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**Kleven, John R. *An Analysis of Business and Industry Expectations Relating to Customized Training by Chippewa Valley Technical College***

**Abstract**

Business and industry constituents in smaller Wisconsin counties can sometimes be underserved by Chippewa Valley Technical College based on location and training unique needs. Technical colleges can be a way for these businesses and industries to enhance skills of the existing workforce, thereby helping business and industry to compete effectively. With the ever-changing economic landscape and growing competition, businesses find themselves needing to find ways of adding value to existing resources. Training, therefore, can be a misunderstood need that exists but sometimes is put off. The research from this study will provide insight to current market condition nationally and locally. It will also highlight how training can be a key component of a company's drive to be more competitive. Furthermore, this research will help the Chippewa Valley Technical College understand how to serve businesses and industry sectors that are located in the western part of its 11-county district.

Key objectives of this study will describe Chippewa Valley Technical College's business and industry leader perceptions of its contribution to the local labor market needs showing that some have utilized training offered by the college with great experiences with others still that may never use college training resources. The objective to uncover local business and industry education and training needs of current and prospective employees will show an array of industry training needs due to the unique industry landscape. Lastly, the objective to identify preferred access and delivery of education and training of current and prospective employees will highlight the multitude of creative training methods and options that industries utilize to enhance incumbent workers skills.

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## Chapter I: The Problem in Context

With the uncertainty that exists in the current economy, corporate reshaping is changing the way businesses look at how they train their existing employee base. In response, the practice of doing more with less human, natural, and capital resources is becoming the new norm (Joffe-Walt, 2009). Despite a strong need for a cross-trained workforce, many companies are still cutting back in training. According to ASTD writer Laff, "The current climate is causing many training leaders to step back, if not cut back, and rethink how they deliver training" (2008). This downturn has had a drastic impact on companies choosing to cross train employees, versus cutting back or finding offshore alternatives. Further, if training is more customized to the employer's needs, it can be looked at as more valuable than general training (Muench, 2004). Susan Almeida from the University of California Riverside makes the case that when a company invests in customized training for its employees, it can also help employees feel more valuable, which in turn encourages them to do more, earn higher pay, and have higher job satisfaction (Almeida, 2013).

Unemployment in Wisconsin peaked over 9 percent in 2009 (United States Bureau of Labor Statistics, 2009), which showed a strong need for business and industry to train existing employees to be able to do more with less. Studies have also shown that for every 1.5 percent increase in unemployment, employment-related lawsuit filings increase 21 percent, which drastically affects the bottom line of any industry (Donohue & Siegelman, 1991). According to recent statistics from *Compensation Force*, even when a downturn in training investments occurs, companies on average will spend approximately \$1,202 annually to train existing employees (Bares, 2008). Bares also found that 21 percent of this training goes toward leadership development, 23 percent toward telecommunication training, and 29 percent toward customer service training (2008).

In an effort to maximize business and industry persistence, minimizing unemployment and leveraging local human resources, a company will seek assistance to help it assess its needs and discover priorities. This assistance can help ensure that any investment that is made for training is focused on the highest priority rather than the latest training trend or buzz word. These needs assessments can ensure a company's training investments are well spent.

Although businesses can access many options for training, the technical college system is mission focused on local workforce skills and training. Part of the technical college's mission was identified to respond to these needs, and funds are levied through taxpayer dollars for that purpose. As a result, there is a need to identify that the training needs match the college mission. According to Pumphrey, the mission of a technical college is not only to graduate candidates for the workforce, but also to assist employers with the training of their employees (2007). However, even though the foundation to provide training is set for the technical colleges, a gap exists, making achieving this goal more difficult (Pumphrey, 2007).

This disconnect relates to Chippewa Valley Technical College's (CVTC) 11-county district in West Central Wisconsin. Since the psychographic industrial topography in the western part of CVTC's district is unique, projecting a generalized outlook about its training and professional development needs is sometimes difficult. CVTC's Division of Business and Industry Services (B&I) works to partner with businesses and industries through contracting for customized training based on the specific needs of companies in that region. Companies either contact CVTC based on past connections or are contacted through a cold call by a CVTC business and industry representative. In either case, a needs analysis is performed to explore the potential need for training. Once the representative completes the analysis, he/she finds an instructor who will take existing curriculum, create and/or modify it to fit the immediate needs of the company.

Even though some local industries use CVTC's resources, many still may have perceptions about how training and professional development should take place and what value it has on their workforce (R. Vanderwyst, personal communication, April 10, 2012). Since CVTC has not focused on researching training needs of the Western part of its district, it is critical to help all stakeholders understand the potential.

### **Statement of the Problem**

Chippewa Valley Technical College needs to examine its current training offerings based on industry needs. Both short- and long-term opportunities need to be understood. The technical college allocates its program resources based on the projected wants and needs of its stakeholders in all 11 counties it services. Since this study aims to inform market sensitive and market smart opportunities for the west-central CVTC region, it requires that the research capture its data from that geographic constituency area. Currently little research exists to provide usable information to guide the institution in program planning at the campus level.

### **Purpose of the Study**

During the current economic recovery, gaps are still being found in workforce preparation. Educational institutions need the ability to meet the manufacturing sector's training needs (Reilly, 2012). Holzer and Nightingale (2009) report that *The American Progress Group* identified a disconnect between the state and local labor supply and business and industry demand for workers. The gap largely speaks to skills needed to engage in work that needs doing. According to the Obama Administration, the potential exists for community colleges to provide training to bridge the skills gaps that occur with displaced and incumbent workers (Holzer & Nightingale, 2009). This study seeks to provide CVTC with regionally valid data to drive its customized industry education and training opportunity development. This study sets out to meet the following objectives:



1. Describe the Chippewa Valley Technical College's business and industry leader perceptions of its contribution to the local labor market training needs.
2. Uncover local business and industry education and training needs of current and prospective employees.
3. Identify preferred access and delivery of education and training of current and prospective employees.

**Assumptions of the Study**

The assumptions underlying this study are that (a) the regional technical college satellite campus (the context of this study) is perceived as providing a valued and/or needed service within its geographic service area, and (b) that the subjects of this study perceive the need for external education and training provided by the regional technical college.

## **Chapter II: Review of the Literature**

In order to provide insight into the need for customized training, this review will explore literature that will confirm the demand for business and industry training. It will also show how the state has enacted supportive legislation for the Wisconsin Technical College System to provide it. Additionally the review will also explore the boundaries of Career and Technical Education (CTE) and its dynamic relationship with other technical colleges and with business and industry.

### **Description of Service Region**

Pierce County is uniquely located in the West Central part of Wisconsin within 40 minutes from the Twin Cities Metropolitan area of Minnesota and makes up 576 square miles. With 68 manufacturing companies and more than 83,000 square feet of industrial space available, this seemingly small county has a major impact on the economic development of the State of Wisconsin (Pierce County Economic Development Corporation, 2008). Due to its close proximity to such a large and diverse out-of-state population, Pierce County is often included in greater industry statistics that might not be relevant to the needs of its business and industry. Business and industry in the county have access to a greater market, as well as infrastructure like an international airports and large roadways; advantageous for complex logistics. Pierce County offers business tax savings, designed to attract high tech start up manufacturing companies looking to have a competitive advantage. These small to medium size high-tech companies may not understand available training resources that local technical colleges offer. Furthermore, many times the technologies that these industries use are not yet aligned with training institutions' current offerings (Pierce County Economic Development Corporation, 2008).

## **The Need for Regional Workforce Development**

Since the technical college was created at the request of business and industry, hearing the voice of business and industry and their perceptions is critical in following the mission and vision of the college (Wisconsin Technical College System, 2012). It is also extremely helpful for the economic development of the region. This growth can equate to an increase in jobs, which in turn can lead to strong communities and regions.

The roll of a technical college can sometimes be too focused on producing highly trained graduates, when many times the real need is for the development of existing staff (Wisconsin Technical College System, 2012). The training and development of existing staff can help a company do more with less, as well as have a higher return on its investment. WITC has similar concern for the western part of its district as well. Much of this is due to its proximity to the Twin Cities Metropolitan area of Minnesota (S. Y. Lockwood, personal communication, April 12, 2012).

West Central Wisconsin regional support for understanding the training needs of the workforce will promote economic development. The regional networking group Momentum West has the mission "To develop partnerships and leverage the resources in West Central Wisconsin to market the region and grow the economy" (Momentum West, 2012). With one technical college and four universities as part of the 30 other investors, Momentum West is building a foundation of partners that rely on that mission's success (Momentum West, 2012).

The Wisconsin Technical College System's Next Generation Workforce Initiative (NGWI) focuses on training in the manufacturing and energy workforce sectors which will help train and educate the workforce needed in today's economy (Momentum West, 2012). During the winter 2012 St. Croix Valley Legislative Day, members of St. Croix Valley businesses lobbied in Madison to support services and legislation to help economic development and the

vitality of the community. This type of exposure and awareness targeted emerging sectors of the manufacturing, energy, health care, and business infrastructure (Momentum West, 2012).

### **History and Legislation of Wisconsin Technical College System**

In 1911, the first system of vocational, technical, and adult education was established in Wisconsin. By 1965 the State Board had developed two components: the State Board of Vocational Education, and Technical Adult Education, which were split off into districts. As business and industry needs changed throughout the decades, the Wisconsin Technical College System has been charged with responding by providing customized training and qualified graduates (Merrifield, 2009). Because the technical college is subsidized by tax payer dollars, much of what it does is governed by state and board directives. Warlick described how the government sees curriculum in the education world by saying, "In recent years, the federal government (here in the United States) has placed the determination of the 'what' in the hands of state departments of education, and the 'how' in the hands of the research community" (2009). This viewpoint puts emphasis on a strong relationship between what the community needs and what education departments should offer as curriculum. This connection is inevitably how the state has set up its educational systems, which is to supply the means for the need (Warlick, 2009).

Many viewpoints exist about what a technical college's role is in society. Due to funding sources, many times a directive is driven from the state level regarding funding and instruction. On March 5, 2009, Governor Jim Doyle announced a \$5.89 million investment for Strategic Workforce Initiatives (Council on Workforce Investment, 2009). This money is earmarked for building a 21<sup>st</sup> Century workforce, which will help incumbent and displaced workers be more valuable in the workplace. The job of the related government agencies will then be to connect business and industry to those funds. In order to use parts of this funding, the technical college

will need to respond to the local needs of business and industry (Council on Workforce Investment, 2009).

Part of the Council on Workforce Investment is the Recovery and Reinvestment Act, is designed to break down roadblocks at the local level to enable dislocated workers to have access to short term training (Council on Workforce Investment, 2010). The Wisconsin Workforce Investment Act has helped to create training grants for labor markets with skills gaps. This Act helps employers leverage career pathway training through on-the-job training, which leads to industry credentialing (Department of Workforce Development, 2012). Furthermore, the Manufacturing Skills Standards Certification was created to help incumbent workers to learn skills that will help them be more valuable to their employers (Department of Workforce Development, 2012).

### **Recent National and State Training Evaluations**

Recently Sandi Edwards of *Training and Development (T&D)* analyzed a survey done by AMA Enterprise called “Your Organizations High-Potentials,” which looked at the efficiencies of programs directed toward high potential employees (2012). The survey targeted senior and mid-level management and human resources professionals. The findings were that most companies do a poor job of identifying high potential employees, and that one in four companies lose their high potential employees due to lack of utilization (Edwards, 2012). Also in the survey, AMA Enterprise measured how organizations invite high potential employees into a high potential training program. According to *T&D*, a greater need for productivity and employee engagement exists in the work place (Edwards, 2012). Some of the immediate challenges faced by companies is to retain and identify who the best employees are and offer them the opportunity for career enhancement through training (Edwards, 2012). A process is used to find skills gaps in the employee pool, and the gap is looked at as an opportunity for training and advancement.

The training needs to be closely related to the career goals of the individual, as well as to the goals of the organization. The priority of training needs to change from being something nice to have, into something that is a necessity (Edwards, 2012).

Recently the Department of Workforce Development had a pilot project with the city of Milwaukee that occurred from February 1, 2008, to June 30, 2009. This privately funded project was designed to help reduce unemployment and underemployment in the work force. Ultimately the project was able to 1) train unemployed workers to be valuable to the existing employment demand, and 2) to provide existing employees the skills they need for long term employment (Department of Workforce Development, 2012). Some of the measurable objectives were directly related to training. It was found that more resources and attention should be placed on pre-screening of participants in training. The study also illustrated that pre-training would be important in order to make all participants more aware of the training project as a whole, which would help with buy in and completion (Department of Workforce Development, 2012). The economic outcomes from this pilot study were strong even though it was done in an economic downturn. Wages from placement and retention were found to range from \$9 to \$18.50 per hour including 90 percent received health insurance benefits.

