

AN ANALYSIS OF THE TRAINING NEEDS OF 460 EMPLOYERS LOCATED
WITHIN THE SEVEN COUNTY METROPOLITAN AREAS OF MINNEAPOLIS - ST.
PAUL, MINNESOTA EMPLOYING 50 OR MORE EMPLOYEES

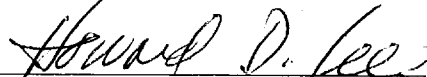
By

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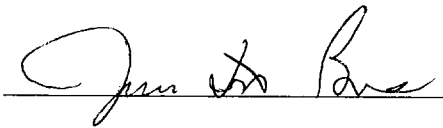
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ABSTRACT

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This study, for the Corporate Training and Assessment Center at Saint Paul Technical College, Saint Paul, MN, surveyed 460 employers in three market areas: manufacturing, government/non-profit, and service industries in the Minneapolis-St. Paul seven county metropolitan area. The survey population was randomly selected from a list of companies in the seven county areas, which had greater than or equal to 50 employees. The study sought to measure how these employers are meeting the challenges of employee recruitment, retention, training, skills assessment, skills testing, and job analysis in a period of record low unemployment. The study further describes the types of training needed by these employers, which service providers are conducting the training or assessment for them, and how satisfied they are with outside service providers' performances. A thorough review of literature in the area of customized workforce training was done to benchmark the current best practices in the area of

workforce training. The author presents recommendations to technical and community colleges on how they can better align their workforce training curriculum to meet employers' increased needs for basic workplace skills training and assessment. In addition, competition from the private sector has placed increased emphasis on the importance of treating the employer as a customer. Better program alignment between two-year colleges and the employer community is key to the long-term survival of customized training in two-year public colleges.

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CHAPTER 1

INTRODUCTION

This descriptive study will help identify current training needs and issues of 460 employers from three separate industry sectors in the metropolitan area of Minneapolis and Saint Paul, Minnesota. The sectors are manufacturing, public sector and service industries. The study, done in an unprecedented time of low unemployment, will identify unique issues facing employers and their need to improve worker productivity through customized training. In addition, the study will evaluate the relevance of current programs at St. Paul Technical College's Corporate Training and Assessment Center (CTAC) in relation to employer feedback.

Current Market Conditions

There is broad agreement among economists that the current unprecedented period of low unemployment has both positive and negative aspects. The positive side of the equation is that the nation's economy, and in particular Minnesota's, continues to move rapidly forward. In spite of the Gross Domestic Product (GDP) experiencing an unprecedented 6.9% growth during the fourth quarter of 1999 (Trent, 2000), the increase has not resulted in significant inflation concerns, in spite of record high consumer spending.

The downside to the good economic indicators is that Minnesota's Twin City metropolitan area (Anoka, Carver, Dakota, Hennepin, Ramsey, Scott and Washington counties) has an aggregate unemployment rate at the end of 1999 of only 1.7% (Theis,

1999), compared to the U.S. aggregate unemployment rate of 3.8% during the same period. The demand for goods and services, particularly those associated with technology, is creating a bidding war for skilled workers to meet increasing consumer demand (Theis, 1999).

Low unemployment severely limits economic expansion of key Minnesota industries despite record demand for their products and services. Looking to the future, the economic vitality of the state's economy hinges on its ability to expand the workforce dynamically to fuel the state's economic engine. If new skilled workers cannot be found, employers must increase investment in their incumbent workforce to create the needed productivity gains. The risk to the state's economic development is that companies may migrate to other areas of the country where skilled labor is more readily available. During the period from 1995 to 2000, the number of jobs in Minnesota increased by approximately 270,000, but during the same period, the workforce grew by only 150,000 workers, creating a net deficit of 120,000 workers (Trent, 2000).

In November 1999, Minnesota reported the lowest unemployment rate in state history at 1.1%. The seven-county geographical area represented in this study continues to lead the nation in employment growth and productivity gains, according to the Bureau of Labor Statistics (Theis, 1999).

The strong regional economy and low unemployment rate fuels the continued influx to St. Paul of non-English-speaking peoples from Laos, Cambodia, Bosnia, Somalia, Mexico, Caribbean and the republics of the former Soviet Union.

The migration to St. Paul is credited to cheaper housing, and a network of previous immigrants. The growing population and diversity of recent immigrants to St. Paul poses a problem, and an opportunity, for local employers. Companies, eager for new workers, continue to recruit them to help fill the ever increasing void of skilled employees. With the language and cultural differences of a widely disparate workforce, employers see increasing interpersonal communications problems, higher turnover, cultural bias, and severe deficiencies in basic work skills as deterrents to increased productivity.

Skills such as ESL (English as a Second Language), math skills, and basic computer literacy are growing needs within the employer community. Increasingly, new employees are entering companies ill prepared for the rigors of high technology, manufacturing, and customer service industries that require excellent communication skills. To further exacerbate the employers' problems, many of the recent immigrants are of Hmong heritage. The Hmong are an agrarian people who have had many cultural difficulties in adapting to an urban environment, and who lack many of the basic workforce skills needed by prospective employers.

Minnesota's Welfare-to-Work legislation, enacted in January 1997, has added additional workers to the available labor pool. Unfortunately, the majority of these individuals are now either employed or in sponsored training programs. Moreover, although the legislation has been successful in removing people from the welfare roles, it has not had any significant effect on easing employee shortages. The individuals who

were successful in the transition from welfare to work and who had severe skill level deficiencies do not match well with the new evolving occupations needed in the state. Many of these individuals were enrolled in skilled training programs before the enactment of welfare legislation in 1997. The legislation severely limited their ability to continue skill training at local technical and community colleges. They were forced from training programs of six months or longer in duration, and were required to immediately enter the workforce. This resulted in a noticeable drop in enrollment at two-year colleges throughout Minnesota, starting with the 1998 – 1999 academic year.

With the difficulty in attracting new employees, employers began investigating innovative ways in which to attract the growing non-English-speaking population. Historically, technical colleges such as St. Paul Technical College provided incumbent worker training for local employers in a wide variety of workforce skills. The responsibility to provide this training and assessment rests with the Minnesota State Colleges and Universities (MnSCU) and the Minnesota Department of Trade and Economic Development (MDTED), who were given joint responsibility by the legislature to address the growing problem through customized training initiatives.

The customized training focus of most technical and community colleges before the 1997 Welfare-to-Work legislation was to provide technical and soft-skill training targeted to an older and more educated incumbent workforce. By 1998, Welfare-to-Work reform significantly and dramatically changed the focus of those efforts. With Welfare-to-Work, many younger, less skilled, and non-English-speaking workers entered the

workforce negatively impacting employers' abilities to address basic workplace skills needed by this younger and less prepared population. Adding to this, the burden of ESL education now fell squarely on the shoulders of the employer instead of the public school system.

The merger of the three public post-secondary educational systems in Minnesota, which was initiated July 1, 1995, created MnSCU. With the merger came the consolidation of the customized training divisions of the state's 36 stand-alone technical colleges, community colleges and state universities under the direction of a newly appointed State Director of Customized Training, housed at the MnSCU system office. Prior legislation provided an annual customized training funding pool of approximately \$9,400,000 allocated to the 36 technical college campuses. With the merger came administrative changes affecting the way in which funds were dispersed.

The revenue formula used to calculate an individual campus's allocation was frozen with the 1995 merger. Consequently, funding has remained static since the last Customized Training Network (CTN) funding calculation done for the fiscal period 1992-1994. In the interest of equity among the three branches of the new system (community colleges, technical colleges and state universities) in 1997, the State Director of Customized Training expanded access to CTN funding to the community college system. In 1999, the CTN continued expansion of its membership by adding the state universities to the MnSCU colleges eligible for CTN funding. The expanded distribution of CTN funds, begun in 1997, created a potentially adverse situation for many of the technical

colleges, beginning with fiscal year 2000 - 2001. Although the pool of available CTN funds will expand by \$2,500,000 in the next biennium, the number of non-technical college campuses with access to this pool has nearly doubled since 1997.

The new funding formula, scheduled for implementation in fiscal year 2001, will impact staffing levels and program offerings at St. Paul Technical College's Corporate Training and Assessment Center, unless the center can better align programs with employer needs. At St. Paul Technical College, enrollment dropped by over 300 Full Year Equivalency (FYE) students. In real terms, this represented many more than 300 students, as FYE is a measurement associated with an equivalent full-time student taking 30 semester hours per academic year. In reality, most Welfare-to-Work students were attending less than full-time, resulting in a reduction of student headcount during the 1998 – 1999 academic year of approximately 700 students.

The impact on the college's budget and loss of revenue was immediate. In real dollars, tuition revenue was reduced by approximately \$2M in fiscal 1998 –1999. There were also cuts to Carl Perkins funds because of the reduced headcount and subsequent reduction of services needed. In the interest of maximizing the effectiveness of existing funding, a comprehensive training needs assessment study was undertaken of local employers. By identifying specific needs within the employer community, programmatic changes can be implemented to increase effectiveness and better meet the employers' needs in contract training activities.

Purpose of the Study

The purpose of the study is to provide quantitative data to the Corporate Training and Assessment Center, a division of St. Paul Technical College, to determine if current course offerings in workforce development meet the current needs of industry and what, if any, changes in curriculum are needed to address those needs.

Statement of the Problem

Currently, no data exists, other than anecdotal, that accurately measures how well St. Paul Technical College's Corporate Training and Assessment Center is meeting the training needs of local employers in a period of full employment and Welfare-to-Work reform legislation.

Research Objectives

The research objectives of this study are as follows:

1. Identify whether the CTAC is currently meeting the specific training needs.
2. Identify the industry sectors that provide their employees staff development training.
3. Identify whether or not budgets for training expenses are allocated.
4. Identify the preferred delivery method of training for their employees.
5. Identify which training organizations are used to provide training to their employees and why.
6. Determine if employers are conducting a formal job analysis to identify skills and abilities needed for their open positions.

7. Determine if any type of skills assessment is used in the hiring process to match employee skills with required job competencies.
8. Identify near-term, specific training opportunities.
9. Assess CTAC name recognition in the training marketplace.

Significance of the Problem

Programmatic changes and the marketing focus of the CTAC depend largely on the needs expressed by its industry client base. If changes are not made in concert with the rapidly changing market conditions, changing skill competency requirements, and specific needs of the employer base, the economic viability of the CTAC is in jeopardy. Accurate and timely data is of paramount importance to a successful marketing plan. The results of the survey will better focus the efforts of the CTAC to ensure its viability while serving the economic development and workforce training needs of the business community it is committed to serve.

Limitations

Limitations of the study pertain to the exclusion of certain SIC codes represented in the population. The reason many of these SIC codes were excluded pertained to their applicability to the market focus of the CTAC. Only those industry segments considered germane to the mission of the CTAC were included in the study. However, after reviewing the statistical results of the survey, little, if any, differences could be detected among the three industry clusters. With further statistical analysis, the validity of the data could be inferred in a broader context to apply equally well to other SIC codes within the

population.

Definition of Terms

Bureau of Labor Statistics:	The Bureau of Labor Statistics is part of the U.S. Department of Labor, and reports monthly labor and wage employment statistics.
CTAC:	Corporate Training and Assessment Center is the customized training division of St. Paul Technical College, St. Paul, Minnesota.
ESL:	English as a Second Language.
FYE:	A unit of measurement which simulates a full-time student equivalent as 32 semester hours per academic year.
Hmong:	A member of a people inhabiting the mountainous regions of southern China and adjacent areas of Vietnam, Laos, and Thailand.
MDES:	Minnesota Department of Employment Security is the state agency responsible for re-employment insurance and labor market information.
MDTED:	The Minnesota Department of Trade and Economic Development is the state agency responsible for addressing economic development initiatives within Minnesota, including job skills training grants.
MnSCU:	Minnesota State Colleges and Universities System is the entity responsible for overseeing all public higher educational institutions in Minnesota, with the exception of the University of Minnesota, a land grant institution.
SPSS:	Statistical Package for Social Sciences software program for statistical analysis.
WTW:	Welfare-to-Work.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

The initial section of this review focuses on the changing nature of the workplace and the resulting demand for workplace training, as well as the extent to which technical and community colleges are positioned to respond to workforce training needs. Further, it examines challenges technical and community colleges face from the private sector, and what proactive steps are necessary to meet employer expectations for workplace training.

Workforce Training

Workforce training, also referred to as customized training, involves those activities designed to improve the skills and competencies of current and future employees of business, industry, labor, and government (Jacobs, 1992). This training is typically delivered on a contract basis, with the employer who, as the client, works with the training provider to define the training objectives, the schedule, location, duration of the training, the delivery mechanism, and, often, the qualifications of the instructor (Jacobs, 1992). Workforce training is customer driven, involves payment by the client to the training entity, and is usually linked to some economic development strategy of the employer (Jacobs, 1992).

Formal contracted training began in the mid-1970s, when changing technology

forced businesses to seek massive amounts of low-cost training. Community colleges were a logical place to turn (Featherstone, 2000). Similarly, Bergman (1996) uses the phrase "employee training" and defines it as supporting adaptive, productive workplaces that capitalize on investments in both technology and in workforce skills to boost productivity.

Employee training is firm based and is a key element of a firm's overall performance improvement plan (Bergman, 1996). Bergman further suggests that training assists a firm in effectively utilizing technology resources, decentralizing decision-making, improving work processes through improved worker knowledge and skills, and improving customer satisfaction and profitability. The following sections explore specific issues of workforce training. These components include the issues and economic challenges facing American companies, the changing nature of the workplace, and in the level of employer demand for workforce training.

Challenges to the Economy

Rapid and profound change is transforming the American economy and posing unprecedented challenges to American businesses. These changes include deregulation, competition, shortened product life cycles, new technologies, new competitive standards that are restructuring industries, how the workplace is organized, and how companies manage their work forces (Jones, 1996; Zeiss, 1997b). Jones goes on to state:

These changes have also fundamentally changed the U.S. economy. Staying in the game requires companies to have unprecedented flexibility, constantly

refocusing as new technologies and emerging players reshape markets virtually overnight. As markets morph, they demand new skills and cast-off old ways of doing business. (p. 21)

Carnevale (1997) also suggests that job requirements are changing as the economy changes. He contends that the transition the workplace is currently undergoing "raises the ante on skill requirements for anyone seeking employment, and a substantial number of Americans do not have the skills they need" (p. 5). The skills are equally important to keeping the job, in an age of decreased employment security, as they are to getting a job. "As a result, employees need better basic, occupational and problem-solving skills, as well as continuous skill upgrading" (p. 6).

Jacobs (1992) points out that virtually every national study of the United States' economy eventually focuses on the issue of worker education and training. Employees need to be able to use new manufacturing technologies and learn new tasks and rolls quickly to respond to rapid changes in world markets. Jacobs suggests that one major strategy to address this economic challenge is "vigorous customized training promoted by the state and articulated through community colleges" (p. 62).

A report by Price Waterhouse (1994) states that "it is broadly recognized that training and education contribute significantly to the economy's strength and, more generally, to society's well being" (p. E1). The National Alliance of Business (1997b) comments that "increasingly, the competitive advantage of states and communities -- like

that of businesses -- hinges on the skills of their workforces" (page 3). Education and training are becoming high-stakes issues that represent the foundation for economic development. A paper issued by the American Association of Community Colleges (1993) contends that "the consensus has emerged that the key to ensuring the nation's economic position is training a workforce that can compete successfully with any in the world" (page. 3). Robinson & Robinson (1996) state that to remain competitive in today's world, organizations must have a highly-skilled, adaptive, and motivated workforce, but also contend that "there must be a return for the investment made in training" (p. ix).

The Changing Nature of the Workplace

It has been widely documented that the American workplace is changing rapidly in response to global competition, the utilization of new technologies, and organizational restructuring to increase worker participation. These changes are creating an increasing demand for highly skilled workers who can adapt to and function in high-performance jobs (Hernandez-Gantes, Sorenson, & Nieri, 1995; Jones, 1996). The National University Continuing Education Association (1995) points out that existing workers will need to be retrained and new entrants to the workforce must be prepared properly for work, which will require more education and greater flexibility. A skilled workforce becomes a key ingredient to sustaining the nation's long-term political, social, and economic interests. The 1994 study conducted by Price Waterhouse, U. S. Business Views on Workforce Training, supports these changing workplace dynamics:

Businesses are employing more technologically advanced equipment that requires current employees to improve their existing skills and learn new ones. Changes in corporate management structures have reassigned responsibility from upper management to workers and supervisors, increasing the need for management and teamed-based work skills at these levels. Also, companies want to become more flexible to better meet the competitive challenges of the future, and having employees with diverse skills and the ability to adapt to changing work environments is necessary for obtaining this flexibility. (p. 18)

Seymour (1992) considers the employee perspective on training, and proposes that education and training is not a punishment to be inflicted when things go wrong. It should involve providing people with skills they need to prevent things from going wrong in the first place. Education is not expensive, but rather an investment in the human capital of the organization. It is employees who identify customer needs, implement continuous improvement, and make things happen. Therefore, one management function involves helping employees to learn their jobs and perform them better (Seymour, 1992).

Employer Demand for Workforce Training

The Price Waterhouse (1994) study contends that awareness of the importance of workforce training in the U.S. has increased in recent years, due to increased international competition and tough economic times. Raising the productivity skills of the labor force through training strengthens the ability of businesses to compete, as well as enhances

workers' earning potential and employment/re-employment opportunities (Price Waterhouse, 1994). This study concludes that the vast majority of employers, regardless of the industry or size, recognize the importance of training to their companies' futures. More than 70% of the employers in this study characterized workforce training as very important (Price Waterhouse, 1994). "Overall, two out of three companies respond that they expected increased training needs, which validates the prediction that training will become increasingly important in the near future" (p. 18). Caudron (1996) explains this workplace demand by suggesting that "... employee learning requirements are at an all-time high. The amount of information is doubling every five to seven years. New technology ... in the workplace requires constant skills upgrading" (p. 32).

The Conference Board, a non-profit organization made up of businesses with a focus on research that is based in New York, found that, "despite major investments in technology, downsizing, restructuring, and re-engineering to cut costs and improve competitive advantage, 98% of all companies responding to the study reported the need to gain more productivity and higher performance from their workforce" (Csoka, 1994, p.7). A recent study conducted by the University of Pennsylvania indicates that companies benefit from investing in workforce education. They found companies that increased the educational level of their workforce by one year experienced an 8.6% increase in productivity. "It has become evident over the past few years that the quality of the company's workforce is its most important competitive advantage" (Jones, 1996, p. 22).

Davis and Botkin (1994) pointed out that employees have become a major new

learning segment because of the need to keep pace with technology, a demand that is felt acutely in the workplace. They propose that for companies to remain competitive and workers to be employable, they must continue to learn (Davis and Botkin, 1994). Davis and Botkin further suggest that the enormous volume of employee education often goes unnoticed because it is submerged in the workforce, and takes place on a part-time basis. They put this employee market for learning in a very descriptive context:

The number of corporate employees receiving formal, budgeted training in 1992 grew by nearly four million people. On average, each of these people had 31.5 classroom contact hours annually, an increase of 126 million additional hours of employee learning in just that one year. If this kind of growth occurred in higher education, it would be the equivalent of almost one-quarter million additional full-time college students. To house this many new learners on a college campus, 13 new universities the size of Harvard would have to be built to handle a single year's growth in corporate education. That is more growth in just one year than the enrollment growth in all the new conventional college campuses built in the United States in the 30 years from 1960 to 1990. (p.88)

The National Alliance of Business (1997a) most recently reported that American companies are spending between \$55 billion and \$60 billion for company-provided education and training. These training expenditures have grown by 18% during the last 12 years. More employees are the beneficiaries of this increase in employer-sponsored

education and training, with more than 41% of American workers (approximately 46 million people) reporting that they received skill improvement training from their company in 1991. That is up 36% since the last measurement period in 1983 (National Alliance of Business, 1997a). Robinson & Robinson (1996) suggest that this financial investment involves direct costs only, and if the cost of having employees attend off-site training is added to the equation, the figure rises to more than \$300 billion.

Shaw (1997) indicates that the past decade has shown a tremendous shift in how companies are providing workforce training. In the early 1980s, almost 98% of corporate training was done in-house, while today nearly 50% is provided by outside contractors. Of the millions of dollars spent by American corporations on upgrading employees' skills in 1995, only a fraction this work was done by community colleges or technical colleges (Shaw, 1997). Carnevale and Desrochers (1997) recommend that community colleges need to expand their role in retraining adults. By the year 2005, they predict that employers will need to increase formal company training by nearly 25%, or an additional \$1.5 billion over the current level of spending. They anticipate that employers will need to spend a total of \$78 billion just to maintain the training levels provided in 1991 (Carnevale and Desrochers, 1997).

O'Banion (1994) further supports the increasing demand for workforce training in business and industry as follows:

Community colleges are increasingly called upon by business and political leaders to play a major role in preparing the workforce of the future. Every national

commission that has studied the U.S. economy in recent years has recommended that community and technical colleges are key institutions in providing workforce training for the nation. (p. 14)

The literature in workforce training presents substantial evidence that American companies are operating in a highly competitive economic environment and that their employees' abilities to develop new skills and abilities through education and training seemed to be central to the competitive strength of organizations (American Association of Community Colleges, 1993; Jacobs, 1992; Jones, 1996; National Alliance of Business, 1997b; Price Waterhouse, 1994; Robinson & Robinson, 1996; Zeiss, 1997b). Workers need to be able to adapt to rapid changes in the workplace, broaden and diversify their skills and abilities, and function in high-performance jobs (Hernandez-Gantes et al., 1995; Jones, 1996; Price Waterhouse, 1994). Clearly, the competitive economic environment and employers' increasing expectations of workers are creating an enormous demand by corporate America for workforce training (Caudron, 1996; Price Waterhouse, 1994). American companies are spending billions of dollars each year as an investment in education and training for their employees (National Alliance of Business, 1997a; Robinson & Robinson, 1996). A recent commission on the issue of the national economy has recommended that community and technical colleges are key institutions in providing this training (Jacobs, 1992; O'Banion, 1994).

Customized Training and the Expanded Role of Two-Year Colleges

Community colleges have long had the responsibility for preparing a sizable number of the nation's workforce for entry into the workplace "further, these colleges are looking to the nation's employers as a primary source for retooling in keeping the nation's workforce up-to-date. Indeed, the health of the nation's economy can be largely attributed to the leadership of the nation's community colleges in economic development" (Boone, 1997). O'Banion (1994) reports that a number of changes in social forces have caused community colleges to expand in relation to their mission. "In recent years, community colleges have been broadening their definition of community in serving business and industry, and deepening their definition of community by addressing some of the more difficult social problems" (p. 14). The policy paper developed jointly by the League for Innovation in the Community College and the American Association of Community Colleges (1994) provides the following challenge to community college leaders:

... trustees, CEOs, senior administrators, and faculty -- should explicitly acknowledge that workforce training for employees of local business, industry, labor and government is one of the core missions of their institutions, a logical extension of career preparation, continuing education, and community service missions. They must acknowledge that providing training for individuals already in the workforce extends, but does not supplant, preparing new and returning entrants for the workforce. (p.54)

Kantor (1994b) suggests that the boundaries are beginning to blur between community colleges' more traditional mission of educating learners who are yet to be employed and their expanding mission of educating the fully employed learners in the workplace. She contends that enlightened colleges "had begun to see the instructional role as a continuum, with traditional students at one end and business clients who contract for the training of their employees on the other end" (p. 5). Kantor sees this educational continuum as a significant opportunity to address a wider variety of subjects, settings, and audiences, but also expresses that teaching across this continuum will require training for faculty.

Karre (1997) also addresses the expanding mission of community colleges as we approach the 21st century and face a radical shift in our economy and demographics.

Karre specifically discusses the added complexity of mission expansion and states:

The role our community and technical colleges play in preparing all citizens for full participation in the economy and society of the 21st century is critical. At an accelerating rate, we are moving into a rapidly changing, information-based, high-technology, and independent society. Along with the traditional role of providing college students with skills and information, increasingly educators in community and technical colleges are called upon to engage in intra- and entrepreneurship. We must provide educational experiences, within a variety of contexts, which produce lifelong learners. As leaders and educators, we must be able to adapt our knowledge and skills to a much broader audience, to varying contexts, with job

applications. To be successful, we must know our audience. (p. 28)

The following sections are considered key aspects of community and technical colleges' expanded missions in economic development. Customer expectations in workforce training have implications for community and technical colleges and are central to the selling missions. Community and technical colleges' responsiveness to workforce training needs, and their ability to compete in the workforce training arena, are also examined.

Customized Training as a Service Business

"Customer focus is the bedrock of success in a competitive world. While some in the community college world may not like the terminology of 'customer,' colleges do, in fact, have constituencies they serve: students, employers, transfer institutions, and society at large" (Shaw, 1997, p.2). Shaw (1997) ascertains that these constituencies are demanding the very things that are being demanded of other service operations: flexibility, customization, value, ease of access, speed, low-cost, and no hassle. The work of Caudron (1996) supports the reality of customers' demands, contending that "unfortunately, while learning requirements have increased, the time available for training is disappearing as product lifecycles gets shorter and shorter" (p.32).

Hough (1994) addresses the opportunities that community colleges have to respond to key needs and expectations of the business sector. He suggests that colleges will require a willingness to rethink and re-engineer traditional approaches to course

curriculum development, training and education delivery methods, and skills certifications. He also contends that neither workers nor their employers can dedicate huge chunks of the workday in classrooms on campus. Instead, they look for skills training and education providers to deliver training tailored to their specific needs, objectives, timetables, and locations. Employers will also demand services that clearly improve, in quantifiable terms, productivity. Educational providers who are accountable for quality and effectiveness will secure the strongest position in the market (Hough, 1994).

The Oregon Business Council (1996) suggests that great opportunity exists for higher education to grasp these opportunities. First and foremost, higher education must become "thoroughly customer driven -- in both philosophy and organizational behavior" (Oregon Business Council, 1996, p. 3). This is further described in the Oregon Business Council's report as staying close to customers, listening and responding to what they want, anticipating and proposing services, continuously evaluating and improving service delivery, and building and maintaining long-term relationships. Doucette (1994) points out that community colleges have traditionally been closer in their working relationship with business than other institutions of higher education and have considerable experience in providing programs and services to adult students.

The Oregon Business Council (1996) recommends changes in mindset, operation, and curriculum content and higher education, and possibly changes in institutional structure. Business leaders who directed the study point out that they understand what is

being asked of higher education as follows:

The business community itself has gone through wrenching changes in recent years as competition has increased and as markets have contracted, shifted, or exploded. It understands the ordeal of reassessment, adjustment, and restructuring. It does not underestimate what it is asking of higher education. Business wants higher education to succeed in serving its markets and, in fact, depends on that success. Business is ready and willing to help. (p. 4)

Eisen (1997) articulates the need she has identified from manufacturing firms across the country and provides suggestions for community colleges to strengthen partnerships with industry to help build the best workforce in the world. Eisen conveys the following recommendations to community colleges:

1. Quality -- new technologies, new processes, and continuous improvement must be a hallmark of the coursework.
2. Promises kept -- clients need to get what was promised out of courses.
3. Customization -- there must be careful examination of what a particular company needs.
4. Strategizing -- a workforce plan that complements the company's strategic business plan; many need help in developing strategic plans.
5. On site training -- training on the clock (on company time) and on site is best for employees and creates the best learning environment.

6. Credit courses -- credit for employees that can eventually lead to a degree.
7. Flexibility -- approach clients as a resource for a range of services.
8. Innovation -- new programs designed for a constantly changing economy; they should be the rule, not the exception.
9. Coordination -- serve as a nexus for employer in working with various local programs/services.
10. Promotion -- serve as an influence on public opinion regarding the value of manufacturing jobs. (pp. 20-22)

The National Alliance of Business (1997c) articulates the following business view on education and training:

Education is important to individual and company success. Little attention has been focused on the impact and implications of these [post secondary education market] changes for the American education and training industry. Indeed, thinking of education and training as an industry is itself a new concept. Much has been written about how these changes will increase company and individual training investments and expand the aggregate demand for training and education. Another part of the story, which has not been widely discussed, is how these changes are transforming the structure of the education and training industry itself.

(p.1)

High Expectations for Two-Year Colleges

Carreon (1996) identifies factors, which will affect community and technical colleges' occupational education and exposes trends that are already occurring, but indicates that positioning for an uncertain future remains a challenge. Carreon contends that what will be important to success in an unpredictable future is a college's ability to pay attention to the customers and communities it serves. She further indicates that efforts to improve customer service and the institution's responsiveness to changing needs will be very well spent, regardless of the future. The concepts of responsiveness and customer service needs are an integral part of the college mission (Carreon, 1996).

Community and technical colleges serve the following four distinct student groups as identified by Kantor (1997): (a) the emerging workforce learners -- 18-22 year-olds preparing for their first career; (b) the existing workforce learners -- full or part-time employees who need education to remain competitive on the job; (c) the traditional workforce learners -- individuals transitioning into the workforce because they have been downsized, right sized, or disenfranchised in some way; and (d) the entrepreneurial workforce learners -- people who are starting, or already own, their own businesses (Kantor, 1997).

Business, on the other hand, defines the learning markets somewhat differently. According to Davis and Botkin (1994), the marketplace for learning is being redefined dramatically to one of lifelong learning, not K-12, but K-80. The major segments in the learning marketplace identified by Davis and Botkin (1994) are customers, employees,

and students, in that order. Kantor (1997) contends that these new market perspectives have profound implications for community colleges, and without serious customer delivery change, community colleges will no longer have the corner of the market for learning.

Kantor (1997) argues that to improve instructional practices further, colleges will have to not only incorporate the information age values of service, productivity, customization, networking, speed, flexibility, and the global perspective, but also business-like practices. Davis and Botkin (1994) suggest educational institutions will need to implement practices they refer to as the "six Rs: risks, results, rewards, relationships, research, and rivalry (competition)" (pp. 132-156). Gordon (1995) further supports the notion that "colleges have to act more like businesses, with performance measured in terms of cost, quality, and quantity.

An organization's primary reason for existence is to produce quality outputs for customers. When customers no longer seek an organization's outputs, it must either change or die (Swanson, 1994). Seymour (1992) provides additional support for the idea of colleges as service/business organizations:

Within the last decade a different lexicon has evolved on college campuses -- 'productivity,' 'assessment,' and 'cost containment' are some of the more stark terms. We can now add 'service quality' to that list. Whether we like it or not, we are in a service industry and our customers define quality in 'service quality' terms; that is, meeting or exceeding their expectations. Not delivering service

quality expectations -- the expectation/reality gaps of the 1990s -- is a certain recipe for mediocrity at best, severe fiscal and moral problems at worst. (p. 133)

Caudron (1996) further challenges workforce training providers to gain efficiencies and consider the fact that companies do not have either the time or money to continually train their entire workforce. Therefore, it becomes imperative that trainers begin to understand and take advantage of new learning technologies (Caudron, 1996).

Community and technical colleges will need to shoulder a larger burden by strengthening their ability to work with employers in helping to invent and refine new strategies for demand-driven workforce development (Bosworth, 1997). The key to this challenge is the ability to position appropriate workforce training faculty. Doucette (1994) indicates that one of the greatest obstacles to delivering customized contract training for fully employed learners is a lack of experienced trainers.

Responsiveness to Workforce Training Needs by Two-Year Colleges

"That community colleges are out in front in working with employers is hardly a new story. Collectively, the community colleges have become the chief institution in this country for re-skilling millions of adults already in the workplace" (Bosworth, 1997, p. 12). Virtually all community colleges provide workforce training designed to meet specific needs of business, industry, labor, and government in the respective service areas. Most of this training is currently provided in job-specific technical areas for small and medium-sized companies (American Association of Community Colleges, 1993).

Marshall - Beckman (1993) states "it has been clear for some time that the mission of community colleges across the country has been expanded to include providing workforce training, which has surfaced with increasing urgency on the national agenda" (p. v).

Stamps (1995) confirms this change in mission, indicating that five years ago, perhaps half the nation's community colleges offered some contract training to local businesses.

Today, the American Association of Community Colleges estimates that 90% of its member colleges are, to some extent, in the business of training workers for specific companies, rather than just teaching generic subjects or trades. "Even more importantly, the leading-edge colleges have moved still further into work-centered training and employment services to employers" (Bosworth, 1997, p.12). Kantor (1994) describes the extent of community colleges' efforts in workforce training through the following statement and historical context:

At no other time in its history, except during the establishment of the county agent system in the 1880s, has higher education in general, and community colleges in particular, made such a concerted effort to accommodate business and industry by bringing customized education to the doorsteps of offices in factories. (p. 1)

Jacobs (1995) suggests that community colleges have come a long way in the last ten years in working with business and industry, but that it is vital that they continue to adapt to the ever-changing needs of companies. Only by emphasizing flexibility and responsiveness, can the community college continue to advance its role as a learning

institution -- and continue to contribute to the development of people and their employers (Jacobs, 1995). Eisen (1997) concurs "There have been extraordinary strides in the last decade and one-half. Community colleges and technical institutes have become central to innovative practices in educating and training our workforce, both current and future" (p.20). However, Eisen also indicates that for the manufacturing community, it is not enough. They are being squeezed to have the best, most productive workforce, and they cannot do it alone. Kopischke (1997) echoes this point by stating "... what has been done in the past will not suffice in a future learning environment driven by responsiveness, flexibility, customer focus, and institutional readiness" (p.1).

Many companies across the nation have attempted to sell their training needs by creating large in-house training units. Others have hired private trainers, but most have discovered the utility of contracting with America's community and technical colleges. The trend in corporate America during the past few years has been to outsource much of their training to these prolific colleges for the following reasons, among others: (a) 1,100 community colleges provide high accessibility to all Americans, (b) community colleges offer diverse and flexible training services, and (c) employers are having positive workforce training experiences with community colleges (Zeiss, 1997b).

Doucette (1994) concludes that "community colleges are emerging as one of the major, logical providers of the workforce training required to revitalize and maintain the competitiveness of the nation's business and industry" (p.21). Community colleges, according to Doucette:

1. Have a long history of providing vocational, technical, and career training that reflects the needs of their local economies, often providing the most sophisticated training available in new emerging technologies.
2. Have a close working relationship with business and industry, many of whose representatives serve on the college's advisory committees and boards of trustees.
3. Already provide a wide variety of training programs to small and medium-sized businesses, where the need for worker training is the greatest.
4. Have a considerable track record in providing educational programs and services to employers, who make up the bulk of the workforce.
5. Have invested in alternative delivery approaches, positioning them to support the independent learning needs of adult students with multiple life demands.
6. Have also invested heavily in support services for students, including the support of nontraditional adult education.
7. Are located within driving distance of over 90% of the total population of the nation, providing excellent accessibility. (pp.21-22)

Jacobs (1995) concurs that community colleges are well positioned to broker learning among small and medium-sized companies because of their location in

proximity to this client base, and because most have mission statements that mandate the support of local economic development. Additionally, community colleges have what is probably the single largest resource of teachers who understand adult learning, and small and medium-sized companies tend to be comfortable with community colleges, with many of their owners having attended these institutions (Jacobs, 1995). Johnson's (1994b) research shows that the production and marketing of contract training in high-performing colleges: (a) is well supported by the President, (b) is structurally separated from traditional instructional units, (c) has in-place staff with relatively unique skills appropriate for serving business, and (d) utilizes operating procedures that are separate relative to traditional college operating procedures.

