# AN ASSESSMENT OF

# BUSINESS AND INDUSTRY TRAINING TRENDS

# IN THE CHIPPEWA VALLEY TECHNICAL COLLEGE DISTRICT

By

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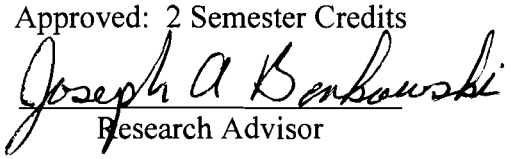

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## ABSTRACT

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Chippewa Valley Technical Colleges serves an 11-county district in Northwestern Wisconsin. An important part of their mission is serving the employers in the district through the mission which expressly discusses the importance of providing high quality education specifically for this purpose.

Currently, there remains lots of conflicting information regarding the importance and types of training that serve as current trends in business and industry. The report will outline

examples nationally of the current trends. However, the report will also discuss the lack of information available in the state and locally. While there is progressive effort that has taken place through the Wisconsin Technical College System to identify key training needs in the manufacturing sector which are outlined in the report, there still remains little or no data that the researcher could locate to determine local training trends in the district.

For this reason, the researcher has chosen to sample employers in the district to determine the following objectives:

1. Identify the number of businesses and industries in the Chippewa Valley Technical College district who provide employee training.
2. Identify topical areas of training for businesses and industries in the Chippewa Valley Technical College district.
3. Identify the training delivery processes for businesses and industries in the Chippewa Valley Technical College district, including preferred instructional and delivery methods.
4. Identify training decision processes for businesses and industries in the Chippewa Valley Technical College district.
5. Identify whether sampled businesses and industries have utilized customized training provided by Chippewa Valley Technical College and their level of satisfaction.

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## *Background*

During these challenging economic times there exists a variety of opinions regarding trends in business and industry training. For example, according to Croner Consulting, a leading source of information regarding business information in the United Kingdom, "a new survey...reveals that 52% of companies have cut their training budgets over the past year" (Croner Consulting, 2003, p. 1). Bowles went on to report that "the poll of training in the workplace...asked human resources professionals how their training budgets had been affected over the past year. 52% said they had decreased..." (cited in Croner Consulting, 2003, p. 2) and further indicated that data from the United Kingdom Department for Education and Skills supported the notion that when business times become difficult, the training budgets take a lower priority because their benefits are not easily measured (2003).

Others in the United Kingdom, however, take a more positive stance on the topic and continue to advocate for training. Some caution that the decline in training is only a short-term fix in response to tough economic times. Keith Hunter, managing director of TTE management and technical training described how companies often cut training as soon as the financial issues arise and described this as a "false economy" (Hunter, cited in Logan, 2003, p. 1). Hunter went on to explain that the result will only be the need to hire skilled workers once again as soon as the financial pressures are alleviated (Hunter, cited in Logan, 2003, p. 1).

Information on domestic training trends in business and industry are equally conflicting. The American Society for Training & Development reported that organizations in the United States "provided more hours of training, and used technology to deliver training more than ever before..." (Homer & Povar, 2003, n.p.). Data collected from this press release included the

following training metrics or measurable results: training expenditures as a percentage of payroll - increase of 2.2%; training expenditure per employee - increase of $92; training hours per employee - increase of 4 hours; training delivery via classroom - decrease of 5%; training delivery via learning technologies - increase of 4.9%; employee group receiving the largest percentage of training expenditure - customer service employees (2003).

Further, in an article in HR Magazine, Fox reported that according to the 2003 American Society for Training & Development International Conference and Exposition, that "companies were more committed than ever to training" (ASTD, cited in Fox, 2003, p. 32).

By contrast, however, further research from ASTD inferred that training methods themselves are indeed changing (cited in Homer, 2003, n.p.). In a press release regarding changes in the training profession's future, Homer described how Pat Crull, CEO of Toys "R" Us defined the need to concentrate on the bottom line. Crull explained that as a result of some difficult years, even if the economy takes a turn for the better, "the lessons of the hard years..." are that "once you're lean and efficient, there's no turning back" (Crull, cited in Homer, 2003, n.p.).

Information regarding business and industry training trends internationally and domestically remain conflicted while little or no information of an assessment nature exists in Wisconsin or locally. As a result, educational institutions whose missions are based on workforce needs of the region are especially challenged when attempting to forecast business and industry training trends.

While views on actual training trends remain unclear both internationally and nationally, job and worker training remain as important issues both nationally and in Wisconsin. Like international and national discussions, in the state of Wisconsin, much has been discussed about

the need for job training as well as job creation in light of significant job losses, especially in the manufacturing sector. According to an Associated Press article in the St. Paul Pioneer Press regarding Wisconsin manufacturing jobs, "the Department of Workforce Development said there were an average of 515,500...down more than 13,000 from 2002; the 2003 numbers also were down more than 79,000" (Associated Press, 2004, p. 1). Specifically, in Wisconsin, jobs and training are also at the forefront of initiatives currently being explored by the Wisconsin Technical College System, especially as it relates to manufacturing. As reported by Dan Clancy and Kyle Schwarm of the Wisconsin Technical College System, in reacting to a February 13, 2003 budget announcement, Dr. Richard Carpenter, former President of the Wisconsin Technical College System, "praised the Governor's 2003-05 biennial budget presented.....by providing the training that workers need to get high skill and high wage jobs, the WTCS can help stimulate quick economic recovery in a way no other Wisconsin educational institution can" (Carpenter, cited in Clancy & Schwarm, 2003, n.p.).

Locally, Chippewa Valley Technical College district serves to meet the needs of business and industry training. Because CVTC's partial mission is to meet the needs of the workforce region that it serves, the college continually offers a variety of services aimed at this market including customized or technical assistance training to a number of business and industry organizations each year. Included within the mission are six value statements that the college subscribes to which include collaboration and the importance of partnering with business and industry. For the year 2004-2005, the college's strategic plan emphasized this importance through the implementation of business and industry-related training in the first "Outcome Statement...CVTC will meet the dynamic and diverse employment needs of the region" (Doyle, 2004a, n.p.).

However, specific data regarding business and industry training trends for employers in the district are lacking. This information would provide the college with desirable information regarding the types and trends of needed workforce training in the district and would allow CVTC to continue to be responsive to employers in the district.

Specifically, expected business and industry training trends are needed for the Chippewa Valley Technical College district which includes all or part of the following counties: Buffalo, Clark, Chippewa, Dunn, Eau Claire, Jackson, Pepin, Pierce, St. Croix, Taylor, and Trempealeau Counties.

*Statement of the Problem*

While workforce and customized training for employers continue to play a significant role for Chippewa Valley Technical College, little data exists regarding business and industry training trends in the Chippewa Valley Technical College district. This study will identify business and industry training trends within the CVTC district, which includes all or part of Buffalo, Clark, Chippewa, Dunn, Eau Claire, Jackson, Pepin, Pierce, St. Croix, Taylor, and Trempealeau counties in Wisconsin.

*Purpose Statement*

The purpose of the study is to obtain business and industry training trends data from a random sample of training directors representing business and industry in the CVTC district, including all or part of the counties of Buffalo, Clark, Chippewa, Dunn, Eau Claire, Jackson, Pepin, Pierce, St. Croix, Taylor, and Trempealeau counties in Wisconsin. Data will be collected via a survey in April and May of 2005.

*Research Objectives*

The objectives of this study are to:

1. Identify the number of businesses and industries in the Chippewa Valley Technical College district who provide employee training.
2. Identify topical areas of training for businesses and industries in the Chippewa Valley Technical College district.
3. Identify the training delivery processes for businesses and industries in the Chippewa Valley Technical College district, including preferred instructional and delivery methods.
4. Identify training decision processes for businesses and industries in the Chippewa Valley Technical College district.
5. Identify whether sampled businesses and industries have utilized customized training provided by Chippewa Valley Technical College and their level of satisfaction.

*Significance of the Study*

The following issues represent the significance of this study:

1. To determine contract training opportunities for business and industry in the Chippewa Valley Technical College district. Because the Chippewa Valley Technical College has as its mission to provide training and education which improves the lives of students and the "workforce needs of the region....." (Doyle, 2004a, n.p.), training trends information is critical. Programs, equipment, curriculum, and even specific classes are built around the specific needs of employers within the college's district. While Advisory Committees play a significant role in determining the answers to many development questions, a need exists for greater determination of specific training trends in the CVTC district for this purpose.

2. Within the sample, to determine levels of satisfaction for businesses and industries who have received customized training from CVTC. As part of continuous improvement for the college, information regarding level of satisfaction would serve to highlight areas of strength, while offering evaluation on areas where opportunities for improvement may exist.

*Assumptions of the Study*

Assumptions of the study include the following:

1. There is an assumption that there will be significant diversity among the businesses and industries surveyed in terms of location, size, number of employees and type of business.

2. The study will assume that all sampled businesses and industries are able to complete the survey, regardless of their specific organizational structure. An assumption for companies who do not employ a "training director," is that another representative familiar with the organization's training process will have the ability to respond to the survey.

*Limitations of the Study*

Limitations of the study include the following:

1. The study is limited by the current economic condition of the data source to be measured. The St. Paul Pioneer Press has reported that manufacturing jobs in Wisconsin were lower in 2002 and 2003, and were "down more than 79,000 per month compared with 1999.....(Associated Press, 2004, p. 1). Although the jobs overall were actually up 20,000 when other employment sectors such as construction were included, the current economic landscape of manufacturing and overall employment data will limit the outcome of the study itself as well as the interpretation of data.