### **Wisconsin Talent Pool Issues**

The Wisconsin Technical College System (WTCS) has worked with Wisconsin State Legislation to help fund training initiatives for companies that have the need for training. Workforce Advancement Training (WAT) grants had been created by legislation to support Wisconsin industry training initiatives. WTCS has made forecasts in their training impact that, “By the end of Fiscal Year 2012, WAT grants had provided about \$17.6 million to support hundreds of employers in training more than 77,000 incumbent workers across Wisconsin” (Wisconsin Technical College System, 2011). Employers who have received a WAT grant

report that their existing employees gain valuable skills that help their business grow. These WAT grants are controlled by the WTCS and are competitive by nature. Companies interested in receiving a WAT grant work with a business and industry representative from a college in their district to assess current training needs and to create a training schedule that fits their training needs.

Once WAT grants are received by the WTCS they are reviewed by a board. Awards are funded based on the company's current and past experience, their industry sector, and the impact that will be made on their existing workforce. Subsidized training like this supports companies that may have a large demand for training but might not be able to commit to a larger investment.

Governor Scott Walker's *Wisconsin Be Bold 2* study provides strategic goals that all help to attract and maintain a skilled workforce in Wisconsin. Support for continued research and support for training Wisconsin's workforce is shown in *Initiative number six* which states the need to "leverage real-time data, innovation and educational and training best practices to maximize citizen benefit from Wisconsin's world-class education and training systems, empowering citizens to engage in lifelong learning that enhances employability and employment security" (Walker, 2010 pg. 21).

### **Chapter III: Research Methodology**

The purpose of this study is to better understand both short and long-term training opportunities and business needs of business and industry in Pierce County. This section will cover how the subjects are chosen for research, what instrumentation will be used, and the procedures and methods used to conduct the research. Finally the chapter will explore the limitations of the study. Since this study aims to inform market sensitive and market smart opportunities for the west-central region it requires that the research capture its data from that constituency geographic area.

#### **Methodology**

Qualitative research is defined as "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" (Strauss & Corbin, 1990, p. 17). As described by Marie C. Hoepfl, "qualitative researchers seek instead illumination, understanding, and extrapolation to similar situations" (Hoepfl, 1997). The qualitative research method is appropriate for this study because it helps the interviewer to understand perspective from the subject's point of view, which will help to find meaning and content to evaluate (Steinar, 1996). Research of the qualitative nature allows for new perspectives on subjects about which the researcher may already have general knowledge of but needs to gain more in-depth insight into (Hoepfl, 1997).

Because this research looks at past, current, and future events, a qualitative descriptive design will be used (Kahn, 2011). The qualitative research for this study will need to be flexible in nature and will use phone and in-person interviews of businesses and industry subjects. Most of the training that CVTC currently does in Pierce County is with manufacturers, so this study will focus on that demographic. CVTC has many strong relationships with businesses and industry in Pierce County; therefore a more personalized approach is preferred (T. Huffcutt,



personal communication, February 25, 2013). Because of the need for a personalized approach, the need for conversation, and the need for flexibility, personal interviews will be employed. From the findings of this research, improvement recommendations will be made in how CVTC will deliver and implement training. Also, many surveys have been sent out recently by partnering organizations to the businesses in Pierce County causing survey fatigue (T. Huffcutt, personal communication, February 25, 2013).

### **Subject Selection and Description**

A goal of this study is to understand training needs of business and industry, choosing companies that either have done training or may need training in the future is important. The subjects for this study would have experience in identifying training needs. Subjects involved will be training directors, human resource managers, CEOs, presidents, owners, and key decision makers of organizations. Participants will be selected from a database of 68 manufacturing firms within Pierce County. According to database records the targeted sample, the Pierce County population in West Central Wisconsin is made up of 68 diverse small to medium sized manufacturing companies (Pierce County Economic Development Corporation, 2008). Most of the 68 companies are independently owned and operated locally or within a 70-mile radius while three of the largest manufacturers' headquarters are international (Pierce County Economic Development Corporation, 2008).

The researcher's institution owns program rights to a password protected database search program called Salesforce, which can analyze and target Pierce County from the larger district and also further filter by industry sector. Salesforce also provides the names, position title and contact information so the researcher can ensure that the proper person is contacted. This tool will be utilized to help narrow the data selection to include only manufacturing businesses and industries in Pierce County. The researcher has a goal of reaching 30 percent of Pierce Counties

68 manufacturers, which encompasses approximately 20 subjects. According to Fincham, a 60 percent participation rate should be expected for most educational research (2008). In order to obtain feedback from at least 20 manufacturers, the researcher will be using the entire manufacturer database to reach the response target. The researcher will have a total call list of 68 subjects. A random stratification process will be used to select the subjects from the full list of 68. The researcher will first sort all 68 Pierce County manufacturers alphabetically by business name, and then select every other business to populate the call list. Additionally, the researcher will sort the database by phone number in order to ensure that all parts of Pierce County are represented. If a subject decides not to participate, the researcher will move on to the next contact until at least 20 subjects agree to take part in the study. In order to keep the results anonymous, a single word-processed document of the interview questions will be used for all interviews. Each document will be housed on the researcher's private N drive so privacy and confidentiality will be maintained. Once responses from 20 participants are obtained, the researcher will terminate data collection.

### **Instrumentation**

The instrument guiding phone interviews will be a script including a baseline description of the study, an introduction, pre-interview questions, and fact-finding questions (Appendix A). The introduction includes a description of why the individual was chosen as a participant, how long the interview will take, and a disclosure of confidentiality. The first set of interview questions is demographic in nature, so the researcher can validate the role of the subject. This also will allow the researcher to group organizations and responses by category.

The rest of the interview questions are broken up in three groups. Interview questions were developed by the researcher to be aligned with the three objectives stated in Chapter One of this study. The first group of questions asks open-ended questions that relate to objective one of

this study, which is to identify industry leaders' perception of training. The second group of open-ended questions that relate to objective two of this study will identify training areas that are currently taking place, and allow the researcher to probe deeper to find out what resources the company utilizes for training. Lastly, the third group of questions relate to objective three, which reveal the process that the organization uses to identify training needs, as well as how they anticipate future needs. According to Whorton (2009) it is important to have friendly and open-ended questions that allow the interviewer to probe deeper into the responses in order to gain more insight to the initial question. Therefore, the questions for this research will be more open ended, allowing the participants to expand their answers, but will also allow the researcher to ask follow up questions if more information is needed. Whorton also suggests keeping the interviewer within the framework of the questions but allowing for flexibility (2009).

The interviewer's script includes 17 targeted questions in hopes of eliciting conversation in order to gain more qualitative insight, as well as to keep the phone conversation to a manageable time commitment. Data will be collected through phone interviews using a script, survey, and tally sheet (see example Appendix A). The script and survey (Appendix A) were created in alignment with the three set objectives of this study and have been approved and validated by CVTC's Academic Research Department.

### **Data Collection Procedures**

Whorton states that setting appointments for research will allow for more flexibility of the interviewee to conduct the interview at home, on a cell phone, or whatever is most convenient for him or her (2009). Whorton also suggests that the limitations of interviews are that they are time consuming, and their success rests on the availability of the interviewees (2009). In order to anticipate time restraints, for this study, preschedule appointments will allow the participant to prepare answers in advance, and will allow them to set the proper amount of

time aside. An introduction email will be blind copied to all subjects via the researcher's work email account (Appendix B). The email will include dates for the subjects to choose from if they decide to be a part of the research.

Also included in the email will be a statement letting subjects know that if the researcher does not hear back by the predetermined date, the researcher will call him/her to see if the subject remains interested in being a part of the study and to set up an appointment to conduct the interview (Appendix C). The email will have a consent form as an attachment that includes the description of the research, risks and benefits of being a part of the research, the time commitment needed, proof of confidentiality, the right to withdraw, and the contact information of the investigator and the research advisor (Appendix C). If the researcher is unable to contact the subject after three attempts, the researcher will consider the subject unwilling to participate in the study.

Following the proper permissions of CVTC to start the study from the IRB process, the interviewer will start by calling participants to set up appointments in order to help guarantee that the interviewee will be available to conduct the research. All interviews will take place during a three-week window in April 2013 during the business hours of 8:00 a.m. through 5:00 p.m.

In the introduction part of the phone conversation, the researcher will inform the participant that the interview will take no longer than 30 minutes (Appendix A). At the time of the appointment phone call, the introduction script will be used to introduce the purpose for the interview, which also includes a statement of confidentiality and privacy (Appendix A). When the interviewer makes the initial appointment phone call, a digital schedule assistant program will be utilized in order to set the actual interview appointment in order to ensure that appointments are accurate and timely. When the appointment is made, the researcher will email a copy of the

questions to the interviewee to help prepare the interviewee to answer the questions accurately. If at the time of the appointment call the participant is willing and able to conduct the interview, the researcher will continue on from the introduction and into the question portion of the interview guide.

Although a phone interview can allow for some freedoms and flexibility, having a structure is important in order to gain the desired responses. That is why Whorton recommends having an interview guide, along with an easy way to tabulate results during the conversation (2009). For this reason, the researcher will have a digital word-processed document of the questions as a guide, which will allow recording the responses along with additional notes. Combined results will also ensure that the responses are together with all other responses, and will further ensure confidentiality (Appendix A). Each individual word-processed document has a place for the interviewer to capture the subject's responses, as well as a place to take additional notes and tabulate responses. Each digital word-processed document will be saved individually on the researcher's private and secure computer storage drive to ensure that each subject's responses will be kept separate, and to further ensure confidentiality.

When the time of the interview appointment occurs, the interviewer will call the subject at the designated time previously set, and the interviewer will again review the purpose of the interview and will continue on to the question portion of the interview. If at the time of the appointment the subject is unable to participate, another appointment will be made at the interviewee's next available time. At the time of the second appointment the interviewer will again review the purpose of the interview and will continue on to the question portion. If the subject is again unable to participate, the interviewer will attempt to set a third attempt to conduct the interview. If at the time of the third interview the subject is still unable to participate, the interviewer will consider the subject to be a non-responder.

## **Data Analysis**

According to Thomas, a well-grounded way to analyze qualitative data is by using the general inductive approach (Thomas, 2003). The general inductive approach will help to condense raw data into a summary format, establish clear connections or themes, and develop a structure to the findings (Thomas, 2003). The researcher will follow the five-step approach to inductive analysis as shown by Thomas. First the researcher will prepare the raw data files by transcribing the script and formatting the text into a transitional table (Appendix D). Next the researcher will closely read the text on the left side of the transitional table and group the raw data into common areas of interest. Once these common areas of interest are complete, themes will be created on the far right side of the table, and the themes will be grouped into categories and ranked in a hierarchy based on frequency and entered into database software. If themes don't exist, quotes will be used for anecdotal evidence.

Following the completion of the transformation table, themes and anecdotal evidence will be analyzed, and categorized by connecting themes that show up in more than one category. The transformation table will categorize each question in relation to the three research objectives (Appendix D). Finally, the categories will be revised and refined in order to help create subtopics of new insight that was unveiled during the analysis (Thomas, 2003).

Because the nature of most of the questions for this research is nominal and ordinal, the analysis will have a summary of the frequency and percentages highlighting the objectives of the research. Tables will also be created to help summarize the findings. The researcher's institution may have data entry resources to help tabulate the results. Once the inductive analysis is complete, the researcher will provide assumptions, recommendations, and conclusions. The researcher will share the results with the Business and Industry Team of the institution.

## **Limitations**

With any phone conversation, unanticipated distractions can occur. If an unanticipated distraction occurs during the interview, the researcher will continue where the research left off. If the unanticipated distraction requires more attention by the interviewee, the interviewer will reschedule the appointment for a later date. If the unanticipated distraction requires the interviewee to leave immediately, the researcher will call back at another time to make another appointment.

Additionally a limitation might be the accuracy of the Salesforce database used to contact interviewees. If the wrong contact information is listed, the researcher will use other means like an Internet search to find the correct contact information. If the researcher is unable to find the proper contact information, a phone call will be made to the targeted business in hopes of gaining the correct contact information for this study.

Another anticipated limitation could be that some participants might not be able to have an opinion or be able to clearly share their opinion because of industry regulations or restrictions, or they may not fully understand what the study is set out to do. If the participant is feeling reluctant for any reason, the researcher will probe to find out what reservations the interviewee may have, and will reassure him/her of confidentiality and will restate the purpose of the research.

Finally, data will be limited to the sampling of businesses and industries only in Pierce County, and thus the results are not generalizable to other counties or technical college districts.

## **Chapter IV: Results**

### **Study Analysis**

The purpose of this study was to analyze the business expectations relating to customized training offered by Chippewa Valley Technical College (CVTC). This study set out to meet the following objectives:

1. Describe CVTC's business and industry leader perceptions of its contribution to the local labor market needs.
2. Uncover local business and industry education and training needs of current and prospective employees.
3. Identify preferred access and delivery of education and training of current and prospective employees.