O'Banion (1994) describes community college faculty as the most creative, innovative, and flexible teachers in education:

What works for a class of high students of the same age, or class of university students of similar socioeconomic backgrounds and SAT scores, often does not work in a class of community college students with no common denominator except membership in the human race. Given this diversity, it is no wonder community colleges are called the 'teaching college,' and community college teachers are among the most creative innovators in all of higher education. (p.14)

McCabe (1994) supports this description by stating, "in community colleges, it takes great confidence to be successful teacher. The goal of teaching is not simply

presenting information, but facilitating learning, and often helping very needy individuals to grow" (p.48).

Community and technical college students, particularly adult students and employer-sponsored students, tend to be demanding consumers. Faculty and administrators in community colleges are becoming more concerned about responsiveness to student consumerism, economic pressures, and concerns about educational quality, thus the interest in Total Quality Management (TQM) and Continuous Quality Improvement (CQI) initiatives (Angelo, 1994).

Bosworth's (1997) work considers trends in the choice of who actually does workforce training. He indicates that colleges relied far more on part-time or adjunct faculty, often people who have semi retired. They are expanding their use of consultants with no relationship to the college faculty. Community colleges sometimes hire instructors from the firm where they are doing training, or from another firm. In some respects, colleges are becoming organizers or brokers of training rather than only the traditional training provider (Bosworth, 1997). Johnson (1994b) goes a step further in that "...contract training should not be staffed and operated by personnel whose philosophies, skills, and perspectives are aligned with traditional instructional departments" (p.11). In contrast, Kantor (1994b) argues that "participation in contract training by more permanent instructors integrates it into the mainstream where it can be a catalyst in influencing curriculum" (p.6). Kantor (1996) further suggests that more faculties will be able to broaden the continuum, along with teaching, if supported by

proper policies, administrative structure, and training systems that help facilitate diverse teaching assignments.

There are many similarities between customized training of fully employed learners and teaching the yet-to-be-employed learners that community college faculty are most accustomed to teaching. The similarities are as follows: (a) students in both settings are learners, and learning theories that maximize adult learning experiences apply to both groups; (b) principles of instructional design are applied to both settings; (c) spatial considerations are needed for both; and (d) managing interaction with students, both inside and outside the classroom, applies to both (Kantor, 1994b).

Involvement in workforce training requires faculty to get "get out on the street" and learn new ways of serving their communities. New settings and new types of students will require faculty to experiment with teaching and learning. There will be a premium on a faculty member's ability to be flexible and responsive. When faculties participate in new experiences, they will be renewed and will bring back new knowledge and experiences to the traditional enclaves of the college. All can benefit as teaching and learning is transformed in this process (O'Banion, 1994).

One of the critical challenges trainers face is the need to find ways to correct performance problems within a business. To do this, they will make use of a wider array of the interventions than used in the past, including the use of technology. They can no longer limit themselves to the use of training as the prime vehicle for improving performance in an organization (Caudron, 1996).

Karre (1997) proposes that training should be tailored to the audience's culture. This will most likely evoke participants' attention, maintain their interest, and result in significant learning outcomes. This audience's culture includes, but is not limited to, participants' interest in the educational experience, their level of understanding of the topic, their common knowledge and experience in the roles that they play in the organization.

To prepare for workforce training, Karre (1997) recommends that instructor/trainers determine, beforehand, clear and succinct objectives for optimum participant learning. Objectives need to be set in consultation with the contracting agency, key personnel, and based on the instructor's/trainer's expertise in teaching and learning. Assessing participant expectation is also critical. These expectations need to be incorporated into the objectives of the teaching and learning experience in order to be adapted to participant needs (Karre, 1997).

Kantor's (1994b) work contains a number of factors that faculty should consider when working with fully-employed learners in relation to workforce training:

1. Student considerations -- motivation (Are participants there by choice, or was attendance mandatory?); fully employed workers usually know each other very well.
2. Client considerations -- two clients are involved (the employer and the employees).
3. Subject matter considerations -- based on what the audience needs to

know; relevance is key; application of theory is key; adaptation to the industry is key; there should be agreement between the college and the employer regarding the expected outcomes; material must be customized; instruction and delivery must be adapted to the company's culture.

4. Time and place considerations -- the training must adapt to the workforce; companies' schedules may require material to be concentrated, compressed, videotaped, individualized, etc., a variety of instructional modes and technologies may be required. (pp.7-9)

Approximately 50% of customized training conducted by community colleges is conducted on site (Doucette, 1994), requiring instructors/trainers to be extremely flexible and capable of making creative adaptations to the training setting. Additionally, Kantor (1994b) points out that "sometimes development and delivery [of workforce training] requires a rapid response. Instructors need to be flexible, knowledgeable, and capable of designing courses in a short period of time" (p.8).

Surveys as Training Needs Assessment and Job Analysis Tools

Rothwell and Kazanas (1994) state that needs assessment is really a form of deficiency analysis—uncovering areas in which present conditions are less than desirable. Human resource development practitioners have long viewed instruction as a means of rectifying deficiencies or solving performance problems (Rothwell and Kazanas, 1994). McHargue (1996) also stresses that professional development efforts need to reflect a comprehensive and accurate assessment of needs. Rothwell and Kazanas discuss surveys

as a means of conducting needs assessments:

Surveys are sufficiently flexible to be used in identifying training, education, or development needs. Surveys and job requirements help identify training needs; surveys on education or experience in preparation for promotion help identify education needs; surveys and workgroup skills help identify employee development needs. Like interviews, surveys can focus on uncovering deficiencies (weaknesses) and proficiencies (strengths). (1994, p. 99)

Positioning Workforce Training for the Future

As noted by Bardwick (1995), "although past achievements deal into today's game, only today's achievements will get you into tomorrow's game" (p. 66). Marshall - Beckman (1993) confirms that many employers have had positive experiences in using community colleges to provide training, which has resulted in a growing interest in turning to colleges as a primary source of education and training for business and industry, and points out that:

Costs have been reasonable; experience in teaching adults has helped employees to learn effectively; and willingness to design high-quality, need-specific training programs on relatively short lead times has made community colleges the providers of choice. (p. v.)

Stamps (1995) envisions a much less optimistic view of community colleges' ability to compete in the workforce-training arena. He states that:

...the gap between the viable programs and the wannabes is not just one of money or critical mass. In many cases, it is a performance gap. While community colleges portray themselves as lean, entrepreneurial and service oriented, the experiences of companies that have done business with them, or tried to, suggests that some schools do not entirely measure up. (p.39)

Phyllis Eisen, Senior Policy Editor, National Manufacturers' Association (NMA), is referenced by Stamps (1995) as an individual who works with many community colleges and the companies who use them. She believes that most colleges still have some catching-up to do. Eisen conveys "we consider maybe 300 [community colleges] as really viable, as doing something in the workforce development game" (p.39). Stamps further suggests that "some community colleges run first-rate training programs, but remain largely unknown to their potential customers" (p. 42).

Some basic components of a comprehensive workforce-training program are identified in a recent report of the American Association of Community Colleges' Commission on Community and Workforce Development. These components include: (a) flexibility – provide convenient time frames to meet business and industry needs; (b) responsiveness -- the ability to respond quickly to the needs of customers; (c) cost-effectiveness -- affordable workforce training programs; (d) accountability -- programs developed to meet competency or outcome standards; and (e) quality -- guarantee of program results. Providers would also do well to focus on outcome measures and collect

data to demonstrate a return on investment (ROI) by clients. Many colleges have long been providing effective job training and retraining services, but have done a poor job of broadcasting their successful performances (Zeiss, 1997a).

Kopischke's (1997) study describes the exemplary two-year higher education institution of the future as:

... an organization completely focused on the needs of its customers. It will be a nimble organization, able to respond immediately to the ever-changing learning needs of the incumbent workers in its marketplace. It will be an organization that has learned how to continuously improve the systems and processes of learning, operation, and organization. It will be one that has embraced the ideologies of innovation, entrepreneurship, and enterprise. If these characteristics do not define and drive the institution, its very existence will be in jeopardy. (pp.3-4)

Boone (1997) contends that private job training organizations are beginning to compete with community colleges in the training and retraining of the workforce. Boone indicates that there is a critical need for community colleges to:

... Develop and deliver vocational and technical training programs that are both relevant to the needs of the nation's workforce and are of the highest quality. The establishment of strong partnership arrangements with the business and industry sector is viewed by many as an effective means for community colleges to stay in touch with the nation's workplaces. (pp.10-11)

Most community and technical colleges deliver some form of specific workforce training. As the literature suggests, these educational institutions are well positioned to deliver the breadth and depth of training needed by business, industry, and labor and government organizations. However, the literature suggests that for these institutions to remain viable and competitive in the marketplace, adaptability to the changing needs of the market is key to their survival. Competition from the private training sector and from internal corporate colleges further demonstrate the need for community and technical colleges to be responsive to the needs of its clients by providing high quality instruction, flexible delivery methods, quality instructors, and cost effective training.

CHAPTER 3
METHODOLOGY AND PROCEDURES

Methodology

This research study incorporated a survey instrument designed to answer the following research questions:

1. Do the skills of job applicants match the needs of the employer?
2. Is the available labor pool sufficient to meet current and future workforce needs?
3. Do employers budget for training and, if so, what percentage is allocated for production related, office/clerical, supervisory, and management positions?
4. Is training provided to employees when promoted?
5. Do employers feel that there are skill gaps which prevent employees from doing their job effectively, and if so, how are they addressing the problem?
6. What types of training options do employers offer their employees?
7. Is tuition reimbursement offered as a means to encourage employees to continue education?
8. What percentage of employers work with outside agencies to provide their workforce training needs, and what organizations provide the training?
9. What specific features of outside training providers were employers most satisfied?
10. What percentage of employers use job analysis to identify needed job skills

and abilities?

11. Are employers using job skills testing and/or assessment in the hiring process and, if so, what kinds of tests and/or assessments are used, and who administers them?

12. In a period of unprecedented low unemployment, what are employers doing to encourage job retention?

13. What reputation does St. Paul Technical College have in the workforce training marketplace, what experience have employers had with the college, and what, if any, influence does the reputation have on employers' likelihood of doing business with the CTAC?

Procedures

The nine research questions posed in this study were addressed through literature review findings and statistical analysis of the survey instrument results.

Instrumentation

The instrument was developed to collect both quantitative and attitudinal data concerning workforce skills training and assessment, sources of available training, budget allocation for training and satisfaction with St. Paul Technical College's current customized training programs. The following process was used to develop and evaluate the efficacy and validity of the survey instrument.

1. A comprehensive review of the literature was conducted. The review addressed the need for employer sponsored contracted workforce training, the ability of

technical and community colleges to deliver workforce training, and issues pertaining to marketing and customer service requirements.

2. An advisory committee (Appendix B) was established to help develop the evaluation criteria and provide review and validation of the instrument prior to its use. The committee consisted of members of the customized training staff at St. Paul Technical College as well as a workforce counselor from the Minnesota Department of Economic Security.

3. Using the criteria developed by the advisory committee, an assessment instrument (Appendix A) was developed to assess the training needs of the market segment we wished to study.

The population was defined as all companies of 50 or more employees within the geographic boundaries of Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, and Washington counties of Minnesota. A computer generated list compiled from the “1999 Minnesota State Business Directory,” produced by American Business Directories, a division of InfoUSA, Inc., produced a list of 5,661 companies that met the population criteria.

A stratified random sampling plan was used in the study covering three major categories of organizations: manufacturing, public sector, and service. Stratified random sampling more accurately depicted the natural occurrences of the three sectors in the population. The every “Nth name” approach was used to select the sample. With a goal of n=500 completed telephone surveys, a sample size of 830 employers was used

providing a significantly larger sample size than was needed to provide a confidence level of greater than 95%. The large sample size was selected in order to insure the completed goal of $n=500$.

The face validity of the survey instrument was achieved by piloting the questionnaire with a randomly selected group of ten existing contract training clients of the CTAC. They were asked to participate with the understanding that they would be excluded from the sample population. They were asked to complete the instrument and provide feedback on any of the directions that were either unclear or appeared ambiguous.

Based upon the feedback of the pilot group, the draft survey instrument was considered too long. Modifications to the questions were suggested to reduce the number of questions and narrow the scope of the questions. The modified instrument was submitted to the advisory committee for final approval and comment. The advisory committee approved the new instrument design, and data collection was started.

Data Collection

The survey used established survey methods, and calls were made to 830 individual employers. It was necessary to terminate 298 of the calls because they were not the individuals within their respective organizations responsible for making training decisions. Of the remaining 532 employers, 460 employers were interviewed, indicating an 86% response rate. The goal of 500 completed employer surveys was not met. The time required to complete the additional surveys would not add sufficient statistical significance to warrant the large amount of added time and effort.

Each survey required approximately 25 – 30 minutes to complete. Many open-ended questions were included in the survey and required significant time to accurately document the verbatim responses. Specific resources used consisted of: Current Index to Journals in Education (CIJE), ERIC Database, Education Index, Resources in Education, and PALS (MnSCU on-line catalog).

Data Analysis

Company type (manufacturing, government, or service) was determined from the sampling database. Each completed questionnaire was reviewed for completeness and consistency before being transferred to a Microsoft Access database. All transfer of data was verified. Statistical Package for the Social Sciences (SPSS/Windows) and WinCross were used to conduct the data analyses. Statistical comparisons were conducted on responses to selected questions to identify differences among manufacturing companies, government agencies, and other types of companies. Where significant differences were found, results are reported in the summary of findings. The data was subjected to cross tabs, Chi Square, correlation and frequency distribution analysis. Verbatim responses to open-ended survey questions appear in Appendix D.

Assumptions

It was assumed that the review of literature for this research project was sufficiently comprehensive to serve as a base for the study. It was assumed that sufficient care was taken in the design of the survey instrument to insure its validity for the purposes of this study. It was assumed that the members of the advisory board and staff

of the Corporate Training and Assessment Center were well versed in workforce training issues and were sufficiently knowledgeable in the area to be able to insure the survey instrument's applicability to the information that the study was designed to measure.

Limitations

Limitations of the study pertain to the exclusion of certain SIC codes represented in the population. The reason many of these SIC codes were excluded pertained to their applicability to the market focus of the CTAC. Only those industry segments considered germane to the mission of the CTAC were included in the study. However, after reviewing the statistical results of the survey, little, if any differences, could be detected among the three industry clusters. With further statistical analysis, the validity of the data could be inferred in a broader context to apply equally well to other SIC codes within the population.

CHAPTER 4

RESULTS

The purpose of this study was to provide quantifiable data to the Corporate Training and Assessment Center to assist in matching employer training needs with course curriculum offered by the center. Of the organizations surveyed, 59% were in non-manufacturing companies, 26% were in manufacturing companies, and 15% were in government or non-profit organizations. The nine research questions addressed in the survey were divided up into five primary areas of interest: (a) hiring, (b) assessment, (c) training, (d) retention, and (e) college's reputation. The research questions for the study are each addressed in a separate section that follows. The research questions were:

1. Do the skills of job applicants match the needs of the employer?
2. Is the available labor pool sufficient to meet current and future workforce needs?
3. Do employers budget for training and, if so, what percentage is allocated for production related, office/clerical, supervisory, and management positions?
4. Is training provided to employees when promoted?
5. Do employers feel that there are skill gaps which prevent employees from doing their job effectively, and if so, how are they addressing the problem?
6. What types of training options do employers offer their employees?
7. Is tuition reimbursement offered as a means to encourage employees to

continue education?

8. What percentage of employers work with outside agencies to provide their workforce training needs, and what organizations provide the training?

9. What specific features of outside training providers were employers most satisfied?

10. What percentage of employers use job analysis to identify needed job skills and abilities?

11. Are employers using job skills testing and/or assessment in the hiring process and, if so, what kinds of tests and/or assessments are used, and who administers them?

12. In a period of unprecedented low unemployment, what are employers doing to encourage job retention?

13. What reputation does St. Paul Technical College have in the workforce training marketplace, what experience have employers had with the college, and what, if any, influence does the reputation have on employers' likelihood of doing business with the CTAC?

Research Questions

Research Question One: Do The Skills Of Job Applicants Match The Needs Of The Employer?

Table 1 below identifies specific skills respondents believe production, assembly line, or manufacturing-level applicants lack.

Table 1

Specific Skills Respondents Believe Production, Assembly Line, Or Manufacturing-Level Applicants Lack

Skills Applicants Are Lacking*	Percent of Respondents
Discipline-Specific Vocational/Technical Skills	55%
Basic Knowledge	40%
Motivation	22%
Communications/People Skills	17%
Computer Skills	13%
Experience	12%
Critical Thinking Skills	8%
General (i.e., "Just not enough qualified applicants.")	8%
Business Knowledge	3%
Organizational Skills	2%
Clerical Skills	1%
Don't Know	2%

*Only asked of respondents (N=460) who do not feel that there are enough qualified applicants for production, assembly line, or manufacturing positions. Respondents could offer more than one response.

The skills which are lacking in applicants for production, assembly line, or manufacturing positions, are most likely (55%) to be very specific to the position which is open (e.g., welding, tool and die, paving, etc.). Four in ten respondents cited general knowledge (e.g., reading, writing, and basic math skills) as being an area where applicants are most lacking in skills.

Table 2 below identifies specific skills respondents believe office or clerical applicants lack.

Table 2

Specific Skills Respondents Believe Office Or Clerical Applicants Lack

Skills Applicants Are Lacking*	Percent of Respondents
Computer Skills	51%
Communications/People Skills	36%
Clerical Skills	29%
General (i.e., "Just not enough qualified applicants.")	16%
Basic Knowledge	8%
Motivation	8%
Organizational Skills	8%
Experience	8%
Critical Thinking Skills	4%
Discipline-Specific Vocational/Technical Skills	4%
Terminology	3%
Business Knowledge	1%
Other	1%
Don't Know	1%

*Only asked of respondents (N=179) who do not feel that there are enough qualified

applicants for office or clerical positions. Respondents could offer more than one response.

Over half (51%) of the respondents who believe that there are not enough qualified applicants for office or clerical positions indicated that computer skills is one of the areas where applicants are lacking. Over one-third (36%) reported problems with communications and/or people skills, while nearly three in ten respondents reported a lack of clerical skills such as keyboarding and telephone skills in applicants.

Table 3 identifies specific skills respondents believe supervisory or management applicants lack.

Table 3

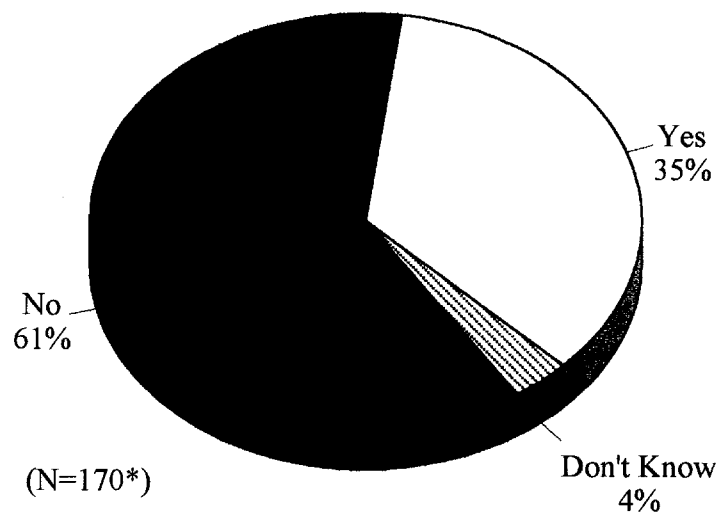
Specific Skills Respondents Believe Supervisory Or Management Applicants Lack

Skills Applicants Are Lacking*	Percent of Respondents
Communications/People Skills	56%
Experience	39%
Discipline-Specific Vocational/Technical Skills	14%
Critical Thinking Skills	13%
General (i.e., "Just not enough qualified applicants.")	12%
Organizational Skills	8%
Basic Knowledge	5%
Computer Skills	5%
Clerical Skills	3%
Motivation	2%
Business Knowledge	2%
Terminology	1%
Other	2%
Don't Know	4%

*Only asked of respondents (N=120) who do not feel that there are enough qualified applicants for supervisory or management positions. Respondents could offer more than one response.

More than one-half (56%) of the respondents who believe that there are not enough qualified applicants for supervisory or management positions indicated that communications/people skills are a deficit. Over one-third (39%) of the respondents reported that the lack of experience is a weakness of applicants.

Research Question Two: Is The Available Labor Pool Sufficient To Meet Current
And Future Workforce Needs?



*Only asked of those respondents who have production, assembly line, or manufacturing-level positions at their company.

Figure 1. Whether Respondents Feel There Are Enough Qualified Applicants For Production, Assembly Line, Or Manufacturing-Level Positions.

Nearly two-thirds of respondents who have production, assembly, assembly line, or manufacturing-level positions reported that are not enough qualified applicants (see Figure 1). Respondents from the manufacturing segment (69%) are more likely to report a lack of qualified applicants compared to respondents from either the government (25%) or service sector (50%).

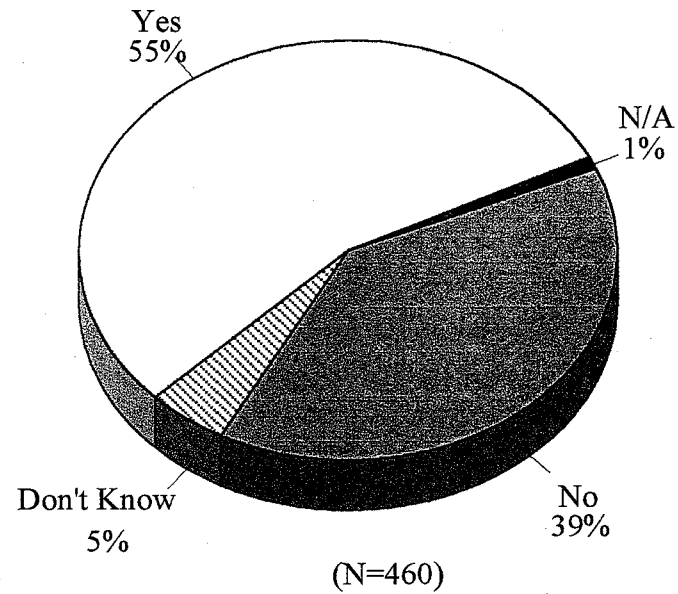


Figure 2. Whether Respondents Feel There Are Enough Qualified Applicants For Office Or Clerical Positions

More than one-third (39%) of respondents indicated there are not enough qualified applicants for office or clerical positions in the labor pool (see Figure 2). Fewer manufacturing companies (33%) and government agencies (30%) than other business (44%) feel there are not enough applicants for office and clerical positions.

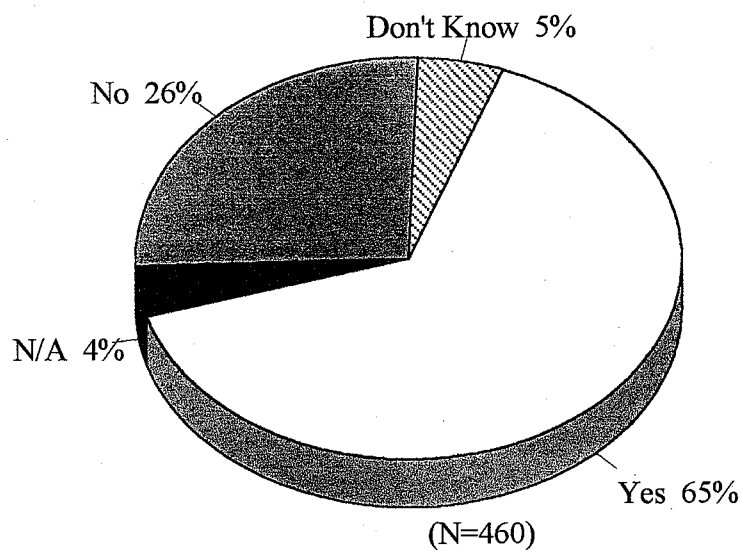


Figure 3. Whether Respondents Feel There Are Enough Qualified Applicants For Supervisory Or Management Positions

More than one-quarter (26%) of the respondents believe that there are not enough qualified applicants for supervisory or managerial positions for their organization (see Figure 3). More government agencies (83%) than manufacturing (61%) or other types of organizations (63%) feel there are enough qualified applicants for supervisory or management positions.

Research Question Three: Do Employers Budget For Training And, If So, What Percentage Is Allocated For Production Related, Office/Clerical, Supervisory, And Management Level Positions?

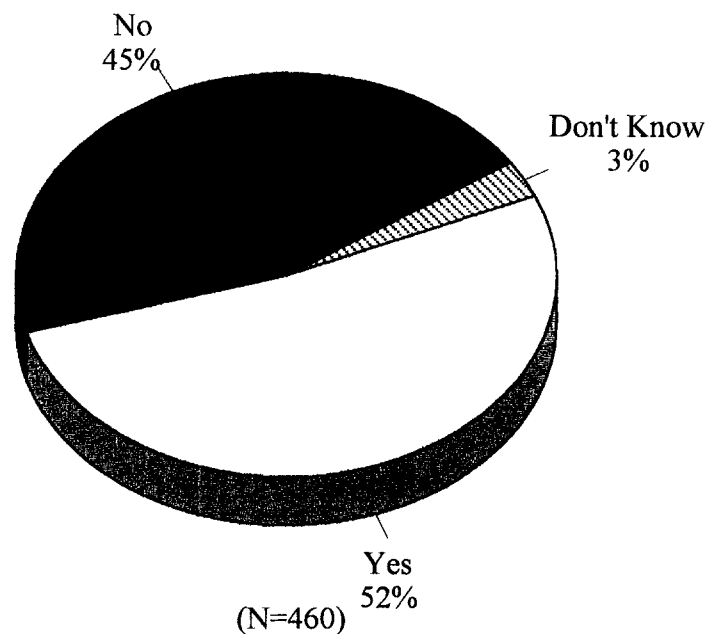
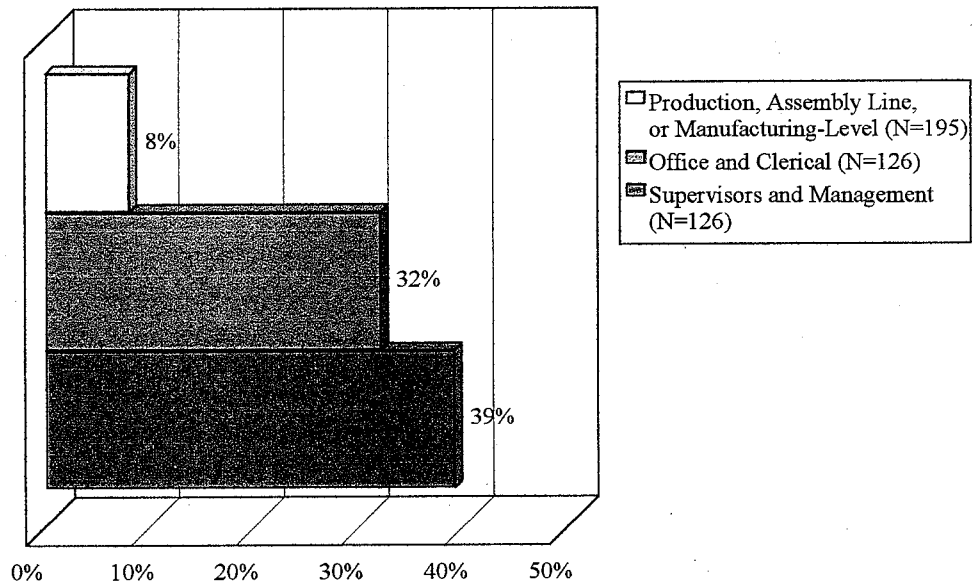


Figure 4. Whether Respondents' Companies Have Budgeted For Training

Over half (52%) of the respondents indicated that their company has defined a training budget (see Figure 4). Respondents who work for government agencies are more likely to report that their employer has a training budget (71%), compared to those from manufacturing companies (35%) or other organizations (55%).

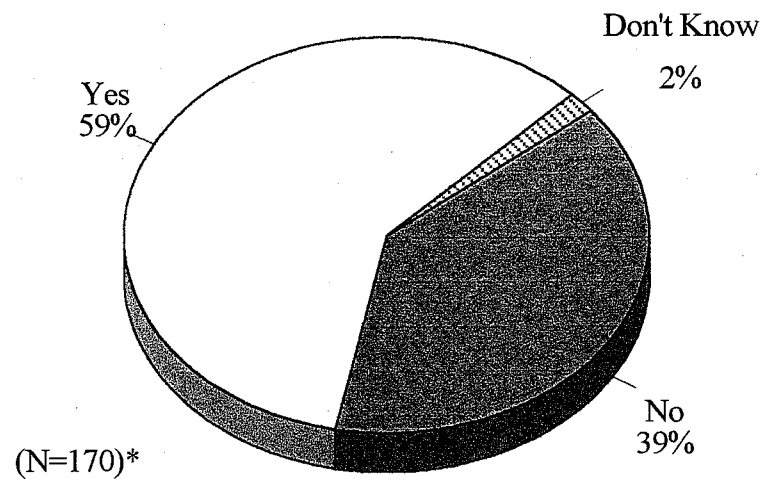


*Respondents did not have to indicate the exact allocation of their entire training budget. For example, respondents may have known that 50% was allocated to one area (e.g., Management and Supervisory Training), but did not necessarily know how the remaining 50% was allocated.

Figure 5. Average Percentage Of Training Budget Allocated For Training Of Different Positions

Respondents who work for companies which have an allocated training budget reported that a far greater percentage of the training budget is allocated for training of supervisors and managers (39%) than for office and clerical (32%), or for production, assembly line, or manufacturing-level positions (8%) (see Figure 5).

Research Question Four: Is Training Provided To Employees When Promoted?



*Only asked of those respondents who have production, assembly line, or manufacturing-level positions at their company.

Figure 6. Whether Production, Assembly Line, Or Manufacturing Employees Receive Any Formal Training When They Are Promoted To New Positions

Nearly six of ten production, assembly line, or manufacturing-level employees receive some kind of formal training after promotion to a new position (see Figure 6).

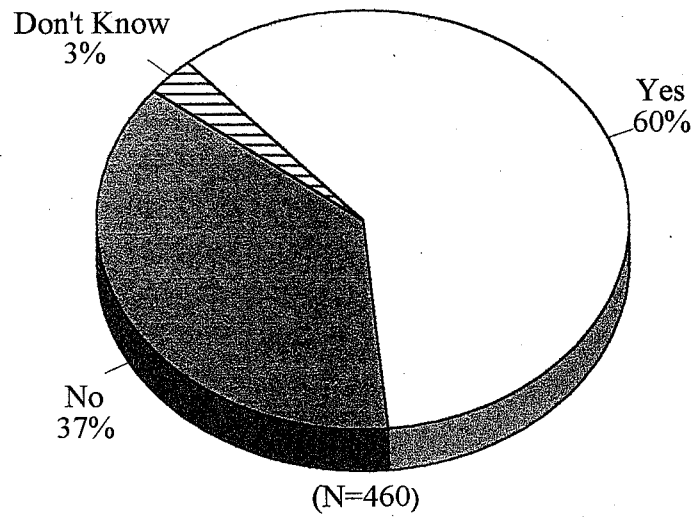


Figure 7. Whether Office Or Clerical Employees Receive Any Formal Training When They Are Promoted To A New Position

Six of ten office and clerical employees receive some kind of formal training when they are promoted to a new position (see Figure 7).

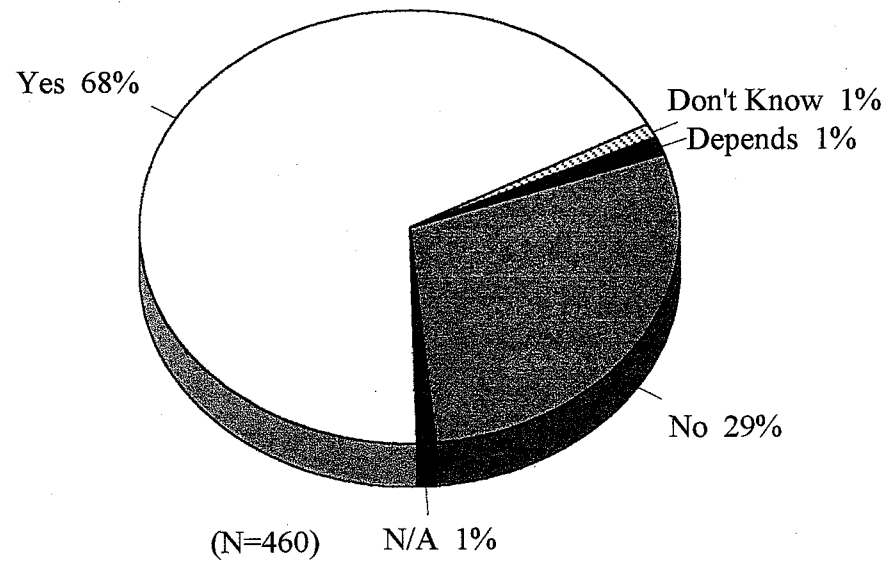


Figure 8. Whether Supervisory Or Management Employees Receive Any Formal Training When They Are Promoted To New Positions

Over two-thirds (68%) of supervisory or managerial employees receive some kind formal training when they are promoted to a new position.

Research Question Five: Do Employers Feel That There Are Skill Gaps Which Prevent Employees From Doing Their Jobs Effectively And, If So, How Are They Addressing The Problem?