2. The study is limited by the number of respondents. Although every attempt was made to obtain data from the entire sample, the study is limited by actual respondents to the instrument.

3. The study is limited to the effectiveness of the method and instrument itself that was developed and utilized for the purpose of carrying out this research.

4. The study will be limited to individual interpretations and responses by CEO's, owners, human resource professionals, training directors, and business and industry personnel who oversee both technical and professional training. Within the sample itself there will remain uncontrollable demographic data, such as years on the job, experience, education level and others which will increase the limitation of the study itself.

5. The study is limited by the factor of time. The study is limited to the calendar year of 2005 and therefore will possess a limitation unto itself. Because of the limited amount of time within which the study must be completed and analyzed, limitations to the study exist.

*Definition of Terms*

*Advisory Committees* – Advisory Committees are comprised of business and industry representatives for each program at the Chippewa Valley Technical College. As described in a 2002 Wisconsin Technical College System Administrative bulletin, Kathy Cullen, described that "each college shall establish and maintain active and occupational program and advisory committees for all approved programs" and goes on to explain that the committees should be representative and reflect "target jobs" (Cullen, 2002, p. 1).

*Customized Training*– According to the Wisconsin Technical College System website, customized training includes training and technical assistance which is delivered "direct to business and industry" (Wisconsin Technical College System, 2005, n.p.). Specifically at CVTC, "our comprehensive training services are geared to meet the individual needs of each business. On-site seminars, classes, training, and technical assistance..." (Doyle, 2004b, n.p.).

*Metrics* - According to Merriam-Webster online dictionary, "a standard of measurement" (Merriam-Webster, 2004, n.p.).

*Training* - According to Merriam-Webster online dictionary, "to make prepared for a test of skill; to teach so as to make fit, qualified or proficient" (Merriam-Webster, 2004, n.p.).

# CHAPTER II: Literature Review

## *Introduction*

This chapter will discuss the topic of training and its importance in the history of United States employers. In addition, it will explore the relationship of training to community college missions across the county. In addition, it will explore current training trends nationally and in Wisconsin. It will conclude by discussing the training trends in the Chippewa Valley, the importance of customized training to Chippewa Valley Technical College, and the growing need for information on business and industry training trends in the CVTC district.

## *Training and Employment*

Confronted with such events as the Industrial Revolution and war, the resulting shortage of skilled workers demanded that the nation begin to examine methods for training their workforce differently. According to Encyclopedia Britannica Online apprenticeship information, "The Industrial Revolution altered attitudes toward training. Machines created a need for both skilled workers (such as machinists or engineers) and unskilled workers. Unskilled employees who showed aptitude advanced to semiskilled jobs" (Encyclopedia Britannica Online, 2004a, p. 3).

In related information regarding employee training, Encyclopedia Britannica Online goes on to describe that workers who were transferring jobs, were semi-skilled, or were women entering the workforce during wartime, were in need of training. This seemed to be compounded by the automation, new products, and new methods that were demanding an increase in training. "Thereafter, the rapid contemporary advance of technological change made training a necessity in almost all walks of life" (Encyclopedia Britannica Online, 2004b, p. 1). Clearly one can

surmise that from the beginning of our nation's industrial prosperity to the current day, training has played an important role.

*The Relationship of Community Colleges to Training*

According to the American Association of Community Colleges (AACC), as the country was facing economic needs, community colleges were beginning their entrance into the higher education arena. The following historical information from the AACC further discusses the growing need for skilled workforce training:

> great challenges faced the United States in the early 20th century, including global economic competition. National and local leaders realized that a more skilled workforce was key to the country's continued economic strength - a need that called for a dramatic increase in college attendance .. (American Association of Community Colleges, 2004, p. 1).

To meet this growing need, the AACC history goes on to describe the beginnings of local community colleges stating that "the typical early community college was small, rarely enrolling more than 150 students...a distinctive feature of the institutions was their accessibility to women, attributable to the leading role the colleges played in preparing grammar school teachers" (2004, n.p.).

Based on the information from the AACC, one can surmise that training continued to play an important role in the development of our nation's employees and the country's growing economic structure.

*Current Training Trends Nationally*

The American Society for Training and Development (ASTD) is a "leading association of workplace learning and performance professionals..." (Homer & Pesci-Kelly, 2004, n.p.). The organization describes its membership as consisting of 70,000 members in over 100 countries, and with members in thousands of organizations (2004, n.p.).

According to a January, 2004 news release by ASTD, Homer and Pesci-Kelly described an article in T&D, an ASTD training and development magazine, that described an in-depth study of training trends. Written by Colteryahn and Davis of Development Dimensions International (DDI), the article described findings referred to as trends from an intensive study that was actually a supplement to a "landmark study by ASTD and partners DDI and Rothwell & Associates called "Mapping the Future: Shaping New Workplace Learning and Performance Competencies" (Colteryahn & Davis, cited in Homer & Pesci-Kelly, 2004, n.p.).

The trends identified by the authors centered around the following eight areas:

1. Drastic times and measures are causing organizations to rethink how to grow and be profitable;
2. Technological advances are transforming the way we live and work;
3. Changing workforce characteristics and demographics means accommodating new attitudes, lifestyles, values, and motivations;
4. Increased globalization means more organizations are taking work off site and off shore;
5. Accelerated pace of change means organizations are becoming more flexible, networked, flat, diverse, and virtual;

6. Changes in training function will continue, including the growing popularity of outsourcing;

7. Heightened security concerns are changing the role of organizations and governments;

8, Renewed focus on workplace ethics and trust calls into question the integrity of management and leadership. (Homer & Pesci-Kelly, 2004, n.p.)

In addition, Homer referred to the idea that training professionals must align the trends and their training strategies directly with company strategies. By doing so, "practitioners will play a critical role in determining whether an organization is successful in achieving its goals, (Colteryahn & Davis, cited in Homer & Pesci-Kelly, 2004, n.p.).

Increasingly, however training budget concerns continued to play a big part in companies' ability to offer training to their workforce and can be surmised as a trend also. An example of this growing need occurred in Texas, where leaders were in need of additional funding to retrain workers. As the large corporation, Rubbermaid, was making changes, dollars were needed to assist. "Rubbermaid, which employees 700 workers...was looking to consolidate its operations....Officials snagged a $330,000 skills development grant for Rubbermaid so it could retrain workers at Paris Community College" (Wolfson, 2004, p. F-1). The article also described officials as indicating that "we don't need new (job training) programs....we need more funding for these programs" (2004, p. F-1).

Another possible growing trend is that of customized training specifically for a company. According to the Des Moines Business Record, Gardyasz reported that, according to Paul Calkins, senior business consultant, customized training has increased for Dale Carnegie & Associates. Gardyasz quoted Calkins as indicating that "ten years ago customized training made up between 5 and 10 percent of the services that Dale Carnegie & Associates, Inc. provided.

Now that number is approaching 50 percent of its training repertoire...." (Calkins, cited in Gardyasz, 2004, p. 1). Gardyasz further reported that, according to Calkins,

> as a result of changes in employment levels, "managers in particular are carrying heavier loads and have greater requirements to provide leadership to more people...there are also more dollars available for training than two or three years ago...training and advertising take the first hits (in budget cuts) but you can only go without them for so long (Calkins, cited in Gardyasz, 2004, p. 1)

Although training trends and related metrics remain conflicted or unavailable, worker training issues remain at the forefront of both national and state initiatives. Political efforts are currently under way at the national level to enhance worker training. According to the Association for Career and Technical Education, in President George W. Bush's 2004 State of the Union address, the President outlined strategies that included "plans to improve the quality of education...and bolster job training programs...Bush announced jobs for the 21st Century - an initiative aimed at better preparing workers for jobs by strengthening post-secondary education and job training....( Bush, cited in ACTEonline, 2004, p. 1).

*Training Needs in Wisconsin*

In Wisconsin, Governor James Doyle in his "Grow Wisconsin" plan indicated that the nation has lost "2.7 million jobs, including tens of thousands here in Wisconsin" ( Doyle, 2003, p. 4). In his initial letter to the Grow Wisconsin plan, he addresses the importance of training by specifically outlining the need to invest in "education, training, and sound infrastructure" as part of his overall plan discussed above (2003, p. 4).

In addition, as a result of a gathering of approximately 170 representatives from manufacturing, education, and government, a number of initiatives from numerous workgroups

resulted in a plan entitled "Wisconsin Technical Colleges Taking Action! Achieving Peak Performance for Wisconsin Manufacturers," which was developed to address needs specific to manufacturing in the state of Wisconsin. The study documented that "Wisconsin ranks third highest in the nation for the percentage of jobs directly related to manufacturing. About 20% of the state's jobs (nearly 565,000) were in manufacturing at year-end 2002....." ( Wisconsin Technical College System, 2003a, p. 2) as supporting evidence of the importance of the need to continue to address the needs of manufacturing in Wisconsin.