### **Respondents**

Respondents in this study consisted of key decision makers in the manufacturing sector of businesses located in Pierce County Wisconsin. From a database of 68 manufacturers, contacts were randomly chosen to make up the call list with a targeted participant goal of 20, and an anticipated response rate of 60 percent. The researcher was able to achieve 100 percent participation with the first 20 contacts. The respondents participated in a 15- to 20-minute phone interview that consisted of questions related to the three objectives this study has set out to complete. Zero of the 20 subjects responded to the introduction email. Five days following the introduction invitation email, the researcher called each subject to explain the purpose of the research, to elicit interest, and to set a time to conduct the interview. The first 20 subjects all indicated their willingness to participate and all 20 set a time that was most convenient for them to participate in the interview.



## Item Analysis

The following list shows the interview questions with the corresponding answers and themes from each participant. The first four questions of the interview were designed to capture the demographic makeup of the respondents.

**Question 1. From the list that I will read, please indicate which industry sector your company represents.** The manufacturing sectors represent a diverse cross section of businesses represented in the following categories: (See Table #1)

Table #1

Manufacturing Sector	Frequency
Food Processing	2
Plastics and Rubber Products	1
Stone, Clay and Glass Products	1
Metal Products	1
Machinery, Equipment, and Electronic Products	3
Miscellaneous Manufacturing	5
Fertilizer, Chemical and Seed Application	1
Government Entity	1
Contract Finisher	1
Precast Concrete	1
Steel Fabrication of Tubular Structure	1
Machinery Distribution	1
Commercial Construction Fabrication	1

**Question 2. What is your role at the organization?** The position titles of participants were as follows: (See Table #2)

Table #2

Organizational Role	Percentage
CEO, President, Owner	45%
Training Director/Coordinator/Manager	35%
Human Resources Director/Manager/Coordinator	15%
Department Manager/Director/Supervisor	5%

**Question 3. How many people are employed full time (>32 hours/week) at your organization?** Respondents considered their full-time employment to be as follows: (See Table #3)

Table #3

Full Time Employees	Percentage
10 - 50	40%
0 - 10	30%
51 - 100	5%
101 - 150	15%
200 +	10%

**Question 4. How many people are employed part time (<32 hours/week) at your organization?** Respondents considered their part-time employment to be as follows: (See Table #4)

Table #4

Part-time Employees	Percentage
0 - 10	90%
11 - 50	10%

The following list shows the interview questions with the corresponding answers and themes from each participant. Each section of questions is grouped in a series with the three objectives of this study.

**Objective 1. Describe the Chippewa Valley Technical College’s business and industry leader perceptions of its contribution to the local labor market needs.**

*Question 1. If you have contracted with CVTC for training, how effective is the current process in identifying specific training competencies to be delivered?*

There were 2 identifiable themes emerged from question 1:

Theme #1: Polarized perception of programs contracted either high or low value perception. The following quote represents evidence of polarization for high value perception: “the process was well evaluated”, “the delivery was perfect”, “I had a very positive experience”, “it was cost effective.” The following quote represents evidence of polarization for low value perception: “no we haven’t ever used CVTC”. The following quotes further represent polarization: “not a good fit” and “perfect fit”.

Theme #2: Aware of CVTC yet has not engaged in their training. The following quotes represent evidence of respondents not using CVTC for training: “never have had you guys come to our facility” and “no, we haven’t ever used CVTC”.

*Question 2. If you haven’t ever used CVTC for training, what are some reasons why you haven’t?* There were 3 identifiable themes that emerged from question 2:

Theme #1: Business/Industry subjects lack awareness of CVTC and its training offerings. The following quotes support this lack of awareness: “not aware of trainings that you offer, and “don’t know it’s available, but don’t take the time to look”.

Theme #2: Don’t perceive needing training. The following quotes represent evidence that supports the perceived lack of need: “training you offer has not needed- it doesn’t really fit”, and “not aware of trainings that you offered, and we get training from other vendors”.

Theme #3: Perceive it costing beyond what is affordable. The following quotes represent evidence that supports the perception of lack of affordability: “we can’t afford to” and “we manage training dollars pretty tight”.

*Question 3. Describe to what degree the importance of training is in your organization.*

Table #5 represents numerical data and percentages used to show the top three reoccurring themes for question 3. A total of 10 respondents rated training as very important, 7 rated training as important, and 3 said it was not as important. (See Table #5)

Table # 5

*Top Three Reoccurring Themes for Question 3*

Very Important	Important	Not As Important
50%	35%	15%

*Question 4. What are some industry trends that your company foresees that may require new equipment or capacity increase?* Table #6 represents numerical data and percentages used to show the top four reoccurring themes for question 3. A total of 8 respondents said technology advancement or equipment change are foreseen trends in their industry, 5 anticipated no trends, 4 said that customers' changing needs were a trend, and 3 said that state regulations and certifications were trends. (See table #6)

Table # 6

*Top Four Reoccurring Themes for Question 3*

Technology Advancement or Equipment Change	No Trends	Customers Changing Needs	State Regulations and Certifications
40%	25%	20%	15%

*Question 5. How do you prepare your employees for these anticipated trends?*

Responses to question #5 uncover 3 themes.

Theme #1: Employees are given intuitive ownership to anticipate trends. The following quotes represent evidence that supports theme #1: "We try to have our employees stay on top of it with trade shows, magazines, Internet research," and "we hire people that are good at changing processes".

Theme #2: On the job training. The following quotes represent evidence that supports theme #2: "If it's something we anticipate, we will do some on-the-job training." And "On-the-job training".

Theme #3: Equipment or machine vendors help anticipate trends. The following quote represent evidence that supports theme #3: "Vendors provide us updates and training, and we all study what skills new equipment needs".

**Objective 2. Uncover local business and industry education and training needs of current and prospective employees.**

*Question 1. Currently what training does your organization offer through an in-house trainer?* Table #7 represents the top two reoccurring themes and their frequency in relation to how often they came up in conversation as an aggregate total of in-house training. Safety was mentioned 8 times in conversation, and on the job training was mentioned 16 times. (See Table #7)

Table #7

*Top Two Reoccurring Themes and Frequency*

Safety	On-the-Job Training
8	16

The following anecdotal evidence indicates that specific trainings are offered in house and are business specific. Other trainings mentioned were GMP, forklift, OSHA 10, OSHA 30, customer service, computer, overhead crane, and QC.

*Question 2. Currently what training does your organization offer through the use of outside resources?* Table #8 represents the top four reoccurring themes and their frequency in relation to how often they came up in conversation as an aggregate total for outside resources used for training. Equipment or machine vendors came up in conversation 11 times, technical college resources came up 9 times, trade associations came up 6 times, and insurance companies came up 2 times. (See Table #8)

Table #8

*Top Four Reoccurring Themes and Frequency*

Equipment or Machine Vendors	Technical College Resources	Trade Associations	Insurance Companies
11	9	6	2

Anecdotal evidence also indicated that businesses use many other resources for outside training as well. The following quote depicts those other resources: “Vendors, trade shows, equipment reps, magazines, online research, we use a lot of different things.” Also, that 8 respondents said that they utilize CVTC for their safety trainings.

*Question 3. What factors determine your selection of an outside training provider?* Table #9 represents the top four reoccurring themes and their frequency in relation to how often they came up in conversation as an aggregate total for how the respondents choose an outside training provider. The trainer’s reputation was mentioned 11 times, the cost of the training came up 11 times, the time it takes to do the training came up 8 times, and equipment matching what vendors can provide came up 4 times. (See Table #9)

Table #9

*Respondent’s Choice of Outside Training Provider*

Reputation	Cost	Time	Vendor Capability
11	11	8	4

The following quotes are evidence that many other reasons affect why the respondents choose training resources. One respondent said, “We look at cost, availability, effectiveness, time employees are away from the production line and time of the training, and of course location”. “Will the benefit outweigh all the expense and time from us?” Another respondent mentioned, “It depends on what we need; if it’s efficiency, we use CVTC; if its equipment we use vendors”. Also quoted “We choose CVTC because you guys know your stuff and you’ve been around for a long time”, and “You’ve got a good reputation”. Further quoted “Our vendors, we choose equipment based on the support that the vendor will give us after we’re customers”.

*Question 4. What is the process used to identify who is included in training?* Table #10 represents the top four reoccurring themes and their frequency in relation to how often they came up in conversation as an aggregate total for how the respondents choose who is included in trainings. The employee or division’s performance was mentioned 10 times, the employee’s skill level came up 5 times, everyone was mentioned 6 times, and certification renewal came up 6 times. (See Table #10)

Table #10

*Employee or Division’s Performance*

Performance	Skill Level	Everyone	Certification Renewal
10	5	6	6



The following quotes are evidence that many other reasons influence why the respondents choose training resources. One respondent said, “Basically there isn’t much of a process”. Also quoted “The people who have the training need will stand out with quality and performance”. Another respondent said, “When we get new equipment there is a selection process for some of the trainings depending on their role in the company”.

**Objective 3. Identify preferred access and delivery of education and training of current and prospective employees.**

*Question 1. How does your organization determine potential training topics for your employees?* Table #11 represents the top three reoccurring themes and their frequency in relation to how often they came up in conversation as an aggregate total for how respondents identify how training topics are chosen. From the responses, 11 indicated that training is chosen based on job-specific needs, 9 indicated that it was based on certification or regulation, and 7 indicated that they base training focused on equipment. (See Table #11)

Table #11

*How Respondents Identify How Training Topics Are Chosen*

Job Specific	Certification/Regulation	Equipment Focused
11	9	7

The following quotes are evidence that many reasons determine how they select training topics for their employees. One respondent said, “It depends on what the customer needs and equipment requirements are for what jobs they give us”. Another respondent indicated that “All employees are trained in all topics of on-the-job training, we don’t have very many employees, so we choose a topic we all like, and we all go”.

*Question 2. What challenges does your company face in identifying training needs?*

Responses to question uncover 3 themes,

Theme #1: Responding to change. The following quotes represent evidence that support Theme #1 “Staying on top of regulations that change constantly with no clarification as to what they are.” And “regulations change dictates a lot of what we do”.

Theme #2: Employee quality and motivation. The following quotes are evidence that support Theme #2: as quoted “Wasted time”, “lack of efficiency”, “lack of time dealing with employees that don’t take the initiative and lack creativity”, “the poor performers take all my time”.

Theme #3: Limited qualified training resources. The following quotes represent evidence that support theme #3: “Certified trainers from offsite organizations are in short supply” and “there are not many trainers out there”.

*Question 3. What areas of training have you wanted to implement but haven’t pursued yet? Why?* Table #12 represents the two most reoccurring training types along with individual trainings and their frequency in relation to how often they came up in conversation as an aggregate total for what trainings respondents have wanted to implement but haven’t pursued yet. From the responses, 7 indicated there wasn’t any training that they haven’t pursued, 4 indicated regulatory safety training, and the following are individual trainings that respondents indicated were needed: technical ECO, global economy, new equipment software, on-the-job machine process, drug and alcohol awareness, leadership, management, database, marketing, and

software. The following table groups each training course into general training topics. (See Table #12)

Table #12

*Individual Trainings and Frequency*

General Training Topics	Frequency
Not at this time	7
Business Training	6
Regulatory Safety	5
On the Job Process	3

Table #13 indicates the reasons why respondents have not pursued the trainings they would like to implement. Out of the 20 respondents, 7 indicated they do not need training at this time, 7 indicated that time was a restraint, 4 indicated trouble finding resources, and 2 indicated training is in process. (See Table #13)

Table #13

*Trainings to Implement*

No Need for Training	Time	Resources	In Process
7	7	4	2

*Question 4. How is most training delivered within your organization? (Methods)*

Table #14 represents the top three reoccurring themes and their frequency in relation to how often they came up in conversation as an aggregate total for how most training is delivered in their organization. (See Table #14)

Table #14

*Most Training Delivered Within Organization*

Hands-On	Face to Face	Online/Computer
12	10	6

Further evidence indicates respondents use other training methods as well, including trade shows, seminars, DVDs, conversations, phone, large and small group, and PowerPoint. The following quotes represent more anecdotal evidence about the diversity of what methods respondents use for training. One respondent said, “Employees train each other as they go”. Another respondent said, “It’s mostly supervisor-led and one-on-one – our customers will come in and give us hands-on training for new processes”.

## **Chapter V: Discussion**

Chapter Five represents summary, conclusions, and recommendations based on the findings of this research. This study sought to analyze what businesses' expectations are related to customized training offered by Chippewa Valley Technical College. Further, three objectives were developed to uncover those expectations, and they were analyzed with interview questions. Subjects of this study were interviewed via phone. They represented key decision makers or leaders from organizations in the manufacturing sector of Pierce County.