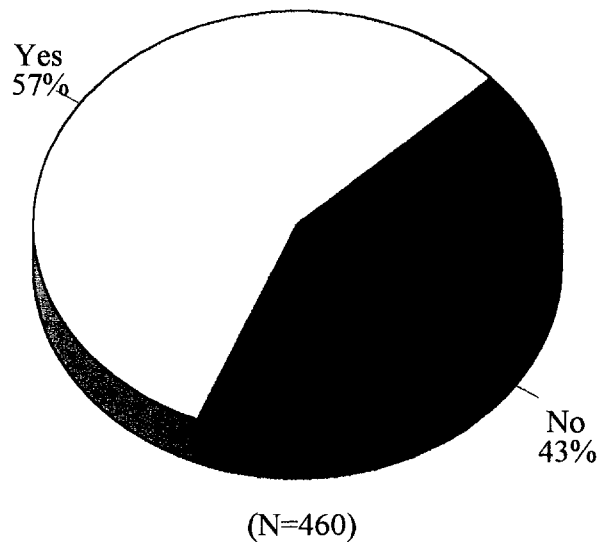
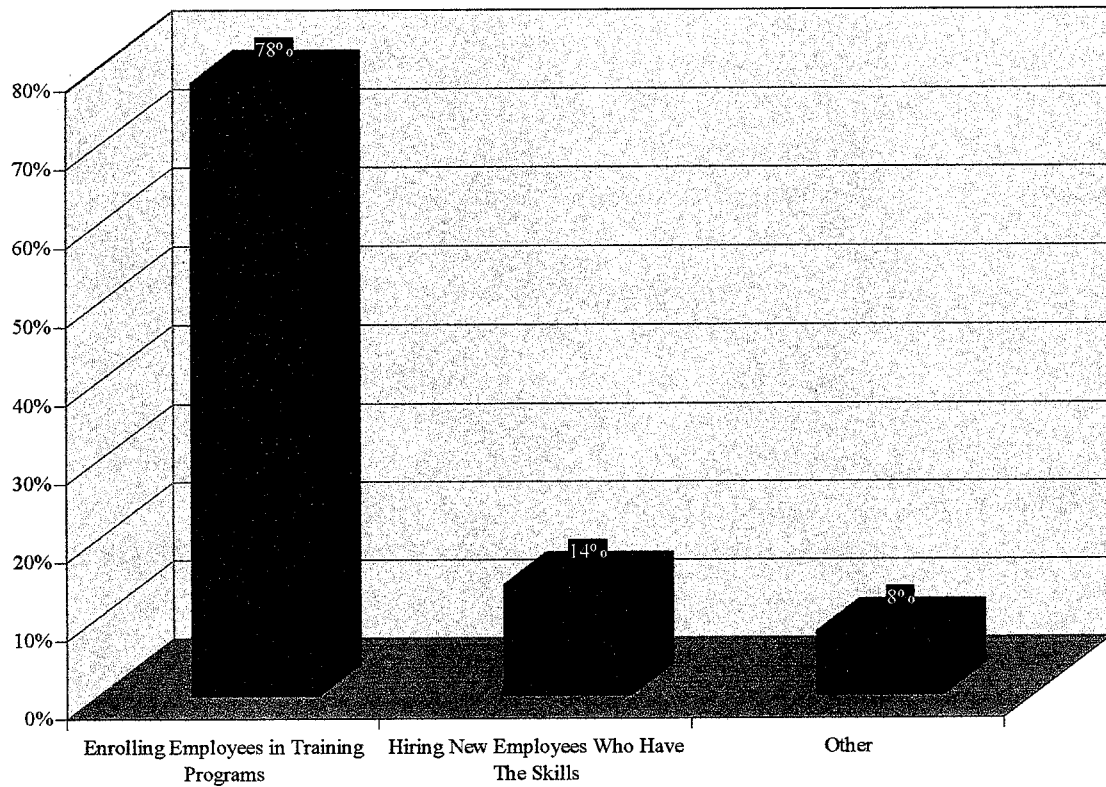


Figure 9. Whether Respondents Feel Gaps Currently Exist Between Skills Their Employees Have And Skills Their Employees Need To Do Their Jobs More Effectively

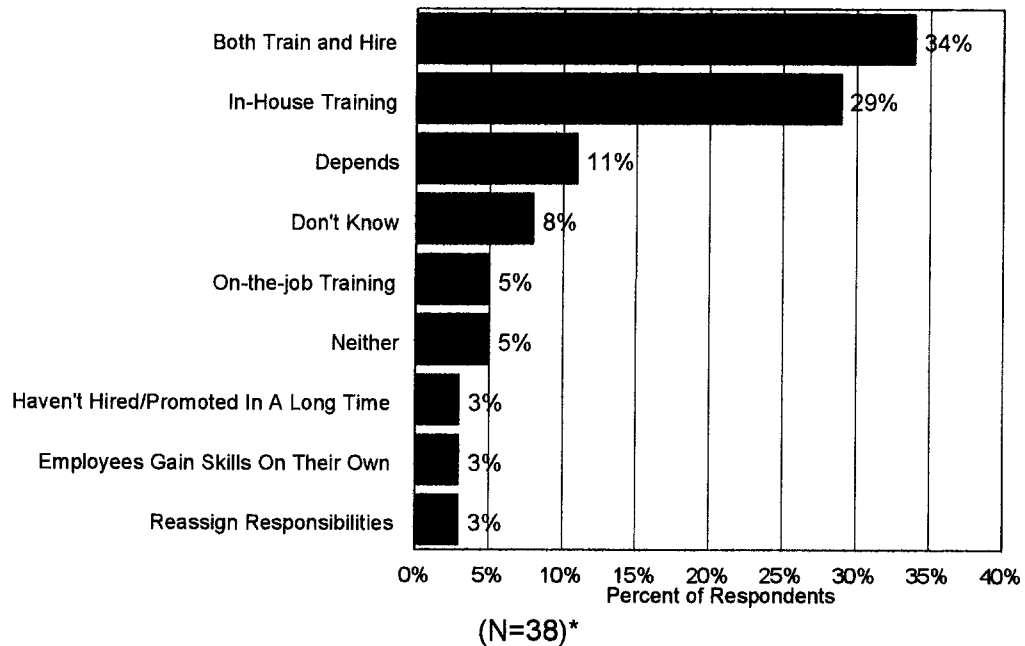
Over one-half (57%) of respondents indicated that there are currently gaps between the skills their employees have, and the skills the employers need (see Figure 9).



(N-460)

Figure 10. How Respondents' Companies Address Skill Gaps

When companies were asked how they addressed skill gaps, a vast majority (78%) indicated that they are likely to narrow the gap by enrolling their current employees in a training program (see Figure 10). Relatively few (14%) indicated that they would bridge the gap by hiring new employees who have the skills, and fewer yet (8%) indicated that they use some other means to reduce the gap.



*Only asked of respondents who mentioned their company addresses skills gaps in "other" ways.

Figure 11. Other Ways Respondents' Companies Use To Address Skill Gaps

Of the 38 respondents who indicated that they try "other" means of reducing the gap between employee skills and demands of the position, over one-third (34%) indicated that they use both the hiring of new employees and training of existing employees (see Figure 11). Approximately three of ten (29%) indicated that they provide in-house training for their employees.

Research Question Six: What Types Of Training Options Do Employers Offer
Their Employees?

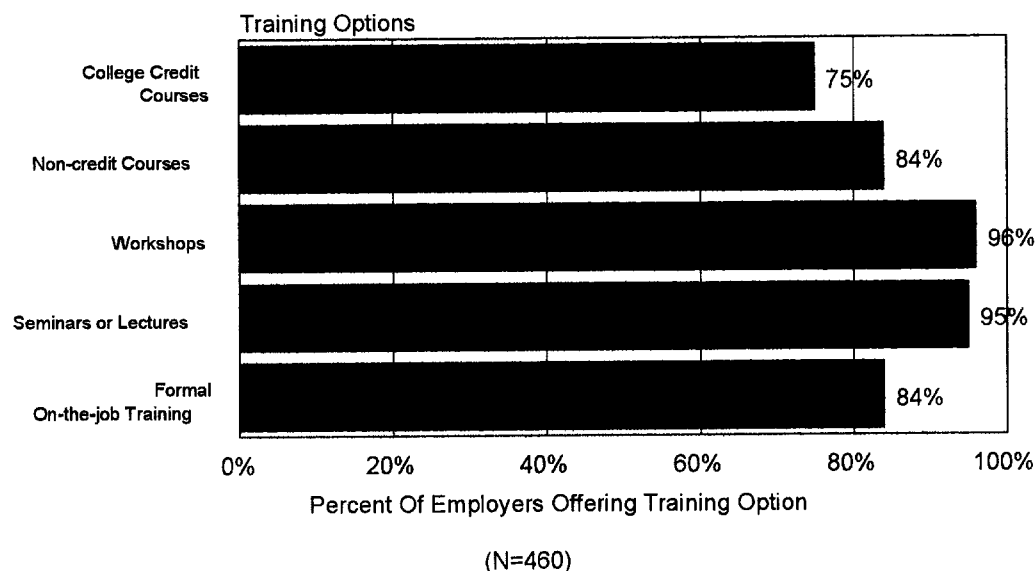


Figure 12. Whether Respondents Offer Selected Training Options To Their Employees

When asked about training options their companies provide for employees, nearly all respondents indicated that training is available through workshops (96%), while nearly as many indicated that training is available through seminars or lectures (95%) (see Figure 12). Respondents from manufacturing companies (84%) and from government agencies (84%) are more likely to offer college credit courses as a training option as compared to respondents from businesses, which are neither government agencies nor manufacturing companies (70%). Respondents from manufacturing companies (92%) and from

government agencies (89%) are more likely to offer non-credit college courses as a training option for their employees, compared to respondents from businesses which are neither government agencies nor manufacturing companies (79%).



Respondents were asked to report any other types of training their company offers to employees. Some respondents mentioned other training delivery methods their company uses, while others mentioned other content that is addressed through training. Type of training and content of training are separated in this figure to help readers differentiate between these two types of responses.

Figure 13. Other Types Of Training Programs Respondents' Companies Offer To Their Employees

When asked about other types of training which are offered to employees, one-quarter of the respondents (25%) indicated that they offer internal training, with 12 percent reporting that they provide general training about their profession (see Figure 13).

Research Question Seven: Is Tuition Reimbursement Offered As A Means To Encourage Employees To Continue Their Education?

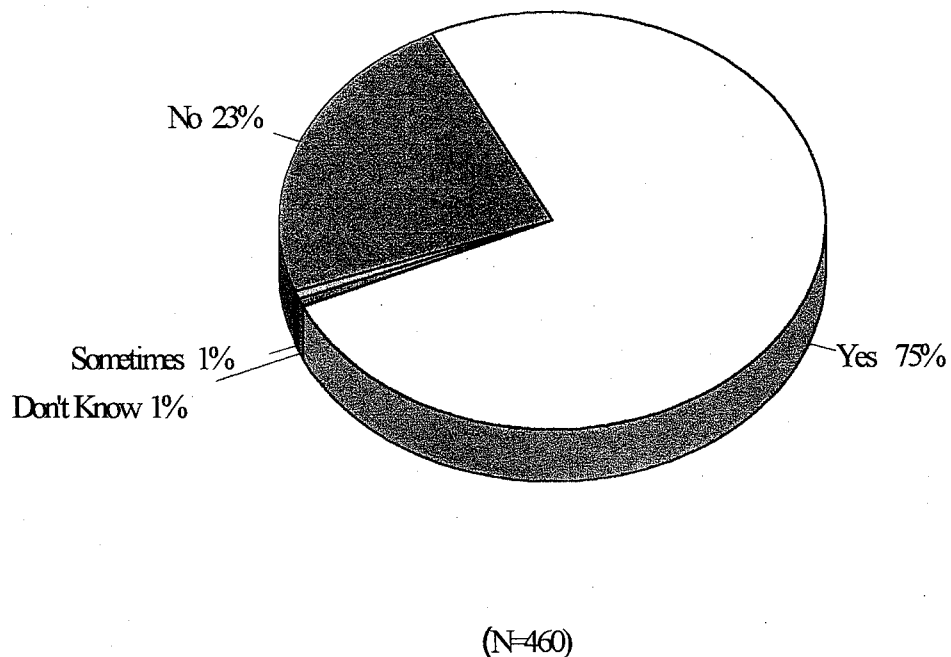
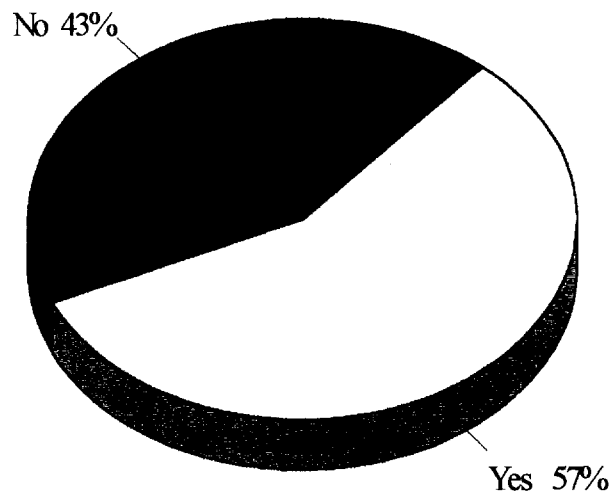


Figure 14. Whether Respondents' Companies Offer Tuition Reimbursement To Employees Who Are Continuing Their Education

Three-quarters of all respondents indicated that their companies offer tuition reimbursement to all employees who are continuing education. Respondents from manufacturing companies and government agencies indicated that their employers are

more likely to offer employees' tuition reimbursement (85% and 91% respectively) compared to employers in other businesses (67%).

Research Question Eight: What Percentage Of Employers Work With Outside Agencies To Provide Their Workforce Training Needs And What Organizations Provide The Training?

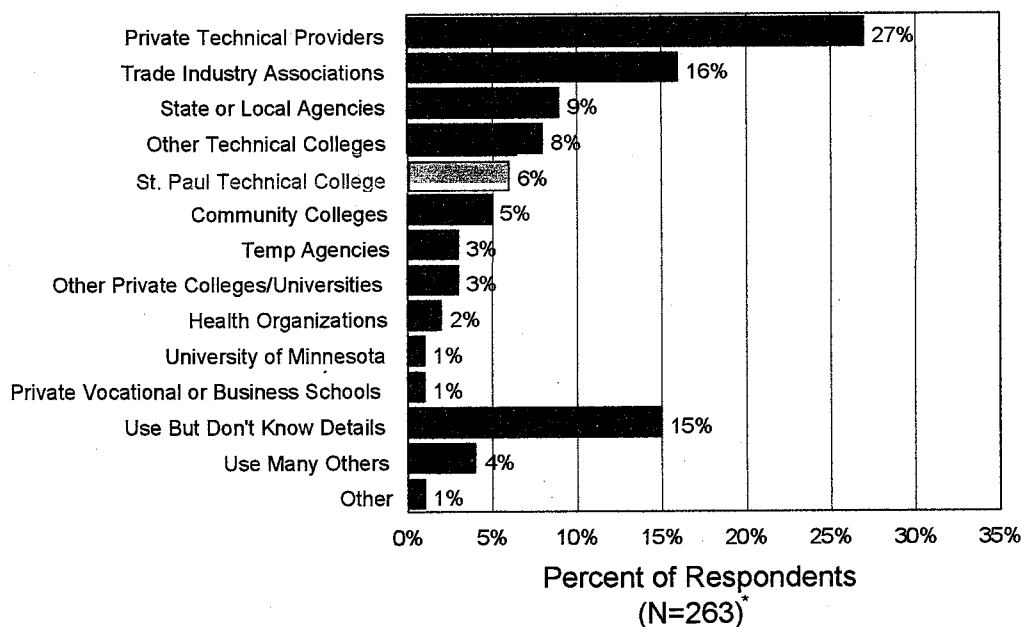


(N=460)

Figure 15. Whether Respondents' Companies Have Worked With An Outside Organization To Provide Training For Their Employees

Over half (57%) of all respondents reported that their companies have worked

with someone to provide training for their employees. Respondents from manufacturing companies and government agencies indicated that as employers they were more likely to work with an outside agency to provide training (65% and 73% respectively), compared to respondents from other types of businesses or organizations (50%).



*Only asked of respondents who mentioned their company works with training organizations.

Figure 16. Types Of Organizations Respondents' Companies Have Worked With To Provide Training For Their Employees

Of the respondents who work with outside organizations to provide training, over one-quarter (27%) have worked with private technical providers (see Figure 16). Six percent of respondents have worked with St. Paul Technical College more than any other

organization.

Research Question Nine: What Specific Features Of Outside Training Providers

Were Employers Most Satisfied?

Table 4

Satisfaction With Aspects Of Training Programs Offered By Organizations Other Than
St. Paul Technical College

	Very Satisfied	Satisfied	Netural	Dissatisfied	Very Dissatisfied	Don't Know
Quality of Training Program	32%	45%	6%	2%	0%	15%
Quality of Instructor	34%	43%	5%	0%	0%	18%
Number of Training Programs Offered	27%	45%	9%	3%	0%	16%
Flexibility of Training Programs	33%	35%	14%	2%	0%	16%
Willingness to Tailor Program to Your Needs	32%	30%	15%	4%	0%	19%
Cost of the Training Program	23%	45%	10%	3%	1%	18%
Effect of Training Program on Employee Performance	23%	48%	10%	1%	1%	17%

(N-259)*

*Only asked of respondents who have worked with an organization other than St. Paul Technical College to provide training for their employees.

Overall, respondents report that they are satisfied with most aspects of the training provided by outside organizations with whom they have worked (see Table 4). The highest ratings were given for the quality of the training program (77% very satisfied or

satisfied), and the quality of the instructor (77% very satisfied or satisfied), while willingness to tailor the program to the organization's needs received the lowest ratings (62% very satisfied or satisfied).

Research Question Ten: What Percentage Of Employers Use Job Analysis To Identify Needed Job Skills And Abilities?

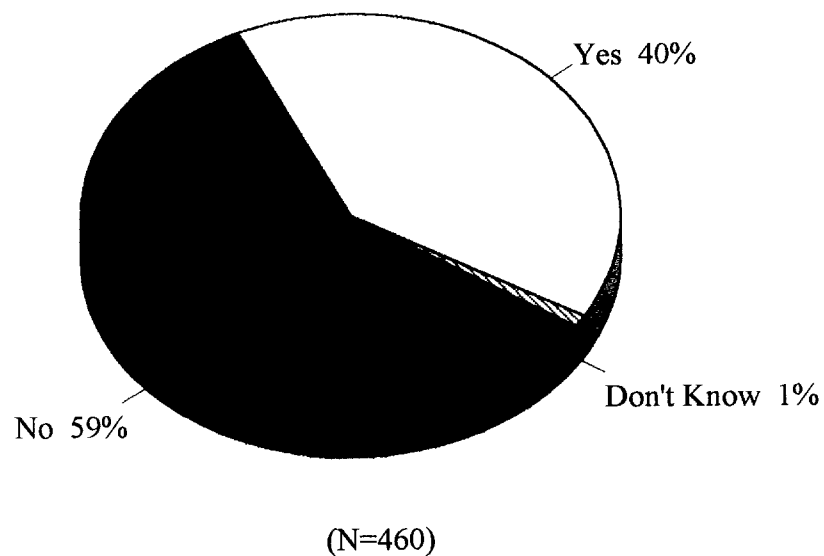


Figure 17. Whether Respondents' Companies Have Undertaken A Formal Job Analysis Process That Identified Needed Skills And Abilities

Four out of 10 respondents indicated that their company has undertaken a formal job analysis process that identifies skills and abilities that are necessary to perform various positions (see Figure 17). More than half (59%) have not undertaken a formal job analysis process.

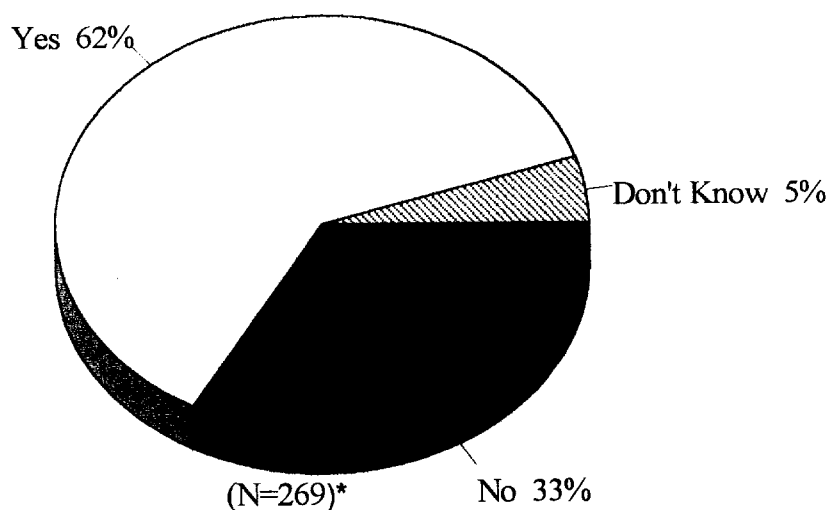
Table 5

Types Of Job Analysis Measures Used By Companies To Identify Skills And Abilities Necessary To Perform Various Job Positions

Type Of Job Analysis Measure Used	Respondents
Job Analysis/Job Description	53%
Subjective/We Do It Ourselves	12%
An In-House System That Assigns Pay Grades	9%
None As Yet/We Are Working On It	3%
No One Specific Way/No One Special	3%
Haye Point System	3%
Basic Job Skills/Basic Math	3%
Education Requirements	2%
ISO9000	2%
Consultant Came In	2%
Time Spent Profile (TSP)	2%
Skills Search	2%

Companies appear to have little in common with each other when choosing

specific job analysis measures. The most common type of assessment is based upon the job analysis and/or job description. Table 5 shows all measures cited by at least two respondents as being used in their companies.



*Only asked of respondents who work for companies that have not undertaken a formal job analysis process.

Figure 18. Whether Respondents Believe A Formal Job Analysis Would Better Allow Them To Match Individuals With Jobs

Nearly two-thirds (62%) of the respondents who are employed by companies that do not currently use a job analysis believe that a formal job analysis would allow their company to better match individuals to jobs (see Figure 18).

Research Question Eleven: Are Employers Using Job Skills Testing And/Or Assessments In The Hiring Process And If So, What Kinds Of Tests And/Or Assessment Are Used And Who Administers Them?

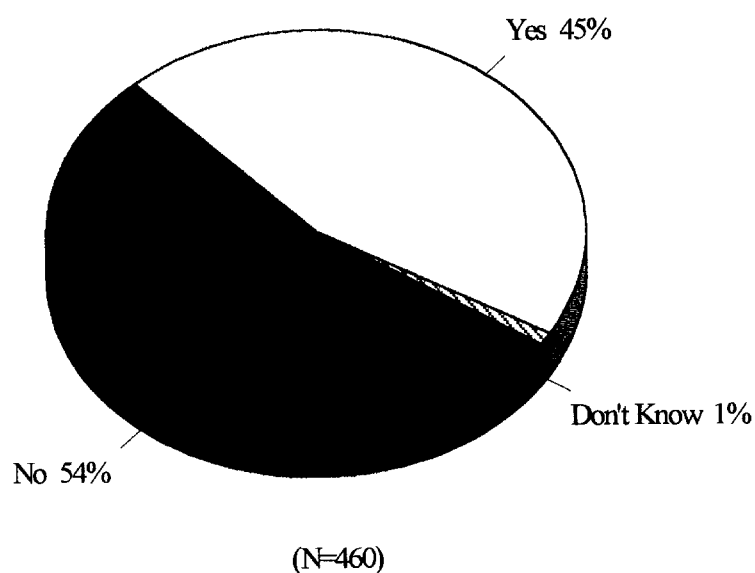
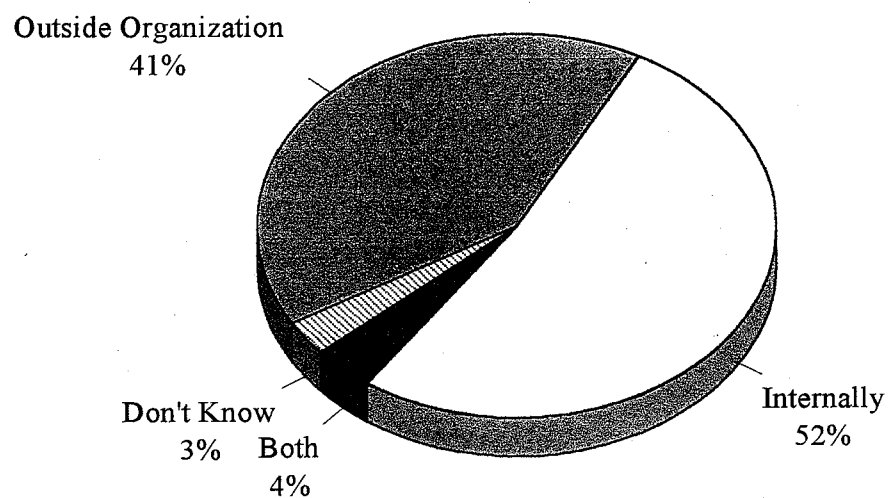


Figure 19. Whether Respondents' Companies Use Any Type Of Candidate Job Skills Testing When Making Hiring Decisions

Nearly half (45%) of the respondents reported that their companies use some type of candidate job skills testing when making hiring decisions, although more than half (54%) do not currently use any form of testing. A greater percentage of respondents from government agencies (77%) indicated that their employers are more likely to use candidate

job skills testing than respondents from manufacturing companies (41%) and other non-government, non-manufacturing businesses (38%).

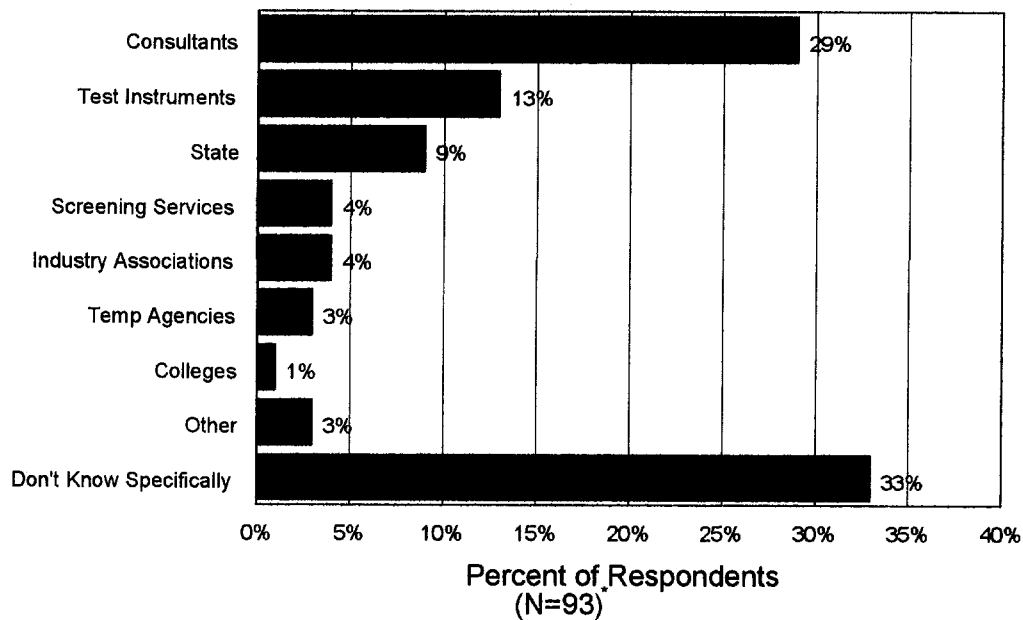


(N=206)*

*Only asked of respondents who work for companies that use candidate job skills testing when making hiring decisions.

Figure 20. Whether Candidate Job Skills Testing Was Developed Internally Or With Assistance From An Outside Organization

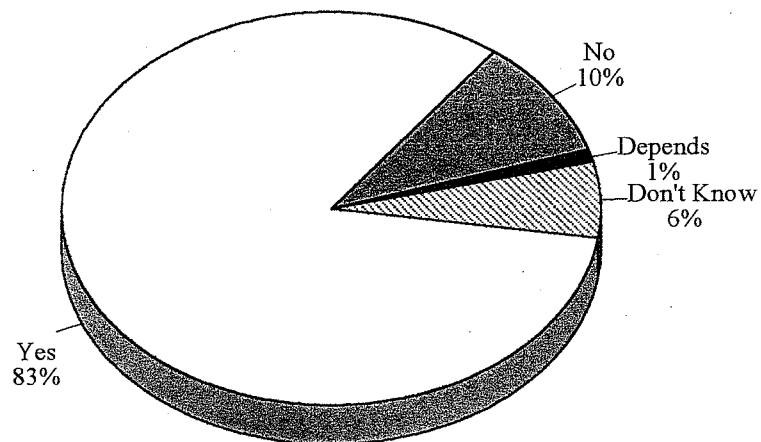
Companies that use candidate job skills testing tend to test both internally (52%) and through outside organizations (41%) (see Figure 20).



* Only asked of respondents who mentioned their company uses an outside organization for candidate job skills testing.

Figure 21. Types Of Other Organizations That Have Provided Candidate Job Skills Testing For Respondents' Companies

Of the respondents who have hired outside organizations to help with candidate job skills testing, they have most often chosen consultants (29%) and test instruments (13%) (see Figure 21).

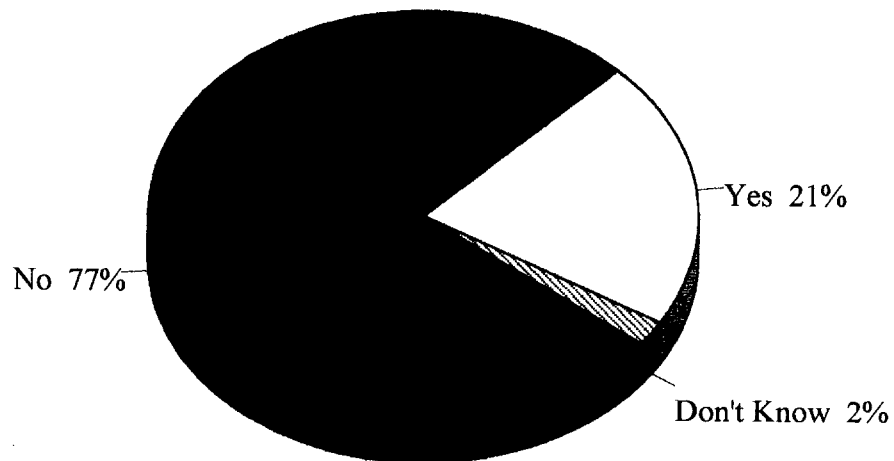


(N=206)*

*Only asked of respondents who work for companies that use candidate job skills testing when making hiring decisions.

Figure 22. Whether Respondents Feel That Candidate Job Skills Testing Has Been Effective In The Selection Of Qualified People For Their Company

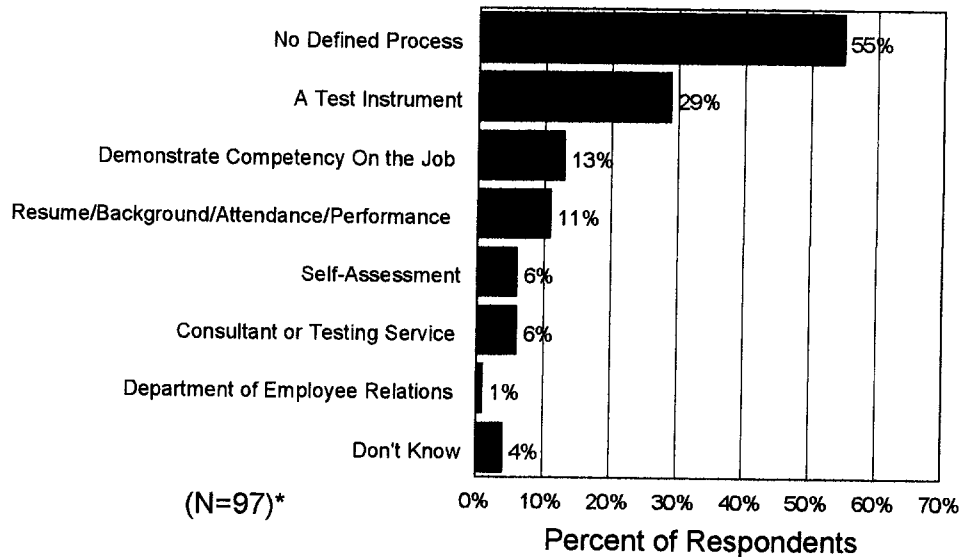
More than eight out of ten (83%) respondents who have used candidate job skills testing believe it has been effective (see Figure 22).



(N=460)

Figure 23. Whether Respondents' Companies Use An Employee Assessment Measure When Matching Job Competencies To Skill Levels Of Current Employees

More than three-quarters (77%) of respondents indicated that their companies do not use employee measures when matching job competencies to skill levels of current employees (see Figure 23).



*Only asked of respondents who mentioned their company uses employee assessment measures for matching job competencies to skill levels of current employees.

Figure 24. Other Employee Assessment Measures Used By Respondents' Companies For Matching Job Competencies To Skill Levels Of Current Employees

Of the 97 respondents who indicated that their companies use an employee assessment measure when matching job competencies to skill levels of current employees, a majority (55%) do not have any defined, set process (see Figure 24). Less than one-third (29%) use some form of a test instrument to assist in the matching process.

Research Question Twelve: In a Period of Unprecedented Low Unemployment,
What Are Employees Doing to Retain Employees?

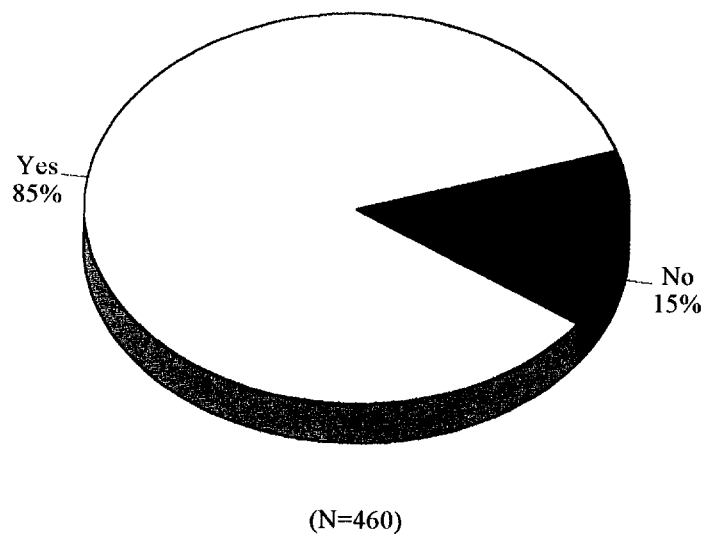
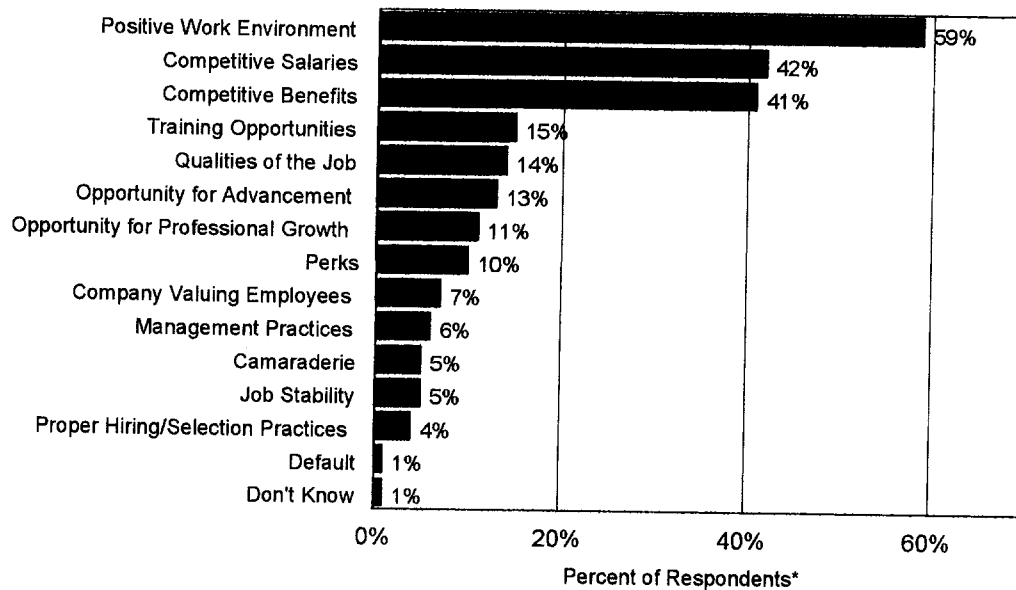


Figure 25. Whether Respondents Feel That Their Company Does A Good Job Retaining Qualified Employees

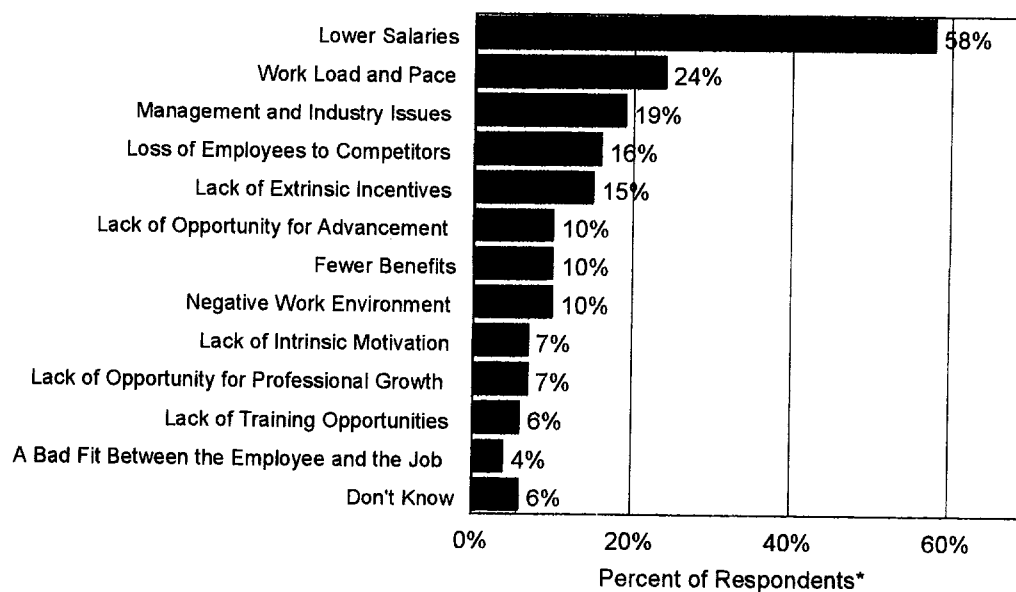
A vast majority (85%) of respondents believes that their company does a good job in retaining qualified employees.