As a result and in direct relation to the above effort at the Wisconsin Technical College System, an "Advanced Manufacturing Solutions" (Wisconsin Technical College System, 2003b, p. 1) report was developed as a task-oriented course of action for all sixteen technical colleges. According to the document, the effort included four initiatives aimed directly at addressing the needs of manufacturing and specifically addressed training issues at many points throughout the action plan. In addition, six strategies included in the overall plan included worker productivity, business effectiveness, and advanced technology as central themes. The following solutions were included in the plan: 1. Deploy a new statewide service approach; 2. Advance critical core skills for manufacturing; 3. Support advanced technology manufacturing; 4. Provide funding avenues for manufacturing training; 5. Market manufacturing careers; 6. Build partnerships for manufacturing success (Wisconsin Technical College System, 2003b, p. 1-9).

While training is at the core of many of the solutions above, the solution central to this study is solution one. According to the report,

> Wisconsin manufacturers demand that Wisconsin technical colleges provide training and development that will allow companies to become competitive over the next decade. To accomplish this, the technical colleges will strengthen marketing, content, and delivery of

existing and future training initiatives by working collaboratively on a regional and statewide basis. (Wisconsin Technical College System, 2003b, p. 4)

This will mean that technical college staff must interact with business and industry to determine training and technical assistance needs. Little or no information, however, exists to measure current business and industry training trends in addition to this effort.

*Training Trends in Wisconsin*

In exploring training needs in Wisconsin, The Advanced Manufacturing Solutions project, sponsored by the Wisconsin Technical College System (WTCS) and manufacturers throughout the state, served as a helpful resource. The overall project sought to respond to the need for manufacturing in Wisconsin to remain competitive globally and maintain its economic importance in the state. As a result, the WTCS has identified six major solutions with numerous assigned action plans. At the heart of many of the actions plans is the topic of training for manufacturers (Wisconsin Technical College System, 2003b, p. 1-6).

As a follow-up to the original Advanced Manufacturing Solutions effort, focus groups of manufacturers throughout Wisconsin were surveyed in 2004 with the resulting document presented in "Manufacturer's Speak Out: focus group findings." The research "focused primarily on Solution II: Advanced Critical Core Skills for Manufacturing, but does address other customer related issues" (Wisconsin Technical College System, 2004, p. 2). As a result, the focus groups gathered data related to a number of critical issues revolving around the Advanced Manufacturing Solutions project.

An area that relates directly to this research is the topic of training. Manufacturers interviewed for the focus groups were asked to identify "beneficial training and/or business

collaboration that the WTC System could provide" (Wisconsin Technical College System, 2004, p. 5). The 56 participants responded by indicating the following prioritization:

| Type of Training | Number of Respondents |
|---|---|
| Interpersonal communication | 40 |
| Quality, competitiveness and business practices | 38 |
| Basic skills | 34 |
| Managerial/supervisory skills | 32 |
| Information technology skills | 27 |
| Executive development | 22 |
| Customer service | 21 |
| Occupational safety | 20 |
| Employee health | 20 |
| Sales skills | 12 |
| Professional skills | 8 |

The above data clearly shows that the respondents favored training options in the areas of people skills, basic skills, and technical skills as training that they desired for their employees. According to the report,

> responses from participants, reinforced the emphasis on 'people' skills ....Along with these, 'basic skills' were frequently cited as an important training need...The need for more technical training in areas such as safety, information management, managerial and business/sales skills, statistics, lean manufacturing and computers/automation were frequently mentioned. (Wisconsin Technical College System, 2004, p. 5)

The data gathered is a strong indicator of the types of training needs that exist in the manufacturing sector of Wisconsin.

*Training Trends in the Chippewa Valley Technical College District*

Locally, employment in the region continues to climb. According to online data from the Wisconsin Department of Workforce Development , for the nine West Central region counties, (Buffalo, Chippewa, Clark, Dunn, Eau Claire, Pepin, Pierce, Polk, and St. Croix) the number of jobs was lower in January 2005 as compared with December 2004. Although the monthly drop was due possibly in part to typical seasonal trends, "compared to one year ago, there are 1300 more jobs in the region, and some of these additional jobs are with area manufacturing firms." (Wisconsin Department of Workforce Development, 2005, 1-2). In addition, according to online PowerPoint data from Gehrke, Workforce Development, industry projections for employment in the same region from 2002-2012 suggest a possible 13.8% increase in non-farm jobs, totaling over 23,000. In addition, Gehrke's data suggests that by 2012, the segments of non-farm jobs that will have the largest projected annual openings include: maintenance and production, sales related, food service, clerical and administrative support, and healthcare related. Further, the jobs that will require some form of post-high-school education includes: master's degree-4%; bachelor's degree-15%; vocational & associate degree training – 13%. In addition, 7% will require "long-term on the job" experience, and 17% will require "moderate on the job" experience. (Gehrke, 2005, p. 5-13.).

Locally, customized training continues to play a significant role at the Chippewa Valley Technical College (CVTC). CVTC offers numerous customized training options to business and industry located in their district. With more than 300 full time instructors and over 50 program areas of expertise, the college is well-suited to meet customized training needs in the areas of

leadership, computers, safety, health, and technical skills such as manufacturing. According to retired CVTC Contract Specialist, K. Novacek (electronic communication, 2005) in the academic year 2003-2004, CVTC delivered nearly 200 contracts for training to business and industry entities. Novacek also indicated that figures for 2001 and 2002 are also above the 200 mark. (Novacek, electronic communication, 2004,) Further, according to CVTC's Enrollment Management Administrator, L. Doyle, (electronic communication, 2004),

> CVTC is committed to providing a quality workforce for the region. This is accomplished through education in high quality programs, certificates and courses. In addition to this we work with business and industry on a regular basis to identify training needs that they have. As a result of that, we provide high quality customized training and technical assistance at an affordable price to meet those training needs. CVTC has recently refocused our effort to this part of the mission by assigning three full-time staff members to contact business and industry to identify their needs.

Clearly, the trend of customized training represents an increasingly important mission for the Chippewa Valley Technical College and represents a growing and significant emphasis for the college.

*Business and Industry Training Trends Needed*

While information regarding training trends of business and industry within the Chippewa Valley Technical College district remains a growing need, little or no data exists. After exhaustive study, data on the following metrics does not appear to be readily available:

1. Identification of the number of businesses and industries in the Chippewa Valley Technical College district who provide employee training.

2. Identification of topical areas of training for businesses and industries in the Chippewa Valley Technical College district.

3. Identification of the training delivery processes for businesses and industries in the Chippewa Valley Technical College district, including preferred instructional and delivery methods.

4. Identification of training decision processes for businesses and industries in the Chippewa Valley Technical College district.

5. Determination of whether sampled businesses and industries have utilized customized training provided by Chippewa Valley Technical College and their level of satisfaction.

# CHAPTER THREE: Methodology

## *Introduction*

The purpose of the study was to obtain business and industry training trends data from a random sample of business and industry and related organizations in the CVTC district. The methodology of the research will be discussed in this chapter including the type of sample utilized and a description of the instrument. In addition, this chapter will discuss both the collection of the sample data as well an analysis of the data. Finally, the chapter will conclude with a discussion of methodological limitations.

## *Methodology*

The study is descriptive and focused primarily on a polling and analysis of information from a sampling of employers located in the Chippewa Valley Technical College district. The sample included businesses and industries from a majority of the counties located within the CVTC district.

## *Subject Selection and Description*

Due to the extremely large number of businesses and industries located in the eleven-county CVTC district, a stratified, random sample of businesses and industries by business category was selected from within the 11-county district of Chippewa Valley Technical College. Along with the invaluable assistance from the University of Wisconsin-Stout Career Services Office, a population from the database "RefWorks" was developed from which to draw a stratified sample.

The random stratification involved a three step process. First, the researcher selected the categories of business and industry to be studied. After reviewing all database categories, the following were determined to be the most useful and representative: 1) agriculture, forestry,

mining; 2) contractors and construction; 3) manufacturing; 4) transportation, communication, & utilities; 5) finance, insurance, and real estate; 6) business & personal services; 7) health services; 8) legal services; 9) engineering, architecture & accounting.

Second, the researcher located all of the aforementioned business and industry categories by Chippewa Valley Technical College county. The counties included for initial research were: Eau Claire, Chippewa, Dunn, Buffalo, Pepin, Pierce, Trempealau, Jackson, Clark, and Taylor. St. Croix was eliminated from the study due the fact that only a portion of the county is within the CVTC district and is absent of any major municipality.

Third, the researcher determined how many in each county to randomly select to meet a 10% representation overall. To complete the 10% random selection, the researcher divided the total number of resulting businesses and industries in the county, by the number needed; the researcher then counted every "nth" listing on the database. For example, for Eau Claire County, out of 348 entries, 35 listings were needed to reach a 10% requirement. The researcher then counted every $35^{th}$ entry and selected that entry as a stratified, randomly selected representative of the sample.