### **Conclusions**

Respondents of this study consisted of 20 leaders or decision makers, each representing a business across 12 unique manufacturing sectors. Businesses ranged in size from 2 employees, to more than 200, with 40 percent consisting of 11 to 50 full-time employees, and 30 percent consisting of 0 to 10 full-time employees. Of those business represented, 0 to 10 reported 90 percent as part-time employees, and 11 to 50 reported 10 percent part-time employees.

Findings for each of the research objectives are discussed below.

**Research Objective 1.** Describe the Chippewa Valley Technical College's business and industry leader perceptions of its contribution to the local labor market needs. Based on the themes that were uncovered in relation to objective number 1, evidence shows that CVTC's process to identify trainings to be delivered was polarized as some rated the training and process as efficient, while others indicated a slow process and/or a miss match between their training needs and the training received. Although 85% of respondents perceive training to be very important, it was reported that many respondents represented small business with low number of employees who do not perceive the need for training, and also are not aware of what is available. It was also noted that respondents perceive an inability or lack the desire to afford the cost for training. In relation to industry trends, the majority of respondents suggested that

technological advancement and equipment change represent 40 percent of their need for training, while 20 percent suggest that customers' changing needs impacts their training needs, 15 percent indicate State regulation and certification, and 25 percent unaware of a trend. Businesses appear to be very resourceful in preparing their employees meet the trends, with many relying on employee intuitiveness and fostering a culture for anticipating change while using on-the-job training and vendor support as popular means of preparation.

**Research Objective 2.** Uncover local business and industry education and training needs of current and prospective employees. Based on the themes that were uncovered in relation to objective number 2, evidence shows that although each respondent has unique training needs, on-the-job training and safety both represented the majority of training that is done by in-house resources. Businesses tend to rely on their equipment and machine vendors for outside training resources, while others rely on a technical college, or are involved in trade organizations, while others rely on insurance companies. Data highlights that 8 of the 20 businesses use CVTC for safety training. The reputation of the trainer and cost of the training are the strong factors that affect how a majority of the businesses choose an outside training provider. Also, the time required to do the training, or employee time away from their job are considerations as well. Findings also indicate that businesses rely on vendor assistance with their training needs. Respondents suggest that when choosing employees from their organization needing to be trained, performance, skill level, certification renewal where indicated, while others foster a culture of cross training and expect all employees to be trained.

**Research Objective 3.** Identify preferred access and delivery of education and training of current and prospective employees. Based on the themes that were uncovered in relation to objective number 3, findings indicate that training topics are chosen based on the specificity of the job, the need for recertification or regulation, or is focused on the type of equipment used by

the employees. Companies face many challenges when identifying training needs such as responding to industry regulation or certification change, lack of employee motivation, and limited access to qualified training resources. Although many respondents suggest no training demand, others listed a multitude of training needs, most being industry or process specific, with safety being the most frequently suggested. Preferred methods of training consist of hands on, face to face, or online/computer trainings.

**Recommendations to CVTC:**

This study falls in line with the findings discovered in the literature review and has shown that business-training needs are diverse in nature, yet some overarching similarities exist between sectors. The study was limited to only manufacturers; however, similarities may be present in other sectors such as the service industry or retail.

Although many businesses suggest the process of working with CVTC works well, it is suggested that efforts be made to better align instructors and topics based on more accurate assessment to ensure that businesses in fact get the training programs they need. Evidence indicates that work still needs to be done to ensure the right material and instructors are provided for the training programs being demanded. It is recommended that CVTC continue efforts on the evaluation of training to better align with business and industry need.

This research indicates that business works at a fast pace to keep up with competition and to provide customers with what they need in a timely fashion. Because of this, CVTC needs to work on the speed of communication when working with businesses. Findings also highlight that the business and industry preference ranges across delivery approaches. It is recommended that CVTC consider offering multiple delivery options such as distance delivery, blended delivery, modularized self paced delivery, and traditional campus based instruction.

**Recommendations for Further Study:**

It is recommended that CVTC continue to research training needs within the business and industry community. Furthermore, there is an opportunity to replicate this study targeting for other business sectors to better understand training opportunities for CVTC in Pierce County.

The research indicates that safety is important to businesses, it is therefore recommended that CVTC look into conducting more research to assess what types of specific safety training is needed in Pierce County, and to align trainings programs with business and industry demand. Such research will also serve to see trends in an effort to proactively build training programs as needed and when needed.

**Summary**

It is apparent that CVTC provides relevant and demanded training; however it has opportunities to further engage more business sectors in training within its service. Recommendations for CVTC will be shared with the business and industry team to see if they are feasible, consistent with other data, and to plan for necessary next action steps. Since Pierce County businesses have unique and diverse needs, it lends for more creative training program opportunities. Each company has different equipment, budgets, and perceived or realized needs as a result they might choose vendors that supply their capital equipment for their training. In many cases it would not be cost effective for CVTC to invest in equipment that matches that of which industry in Pierce County utilize; therefore, the training program sales approach needs to present the cost vs. benefit message more effectively. Findings from this study reinforce CVTC's business and industry team effectiveness at planning and delivering training.



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## **Appendix A: Interview Instructions, Script and Interview Questions**

### **Interview Instructions**

The technical college values relationships with area employers. The purpose of this study is to determine the training needs for businesses and industries in the western part of CVTC's district.

This baseline interview will help the technical college to determine how to serve your needs better. In an effort to serve employers better in identifying training needs, satisfying training competencies, and evaluating training success, you have been asked to participate in a project that will focus on the technical college's ability to offer the appropriate training for businesses and industries located in the Western part of CVTC's district. We will use this information to show us what training and seminars to offer in the future. This will also help CVTC provide more effective training equipment and curriculum to add to our existing training offerings. Your organization has been chosen for this study because you either have utilized the technical college for training in the past, or have been identified as a manufacturer who may utilize training resources.

Thank you for your help and support of this endeavor!

### **Appointment Script**

Hello, my name is John Kleven with the Chippewa Valley Technical College. I'm calling today to see if you would be interested in answering some questions that would help our college better meet the training needs of manufacturers in Pierce County. This interview will take no more than 30 minutes of your time, and you reserve the right to opt out at any time. Your answers will not be shared with anyone outside of our institution, and will be used for educational purposes only. Would you have the time now or would another time work better? (If now is a good time, continue with the interview below) What date and time would work best for you? Thank you for setting up an appointment to participate in this research, I will call you at the said date and time that you are available.

## Phone Interviews with Employers To Evaluate Training Needs

Thank you for taking the time with the technical college to discuss a training partnership. You are geographically part of CVTC's western region, and we realize your unique business situation. We value your feedback as we look at ways to best serve employers in training services. You have the option to opt out of this interview at any time. The following questions are specific to helping us better understand what your organization's training needs are. This interview should take no longer than 30 minutes. All information collected will be kept confidential and will not be shared with any organization outside of CVTC.

Thank you again for your time in participating in this research. The information gathered will be kept anonymous and shared with the technical college's business and industry team and will aid in the development of new processes and services to assist employers. We greatly value your involvement and assistance in this project!

- From the list that I will read please indicate which industry sector your company represents.

Which of the following choices would best describe your organization?

- ☐ Food Processing
- ☐ Printing Products
- ☐ Chemicals & Petroleum Products
- ☐ Plastics and Rubber Products
- ☐ Stone, Clay & Glass Products
- ☐ Metal Products
- ☐ Machinery, Equipment, and Electronic Products
- ☐ Transportation Equipment
- ☐ Instruments & Related Products
- ☐ Miscellaneous Manufacturing

Other, please specify \_\_\_\_\_

- 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 \_\_\_\_\_

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

- ☐ 0 – 10      ☐ 11 – 50      ☐ 51 – 100      ☐ 101 – 150      ☐ 151 – 200      ☐ 200 +

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

- ☐ 0 – 10      ☐ 11 – 50      ☐ 51 – 100      ☐ 101 – 150      ☐ 151 – 200      ☐ 200 +

**Industry Leader Perceptions**

1. If you have contracted with CVTC for training, how effective is the current process in identifying specific training competencies to be delivered? (If they have not used CVTC skip to question 2)
2. If you haven't ever used CVTC for training, what are some reasons why you haven't?
3. Describe to what degree the importance of training is in your organization.
4. What are some industry trends that your company foresees that may require new equipment or capacity increase?
5. How do you prepare your employees for these anticipated trends?

**Current Training**

1. Currently what training does your organization offer through an in-house trainer?
2. Currently what training does your organization offer through the use of outside resources?
3. What factors determine your selection of an outside training provider?

4. What is the process used to identify who is included in training?

### **Identification of Training Needs**

1. How does your organization determine potential training topics for your employees?
2. What Challenges does your company face in identifying training needs?
3. What areas of training have you wanted to implement but haven't pursued yet? Why?
4. How is most training delivered within your organization? (Methods)

If you would like to set up a time to have a free needs assessment or discuss your training needs, call or email me at 715-426-8202 or [jkleven4@cvtc.edu](mailto:jkleven4@cvtc.edu)

Thank you for taking the time to answer our questions.



## Appendix B: Consent to Participate

### Consent to Participate In UW-Stout Approved Research

**Title: An Analysis of Business Expectations  
Relating to Customized Training by  
Chippewa Valley Technical College**

**Research Sponsor:**

*Urs Haltinner*

*Research Advisor*

*715-232-1493*

[haltinneru@uwstout.edu](mailto:haltinneru@uwstout.edu)

**Investigator:**

*John R. Kleven*

*715-874-4626*

[Jkleven4@cvtc.edu](mailto:Jkleven4@cvtc.edu)

*Nanorite 2322 Alpine Road*

*Eau Claire WI, 54703*

#### **Description:**

This study sets out to:

1. Describe the Chippewa Valley Technical College's business and industry leader perceptions of its contribution to the local labor market needs.
2. Uncover local business and industry education and training needs of current and prospective employees.
3. Identify preferred access and delivery of education and training of current and prospective employees.

#### **Risks and Benefits:**

There is a minimal risk that the researcher's institutional network may be breached, however, the research questions do not include trade secrets, or identifiable information that would give another business a competitive advantage having found documents from this research. Time fatigue could also be a risk, 30 minutes can sometimes be too long for some subjects. If time fatigue is apparent, the researcher will have an option to re-schedule another appointment for those who aren't able to commit to the time needed to conduct the study. If during the conversation the researcher needs to ask questions to probe deeper, there might be a challenge not to share what other institutions shared. To prevent that from happening, the researcher will stick closely to the script, and will ask probing questions such as "Please further explain what you mean by..." or "Can you give me an example of ..."

This research will allow more access points for businesses in relation to training that will be offered by the researcher's institution. Businesses will also be able to better understand what the researcher's institution can offer for training making more training and seminars options available to their unique needs.

From this research action can be taken by the researcher's institution to offer either training or seminars based on the needs that are found. In turn employees will benefit by having more training options which will help them become more valuable because of new skills they learn.

**Special Populations:**

N/A

**Time Commitment:**

This phone interview should take no longer than 30 minutes.

**Confidentiality:**

The call list and any information obtained will not be shared with other companies, or with anyone outside this study. All information related to this study be stored digitally on a password protected computer connected to the researchers institutional network that is password protected. During the interview process, responses from other businesses will not be shared.

**Right to Withdraw:**

Your participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences to you. You also have the right to stop the interview at any time. However, should you choose to participate and later need to withdraw from the study, there will be an opportunity to re-schedule at a later time that would work better.

**IRB Approval:**

*The following must be included on every informed consent:*

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:**

John R. Kleven 715-874-4626 [jkleven4@cvtc.edu](mailto:jkleven4@cvtc.edu)

**Advisor:**

Urs Haltinner 715-232-1493  
[haltinneru@uwstout.edu](mailto:haltinneru@uwstout.edu)

**IRB Administrator**

Sue Foxwell, Research Services  
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715.232.2477  
[foxwells@uwstout.edu](mailto:foxwells@uwstout.edu)

### Appendix C: Introduction Email

Dear (name),

My name is John Kleven with the Chippewa Valley Technical College. I'm emailing you today to see if you would be interested in being a part of an interview for researching how our college can better meet the training needs of manufacturers in Pierce County. I've attached a document for you to look over which includes the following:

1. A description of the study.
2. Risks and benefits of being a part of this study.
3. The time commitment of the interview.
4. Your right to withdraw.
5. Contact information for the advisor for this research.

Below you will find some dates and times that I've set aside for conducting these interviews. If you agree to be a part of the interview please respond back to this email with the date and time that best suits your needs. If I do not hear back by (said date) I will be calling you to verify your receipt of this email, and to see if you would be willing to participate. (Dates that I have set aside on my schedule) At that time my hopes would be to set up an appointment that works best for you. If after three attempts I'm unable to reach you, I will consider that a non-response to be an indication of you not being able to participate.

If you could please respond no later than (Date) it will help me to conduct this research in a timely manner.