*Percentages are based on the 391 respondents who indicated that they believe their company does a good job in retaining qualified employees.

Figure 26. Contributing Factors To Be Successful In The Retention Of Qualified Employees

The most frequently cited factor which respondents believe contributes to the retention of qualified employees is a positive work environment (59%). According to the respondents, other major contributing factors are competitive salaries (42%) and competitive benefits (41%) (see Figure 26).



*Percentages based on the 67 respondents who indicated that they believe their company does not do a good job in retaining qualified employees.

Figure 27. Contributing Factors To The Loss Of Qualified Employees

By far, the most frequently cited factor that respondents believe contributes to the loss of qualified employees is lower salaries (58%). Other reasons include workload and pace (24%), management and industry issues (19%), loss of employees to competitors (16%), and lack of extrinsic incentives (15%) (see Figure 27).

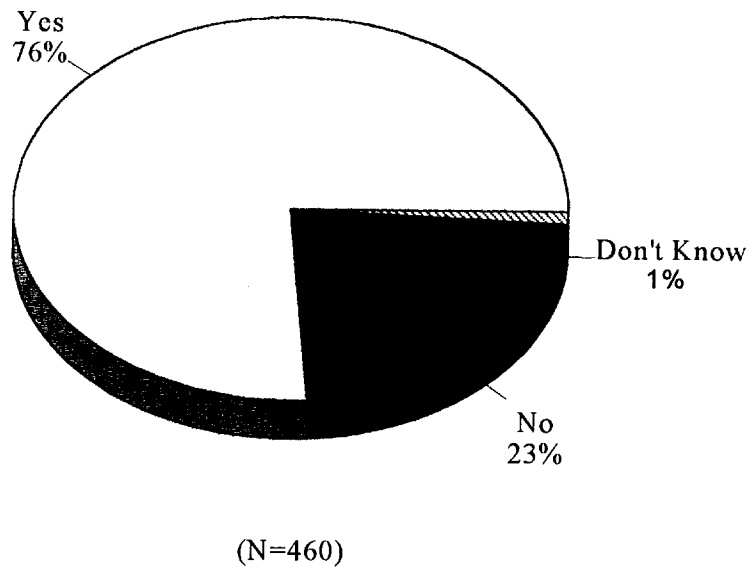
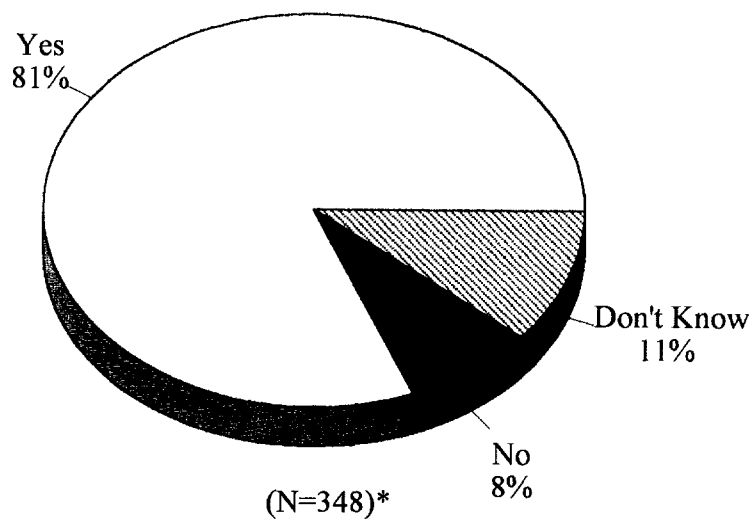


Figure 28. Whether Respondents Feel That Their Company Views Training As A Tool For Employee Retention

More than three-quarters (76%) of the respondents feel that their company views training as a tool for employee retention (see Figure 28).



*Only asked of respondents who believe that their company views training opportunities as a tool for employee retention.

Figure 29. Whether Respondents Feel That Training Opportunities Have Been A Successful Tool For Retention By Their Company

Of the 348 respondents who are employed by companies that feel training opportunities are a good retention tool, more than three-quarters (81%) believe that training opportunities have actually contributed to employee retention.

Research Question Thirteen: What Reputation Does St. Paul Technical College Have In The Workforce Training Marketplace, What Experience Have Employers Had With The College, And What If Any Influence Does This Reputation Have On Employers Likelihood Of Doing Business With The CTAC?

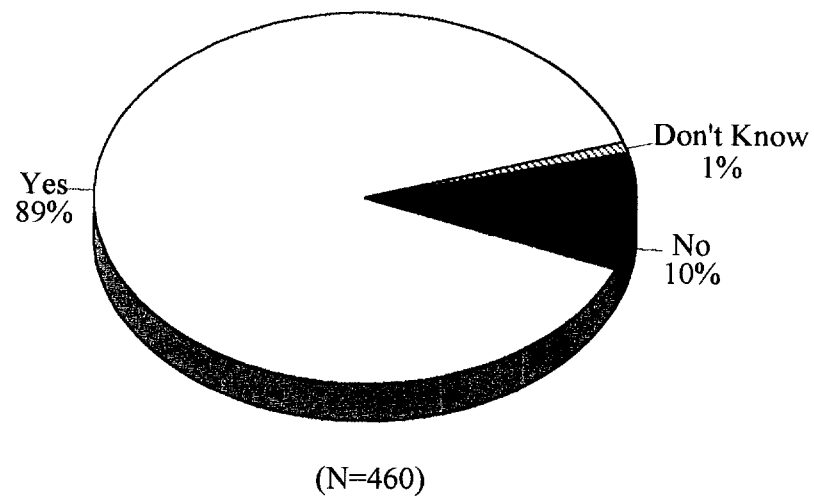


Figure 30. Whether Respondents Have Heard Of St. Paul Technical College

Nearly all (89%) of the respondents have heard of St. Paul Technical College; only ten percent have not heard of the college (see Figure 30).

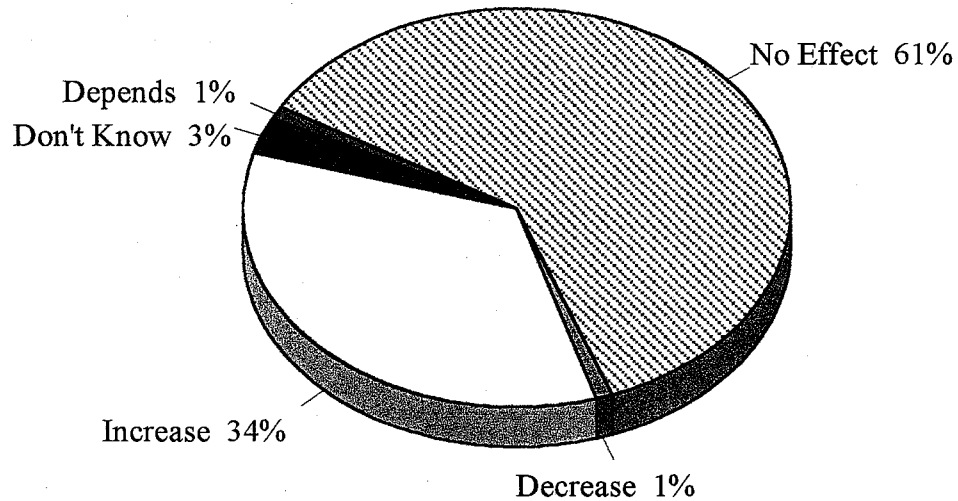


Figure 31. Effect Of The Corporate Training and Assessment Center's Relationship With St. Paul Technical College On Respondents' Likelihood Of Doing Business With Them

Most respondents (61%) indicated that the Corporate Training and Assessment Center's relationship with St. Paul Technical College would have no effect on their likelihood of doing business with them. Over one-third (34%) indicated that it would increase their likelihood of doing business with them, while only one percent said it would decrease the likelihood. Verbatim responses may be found in Appendix D.

Table 6

Satisfaction With Aspects of St. Paul Technical College's Training Programs

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Don't Know
Quality of Training Program	24%	58%	4%	2%	0%	12%
Quality of Instructor	24%	50%	6%	2%	0%	18%
Number of Training Programs Offered	12%	44%	20%	6%	2%	16%
Flexibility of Training Schedules	28%	38%	16%	2%	0%	16%
Willingness to Tailor Program to Your Needs	20%	36%	16%	4%	2%	22%
Cost of the Training Program	28%	44%	8%	2%	0%	18%
Effect of Training Program on Employee Performance	18%	56%	8%	0%	0%	18%

Most of the respondents from companies who have received training from St. Paul Technical College are positive about their experience, with satisfaction ratings ranging from 56% to 82% combined (very satisfied/satisfied) for each aspect (see Table 6). Quality of training is the aspect with which the largest number of people are satisfied.

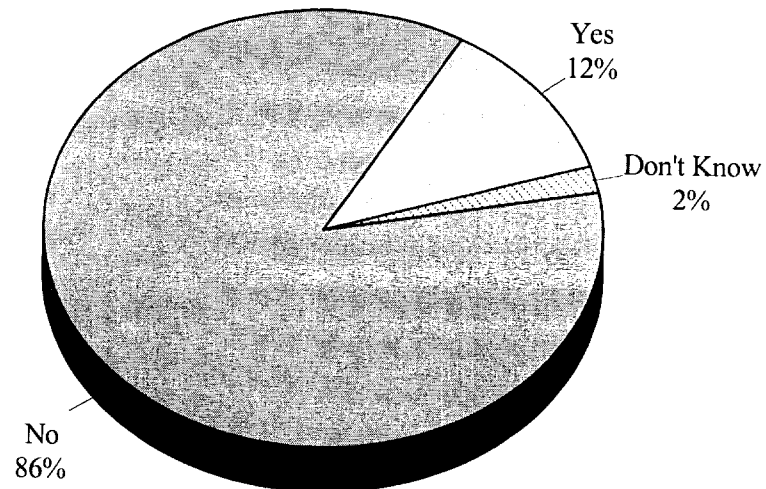


Figure 32. Effect Of The Corporate Training And Assessment Center's Relationship With St. Paul Technical College On Respondents' Likelihood Of Doing Business With Them

A small portion of the respondents (12%) who have heard of St. Paul Technical College reported that their companies have worked with St. Paul Technical College to provide training for their employees (see Figure 32).

Summary

A review of current literature affirms that technical and community colleges are increasingly looked to as the preferred providers of workforce training and assessment services. However, increasing competition from private training providers has created a sense of urgency among two-year public colleges conducting workforce training to begin to re-engineer themselves and begin treating the employer as a customer. Customized training services at many colleges are a multi-million dollar business and should be treated as a business venture. The keys to a successful customized workforce training program hinges on responsiveness to the employers' requests, flexibility of program design and delivery, and the quality of its instructors.

Increasingly, employers find that job applicants do not have the needed skills necessary to meet employer expectations. Employers state that the most sought-after skills are those in math, reading and computer skills. The employer community is unaware in many cases of the variety of training the two-year public colleges can provide. They often associate the two-year colleges, especially technical colleges, with trade area vocational skills. Often overlooked is the vast array of other programs available that meet employer needs. Employers and colleges need to have increased dialog to allow the two-year colleges to gain better insight into the ever-changing employer workplace training needs.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to provide quantitative data to the Corporate Training and Assessment Center, a division of St. Paul Technical College, to determine if current course offerings in workforce development meet the needs of industry and what, if any, changes in curriculum are needed to address those needs. The need for the study was clear from an institutional perspective. Decreased funding from MnSCU for customized training matching funds created an urgency to review current program offerings in workforce training to better align those offerings with the needs of the employer community.

The college sought to better understand the needs of the employers and what services or features the employers seek in a training provider. This knowledge will enable the college to better market services to the employer and meet the high employer expectations for responsiveness, flexibility and the need for quality instructors. The literature also clearly articulated the challenge community and technical colleges face in doing business with business. Employers are used to dealing with other businesses in a competitive market (Eisen, 1997; Hough, 1994; Oregon Business Council, 1996; Shaw, 1997). Competition drives companies to perform, and if they do not perform, they fail. In education, there is no sense of urgency that if competition is strong, they [the college] will go out of business.

Conclusions

The need for employer-contracted workforce training is strong, as is the likelihood for continued strong growth for the public two-year colleges, according to the literature. To better meet the increasing needs of the employer, many colleges will find it necessary to undertake a major re-engineering of the way in which they do business. Customer service is a key element to success, and for colleges such as St. Paul Technical College to thrive in this market, they must fundamentally change the way they market to employers. One of the key areas of expertise of the Corporate Training and Assessment Center is its ability to conduct extensive job profiles and create employee skills assessments based upon the profile. This greatly enhances the employer's ability to select or promote the right candidate and aids in properly describing job descriptions, competency requirements and performance criteria. According to the survey results, only 40 percent of organizations have done formal job analyses. More than one-half have not done job analysis, and most of those who have not believe it would be helpful. Therefore, a potential market exists for the center.

Most (83%) of employers surveyed use skills testing with job applicants and believe it is effective in helping them select qualified applicants. Therefore, there may be a large potential market among the companies who do not currently use skills testing. Companies have done little in using formal employee assessment to match job competencies to the skill level of their current employees. Most companies do not use any measure, and most of those who do have no defined process. This is a key market for

the Corporate Training and Assessment Center to penetrate.

There is a continued need for workforce training, with nearly one-half of the respondents indicating that they will have a specific training need within the next six months. As fewer applicants are available in the current labor pool, their skill levels are very deficient. The most prevalent type of skills which are lacking in applicants for production, assembly line, or manufacturing-level positions are specific skills needed in their occupation (e.g., welding, die-cast, etc.). The greatest skill need in office or clerical applicants is for computer skills, while supervisory or management applicants could use training in communications and people skills. These may be areas upon which the Corporate Training and Assessment Center may want to focus when planning future training programs.

From survey results, St. Paul Technical College is recognized by 90 percent of the respondents. Therefore, the Corporate Training and Assessment Center may wish to use this name recognition, while at the same time trying to enhance the public's image of its breadth and depth of training and assessment. The Corporate Training and Assessment Center's relationship with St. Paul Technical College is not seen as having a negative effect on the likelihood of a company choosing them to help with their training needs, and has a positive effect to many people. Therefore, the relationship can be used as a benefit in marketing to prospective clients.

For the most part, organizations surveyed were satisfied with the training they have received, regardless of who provided it. Therefore, the Corporate Training and

Assessment Center needs to find a way to differentiate itself from others, or offer training which is perceived to provide more value. Organizations do seem to want flexibility in training schedules and training programs tailored toward their skill needs. By filling these desires, the Center may increase demand for its services. While according to the survey research, St. Paul Technical College is best known for training related to computer skills, it is important for the Corporate Training and Assessment Center to maintain the quality and awareness of computer skills training, and it may be beneficial to increase public awareness of other services and training they offer.

Research Question Number One: Do the skills of job applicants match the needs of the employer?

The most commonly identified skill lacking in applicants for manufacturing, clerical, and management positions, as identified by the employer, were communications and people skills. Managers and supervisors were most lacking in these skills. Additional training courses emphasizing interpersonal communications skills, conflict resolution, and consensus building will be developed and targeted to managers and supervisors in all market segments.

Research Question Number Two: Is the available labor pool sufficient to meet current and future workforce needs?

It was clearly identified by employers that a majority felt that there was an insufficient labor pool among the three groups of applicants. Although the CTAC is not in a position to help employers recruit employees, it can assist them in providing them

training plans as an incentive to potential applicants. A vast majority of employers feel that training is a valuable retention tool for existing employees as is evidenced by a 76% positive response to research question number twelve. Training incentives could also be a valuable tool in attracting new employees as well as retaining them.

Research Question Number Three: Do employers budget for training and, if so, what percentage is allocated for production related, office/clerical, supervisory, and management positions?

Only slightly more than one-half of the employers surveyed indicated that they had a defined training budget. Of the 52% of the respondents that had defined a training budget, most were in the government and public sector market. Only 35% of manufacturing companies responded that they had budgeted for training.

Research Question Number Four: Is training provided to employees when promoted?

There was consistency in the respondents' answers to this question with regards to manufacturing and clerical positions, with 59% to 60% respectively, answering in the positive. In management positions, there was more emphasis on providing additional training after promotion, with 68% of respondents answering positively. It is, therefore, recommended that job profiling may be an area that the CTAC should target to the employers not currently providing the additional training to employees. With the use of SHL or ACT Work Keys, skill requirements can be identified and skill gap analysis can be conducted to more clearly define whether or not the newly promoted individual has the

necessary skills for the increased responsibilities of their new position, and what type of training intervention may be employed to address the skill gap.

Research Question Number Five: Do employers feel that there are skill gaps which prevent employees from doing their job effectively, and if so, how are they addressing the problem?

Nearly half of the respondents felt that skill gaps did not prevent their employees from doing their jobs effectively. Of the 57% of the respondents who answered positively to this question, 78% addressed the skill gaps by enrolling employees in a training program.

Research Question Number Six: What types of training options do employers offer their employees?

A vast majority (>75%) either use college credit based courses, non-credit based courses, workshops and seminars. Only 25% of respondents use internal training, and further research is needed to identify the demographics of those respondents and their specific need for training.

Research Question Number Seven: Is tuition reimbursement offered as a means to encourage employees to continue education?

A vast majority of respondents (75%) indicated that they did offer tuition to employees as an encouragement for them to further their education. However, manufacturing companies and government agencies were even more likely to offer reimbursement compared to business. Further research is needed to identify the issues of

why 23% of the employers currently do not provide tuition reimbursement to their employees for training.

Research Question Number Eight: What percentage of employers work with outside agencies to provide their workforce training needs and what organizations provide the training?

Although well over one-half (57%) of the respondents indicated that they used outside agencies to provide training to their employers, only 19% indicated that they used technical or community colleges. Of the 19%, however, nearly one-third used the CTAC for training. Clearly, private training providers and trade associations provide the majority (43%) of the training as indicated by the respondents' answers.

Research Question Number Nine: What specific features of outside training providers were employers most satisfied?

This question was specifically developed to identify what, if anything, CTAC competitors were doing that was identified by employers as particularly well done. Generally there was little, if anything, with which the employers reported they were either very dissatisfied or dissatisfied. The three most favorable areas were the quality of the programs, quality of the instructor, and the number of courses offered. There was nothing that was uniquely different, and the vast majority of respondents were satisfied with all aspects of training programs offered by CTAC competitors.

Research Question Number Ten: What percentage of employers use job analysis to identify needed job skills and abilities?

Nearly 60% of the respondents indicated that they did not use job analysis in identifying needed job skills and abilities of their employees. Clearly, if employers have not conducted job and task analysis, it is difficult for them to know whether or not their employees have the necessary skills and abilities to perform effectively in their current or future positions within the organization. This could explain the 43% of the respondents in research question number five who believe that their employees are not lacking the appropriate skills to do their jobs effectively.

Research Question Number Eleven: Are employers using job skills testing and/or assessment in the hiring process and, if so, what kinds of tests and/or assessment are used and who administers them?

Consistent with research question number ten, over one-half of the employers are not using any form of job applicant skills assessment or testing in the hiring process. And of the 45% who do use testing and assessment, over one-half of them indicated that it was developed internally. Although not part of the study, the validity of internally developed instruments is unknown and requires further research. Only 1% of the employers who responded positively to the question of using applicant skills assessment and testing use colleges to administer the testing, compared to 29% who use private consultants and 13% who use standardized instruments.

Research Question Number Twelve: In a period of unprecedented low unemployment, what are employers doing to encourage job retention?

A vast majority (85%) of employers feel that they are doing a good job of

retention of employees, with 81% of them believing that providing training has been a valuable tool in employee retention. These statistics could be used in marketing ads to employers to emphasize the value to the employer of providing additional training as part of their overall compensation package and employee retention plan.

Research Question Number Thirteen: What reputation does St. Paul Technical College have in the workforce training marketplace, what experience have employers had with the college, and what, if any, influence does the reputation have on employers' likelihood of their doing business with the CTAC?

Name identity is hard to attain, and companies spend millions to gain “brand awareness” in the marketplace. Respondents indicated that St. Paul Technical College had a nearly 90% name recognition factor in the seven county metropolitan area. The value of this name recognition is incalculable and, therefore, the CTAC should not try to create a separate name identity from the college in its advertising, but take advantage of its association with the college in all forms of advertising. The cost and time required to create the same level of name recognition for the CTAC as the college is prohibitively expensive and impractical given the CTAC’s current \$100,000 advertising budget.

Recommendations

1. Very little print media advertising is currently done by the CTAC as compared to the private sector training providers. It is recommended that a larger percentage of the advertising dollars budgeted by the CTAC be applied to widely distributed business publications serving the market area. Journals such as Twin City Business Weekly,

Corporate Report and Minnesota Monthly are three widely read business related outlets for CTAC image ads.

2. Further research needs to be done to identify if the same group of employers represented in the 43% group in research question number five are also present in the 60% of respondents who indicated that they did not conduct job analysis.

3. Repeat the study in three years, or sooner if employment conditions substantially change.

4. If the study is replicated, it is recommended that the entire employer population base is sampled instead of selected SIC codes. This will provide a wider view of the conditions existing in the employer base and further statistical research can be conducted on targeted groups within the population if additional granularity is required.

5. If the study is replicated, a smaller sample of the population can be utilized to maintain statistical validity. This would reduce the time required to conduct the survey, while not affecting the significance of the outcome.

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Appendix A
Survey Instrument

ST. PAUL TECHNICAL COLLEGE TRAINING NEEDS ASSESSMENT SURVEY

ASK FOR HUMAN RESOURCES DEPARTMENT.

LOCATE PERSON MOST RESPONSIBLE FOR HIRING AND TRAINING DECISIONS.

Hi, this is _____ and we are conducting a study for St. Paul Technical College on employee training needs in the Metro Area. This research is paid for in part by a grant from the Minnesota State College and University System and will be used to improve the quality of adult training services to local companies. St. Paul Technical College is offering a certificate for one free computer training course for your participation in this study.

This study will only take a few minutes. Would this be a good time? [IF NO, SET UP A TIME]

HIRING

1. Do you have production, assembly line or manufacturing-level positions at your company?
 - Yes
 - No [SKIP TO Q4]

2. When hiring for these positions at your company, do you feel that there are enough qualified applicants from which to make a selection?
 - Yes
 - No → What specific skills do you feel the applicants are lacking? _____
 - _____
 - _____
 - _____

3. When these employees are promoted into new positions, do they receive any formal training in addition to on-the-job training to develop skills that they need for their new positions?
 - Yes
 - No

HIRING (Cont.)

4. When hiring for office or clerical positions at your company, do you feel that there are enough qualified applicants from which to make a selection?

Yes

No → What specific skills do you feel the applicants are lacking? _____

5. When these employees are promoted into new positions, do they receive any formal training in addition to on-the-job training to develop skills that they need for their new positions?

Yes

No

6. When hiring for supervisory or management positions at your company, do you feel that there are enough qualified applicants from which to make a selection?

Yes

No → What specific skills do you feel the applicants are lacking? _____

7. When these employees are promoted into new positions, do they receive any formal training in addition to on-the-job training to develop skills that they need for their new positions?

Yes

No

TRAINING

8. Do you have an allocated training budget?
- Yes → Approximately what percentage of your training budget is geared toward training: [DO NOT READ 8a. IF Q1 IS "NO". OTHERWISE, READ 8a. THROUGH 8c. TOTAL SHOULD EQUAL 100%]
- a. production and assembly line workers? _____ %
- b. office/clerical workers? _____ %
- c. management/supervisors? _____ %
- No
- Don't know
9. Do you feel that there are currently gaps between the skills your employees have and the skills your employees need to do their jobs effectively?
- Yes → How do you measure these gaps in your employees' skills? _____
- _____
- _____
- No
10. How does your company address skill gaps when they occur? Are you more likely to try to narrow the gap by enrolling your current employees in a training program or hiring new employees who already have the skills? [CHECK ONLY ONE]
- Enrolling current employees in a training program
- Hiring new employees who already have the skills
- [DO NOT READ] Other (specify) _____
11. I am going to read a list of training options, and I would like you to tell me if you would make these types of training programs available to your employees: [READ a. through f. CIRCLE ONE ANSWER FOR EACH.]
- | | | |
|-------------------------------|---|---|
| a. College credit courses | Y | N |
| b. Non-credit courses | Y | N |
| c. Workshops | Y | N |
| d. Seminars or lectures | Y | N |
| e. Formal on-the-job training | Y | N |
- f. What other types of training do you offer to your employees? _____
- _____
12. Do you offer tuition reimbursement to employees who are continuing their education?
- Yes
- No

TRAINING (Cont.)

13. Has your company worked with an organization to provide training for your employees?

Yes → What is the name of the training organization you do the greatest amount of business with?

St. Paul Tech → What is the name of the training organization you do the next greatest amount of business with? [IF ONLY ST PAUL TECH, SKIP TO QUESTION 15] _____

Other → _____

No [SKIP TO QUESTION 15]

14. I would like to ask you some questions regarding your satisfaction with [COMPANY MENTIONED IN QUESTION 13]. Please tell me if you are very satisfied, satisfied, neutral, dissatisfied or very dissatisfied with the following aspects. First is: [READ 14a. to 14g. ROTATE.]

	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Neutral</u>	<u>Dissat.</u>	<u>Very Dissat.</u>	<u>Don't Know</u>
a. The quality of training programs offered?	VS	S	N	D	VD	DK
b. The quality of the instructors?	VS	S	N	D	VD	DK
c. The number of training programs offered?	VS	S	N	D	VD	DK
d. The flexibility to provide training around your schedule?	VS	S	N	D	VD	DK
e. The willingness to tailor programs to meet your needs?	VS	S	N	D	VD	DK
f. The cost of the training program?	VS	S	N	D	VD	DK
g. The effect training has had on employee performance?	VS	S	N	D	VD	DK

ASSESSMENT

15. Has your company undertaken a formal job analysis process that identifies skills and abilities that are necessary to perform various positions?

Yes → What types of job analysis measures did you use? [PROBE FOR A NAME] _____

No → Do you believe a formal job analysis, which matches job position needs with the skills of prospective or current employees, would allow you to better match individuals with jobs?

Yes No

16. Do you currently use any type of candidate job skills testing when making a hiring decision?

Yes → Did you develop this internally or with assistance from an outside organization?

Internally

Outside organization → What is the name of the organization you worked with?

→ Has job skills testing been effective in the selection of qualified people for your company?

Yes → Why do you think it has been effective? _____

No → Why do you think it has not been effective? _____

No

17. Do you currently use any type of employee assessment measure when matching job competencies to skill levels of current employees?

Yes → What types of assessment measures do you use? [PROBE FOR A NAME] _____

No

18. Do you anticipate any specific training needed in your industry that needs to be addressed within the next six months?

Yes → What types of training will need to be addressed? _____

No

RETENTION

19. Do you feel your company does a good job in retaining qualified employees?

Yes → What has contributed to your success in retaining qualified employees? [DO NOT READ LIST. CHECK ALL MENTIONS.]

- | | |
|--|--|
| <input type="checkbox"/> Competitive salaries | <input type="checkbox"/> Training opportunities |
| <input type="checkbox"/> Competitive benefits | <input type="checkbox"/> Opportunity for advancement |
| <input type="checkbox"/> Positive work environment | <input type="checkbox"/> Opportunity for professional growth |
| <input type="checkbox"/> Other _____ | |

No → What are the main factors that cause you to lose qualified employees? [DO NOT READ LIST. CHECK ALL MENTIONS.]

- | | |
|--|--|
| <input type="checkbox"/> Lower salaries | <input type="checkbox"/> Lack of training opportunities |
| <input type="checkbox"/> Fewer benefits | <input type="checkbox"/> Lack of opportunity for advancement |
| <input type="checkbox"/> Negative work environment | <input type="checkbox"/> Lack of opportunity for professional growth |
| <input type="checkbox"/> Other _____ | |

20. Does your company view providing training opportunities as a tool for employee retention?

Yes → Has it been successful in retaining employees?

Yes → Why do you think it has been successful? _____

No → Why do you think it has not been successful? _____

No

FAMILIARITY WITH ST. PAUL TECHNICAL COLLEGE

[IF RESPONDENT MENTIONS ST. PAUL TECH IN QUESTION 13, CHECK "YES" IN QUESTIONS 21 and 22 AND ASK THE OPEN ENDED QUESTIONS]

21. Have you heard of St. Paul Technical College?

Yes → When you think of St. Paul Technical College, what types of training programs come to mind?

No [SKIP TO END]

Don't know [SKIP TO END]

22. Has your company worked with St. Paul Technical College to provide training for your employees?

Yes → What types of training did St. Paul Technical College provide? _____

No [SKIP TO QUESTION 24]

23. I would like to ask you some questions regarding your satisfaction with St. Paul Technical College. Please tell me if you are very satisfied, satisfied, neutral, dissatisfied or very dissatisfied with the following aspects. First is: [READ 23a. to 23g. ROTATE.]

	Very Satisfied	Satisfied	Neutral	Dissat.	Very Dissat.	Don't Know
a. The quality of training programs offered?	VS	S	N	D	VD	DK
b. The quality of the instructors?	VS	S	N	D	VD	DK
c. The number of training programs offered?	VS	S	N	D	VD	DK
d. The flexibility to provide training around your schedule?	VS	S	N	D	VD	DK
e. The willingness to tailor programs to meet your needs?	VS	S	N	D	VD	DK
f. The cost of the training program?	VS	S	N	D	VD	DK
g. The effect training has had on employee performance?	VS	S	N	D	VD	DK

CENTER FOR TRAINING AND ASSESSMENT

24. St. Paul Technical College has a division called the Center for Training and Assessment. It was established for the purpose of assisting companies in the assessment and delivery of employee training. If you were seeking an organization to provide assessment or training, would the Center's relationship with St. Paul Technical College increase, decrease or have no effect on your likelihood of doing business with them?

Increase → Why would it increase your likelihood of doing business with them?

Decrease → Why would it decrease your likelihood of doing business with them?

No effect

25. [DO NOT ASK IF Q21 IS "NO"] That concludes my questions. Are there any questions or needs that you would like to discuss with a staff member at St. Paul Technical College?

Yes → Name: _____

Phone Number: _____

No

[VERIFY NAME AND ADDRESS ON CARD]

THANK YOU VERY MUCH FOR YOUR TIME!

EMPLOYEE ID _____

Time _____

Appendix B
Instrumentation Advisory Committee

Instrumentation Advisory Committee

The following individuals served as the instrumentation advisory committee providing review and feedback in the development of the survey instrument.