It is important to note that instances within the stratified random sample approach resulted in the need to manually adjust the category. Due to the fact that the Chippewa Valley Technical College district is determined by local school district boundaries and not county boundaries, overlap and manual processes needed to take place. In Taylor and Trempealeau Counties, for example, cities not within the CVTC district were listed and to the best of the researcher's ability, needed to manually be removed from consideration. Following, the researcher selected the $10^{th}$ selection in each county to approximate at least 10%. In Clark County, if a non-CVTC company was selected using the "Nth" system, the researcher simply

moved to the next entry on the list; if there was a tie in terms of distance from the non-allowable "Nth" entry to a nearby "allowable" selection, the researcher simply broke the "tie" by selecting based on the alphabetical order, and moved to the next "Nth" entry. Jackson County was removed from the study as there were no entries listed that were within the CVTC district. Taylor County also represented an additional entry from Medford, Wisconsin. The following table represents the total number of businesses and industries by county, located within the aforementioned categorical selections. Exceptions from the above are indicated with an asterisk.

| Chippewa Valley Technical College County | Total Stratified Population with Adjustments | Total Number of Businesses and Industries to be Sampled |
|---|---|---|
| Eau Claire County | 348 | 34 |
| Chippewa County | 136 | 13 |
| Dunn County | 65 | 7 |
| Buffalo County | 21 | 2 |
| Pepin County | 19 | 2 |
| Trempealau | 10* | 1* |
| Pierce | 80 | 8 |
| Clark | 63* | 4* |
| Taylor | 4* | 2* |
| Jackson | Removed* | Removed* |
| Totals | 789 | 73 |

*Instrumentation*

The instrument for the research was a paper survey regarding business and industry training trend questions. (See Appendix A.) The survey was designed specifically for this study and as such no measures of validity or reliability exist. The survey packet included a cover letter explaining the survey request, the benefits of completing the survey, and the potential impact on future efforts of the Chippewa Valley Technical College as a result of the study. (See Appendix B.) The packet also included an Implied Consent sheet, (See Appendix C) a self-addressed and stamped envelope, and the survey itself. The survey consisted of two 8 ½" x 11" sheets of paper that were formatted "back-to-back." The survey length was 25 questions with a variety of nominal and ordinal ranking questions. In addition it included a likert scale to rank CVTC services, if applicable, as well as open-ended questions to gather greater detail (see Appendix D). Finally, it included the opportunity for the respondent to be contacted as a follow-up for additional information regarding training services through the Chippewa Valley Technical College. The survey was designed to be completed by a CEO, President, Manager, Supervisor, Training Director, Human Resources Director, or similar.

*Data Collection*

Following permission of Chippewa Valley Technical College to engage in the study (See Appendix E), the randomly selected businesses and industries were mailed the survey packet at their place of business. CEO's, Presidents, Human Resource Directors, Training Directors, or other applicable decision-making personnel were requested to complete and return the survey directly the researcher via the self-addressed, stamped envelope provided; the survey was designed to take a minimal amount of time to complete;. The survey was mailed on Friday, April 25, 2005. In addition, a second letter (Appendix F) was mailed to all of the randomly

selected recipients requesting their survey completion and return with an offer to supply them with another copy of the survey if needed.

*Data Analysis*

A total of 73 surveys were mailed to the stratified, random pool of recipients that was compiled with the assistance of the UW-Stout Career Services "RefWorks" database. A total of 24 surveys were returned to the researcher resulting in a 33% return rate. In addition, one survey was returned as "return to sender"; also, an additional recipient responded electronically indicating that they were no longer in business for a total of 26 unofficial responses.

Upon receipt, the data was analyzed utilizing an excel spreadsheet and manual computation for frequencies and percents of each question. The primary bulk of questions in the survey were nominal and ordinal in nature and as a result the analysis included a summary of frequencies and percentages of the primary objectives of the study.

*Limitations*

Because the instrument has been designed specifically for this study, a limitation of the study is the lack of validity and reliability measures. In addition, the study was limited by the instrument itself. After reviewing the first survey, modifications were made to further clarify the survey's numbering intent. (See Appendix G.) In addition, in order to maintain as high a quality analysis as possible, the following questions were removed from any statistical analysis: 15, 16, 17, and 18. In addition, the study is limited to analysis via human input into an excel spreadsheet followed by manual computation. As such, the element of unknown and unintended computational error exists.

Also, the study is limited by those business and industry representatives who responded and those that who did not respond. The study is also limited by resources. With a 33%

response rate, given unlimited resources, a larger sample would likely yield greater generalization to the results so is limited by the sheer magnitude of the population size. The study is also potentially limited by unknown business and economic factors within each company itself which could impact the number and nature of responses. In addition, the study is limited by the variation in respondents to the survey; the instrument is designed to be answered by any number of acceptable representatives of the company which could also yield a limitation.

Lastly, the study was limited by a lack of a readily available population from which to draw the sample. The stratified sample selection process was selected using the RefWorks database at UW-Stout Career Services along with manual processes. While every effort was made to determine a reasonable and randomly selected stratification, manual processes in four of the counties required additional steps previously discussed. One county, Taylor, resulted in a 20% representation, or two entries. All other counties approximated a 10% stratified sample.

In addition, the study was limited to the categorical listings found within the RefWorks database system. In one case, although not normally found in a "business and industry" category, an educational institution was included within the category. In order to maintain the stratified, randomness of the system being utilized, the researcher allowed the inclusion of the listing in the survey pool and was part of the study.

# Chapter IV: Results

## *Introduction*

Because the purpose of this study was centered around the premise that little or no current data exists to effectively assess the business and industry trends in the Chippewa Valley Technical College District, a mailed survey detailing 25 training-related questions was mailed to recipients. A stratified random selection process was utilized to develop the sample utilized for the survey. The survey was directed to key training decision-makers within the company and was to be completed by, for example, CEO's, Presidents, training coordinators, managers, department managers, or others familiar with training decisions within the organization.

The results of the study will be discussed in this chapter. The chapter will provide specific item analysis of all survey questions along with pertinent analysis.

## *Item Analysis*

Table 1

*Which of the following best describes your organization?*

| Item response | Frequency N=24 | Percentage |
|---|---|---|
| Manufacturing | 8 | 33% |
| Healthcare | 3 | 13% |
| Retail | 0 | 0% |
| Professional | 2 | 8% |
| Service | 5 | 21% |
| Other, please specify | 6 | 25% |
| Total | 24 | 100% |

Of those responding to the survey, 8 respondents, representing 33%, indicated that manufacturing best described their organization The categories entitled "Other" and "Service" were respectively the next highest percentages represented at 25% and 21% respectively.

Table 2

*What is your role at the organization?*

| Item response | Frequency<br>N=24 | Percentage<br>100% |
|---|---|---|
| CEO, President, Owner or similar title | 16 | 67% |
| Training Director/Coordinator/Manager, or similar title | 0 | 0% |
| Human Resources Director/Manager/Coordinator, or similar title | 5 | 21% |
| Department Manager/Director/Supervisor, or similar title | 1 | 4% |
| Other, please specify | 2 | 8% |
| Total | 24 | 100% |

Over two-thirds of all respondents indicated their role within the organization to be that of CEO, President, Owner or a similar title. There were no responses indicating that of a Training Director or similar title; Human Resources Director or similar title was the 2nd highest representation at 21%.

Table 3

*How many people are employed full-time (>32 hours/week) at your organization?*

| Item response | Frequency<br>N=24 | Percentage<br>100% |
|---|---|---|
| 0-50 | 17 | 71% |
| 51-100 | 2 | 8% |
| 101-150 | 1 | 4% |
| 151-200 | 1 | 4% |
| 200+ | 3 | 13% |
| Total | 24 | 100% |

Close to ¾ of all respondents to the survey indicated 0-50 employees within their organization. In addition, 87% of all respondents indicated employee counts of less than 200.

Table 4

*How many people are employed part-time (<32 hours/week) at your organization?*

| Item response | Frequency<br>N=22 | Percentage<br>100% |
|---|---|---|
| 0-50 | 20 | 91% |
| 51-100 | 2 | 9% |
| 101-150 | 0 | 0% |
| 151-200 | 0 | 0% |
| 200+ | 0 | 0% |
| Total | 22 | 100% |

Over 90% of all respondents reported employee counts of 0-50 part-time employees at their organization. In addition, 100% of all responses indicated 100 part-time employees or less. There were no reported statistics for 101 part-time employees and above.

Table 5

*Does your organization provide in-class or on-the-job training for your employees?*

| Item response | Frequency<br>N=24 | Percentage<br>100% |
|---|---|---|
| Yes | 22 | 92% |
| No | 2 | 8% |
| Total | 24 | 100% |

Over 90% of all respondents reported that they do provide in-class or OTJ training for their employees. A mere 8% indicated that they do not provide this type of activity at their organization for their employees.

Table 6

*Please indicate if your organization provides training on any of the following topical areas. Check all that apply.*

| Item response | Frequency<br>N=100 | Percentage<br>100% |
|---|---|---|
| Policy and Procedures | 15 | 15% |
| Safety-Related Training | 17 | 17% |
| Computer Training | 14 | 14% |
| Health-related training | 11 | 11% |
| Supervisory/Leadership/Quality Training | 12 | 12% |
| Transportation-related training | 5 | 5% |
| Technical Skills training | 17 | 17% |
| Manufacturing process training | 6 | 6% |
| Other, please specify | 3 | 3% |
| Total | 100 | 100% |

The topics ranking the highest included Safety-Related training and Technical Skills training which ranked at 17%, followed by Policy and Procedures at 15% as well as Computer Training at 14%. Other topics ranking above 10% in provision by the respondents included Supervisory/Leadership/Quality and Health-related training.

Table 7

*Does your organization have a training department?*

| Item response | Frequency<br>N=23 | Percentage<br>100% |
|---|---|---|
| Yes | 6 | 26% |
| No | 17 | 74% |
| Total | 23 | 100% |

Nearly ¾ of those responding, or 74%, indicated that they do not have a training department within their organization. Only 6 respondents of 23 reported having a training department.