Thank you for your consideration in being a part of this research.

John R. Kleven

## Appendix D: Transformation Tables

<p><u>Transformation Table 1 for Objective 1</u> Describe the Chippewa Valley Technical College's business and industry leader perceptions of its contribution to the local labor market needs.</p>		
<p><u><i>If you have contracted with CVTC for training, how effective is the current process in identifying specific training competencies to be delivered? (If they have not used CVTC skip to question 2)</i></u></p> <p>-We used the training more in the past versus the present. Working with safety to get your instructor MSHA part 48 training certified. The process works very well – glad to work with CVTC</p> <p>-Yes – the process was well evaluated – the delivery was perfect – I had a very positive experience – it was cost effective – (the business technology instructor and material was not a good fit – the third one for safety monthly basis was highly successful, and was a perfect fit – I think we have an outstanding relationship with the instructor – cvtc is a valuable asset to us – we review the last training, and are talking task training for down the road</p> <p>We had CVTC help us with computer training, it was pretty easy, the process was flawless, and the training was great!</p> <p>-No – have never used CVTC for trainings</p> <p>-Yes and no, we've sent our people to waste water classes but never have had you guys come to our facility – or we've Put on some by private vendors at user facilities</p> <p>-No – not onsite – we've sent some to CVTC at other locations but never had you come here</p> <p>-No we have not</p> <p>-We've done intro to Lean manufacturing - it taught our employees to think more efficiently and ultimately to win more jobs – my crew is using waste material to get more profit out of each job – we typically reprogram our equipment and use</p>	<p>process works very well, the process was well evaluated, cvtc is a valuable asset, the process was flawless, the process when we work with you guys works great, very smooth process, process works pretty well, I'd give CVTC a High rating, the process was good, the process works well for us</p>	<p>Works well</p> <p>When we use you for Safety right off the bat is a very smooth process – I think it's a good process</p> <p>the process was well evaluated – the delivery was perfect – I had a very positive experience – it was cost effective</p> <p>Theme #1: Polarized perception of programs contracted either high or low value perception. The following quote represent evidence of polarization for high value perception: “the process was well evaluated – the delivery was perfect – I had a very positive experience – it was cost effective.” The following quote represents evidence of polarization for low value perception: “no we haven't ever used CVTC”. The following quotes further represent polarization: “not a good fit” and “perfect fit”.</p> <p>Theme #2: Aware of CVTC yet has not engaged in their training. The following quotes represent evidence of respondents not using CVTC for training: “never have had you guys come to our facility” and “no, we haven't ever used CVTC”.</p>

<p>older processes – the process when we work with you guys works great</p> <ul style="list-style-type: none"> <li>-No we have not</li> <li>- No not on site – but we’ve have hired our graduates</li> <li>- When we use you for Safety right off the bat is a very smooth process – I think it’s a good process -</li> <li>-I’ve sent some of our people to your Seminars but never had a face to face meeting with one of your trainers before</li> <li>-Yes we’ve used CVTC we have – the process works pretty well, but this last time it was slow with getting information back to us, I’d use you guys again</li> <li>-I’d give CVTC a High rating = with CVTC we can get most of what we need for what we do</li> <li>-No – we’ve never needed to</li> <li>- Yes – we’ve done print reading a few years ago, the training went well and I thought the process was good.</li> <li>-no we haven’t</li> <li>- No we haven’t ever used cvtc</li> <li>- We’ve never used cvtc, we’re pretty small and are pretty independent, self-sustaining.</li> <li>- We’ve been involved with customized training and we’ve sent some people to seminars too, the process works well for us</li> </ul> <p><u>Transformation Table 2 for Objective 1</u> Describe the Chippewa Valley Technical College’s business and industry leader perceptions of its contribution to the local labor market needs.</p>		
<p><i>If you haven’t ever used CVTC for training, what are some reasons why you haven’t?</i></p> <ul style="list-style-type: none"> <li>- The training you offer has not needed – it doesn’t really fit with what we are doing</li> <li>- I’m not aware of trainings that you offered, and we get training from other vendors and our insurance company</li> <li>-I don’t know how much you costs – we manage training dollars pretty tight – from what I’ve seen your training isn’t relevant to our employees at this point.</li> </ul>	<p>Not needed, vendors, doesn’t fit, haven’t had need, don’t know what’s available,</p>	<p>Not aware, doesn’t fit what they do. Theme #1: Business/Industry subjects lack awareness of CVTC and its training offerings. The following quotes support this lack of awareness: “not aware of trainings that you offer, and “don’t know it’s available, but don’t take the time to look”. Theme #2: Don’t perceive needing training. The following quotes represent evidence that supports the perceived lack of need: “training you offer has not needed- it doesn’t really fit”, and “not aware of trainings that you offered, and we get training from other vendors”.</p>

<p>-WE Haven't really had the need to reach out to CVTC – never had equipment that was newer than 10 – 20 years old – we rebuild our equipment –we can't afford to use new equipment to operate with profit – why buy new when you can fix the old</p> <p>-I don't know what's available – I don't even look – I've sent people to ½ day courses – but that's about it – we don't need much</p> <p>- I'm not really aware of all that you can do – I don't know of what we offer.</p> <p>-I Haven't had the need</p> <p>-we really don't do much for training</p> <p>- I Have not needed it – I've got a small shop of 2 people</p> <p>- I guess I Don't know it's available, but don't really take the time to look either</p> <p>-Our corporate office is getting training from a technical college in their district, so we don't really need to, or can't really go against what they say.</p>		<p>Theme #3: Perceive it costing beyond what is affordable. The following quotes represent evidence that supports the perception of lack of affordability: “we can't afford to” and “we manage training dollars pretty tight”</p>
<p><u>Transformation Table 3 for Objective 1</u> Describe the Chippewa Valley Technical College's business and industry leader perceptions of its contribution to the local labor market needs.</p>		
<p>3. <i>Describe to what degree the importance of training is in your organization.</i></p> <p>-Number 1 – it's really what keeps us moving forward = if we don't do it, we'd be shut down</p> <p>-Training is very important – it helps our employees be ready for what they will be doing in the field, I'd say it's a priority for us.</p> <p>-Well, really it's Not high on the list – however, when incidents happens it is extremely important – some days training is paramount, but most days it is not important at all. Regulatory compliance is significant. We typically do 10 hours a month safety training out of 800 hours of time invested, but it is important. It's like the heart in relation to the body.</p> <p>-Very Important – government</p>	<p>Number 1 very important Very Important Pretty Important Real important 9 out of 10 Very important real important really important close to being number 1 It's important - Fair - Very very important Not very important it's Not high on the list Extremely High degree Pretty important Very important Important Very Important Not really important</p>	<p>10 out of 20 rate it Very Important 50% 7 out of 20 rate it important 35% 3 out of 20 say it's not high on the list 15%</p>

<p>regulations really drive what we do, we have to keep our certifications up to date or we'll be shut down.</p> <p>-Pretty Important, we're required by OSHA to keep our records up to date – Safety training is really important to us, we do a lot of on the job training too</p> <p>- Real important, Safety is important – we really rely on on the job training for the most part -</p> <p>-9 out of 10 it helps us run our business to be more safe and profitable</p> <p>-Very important – safety is most important – new regulations from the state constantly change, and we need to stay on top of those changes so we don't get fines</p> <p>-Training is real important to us, if we didn't train, nobody would know how to do their job.</p> <p>- it depends on what we are talking about – it's hard to find employees that are already trained, so I'd say training is really important, I've got to show them how to do the job for the most part.</p> <p>-Very important – close to being number 1 safety is really our most important, if we didn't do training, our employees wouldn't know what to do during the day!</p> <p>-It's important – we need it to understand how the machinery works, and how to figure out how to make parts</p> <p>- Fair – we need future training to enhance future opportunities, training really helps us to think more different about how we use our machines.</p> <p>- Very very important with government regulations passing every month, I don't see how we'd every do without it.</p> <p>- Not very important we have two people – we train each other</p> <p>- Extremely High degree – we do very specialized processes when making parts, so we need to make sure that everyone knows what to do, and they need to be flexible.</p> <p>-Pretty important – for new process – but really, we do pretty well on our own</p> <p>- Very important – we get most</p>		
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<p>employees with no experience so it is essential train them right away so they know what they're doing.</p> <p>- It's important for new employees to understand the job, outside training, it's more of an as needed basis, to maybe groom someone for a new position – they are not rigid.</p> <p>-not really that important on the large scale, on the job training, but we really don't do a lot of that either because we're so small.</p>		
<p><u>Transformation Table 4 for Objective 1</u> Describe the Chippewa Valley Technical College's business and industry leader perceptions of its contribution to the local labor market needs.</p>		
<p>4. <i>What are some industry trends that your company foresees that may require new equipment or capacity increase?</i></p> <p>- We are seeing a large increase in Industrial Sand Demands – state regulations are getting more and more stringent, and they change, mostly its how people interpret the rules, MSHA certification and refreshers are getting higher demand right now,</p> <p>-We're getting more Technologically advanced our equipment is getting better, and faster – we service American farms and they are growing to large corporate farms –we can put crops in two weeks, if we can't compete with that kind of speed, we better get into another business.</p> <p>-No trends other than aging facilities – our workforce is retiring and there is nobody to take over</p> <p>-we see our Manufacturing equipment changing in some departments, others will stay the same – operators need to be more computer savvy – they need an understanding of how a computer operates a piece of equipment.</p> <p>- Well, the customer's needs change all the time, very quickly, so we see the need to be nimble, and change how we do things quite frequently, we even buy new</p>	<ul style="list-style-type: none"> <li>-state regulations</li> <li>-Technologically -advanced</li> <li>-No trends</li> <li>-Equipment changes</li> <li>-Customers' needs change</li> <li>-No trends</li> <li>-Customers' needs</li> <li>-Equipment changes</li> <li>-State Certifications</li> <li>-New Equipment</li> <li>-Equipment</li> <li>-Computer upgrades</li> <li>-New equipment</li> <li>-Purchase machinery and upgrading equipment</li> <li>-Government Regulations</li> <li>-Not at this time</li> <li>-process changes infrequently</li> <li>- Customer needs</li> <li>- No real identified trends</li> <li>-Customer needs</li> </ul>	<p>A total of 8 respondents said technology advancement or equipment change are foreseen trends in their industry, 5 anticipated no trends, 4 said that customers' changing needs were a trend, and 3 said that state regulations and certifications were trends.</p> <p>State Regulations/Certifications 3</p> <p>Technology advanced/equipment changes 8</p> <p>Customers' needs 4</p> <p>No Trends 5</p>



<p>machinery to get bids for things we don't do yet, although I can't see the future, I know that we'll still need to be ready for what our customers want.</p> <p>-Not at the moment – things have been pretty static lately</p> <p>- right now we are seeing a down turn – we are slow – ultimately our big customers are aggressive in the market and they drive what we do – ISO certification is getting more important to us – until our quality group comes up with the next greatest thing from our customers, other than that we are pretty much the same</p> <p>-Punching – equipment add-on's to existing machines based on what customers want</p> <p>- we are always looking for new ways to get product quality matched with responsiveness, we need higher quality products to be made faster, and cheap – people want high quality products faster and faster – quicker change over times – we will need new equipment eventually but will utilize vendors for training – what customer wants will drive what we do.</p> <p>-Crane certification is something new – January 2014 will be the cutoff date for when we need to get it done – OSHA requirements and other changing regulations, we see lots of trends in regulation, as in, what are they!</p> <p>- Our New equipment requires new process – we'll be hiring more people – more business, hopefully more profit – we may put on a weekend shift.</p> <p>-Vinyl bending is something we'd like to get into – possibly 3-D printing, but nothing I can see that's coming down the pike</p> <p>- We'll be seeing the need for More PLC, Database extraction of information, really a lot of computer upgrades.</p> <p>-We might be getting some new equipment in if we win this last bid, but if we don't we'll keep doing things the way we've always done.</p> <p>- We've taken steps to purchase</p>		
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<p>machinery, and will be updating existing equipment, that's about it</p> <ul style="list-style-type: none"> <li>- The Government regulations change constantly – DOT is coming up with more restrictions – they are looking at global harmonization – numbering systems changing will effect everything that we do, and could possibly make things very difficult for us in the future as far as safety is concerned.</li> <li>-Not at this time – we may get new equipment next year.</li> <li>- It changes every 5 years – our process changes infrequently – well be getting some new equipment down the road as well, but no time soon.</li> <li>- Biggest thing is that customers want to know where the product is coming from – they want it from more local resources, so we're needing to start looking at buying products closer to where we are</li> <li>- its really always in the way of process mostly of finding new processes, new materials, creative ways of using existing materials, finding outlets for peoples creativity, but there really are no real identified trends at the moment.</li> </ul>		
<p><u>Transformation Table 5 for Objective 1</u> Describe the Chippewa Valley Technical College's business and industry leader perceptions of its contribution to the local labor market needs.</p>		
<p>5. <i>How do you prepare your employees for these anticipated trends?</i></p> <ul style="list-style-type: none"> <li>-We typically update them in face to face meetings as the changes happen, or go to the state or where the change came from.</li> <li>- We'll look for Full time help mostly, if we can find applicators with experience already that the best – sales agronomists are hard to find – our help they come off farms, the trend is changing so there is fewer and fewer people with a farm background – we do hands on training, and work with vendors that we send their employees to learn any new</li> </ul>	<ul style="list-style-type: none"> <li>-Face to face meetings</li> <li>-Vendor training update</li> <li>-Face to face meeting</li> <li>-On the job mentor</li> <li>-Suppliers/Vendors</li> <li>-Intuitive environment</li> <li>-Customers/Vendors</li> <li>-Vendor/technical college</li> <li>-Industry associations training</li> <li>-on the job mentor/superior</li> <li>-Vendor/Manufacturer training</li> <li>-employees finds resource</li> <li>-Just in time training</li> <li>-reading magazines, trade organizations updates,</li> <li>- Not very well</li> <li>-Training on the job, research, trade organization, magazines,</li> </ul>	<p>These two quotes encompass the general feel of all the answers received.</p> <p>"We try to have our employees stay on top of it with trade shows, magazines, internet research, vendors provide us updates and training, and we all study what skills new equipment needs, but it always changes, so we hire people that are good at changing processes, and are good on a few machines."</p> <p>"We don't know what the trends are because they happen so fast, so if anything we foster an environment where people are intuitive to figuring things out as we go. If it's something we anticipate, we will do some on the job training."</p> <p>Theme #1: Employees are given intuitive ownership to anticipate trends.</p>