Marcia Bay
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Glory Kibbel
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Joy Sommers
Customized Training Coordinator
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St. Paul Technical College
St. Paul, MN

Appendix C

Survey Data

St Paul Technical College Training Needs Assessment Survey

q1. Have production, assembly or manufacturing positions

	TOTAL	Manufacturing Companies	Government Agencies	Other
TOTAL	460	119	70	271
TOTAL ANSWERING	460 100%	119 100.0%	70 100.0%	271 100.0%
Yes	170 37.0%	108 90.8%	4 5.7%	58 21.4%
No	290 63.0%	11 9.2%	66 94.3%	213 78.6%

St Paul Technical College Training Needs Assessment Survey

q1. Have production, assembly or manufacturing positions

	TOTAL	Manufacturing Companies	Government Agencies	Other
TOTAL	460	119	70	271
TOTAL ANSWERING	460 100%	119 100.0%	70 100.0%	271 100.0%
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No	290 63.0%	11 9.2%	66 94.3%	213 78.6%

St Paul Technical College Training Needs Assessment Survey

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TOTAL ANSWERING	460 100%	119 100.0%	70 100.0%	271 100.0%
Yes	170 37.0%	108 90.8%	4 5.7%	58 21.4%
No	290 63.0%	11 9.2%	66 94.3%	213 78.6%

St Paul Technical College Training Needs Assessment Survey

q2. Enough qualified applicants

	TOTAL	Manufacturing Companies	Government Agencies	Other
TOTAL	460	119	70	271
TOTAL ANSWERING	170 100%	108 100.0%	4 100.0%	58 100.0%
Yes	60 35.3%	31 28.7%	3 75.0%	26 44.8%
No	104 61.2%	74 68.5%	1 25.0%	29 50.0%
Dont know	6 3.5%	3 2.8%		3 5.2%

St Paul Technical College Training Needs Assessment Survey

q3. Employees receive formal training in addition

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	170	108	4	58
	100%	100.0%	100.0%	100.0%
Yes	101	68	4	29
	59.4%	63.0%	100.0%	50.0%
No	66	38		28
	38.8%	35.2%		48.3%
Dont know	3	2		1
	1.8%	1.9%		1.7%

St Paul Technical College Training Needs Assessment Survey

q4. Enough qualified applicants for office/clerical

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	460	119	70	271
	100%	100.0%	100.0%	100.0%
Yes	251	71	44	136
	54.6%	59.7%	62.9%	50.2%
No	179	39	21	119
	38.9%	32.8%	30.0%	43.9%
Not applicable	7	3	1	3
	1.5%	2.5%	1.4%	1.1%
Dont know	23	6	4	13
	5.0%	5.0%	5.7%	4.8%

St Paul Technical College Training Needs Assessment Survey

q5. Office/clerical receive formal training in addition

	TOTAL	Manufacturing Companies	Government Agencies	Other
TOTAL	460	119	70	271
TOTAL ANSWERING	460 100%	119 100.0%	70 100.0%	271 100.0%
Yes	277 60.2%	77 64.7%	43 61.4%	157 57.9%
No	169 36.7%	38 31.9%	26 37.1%	105 38.7%
Not applicable	2 0.4%			2 0.7%
Dont know	12 2.6%	4 3.4%	1 1.4%	7 2.6%

St Paul Technical College Training Needs Assessment Survey

q6. Enough qualified applicants for management

	TOTAL	Manufacturing Companies	Government Agencies	Other
TOTAL	460	119	70	271
TOTAL ANSWERING	460 100%	119 100.0%	70 100.0%	271 100.0%
Yes	300 65.2%	72 60.5%	58 82.9%	170 62.7%
No	120 26.1%	31 26.1%	6 8.6%	83 30.6%
Dont know	20 4.3%	7 5.9%	3 4.3%	10 3.7%
Not applicable	20 4.3%	9 7.6%	3 4.3%	8 3.0%

St Paul Technical College Training Needs Assessment Survey

q7. Management/Sup receive formal training in addition

	TOTAL	Manufacturing Companies	Government Agencies	Other
TOTAL	460	119	70	271
TOTAL ANSWERING	460 100%	119 100.0%	70 100.0%	271 100.0%
Yes	311 67.6%	82 68.9%	55 78.6%	174 64.2%
No	133 28.9%	31 26.1%	13 18.6%	89 32.8%
Depends	6 1.3%	2 1.7%	2 2.9%	2 0.7%
Not applicable	5 1.1%	2 1.7%		3 1.1%
Dont know	5 1.1%	2 1.7%		3 1.1%

St Paul Technical College Training Needs Assessment Survey

q8. Have an allocated training budget

	TOTAL	Manufacturing Companies	Government Agencies	Other
TOTAL	460	119	70	271
TOTAL ANSWERING	460 100%	119 100.0%	70 100.0%	271 100.0%
Yes	239 52.0%	41 34.5%	50 71.4%	148 54.6%
No	206 44.8%	74 62.2%	18 25.7%	114 42.1%
Dont know	15 3.3%	4 3.4%	2 2.9%	9 3.3%

St Paul Technical College Training Needs Assessment Survey

q9. Gaps between current skills and needed skills

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	460 100%	119 100.0%	70 100.0%	271 100.0%
Yes	263 57.2%	75 63.0%	43 61.4%	145 53.5%
No	195 42.4%	44 37.0%	26 37.1%	125 46.1%
Dont know	2 0.4%		1 1.4%	1 0.4%

St Paul Technical College Training Needs Assessment Survey

q10. How do you address skill gaps

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	460 100%	119 100.0%	70 100.0%	271 100.0%
Enrolling current	358 77.8%	95 79.8%	59 84.3%	204 75.3%
Hiring new	63 13.7%	17 14.3%	9 12.9%	37 13.7%
Other	38 8.3%	6 5.0%	2 2.9%	30 11.1%
Refused	1 0.2%	1 0.8%		

St Paul Technical College Training Needs Assessment Survey

q11a. College credit courses available

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	460	119	70	271
	100%	100.0%	100.0%	100.0%
Yes	348	100	59	189
	75.7%	84.0%	84.3%	69.7%
No	109	19	11	79
	23.7%	16.0%	15.7%	29.2%
Dont know	3			3
	0.7%			1.1%

St Paul Technical College Training Needs Assessment Survey

q11b. Non-credit coursed available

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	460	119	70	271
	100%	100.0%	100.0%	100.0%
Yes	386	109	62	215
	83.9%	91.6%	88.6%	79.3%
No	68	9	6	53
	14.8%	7.6%	8.6%	19.6%
Dont know	6	1	2	3
	1.3%	0.8%	2.9%	1.1%

St Paul Technical College Training Needs Assessment Survey

q11c. Workshops available

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	460	119	70	271
	100%	100.0%	100.0%	100.0%
Yes	441	115	70	256
	95.9%	96.6%	100.0%	94.5%
No	18	4		14
	3.9%	3.4%		5.2%
Dont know	1			1
	0.2%			0.4%

St Paul Technical College Training Needs Assessment Survey

q11d. Seminars available

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	460	119	70	271
	100%	100.0%	100.0%	100.0%
Yes	437	113	69	255
	95.0%	95.0%	98.6%	94.1%
No	23	6	1	16
	5.0%	5.0%	1.4%	5.9%

St Paul Technical College Training Needs Assessment Survey

q11a. Formal on-the-job training available

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	460	119	70	271
	100%	100.0%	100.0%	100.0%
Yes	389	100	60	229
	84.6%	84.0%	85.7%	84.5%
No	67	19	8	40
	14.6%	16.0%	11.4%	14.8%
Dont know	4		2	2
	0.9%		2.9%	0.7%

St Paul Technical College Training Needs Assessment Survey

q12. Offer tuition reimbursement

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	460	119	70	271
	100%	100.0%	100.0%	100.0%
Yes	347	101	64	182
	75.4%	84.9%	91.4%	67.2%
No	107	17	6	84
	23.3%	14.3%	8.6%	31.0%
Sometimes	3			3
	0.7%			1.1%
Dont know	3	1		2
	0.7%	0.8%		0.7%

St Paul Technical College Training Needs Assessment Survey

q13. Worked with anyone to provide training for employees

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	460	119	70	271
	100%	100.0%	100.0%	100.0%
Yes	263	77	51	135
	57.2%	64.7%	72.9%	49.8%
No	196	42	19	135
	42.6%	35.3%	27.1%	49.8%
Dont know	1			1
	0.2%			0.4%

St Paul Technical College Training Needs Assessment Survey

q13a. Organization you do the greatest amount of business

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	263	77	51	135
	100%	100.0%	100.0%	100.0%
St Paul Tech	15	7	4	4
	5.7%	9.1%	7.8%	3.0%
Other	226	69	38	119
	85.9%	89.6%	74.5%	88.1%
No one organization in particular	6		3	3
	2.3%		5.9%	2.2%
Dont know	15	1	6	8
	5.7%	1.3%	11.8%	5.9%
Refused	1			1
	0.4%			0.7%

St Paul Technical College Training Needs Assessment Survey

q14a. Quality of training programs

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	259	75	49	135
	100%	100.0%	100.0%	100.0%
Very satisfied	83	25	15	43
	32.0%	33.3%	30.6%	31.9%
Satisfied	118	42	14	62
	45.6%	56.0%	28.6%	45.9%
Neutral	15	3	3	9
	5.8%	4.0%	6.1%	6.7%
Dissatisfied	5	1	3	1
	1.9%	1.3%	6.1%	0.7%
Very Dissatisfied				
Dont know	38	4	14	20
	14.7%	5.3%	28.6%	14.8%

St Paul Technical College Training Needs Assessment Survey

q14b. Quality of instructors

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	259	75	49	135
	100%	100.0%	100.0%	100.0%
Very satisfied	88	27	13	48
	34.0%	36.0%	26.5%	35.6%
Satisfied	110	37	16	57
	42.5%	49.3%	32.7%	42.2%
Neutral	14	3	4	7
	5.4%	4.0%	8.2%	5.2%
Dissatisfied	1		1	
	0.4%		2.0%	
Very Dissatisfied	1			1
	0.4%			0.7%
Dont know	45	8	15	22
	17.4%	10.7%	30.6%	16.3%

St Paul Technical College Training Needs Assessment Survey

q14c. Number of training programs

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	259	75	49	135
	100%	100.0%	100.0%	100.0%
Very satisfied	69	22	12	35
	26.6%	29.3%	24.5%	25.9%
Satisfied	117	36	17	64
	45.2%	48.0%	34.7%	47.4%
Neutral	23	8	3	12
	8.9%	10.7%	6.1%	8.9%
Dissatisfied	8	3	2	3
	3.1%	4.0%	4.1%	2.2%
Very Dissatisfied				
Dont know	42	6	15	21
	16.2%	8.0%	30.6%	15.6%

St Paul Technical College Training Needs Assessment Survey

q14d. Flexibility around schedule

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	259	75	49	135
	100%	100.0%	100.0%	100.0%
Very satisfied	86	22	16	48
	33.2%	29.3%	32.7%	35.6%
Satisfied	89	33	10	46
	34.4%	44.0%	20.4%	34.1%
Neutral	37	13	7	17
	14.3%	17.3%	14.3%	12.6%
Dissatisfied	5	2	2	1
	1.9%	2.7%	4.1%	0.7%
Very Dissatisfied	1			1
	0.4%			0.7%
Dont know	41	5	14	22
	15.8%	6.7%	28.6%	16.3%

St Paul Technical College Training Needs Assessment Survey

q14e. Willingness to tailor programs

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	259	75	49	135
	100%	100.0%	100.0%	100.0%
Very satisfied	84	24	20	40
	32.4%	32.0%	40.8%	29.6%
Satisfied	77	26	7	44
	29.7%	34.7%	14.3%	32.6%
Neutral	39	12	6	21
	15.1%	16.0%	12.2%	15.6%
Dissatisfied	9	5	2	2
	3.5%	6.7%	4.1%	1.5%
Very Dissatisfied	1			1
	0.4%			0.7%
Dont know	49	8	14	27
	18.9%	10.7%	28.6%	20.0%

St Paul Technical College Training Needs Assessment Survey

q14f. The cost of training

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	259	75	49	135
	100%	100.0%	100.0%	100.0%
Very satisfied	60	19	16	25
	23.2%	25.3%	32.7%	18.5%
Satisfied	118	39	12	67
	45.6%	52.0%	24.5%	49.6%
Neutral	25	7	3	15
	9.7%	9.3%	6.1%	11.1%
Dissatisfied	8	3	2	3
	3.1%	4.0%	4.1%	2.2%
Very Dissatisfied	2			2
	0.8%			1.5%
Dont know	46	7	16	23
	17.8%	9.3%	32.7%	17.0%

St Paul Technical College Training Needs Assessment Survey

q14g. Effect training on performance

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	259	75	49	135
	100%	100.0%	100.0%	100.0%
Very satisfied	59	13	11	35
	22.8%	17.3%	22.4%	25.9%
Satisfied	126	48	13	65
	48.6%	64.0%	26.5%	48.1%
Neutral	26	7	6	13
	10.0%	9.3%	12.2%	9.6%
Dissatisfied	2	1	1	
	0.8%	1.3%	2.0%	
Very Dissatisfied	2			2
	0.8%			1.5%
Dont know	44	6	18	20
	17.0%	8.0%	36.7%	14.8%

St Paul Technical College Training Needs Assessment Survey

q15. Undertaken a formal job analysis process

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	460	119	70	271
	100%	100.0%	100.0%	100.0%
Yes	185	44	35	106
	40.2%	37.0%	50.0%	39.1%
No	269	74	33	162
	58.5%	62.2%	47.1%	59.8%
Dont know	6	1	2	3
	1.3%	0.8%	2.9%	1.1%

St Paul Technical College Training Needs Assessment Survey

q15d. Job analysis allow to match individuals with jobs

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	269	74	33	162
	100%	100.0%	100.0%	100.0%
Yes	167	51	19	97
	62.1%	68.9%	57.6%	59.9%
No	89	20	12	57
	33.1%	27.0%	36.4%	35.2%
Dont know	13	3	2	8
	4.8%	4.1%	6.1%	4.9%

St Paul Technical College Training Needs Assessment Survey

q16. Use candidate job skills testing

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	460	119	70	271
	100%	100.0%	100.0%	100.0%
Yes	206	49	54	103
	44.8%	41.2%	77.1%	38.0%
No	251	69	16	166
	54.6%	58.0%	22.9%	61.3%
Dont know	3	1		2
	0.7%	0.8%		0.7%

St Paul Technical College Training Needs Assessment Survey

q16a. Done internally or outside

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	206	49	54	103
	100%	100.0%	100.0%	100.0%
Internally	107	23	32	52
	51.9%	46.9%	59.3%	50.5%
Outside org	85	22	17	46
	41.3%	44.9%	31.5%	44.7%
Both	8	2	5	1
	3.9%	4.1%	9.3%	1.0%
Dont know	6	2		4
	2.9%	4.1%		3.9%

St Paul Technical College Training Needs Assessment Survey

q16c. Has job skill testing been effective

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	206	49	54	103
	100%	100.0%	100.0%	100.0%
Yes	171	39	49	83
	83.0%	79.6%	90.7%	80.6%
No	20	6	4	10
	9.7%	12.2%	7.4%	9.7%
Dont know	13	4		9
	6.3%	8.2%		8.7%
Depends	1			1
	0.5%			1.0%
Refused	1		1	
	0.5%		1.9%	

St Paul Technical College Training Needs Assessment Survey

q17. Use employee assessment measures

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	460	119	70	271
	100%	100.0%	100.0%	100.0%
Yes	97	25	21	51
	21.1%	21.0%	30.0%	18.8%
No	356	92	46	218
	77.4%	77.3%	65.7%	80.4%
Dont know	7	2	3	2
	1.5%	1.7%	4.3%	0.7%

St Paul Technical College Training Needs Assessment Survey

q18. Anticipate training needs in next 6 months

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	460	119	70	271
	100%	100.0%	100.0%	100.0%
Yes	192	47	33	112
	41.7%	39.5%	47.1%	41.3%
No	265	70	37	158
	57.6%	58.8%	52.9%	58.3%
Dont know	3	2		1
	0.7%	1.7%		0.4%

St Paul Technical College Training Needs Assessment Survey

q19. Does a good job retaining employees

	TOTAL	Manufacturing Companies	Government Agencies	Other
TOTAL	460	119	70	271
TOTAL ANSWERING	460 100%	119 100.0%	70 100.0%	271 100.0%
Yes	391 85.0%	100 84.0%	65 92.9%	226 83.4%
No	67 14.6%	19 16.0%	5 7.1%	43 15.9%
Dont know	2 0.4%			2 0.7%

St Paul Technical College Training Needs Assessment Survey

Q19. Do you feel your company does a good job in retaining qualified employees?

	TOTAL	Manufacturing Companies	Government Agencies	Other
TOTAL	460	119	70	271
TOTAL ANSWERING	391 100%	100 100.0%	65 100.0%	226 100.0%
Competitive salaries	163 41.7%	43 43.0%	24 36.9%	96 42.5%
Competitive benefits	159 40.7%	48 48.0%	31 47.7%	80 35.4%
Positive work environment	232 59.3%	59 59.0%	31 47.7%	142 62.8%
Training opportunities	57 14.6%	11 11.0%	10 15.4%	36 15.9%
Opportunity for advancement	50 12.8%	13 13.0%	13 20.0%	24 10.6%
Opportunity for professional growth	42 10.7%	4 4.0%	9 13.8%	29 12.8%
Other	148 37.9%	38 38.0%	23 35.4%	87 38.5%

St Paul Technical College Training Needs Assessment Survey

Q19. What are the main factors that cause you to lose qualified employees?

	TOTAL	Manufacturing Companies	Government Agencies	Other
TOTAL	460	119	70	271
TOTAL ANSWERING	67	19	5	43
	100%	100.0%	100.0%	100.0%
Lower salaries	39	10	2	27
	58.2%	52.6%	40.0%	62.8%
Fewer benefits	7	3		4
	10.4%	15.8%		9.3%
Negative work environment	7	2		5
	10.4%	10.5%		11.6%
Lack of training opportunities	4	2	1	1
	6.0%	10.5%	20.0%	2.3%
Lack of opportunity for advancement	7	1	1	5
	10.4%	5.3%	20.0%	11.6%
Lack of opportunity for professional growth	5			5
	7.5%			11.6%
Other	41	13	3	25
	61.2%	68.4%	60.0%	58.1%

St Paul Technical College Training Needs Assessment Survey

q20. Provide training as a tool for retention

	TOTAL	Manufacturing Companies	Government Agencies	Other
TOTAL	460	119	70	271
TOTAL ANSWERING	460	119	70	271
	100%	100.0%	100.0%	100.0%
Yes	348	97	48	203
	75.7%	81.5%	68.6%	74.9%
No	106	19	21	66
	23.0%	16.0%	30.0%	24.4%
Dont know	6	3	1	2
	1.3%	2.5%	1.4%	0.7%

St Paul Technical College Training Needs Assessment Survey

q20a. Has it been successful

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	348	97	48	203
	100%	100.0%	100.0%	100.0%
Yes	281	78	42	161
	80.7%	80.4%	87.5%	79.3%
No	28	10	1	17
	8.0%	10.3%	2.1%	8.4%
Dont know	39	9	5	25
	11.2%	9.3%	10.4%	12.3%

St Paul Technical College Training Needs Assessment Survey

q21. Heard of St Paul Technical College

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	460	119	70	271
	100%	100.0%	100.0%	100.0%
Yes	412	108	65	239
	89.6%	90.8%	92.9%	88.2%
No	44	10	5	29
	9.6%	8.4%	7.1%	10.7%
Dont know	4	1		3
	0.9%	0.8%		1.1%

St Paul Technical College Training Needs Assessment Survey

q22. Company worked with St Paul Tech for training

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	412	108	65	239
	100%	100.0%	100.0%	100.0%
Yes	50	18	20	12
	12.1%	16.7%	30.8%	5.0%
No	354	86	45	223
	85.9%	79.6%	69.2%	93.3%
Dont know	8	4		4
	1.9%	3.7%		1.7%

St Paul Technical College Training Needs Assessment Survey

q23a. Quality of training

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	50	18	20	12
	100%	100.0%	100.0%	100.0%
Very satisfied	12	2	9	1
	24.0%	11.1%	45.0%	8.3%
Satisfied	29	12	9	8
	58.0%	66.7%	45.0%	66.7%
Neutral	2			2
	4.0%			16.7%
Dissatisfied	1		1	
	2.0%		5.0%	
Very Dissatisfied				
Dont know	6	4	1	1
	12.0%	22.2%	5.0%	8.3%

St Paul Technical College Training Needs Assessment Survey

q23b. Quality of instructors

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	50	18	20	12
	100%	100.0%	100.0%	100.0%
Very satisfied	12	3	8	1
	24.0%	16.7%	40.0%	8.3%
Satisfied	25	10	9	6
	50.0%	55.6%	45.0%	50.0%
Neutral	3	1		2
	6.0%	5.6%		16.7%
Dissatisfied	1		1	
	2.0%		5.0%	
Very Dissatisfied				
Dont know	9	4	2	3
	18.0%	22.2%	10.0%	25.0%

St Paul Technical College Training Needs Assessment Survey

q23c. Number of programs offered

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	50	18	20	12
	100%	100.0%	100.0%	100.0%
Very satisfied	6	2	4	
	12.0%	11.1%	20.0%	
Satisfied	22	5	11	6
	44.0%	27.8%	55.0%	50.0%
Neutral	10	5	2	3
	20.0%	27.8%	10.0%	25.0%
Dissatisfied	3	1	1	1
	6.0%	5.6%	5.0%	8.3%
Very Dissatisfied	1	1		
	2.0%	5.6%		
Dont know	8	4	2	2
	16.0%	22.2%	10.0%	16.7%

St Paul Technical College Training Needs Assessment Survey

q23d. Flexibility of schedules

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	50	18	20	12
	100%	100.0%	100.0%	100.0%
Very satisfied	14	2	11	1
	28.0%	11.1%	55.0%	8.3%
Satisfied	19	7	6	6
	38.0%	38.9%	30.0%	50.0%
Neutral	8	4	1	3
	16.0%	22.2%	5.0%	25.0%
Dissatisfied	1	1		
	2.0%	5.6%		
Very Dissatisfied				
Dont know	8	4	2	2
	16.0%	22.2%	10.0%	16.7%

St Paul Technical College Training Needs Assessment Survey

q23a. Willingness to tailor programs

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	50	18	20	12
	100%	100.0%	100.0%	100.0%
Very satisfied	10	1	8	1
	20.0%	5.6%	40.0%	8.3%
Satisfied	18	7	7	4
	36.0%	38.9%	35.0%	33.3%
Neutral	8	2	3	3
	16.0%	11.1%	15.0%	25.0%
Dissatisfied	2	2		
	4.0%	11.1%		
Very Dissatisfied	1	1		
	2.0%	5.6%		
Dont know	11	5	2	4
	22.0%	27.8%	10.0%	33.3%

St Paul Technical College Training Needs Assessment Survey

q23f. The cost of training program

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	50	18	20	12
	100%	100.0%	100.0%	100.0%
Very satisfied	14	3	9	2
	28.0%	16.7%	45.0%	16.7%
Satisfied	22	9	8	5
	44.0%	50.0%	40.0%	41.7%
Neutral	4	1	1	2
	8.0%	5.6%	5.0%	16.7%
Dissatisfied	1		1	
	2.0%		5.0%	
Very Dissatisfied				
Dont know	9	5	1	3
	18.0%	27.8%	5.0%	25.0%

St Paul Technical College Training Needs Assessment Survey

q23g. Effect on employee performance

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	50	18	20	12
	100%	100.0%	100.0%	100.0%
Very satisfied	9	3	6	
	18.0%	16.7%	30.0%	
Satisfied	28	9	10	9
	56.0%	50.0%	50.0%	75.0%
Neutral	4	1	2	1
	8.0%	5.6%	10.0%	8.3%
Dissatisfied				
Very Dissatisfied				
Dont know	9	5	2	2
	18.0%	27.8%	10.0%	16.7%

St Paul Technical College Training Needs Assessment Survey

q24. Relationship effect likelihood of doing business

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	412	108	65	239
	100%	100.0%	100.0%	100.0%
Increase	142	41	18	83
	34.5%	38.0%	27.7%	34.7%
Decrease	3	1	1	1
	0.7%	0.9%	1.5%	0.4%
No effect	252	60	42	150
	61.2%	55.6%	64.6%	62.8%
Depends	2		1	1
	0.5%		1.5%	0.4%
Dont know	13	6	3	4
	3.2%	5.6%	4.6%	1.7%

St Paul Technical College Training Needs Assessment Survey

q25. Any questions need to discuss

	TOTAL	Manufacturing Companies	Government Agencies	Other
	-----	-----	-----	-----
TOTAL	460	119	70	271
TOTAL ANSWERING	415	108	65	242
	100%	100.0%	100.0%	100.0%
Yes	43	16	2	25
	10.4%	14.8%	3.1%	10.3%
No	372	92	63	217
	89.6%	85.2%	96.9%	89.7%

Appendix D
Employers' Verbatim Responses

Employers' Verbatim Responses

Grp	3
SeqN	812
Q#	Q16N
Verbatim Response	Because we get candidates who are not capable of doing the job they were hired for, even at the entry level. The testing may not really be directly related to the skills needed on the job.
Grp	3
SeqN	869
Q#	Q16N
Verbatim Response	Because we have people that didn't do well on the test that have been very effective and we have had some who did very well on the test, but who have not performed well on the job.
Grp	3
SeqN	796
Q#	Q16N
Verbatim Response	The testing requirements aren't necessarily applicable to the job always so it may or may not be testing the right skills. I would change some things. I don't know.
Grp	1
SeqN	604
Q#	Q16N
Verbatim Response	They can put anything on paper, but they can talk the talk but can't walk the walk. It might sound like they can do something but then they just can't perform.
Grp	2
SeqN	550
Q#	Q16N
Verbatim Response	The state of Minnesota has a hard time recruiting information technology specialists because of salary. We don't offer enough money to get the candidates.
Grp	2
SeqN	517
Q#	Q16N
Verbatim Response	I don't know that it's the testing. It's the system for testing. They test for the job and become eligible for a job. But then they go on a list for several years. When a job opens up, the list could be very old. The test is effective; it's just old.

Grp	1
SeqN	463
Q#	Q16N
Verbatim Response	Because the testing doesn't let you know if they have the right work attitude. They can have all the smarts in the world but he has to want to learn the job to be effective for us.
Grp	1
SeqN	451
Q#	Q16N
Verbatim Response	We don't use it.
Grp	3
SeqN	387
Q#	Q16N
Verbatim Response	Because the person that we have took the test and he doesn't get along with other employees. Because if it was effective it would have shown this.
Grp	3
SeqN	347
Q#	Q16N
Verbatim Response	I'm not sure that outside experts are very good in identifying what it takes to do our business on a day to day basis. Our company does very specific work for our clients. Outside people coming in with no knowledge would have a hard time figuring out what to do.
Grp	1
SeqN	5
Q#	Q16N
Verbatim Response	Because we have a very high turnover here. No other than sometimes we don't get the performance out of our people.
Grp	3
SeqN	277
Q#	Q16N
Verbatim Response	Sometimes you need people skills to work and that doesn't get determined in a test, so you can't tell if they have good people skills.

SeqN		252
Q#	Q16N	
Verbatim Response	Just haven't put much effort into it really, it's just there. We've not focused on it enough.	
Grp		3
SeqN		249
Q#	Q16N	
Verbatim Response	Our company goes by gut reaction more than formalized evaluation. We used formalized evaluation just to see if there are any red flags, any unusual behavior.	
Grp		3
SeqN		244
Q#	Q16N	
Verbatim Response	Because of the quality testing we have done in the past. We've got to work on it more. The testing has not been job specific enough to get us qualified employees.	
Grp		2
SeqN		182
Q#	Q16N	
Verbatim Response	Because it only takes a look at the analytical and technical skills of the candidate and not the person themselves to see if they'll fit in to a position.	
Grp		2
SeqN		168
Q#	Q16N	
Verbatim Response	It doesn't access goals, values, attitudes and behaviors.	
Grp		1
SeqN		101
Q#	Q16N	
Verbatim Response	Putting it on paper and doing it are two separate things. Doing well on paper doesn't necessarily guarantee a good job performance.	
Grp		1
SeqN		13
Q#	Q16N	
Verbatim Response	I haven't been here that long, but I can see it hasn't been handled consistently. The programs are old and they need to be updated.	

Grp 3

SeqN 342

Q# Q16N

Verbatim Response It's a screening tool but doesn't necessarily predict who's going to do the best job. It just shows who usually takes tests the best.

Grp 2

SeqN 504

Q# Q16Y

Verbatim Response Because before we did the skill search, we'd just rate them by the resume and interview. Now we actually have writing samples that we go by to pick an all around employee. It seems to make better matches.

Grp 2

SeqN 501

Q# Q16Y

Verbatim Response You get a wide range of people in different skills from which to pick.

Grp 1

SeqN 492

Q# Q16Y

Verbatim Response Because there is less turnover. It helps us measure their capabilities and fit them into their position better.

Grp 1

SeqN 482

Q# Q16Y

Verbatim Response Because we're able to identify those people that can do a better job. For instance, in sales. Better creative people. Better engineers. It allows us to assess what their skills really are.

Grp 1

SeqN 481

Q# Q16Y

Verbatim Response We all know that resumes are 1/2 lies, so this test weeds out people who say they have the skill but don't. Finds out what they are capable of doing.

Grp	1
SeqN	476
Q#	Q16Y
Verbatim Response	It allows us to pick out some traits that we might want in our employees that are hard to pick up in an interview. Like writing and reading skills. Personality traits can be determined
Grp	2
SeqN	505
Q#	Q16Y
Verbatim Response	Because the track record of the people we've hired. We've followed the people we've hired from using them and the people we've hired as a rule have worked out well.
Grp	1
SeqN	473
Q#	Q16Y
Verbatim Response	We measure the capabilities, then we can evaluate who to choose from the results and hopefully get reliable knowledgeable employees.
Grp	2
SeqN	522
Q#	Q16Y
Verbatim Response	Because we spend a lot of time doing it. It's given us the information we need to make a selection. It's provided us with a good screening tool or tools.
Grp	1
SeqN	475
Q#	Q16Y
Verbatim Response	When the standards were developed. We looked at people who work here and have worked here that had attributes that we thought were important. People that are successful have abilities and personality. It's gotten us employees who can do the job and stay.
Grp	2
SeqN	506
Q#	Q16Y
Verbatim Response	It lets us know what their basic skills are.

Grp		2
SeqN		508
Q#	Q16Y	
Verbatim Response	We are able to screen out people who are not able to perform the skills necessary to do the job prior to the interview. That way we're just looking to try to make a personality match with the interview process.	
Grp		2
SeqN		509
Q#	Q16Y	
Verbatim Response	Because it clearly identifies if the people need more skills in the computer area.	
Grp		2
SeqN		513
Q#	Q16Y	
Verbatim Response	I think it establishes the minimum level of skills needed and documents that. Only 30% of all St. Paul employees are tested.	
Grp		2
SeqN		526
Q#	Q16Y	
Verbatim Response	The people that we hired were well qualified to do the jobs, and do an excellent job.	
Grp		2
SeqN		521
Q#	Q16Y	
Verbatim Response	It is a true testing of their skills. Because we are civil service, in order to get a position with the state, they must pass tests to become permanent employees. As they improve their skills, they have opportunities to take further promotional exams offered, is a part of the state civil service system. It eliminates the individuals who do not have the skills necessary	
Grp		2
SeqN		523
Q#	Q16Y	
Verbatim Response	The way the questions are, the test is effective in determining the skill level so they match the occupation that they desire to go into.	

Grp 2

SeqN 524

Q# Q16Y

Verbatim Response We haven't had any overtum in the positions.

Grp 1

SeqN 471

Q# Q16Y

Verbatim Response Because alot of applicants say that they've had experience in soldering. We give them the test and it shows that they don't have the right amount of skills. It shows us the amount of skills they do have and if we hire them where and what they need training in.

Grp 3

SeqN 390

Q# Q16Y

Verbatim Response We ordered clerical testing forms from HR, whatever their name is, and selected our own criteria for teachers.

Grp 2

SeqN 515

Q# Q16Y

Verbatim Response It's biased toward certain ethnic groups and eliminates people who would get the job if the bias were not there.

Grp 3

SeqN 405

Q# Q16Y

Verbatim Response It shows the level of knowledge coming in in a current position. Different facets of programming and writing of different programs.

Grp 3

SeqN 338

Q# Q16Y

Verbatim Response It verifies their experience. I can really see they can do what they say they can.

Grp 3

SeqN 352

Q# Q16Y

Verbatim Response It's testing for the skills that we need. It provides a standardized benchmark. It allows comparison of candidates on a more objective basis.

Grp 3

SeqN 354

Q# Q16Y

Verbatim Response It's the Civil Service test. For the most part, we've hired employees that have worked out. I don't know, I guess it lets us know the skills they have.

Grp 3

SeqN 365

Q# Q16Y

Verbatim Response To help us basically with knowing peoples strengths and non-strengths and matching them with jobs that we have.

Grp 3

SeqN 376

Q# Q16Y

Verbatim Response It helps us determine whether a person has manual dexterity or coordination. We look for people who are able to operate a ten key by touch with math skills.

Grp 3

SeqN 378

Q# Q16Y

Verbatim Response Because a lot of times we need individuals who have some background in our field. We need someone with pipe fitting, heating contracting, construction and natural gas experience.

Grp 3

SeqN 384

Q# Q16Y

Verbatim Response It is measuring the actual skill level rather than the candidates own interpretation of their skill level. Typically, we would use a typing test to see what they know.

Grp 3

SeqN 385

Q# Q16Y

Verbatim Response They learn more than they can learn here. They can learn more and have experience with people who have worked with the other company like consulting so they can give us advice. Because they share information and knowledge they have, because it develops our knowledge and approaches to our goal which is to perform a better job, better service. Our goal is to treat the patient and help patients get better.

Grp 3

SeqN 408

Q# Q16Y

Verbatim Response Because you can actually view their skills and see what skill level they are at. It brings in better candidates.

Grp 3

SeqN 575

Q# Q16Y

Verbatim Response It narrows the scope of people we have to interview. It weeds out the people who are not qualified for the job. They have to have math skills and it lets us know this by the testing

Grp 1

SeqN 469

Q# Q16Y

Verbatim Response If somebody talks the computer talk that's one thing, but by us giving them a computer test it shows us that they know what they say they know.

Grp 2

SeqN 529

Q# Q16Y

Verbatim Response Because we feel if they can handle a typewriter they should be able to handle a computer.

Grp 3

SeqN 411

Q# Q16Y

Verbatim Response The majority of the people hired have performed well and have been productive. It's easy and time effective. It saves time by hiring the right people in the first place.

Grp		3
SeqN		416
Q#	Q16Y	
Verbatim Response	It helps us to eliminate people from the beginning before a lot of time is spent in the hiring	
Grp		3
SeqN		422
Q#	Q16Y	
Verbatim Response	Because it has been a very specific test. One is a mechanical aptitude test which is very	
Grp		3
SeqN		434
Q#	Q16Y	
Verbatim Response	The testing is validated by a psychologist yearly so that has made it effective.	
Grp		1
SeqN		452
Q#	Q16Y	
Verbatim Response	We have a pre-employment questionnaire. It asks questions about their last job experience and has a small math test. If we hire somebody we spent some time with them one on one. And verbally, we get a feel about the person. Just asking them questions we get a feel of how this person would handle the job and also how their communication skills are.	
Grp		1
SeqN		454
Q#	Q16Y	
Verbatim Response	We give an aptitude test through this organization and it points out strong and weak points, so we know if they'll work out.	
Grp		1
SeqN		457
Q#	Q16Y	
Verbatim Response	Because we are getting better performance and production from our people. I really can't answer that.	

Grp 1
SeqN 461

Q# Q16Y

Verbatim Response Because there are people who come in claiming they can do certain tasks and they can't. We have retained people who can't do the job.

Grp 3
SeqN 388

Q# Q16Y

Verbatim Response It shows us who the top candidates would be to hire. It helps us to make the hiring decision based on verbal and written skills and productivity.

Grp 3
SeqN 843

Q# Q16Y

Verbatim Response The quality of work is pretty good. If everybody is doing a productive job in what we expect from them, that's a good judge of our employment procedures.

Grp 3
SeqN 752

Q# Q16Y

Verbatim Response We have been able to measure it against the test results we've had. They gave us success percentages. We tracked it against performance ratings. We have had successful people in the positions.

Grp 3
SeqN 766

Q# Q16Y

Verbatim Response It's easier to match their skills with what's required on the job. When we work with the production floor, we see if they are able to do the lifting and standing required. When we work with the clerical position, we have typing and spelling tests to see if they have the speed and accuracy we're looking for.

Grp 3
SeqN 769

Q# Q16Y

Verbatim Response Screens out people that don't have the minimal skills needed for a secretarial position.

Grp	3
SeqN	780
Q#	Q16Y
Verbatim Response	It allows us to be more selective. We use it a lot for upper level management and it helps us eliminate some people who don't have the necessary skills. Really, it's a selection assister.
Grp	3
SeqN	798
Q#	Q16Y
Verbatim Response	It clarifies issues that are brought up in the interview process. When we are interviewing candidates, our interviewers have ideas as to the strength and weakness of candidates. The testing process clarifies and validates the strength and weakness.
Grp	3
SeqN	799
Q#	Q16Y
Verbatim Response	It is just general skills testing and it shows us what the employee skill levels are.
Grp	3
SeqN	801
Q#	Q16Y
Verbatim Response	You're able to look at a candidate in different ways in addition to the application and the references. You get a better idea of their knowledge and their experience level.
Grp	3
SeqN	823
Q#	Q16Y
Verbatim Response	Because of a three part testing. We do tests for areas they're working in like math skills or analyzing problems, analytical test.
Grp	3
SeqN	566
Q#	Q16Y
Verbatim Response	If the person sounds good on the telephone, has good communication skills and communicates well and does well in the interview, he/she should do well on the job.