Table 8

*Does your organization have an in-house trainer, instructor or consultant?*

| Item response | Frequency<br>N=22 | Percentage<br>100% |
|---|---|---|
| Yes | 12 | 55% |
| No | 10 | 45% |
| Total | 22 | 100% |

Respondents to the question of in-house training, instructing, or consulting, were fairly evenly split with slightly more reporting this activity at 55%. Companies indicating no numbered 10.

Table 9

*If yes, which topics are trained by in-house personnel? Check all that apply.*

| Item response | Frequency<br>N=55 | Percentage<br>100% |
|---|---|---|
| Policy and Procedures | 10 | 18% |
| Safety-Related Training | 12 | 22% |
| Computer Training | 6 | 11% |
| Health-Related Training | 8 | 15% |
| Supervisory/Leadership/Quality Training | 5 | 9% |
| Transportation-related training | 2 | 4% |
| Technical Skills Training | 9 | 16% |
| Manufacturing process training | 3 | 5% |
| Total | 55 | 100% |

The most frequently reported topic of training was Safety-Related Training at 22%, followed by Policy and Procedures at 18%. Additional topics ranking higher than 10% included Technical Skills training (16%) and Health-Related training (15%).

Table 10

*What is your annual training budget?*

| Item response | Frequency<br>N=12 | Percentage<br>100% |
|---|---|---|
| $0-$5000 per year | 5 | 41.6% |
| $5001-$10,000 per year | 2 | 16.7% |
| $10,001-$10,000 per year | 1 | 8.3% |
| $20,001-$50,000 per year | 2 | 16.7% |
| $50,001-$100,000 per year | 2 | 16.7% |
| >$100,000 per year | 0 | 0% |
| Total | 12 | 100% |

Training budget responses ranged from a low of $0-$5,000 per year to a high of up to $100,000. Slightly under half of all respondents indicated that their annual training budgets ranged from $0-$5,000 per year.

Table 11

*How does your organization determine potential training topics for your employees?*

*Check all that apply.*

| Item response | Frequency<br>N=44 | Percentage<br>100% |
|---|---|---|
| Direction from company leadership | 9 | 20.45% |
| Requests from supervisors/managers/team leaders | 12 | 27.27% |
| Requests from employees other than above | 12 | 27.27% |
| Regulatory requirements | 9 | 20.45% |
| Other, please specify | 2 | 4.55% |
| Total | 44 | 99.99% = 100% |

Respondents indicated that the two most frequent determinations for training were "requests from supervisors/managers/team leaders", and "requests from employees other than above". Both "direction from company leadership" and "regulatory requirements" scored over 20% as the next highest rankings. The percentage difference indicated due to rounding.

Table 12

*From the potential training topics received, how does your organization select the actual topics that will receive training?*

*Check all that apply.*

| Item response | Frequency<br>N=29 | Percentage<br>100% |
|---|---|---|
| Select based on cost | 2 | 6.90% |
| Select based on topic | 10 | 34.48% |
| Select based on available instructor | 1 | 3.45% |
| Select based on available training site | 3 | 10.34% |
| Select based on regulatory requirements | 10 | 34.48% |
| Other, please specify | 3 | 10.34% |
| Total | 29 | 99.99% = 100% |

Respondents indicated that the two most frequent methods of training selection were both selections based on topic and selections based on regulatory requirements. All other frequencies were less numbered than three. The percentage difference indicated due to rounding.

Table 13

*Which of the following training delivery options does your organization utilize?*

*Check all that apply.*

| Item response | Frequency<br>N=59 | Percentage<br>100% |
|---|---|---|
| Lecture training | 7 | 12% |
| Classroom training with interaction | 11 | 19% |
| Class training with interaction and lab activities | 8 | 14% |
| Lab-only training | 7 | 12% |
| Self-paced video training | 5 | 8% |
| Self-paced internet training | 5 | 8% |
| Computer-based training | 6 | 10% |
| Live, interactive computer-based training | 1 | 2% |
| Live, distance videoconference training | 3 | 5% |
| Satellite downlink or uplink training | 1 | 2% |
| "Accelerated delivery" training | 2 | 3% |
| Combination of the above, i.e, "blended learning." | 3 | 5% |
| Total | 59 | 100% |

Respondents indicated that the most frequently utilized training delivery option is "Classroom training with interaction." "Class training with interaction and lab activities was indicated as the second most frequently utilized method, while "Lecture training" and "Lab-only training" were indicated as the third most frequently utilized method

Table 14

*Have you utilized customized training or technical assistance services through CVTC?*

| Item response | Frequency<br>N=20 | Percentage<br>100% |
|---|---|---|
| Yes | 9 | 45% |
| No | 11 | 55% |
| Total | 20 | 100% |

Respondents were fairly evenly split on previous usage of CVTC services. Nine out of 20 respondents had utilized training or technical assistance services of CVTC.

Table 15

*...please rank your overall satisfaction on each of the topics listed below.*

| Item | Frequency<br>N=Varies | Average<br>Rank = 1-6 |
|---|---|---|
| Cost effectiveness of training | 7 | 4.86 |
| Flexible delivery options | 6 | 4.83 |
| Response time of training requests | 7 | 3.86 |
| Content delivery effectiveness | 6 | 4.83 |
| Facilities (CVTC locations) | 3 | 4.67 |
| Multimedia capabilities | 3 | 4.33 |
| Catering | 1 | 3.00 |
| Room Setup | 2 | 4.50 |
| Parking | 3 | 5.00 |
| Accessibility | 3 | 5.33 |
| Coordination of training | 5 | 4.60 |
| Receipt of contract paperwork | 5 | 4.60 |
| Billing promptness | 5 | 4.80 |
| Overall service | 4 | 4.50 |
| Impact of training | 5 | 4.60 |

Of those responding to questions regarding CVTC services, the range of averages were a high of 4.86, "cost effectiveness" to the lowest ranking of 3.00, "catering." The mean score of all topics surveyed in the question was 4.55. The most frequent average reported on the question was a value of 4.60.

Table 16

*Do you have an immediate training need that CVTC could provide for you?*

| Item response | Frequency<br>N=24 | Percentage<br>100% |
|---|---|---|
| Yes, please specify | 4 | 17% |
| No | 20 | 83% |
| Total | 24 | 100% |

Over 80% of all respondents indicated that they did not have an immediate training need that CVTC could provide for them. Four respondents indicated a yes response for a total of 17%.

# Chapter V: *Discussion*

## *Introduction*

The purpose of this study was to obtain business and industry training trends data from a sample of business and industry and related organizations in the CVTC district. Following the development, distribution, and receipt of mailed surveys, the researcher gathered and analyzed pertinent data relating to business and industry training-related decision-making. This chapter will begin by discussing key limitations encountered while carrying out the research, discuss conclusions compared to the objectives of the study, and recommend both future actions by Chippewa Valley Technical College as well as potential future research as a result of this study.

## *Limitations*

Because the instrument has been designed specifically for this study, a limitation of the study is the lack of validity and reliability measures. In addition, the study was limited by the instrument itself. After reviewing the first survey, modifications were made to further clarify the survey's numbering intent. In addition, in order to maintain as high a quality analysis as possible, the following questions were removed from any statistical analysis: 15, 16, 17, and 18. In addition, the study is limited to analysis via human input into an excel spreadsheet followed by manual computation. As such, the element of unknown and unintended computational error exists.

Also, the study is limited by those business and industry representatives who responded and those that who did not respond. The study is also limited by resources. With a 33% response rate, given unlimited resources, a larger sample would likely yield greater generalization to the results so is limited by the sheer magnitude of the population size. The study is also potentially limited by unknown business and economic factors within each

company itself which could impact the number and nature of responses. In addition, the study is limited by the variation in respondents to the survey; the instrument is designed to be answered by any number of acceptable representatives of the company which could also yield a limitation in terms of uncontrollable demographic data, such as years on the job, experience, education level and others which will increase the limitation of the study itself.

The study was also limited by a lack of a readily available population from which to draw the sample. The stratified sample selection process was selected using the RefWorks database at UW-Stout Career Services. While every effort was made to determine a reasonable and randomly selected stratification, manual processes in four of the counties required an additional step. Due to the fact that the Chippewa Valley Technical College district is determined by local school district boundaries and not county boundaries, overlap and manual processes needed to take place. In four of the counties, for example, cities not within the CVTC district were listed and needed to be removed. The resulting system was then implemented to meet the 10% goal. Although an extensive effort was made to capture all potential overlaps, Taylor County included an additional recipient in Medford, Wisconsin. Although unintended, due to the difficulties experienced in obtaining a usable sample, the potential exists for unknown additional overlap recipients. In one case, Jackson County, the county was removed as there were no entries listed that were within the CVTC district. In addition, the study was limited to the categorical listings found within the RefWorks database system. In addition, in one case, although not normally found in a "business and industry" category, an educational institution was included within the category. In order to maintain the stratified, randomness of the system being utilized, the researcher allowed the inclusion of the listing in the survey pool and was part of the study.

As a result of the complexities described above, the resulting stratified random sample resulted in what the approximately 9.3% of the overall selected population.

Lastly, the study is limited by the factor of time. The study was limited to the calendar year of 2005 and therefore will possess a limitation unto itself. Because of the limited amount of time within which the study was to be completed and analyzed, additional limitations to the study exist.

*Conclusions*

The purpose of the study was to obtain business and industry training trends data from a random sample of business and industry and related organizations in the CVTC district. Specifically, a number of specific objectives were sought with the following results:

*1. Identify the number of businesses and industries in the Chippewa Valley Technical College district who provide employee training.*

Of the 24 respondents to the survey, a full 92% indicated that they do in fact provide in-class or on-the-job training to their employees. This appears to support previously discussed efforts at both the national and state levels to bolster employee training initiatives.