<p>equipment</p> <ul style="list-style-type: none"> <li>- Mostly in house training – face to face – there are new system installs which require in-house training – meetings with employees is really how we go about preparing them.</li> <li>-On the job training – new equipment comes in – we get the engineers trained with the supplier of the equipment – then the engineers train employees – they’ll typically serve as a mentor or lead</li> </ul> <p>Usually we rely on the suppliers of the machinery or vendors to provide the initial training and on going training. Other than that, we train everyone as new stuff comes in, it’s an ongoing process, daily sometimes.</p> <ul style="list-style-type: none"> <li>- We don’t know what the trends are because they happen so fast, so if anything we foster an environment where people are intuitive to figuring things out as we go. If it’s something we anticipate, we will do some on the job training.</li> <li>-Most of the time the customers/vendors will provide on the job training or make recommendations for us –</li> </ul> <p>Our company goes through a change, and we’ll require our vendors to follow – so they provide the training for them, so it really depends on how complicated new equipment is.</p> <ul style="list-style-type: none"> <li>-If we decide to buy a machine we get the vendor to do training – or we look at technical colleges to see if they can do a training, or just on the job, if someone figures it out they share it with everyone that needs it.</li> <li>-We try to use industry associations that offer it for free – specific to our industry – there are national associations to send people around country but that gets expensive. In-house we run safety trainings daily -</li> <li>-on the job training mostly – internal training – we will educate from superiors, like a job/gain sharing/profit sharing model to motivate them to want to learn. It’s hard to get everyone to want to learn, lots of them just want to do</li> </ul>	<p>regulation entities</p> <ul style="list-style-type: none"> <li>-research by employees</li> <li>-Management learns equipment first, then trains operators</li> <li>-employees go to trade shows, read magazines, internet research, vendors</li> <li>-Communication, and training</li> <li>-on the job just in time</li> <li>-Vendors</li> </ul>	<p>The following quotes represent evidence that supports theme #1: “We try to have our employees stay on top of it with trade shows, magazines, Internet research,” and “we hire people that are good at changing processes”</p> <p>Theme #2: On the job training. The following quotes represent evidence that supports theme #2: “If it’s something we anticipate, we will do some on-the-job training.” And “On-the-job training”</p> <p>Theme #3: Equipment or machine vendors help anticipate trends. The following quote represent evidence that supports theme #3: “Vendors provide us updates and training, and we all study what skills new equipment needs”</p>
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<p>things like they always have.</p> <ul style="list-style-type: none"> <li>-Usually with new equipment the vendor/manufacturer puts on the training – we have to abide by union contract, so we really cant force anyone to do anything, but for the most part there isn't much resistance.</li> <li>-On the job training – magazines – trade shows – internet research – we really have them figure it out, were a small enough shop to teach each other.</li> <li>- Not very well, we need hands and feet on the production line to make the company money, and to sell product – we don't take the time its just in time training mostly, if it needs to get done it gets done</li> <li>- We'll be working with OSHA and WISCON for training on the job to their employees, we'll research and keep up to date with magazines and trade organizations, but really the brunt end comes out of regulation, and we lean on the regulatory people to train our people, or at least to point us in the right direction.</li> <li>- It takes a good year to plan what we do – we'll research it and then move forward, but we'll have our guys pretty much do it, we only have a few in the shop.</li> <li>- The management team learns the equipment first, then take time to assess it, create instructions, then go to each operator at a time as changes or new equipment comes.</li> <li>- We try to have our employees stay on top of it with trade shows, magazines, internet research, vendors provide us updates and training, and we all study what skills new equipment needs, but it always changes, so we hire people that are good at changing processes, and are good on a few machines.</li> <li>- First of all communication of what is happening, and train them on the details - knowing the difference between what the customer wants and not misunderstanding it, the customer will train us on a new process, or on new steps that need to be followed.</li> </ul>		
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<p>- On the job, we'll wait until it shows up and figure out how it works together, we'll send them to our vendors but that can get expensive. We like it when they come to us.</p> <p>-If we buy new equipment, we get the vender to train us in, otherwise it's steady as she goes.</p>		
<p><u>Transformation Table 1 for Objective 2</u> Uncover local business and industry education and training needs of current and prospective employees.</p>		
<p>1. <i>Currently what training does your organization offer through an in-house trainer?</i></p> <p>-Part 48 new miner training, annual refresher, First Aid, CPR &amp; AED, etc...</p> <p>-Getting employees to ride – we get their hands on the job training for equipment applicators and have them work one on one watch each other – they mentor each other,</p> <p>-Its job specific, specific to each piece of equipment – the equipment provider does the training – its really vendor based and manager-shift lead based, and it changes, but that's what we do in house.</p> <p>-New equipment we learn from each other, some guy will learn it first and we'll have the others learn from him. – safety, we have videos – online subscriptions – DVD's – we use individuals internally who know what's what, and have them teach the others.</p> <p>-on the job stuff mostly, how to run our equipment, but we're small, so it doesn't take much.</p> <p>-Safety, our crew is well established – when a new person comes on they are trained on the floor – there is not a formal training program</p> <p>-on the job, machine specific with the person who has the most experience – usually the shop foreman –</p> <p>- we do all on the job training by a more experienced supervisor – procedures and manuals that coincide with the training are used</p>	<ul style="list-style-type: none"> <li>-Safety/regulation</li> <li>-equipment on the job</li> <li>-on the job equipment specific</li> <li>-new equipment, safety</li> <li>-on the job, how to run equipment</li> <li>-Safety</li> <li>- on the job</li> <li>-on the job</li> <li>-On the job, equipment specific</li> <li>-Safety and on the job</li> <li>-On the job</li> <li>-on the job</li> <li>-on the job</li> <li>-Safety</li> <li>-Safety</li> <li>-Safety, on the job</li> <li>- on the job, safety</li> <li>- on the fly</li> <li>- on the job</li> <li>- on the job and safety</li> </ul>	<p>Safety mentioned 8 times</p> <p>On the job mentioned 15 times</p>

<p>if our people need more.</p> <ul style="list-style-type: none"> <li>-We have an in house safety trainer, if he can't do it we look at the technical college – sales training is all in-house- project management is in house – QC – really a lot of on the job training and product specific.</li> <li>- All safety, most process, and maintenance training is in house and on the job.</li> <li>-Mostly its on the job, how do you figure out how to work here? We'll teach you how to do it, we just want you to come to work, its in house – and H.R. has a training program for managers</li> <li>- Overhead Crane – safety training – on the job training – those are all in house by our guys</li> <li>-equipment process – on the job training – safety, the ones that know how to do it best train the rest of them how to do it better.</li> <li>- Safety, GMP, Forklift, most machines after we've had them for a while, they'll get to be experts so they teach the others how to work it better</li> <li>-Safety, OSHA 10 OSHA 30, Forklift – are all in house - on the job training is a constant</li> <li>- Safety, on the job – process - Because we only have two – we train each other on everything.</li> <li>- On the job equipment and machine training, safety, customer service, phone, computer stuff, its all really in house.</li> <li>- We are 2 people, we figure it out as we go, and come up with creative ways to train on the fly as needed if problems arise – we catch each other sometimes and help each other out.</li> <li>- On the job training, hands on – we do a lot of observation to learn, then we do.</li> <li>- A lot of it is on the job training, we do mostly standardized safety training, there is new employee training, or basically orientation, and we do annual safety trainings, and some forklift.</li> </ul>		
<p><u>Transformation Table 2 for Objective 2</u> Uncover local business and industry education and training</p>		

needs of current and prospective employees.		
<p>2. <i>Currently what training does your organization offer through the use of outside resources?</i></p> <p>-Confined space, mine rescue, Part 48 new miner if possible, any regulation training a lot through CVTC</p> <p>-Mostly equipment training from our Vendors – we use brand named equipment that we usually get training 2- day training sessions.</p> <p>-Our Vendors put on training sessions for us – they do continuing education certifications – the state requires us to get recertified every year, so we use government agency training or CVTC for a lot of them</p> <p>-Vendor/equipment training is basically our outside resource for our machines – CVTC has done some maintenance related Safety training for us – our insurance resources offer no cost training in leadership, or loss prevention, they also do some health and wellness for us</p> <p>-Equipment vendors really are the brunt end – CVTC comes in and does safety updates and some certifications – We’ve done CAD Software for new processes, through a software provider.</p> <p>-Outside quality trainings are mostly through our ISO group – I’ve got a computer friend that helps me out as well –</p> <p>-CVTC for safety or Vendors depending on who has the expertise, if its equipment we have, most of the time our vendor gives us free training. If it’s safety we go to you guys.</p> <p>- Anything to do with equipment we have our vendors supply the training for, we have sent some of our people to CVTC safety training seminars, sometimes our insurance company has trainings that they offer as well.</p> <p>- We send our sales team to seminars mostly in sales and the safety end we are members of associations that offer trainings certifications for companies like us</p>	<p>-Confined space, mine rescue, part 48 through CVTC</p> <p>-Equipment vendor training</p> <p>-Vendor training, continuing ed certifications, cvtc safety</p> <p>-Vendor equipment training, CVTC safety, insurance</p> <p>-equipment vendors, CVTC safety, -quality training, computer friend</p> <p>-CVTC for safety, equipment vendors</p> <p>-Vendor supplier, CVTC safety seminars, insurance company</p> <p>- Sales Seminars, safety associations</p> <p>-training mostly from Technical Colleges, and trickled down from corporate.</p> <p>-Safety, maintenance, aed, first responder, PLC</p> <p>-production line process, industry machine from vendors,</p> <p>-Lead paint, CPR, AED, First Aid from CVTC, State Patrol DOT</p> <p>- New equipment training from Vendor</p> <p>- Don’t use any outside resources</p> <p>-Vendors for operation, cvtc for safety</p> <p>-Vendors, trade shows, equipment reps, magazines, online research</p> <p>-Fred Prior for management/h.r. training, NWMOC for process</p> <p>-Certification training</p> <p>-insurance agency provide safety training, fire department for CPR AED, technical college for accounting, leadership and management trainings</p>	<p>While there were two themes that were found Equipment/machinery Vendor 10 indicated</p> <p>Technical College/CVTC 9 indicated</p> <p>Safety from CVTC 8</p> <p>There were still some antidotal evidence that there are many other resources that businesses use for outside training such as</p> <p>Vendors, trade shows, equipment reps, magazines, online research</p> <p>Equipment or machine vendors came up in conversation 11 times, technical college resources came up 9 times, trade associations came up 6 times, and insurance companies came up 2 times.</p>