Grp		3
SeqN		842
Q#	Q16Y	
Verbatim Response	Custom satisfaction shows its been effective and the state survey gave us a very good	
Grp		3
SeqN		724
Q#	Q16Y	
Verbatim Response	It helps us to learn what skills they have and in what area to use them.	
Grp		3
SeqN		849
Q#	Q16Y	
Verbatim Response	Because we only use it in our production area and a lot of the applicants aren't even willing to take the test. So, if they are willing to take the test, we know that they are interested in	
Grp		3
SeqN		859
Q#	Q16Y	
Verbatim Response	Because it allows us to determine if a person is hired, into a level of competence. Certain positions require people to read blue prints and have different skill levels like math, measuring equipment and computer skills. These tests allow us to determine who is qualified	
Grp		3
SeqN		868
Q#	Q16Y	
Verbatim Response	It gives you a better perspective on people's strength and shows you what training might be needed. It shows people that they are qualified for a position that they might not have thought they were suited for.	
Grp		3
SeqN		872
Q#	Q16Y	
Verbatim Response	Because we know their true skills. We know their skills like word processing skills and spelling skills.	

Grp 3

SeqN 876

Q# Q16Y

Verbatim Response The feedback from the whole process helps me to make a better hiring choice.

Grp 3

SeqN 878

Q# Q16Y

Verbatim Response Because it measures the basic competency levels of prospective employees. We assess people's learning ability. Their aptitude to digest information fast.

Grp 3

SeqN 882

Q# Q16Y

Verbatim Response We realize up front what kind of skills they have right away. If they don't meet our typing needs, it saves us time.

Grp 3

SeqN 899

Q# Q16Y

Verbatim Response We screen the applicants. We weed out the bad apples and find applicants most needed for our pool.

Grp 3

SeqN 838

Q# Q16Y

Verbatim Response The caliber of people we've hired. We do extensive background investigation and checking on prospective employees and so eliminate any undesirable before employing anyone.

Grp 3

SeqN 581

Q# Q16Y

Verbatim Response It tells us they meet the minimum requirement to meet the job.

Grp 2

SeqN 531

Q# Q16Y

Verbatim Response Because we have a staff of psychologists that have developed the test. Because of the qualified psychologists who on going by develop the test process.

Grp 2

SeqN 539

Q# Q16Y

Verbatim Response It gives us a better idea of the capabilities of applicants. It tells us if they'll be able to perform their duties.

Grp 2

SeqN 541

Q# Q16Y

Verbatim Response What we've done is ask people to respond in a hypothetical situation to see how they handle a problem. Then we give them tasks to prioritize and this gives us a good idea how they handle writing and reasoning skills, so we know what skill level they are at. When you interview someone, they may interview well but this shows us how they handle things on a

Grp 2

SeqN 548

Q# Q16Y

Verbatim Response We have employees who do a better job and have employees who are more satisfied with the work they are doing.

Grp 3

SeqN 551

Q# Q16Y

Verbatim Response It takes the guess work out, it pins down a person's capabilities.

Grp 3

SeqN 560

Q# Q16Y

Verbatim Response In our estimating dept, because of the nature of our work we're an interior design co for long term care and hotels, they need to be able to process the work load and interpret the data. And we screen for the ability to do this and has proven effective in getting people who can

Grp 3

SeqN 562

Q# Q16Y

Verbatim Response The Wonderlick Tests test for intelligence and that's what we look for. The people we've hired from the test have done very well in their jobs.

Grp		3
SeqN		336
Q#	Q16Y	
Verbatim Response	Because the test gauges the level of technical expertise a person has before we hire them. And we have to have people with a high technical level.	
Grp		3
SeqN		729
Q#	Q16Y	
Verbatim Response	It's a very valid measure. If they can't pass the test they can't do the job and we don't hire	
Grp		3
SeqN		280
Q#	Q16Y	
Verbatim Response	People that we've hired have worked out well in their areas.	
Grp		3
SeqN		726
Q#	Q16Y	
Verbatim Response	It does help us to see if a person is right for the position that they are applying for. It shows us if they have the promotability in the future. To see if they are a good fit for us and a good fit for them.	
Grp		3
SeqN		600
Q#	Q16Y	
Verbatim Response	Because the testing is relevant to the job, it's not irrelevant at all, so we're able to come up with a good match. The skills we test for are the skills needed on the job.	
Grp		1
SeqN		605
Q#	Q16Y	
Verbatim Response	It narrows the employees capabilities. That they are capable of doing the job that they are being hired for.	

Grp 1
SeqN 616

Q# Q16Y

Verbatim Response Because we do a validation study correlating test scores and performance. When you develop a test in-house, you correlate their on the job performance measures to their test score.

Grp 2
SeqN 656

Q# Q16Y

Verbatim Response I think we targeted the skills we need and found people with those skills. Most of the people we hire are attorneys. We've identified writing skills and legal research skills. We can identify candidates with these skills.

Grp 2
SeqN 660

Q# Q16Y

Verbatim Response Because it guarantees that we get the qualified typists that are required. The job skills testing is done with typists only, with that position only.

Grp 3
SeqN 706

Q# Q16Y

Verbatim Response Critical that legal secretaries come in with solid skills formed. We can find that out from the typing tests. They need to type 60 words per minute and have computer skills.

Grp 3
SeqN 709

Q# Q16Y

Verbatim Response Gives us a tool as to job productivity. It validates job selection process.

Grp 3
SeqN 720

Q# Q16Y

Verbatim Response It shows us where the staff can perform on computer competencies.

Grp 2

SeqN 530

Q# Q16Y

Verbatim Response Its a good way to get at a certain type of skill. Well technical skills such as when we are hiring for codes enforcement to see if they know standard building codes. Also clerical testing on word processing to see if they have the skills that are required to do the job. We also do an in-basket test which shows us when an employee comes to work in the morning and looks at their desk and how to prioritize what's in front of them that they can handle simple tasks that need to be done during the day.

Grp 3

SeqN 573

Q# Q16Y

Verbatim Response We weed out people who are clearly not qualified.

Grp 2

SeqN 128

Q# Q16Y

Verbatim Response It creates high retention, low turnover, high job satisfaction.

Grp 1

SeqN 94

Q# Q16Y

Verbatim Response Testing for math and reading has provided us with a better start to hiring applicants since we get a better educated individual.

Grp 1

SeqN 95

Q# Q16Y

Verbatim Response I don't know the answer to that.

Grp 1

SeqN 107

Q# Q16Y

Verbatim Response Because it measures the skills we need for the positions.

Grp		1
SeqN		109
Q#	Q16Y	
Verbatim Response	Because we reject people who have a certain score and take people who are above the score. Because we know they will do well.	
Grp		1
SeqN		111
Q#	Q16Y	
Verbatim Response	The preview assessment probes deeper. Just things you wouldn't ask. The social environment at work they are looking for and the type of person that we need to do the job. Because it goes in depth to find these people.	
Grp		1
SeqN		112
Q#	Q16Y	
Verbatim Response	With the job market like it is, there are a lot of individuals who do not have sufficient language skills and a lot of high school graduates do not have sufficient math skills.	
Grp		2
SeqN		120
Q#	Q16Y	
Verbatim Response	By testing them you can see their skills on paper.	
Grp		2
SeqN		121
Q#	Q16Y	
Verbatim Response	It provides cut-off in recruiting. It identifies good candidates.	
Grp		2
SeqN		151
Q#	Q16Y	
Verbatim Response	We just do a typing skills test for some positions. So it insures the people we hire can indeed type well enough to do their job.	
Grp		2
SeqN		124
Q#	Q16Y	
Verbatim Response	We turn up with pretty good people on eligibility lists.	

Grp 1

SeqN 75

Q# Q16Y

Verbatim Response It's eliminated a lot of candidates. Any one who does well in our exams, they have an excellent chance to perform well in our organization.

Grp 2

SeqN 129

Q# Q16Y

Verbatim Response I don't know. No I really don't handle the testing area.

Grp 2

SeqN 132

Q# Q16Y

Verbatim Response Because we've hired consistently good employees. It's been beneficial in the selection process itself. 21 eliminates unqualified people who apply.

Grp 2

SeqN 133

Q# Q16Y

Verbatim Response Because I think we are satisfied with the quality of employees that testing has provided. The candidates that have resulted from passing those tests have been good employees. They have been able to satisfy.

Grp 2

SeqN 136

Q# Q16Y

Verbatim Response Tells where their strengths and weaknesses are so we can develop their weakness from there.

Grp 2

SeqN 137

Q# Q16Y

Verbatim Response Because it's given us more candidates that fit our needs. It eliminates candidates that previously would have gotten through our screening process before.

Grp	2
SeqN	139
Q#	Q16Y
Verbatim Response	Generally our work force is competent as evaluated by supervisors. That is the main way we evaluate employees.
Grp	2
SeqN	140
Q#	Q16Y
Verbatim Response	In some cases we have used it. We have used it for real basic, but important skills. Like for reading, basic math and typing. The job skills testing has been effective because they need to have the basic skills like reading, math and typing. Those are essential skills they need to do the job. If they don't have those skills they can't do the job.
Grp	3
SeqN	303
Q#	Q16Y
Verbatim Response	It helps us to confirm the skills and abilities a person has.
Grp	2
SeqN	123
Q#	Q16Y
Verbatim Response	Because its the only system we're allowed to use. Because our applicants seem to be successful in their jobs.
Grp	1
SeqN	37
Q#	Q16Y
Verbatim Response	Better fit. We are matching the right individual for the right position.
Grp	3
SeqN	883
Q#	Q16Y
Verbatim Response	This is for one position only. It involves our accounting department. They give a basic math test that is timed and it helps us find the people with math skills for that department.

Grp 3

SeqN 835

Q# Q16Y

Verbatim Response It is a solid way to rate people at the level they are at.

Grp 3

SeqN 589

Q# Q16Y

Verbatim Response It shows that they know the basic sales techniques. Then after they know that we can teach them the specifics of this company and this job.

Grp 3

SeqN 885

Q# Q16Y

Verbatim Response We have an outside company who does it. They do the leg work for us. They weed out the employees who have the skills that might be applying.

Grp 1

SeqN 9

Q# Q16Y

Verbatim Response I think it has been. It at least gives me an idea which person is mechanically inclined.

Grp 1

SeqN 10

Q# Q16Y

Verbatim Response We can see if candidates have skills to perform the jobs. Basic math skills & reading skills.

Grp 1

SeqN 21

Q# Q16Y

Verbatim Response If you refer to the profile, those who do well on the profile don't turn over as quickly as other candidates. If you pass the profile, you're more likely to succeed.

Grp 1

SeqN 25

Q# Q16Y

Verbatim Response It is specific in selecting the right person for the position by focusing on the skills they have that relate to that position.

Grp		1
SeqN		87
Q#	Q16Y	
Verbatim Response	We have type setting here and that's the area we use it in to judge knowledge of type setting and also how their computer skills are so we know if they are capable of doing the job.	
Grp		1
SeqN		31
Q#	Q16Y	
Verbatim Response	It helps us in screening process when we are hiring. A pressman, if it turns out he is color blind, we wouldn't hire him. If it was for an estimating position and he failed math questions we wouldn't hire him.	
Grp		1
SeqN		81
Q#	Q16Y	
Verbatim Response	We get a higher retention rate of employees and the department managers have come back and told us they have been pleased with the employees skills.	
Grp		1
SeqN		43
Q#	Q16Y	
Verbatim Response	It points out key personality traits that may determine either success or failure.	
Grp		1
SeqN		46
Q#	Q16Y	
Verbatim Response	I can weed out those who know and those who don't know.	
Grp		1
SeqN		47
Q#	Q16Y	
Verbatim Response	Probably because we use it in conjunction with other tools. We never rely on jobs skills testing by itself, but it does either complement other information and measures, or in some cases, puts up a warning flag.	

Grp	1
SeqN	49
Q#	Q16Y
Verbatim Response	It identifies people that have the skills that we need. Also, it's a good way to cut the ones who don't have the correct skills.
Grp	1
SeqN	52
Q#	Q16Y
Verbatim Response	Asking somebody if they can do a job and watching them do it is very different. You don't get that kind of thing in an interview. You see more of them as they work.
Grp	1
SeqN	59
Q#	Q16Y
Verbatim Response	Because of the weight requirement we have for lifting, it has screened out applicants for physical work.
Grp	1
SeqN	61
Q#	Q16Y
Verbatim Response	Because our corporate office has done studies to prove that it has been effective. Because prior to this testing I have chosen people who I thought would work out and they haven't.
Grp	1
SeqN	64
Q#	Q16Y
Verbatim Response	It tells us the strong and weak parts of an individual. We have a certain guideline and if they get below that we don't hire them. We also do drug tests and physicals.
Grp	2
SeqN	152
Q#	Q16Y
Verbatim Response	Because it establishes a list and then we do in-depth interviews off the list. Because we take it very seriously. We establish the qualifications, we write the questions for the test and then we sit down with face to face interview panel and it works pretty good. We have a very low employee turnover. The office is highly regarded by peer groups. Federal audits have been very high. The last federal audit was 99% on one program.

Grp 1

SeqN 29

Q# Q16Y

Verbatim Response Because we continue to identify candidates that meet our needs.

Grp 3

SeqN 272

Q# Q16Y

Verbatim Response It is the only way we have been able to determine that the applicants have the skills they need to qualify for the positions available.

Grp 3

SeqN 226

Q# Q16Y

Verbatim Response Yes, because it's screened out qualified people who say they can type 60 wpm where they only type 21 with 17 errors.

Grp 2

SeqN 142

Q# Q16Y

Verbatim Response I can see it in their job performance because if they say they have the skills it will show in their performance and when we test them it shows if they have the skills needed to perform what we need.

Grp 3

SeqN 240

Q# Q16Y

Verbatim Response It give me a way to see their thoroughness and creativity and how accurate they are. This area it is very important to be accurate in their work.

Grp 3

SeqN 251

Q# Q16Y

Verbatim Response Comparative results with some of our other office. Because our scores are higher than other regional offices and we get better results from the candidates.

Grp		3
SeqN		256
Q#	Q16Y	
Verbatim Response	Because it helps us to rule out people without the qualifications that are needed to do the	
Grp		3
SeqN		258
Q#	Q16Y	
Verbatim Response	Because we see the proficiency and success rate of the people it have been used on rather than those it has not.	
Grp		3
SeqN		261
Q#	Q16Y	
Verbatim Response	It makes sure we put people into positions that suit them so that they can be successful. It helps us avoid hiring mistakes.	
Grp		3
SeqN		333
Q#	Q16Y	
Verbatim Response	It gives our supervisor the ability to see their skills and eliminate the people who don't have the skill level needed. It's concrete. Some people interview well, others don't, but the testing shows us if they have the skills they say they do.	
Grp		3
SeqN		269
Q#	Q16Y	
Verbatim Response	It seems to give people real life scenarios into which they can place themselves. And, therefore, we get more realistic answers, not made-up ones.	
Grp		3
SeqN		224
Q#	Q16Y	
Verbatim Response	It has screened out the people who have applied that don't have the skills for the job.	

Grp 3

SeqN 290

Q# Q16Y

Verbatim Response We are able to disqualify people that do not have the expertise they claim they have. It helps to discriminate between two candidates who appear to be equally qualified.

Grp 3

SeqN 306

Q# Q16Y

Verbatim Response It's very important to know if people have the skills necessary to do the job before hiring.

Grp 3

SeqN 314

Q# Q16Y

Verbatim Response We do a typing test and it helps us weed out people who can't type.

Grp 3

SeqN 320

Q# Q16Y

Verbatim Response Because by giving this test the caliber of employees has been better. By giving them the test, which is for our medical records just name and number match the employees we've hired know more.

Grp 3

SeqN 321

Q# Q16Y

Verbatim Response I think it eliminates people without the minimum skills to do the job. We put them through many hoops and those people who aren't interested won't jump through the hoops.

Grp 3

SeqN 327

Q# Q16Y

Verbatim Response You verify the skills on their application, you verify what they learn against how they apply it. We test for data entry and 10-key.

Grp		3
SeqN		331
Q#	Q16Y	
Verbatim Response	We've eliminated persons who can't do the job. People who are selected are proud of being selected and have a sense of self esteem due to this. It gives an incentive for people to progress quicker.	
Grp		3
SeqN		332
Q#	Q16Y	
Verbatim Response	Well, because in order to fill positions, you definitely need certain skills. Like typing, vocabulary, spelling skills. If they can't type a certain speed they won't be successful in a legal position and that's important to us.	
Grp		3
SeqN		263
Q#	Q16Y	
Verbatim Response	We have a large volume of job applicants so we use the skills tests to narrow the pool. It also helps us to identify the skills people have so we can better fit them into specific jobs.	
Grp		2
SeqN		170
Q#	Q16Y	
Verbatim Response	The ones we have is for computer people and it tells us whether or not they have done the types of work we need.	
Grp		2
SeqN		155
Q#	Q16Y	
Verbatim Response	We've been able to identify and measure skills and values of people in various positions.	
Grp		2
SeqN		157
Q#	Q16Y	
Verbatim Response	We give the test. We select the person who has the skills that fit that position. If they take the test for a fireman they do well they become a firefighter.	

Grp		2
SeqN		158
Q#	Q16Y	
Verbatim Response	We have been able to screen people pretty well. Ultimate selections have demonstrated that they can do the job well. We have been satisfied with the people we selected in order to do the task they've been assigned to.	
Grp		2
SeqN		159
Q#	Q16Y	
Verbatim Response	We use the civil service test because it gives us the knowledge to know what and where their basic skills lie.	
Grp		2
SeqN		160
Q#	Q16Y	
Verbatim Response	We don't have a choice. We seem to get satisfactory candidates.	
Grp		2
SeqN		161
Q#	Q16Y	
Verbatim Response	It helps us weed out people who aren't at the level we need. Sometimes you can't pick that up in interviews.	
Grp		2
SeqN		162
Q#	Q16Y	
Verbatim Response	Because people know if they want to learn we'll provide the training needed for them to advance so they just stay because of that.	
Grp		3
SeqN		228
Q#	Q16Y	
Verbatim Response	We have a good idea of what the person's skills are before we hire him.	

Grp 2

SeqN 163

Q# Q16Y

Verbatim Response We can see what their computer skills and typing skills really are instead of reading it from resumes.

Grp 3

SeqN 219

Q# Q16Y

Verbatim Response It gets us the candidate that has the basic knowledge and skills we need to do the job we're hiring for.

Grp 2

SeqN 171

Q# Q16Y

Verbatim Response It's a more relevant skill process than the traditional resume process. I already said it.

Grp 2

SeqN 175

Q# Q16Y

Verbatim Response Because we test to be sure we have qualified people. It's a basic pass/fail test. We test for basic skills. Physical agility test. It gives us only the people who are qualified.

Grp 2

SeqN 177

Q# Q16Y

Verbatim Response It measures those skills that are used on the job which is a good predictor of job performance.

Grp 2

SeqN 184

Q# Q16Y

Verbatim Response We are a strong believer in performance testing. We use performance field test for our technicians and we also use in basket exercises for our white collar jobs.

Grp		3
SeqN		189
Q#	Q16Y	
Verbatim Response	We mostly test our clerical people, they are central to the organization and it's important that they have some basic qualifications, like typing. We're making sure they have the needed skills before we hire them.	
Grp		3
SeqN		199
Q#	Q16Y	
Verbatim Response	Because it closely matches the job to the employee.	
Grp		3
SeqN		200
Q#	Q16Y	
Verbatim Response	Because it's a more objective measure of candidate skills and abilities. When you interview candidates and talk with candidates, interviewing does not allow us to evaluate candidates on special technical capabilities, whereas testing is more objective.	
Grp		3
SeqN		202
Q#	Q16Y	
Verbatim Response	Because we have diverse products and with a personality profile we know what type of person would fit into the job.	
Grp		3
SeqN		210
Q#	Q16Y	
Verbatim Response	It weeds out the ones we don't want. If they can't pass their test, we won't hire them.	
Grp		3
SeqN		214
Q#	Q16Y	
Verbatim Response	It tests for minimal skills so that unqualified people are screened out.	
Grp		1
SeqN		78
Q#	Q20N	
Verbatim Response	Sometimes after college is completed, they go to work for another company.	

Grp	1
SeqN	13
Q#	Q20N
Verbatim Response	Because they didn't utilize it. They really didn't have a training program. I'm just now developing a program for them.
Grp	1
SeqN	111
Q#	Q20N
Verbatim Response	I don't know. It's just how things are. It all comes from upper management that we don't feel valued enough to give us additional training.
Grp	1
SeqN	471
Q#	Q20N
Verbatim Response	We just started it a month ago so I guess that I can't give you an answer for that.
Grp	3
SeqN	856
Q#	Q20N
Verbatim Response	I think we need to make some improvement in our training program. We have a high language barrier and we want people who don't speak English as a primary language to take advantage of English as a second language program on their own and they will be rewarded at work. Because their job performance will improve by understanding English.
Grp	3
SeqN	846
Q#	Q20N
Verbatim Response	It keeps the people happy. It's good for the employee's morale. It makes people feel good about themselves.
Grp	3
SeqN	838
Q#	Q20N
Verbatim Response	They leave for more money; they aren't happy with their work environment. The problems basic to their leaving are not identified early enough to work out before employee decides to

Grp 3

SeqN 799

Q# Q20N

Verbatim Response We just haven't used it due to the additional cost.

Grp 3

SeqN 793

Q# Q20N

Verbatim Response I don't know.

Grp 3

SeqN 729

Q# Q20N

Verbatim Response You lose people the retention program isn't perfect.

Grp 3

SeqN 709

Q# Q20N

Verbatim Response We don't do enough of it for it to be successful. We should do more.

Grp 1

SeqN 612

Q# Q20N

Verbatim Response We don't have that much training available.

Grp 1

SeqN 604

Q# Q20N

Verbatim Response We're too big of a company. When you're a small company, I think, there's more of an opportunity to move into foreman jobs. Here they stay a painter. In other words,

Grp 3

SeqN 864

Q# Q20N

Verbatim Response When people leave here, that's not the reason they're leaving. There are other things, so it really doesn't make them stay.

Grp 3
SeqN 577
Q# Q20N
Verbatim Response People have left for personal reasons, so the company's training has no bearing on people

Grp 3
SeqN 404
Q# Q20N
Verbatim Response It's a competitive job market out there and people can go to different jobs out there and get much higher salaries.

Grp 1
SeqN 462
Q# Q20N
Verbatim Response They just don't take advantage of the training opportunity at all.

Grp 1
SeqN 451
Q# Q20N
Verbatim Response I don't think there's time to do sufficient training. The employee has too much to do and not enough time to take the training.

Grp 3
SeqN 439
Q# Q20N
Verbatim Response The company does not have enough growth for people to grow into new jobs.

Grp 3
SeqN 384
Q# Q20N
Verbatim Response Because it's not the main cause of the turnover. People are satisfied with the training level but it goes back to the salary issue of being too low.

Grp 3
SeqN 255
Q# Q20N
Verbatim Response They have devoted the resources but not the time. The resources for additional training are available just that it's not being used like it should be. It should be mandatory training every so often.

Grp 3

SeqN 252

Q# Q20N

Verbatim Response It just hasn't been in place. We haven't really had training in place.

Grp 3

SeqN 219

Q# Q20N

Verbatim Response Because we really haven't focused on it. We haven't used training as a tool for employee retention as much as we should. We need to use it to keep employees, especially in the management positions. Then we wouldn't have to look for qualified managers; we could train and promote from within.

Grp 3

SeqN 188

Q# Q20N

Verbatim Response Currently we don't have PC stations at every desk so they all don't have hands on experience and therefore they all can't become as experienced on the computer.

Grp 2

SeqN 167

Q# Q20N

Verbatim Response Mostly because I.S. auditors are in high demand. Most CPA firms can pay more. We train them and then they leave for more money.

Grp 1

SeqN 115

Q# Q20N

Verbatim Response We need to offer a broader spectrum of training.

Grp 3

SeqN 586

Q# Q20N

Verbatim Response We do not have the finances available at this time to provide the necessary training

Grp		1
SeqN		43
Q#	Q20N	
Verbatim Response	Nobody to administer the program. We are understaffed as far as administrating training, nobody here to coordinate training.	
Grp		3
SeqN		298
Q#	Q20N	
Verbatim Response	Because in our industry there is not a lot of room for growth. The training is minimal, there is not a lot.	
Grp		3
SeqN		210
Q#	Q20Y	
Verbatim Response	Low turnover rate.	
Grp		3
SeqN		197
Q#	Q20Y	
Verbatim Response	The people who are satisfied with their training program tend to be more satisfied with their positions.	
Grp		3
SeqN		199
Q#	Q20Y	
Verbatim Response	It brings a higher job satisfaction level with less frustration over assignments. The time and money that goes into training right up front makes people have a stronger loyalty to the company. They feel if we put that much money into training, they almost feel obligated to	
Grp		3
SeqN		200
Q#	Q20Y	
Verbatim Response	Because a satisfied employee is one who is learning new skills and developing more capabilities. The only way you get that is through training.	

Grp		3
SeqN		202
Q#	Q20Y	
Verbatim Response	To help them in their career path. Advancement opportunities within the company.	
Grp		3
SeqN		205
Q#	Q20Y	
Verbatim Response	Because the employee values education.	
Grp		3
SeqN		207
Q#	Q20Y	
Verbatim Response	Because we are often requested by employees if they can take this workshop or this training course and we say yes. So they are able to take these training courses. It helps them learn the business more and they want to stay.	
Grp		2
SeqN		184
Q#	Q20Y	
Verbatim Response	Because typically companies have limited training budgets. In contrast we have a significant training budget.	
Grp		3
SeqN		216
Q#	Q20Y	
Verbatim Response	I don't know what we do must be working because we have very little turnover.	
Grp		3
SeqN		218
Q#	Q20Y	
Verbatim Response	It shows people that the company has loyalty for them and the employees want to be loyal to the company too.	
Grp		3
SeqN		221
Q#	Q20Y	
Verbatim Response	I think because we are making an investment in them and it shows we care about their future.	

Grp 3

SeqN 222

Q# Q20Y

Verbatim Response We give them the training they want and need. This helps them be promoted within the

Grp 3

SeqN 226

Q# Q20Y

Verbatim Response Again because of our company policy we understand people don't have to have the skills for the job, but they do need to grow personally and we do that by providing them with training. And that gives them the added skills. And that gives them the opportunity to grow professionally and personally and shows that we care about them, so it keeps them with us.

Grp 3

SeqN 206

Q# Q20Y

Verbatim Response We've had verbal reports by some staff. Before we came in and managed this company. There was low interest in personal development. Since we've been here people have gone to workshops and seminars. We allow people to alter their schedules so they can go to college courses. People seem to be acquiring competence and skills that they didn't have a year ago.

Grp 2

SeqN 159

Q# Q20Y

Verbatim Response Once being with the State not a lot of people leave because people are trained into new positions and can advance because they know that there is room to move upward.

Grp 2

SeqN 137

Q# Q20Y

Verbatim Response Because people interested in additional training and promotion are given additional skills and placed in jobs where they can use those skills.

Grp 2

SeqN 139

Q# Q20Y

Verbatim Response Generally we have a higher retention rate than prior to providing training.

Grp	2
SeqN	140
Q#	Q20Y
Verbatim Response	Because it gives them the skills to do their job better or do a different job. They appreciate the training and give them a chance for advancement.
Grp	2
SeqN	142
Q#	Q20Y
Verbatim Response	We've had employees here 10 years because we gave them more training and they feel comfortable in their jobs so they stay longer because they know they are capable to do what's
Grp	2
SeqN	152
Q#	Q20Y
Verbatim Response	Just because as I said earlier, we have a low turnover rate. We have a long list of people who want to come to work. We have more applicants than we could ever interview let alone hire. That says to me people want to come to work here.
Grp	2
SeqN	156
Q#	Q20Y
Verbatim Response	Because people feel more equipped to do their job. People want to feel qualified in doing their job. The rate of change and all the things we are expected to do is moving very quickly and sometimes training helps people feel not so overwhelmed.
Grp	3
SeqN	195
Q#	Q20Y
Verbatim Response	If you have the skills to perform your job it reduces the stress and increases the pride in a job well done.
Grp	2
SeqN	158
Q#	Q20Y
Verbatim Response	Because by training our employees they can do their job better and doing their job better gives them greater job satisfaction.

Grp		3
SeqN		189
Q#	Q20Y	
Verbatim Response	It makes sure employees are keeping their skills up to date. It makes them feel that we believe they are important, that we're investing in them.	
Grp		2
SeqN		162
Q#	Q20Y	
Verbatim Response	Because we offer additional training to all employees to advance their position with the government.	
Grp		2
SeqN		163
Q#	Q20Y	
Verbatim Response	They are able to obtain needed skills. The quality of programs offered.	
Grp		2
SeqN		171
Q#	Q20Y	
Verbatim Response	It provides more satisfaction for employees and job success.	
Grp		2
SeqN		177
Q#	Q20Y	
Verbatim Response	It allows people to develop their skills and keep their jobs interesting. It makes them more ready for career advancement.	
Grp		2
SeqN		179
Q#	Q20Y	
Verbatim Response	I think the employees have more of an opportunity for internal positions. It's a perk for employees. If they're in a clerical position and want to move into the technical or professional area, the training allows them more opportunity to do that.	
Grp	3	
SeqN		237
Q#	Q20Y	
Verbatim Response	I think our employees feel valued. They feel like we care about their growth and their career.	

Grp 2

SeqN 157

Q# Q20Y

Verbatim Response The city has a philosophy of having professional employees and they are willing to train them and spend the amount of money it takes to do that then the employees feel good that they've spent the money on training to keep them so they stay.

Grp 3

SeqN 270

Q# Q20Y

Verbatim Response It's very limited, not alot of room for advancement here. But if someone gets a masters degree on their own, then they would be more desirable.

Grp 3

SeqN 233

Q# Q20Y

Verbatim Response We keep our employees. We give them training and they seem to stay longer.

Grp 3

SeqN 280

Q# Q20Y

Verbatim Response I think our employees feel more comfortable with the training they receive. Once you have training for the job, it makes the job easier to do. We train our employees on PCs so that they can use PCs effectively.

Grp 3

SeqN 279

Q# Q20Y

Verbatim Response 100% education tuition reimbursement.

Grp 3

SeqN 278

Q# Q20Y

Verbatim Response The employee feels valued that we want to invest time and resources to provide self-improvement. The company benefits as well.

Grp		3
SeqN		277
Q#	Q20Y	
Verbatim Response	Because hours are heavily regulated and our employees are constantly updated about	
Grp		3
SeqN		284
Q#	Q20Y	
Verbatim Response	We expect them to know things and if we don't teach them, they don't know these things. So it shows them we care about them.	
Grp		3
SeqN		272
Q#	Q20Y	
Verbatim Response	It makes the employee satisfied with their job. It is a dynamic business to be in and there is long-term job stability.	
Grp		3
SeqN		290
Q#	Q20Y	
Verbatim Response	Getting training leads to higher wages and higher wages lead to employee retention.	
Grp		3
SeqN		269
Q#	Q20Y	
Verbatim Response	Employees like them and ask us to have more of them. It makes them feel more knowledgeable and to know what's expected of them.	
Grp		3
SeqN		267
Q#	Q20Y	
Verbatim Response	Compensation and benefits. When you get training and move up you get better compensation and benefits.	
Grp		3
SeqN		264
Q#	Q20Y	
Verbatim Response	Because we don't take a person and throw them into the lions. We give them guidelines to go by so they know what they are doing.	

Grp		3
SeqN		263
Q#	Q20Y	
Verbatim Response	Today there are many more new demands put on employees. It allows us to move employees in their knowledge base so we don't end up with a bunch of archaic employees.	
Grp		3
SeqN		256
Q#	Q20Y	
Verbatim Response	Various reasons.	
Grp		3
SeqN		258
Q#	Q20Y	
Verbatim Response	There is a sentiment of appreciation that is shared with us from the employees. It offers employees opportunity to grow.	
Grp		3
SeqN		274
Q#	Q20Y	
Verbatim Response	It allows them to do their jobs better. We have a highly educated staff; even secretaries have 4-year degrees. It makes them happier.	
Grp		3
SeqN		307
Q#	Q20Y	
Verbatim Response	They receive a fairly comprehensive training. We offer as much training as is needed.	
Grp		3
SeqN		261
Q#	Q20Y	
Verbatim Response	They're here, they stay, that's evidence in itself.	
Grp		3
SeqN		238
Q#	Q20Y	
Verbatim Response	It shows that you care about them as an employee.	

Grp 3

SeqN 244

Q# Q20Y

Verbatim Response Because most people want to advance and training gives them that opportunity. They become very motivated when training is provided and stay with the company.

Grp 3

SeqN 245

Q# Q20Y

Verbatim Response Yes, because they know they can move upwards if we feel they are capable. We'll tell them we'll teach you to have the skills you need to move into a new position and as a rule to move into a new position and as a rule people look at this as a positive force to stay with us if they know the potential for mobility to move into other areas is there.

Grp 3

SeqN 320

Q# Q20Y

Verbatim Response Our employees appreciate that we have continuous education programs and that we foster that. Because they are able to develop new skills and advance.

Grp 3

SeqN 283

Q# Q20Y

Verbatim Response They're still here. They feel good about the job they do. The pride of having learned new things and they respect themselves better, too.

Grp 3

SeqN 308

Q# Q20Y

Verbatim Response One of the things mentioned in talking with employees is the opportunity for further education and tuition reimbursement.

Grp 3

SeqN 236

Q# Q20Y

Verbatim Response Because it makes people feel that they know what they're doing so they don't feel so lost. It also gives them an opportunity to advance.

<i>Grp</i>		3
<i>SeqN</i>		306
<i>Q#</i>	Q20Y	
<i>Verbatim Response</i>	Most people here are career minded and it's important to them to be constantly improving their skills. It's also nice when the company pays for this training.	
<i>Grp</i>		2
<i>SeqN</i>		136
<i>Q#</i>	Q20Y	
<i>Verbatim Response</i>	Our employees are happier so they stay longer. If they feel they are getting something other than a paycheck from us they tend to enjoy working more.	
<i>Grp</i>		3
<i>SeqN</i>		302
<i>Q#</i>	Q20Y	
<i>Verbatim Response</i>	Because they are gaining education and being able to utilize their skills.	
<i>Grp</i>		1
<i>SeqN</i>		101
<i>Q#</i>	Q20Y	
<i>Verbatim Response</i>	The people who have used it have invested their time in it and we have invested time and money in it as well, so it's mutually beneficial.	
<i>Grp</i>		3
<i>SeqN</i>		294
<i>Q#</i>	Q20Y	
<i>Verbatim Response</i>	I think when people are knowledgeable about their position or job title they feel more secure.	
<i>Grp</i>		3
<i>SeqN</i>		291
<i>Q#</i>	Q20Y	
<i>Verbatim Response</i>	We know what we sell and what we do so we know who we want to keep. We just make it possible for people to succeed.	
<i>Grp</i>		3
<i>SeqN</i>		318
<i>Q#</i>	Q20Y	
<i>Verbatim Response</i>	Because it adds to their growth within the firm as a professional.	