*2. Identify topical areas of training for businesses and industries in the Chippewa Valley Technical College district.*

Of those responding, the highest ranking topics were Safety-related training and Transportation training, followed closely with Policy and Procedures, Computer training and Health-related training. In response to this finding, Chippewa Valley Technical College should maintain these areas as focus areas for customized-training and technical assistance opportunities. In a related issue, the college is currently undergoing a new safety-training initiative that will provide expanded services to businesses and industry. This seems to heavily

support that endeavor and supports similar expansions in the training opportunities of the above-mentioned topical areas. CVTC should continue to focus their communication and marketing efforts, employer services, sales, and related activities to business and industry in the above areas.

*3. Identify the training delivery processes for businesses and industries in the Chippewa Valley Technical College district, including preferred instructional and delivery methods.*

Of those responding, nearly 20% indicated that their choice of delivery method remains the traditional classroom with interaction method, followed closely with classroom with lab activities, and lab-only activities. It is interesting to note, however, that all other options received some interest as well, including distance, satellite, computer-based, self-paced, accelerated training to name just a few. This seems to also suggest that while the traditional classroom remains their clear and favored choice, it will be important for CVTC to keep the additional training delivery methods available, especially in the area of computer-based training which received a 10% response rate.

*4. Identify training decision processes for businesses and industries in the Chippewa Valley Technical College district.*

Of those responding to the questions relating to this objective, the clear leader in terms of determining potential training topics included requests from supervisors, managers, team leaders, employees and regulatory requirements. In terms of the process of topic selection once the requests have been received from these and other groups, the issue of cost and regulatory requirement have the largest determining factor in selecting resulting training topics. This lends strong support to the fact that CVTC should stay attuned to employer needs by

maintaining an on-going employer needs relationship with employers in the district. The current system of focused representatives assigned to various counties in order to grow, seek out, maintain, and assist employers with assessment, training and technical assistance is also supported by this finding. Future efforts, some of which are currently already under way at the college, to further develop training assessments and stronger employer assistance for training and technical assistance are supported by this finding.

5. *Identify whether sampled businesses and industries have utilized customized training provided by Chippewa Valley Technical College and their level of satisfaction.*

Of those responding, 45% indicated that they had utilized training and/or technical assistance services through the Chippewa Valley Technical College. Of related and additional significance is the response to the question of immediate training needs which indicated that 83% did not have an immediate training need that CVTC could provide for them. This lends strong support that CVTC could explore this issue and enhance communication even further with business and industry regarding training options awareness. In addition, for those responding, customer satisfaction rated a mean average of 4.55 on a scale from 1-6 of topics surveyed in question 22.

*Recommendations*

A number of recommendations can be made from the data received. They are as follows:

- CVTC should expand offerings in the topical areas and methods discussed in the previous objectives, utilizing the preferred delivery methods of classroom/lab or lab, in an expanded format to further enhance training and technical assistance to employers. With 92% of respondents indicating that they do conduct internal training, one might infer non-statistically that the training taking place would occur first in the priority areas indicated

in some manner. Also, the highest percentage of respondents indicated that their selection was based on topical area. Therefore, based on the topical areas preferred by respondents to this study, and with the knowledge that a high percentage are in fact offering training, and that the highest percentage are making their selections of training according to topical area, areas of particular growth for the college should in fact include expansions or new offerings in the areas of safety, transportation, policy and procedures, computer training and health-related training. This would align with the trainings currently being offered in business and industry. While one can make no assumptions as to whether that would impact the 92% currently offering the training, it could be argued that offerings by CVTC in these areas would provide another viable option for them. It should be noted, however, that in numerous cases, this is already taking place at the college and serves as strong support for many of the initiatives currently under way.

- With the highest percentages of respondents indicating that they make their training selections via supervisors, managers, as well as employees, this lends very strong support to the newly initiated Skills Assessment tools that have recently been unveiled. This effort to collect information from both of those categories should serve the college well in terms of targeting potential influencers to training decisions by business and industry. In addition, with the highest percentage of respondents indicating that they receive their training topic suggestions from supervisors or managers, it behooves CVTC to continue to increase efforts to reach supervisory contacts within companies as potential influencers to training as well.
- While 74% indicated that they do not have an internal training department, another question indicated that 55% do utilize the services of a consultant, trainer, etc. Although

non-verifiable and non-statistical, one could potentially infer a gap of approximately 19% that could represent training opportunity within the sample. This lends support to the goal of the college to continue to partner with business and industry and could be used for benchmarking purposes in terms of sales, market segmentation, target marketing and annual goal-setting for the college. CVTC's goal to serve as the "training department" for business and industry holds real possibility given the statistics provided. Future studies on this issue could explore this statistic further for validity and reliability.

- Efforts should be made to explore further the level of customer satisfaction. With a mean average of 4.55 on topics surveyed by previous customers, there is room for continuous improvement. Response time as well as multimedia, catering and room setup are areas that hold potential opportunity for customer satisfaction improvement. Additional research could take place specifically with previous CVTC customers to more fully assess overall customer satisfaction in all topical areas.
- Greater communication to create even more awareness of the availability of offerings and services available to business and industry located in the CVTC district should continue to be pursued. With 83% of respondents indicating that there was not currently a training need that CVTC could provide, there is clearly opportunity given all the many training services found within the above-mentioned topical areas. CVTC should continue to explore ways in which to accomplish this task in new ways . It should be noted again, that the college participates regularly in activities designed to plan for marketing activities and accomplish this. However, it is worth noting that the college may benefit from a specific "business and industry marketing plan" focus as well. Currently, the college has planned for future studies in this area for business and industry; the figures

presented in this research support this idea. In addition, CVTC should consider including the highest ranked topics presented in this study as a foundation from which to develop brochures, advertising, and public relations. Also, new seminars and workshops specifically in these topical areas would help to communicate the services available to employers from the community.

- CVTC should continue to offer a wide-range of delivery style options. Although the preferred style was expressed as classroom/lab, there were respondents to each alternate delivery style mentioned. One could infer from this spread of preference that many other options are also desirable as well. CVTC should continue to offer a wide variety of delivery options in their programming to reach a greater variety of business and industry customers.
- Great opportunity exists for the college to continue its efforts to grow business and industry training and technical assistance even more. As revenues continue to become scarce both nationally and at the state level, this should be seen as an area that can be explored for significant growth possibilities for the college. Current college efforts to grow partnerships and expand services is supported by this recommendation.
- The information found within this study should be shared with any interested parties within the Chippewa Valley Technical College and interested partners.
- In addition, it is most significant to note that many initiatives already under way at the college are supported by the data found in this study. For that reason, the study serves an important function in simply reaffirming the college's proactive and progressive nature, direction and plans.

- Lastly, the study serves as a good foundation from which future studies could be built. The study provides a basis from which future research could further explore the issues found within the study.

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This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.

1. Which of the following best describes your organization?

   [ ] Manufacturing
   [ ] Healthcare
   [ ] Retail
   [ ] Professional (Example: legal, financial, insurance, etc.)
   [ ] Service
   [ ] Other, please specify_____

2. What is your role at the organization?

   [ ] CEO, President, Owner, or similar title
   [ ] Training Director/Coordinator/Manager, or similar title
   [ ] Human Resources Director/Manager/Coordinator, or similar title
   [ ] Department Manager/Director/Supervisor, or similar Title
   [ ] Other, please specify_____

3. How many people are employed full-time (>32 hours/week) at your organization?

   [ ]0-50 [ ]51-100 [] 101-150 [ ]151-200 [ ]200+

4. How many people are employed part-time (<32 hours/week) at your organization?

   [ ]0-050 [ ]51-100 [ ]101-150 [ ]151-200 [ ]200+

5. Does your organization provide in-class or on-the-job training for your employees?

   [ ] Yes [ ] No

6. If no, please skip to question #17.

7. Please indicate if your organization provides training on any of the following topical areas. Check all that apply.

   [ ] Policy and Procedures
   [ ] Safety-Related Training
   [ ] Computer Training
   [ ] Health-related training
   [ ] Supervisory/Leadership/Quality Training
   [ ] Transportation-related training
   [ ] Technical Skills training
   [ ] Manufacturing process training
   [ ] Other, please specify_____

8. Does your organization have a training department? [ ] Yes [ ] No

9. Does your organization have an in-house trainer, instructor or consultant? [ ] Yes [ ] No

   If no, skip to question #15.

10. If yes, which topics are trained by in-house personnel? Check all that apply:
    [ ] Policy and Procedures
    [ ] Safety-Related Training
    [ ] Computer Training
    [ ] Health-related training
    [ ] Supervisory/Leadership/Quality Training
    [ ] Transportation-related training
    [ ] Technical Skills training
    [ ] Manufacturing process training

(Over, please.)