<p>– we also like webinars just because they are convenient.</p> <p>-From corporate we get most of our training trickled down from corporate, but we have vendors that come in and help us for equipment operation. We've had corporate use other technical colleges because they aren't in your district.</p> <p>- Safety we get from CVTC – maintenance PLC – Drivers – maintenance training – aed – first responder – we get all of those from outside agencies.</p> <p>- production line process, that's typically stuff we get a vendor in for – industry machine operation we get vendors for that too.</p> <p>- mostly vendor based on our equipment – industry regulation and certification require us to use outside trainers as well -</p> <p>-Lead paint training, CPR, AED, First Aid we've got from your college - some DOT training we've gotten from the State patrol</p> <p>- If we buy this new equipment the vendor will train us in on it, but that's about all we'd get from outside, we're pretty much a job shop.</p> <p>- We don't use any outside resources</p> <p>- Vendors provide us with DVD's for safety and operation training, and CVTC mostly for safety</p> <p>- Vendors, trade shows, equipment reps, magazines, online research, we use a lot of different things</p> <p>- Human Resources training and management trainings we've gotten from Fred Prior – and any process improvement that is industry related we get from the NWMOC</p> <p>I just became a Master meat crafter, through a group here in Wisconsin, that's about all for outside</p> <p>-insurance agencies provide our safety, the fire department and medical response teams come in and help with CPR, AED, emergency rescue type stuff, we've used the technical college for accounting, leadership and management training</p>		
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<p><u>Transformation Table 3 for Objective 2</u> Uncover local business and industry education and training needs of current and prospective employees.</p>		
<p>3. <i>What factors determine your selection of an outside training provider?</i></p> <p>-if it's relevant to what we're are doing – if it's cost effective – if it's quick</p> <p>-The capability of doing training – are they capable? And are they enthusiastic trainers, we do care about cost but if the trainer is good, cost becomes second</p> <p>-We base it on the equipment that we need, can they run our equipment better than us? – if we buy new equipment, or if a customer needs other equipment used we make sure our vendors supply training for us.</p> <p>-Equipment vendors supply almost all of our training– if a vendor has subject matter that matches the needs we have them come in –</p> <p>-If we have the equipment that matches what a vendor or supplier has for training – and it matches we do it – or if we hear of a training that applies to what we do, we send people to it.</p> <p>-We really look at the capability of the outside trainer to fit the need, can they actually do it? – We will identify the need and then fill it based on the skill – sometimes we don't know what the need is – we might have part of a need – but then we have an evaluation process that helps to clarify it.</p> <p>-Whatever a customer wants – if there is a new process the vendor will train us in it – then we will get training also from companies that fix the equipment. It's basically as needed, and we use training programs that we've used before and that we trust.</p> <p>- Well, pretty much what's their reputation like, new people pop up all the time, and it's hard to trust that they are the expert, so that's why it's easier to work with people you already have a good</p>	<ul style="list-style-type: none"> <li>-Capability and enthusiasm of trainer</li> <li>-Equipment need</li> <li>-equipment vendor</li> <li>-equipment</li> <li>-Capability of trainer, do they have the skill</li> <li>-Customer demand, does vendor train</li> <li>-reputation of trainer</li> <li>-reputation of agency</li> <li>-knowledge of equipment</li> <li>- cost, and knowledge of equipment</li> <li>-trusted associations</li> <li>- suppliers, or technical college</li> <li>-time, location, expense, reputation of trainer</li> <li>-Availability, cost</li> <li>-Cost, availability, effectiveness, time away from work</li> <li>-do not use outside</li> <li>-trainer reputation and knowledge, cost, time, location</li> <li>-does it apply, return on investment</li> <li>-availability, course material, cost, time away from work, profitability</li> <li>-</li> </ul>	<p>7 base it on trainer/provider trust and knowledge</p> <p>5 equipment vendor match</p> <p>Antidotal = return on investment</p> <p>“We look at cost, availability, effectiveness, time employees are away from the production line and time of the training, and of course location. Will the benefit outweigh all the expense and time from us.”</p> <p>The trainer's reputation was mentioned 11 times, the cost of the training came up 11 times, the time it takes to do the training came up 8 times, and equipment matching what vendors can provide came up 4 times.</p>

<p>relationship with.</p> <ul style="list-style-type: none"> <li>– it depends on what we need – if it's efficiency we use CVTC – if its equipment we use vendors, we choose CVTC because you guys know your stuff and you've been around for a long time, you've got a good reputation, our vendors, we choose equipment based on the support that the vendor will give us after we're customers.</li> <li>- Do they know the equipment? Can they show us something that we don't already know? And is it cheap.</li> <li>- Associations that we are members of – we trust them enough to be members, so we trust they provide good training we are members of 3 associations connected to our – they've had a good name in the industry, and our customers recognize them as leaders, so we want to associate ourselves with leaders.</li> <li>-if we don't have the skills inside then we will look elsewhere with technical college because they know what we do, from their typically its going through main headquarters both instances we've worked many times with training through CVTC and through our headquarters, so we just know that the training will be good. We'll also use our suppliers to come do trainings, but we buy from them because of their support.</li> <li>-Usually we determine how fast we need it, and the location, expense, can it be on-site – and we look at the reputation of the trainer.</li> <li>- It boils down to availability and cost.</li> <li>- We look at cost, availability, effectiveness, time employees are away from the production line and time of the training, and of course location. Will the benefit outweigh all the expense and time from us.</li> <li>-We do not use outside trainers</li> <li>- Does the trainer know the process, or our equipment, we choose specialized equipment trainers that know what their doing. cost, time, and location are all factors – we like it when we can have it on site.</li> </ul>		
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<ul style="list-style-type: none"> <li>- usually if what is offered applies to what we need, or what we do, or if it would help us get to a new process that will help us be more profitable – we look at what is the return on investment</li> <li>- availability and course material, cost, time away from work – is it convenient – and will it make us more profit?</li> <li>- Are they capable to do the training? Have we had previous experience with the training provider, we talk to other businesses to gain insight, and look at cost, and convincing the owner that it's worth it.</li> </ul>		
<p><u>Transformation Table 4 for Objective 2</u> Uncover local business and industry education and training needs of current and prospective employees.</p>		
<p>4. <i>What is the process used to identify who is included in training?</i></p> <ul style="list-style-type: none"> <li>-Everyone is trained based on their needs – we have 4 employees so it's not difficult</li> <li>-We have various needs assessments – we'll do face to face conversations to see who needs what – we also look at the skills of our employees, is their work up to our standards, or do they have certifications that need renewing.</li> <li>-Mostly Face to face production skills need, we see what they can do, and see what they produce, ones that need help get trained. It also depends on what customer wants - what skills our employees have – and where is the gap</li> <li>-Its regulatory – if the class is good enough we will send everyone – if it is able to be applied to what they do – regulatory classes just meet a certification need, where others can be applied to a specific process, so it really depends on what the training is, I suppose we use a different process all the time, we make it up as we go. .</li> <li>-We have specific list of all the trainings that each employee needs – based on job description – and what equipment they use – they all train each other on equipment that</li> </ul>	<ul style="list-style-type: none"> <li>-Everyone because of size of company</li> <li>-face to face, skills of employee certification renewal</li> <li>-production and skill of employee</li> <li>-regulatory send everyone, different process all the time</li> <li>-based on job description, and skill</li> <li>-no process, quality and performance</li> <li>-only supervisors</li> <li>-everyone cross trained</li> <li>-individual performance, and division performance</li> <li>-no process, look at performance and gaps</li> <li>-Performance and quality of production</li> <li>-everyone goes</li> <li>-gap based, some is voluntary, safety is mandatory for all</li> <li>-Observation of quality and performance</li> <li>-hazardous work conditions get more safety training</li> <li>-All get trained because of size</li> <li>- Cross train everyone</li> <li>-everyone because of size</li> <li>-new employees, and performance based</li> <li>-performance based</li> </ul>	<p>10 based on performance 6 send everyone cross training 6 Certification renewal</p>

<p>they use, those that don't know how to use it, get trained in it.</p> <p>- Basically there isn't much of a process – the people who have the training need will stand out with quality and performance – or when we get new equipment – there is a selection process for some of the trainings depending on their role in the company – however most training is open to all.</p> <p>- it really is just supervisors – we're a production facility so we don't take production people off the line – the supervisors will train as needed based on the performance of the production crew.</p> <p>- Everyone is cross trained – not to the same level but they all know how to use each other's machines. We want everyone to be able to work effectively on all machines, so yeah, everyone gets trained here</p> <p>- There are different divisions in our business, each division has different needs, but there are some things like safety that everyone needs. So, we just base it on individual performance, as well as each division performance. If it's poor they most likely needed. Even if a person or division is performing well, we still might include them in a training just for consistency.</p> <p>- We've got no process – we just look at our workforce and management looks at performance and what gaps exist then we mostly look to how this will help move them up in the organization</p> <p>- It's based on performance and based on the quality of products that come out, and then who made the products, if it's poor, they need training. –</p> <p>- Just us – if we need it we both go, we do help each other out though.</p> <p>- Really it boils down to where there is a gap – who has it – who doesn't - some is voluntary some like Safety is mandatory</p> <p>- Senior management does observations – they look at quality and production numbers, when those numbers go down, we look at who they are down from, then train</p>		
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<p>those that don't perform.</p> <ul style="list-style-type: none"> <li>-We look at our whole workforce and who needs certification, and who works in more hazardous areas. That drives who gets trained.</li> <li>-We have two people, so we both train each other for everything</li> <li>- We cross train people, we'll look at how long people have worked there, use a matrix for job, function and duties, so they have 2 – 3 people trained in each category.</li> <li>- Everyone is – there is only two of us</li> <li>-we train new employees and employees who have new assignments, if they still don't understand the tasks, we will then will train everyone to make sure everyone knows what their, doing, because if one person still doesn't know, most likely others really might not know either.</li> <li>- Its not a formal process, but we have a group that talks about needs, each lead has conversations with employees and they look at the performance of each employee, then we train based on what we find.</li> </ul>		
<p><u>Transformation Table 1 for Objective 3</u> Identify preferred access and delivery of education and training of current and prospective employees.</p>		
<p><i>1. How does your organization determine potential training topics for your employees?</i></p> <ul style="list-style-type: none"> <li>-There can be various new and existing equipment where new tasks are required to learn. Also, via MSHA and state regulations, it changes all the time for us.</li> <li>-We need all of our employees to have a commercial applicator license to be employed by us, so we send them to a class that's self-study with a manual and in-house training – industry demand dictates what topics we choose.</li> <li>-It's based upon what is offered by our partner organizations – vendors – cvtc – we just take what people offer if it applies to what we do, on the job training just happens every</li> </ul>	<ul style="list-style-type: none"> <li>-equipment change/need, regulation</li> <li>-certification, industry standards</li> <li>-what's available</li> <li>-based on job, safety regulations</li> <li>-new equipment, safety regulations</li> <li>-changes in business, safety regulations</li> <li>-equipment requirements</li> <li>-customer/equipment requirements</li> <li>-equipment change/demand</li> <li>-job specific</li> <li>-value added skills</li> <li>-based on need, safety regulation</li> <li>-based on need, regulation</li> <li>-new equipment/customer demand</li> <li>-industry trends</li> <li>-safety regulation</li> <li>-job specific</li> <li>-job specific</li> <li>-equipment and skill specific</li> </ul>	<p>7 Equipment focused 9 Certification/Regulation 11 Job specific</p>