Grp 3

SeqN 885

Q# Q20Y

Verbatim Response By showing the employer that education is important and valued by us. It increases their knowledge and shows them we care to open doors educationally for promotions.

Grp 1

SeqN 56

Q# Q20Y

Verbatim Response It gives employees chances to move up in the organization.

Grp 1

SeqN 2

Q# Q20Y

Verbatim Response They can do their job better.

Grp 1

SeqN 1

Q# Q20Y

Verbatim Response It gives employees skills to gain the type of performance that they want.

Grp 1

SeqN 615

Q# Q20Y

Verbatim Response In our labor market today it is necessary to train employees.

Grp 3

SeqN 554

Q# Q20Y

Verbatim Response We continue to educate our people as things change like when new programs come out. We keep our people skilled in doing their jobs as things change.

Grp 1

SeqN 9

Q# Q20Y

Verbatim Response We don't have a large turnover. It constantly motivates the employees. I think it's an important aspect that the company cares about giving the skills they need to perform the job. It makes them more marketable. If they were to leave the company. They've got the skills to take with them. With utilizing computers they've been able to perform jobs better. We have definitely seen a rise in skill levels.

Grp 1

SeqN 601

Q# Q20Y

Verbatim Response It provides advancement opportunities within the company.

Grp 1

SeqN 15

Q# Q20Y

Verbatim Response Because it allows the employee to develop the skills necessary for advancement.

Grp 3

SeqN 589

Q# Q20Y

Verbatim Response Because then they know that we have an investment in them. It helps keep their skills up to

Grp 1

SeqN 47

Q# Q20Y

Verbatim Response. Training is discussed at performance reviews and a high value is placed on them. Participation in training is a factor in compensation or raises.

Grp 1

SeqN 49

Q# Q20Y

Verbatim Response Because they feel that we have the confidence to send them to school pay their wages, books & tuition that we value them enough to train them so they stay longer.

Grp 1
SeqN 51
Q# Q20Y
Verbatim Response Because we offer a lot of different programs.

Grp 1
SeqN 52
Q# Q20Y
Verbatim Response We don't lose many employees. I don't think it's any one thing that keeps employees.

Grp 1
SeqN 106
Q# Q20Y
Verbatim Response Because of our wages and benefits. We're one of the highest in the area of wages and

Grp 3
SeqN 835
Q# Q20Y
Verbatim Response Just the fact that it is offered. It shows that the company is willing to invest time and money into their training and they stay.

Grp 1
SeqN 25
Q# Q20Y
Verbatim Response Because they are working to a goal and they know they have the company's support behind

Grp 3
SeqN 894
Q# Q20Y
Verbatim Response People always like the opportunity to increase their skills and knowledge.

Grp 1
SeqN 46
Q# Q20Y
Verbatim Response Because smart people want to grow.

Grp 1

SeqN 42

Q# Q20Y

Verbatim Response It gives the employee an opportunity for self-growth at no cost other than his own effort

Grp 1

SeqN 37

Q# Q20Y

Verbatim Response It offers them other opportunities. It expands their ability to participate in the organization.

Grp 1

SeqN 33

Q# Q20Y

Verbatim Response Because we have alot of long term employees.

Grp 1

SeqN 6

Q# Q20Y

Verbatim Response It provides more knowledge then promotional opportunities on machines.

Grp 1

SeqN 26

Q# Q20Y

Verbatim Response Because it shows company loyalty to the employees.

Grp 1

SeqN 57

Q# Q20Y

Verbatim Response It shows our commitment to our employees and training them gives them opportunity to

Grp 1

SeqN 24

Q# Q20Y

Verbatim Response It's a significant investment, especially regarding the tuition group. It's a longer-term commitment and longer retention.

Grp		1
SeqN		21
Q#	Q20Y	
Verbatim Response	It's because when people get into an organization and recognize opportunity to enhance knowledge and skill, they view that possibility and therefore are likely to join or stay with an	
Grp		1
SeqN		19
Q#	Q20Y	
Verbatim Response	They feel that they can go to classes and continue to learn and not be stagnant.	
Grp		1
SeqN		18
Q#	Q20Y	
Verbatim Response	It instills the value of enhancing one's skills. Employees recognize the benefit of being employed in that type of organization.	
Grp		1
SeqN		17
Q#	Q20Y	
Verbatim Response	Comments from people, who have used it, they seem appreciative.	
Grp		1
SeqN		16
Q#	Q20Y	
Verbatim Response	A lot of people are still continuing their education and keeping up-to-date in current trends	
Grp		1
SeqN		29
Q#	Q20Y	
Verbatim Response	Because the employees have responded favorably and continue to participate.	
Grp		2
SeqN		119
Q#	Q20Y	
Verbatim Response	Because the training need had been identified, it's been targeted & it's been matched. Just us knowing the needs, training so we can do our work effectively & efficiently.	

Grp	1
SeqN	53
Q#	Q20Y
Verbatim Response	It satisfies the employees' need to know product information, selling skills.
Grp	1
SeqN	104
Q#	Q20Y
Verbatim Response	When you invest in people there is more chance of their staying on.
Grp	3
SeqN	324
Q#	Q20Y
Verbatim Response	Because our employees get to keep up to date on all the current technologies through training and that makes them feel good knowing that they are helping people.
Grp	1
SeqN	107
Q#	Q20Y
Verbatim Response	Employees like to learn and know that their company is interested in them.
Grp	1
SeqN	109
Q#	Q20Y
Verbatim Response	Gives people the opportunity to learn more about the area they're working in. They feel more valuable to the company and that makes them a better employee.
Grp	1
SeqN	98
Q#	Q20Y
Verbatim Response	It gives employees another option. It doesn't give them a dead end. Like a production employee it would give them an opportunity to train in maybe accounting and take some college courses in accounting and maybe give them a chance to work themselves up into an
Grp	1
SeqN	113
Q#	Q20Y
Verbatim Response	Because we've retained employees.

Grp		1
SeqN		97
Q#	Q20Y	
Verbatim Response	The company gives its employees the opportunity for personal and career growth.	
Grp		2
SeqN		123
Q#	Q20Y	
Verbatim Response	Because employees view training as a reward that they are doing a good job and can move up in their positions or into other areas.	
Grp		2
SeqN		124
Q#	Q20Y	
Verbatim Response	An employee who understands what he is supposed to do and how to do it is comfortable in his job. A lot of our training has to do with employees feeling safe in their jobs through the protection of adequate training to do their work with inmates.	
Grp		2
SeqN		127
Q#	Q20Y	
Verbatim Response	An educated employee is a more comfortable and competent employee. Self-betterment, more education opportunities, developing their skills. Employee skills more marketable for advancement within our company or in other opportunity.	
Grp		2
SeqN		128
Q#	Q20Y	
Verbatim Response	For reasons mentioned earlier like salary, benefits, good training and opportunities to grow.	
Grp		2
SeqN		131
Q#	Q20Y	
Verbatim Response	There are not a lot of jobs that call for social worker skills. It's very limited, so we have a good retention rate for the people we train.	

Grp	2
SeqN	132
Q#	Q20Y
Verbatim Response	Employees feel they have the confidence that they need to carry out the job at hand because they have the needed skills to do that job.
Grp	1
SeqN	112
Q#	Q20Y
Verbatim Response	Because of the promotional ability and the management style. Empowerment for individuals to make decisions.
Grp	1
SeqN	73
Q#	Q20Y
Verbatim Response	It keeps them current in their position. It provides the skills necessary to stay current with their position.
Grp	1
SeqN	60
Q#	Q20Y
Verbatim Response	In the four years since I've been here we've gone from an 80% turnover to 20%. People understand what is expected of them, what they can and can't do. They know they don't have to leave the company to move up, that they can improve skill competency with 7
Grp	1
SeqN	61
Q#	Q20Y
Verbatim Response	Because they're still here.
Grp	1
SeqN	64
Q#	Q20Y
Verbatim Response	I think it gives an employee an option to increase their knowledge. We have programs that have to be related to work. It gives an option to continuing education. With competitors.

Grp	1
SeqN	67
Q#	Q20Y
Verbatim Response	It gives them job skills they can apply which may lead to growth opportunities like computer, supervisory, and whatever the job needs.
Grp	1
SeqN	68
Q#	Q20Y
Verbatim Response	The quality of the training they receive has been excellent and the employees appreciate it.
Grp	3
SeqN	217
Q#	Q20Y
Verbatim Response	Employees need to be educated so they can further their career development. We are in an industry that is hi-tech and in order to keep up you need to educate.
Grp	1
SeqN	70
Q#	Q20Y
Verbatim Response	I don't know.
Grp	2
SeqN	133
Q#	Q20Y
Verbatim Response	Because it has resulted in saving employees that might have left. In some instances, we have had employees who were ready to leave and when offered training opportunities we were able to retain them.
Grp	1
SeqN	74
Q#	Q20Y
Verbatim Response	Every individual wants to improve and when the company offers avenues for improvement, this individual is more likely to stay with the company.

Grp		1
SeqN		75
Q#	Q20Y	
Verbatim Response	The amount of training we provide, we do provide better training than other organizations, and I think it's been helpful.	
Grp		1
SeqN		81
Q#	Q20Y	
Verbatim Response	It keeps employees current on their skills and allows room for advancement in their	
Grp		1
SeqN		82
Q#	Q20Y	
Verbatim Response	It's better to be able to promote from within and give employees and opportunity to grow with the company.	
Grp		1
SeqN		88
Q#	Q20Y	
Verbatim Response	I believe it generates a higher level of interest in the business we do. I have a very little turnover rate. I mean very little, I retire people from here.	
Grp		1
SeqN		89
Q#	Q20Y	
Verbatim Response	We have been able to hold on to good people by offering them training and educational opportunities. They are more likely to stay with us when we offer them ways to learn and develop their skills.	
Grp		1
SeqN		69
Q#	Q20Y	
Verbatim Response	Better skills to do their jobs. Our training makes them feel confident, more comfortable, less stressed with their work.	

Grp		3
SeqN		876
Q#	Q20Y	
Verbatim Response	They have a better idea of how to perform their job well. It makes the employee feel more confident.	
Grp		2
SeqN		548
Q#	Q20Y	
Verbatim Response	We have heard good things about the training we are providing. They are learning and being challenged.	
Grp		1
SeqN		618
Q#	Q20Y	
Verbatim Response	Employees know that we value their continued growth and learning; and that if we as a company are going to grow, we need them to grow too. It allows them to develop more skills and then get promoted into other positions.	
Grp		1
SeqN		622
Q#	Q20Y	
Verbatim Response	Employees feel valued that you are putting time and money into their development then	
Grp		3
SeqN		707
Q#	Q20Y	
Verbatim Response	Because I think the training we offer is so diverse. We do training with several other colleges. They have alot to choose from. There are many interesting subjects. Things	
Grp		3
SeqN		326
Q#	Q20Y	
Verbatim Response	Because I think there is a particular concern in retaining technical professionals. A lot of companies provide training to professionals and then they move to another job. We are willing to provide training assuming that they would stay on. Well, assuming isn't the right word. With the idea in mind that they are encouraged to stay on.	

Grp 3

SeqN 214

Q# Q20Y

Verbatim Response It conveys to employees that they're valued and also it helps support opportunity for

Grp 3

SeqN 886

Q# Q20Y

Verbatim Response It has to do with follow up, follow through. You don't just put people in a job and leave them. It has a lot to do with communication. I think training is important to people. It means that we are willing to find the problems and help them solve them.

Grp 1

SeqN 613

Q# Q20Y

Verbatim Response They stay! Giving employees training seems to increase motivation and morale and that helps them stay.

Grp 3

SeqN 881

Q# Q20Y

Verbatim Response It makes people feel more comfortable in their jobs, and then they tend to work better. They like their work better when they learn more skills.

Grp 1

SeqN 611

Q# Q20Y

Verbatim Response Anytime employees can better themselves; they're a better employee. It develops a loyalty when the company invests in employees.

Grp 3

SeqN 875

Q# Q20Y

Verbatim Response Just started so I guess I can't answer that one way or another.

Grp	3
SeqN	869
Q#	Q20Y
Verbatim Response	We have implemented a new training program recently and we have seen our turnover rate reduced slightly.
Grp	3
SeqN	868
Q#	Q20Y
Verbatim Response	The employees become better at their jobs, they become more comfortable with their jobs and they have more satisfaction with their jobs.
Grp	3
SeqN	859
Q#	Q20Y
Verbatim Response	Because the people feel their futures are brighter. Their futures are brighter if they learn more. They are more inclined to stay if they are happy.
Grp	3
SeqN	857
Q#	Q20Y
Verbatim Response	It gives employees the opportunity to network with others and it gives them the opportunity to expand their education and gives them more professional skills.
Grp	3
SeqN	850
Q#	Q20Y
Verbatim Response	Because if we pay for the training, it's not a cost for the employee. They have no out-of-pocket expenses.
Grp	3
SeqN	849
Q#	Q20Y
Verbatim Response	Because they've stayed with our company.
Grp	3
SeqN	882
Q#	Q20Y
Verbatim Response	I think they see they are valued and there are opportunities for them.

Grp	3
SeqN	576
Q#	Q20Y
Verbatim Response	Many of the entry-level positions are attractive to people starting their careers. This with training helps retain employees successfully.
Grp	2
SeqN	550
Q#	Q20Y
Verbatim Response	I think people are more successful in their jobs when they have the tools. I think there's more job satisfaction by being trained effectively.
Grp	3
SeqN	551
Q#	Q20Y
Verbatim Response	It's reassuring for people when they take on a new job, they feel more comfortable and they feel they can meet the challenges when they've been properly trained.
Grp	3
SeqN	552
Q#	Q20Y
Verbatim Response	Because training programs offer opportunity for career growth. We provide the opportunity to learn and grow within their position.
Grp	3
SeqN	559
Q#	Q20Y
Verbatim Response	Because people like to know what they are doing.
Grp	3
SeqN	560
Q#	Q20Y
Verbatim Response	It gives them the skills to do their job well. And they stay with us.
Grp	3
SeqN	562
Q#	Q20Y
Verbatim Response	Because they feel more valued and successful in their jobs which makes them stay longer.

Grp 3

SeqN 564

Q# Q20Y

Verbatim Response People are appreciative of the offering of training opportunities. The fact that it's a required expectation for their improvement.

Grp 1

SeqN 616

Q# Q20Y

Verbatim Response The employees say so. Employees will stay with an organization if they have opportunities to grow and be promoted.

Grp 3

SeqN 575

Q# Q20Y

Verbatim Response They are better qualified for jobs and will be promoted if they choose to stay with the company and most of the time they do stay.

Grp 3

SeqN 833

Q# Q20Y

Verbatim Response Because they know what they are doing and know exactly how to handle questions. They have the best education and go out there and feel good because they know what they are doing and they feel good about what they are doing.

Grp 3

SeqN 581

Q# Q20Y

Verbatim Response Because the employees enjoy it. I think they like to motivate themselves and they enjoy furthering their education.

Grp 3

SeqN 582

Q# Q20Y

Verbatim Response I don't know, none at all. We often just wonder why ourselves.

Grp 3

SeqN 590

Q# Q20Y

Verbatim Response It's just that the employees know we are willing to spend money for them to advance.

Grp 3

SeqN 830

Q# Q20Y

Verbatim Response We have a lot of very young generation X-ers here. I think they view it as a requirement for their company to provide them with training. It shows them that we have a commitment to them as an employee.

Grp 1

SeqN 605

Q# Q20Y

Verbatim Response We have alot of professional employees who want to stay. So we provide education so they can advance and they stay.

Grp 1

SeqN 606

Q# Q20Y

Verbatim Response We're losing very few people when it comes to skilled positions.

Grp 1

SeqN 609

Q# Q20Y

Verbatim Response Because we're unique in offering compensation benefits, especially the tuition advancement opportunities; backshifts/weekend shifts for people who go to school during the week and work on the weekends. There are a variety of shifts 24 hours a day.

Grp 3

SeqN 566

Q# Q20Y

Verbatim Response People who are motivated and want to continue to learn stick around for these

Grp 3

SeqN 804

Q# Q20Y

Verbatim Response They feel that they are part of the company. They feel indebted to the company and feel that the company is taking good care of them and will continue to take care of them in the future because of the investment the company has put into them.

Grp 3

SeqN 774

Q# Q20Y

Verbatim Response It makes them feel important. Good enough for us

Grp 3

SeqN 781

Q# Q20Y

Verbatim Response It has identified the needs of the people. It shapes the culture of the people, and right now we have to be a people-centered culture. People want to learn and to retain them we have to show we care enough to train them.

Grp 3

SeqN 784

Q# Q20Y

Verbatim Response It keeps people interested and challenged. It helps them to grow. It shows that we're a company interested in them and their success. We're making an investment in them.

Grp 3

SeqN 785

Q# Q20Y

Verbatim Response We have a low turnover and I think the employees appreciate training and take advantage of

Grp 3

SeqN 787

Q# Q20Y

Verbatim Response Because it allows them the opportunity to progress in their careers. It gives them the ability to advance.

Grp		3
SeqN		792
Q#	Q20Y	
Verbatim Response	It enhances employee self-esteem. It gives them additional tools to do their jobs effectively. They can continue to learn.	
Grp		3
SeqN		796
Q#	Q20Y	
Verbatim Response	Because the employee realizes that we have a vested interest in them and their success.	
Grp		3
SeqN		842
Q#	Q20Y	
Verbatim Response	The employees are still here. They're empowered by participating in continued education so that they're achieving more and being able to elevate their current status.	
Grp		3
SeqN		802
Q#	Q20Y	
Verbatim Response	The employees seem to remain in the environment that is familiar to them. That's all that comes to mind.	
Grp		3
SeqN		763
Q#	Q20Y	
Verbatim Response	Because it gives people the opportunity to perform at a higher level.	
Grp		3
SeqN		805
Q#	Q20Y	
Verbatim Response	Everybody benefits from it. Any type of training anyone receives can be passed on to another employee.	
Grp		3
SeqN		807
Q#	Q20Y	
Verbatim Response	It's another added benefit.	

Grp	3
SeqN	811
Q#	Q20Y
Verbatim Response	It's an opportunity for them to further their education and to become more promotable and choose another career path.
Grp	3
SeqN	812
Q#	Q20Y
Verbatim Response	It energizes people, gives them new interest in their job. It helps them to advance through promotions. It enriches their current job.
Grp	3
SeqN	818
Q#	Q20Y
Verbatim Response	We've been able to determine the gaps and address those gaps and people can get on the job training here and feel competent to do their job.
Grp	3
SeqN	822
Q#	Q20Y
Verbatim Response	It gives them additional skills so they can do their job more effectively. It gives them a sense of importance. It makes them feel valued enough that we would give them training
Grp	3
SeqN	823
Q#	Q20Y
Verbatim Response	Because of access to training. If there's a seminar they want to go to, they go to the supervisor and she sets it up. Good working conditions. Very clean warehouse. We provide training and good communication skills with employees and supervisors. We provide benefits like hospitalization, dental, 401k with the company matching, vacation and sick time.
Grp	3
SeqN	798
Q#	Q20Y
Verbatim Response	We have employee population of high achievers and learning growth and opportunities are incredible motivators and retention components. We have people who are very technology competent and experts in their field and want to remain on the leading edge of technology. We have senior consultants who want to remain on the leading edge of their practices.

Grp 3

SeqN 730

Q# Q20Y

Verbatim Response Because of what they say. That we offer more training and they like that.

Grp 3

SeqN 587

Q# Q20Y

Verbatim Response We're willing to invest time and money into the employee so there is a mutual appreciation between employer and employee. We value the employee. He knows this and appreciates it.

Grp 3

SeqN 831

Q# Q20Y

Verbatim Response The more investment you put into people the more they see the opportunity for growth in the company. It makes them maybe hang on with us a little longer than they might

Grp 3

SeqN 711

Q# Q20Y

Verbatim Response Because we give the employee the option to have additional training and they have their own education goals. They get the training; it benefits them and us. They feel good about us for providing training and stay.

Grp 3

SeqN 713

Q# Q20Y

Verbatim Response It shows them that we're concerned with them increasing their skills and contributing to the company.

Grp 3

SeqN 718

Q# Q20Y

Verbatim Response We don't lose employees that know our company but lack specific skills; we would just train

Grp 3

SeqN 720

Q# Q20Y

Verbatim Response The employees do see that they are valued.

Grp 3

SeqN 724

Q# Q20Y

Verbatim Response It gives them the opportunity to learn and makes them more comfortable in their jobs, which makes them happier in their jobs.

Grp 3

SeqN 773

Q# Q20Y

Verbatim Response They feel more confident in their job. It's an asset to them to be able to learn new skills.

Grp 3

SeqN 728

Q# Q20Y

Verbatim Response I guess because in those areas where we are training, our turnover rate is lower.

Grp 3

SeqN 766

Q# Q20Y

Verbatim Response It helps the employees become better at what they do. If someone gets promoted to be a supervisor, we send them to seminars. It's a supportive atmosphere here.

Grp 3

SeqN 732

Q# Q20Y

Verbatim Response Employees are able to better their skills and then feel more a part of the company and feel more valued.

Grp 3

SeqN 736

Q# Q20Y

Verbatim Response It shows our employees that we support them and are giving them an investment in the company by training. We are arming them with more skills, which makes them confident and comfortable in the jobs.

Grp 3
SeqN 745
Q# Q20Y
Verbatim Response It allows people to become competent at their jobs, to grow in their jobs and also to become more marketable.

Grp 3
SeqN 747
Q# Q20Y
Verbatim Response Makes them happier to stay when they understand the job at hand. Training makes them knowledgeable about the job. If you are trained properly, they appreciate the job.

Grp 3
SeqN 751
Q# Q20Y
Verbatim Response Employees feel like we want to keep them if we're willing to train them. From the employees standpoint I think it makes them more likely to stay because we've taken the

Grp 3
SeqN 752
Q# Q20Y
Verbatim Response The feedback we receive from employees when we do an employee reaction survey. About every two years we do a survey to find out what makes them satisfied or dissatisfied. The employees having the ability to be promoted because of their expanded knowledge and skills.

Grp 3
SeqN 761
Q# Q20Y
Verbatim Response Our turnover rate since implementing incentive programs has decreased and more people are staying and being promoted.

Grp 3
SeqN 834
Q# Q20Y
Verbatim Response I don't know that we've measured that. I've only been here 3 months.

Grp 3

SeqN 726

Q# Q20Y

Verbatim Response When you offer training to your employees they feel valued and the more you know the more valued you feel.

Grp 3

SeqN 378

Q# Q20Y

Verbatim Response Because an employee can look at other aspects in the company. The job opportunities might be to work in another area for a short term.

Grp 3

SeqN 399

Q# Q20Y

Verbatim Response I really don't know. Nothing that I can think of.

Grp 3

SeqN 398

Q# Q20Y

Verbatim Response Yes, because I feel that they want to learn and on exit interviews they all say the training

Grp 1

SeqN 461

Q# Q20Y

Verbatim Response Because we retain our employees and that's what we offer. It's part of the stimulation of their career, personal growth and as well as obtaining new skills used in the work place.

Grp 3

SeqN 594

Q# Q20Y

Verbatim Response Employee satisfaction. They appreciate the effort.

Grp 3

SeqN 394

Q# Q20Y

Verbatim Response They have the opportunity to grow into new positions and in their positions.

Grp	2
SeqN	546
Q#	Q20Y
Verbatim Response	They learn new things to help them do their jobs successfully. They know when they need training they can get it.
Grp	3
SeqN	392
Q#	Q20Y
Verbatim Response	Don't know. I couldn't answer that.
Grp	3
SeqN	408
Q#	Q20Y
Verbatim Response	Well, the employees receive the training they want and need. They're more satisfied and do their jobs better. It makes them happier.
Grp	3
SeqN	386
Q#	Q20Y
Verbatim Response	We cross-train our employees. That gives them skills to function in many departments.
Grp	1
SeqN	454
Q#	Q20Y
Verbatim Response	Stagnant employees are not happy employees. When you have happy employees, it advances the company's profitability and when they're happy they stay and they have.
Grp	3
SeqN	375
Q#	Q20Y
Verbatim Response	It allows employees to get the skills needed to be promoted into other positions.
Grp	3
SeqN	365
Q#	Q20Y
Verbatim Response	When they see they can upgrade their skills and opportunities they will stay.

Grp		3
SeqN		362
Q#	Q20Y	
Verbatim Response	Our individual requirements employees take. Information to keep their license.	
Grp		3
SeqN		360
Q#	Q20Y	
Verbatim Response	I think if an individual feels more qualified to do the job it's more rewarding to them.	
Grp		3
SeqN		357
Q#	Q20Y	
Verbatim Response	Everyone has the opportunity to move upwards. Because everyone can move into new	
Grp		3
SeqN		355
Q#	Q20Y	
Verbatim Response	It provides them with an interest and allows them to develop. It gives them new growth area, instead of just bathing and feeding a patient. They learn about the patient's disease too.	
Grp		3
SeqN		354
Q#	Q20Y	
Verbatim Response	It makes them more responsible employees and opens the horizons for new job positions so they can be promoted.	
Grp		3
SeqN		388
Q#	Q20Y	
Verbatim Response	It shows that we care enough to further their education and skill. They know they can get promoted and make more money.	
Grp		3
SeqN		405
Q#	Q20Y	
Verbatim Response	It's a very expensive and lucrative benefit for the employee not to pay for his education which is paid for by the employer.	

Grp 3

SeqN 415

Q# Q20Y

Verbatim Response The things I've seen and the feedback I've gotten has been really good. The staff development meetings have been good and I've heard the speakers have been really good, too. The employees like going to these training sessions.

Grp 3

SeqN 416

Q# Q20Y

Verbatim Response Because I think we have been able to retain the employees we have by keeping them here in kind of a cross training thing.

Grp 3

SeqN 425

Q# Q20Y

Verbatim Response Our business is based on knowing the product. Our employees need to know the product to sell it. Our vendors are very helpful with training and making sure our employees feel comfortable and know the product before they have to go sell it. Our employees are happy with the way our vendors train them.

Grp 3

SeqN 430

Q# Q20Y

Verbatim Response Because it makes them feel more valued as an employee that we care enough to train them.

Grp 3

SeqN 431

Q# Q20Y

Verbatim Response The response when we have provided training to our staff has been good. We've gotten alot of positive feedback. Saying that they felt qualified to do the job.

Grp 3

SeqN 432

Q# Q20Y

Verbatim Response It gives them the opportunity to expand and increase their knowledge.

Grp 3
SeqN 436
Q# Q20Y
Verbatim Response If you are well trained you tend to do a better job which leads to better job satisfaction and helps in retaining employees.

Grp 1
SeqN 457
Q# Q20Y
Verbatim Response Because we have had a low turnover.

Grp 3
SeqN 438
Q# Q20Y
Verbatim Response They are more competitive in the work place after having had additional training and it shows them the company cares about their advancement.

Grp 1
SeqN 456
Q# Q20Y
Verbatim Response It's helped employees further their personal & professional goals. It helps them do the job better. So that makes them feel confident. It keeps them up to date with the industry and

Grp 3
SeqN 441
Q# Q20Y
Verbatim Response They've been able to gain additional experience so they can be promoted to a new position.

Grp 3
SeqN 444
Q# Q20Y
Verbatim Response The employees feel positive about the company investing in them.

Grp 3
SeqN 445
Q# Q20Y
Verbatim Response People see it as a reward. That it's a benefit of the job.

Grp 3

SeqN 448

Q# Q20Y

Verbatim Response If people are competent at doing their job it gives them much job satisfaction.

Grp 3

SeqN 450

Q# Q20Y

Verbatim Response Basically because they enjoy what they are doing and are trained well to do their jobs.

Grp 1

SeqN 452

Q# Q20Y

Verbatim Response I firmly believe if you don't stimulate the employees they'll get bored. If they enjoy what they're doing they'll be of service to us. Cross training is real important. The company believes in training people in new policies and procedures so they won't get in a rut. It keeps employees happy to be able to do other things in the company.

Grp 1

SeqN 453

Q# Q20Y

Verbatim Response Keeps them challenged. Keeps them growing.

Grp 3

SeqN 347

Q# Q20Y

Verbatim Response Because we have a very specific type of a business we do and it would be impossible to learn it in any other environment. Our company does third party bankcard collection work and it's a very specific area of collections and can't be learned in schools and no program is

Grp 3

SeqN 406

Q# Q20Y

Verbatim Response Some of the training enables us to do work that some of our competitors are not trained to

Grp	2
SeqN	513
Q#	Q20Y
Verbatim Response	We have a low turnover rate. The nature of many of our jobs requires ongoing training. It suggests to employees that we are investing in them. It makes employees feel valued.
Grp	3
SeqN	353
Q#	Q20Y
Verbatim Response	Because if a few employees that I'm thinking of. They received additional training and after they received it they were more qualified to do their jobs and seemed alot happier.
Grp	1
SeqN	492
Q#	Q20Y
Verbatim Response	Because people can make a career change and go into a new career with out help and they don't have to leave the company. They can do cross training and explore new options.
Grp	1
SeqN	494
Q#	Q20Y
Verbatim Response	Because in our industry skills become obsolete very quickly. Training helps the employees stay on top of things & it becomes valuable to them.
Grp	2
SeqN	501
Q#	Q20Y
Verbatim Response	The opportunities exist and future classes are available. People stick around for the opportunities. Also, they are appropriately trained and know what they're doing in their jobs so they're happy, comfortable employees.
Grp	3
SeqN	327
Q#	Q20Y
Verbatim Response	The more they know the less frustrated they get. The technology is always changing for our repairmen, and this helps.

Grp 2
SeqN 504
Q# Q20Y
Verbatim Response We don't have a big turnover. We offer them training opportunities to keep them growing. Employees like to ask the supervisors if they can go to training programs. It gives them

Grp 2
SeqN 505
Q# Q20Y
Verbatim Response We have a pyramid shaped system. You really can't move up but there is room to move out into other areas so people that have had training know that there is room for movement within the pyramid.

Grp 1
SeqN 485
Q# Q20Y
Verbatim Response I don't really know. We don't have a high turnover but I really don't know if that's because of the training or not.

Grp 2
SeqN 507
Q# Q20Y
Verbatim Response It conveys to the employee that we do care about them and the fact that we are interested in them enhancing their skills and broadening their base.

Grp 1
SeqN 482
Q# Q20Y
Verbatim Response It keeps their interest up and their motivation.

Grp 2
SeqN 517
Q# Q20Y
Verbatim Response State employees don't get alot of perks. Being able to provide training is a good incentive and reward.

Grp	2
SeqN	521
Q#	Q20Y
Verbatim Response	Individuals are happier and more productive when they feel they have better skills.
Grp	2
SeqN	522
Q#	Q20Y
Verbatim Response	Because we have a very low turnover rate.
Grp	2
SeqN	523
Q#	Q20Y
Verbatim Response	We are increasing their skills and they are learning and that's a benefit for them, that's one reason they stay.
Grp	2
SeqN	526
Q#	Q20Y
Verbatim Response	Because people don't look outside the government for a job. They know if we ask them to do something they haven't done they know we'll train them until they are comfortable with the new position or task and this gives them additional skills.
Grp	2
SeqN	531
Q#	Q20Y
Verbatim Response	Because the employees increase their job knowledge and their potential to grow in the
Grp	2
SeqN	539
Q#	Q20Y
Verbatim Response	People want to improve themselves. This gives them a chance to do that at our expense.
Grp	2
SeqN	541
Q#	Q20Y
Verbatim Response	Once we identify a need, we keep harping that a person needs training. Then we get it. I don't think I can give you an answer, because I'm not sure of what you want.

Grp 2

SeqN 506

Q# Q20Y

Verbatim Response It helps with exposure to different ideas. The job satisfaction here.

Grp 1

SeqN 467

Q# Q20Y

Verbatim Response They can handle their job with more confidence.

Grp 1

SeqN 473

Q# Q20Y

Verbatim Response Because they're still here. They take the training or class that pertains to their job and they stay because they know they can do what's expected from them.

Grp 3

SeqN 342

Q# Q20Y

Verbatim Response It primarily keeps people up to speed on their jobs and what is required. They don't get so frustrated. From the morale standpoint it makes employees feel valued and important.

Grp 3

SeqN 338

Q# Q20Y

Verbatim Response Because it shows that we're a company that cares about their success.

Grp 3

SeqN 336

Q# Q20Y

Verbatim Response In the last 2 years we've put a lot of emphasis on training. Employees can implement their own plan. Well we've developed a new training center where employees can make up their mind on what they need to do their job more efficiently, to feel comfortable with what's required out of them.

Grp 1

SeqN 487

Q# Q20Y

Verbatim Response I think it helps to give people a sense of further education. It's not only what it does for the company but also for their own esteem.

Grp 1

SeqN 470

Q# Q20Y

Verbatim Response When you provide training for enhancement of opportunities, the employees tend to look at this positively and they think it's a good place to work.

Grp 3

SeqN 346

Q# Q20Y

Verbatim Response Because of the tuition reimbursement. The majority of the people we employ have masters degrees and above. They know and expect that the company will help them continue their education and that's why they stay. Also the quality of the programs that we provide. The autonomy, when an employee has an interest or sees a need from their group for continued education they can come forward and say that this is an area of interest or importance and most of the time the company will pay for it. Each employee receives \$300 a year in workshops that are paid for and also they get paid time to go to the workshop.

Grp 3

SeqN 331

Q# Q20Y

Verbatim Response Training opportunities engender a sense of loyalty to the employee.

Grp 3

SeqN 332

Q# Q20Y

Verbatim Response I don't know. Not really, I can't think right now.

Grp 3

SeqN 328

Q# Q20Y

Verbatim Response The key thing is we take alot of pride in our ongoing training. No, just have ongoing

Grp	1
SeqN	474
Q#	Q20Y
Verbatim Response	Because we are able not only to provide professional skills but also provide personal growth as well as developmental growth. I think it enhances loyalty between the employees and the
Grp	1
SeqN	475
Q#	Q20Y
Verbatim Response	It shows that we want our employees to know as much as possible, to better themselves. It betters the company as a whole when we have employees who know what they are doing.
Grp	1
SeqN	477
Q#	Q20Y
Verbatim Response	It's just another benefit that they'll receive by being employed here. It's a benefit and everyone likes to be rewarded by staying with a company. It shows that the company is committed to them, that we'd provide them with the training and that we care about them.
Grp	1
SeqN	478
Q#	Q20Y
Verbatim Response	Because of teaching them state of the art technology. We have new equipment and we are training them on it.
Grp	1
SeqN	480
Q#	Q20Y
Verbatim Response	When you don't train employees they become frustrated and they quit. And it's human nature to want to move up on a consistent basis. We like to help create this movement for people, help them to advance, to improve their skills.
Grp	3
SeqN	352
Q#	Q20Y
Verbatim Response	Good hiring practices. Putting care into the hiring process to get the best candidate. Good supervisory practices in creating a work environment that rewards and motivates employees. A sense of mission. The professionalism brought to the job from having that appreciation of the work to begin with. Provides opportunities for personal and professional growth.

