ) We are familiar with FICUS and its functions, and we have utilized its services.
   Please specify services utilized _____
   _____
   _____

3. Do you now have a training program for your employees?

   ( ) Yes ( ) No

4. If you do not presently have a training program, do you intend to develop one within the next three years?

   ( ) Yes
   ( ) No
   ( ) Not applicable, we have a training program.

If you have no training program, please stop here and return the questionnaire in the self-addressed, pre-stamped envelope furnished. If you do have a training program, please turn the page and continue with question 5.

5. My firm currently conducts, organizes and/or sponsors educational programs to: (check all that apply)

( ) Orientate new employees.
( ) Upgrade old employees in present job.
( ) Retrain for new or different jobs.
( ) Help prepare employees for retirement.
( ) Other, please specify. _____
_____
_____

6. My firm currently conducts, organizes and/or sponsors educational programs in the following content areas: (Check all that apply)

( ) Vocational-technical
( ) Human Relations
( ) Managerial-supervisory
( ) General education
( ) Other, please specify. _____
_____
_____

7. What indices are used by your firm in the determination of specific training needs? (Check all that apply)

( ) Turnover rate
( ) Work bottlenecks
( ) Accident rates
( ) Increased production
( ) Views of training staff members
( ) Views of training director
( ) Customer complaints
( ) Suggestions from management
( ) Suggestions from workers
( ) Suggestions from Union
( ) Suggestions of designated Planning Committees
( ) Other, please specify: _____

8. What techniques are used to determine specific training need? (Check all that apply)

( ) Suggestion box
( ) Discussion sessions
( ) Interview
( ) Questionnaires
( ) Analysis of reports (production, efficiency, etc.)
( ) Other, please specify: _____
_____

9. Does your firm have a training director?

( ) Yes; full-time
( ) Yes; part-time
( ) No

10. How many people do you have on your training staff? (Estimate if necessary.)

Full-time (number) _____ Part-time (number) _____

11. How many educational units (completed courses, workshops, institutes, etc.) were conducted in your training program from September, 1963 to September, 1964? (Estimate if necessary.)

In-company (used company facilities) _____
Out-of-company (used other than company facilities)_____

12. Is training the principles and techniques of teaching adults given to company employees who are utilized as instructors?

( ) Yes ( ) No

13. Is special training in subject matter given to employees who will later teach this subject matter to other employees?

( ) Yes ( ) No

14. Which of the following methods or formats are used in your training or educational programs?

( ) Classes
( ) Short Courses
( ) Institutes
( ) On-the-job training (apprenticeships)
( ) Others, please specify _____
( ) Workshops
( ) Conferences
( ) Conventions
( ) Seminars

15. How many employees have participated in one or more of your training or educational programs during the period, September, 1963 to September, 1964?

Male (number) _____ Female (number) _____

16. Which of the following levels of employees are eligible for company training programs?

( ) Management
( ) Supervisory
( ) Professional and Technical
( ) Hourly workers
( ) All employees
( ) Employees' families

17. To what extent do you currently use and to what extent do you anticipate using "out-of-company" educational resources (individual or agency, i.e., professors, teachers, private consultants--universities, FICUS, junior colleges, public schools, etc.) in your training program? (None, either, or both of the squares adjacent to each statement may be checked.)

Current Practice	Anticipated Practice	
( )	( )	No utilization of any "out-of-company" educational resources.
( )	( )	Simply inform employees of educational programs (courses, series of classes, clinics, workshops, etc.) available through "outside" agencies.
( )	( )	Encourage "outside" agencies to plan and conduct educational programs which are needed by employees and inform employees of such programs.
( )	( )	Utilize the physical facilities of "outside" agencies for company planned and conducted educational programs.
( )	( )	Invite "outside" individuals or agencies to plan and conduct educational programs using company facilities.
( )	( )	Recruit "outside" teachers to teach company planned and conducted educational programs.
( )	( )	Recruit "outside" consultants to help plan educational programs.
( )	( )	Recruit "outside" consultants to help plan and conduct program evaluations.

18. Is participation in the training program mandatory?

( ) Yes, in all programs
( ) No
( ) Yes, in some programs. Please specify _____
_____

19. What kinds of encouragement are employees given to pursue formal education? (i.e., high schools, technical schools, colleges.)

( ) Time-off with pay during working hours
( ) Time-off without pay during working hours
( ) Tuition refunds (part or whole)
( ) Promotional opportunities
( ) Other, please specify_____

20. Is there any charge to employees for programs conducted or organized by your firm?

( ) Yes, all programs
( ) No
( ) Yes, some programs - Please specify_____

21. How much money was spent by your firm for organized instruction during the past 12 months? (direct and indirect; in-company and out-of-company) Please estimate if necessary.

Amount $_____

22. Please check <u>all</u> of the following statements which you feel will be descriptive of <u>your company's training program</u> three years from now.

( ) Increased budget
( ) Increased enrollment in the program
( ) Increase in number of instructional staff
( ) Increase in number of educational offerings
( ) Addition of a training director
( ) Increased use of out-of-company individuals and/or agencies
( ) Increased in-service training for instructional staff in the principles and techniques of teaching adults
( ) Increased in-service training for instructional staff in their subject matter field
( ) Change in nature (content) of educational offerings
( ) Higher levels of formal education among instructional and administrative staff members
( ) Alteration in instructional methods employed

( ) Others, please specify_____
( ) Training program will essentially not change in the next three years

23. Does your firm have descriptive material on its training or educational programs? (If yes, please enclose such material when you return questionnaire.)

( ) Yes ( ) No

24. Would you like a free copy of the report of the study of Educational Activities Carried On In Florida's Businesses and Industries?

( ) Yes ( ) No

Thank you for your time and interest in answering the questionnaire. Please use the pre-addressed and pre-stamped envelope for returning it. May we remind you to please send us any materials you may have which describe your training program.

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