<p>day.</p> <ul style="list-style-type: none"> <li>-We base it on their job – what’s required by safety regulations – some need respirators, some don’t, hazard communication needs to be matching what gaps are in their performance</li> <li>-Well, if it’s new equipment it’s going to be about that equipment, if people are getting hurt we look at what safety training might help, we try to be more pro-active, but we really work on what’s going on that day, and train as we need.</li> <li>-Changes go with the flow of business – safety incidents drive what kind of training we look for, or provide – we don’t have to develop our people from the baseline of 0 – Our business isn’t for development – we rely on graduates from technical colleges that already have established skills for entry level positions then we train them to our systems,</li> <li>-It depends on what the customer needs and equipment requirements are for what jobs they give us.</li> <li>- If we can’t figure something out we’ll look it up online, or call our equipment vendor up and they’ll help us over the phone, or we’ll just shop it out.</li> <li>-All employees are trained in all topics of on the job training– we don’t have very many employees, so we choose a topic we all like, and we all go.\</li> <li>- Same way as most I would think – it also depends on motivation of the employee – they are always having opportunities to be trained, they just have to be willing to be trained, we try to choose trainings that will help them advance in our company, many times people just want to keep doing things the way they always have done them.</li> <li>- if we see quality go down we find quality training – if there is a safety incident, we do safety training, it just goes with the flow of business. Our Business/customers needs change, so we need to train for those changes, and the motivation of employees with the topics we think they would like determines if they</li> </ul>	<ul style="list-style-type: none"> <li>-job specific</li> <li>-safety regulation, what corporate offers</li> </ul>	
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<p>go, sometimes they just don't like what we offer -</p> <ul style="list-style-type: none"> <li>-as issues come up, we look at how many need to be re-trained in that area, – or re-trained, refreshers or new process are pretty consistent, they stay the same -</li> <li>- new equipment and customers' needs drive what topics we choose for training</li> <li>- Industry trends – what is seen on the production floor – what performance issues need to be addressed, we base all training on those things.</li> <li>- We're Members of the Wisconsin Safety Committee – we look at what regulation changes are made, how the company is growing, we look at state and federal regulations, and then use that to base what training is needed. MSHA training as well, it's annual.</li> <li>- We work and see if anything needs to be done as we work - we do it then if something is going wrong we fix it now, or stop doing it. If we can't figure it out we move on and come back to it. We'll eventually figure it out</li> <li>- Finding the weakness or gap in performance management is hard, but that's our base line for training we take – we base it also on the length of it, and return on investment, cost.</li> <li>- does it make the company money? – will the benefit outweigh the cost – and is it a training that will help with efficiency – will the technology run itself or will it require a person to learn it, can we buy equipment that can replace a person? Or is it worth it to train the person.</li> <li>- What the end product looks like, if an employee makes a mistake or has a question, we bring everyone in to make sure everyone knows the answers, and make sure we don't make the same mistake again, so it depends on what happens that day.</li> <li>- We do whatever corporate recommends, and it trickles down, at the plant level, if they see performance, or a safety need, they</li> </ul>		
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pursue those needs on their own and send it to us.		
Transformation Table 2 for Objective 3 Identify preferred access and delivery of education and training of current and prospective employees.		
<p>2. <i>What Challenges does your company face in identifying training needs?</i></p> <p>-Certified trainers from offsite organizations – they are in short supply, and regulations change dictates a lot of what we do</p> <p>-To make sure we get all the training that we need by the time their busy season starts – matching what skills our employees don't have with skills that they can be train in is hard. New seasonal employees – finding out what they are capable of doing before busy season starts is almost impossible.</p> <p>-Limited vendors that are out there for training– there are not many trainers out there – its difficult to find qualified trainers</p> <p>- when our customers want something that we normally don't do, and we have to figure out how to do it or make it, sometimes requires us to buy an add on or new machines, so then we'd need to be trained in on the new machines or new process.</p> <p>-There are constantly new requirements – new equipment – safety regulation changes – ISO and quality dictate what we need to offer, and it changes, and change is hard to manage.</p> <p>-Trying to anticipate what's about to happen – customers don't always provide accurate information.</p> <p>- The biggest ones would be if a big customer changes how they purchase every 5 years, so they made the change and we have to fly by the seat of our pants – we go with the flow – the lack of preparedness on the customers part and expecting us to work accordingly.</p> <p>-the unknown, competition, staying ahead with a fast moving pace of business, and what training</p>	<ul style="list-style-type: none"> <li>- Supply of trainers</li> <li>-time, skills match</li> <li>-Limited supply of vendors, quality trainers</li> <li>-buying equipment, speed of change</li> <li>-new safety regulations, new equipment, adapting to change</li> <li>-anticipate what will happen, accurate info</li> <li>-design/process change, learning on the fly</li> <li>-the unknown, moving fast and making change fast</li> <li>-regulation change, cost, time, motivation</li> <li>-no challenges</li> <li>-where is training, coordinating training</li> <li>-time away from work, relevance</li> <li>-responding to change</li> <li>-anticipating customer demand, regulation changes</li> <li>-regulation changes</li> <li>-timing</li> <li>-finding skills gap, time away from production</li> <li>-wasted time, lack of efficiency, lack of motivation</li> <li>-mistakes, changing fast, anticipating change</li> <li>-thinking outside the box, motivation</li> <li>-</li> </ul>	<p>From the responses, 11 indicated that training is chosen based on job-specific needs, 9 indicated that it was based on certification or regulation, and 7 indicated that they base training focused on equipment.</p> <p>Equipment change when our customers want something that we normally don't do, and we have to figure out how to do it or make it, sometimes requires us to buy an add on or new machines, so then we'd need to be trained in on the new machines or new process.</p> <p>Motivation quote “Wasted time – lack of efficiency so lack of time dealing with employees that don't take the initiative and lack creativity, the poor performers take all my time, the time I'd use to maybe look into training for others.”</p>



<p>will help us anticipate it? It happens all so fast.</p> <ul style="list-style-type: none"> <li>- Regulation – cost – location of the training – time – trying to make the time to do it</li> <li>and getting employees to understand and have a motivation to be trained.</li> <li>-No challenges that I can see.</li> <li>- Sometimes it's wondering where to look for the training – and getting it scheduled – because of that we are hiring a new inside trainer</li> <li>-Time away from work, return on investment, relevance, many times ½ of the training we attend isn't value added, so we sit through ½ of it as a time waster to get the knowledge we need</li> <li>- It changes so fast on what happens on the floor, and what's happening in the competitive world</li> <li>- Anticipating what our customers want, and figuring out if we can do what they want if we at the moment don't have the machinery, or talent to do it yet. Also, OSHA has a way of changing – we'd like to be more pro-active, but things go real fast around here.</li> <li>- Staying on top of regulations that change constantly with no clarification as to what they are.</li> <li>- Sometimes it's hard to figure something out at the time when you're working, but when we go back to the office we talk about it and make changes and go back and do it, that all takes a lot of time, so, time would be our biggest challenge.</li> <li>- We work off of a do, crawl, walk, run, phase of training – it's based on the skills gaps that we see – how long will a production person be away from their position, we are so busy and need them to learn new things on the line, however, we need production to still happen.</li> <li>- Wasted time – lack of efficiency so lack of time dealing with employees that don't take the initiative and lack creativity, the poor performers take all my time, the time I'd use to maybe look into training for others.</li> <li>- We're a small business with</li> </ul>		
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<p>many tasks, so it leaves room for many mistakes, sometimes its trial by error, and we learn something new every day, so anticipating what will go wrong next, or what we need to learn is a challenge.</p> <p>- Getting people to step back from the grind and think outside the box, also, knowing what's out there, trying to keep training front of mind.</p>		
<p><u>Transformation Table 3 for Objective 3</u> Identify preferred access and delivery of education and training of current and prospective employees.</p>		
<p>3. <i>What areas of training have you wanted to implement but haven't pursued yet? Why?</i></p> <p>-Underground Mine Rescue - time is the reason why we haven't – and also finding a qualified trainer</p> <p>-Safety – you hope that you get it all in before the busy season, time is the reason why</p> <p>-No – not at this point</p> <p>-We'd like to look at internal leadership training for employees – there aren't many sources – and corporate is stopping us from pursuing it – wellness initiatives are on the dock too, but time is why they haven't pursued them.</p> <p>-The only thing is CPR AED Defibulator – cost and time is why we haven't</p> <p>-we run production on a manual job card system – it would be nice to go with a software package that would handle a new way – but costs prohibit us for purchasing new equipment. The owners still have to show how their process is because they need employees that know how to do things the old way with old equipment, fixing it is cheaper than buying new.</p> <p>- Training toward global economy and how to compete – we haven't found the right training resource yet</p> <p>-Nothin yet, like I say, if we get that bid we'll be buyin some new machines so we'll get some training for that.</p> <p>-Management and leadership would be something that we'd like more training on – we don't have a</p>	<p>-regulatory safety/Underground Mine Rescue, reason not enough time</p> <p>-Safety, busy season</p> <p>-leadership, wellness, Reason = not enough time</p> <p>-CPR, AED Defibulator, Reason = time</p> <p>-Software for potential new equipment, Reason = Cost prohibit them</p> <p>-global economy, Reason= haven't found resource</p> <p>-Nothing yet</p> <p>-Leadership/Management training Reason = don't have a structure to choose who, don't have time to set it up</p> <p>- Technical ECO training, Reason = haven't found resource and time</p> <p>-Drug and alcohol awareness = in process</p> <p>-web design, marketing, sales reason = in process</p> <p>-DOT, ANCY, MSHA = reason = time and convenience</p> <p>-Nothing right now</p> <p>-no need</p> <p>-Not at this time</p> <p>-Not really</p>	<p>5 – Not at this time</p> <p>Reasons why they haven't pursued – 6 say time is the reason</p> <p>Trouble finding resources – 3</p> <p>4 say leadership/marketing training</p> <p>. From the responses, 7 indicated there wasn't any training that they haven't pursued, 4 indicated regulatory safety training, and the following are individual trainings that respondents indicated were needed: technical ECO, global economy, new equipment software, on-the-job machine process, drug and alcohol awareness, leadership, management, database, marketing, and software.</p>

<p>good structure to decide and be interested in it, plus we don't have the time to do it.</p> <ul style="list-style-type: none"> <li>- Technical eco training - we haven't found the right resource, and right now we're too busy.</li> <li>-Drug and alcohol awareness – it's in process</li> <li>-Web design – marketing – sales – we haven't had the time to look into it</li> <li>- Database training – we are currently in process of finding a resource</li> <li>- DOT, ANCY MSHA – Fall Protection asbestos – its hard to find the time – and a convenient location.</li> <li>- Nothing right now, we're in the busy season, and don't have time to think of it, I'm sure 6 months from now we'll think of something.</li> <li>-We don't see any training needed – we change as we go – or make corrections as needed – we have two employees</li> <li>- Not at the moment – we don't plan any changes, but possibly in the next year.</li> <li>- Not at this time – we are so busy – we're more in reactive mode</li> <li>- We'd like to do some hands on, on the job training of the process of how to do a task that employees can take home. We haven't pursued it yet due to cost and resources.</li> <li>- Not really, already do all the trainings that we need.</li> </ul>		
<p>Transformation Table 4 for Objective 3 Identify preferred access and delivery of education and training of current and prospective employees.</p>		
<p>4. <i>How is most training delivered within your organization? (Methods)</i></p> <ul style="list-style-type: none"> <li>-Hands on – state certified trainer, power point, lecturer type training, and CVTC instructor</li> <li>-Hands on = face to face – usually a more senior lead as a mentor does it- vendors have simulation training as well, we send our people there sometimes.</li> <li>-Hands on – we'll use our</li> </ul>	<ul style="list-style-type: none"> <li>-hands on, powerpoint, lecture</li> <li>-hands on, face to face</li> <li>-hands on, conference</li> <li>-online, DVD, hands on, conferences</li> <li>- hands on, face to face</li> <li>- one on one</li> <li>-hands on face to face, one on one</li> <li>-seminars, face to face, one on one, online</li> <li>- webinars, online, seminars, face to face, off national seminars</li> </ul>	<p>Hands on – 12 Face to face – 10 Online/computer – 6</p> <p>Other – trade shows, seminars, phone</p>

<p>conference room – sometimes we send our people to a conference CVTC instructor</p> <p>-Online – DVDS – hands on – face to face – conferences – line leads, that's about it</p> <p>-Always hands on – face to face – and usually led by a mentor – we've had CVTC instructors in the past – or have had senior employees mentor younger ones.</p> <p>-It's mostly supervisor led one on one – our customers will come in and give us hands on training for new processes. We've also had CVTC instructor</p> <p>-The shift leader will do hands on training– most senior employees typically will know the hands on best, and its face to face, one on one mostly</p> <p>- Seminars – face to face – H.R. – online delivery from headquarters.</p> <p>- Webinars – online – seminars – face to face on the job training – off site national seminars and classes CVTC instructor</p> <p>- Face to face – hands on – we've done some prior training – we'll send some of our people to some state and national safety council meetings – we've done in house leadership training and have used CVTC.</p> <p>- face to face on the job mostly – very little online – infrequent trade shows and we'll use CVTC instructors sometimes</p> <p>- Small groups – lots of half day trainings that are close to plant – they are always hands on</p> <p>- Hands on – vendor presentations, suppliers come in sometimes, we'll send out people to vendors headquarters, face to face, power point, tests, CVTC instructor</p> <p>- Employees train each other as they go – on the job face to face, hands on.</p> <p>- face to face, mentor, old safety video tapes, vendors send us DVD's, we'll do some over the phone, some computer, online, we've used CVTC instructors, Chamber of Commerce.</p> <p>- always hands on, sometimes by a shift lead, or a vendor.</p> <p>- One on one, hands on, sometimes</p>	<p>-face to face, hands on, online</p> <p>-face to face, trade shows</p> <p>-small groups, hands on</p> <p>-Hands on, presentations, face to face, powerpoints, tests</p> <p>-one on one, face to face</p> <p>-face to face, video tapes, DVDS, phone, online</p> <p>-hands on</p> <p>-one on one, hands on, phone, trade shows</p> <p>-face to face, one on one</p> <p>-one on one, hands on, large group</p> <p>-one on one, hands on, small group, large group, face to face, computer, online, DVDs</p>	
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<p>we'll have a phone conversation with a vendor, we'll go to trade shows, and do online research</p> <ul style="list-style-type: none"><li>- It's Just us, we do it ourselves together as we work or as problems come up so face to face and hands on machines, other than calling our vendors for support if we can't figure something out</li><li>- one on one, hands on training, sometimes large group for training that effects more people, and small group for specific division tasks, we also do orientations</li><li>- one on one, hands on, small group, large group, but always face to face, some computer online trainings have been more popular, safety DVD's from time to time</li></ul>		
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