11. What is your annual training budget?

[ ] $0-$5000 per year
[ ] $5001-$10,000 per year
[ ] $10,001-$20,000 per year
[ ] $20,001-$50,000 per year
[ ] $50,001-$100,000 per year
[ ] >$100,000 per year

12. How does your organization determine potential training topics for your employees? Check any of the following that apply:

[ ] Direction from company leadership
[ ] Requests from supervisors/managers/team leaders
[ ] Requests from employees other than above
[ ] Regulatory requirements
[ ] Other, please specify_____

13. From the potential training topics received, how does your organization select the actual topics that will receive training. Check all that apply:

[ ] Select training based on cost
[ ] Select training based on topic
[ ] Select training based on available instructor
[ ] Select training based on available training site
[ ] Select training based on regulatory requirements
[ ] Other, please specify_____

14. Which of the following training delivery options does your organization utilize? Check all that apply:

[ ] Lecture training
[ ] Classroom training with interaction
[ ] Classroom training with interaction and lab (hands-on) activities
[ ] Lab (hands-on)-only training
[ ] Self-paced video training
[ ] Self-paced internet training
[ ] Computer-based training
[ ] Live, interactive, computer-based training
[ ] Live, distance videoconference training
[ ] Satellite downlink or uplink training
[ ] "Accelerated delivery" training
[ ] Combination of the above, i.e., "blended learning"

15. On a scale of 1-6, with 1 being most preferred, please indicate your organization's top six training delivery option preferences:

[ ] Lecture training
[ ] Classroom training with interaction
[ ] Classroom training with interaction and lab (hands-on) activities
[ ] Lab (hands-on)-only training
[ ] Self-paced video training
[ ] Self-paced internet training
[ ] Computer-based training
[ ] Live, interactive, computer-based training
[ ] Live, distance videoconference training
[ ] Satellite downlink or uplink training
[ ] "Accelerated delivery" training
[ ] Combination of the above, i.e., "blended learning"

16. Do you utilize training providers from outside your organization? [ ] Yes [ ] No

17. If no, please go to question #17.

18. If yes, check any of the following factors that determine your selection of an outside provider? Check all that apply:

[ ] Cost
[ ] Instructor Expertise on training topic
[ ] Flexible delivery options (online, computer-based, traditional classroom delivery, etc.)
[ ] Timely instructor availability

19. Have you utilized customized training or technical assistance services through CVTC?

[ ] Yes [ ] No

20. If no, please go to question #20.

21. If yes, please indicate the topic(s) and type(s) of training that was delivered:

_____
_____
_____

22. If yes, on a scale of 1-6, with 6 representing excellent and 1 representing poor, please rank your overall satisfaction on each of the topics listed below:

| Topic | Ranking | | | | | |
|---|---|---|---|---|---|---|
| | *Poor* | | | | | *Excellent* |
| Cost effectiveness of training | 1 | 2 | 3 | 4 | 5 | 6 |
| Flexible delivery options | | 1 | 2 | 3 | 4 | 5 | 6 |
| Response time of training request | | 1 | 2 | 3 | 4 | 5 | 6 |
| Content delivery effectiveness | 1 | 2 | 3 | 4 | 5 | 6 |
| Facilities (if a CVTC location) | 1 | 2 | 3 | 4 | 5 | 6 |
| Multimedia capabilities | | 1 | 2 | 3 | 4 | 5 | 6 |
| Catering | | 1 | 2 | 3 | 4 | 5 | 6 |
| Room setup | 1 | 2 | 3 | 4 | 5 | 6 |
| Parking | | 1 | 2 | 3 | 4 | 5 | 6 |
| Accessibility | 1 | 2 | 3 | 4 | 5 | 6 |
| Coordination of training (ease of coordination of training, openness, flexibility, promptness, accessibility of CVTC personnel, pre-training services) | | 1 | 2 | 3 | 4 | 5 | 6 |
| Receipt of contract paperwork | 1 | 2 | 3 | 4 | 5 | 6 |
| Billing promptness | 1 | 2 | 3 | 4 | 5 | 6 |
| Overall service | | 1 | 2 | 3 | 4 | 5 | 6 |
| Impact of training on company goals | 1 | 2 | 3 | 4 | 5 | 6 |

Chippewa Valley Technical College
Business & Industry Survey

23. Do you have an immediate training need that CVTC could provide for you?

[ ] Yes, please specify_____ [ ] No

24. Please list any future training topics that would be beneficial to your organization that CVTC could provide for you.

_____
_____
_____
_____
_____

(Over, please.)

25. May we have a CVTC Business & Industry representative contact you to share training options? (

[ ] Yes [ ] No

If yes, please indicate the following:

Name:_____

Company_____

Telephone Number_____ Fax Number: _____

E-mail address: _____

Best time to contact:_____

Preferred method of contact: [ ] Telephone [ ] Email Fax [ ]

***Thank you for taking time to complete this survey - Your participation is great appreciated!***

Appendix B: Survey Cover Letter

## Graduate Study Survey:

### *Business and Industry Training Trends in the Chippewa Valley Technical College District*

As part of my master's degree program in Career and Technical Education at the University of Wisconsin-Stout, I am currently exploring research entitled "Business and Industry Training Trends in the Chippewa Valley Technical College District." Your organization was randomly selected from the numerous businesses and industries that reside in several of the counties served by the Chippewa Valley Technical College. I respectfully request your consideration of the completion of the enclosed survey.

Information gathered from the survey results could have the benefit of assisting the college in determining future training trend needs as well as potential future programming for the college. In addition, it will provide valuable information regarding current services that could be considered for future college benefit.

You are invited to please take a moment to help the researcher gather information about current and future business and industry training trends as well as avenues to providing even greater training customer service to the employers in the district. The survey is requested to be completed by a representative of your organization who most closely works with training delivery and selection decisions. The survey is completely voluntary and designed to take a minimal amount of time to complete. Please review the enclosed Consent Statement, complete the survey that follows, and return in the enclosed postage-paid envelope. Individual responses will be kept confidential; data and information will be compiled in aggregate form only. Survey results will be available to all participants upon request, Chippewa Valley Technical College and interested partners and parties.

Sincerely,

**Pamela D. Owen, Researcher**
**Graduate student, University of Wisconsin-Stout**
owenp@uwstout.edu
**715.838.8875**

Appendix C: Implied Consent Statement

## Implied Consent Statement

**Project Title:**
**An Analysis of Business and Industry Training Trends in the Chippewa Valley Technical College District**

**Research Description:**
The purpose of this study is to determine the current training trends in business and industry located within the Chippewa Valley Technical College district. Through the use of a direct-mail survey, the researcher hopes to gain valuable information on training staff, topics, delivery methods, areas of need, past usage of similar services through CVTC, and an evaluation of training services.

**Risks and Benefits:**
The completion of the survey represents minimal risk. The research is designed to gather information about current and future business and industry training trends as well as avenues to providing even greater training customer service to the employers in the district.

**Time Commitment:**
The survey is designed to take a minimal amount of time. In addition, for your convenience, a self-addressed and stamped envelope has been included to assist in the ease of returning your completed survey.

**Confidentiality:**
Please be assured that individual responses to the requested survey will be kept confidential and your name will not be included on any documents. Data will be compiled and reported in aggregate with no companies or persons identified in the final report. The goal of the survey will be to determine key trends, needs, and CVTC evaluation, within the training and development arena of business and industry.

**Right to Withdraw:**
Your participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences to you. Should you choose to participate and later wish to withdraw from the study, there is no way to identify an anonymous document after it has been turned into the investigator.

**IRB Approval:**
This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study, please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator:
Pamela D. Owen
1.715.838.8875
powen@cvtc.edu
CVTC
620 West Clairemont Avenue
Eau Claire, WI 54701

IRB Administrator:
Sue Foxwell, Director, Research Services
152 Vocational Rehabilitation Building
UW-Stout
Menomonie, WI 54751
715.232.2477
foxwells@uwstout.edu

Research Advisor: Dr. Joseph Benkowski, 715.232.5266, benkowskij@uwstout.edu

**Statement of Consent: By completing the following survey, you agree to participate in the project entitled: "An assessment of business and industry training trends in the Chippewa Valley Technical College District."**

## Appendix D: Open-ended Questions Responses

The following data represents responses to all "open-ended" questions found within the study. Each open-ended question is followed by a listing of the actual responses received.

1. Which of the following best describes your organization? Other, please specify:
    a. Education
    b. Assisted living-memory care
    c. Masonry
    d. Public/City Recreation Dept.
    e. Museum
    f. Recreation

2. What is your role in the organization? Other, please specify:
    a. Institutional Planner
    b. General Manager

7. Please indicate if your organization provides training on any of the following topics areas. Check all that apply. Other, please specify:
    a. Need admin.- direct care (Health-related training)
    b. Memory Impairing Condition-treatment programming skills
    c. Safety/OSHA
    d. Social Skills & Team Work

12. How does your organization determine potential training topics for your employees? Check any of the following that apply. Other, please specify:
    a. All of the above + requests from customers
    b. Customer request

21. If yes, please indicate the topics(s) and type(s) of training that was delivered:
    a. CBRF training videos with Helen Bader Foundation Books
    b. Continuing Educational credits 10 yr, some OSHA, hazardous waste, etc.
    c. Customer service with instructor
    d. Some supervisory training
    e. Maintenance/quick change-over/manufacturing certificate/electrical code
    f. Pallet mover training
    g. Apprenticeship Bricklayers
    h. HVAC Services, various seminars
    i. Continuing Ed
    j. Body Mechanics and Stretching

24. Please list any future training topics that would be beneficial to your organization that CVTC could provide for you.
    a. CVTC does have a 2 yr. program for training u.s.(ultrasound) techs already.
    b. Professionalism; see above, how to walk, talk, and dress professionally
    c. Apprentice, Bricklayers, and Laborers
    d. Unfortunately none of our selling applications (journalistic practice, ad sales, specific software applications) are offered through CVTC
    e. Business, grammar + writing, classes for professionals
    f. Safety + health, could be a video
    g. We need more grant writers- we need to learn more about how to proceed in funding methods for historical preservation....

Chippewa Valley Technical College

Eau Claire Campuses
Clairemont
West
Gateway

620 W. Clairemont Ave.
Eau Claire, WI 54701-6162
715-833-6200
Fax 715-833-6470
www.cvtc.edu

April 13, 2005

TO WHOM IT MAY CONCERN:

We are aware that Pamela Owen is pursuing her Plan B research thesis requirement for her candidacy toward a master's degree in the Career and Technical Education program. Related to this research project, she has elected to randomly survey business and industry employers in the CVTC district. We grant permission to affiliate CVTC in her efforts to collect data via a mailed survey and to analyze such data, draw conclusions and complete her research thesis entitled "An Assessment of Business and Industry Training Trends in the Chippewa Valley Technical College District." The information resulting from the research will provide information on the business needs of the CVTC district and is seen as a beneficial tool. The data and analysis may be shared with others at the college as well as partners who may have an interest.

Sincerely,

Larry Doyle

Larry Doyle
Enrollment Management Administrator

Appendix F: Second Letter

## Graduate Study Survey:

### *Business and Industry Training Trends in the Chippewa Valley Technical College District*

As part of a thesis project that I am currently pursuing, your organization was recently sent a Graduate Study survey on the research topic of "An assessment of business and industry training trends in the Chippewa Valley Technical College district." Your organization is among a sample of businesses and industries in several of the CVTC counties who were included in the mailing. If you have not yet had the chance to complete the survey, I invite you to participate with the study.

Please take a moment to help me gather information about current and future business and industry training trends as well as avenues to providing even greater training customer service to the employers in the district. The survey is requested to be completed by a representative of your organization who most closely works with training delivery and selection decisions. The survey is designed to take a minimal amount of time to complete. If you have not yet had the chance to submit your survey, I request your consideration; please complete the survey that was mailed earlier and return in the postage-paid envelope that was supplied no later than May 15, 2005. If you would like another survey packet, please feel free to contact me at either the telephone number or email below and I will be happy to promptly forward another packet to you. If you have already submitted your responses, please accept my thanks for supporting the study. Individual responses will be kept confidential; data and information will be compiled in aggregate form only. Survey results will be available to all participants upon request, Chippewa Valley Technical College and interested partners and parties.

Sincerely, Pamela D. Owen, Researcher
Graduate student, University of Wisconsin-Stout
715.838.8875
owenp@uwstout.edu

**This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.**

1. Which of the following best describes your organization?

   [ ] Manufacturing
   [ ] Healthcare
   [ ] Retail
   [ ] Professional (Example: legal, financial, insurance, etc.)
   [ ] Service
   [ ] Other, please specify_____

2. What is your role at the organization?

   [ ] CEO, President, Owner, or similar title
   [ ] Training Director/Coordinator/Manager, or similar title
   [ ] Human Resources Director/Manager/Coordinator, or similar title
   [ ] Department Manager/Director/Supervisor, or similar Title
   [ ] Other, please specify_____

3. How many people are employed full-time (>32 hours/week) at your organization?

   [ ]0-50 [ ]51-100 [] 101-150 [ ]151-200 [ ]200+

4. How many people are employed part-time (<32 hours/week) at your organization?

   [ ]0-050 [ ]51-100 [ ]101-150 [ ]151-200 [ ]200+

5. Does your organization provide in-class or on-the-job training for your employees?

   [ ] Yes [ ] No

6. If no, please skip to question #17.

7. Please indicate if your organization provides training on any of the following topical areas. Check all that apply.

   [ ] Policy and Procedures
   [ ] Safety-Related Training
   [ ] Computer Training
   [ ] Health-related training
   [ ] Supervisory/Leadership/Quality Training
   [ ] Transportation-related training
   [ ] Technical Skills training
   [ ] Manufacturing process training
   [ ] Other, please specify_____

8. Does your organization have a training department? [ ] Yes [ ] No

9. Does your organization have an in-house trainer, instructor or consultant? [ ] Yes [ ] No

   If no, skip to question #16.

10. If yes, which topics are trained by in-house personnel? Check all that apply:
    [ ] Policy and Procedures
    [ ] Safety-Related Training
    [ ] Computer Training
    [ ] Health-related training
    [ ] Supervisory/Leadership/Quality Training
    [ ] Transportation-related training
    [ ] Technical Skills training
    [ ] Manufacturing process training

11. What is your annual training budget?

[ ] $0-$5000 per year
[ ] $5001-$10,000 per year
[ ] $10,001-$20,000 per year
[ ] $20,001-$50,000 per year
[ ] $50,001-$100,000 per year
[ ] >$100,000 per year

12. How does your organization determine potential training topics for your employees? Check any of the following that apply:

[ ] Direction from company leadership
[ ] Requests from supervisors/managers/team leaders
[ ] Requests from employees other than above
[ ] Regulatory requirements
[ ] Other, please specify_____

13. From the potential training topics received, how does your organization select the actual topics that will receive training . Check all that apply:

[ ] Select training based on cost
[ ] Select training based on topic
[ ] Select training based on available instructor
[ ] Select training based on available training site
[ ] Select training based on regulatory requirements
[ ] Other, please specify_____

14. Which of the following training delivery options does your organization utilize? Check all that apply:

[ ] Lecture training
[ ] Classroom training with interaction
[ ] Classroom training with interaction and lab (hands-on) activities
[ ] Lab (hands-on)-only training
[ ] Self-paced video training
[ ] Self-paced internet training
[ ] Computer-based training
[ ] Live, interactive, computer-based training
[ ] Live, distance videoconference training
[ ] Satellite downlink or uplink training
[ ] "Accelerated delivery" training
[ ] Combination of the above, i.e., "blended learning"

15. On a scale of 1-6, with 1 being most preferred, please indicate your organization's top six training delivery option preferences:

[ ] Lecture training
[ ] Classroom training with interaction
[ ] Classroom training with interaction and lab (hands-on) activities
[ ] Lab (hands-on)-only training
[ ] Self-paced video training
[ ] Self-paced internet training
[ ] Computer-based training
[ ] Live, interactive, computer-based training
[ ] Live, distance videoconference training
[ ] Satellite downlink or uplink training
[ ] "Accelerated delivery" training
[ ] Combination of the above, i.e., "blended learning"

16. Do you utilize training providers from outside your organization? [ ] Yes [ ] No

17. If no, please go to question #19.

18. If yes, check any of the following factors that determine your selection of an outside provider? Check all that apply:

    [ ] Cost
    [ ] Instructor Expertise on training topic
    [ ] Flexible delivery options (online, computer-based, traditional classroom delivery, etc.)
    [ ] Timely instructor availability

19. Have you utilized customized training or technical assistance services through CVTC?

    [ ] Yes [ ] No

20. If no, please go to question #23.

21. If yes, please indicate the topic(s) and type(s) of training that was delivered:

_____

_____

_____

22. If yes, on a scale of 1-6, with 6 representing excellent and 1 representing poor, please rank your overall satisfaction on each of the topics listed below:

| Topic | Ranking | | | | | |
|---|---|---|---|---|---|---|
| | *Poor* | | | | | *Excellent* |
| Cost effectiveness of training | 1 | 2 | 3 | 4 | 5 | 6 |
| Flexible delivery options | 1 | 2 | 3 | 4 | 5 | 6 |
| Response time of training request | 1 | 2 | 3 | 4 | 5 | 6 |
| Content delivery effectiveness | 1 | 2 | 3 | 4 | 5 | 6 |
| Facilities (if a CVTC location) | 1 | 2 | 3 | 4 | 5 | 6 |
| Multimedia capabilities | 1 | 2 | 3 | 4 | 5 | 6 |
| Catering | 1 | 2 | 3 | 4 | 5 | 6 |
| Room setup | 1 | 2 | 3 | 4 | 5 | 6 |
| Parking | 1 | 2 | 3 | 4 | 5 | 6 |
| Accessibility | 1 | 2 | 3 | 4 | 5 | 6 |
| Coordination of training (ease of coordination of training, openness, flexibility, promptness, accessibility of CVTC personnel, pre-training services) | 1 | 2 | 3 | 4 | 5 | 6 |
| Receipt of contract paperwork | 1 | 2 | 3 | 4 | 5 | 6 |
| Billing promptness | 1 | 2 | 3 | 4 | 5 | 6 |
| Overall service | 1 | 2 | 3 | 4 | 5 | 6 |
| Impact of training on company goals | 1 | 2 | 3 | 4 | 5 | 6 |

23. Do you have an immediate training need that CVTC could provide for you?

    [ ] Yes, please specify_____ [ ] No

24. Please list any future training topics that would be beneficial to your organization that CVTC could provide for you.

_____

_____

_____

_____

_____

**(Over, please.)**

25. May we have a CVTC Business & Industry representative contact you to share training options?

[ ] Yes [ ] No

If yes, please indicate the following:

Name:_____

Company_____

Telephone Number_____ Fax Number: _____

E-mail address: _____

Best time to contact:_____

Preferred method of contact: [ ] Telephone [ ] Email Fax [ ]

***Thank you for taking time to complete this survey - Your participation is great appreciated!***