Grp	3
SeqN	411
Q#	Q24D
Verbatim Response	I don't have the perception that they train for the types of employees and skills that I need here. I need white collar professional people, creative people. I view St. Paul Technical College as a Vo-Tech that provides laborer types of training, not white collar training.
Grp	1
SeqN	73
Q#	Q24D
Verbatim Response	Because of location. We are located in Chaska and it's a long way from St. Paul.
Grp	2
SeqN	656
Q#	Q24D
Verbatim Response	We view our employees as post college educated employees and we view the technical training as post high school training.
Grp	1
SeqN	477
Q#	Q24I
Verbatim Response	A technical college isn't going to push an expensive program down my throat because they are a public institution. The quality of instruction is good. When I was in a different business, I had some dealings with them and I know the types of people who work there and the quality of the programs they offer.
Grp	3
SeqN	859
Q#	Q24I
Verbatim Response	Because the interest level for training people would be there. I would take people with skills like welders, machinists and fabricators and send them for training. Then they could come back and train in a group here.
Grp	3
SeqN	423
Q#	Q24I
Verbatim Response	I received legal secretary training from St. Paul TVI and am a strong supporter of technical training vs. full college degrees with no experience.

Grp 3

SeqN 430

Q# Q24I

Verbatim Response Because they would be able to determine our needs and help us train them.

Grp 3

SeqN 431

Q# Q24I

Verbatim Response Just the added aspect of the assessment ability. It would probably be the most obvious place to start to decide where training needs to be done.

Grp 3

SeqN 439

Q# Q24I

Verbatim Response If they could help us find our needs. If they could tell me what our needs are and have programs to match these needs I would consider using them.

Grp 3

SeqN 444

Q# Q24I

Verbatim Response It would allow you to deal from an informed position. A professional evaluation has merit and St. Paul Tech. College has skills beyond what we have.

Grp 3

SeqN 450

Q# Q24I

Verbatim Response Because they would have a better understanding of our business and would understand recruiting need. They're close to us location wise.

Grp 1

SeqN 453

Q# Q24I

Verbatim Response St. Paul Tech. is a well known institution and I am familiar with them and I would choose them instead of one I am not familiar with.

Grp 1

SeqN 456

Q# Q24I

Verbatim Response Just be nice to have someone help with the process. Not really, it would just be nice.

Grp		1
SeqN		461
Q#	Q24I	
Verbatim Response	Because it sounds like a combination for full service starting with assessment and ending with training.	
Grp		1
SeqN		470
Q#	Q24I	
Verbatim Response	It would be another option we could turn to. If an organization readily accessible tells us they're able to address our training needs, we'd take a look at it.	
Grp		2
SeqN		530
Q#	Q24I	
Verbatim Response	Being associated with St. Paul Technical College I would view them as being more affordable than a company in the private sector.	
Grp		1
SeqN		476
Q#	Q24I	
Verbatim Response	We are a very busy company, so by using them it would be an instant resource for our training needs and it would be a lot easier if they already had a training program set up. It seems that we're always putting out fires here. It would help us be more proactive rather than reactive. It might also be a good resource for us. We might be able to pull prospective employees from the college and that would be good.	
Grp		3
SeqN		416
Q#	Q24I	
Verbatim Response	Because it is specialized in training, it's in the same community we are in and provide services in. I believe the prices would be fair. They have a reputation for being reasonably priced. You have qualified people at a fair price. People that are qualified to train.	
Grp		1
SeqN		482
Q#	Q24I	
Verbatim Response	It would probably cost a lot less than what a profession assessment firm would charge.	

Grp		1
SeqN		486
Q#	Q24I	
Verbatim Response	Bases on the types of courses that the college offers it may increase the likelihood. I've seen your catalogues and I think computer training classes are offered there so that would be nice to have it organized with the center. Being affiliated with a school where there are classes offered would be convenient.	
Grp		1
SeqN		492
Q#	Q24I	
Verbatim Response	I guess being associated with an academic institution provides more confidence in my mind.	
Grp		2
SeqN		506
Q#	Q24I	
Verbatim Response	Be able to talk to people with hands on knowledge on Microsoft exchange class to set up as a network.	
Grp		2
SeqN		513
Q#	Q24I	
Verbatim Response	I think it focuses exclusively on training and that's what we would use the service for.	
Grp		2
SeqN		521
Q#	Q24I	
Verbatim Response	Convenience of location, as well as the fees that they would probably charge us. We usually get a discount from St. Paul Tech.	
Grp		2
SeqN		523
Q#	Q24I	
Verbatim Response	If they have a service to offer that we can use we will use it.	

Grp	2
SeqN	528
Q#	Q24I
Verbatim Response	If they did assessment, they would probably have the facilities to offer. I would think if they were going to do that sort of thing, probably their services might be more cost effective.
Grp	2
SeqN	529
Q#	Q24I
Verbatim Response	Because they offer affordable courses and their closeness to our location.
Grp	2
SeqN	533
Q#	Q24I
Verbatim Response	I guess if I were familiar with them I'd work with them. It would just be a matter of being familiar with them. I would probably want to do business with them.
Grp	2
SeqN	548
Q#	Q24I
Verbatim Response	Because they are affiliated with an accredited college.
Grp	3
SeqN	422
Q#	Q24I
Verbatim Response	Because of the good relations and the quality of the programs I've encountered. Everything from a coaching class that I took to the quality of the English class that was done at our company and the number of our employees who have taken classes at the St. Paul Tech.
Grp	1
SeqN	473
Q#	Q24I
Verbatim Response	It would seem like it would have a higher standard if St. Paul Tech. were associated with
Grp	3
SeqN	846
Q#	Q24I
Verbatim Response	It sounds like a good service that we can use. It's hard to evaluate people and train people and help with that would be what we'd need.

Grp		3
SeqN		799
Q#	Q24I	
Verbatim Response	The center would be available to assess our employees on employee training needs and that would be a positive aspect of our doing business with them.	
Grp		3
SeqN		802
Q#	Q24I	
Verbatim Response	In hopes of retention and recruiting of potential employees. It would give us another area from which to draw employees.	
Grp		3
SeqN		804
Q#	Q24I	
Verbatim Response	If there is an organization dedicated to educating people in skills we need and it is affiliated with a respected educational institution we would want to take advantage of these educational	
Grp		3
SeqN		805
Q#	Q24I	
Verbatim Response	Because it's possible in the future we might do some outsourcing for our training. We might check into other possibilities for training for our employees.	
Grp		3
SeqN		811
Q#	Q24I	
Verbatim Response	Because we would have a need and they would have the ability to fill that need.	
Grp		3
SeqN		818
Q#	Q24I	
Verbatim Response	Just knowing that St Paul Tech is associated with them.	
Grp		3
SeqN		824
Q#	Q24I	
Verbatim Response	It would provide another area of expertise that the tech college could us as training	

Grp 3

SeqN 830

Q# Q24I

Verbatim Response We are geographically close to them. Their reputation. We're both familiar with each other. I have colleagues who have served on committees there so let's just say that we are aware of each other. I'm just ware of them being there and they're close to us.

Grp 3

SeqN 842

Q# Q24I

Verbatim Response When you do business with someone you know what to expect can get continuity of care and services.

Grp 3

SeqN 834

Q# Q24I

Verbatim Response Because they have a center just for that. And they would know what they are doing. They would be helpful.

Grp 3

SeqN 781

Q# Q24I

Verbatim Response We are always interested in help in assessment. Usually we go through a consulting firm. Just that it's associated with St Paul Tech and that they offer it.

Grp 3

SeqN 862

Q# Q24I

Verbatim Response Because St. Paul Tech. is a credible established institution.

Grp 3

SeqN 875

Q# Q24I

Verbatim Response Because we are aware of St. Paul Tech. No, just that I've heard of them.

Grp	3
SeqN	878
Q#	Q24I
Verbatim Response	Because it would be a ready reference for classes that our people might need instead of the center outsourcing the classes to another company.
Grp	3
SeqN	882
Q#	Q24I
Verbatim Response	I realize it's an important part to be in a job today. I would think they would value training and assessment as much as our company would.
Grp	3
SeqN	886
Q#	Q24I
Verbatim Response	Instead of us having to go out and do the research and find a place to train our people, it would be nice to have the center affiliated with the college. It would save us time checking.
Grp	3
SeqN	894
Q#	Q24I
Verbatim Response	There's value in evaluating people and it would be beneficial having both the training and the evaluation at one location.
Grp	3
SeqN	406
Q#	Q24I
Verbatim Response	Because the people have already attended basic courses as in sheet metal. The college could expand on basic training since it has records of what its students have already taken.
Grp	3
SeqN	236
Q#	Q24I
Verbatim Response	St. Paul Technical College is a well establish name. They've been around a long time. They're very familiar to me. My husband graduated from there.

Grp		3
SeqN		831
Q#	Q24I	
Verbatim Response	Because then there's an established name behind the center. I've heard of the St. Paul Technical College before.	
Grp		3
SeqN		713
Q#	Q24I	
Verbatim Response	I like the idea of them being right here in the community and working with businesses in the community.	
Grp		3
SeqN		575
Q#	Q24I	
Verbatim Response	It brings a certain amount of validity to the center. St. Paul Technical College has a good reputation in the metro area and if they would be associated with the center it might make me more likely to use them.	
Grp		3
SeqN		582
Q#	Q24I	
Verbatim Response	I just would like to discuss what they have to offer to a company such as ours.	
Grp		3
SeqN		586
Q#	Q24I	
Verbatim Response	I have been a director at other centers and we sent our nursing assistants to St. Paul Tech. for training and I found the training to be excellent.	
Grp		3
SeqN		590
Q#	Q24I	
Verbatim Response	I have had some of their graduates so I know the excellent quality of their students and the training they receive.	

Grp 1

SeqN 605

Q# Q24I

Verbatim Response We know about St. Paul Tech. Anything additional that they would be involved with would only add value to them. St. Paul Tech has a good reputation as a school.

Grp 1

SeqN 606

Q# Q24I

Verbatim Response It would give us the opportunity to bring in skilled employees.

Grp 1

SeqN 611

Q# Q24I

Verbatim Response Being associated with a college makes me believe they have training tailored to those needs.

Grp 1

SeqN 612

Q# Q24I

Verbatim Response If there is a good training facility available that has training opportunities that we can utilize and that will help our employees do their jobs well; we'll use it.

Grp 3

SeqN 796

Q# Q24I

Verbatim Response Anytime you can partner up you build up a trust level that goes both ways. I would expect their partnership to help both the college and the center. Being affiliated with the college I would think would be helpful. Again the partnership idea, more resources and staff.

Grp 3

SeqN 706

Q# Q24I

Verbatim Response Because it sounds like it would focus clearly on the training needs in the workplace.

Grp 3

SeqN 786

Q# Q24I

Verbatim Response They could help us to become more organized.

Grp 3

SeqN 724

Q# Q24I

Verbatim Response Because of the name of the school. St. Paul Tech. has a good reputation and that would make me more likely to deal with someone who is related to them.

Grp 3

SeqN 726

Q# Q24I

Verbatim Response If it's a formal setup program they obviously have been doing it a while. Just the St Paul Tech name, the recognition of that would cause me to consider them.

Grp 3

SeqN 728

Q# Q24I

Verbatim Response I guess because it would be another resource available for us to use.

Grp 3

SeqN 730

Q# Q24I

Verbatim Response Because I went to a community college. You get a get a good education.

Grp 3

SeqN 743

Q# Q24I

Verbatim Response We need the type of technical skills they offer as well as the ability to tailor programs to our

Grp 3

SeqN 751

Q# Q24I

Verbatim Response It's another option to use. Well I would be more apt to use a facility that has a school affiliated with it because it's another resource I can access.

Grp 3

SeqN 763

Q# Q24I

Verbatim Response If we have a good relationship with St. Paul Technical College, we could foster and continue our relationship in other areas as well. It self-explains.

Grp 3

SeqN 766

Q# Q24I

Verbatim Response I feel like I have information about the St. Paul Technical College. I'm aware there's a training program offered with assessments.

Grp 2

SeqN 550

Q# Q24I

Verbatim Response St Paul Technical College is a fellow state agency and I think we can get better rates. They have a center for training and assessment. It sounds like they would be geared towards training at the job site.

Grp 1

SeqN 622

Q# Q24I

Verbatim Response Just to see what they have to offer. That they might have classes and programs that we need.

Grp 1

SeqN 94

Q# Q24I

Verbatim Response I'm looking for an organization to help me accomplish the assessment of the jobs we do and their skill levels and help me put together a program to accomplish our goals.

Grp 1

SeqN 46

Q# Q24I

Verbatim Response Because it would bring the minds closer together for what our needs are.

Grp 1

SeqN 49

Q# Q24I

Verbatim Response Because they would be a better resource from a manufacturing end. Their trainers are already there and available.

Grp		1
SeqN		55
Q#	Q24I	
Verbatim Response	They would have the assessment of the skills and access to a pool of people who would fit those skills.	
Grp		1
SeqN		59
Q#	Q24I	
Verbatim Response	Because it's an actual center that deals with training assessment. It would make me more confident that we are getting the training we need for our employees. They would be more in tune to the students and the curriculum.	
Grp		1
SeqN		70
Q#	Q24I	
Verbatim Response	Because if they had a program that would benefit us as a company and our employees, we'd use them.	
Grp		1
SeqN		75
Q#	Q24I	
Verbatim Response	I like the idea that they could do an assessment for us.	
Grp		2
SeqN		159
Q#	Q24I	
Verbatim Response	Because I think that the programs they offer are a combined venture and they work as a cooperative. They have specific skills and then St. Paul Tech administers that and this makes it user friendly.	
Grp		1
SeqN		87
Q#	Q24I	
Verbatim Response	Because we're already familiar with St. Paul Tech. We know the name. It's not that far from us. I've hears good things about them.	

Grp		1
SeqN		40
Q#	Q24I	
Verbatim Response	Because of their name and image in the community.	
Grp		1
SeqN		107
Q#	Q24I	
Verbatim Response	Because of the connection, I guess. Because St. Paul Technical College is a know entity. If the organization is affiliated with know entity it give the organization validity.	
Grp		2
SeqN		119
Q#	Q24I	
Verbatim Response	They could give me some tips & insight that I may not be doing when I'm doing assessments. Yes, we're short staffed here it would be nice to have.	
Grp		2
SeqN		124
Q#	Q24I	
Verbatim Response	Because we might not know the resources available and I personally feel it is good to share resources within the state system and St Paul Tech is within the state system.	
Grp		2
SeqN		137
Q#	Q24I	
Verbatim Response	Because we are always looking for more input on doing business and always are looking for new ideas.	
Grp		2
SeqN		139
Q#	Q24I	
Verbatim Response	We could rely on the experience and stability of an established school in our community.	
Grp		2
SeqN		158
Q#	Q24I	
Verbatim Response	Because they have the facility to make an assessment and we'd like to deal with someone who already has a track record of dealing with this.	

Grp 1

SeqN 80

Q# Q24I

Verbatim Response It would be more attractive if it had a feature like that. I'm really not sure.

Grp 1

SeqN 19

Q# Q24I

Verbatim Response The knowledge of the regular program. I used to teach over there and I know some people in the custom training and they do a good job. Their program is a successful program, well

Grp 3

SeqN 394

Q# Q24I

Verbatim Response Because if we had any potential needs they are close enough to us to try and gill our needs.

Grp 3

SeqN 240

Q# Q24I

Verbatim Response The image I have had of the college is excellent and that opinion was formed by having some exceptional job candidates from St. Paul Technical College.

Grp 3

SeqN 3071

Q# Q24I

Verbatim Response If we were to go into a procedural training program with a training center such as this, then the affiliation with the school could be beneficial to provide what we need for new employees. The center could provide the assessment; the school could develop the classes that we need to run our business.

Grp 3

SeqN 827

Q# Q24I

Verbatim Response Just based on the instruction track record. The name of St. Paul Tech is a recognizable

Grp		1
SeqN		9
Q#	Q24I	
Verbatim Response	Because I think if you have a relationship they'd be very aware of whether or not they're fulfilling the training needs after assessing them.	
Grp		1
SeqN		10
Q#	Q24I	
Verbatim Response	If we need the training, it's convenient for us. It's close to our location.	
Grp		1
SeqN		43
Q#	Q24I	
Verbatim Response	Because it is an established organization.	
Grp		1
SeqN		17
Q#	Q24I	
Verbatim Response	We have had students who have gone to school there and we have been happy with their performance here, we had a relationship.	
Grp		1
SeqN		42
Q#	Q24I	
Verbatim Response	They have already piloted the program. Why reinvent the wheel?	
Grp		1
SeqN		21
Q#	Q24I	
Verbatim Response	The more resources they have would enhance our interest and their capability to provide quality services.	
Grp		1
SeqN		24
Q#	Q24I	
Verbatim Response	They've already got the programs in place and all we would have to do is avail ourselves of their services.	

Grp		1
SeqN		26
Q#	Q24I	
Verbatim Response	Because it may offer services that we need.	
Grp		1
SeqN		29
Q#	Q24I	
Verbatim Response	Because they would offer things we would utilize.	
Grp		1
SeqN		32
Q#	Q24I	
Verbatim Response	It has a certain credibility. You know they're going to be around. They've been here a long time and alot of the training companies are here today and gone tomorrow.	
Grp		1
SeqN		38
Q#	Q24I	
Verbatim Response	It would focus more attention on the training and assessment we would be needing.	
Grp		3
SeqN		885
Q#	Q24I	
Verbatim Response	It would be just one more resource to validate the quality of our training.	
Grp		1
SeqN		12
Q#	Q24I	
Verbatim Response	Just if the college has a tailor-made course for my industry needs it would definitely increase the likelihood of my doing business with them.	
Grp		3
SeqN		357
Q#	Q24I	
Verbatim Response	Previous history that I've had with them. Previous experience that I've had with number of St. Paul Tech in the past. I've used them, I've had some computer classes through them.	

Grp 3

SeqN 299

Q# Q24I

Verbatim Response Just the fact that you have it and as our company grows we will have more requirements for

Grp 3

SeqN 308

Q# Q24I

Verbatim Response It's one of the things we don't have the time or expertise to do internally and it would be easier to contract with college where the set-up has been established.

Grp 3

SeqN 312

Q# Q24I

Verbatim Response Because I have heard of St Paul Technical College because it's a known name and it would increase because I have heard of the sponsoring organization.

Grp 3

SeqN 333

Q# Q24I

Verbatim Response They could recommend classes and training to fill the gaps, then match the deficiencies with the classes St. Paul Tech has.

Grp 3

SeqN 378

Q# Q24I

Verbatim Response Because we might be looking at more assessment classes. Mechanical assessment.

Grp 3

SeqN 345

Q# Q24I

Verbatim Response If we found a training ground to work and a curriculum to match, it would benefit us in training for production in our employees.

Grp 3

SeqN 294

Q# Q24I

Verbatim Response I think it would be convenient. Because of its location and the services they offer.

Grp 3

SeqN 353

Q# Q24I

Verbatim Response Over the years I've hired a number of graduates from there and almost all of them have

Grp 3

SeqN 336

Q# Q24I

Verbatim Response Because of the joint relationship with St. Paul Tech. If we dealt with this division we could tell them we need a class on such and such and they could let St Paul Tech know what we're looking for.

Grp 3

SeqN 360

Q# Q24I

Verbatim Response I think it would offer us more options.

Grp 3

SeqN 370

Q# Q24I

Verbatim Response Computer training; industrial training for industrial businesses.

Grp 3

SeqN 390

Q# Q24I

Verbatim Response Knowing that there is some place available to go to; the college has a good reputation.

Grp 3

SeqN 388

Q# Q24I

Verbatim Response Because St. Paul Tech. is close to us.

Grp 3

SeqN 380

Q# Q24I

Verbatim Response They have a great reputation. They do good work. They provide good training.

Grp		3
SeqN		601
Q#	Q24I	
Verbatim Response	It would help me identify my needs and then it would help me watch my needs with training opportunities.	
Grp		2
SeqN		167
Q#	Q24I	
Verbatim Response	I would hope they would more determine what we need as an organization and customize it to our needs.	
Grp		3
SeqN		207
Q#	Q24I	
Verbatim Response	It would be another tool for me. It's another choice I could use. Another option for me.	
Grp		2
SeqN		184
Q#	Q24I	
Verbatim Response	If this is a new service being offered we might consider looking into it. It would depend what they can do for us.	
Grp		3
SeqN		188
Q#	Q24I	
Verbatim Response	We aren't doing anything right now and it is a path we might follow. We have a corporate office in Richmond, VA, but we like to do business with facilities in this local area.	
Grp		3
SeqN		347
Q#	Q24I	
Verbatim Response	Because if we were looking for that service, they would have a service for us to utilize and that would increase doing business with them. It would give us a chance to meet graduates for recruitment purposes.	

Grp 3

SeqN 197

Q# Q24I

Verbatim Response I'm familiar with the quality of the school.

Grp 3

SeqN 287

Q# Q24I

Verbatim Response Familiarity with them and location.

Grp 3

SeqN 214

Q# Q24I

Verbatim Response It would give us more focus and detail in the training needed. There would be more focussed training. If they did the assessment themselves, they would more specifically relate to the needs of employees and would be more responsive to their needs.

Grp 3

SeqN 219

Q# Q24I

Verbatim Response Because St. Paul Tech would have worked with other businesses that might have had the same issues. We do, and having one centralized source, one contact for training and new employees, would be a bonus to us. No need to go all over.

Grp 3

SeqN 224

Q# Q24I

Verbatim Response The credibility there, that the St. Paul Tech would have as association or be associated with another division who provides training and assessment needs to company. I'm sure because of the relationship with each other that they could provide services to business where they could work hand in hand to provide services to businesses.

Grp 3

SeqN 238

Q# Q24I

Verbatim Response Because more familiar with St. Paul Technical and the programs they offer.

Grp 3

SeqN 241

Q# Q24I

Verbatim Response I think anytime you can work with a group that's associated with an institution that has an education focus, I see that as value added. I would expect it to have more value for the money. The change might not be so great as a company that's doing it for profit.

Grp 3

SeqN 244

Q# Q24I

Verbatim Response Because of the name. St. Paul Tech brings a name of respectability to any business they would associate themselves with.

Grp 3

SeqN 258

Q# Q24I

Verbatim Response I recognize St. Paul Technical College as a reputable firm. A name that is synonymous with success.

Grp 3

SeqN 267

Q# Q24I

Verbatim Response It would give credence to the quality of the program.

Grp 3

SeqN 269

Q# Q24I

Verbatim Response It's right here in St Paul. The convenience would help us form a good relationship with

Grp 3

SeqN 272

Q# Q24I

Verbatim Response I have had a previous experience working with St. Paul Technical College when I had worked with a different company, so I am aware of what they offer.

Grp		3
SeqN		274
Q#	Q24I	
Verbatim Response	Because economically, I think if we had some needs it might be cheaper than hiring a private consulting firm to train our people.	
Grp		3
SeqN		225
Q#	Q24I	
Verbatim Response	I don't know. I'm just trying to pick an option.	
Grp		3
SeqN		264
Q#	Q9	
Verbatim Response	By interviewing them, asking them questions. We have a job description and we highlight the areas of improvement like computers and we follow that.	
Grp		3
SeqN		243
Q#	Q9	
Verbatim Response	By the number of complaints that come in from my customers. When communication in business is poor it's hard to measure, but if people are able to talk with each other and work through their conflicts, it's much better. That's where we're at, at our company.	
Grp		3
SeqN		244
Q#	Q9	
Verbatim Response	Testing. National program we use called CETP. Certified Employee Training Program.	
Grp		3
SeqN		246
Q#	Q9	
Verbatim Response	In production we measure gaps in terms of ratings we get back from customers. Internally, measurements are based on an annual peer review with all the people in our division in all	

Grp		3
SeqN		251
Q#	Q9	
Verbatim Response	Through needs assessment. It depends on the needs of a particular organization. The gaps can be technical or personal. Technical skills we expect to fill on our own. An example is insurance knowledge.	
Grp		3
SeqN		252
Q#	Q9	
Verbatim Response	Boy that's a good one! I have no idea.	
Grp		3
SeqN		255
Q#	Q9	
Verbatim Response	We give our employees quality employee performance reviews. It shows what types of skills they need to be able to do their job efficiently.	
Grp		3
SeqN		256
Q#	Q9	
Verbatim Response	Based on their level of expertise and how they relate to other people with the same skills. No, just how they measure up to others with the same skills.	
Grp		3
SeqN		272
Q#	Q9	
Verbatim Response	It depends; we have a staff that does GAP analysis and we use statistical information on what is needed in each department.	
Grp		3
SeqN		263
Q#	Q9	
Verbatim Response	We do a competency based employee evaluation system. We define standards of excellence or satisfaction, then we measure how they rate compared to those standards.	

Grp 3

SeqN 269

Q# Q9

Verbatim Response Basically by progress. If they seem to have gaps we'll have a counsel with them, explain what they're lacking, then check later to see if progress has been made.

Grp 3

SeqN 273

Q# Q9

Verbatim Response Through performance review by meeting with managers and supervisors.

Grp 3

SeqN 258

Q# Q9

Verbatim Response It's purely subjective. I see evident that our supervisors and management people are frustrated in terms of coming up with solutions that they are faced with.

Grp 3

SeqN 216

Q# Q9

Verbatim Response Just watching how they do their job and monitoring what they do.

Grp 2

SeqN 184

Q# Q9

Verbatim Response We do it on an individual basis. We do a skill assessment for individuals and we match it up with required skills and that gives us a gap between what we need and what they have. We also have a formal succession plan. It's a competency based staffing model. With the scenario regarding rank in file employees and the use of micro skill assessments, the succession plan model instead measures broad managerial competency.

Grp 3

SeqN 345

Q# Q9

Verbatim Response By performance or by the level of instruction or supervision required.

Grp		3
SeqN		188
Q#	Q9	
Verbatim Response	Just from day to day observation of their work performance.	
Grp		3
SeqN		197
Q#	Q9	
Verbatim Response	Turnover in employees, amount of reclassification requests.	
Grp		3
SeqN		199
Q#	Q9	
Verbatim Response	We do before and after performance evaluation to see how well they're doing. By conducting employee opinion surveys to see how they feel they are doing. Management surveys to see how they feel their employees are doing. We also request department need analysis to see what the needs are.	
Grp		3
SeqN		205
Q#	Q9	
Verbatim Response	By observation. Performance review. Customer service. If we get complaints from	
Grp		3
SeqN		189
Q#	Q9	
Verbatim Response	I don't know that's a difficult question. I really don't know.	
Grp		3
SeqN		214
Q#	Q9	
Verbatim Response	We measure it by the employees' ease of handling the software and hardware.	
Grp		3
SeqN		241
Q#	Q9	
Verbatim Response	We don't do anything. No, we don't do anything at this time to measure gaps.	

Grp		3
SeqN		217
Q#	Q9	
Verbatim Response	We do performance reviews and in an informal way that's measuring skills.	
Grp		3
SeqN		219
Q#	Q9	
Verbatim Response	Just the reporting back from the different departments. We need a lot of help in this area.	
Grp		3
SeqN		221
Q#	Q9	
Verbatim Response	Job performance. For sales supervisor it would be in the sales results. What we measure is the amount, the returns, percentage, market share and displays.	
Grp		3
SeqN		224
Q#	Q9	
Verbatim Response	We don't. No, as of now, we don't measure the gaps.	
Grp		3
SeqN		225
Q#	Q9	
Verbatim Response	Informally, by talking with managers, we do organizational need assessments.	
Grp		3
SeqN		226
Q#	Q9	
Verbatim Response	We don't measure them. It's just us getting the time to bring their skills up to speed. We don't measure we just do training to bring all up to speed.	
Grp		3
SeqN		206
Q#	Q9	
Verbatim Response	I guess doing a needs assessment. Seeing what skills they are at now and where they need to be at. We look at the training record and look at what courses they have taken and look at what they need to take.	

Grp 3

SeqN 394

Q# Q9

Verbatim Response By their ability to perform the job description.

Grp 3

SeqN 357

Q# Q9

Verbatim Response I don't know, they just tell me they don't have the skills. We use the ABLE test, Adult Basic Literacy Test, to see what they know and what they don't know.

Grp 3

SeqN 365

Q# Q9

Verbatim Response By doing routine evaluations.

Grp 3

SeqN 376

Q# Q9

Verbatim Response By productivity. By their ability to meet their quota and different situations.

Grp 3

SeqN 380

Q# Q9

Verbatim Response I measure them by self-admission. The employees themselves come to me and tell me, "I don't know how to do this or that".

Grp 3

SeqN 384

Q# Q9

Verbatim Response I'm not sure what the question is asking. I don't know.

Grp 3

SeqN 342

Q# Q9

Verbatim Response Measured by their success on the job. We look at job descriptions and some departments give us feed back.

Grp 3
SeqN 390
Q# Q9
Verbatim Response We realize there are gaps and then we send them to training. Things change all of a sudden and we have someone who needs to do something different.

Grp 3
SeqN 344
Q# Q9
Verbatim Response Annual evaluations.

Grp 3
SeqN 404
Q# Q9
Verbatim Response We measure by the customer service, the quality of the work. All work has to be done accurately and we review work for three months with our new hires. By the quality of the work they can accomplish, how quickly they catch on to computer system. Their comfort in the job they are doing. If they take the ball and roll, and take initiative and grow with it.

Grp 3
SeqN 406
Q# Q9
Verbatim Response By looking at competitors and other businesses. We see what other companies and businesses are capable of and what we can do here.

Grp 3
SeqN 408
Q# Q9
Verbatim Response I don't know what you mean.

Grp 3
SeqN 411
Q# Q9
Verbatim Response We do an employee survey annually and we ask them questions about the training they feel they need to do their jobs. Lately the survey has been showing that we need to do more training. Performance appraisals show gaps sometimes.

Grp		2
SeqN		182
Q#	Q9	
Verbatim Response	From comments from employees saying, "I'll have to fly by the seat of my pants" or if they feel that they have not got the skills needed and don't feel comfortable doing the job. Just by from what we hear.	
Grp		1
SeqN		68
Q#	Q9	
Verbatim Response	Just by job description, that's all.	
Grp		3
SeqN		385
Q#	Q9	
Verbatim Response	By comparing the people with experience know where to call and the people who don't know where to call we have to teach them. By comparing how other people do in the same job.	
Grp		3
SeqN		320
Q#	Q9	
Verbatim Response	Through performance appraisal. If they seem to be struggling we put them on a development plan of what we expect and watch to see what they can give. This is usually done before the yearly appraisal.	
Grp		3
SeqN		277
Q#	Q9	
Verbatim Response	Through evaluation of work performance through job descriptions provided to our employees. We also check our employees to see if they are doing their jobs effectively. We supervise them to see how well they are working and doing their jobs. Also through the employees themselves, sometimes they say, "I can't do this or that."	
Grp		3
SeqN		279
Q#	Q9	
Verbatim Response	ISO 9002 certified. We have exact criteria for positions.	

Grp 3

SeqN 280

Q# Q9

Verbatim Response If they don't know how to do it, then they ask for help so we can tell the gaps.

Grp 3

SeqN 287

Q# Q9

Verbatim Response We're a nursing home and only licensed, skilled employees or certified persons can work here. It's state regulated. If they don't have the skills they can't get hired. We can't hire them without the skills.

Grp 3

SeqN 298

Q# Q9

Verbatim Response We don't have any formal way. We just observe day to day and also when they have an

Grp 3

SeqN 306

Q# Q9

Verbatim Response Lack of productivity, lack of effectiveness. If we see that someone's process is too manual, we might realize that they need to become more automated to be proficient. Maybe they don't know that a computer program can do something and they are doing it by hand. Employee turnover - if it's too high it might mean that we have some skill gaps.

Grp 3

SeqN 352

Q# Q9

Verbatim Response Performance appraisal. On-going feedback between supervisor and employee at designated intervals.

Grp 3

SeqN 314

Q# Q9

Verbatim Response I don't know.

Grp		3
SeqN		346
Q#	Q9	
Verbatim Response	Through performance. As I see things come through, such as issues and concerns that are brought up by employees regarding a manager, we check into them to see where the problem	
Grp		3
SeqN		321
Q#	Q9	
Verbatim Response	I don't know that we established a way to measure. We're going through a major reorganization. We're reassessing what staff has the skills to do the job and will match people	
Grp		3
SeqN		324
Q#	Q9	
Verbatim Response	I guess we would run everyone through the same training and see how quickly they learn it.	
Grp		3
SeqN		332
Q#	Q9	
Verbatim Response	I don't know. I'm not sure what you mean.	
Grp		3
SeqN		336
Q#	Q9	
Verbatim Response	For each of our consultants we provide training plans yearly. Promotion skills and job skills that they want to get into. We have a checklist of skills they have and a test of skills they need to go to the next level, and then they go on from there.	
Grp		3
SeqN		338
Q#	Q9	
Verbatim Response	Inspection. I watch them, observation.	

Grp		3
SeqN		274
Q#	Q9	
Verbatim Response	Communication is the big thing. The lack of communication shows there are gaps. You see how they are handling issues. Also the lack of doing computer system processes correctly. Again, it comes back to basic computer skills being not there.	
Grp		3
SeqN		308
Q#	Q9	
Verbatim Response	We don't have a formal measuring process. We have performance evaluations by	
Grp		1
SeqN		53
Q#	Q9	
Verbatim Response	Quarterly and annual performance review done by a manager on each individual person.	
Grp		1
SeqN		73
Q#	Q9	
Verbatim Response	At this time there is no formal process to measure these gaps. We draw from several different resources to measure the gap.	
Grp		1
SeqN		42
Q#	Q9	
Verbatim Response	The employees who aren't educated to fill the responsibilities of certain positions are easy to spot; easy to see they are not trained.	
Grp		1
SeqN		43
Q#	Q9	
Verbatim Response	Efficiency. Project completion, turn-around time.	

Grp		1
SeqN		44
Q#	Q9	
Verbatim Response	Inspection of areas. District manager or myself inspect stores on no notice so we can watch the employees. We watch the quality of output going out of the stores. By the amount that moves through the store we can see how they are doing. Customer service input. Feedback from customers to see how satisfied they are with the service.	
Grp		1
SeqN		46
Q#	Q9	
Verbatim Response	We measure these on their output and their production. We do this through evaluation and comparison.	
Grp		1
SeqN		38
Q#	Q9	
Verbatim Response	Through just observation of their work performance and feed back from our customers.	
Grp		1
SeqN		52
Q#	Q9	
Verbatim Response	We don't have a formal way of measuring them. Simply evaluating in terms of reviews that we do with employees. You know, as we work with them.	
Grp		1
SeqN		37
Q#	Q9	
Verbatim Response	We measure them through team testing. We use computer CD ROM training and we evaluate on the job skills.	
Grp		1
SeqN		55
Q#	Q9	
Verbatim Response	We don't at the moment.	

Grp		1
SeqN		56
Q#	Q9	
Verbatim Response	Through performance appraisals.	
Grp		1
SeqN		57
Q#	Q9	
Verbatim Response	By their experience and what their capabilities are.	
Grp		1
SeqN		60
Q#	Q9	
Verbatim Response	Mainly we have no formal measurement tools. None to speak of.	
Grp		1
SeqN		62
Q#	Q9	
Verbatim Response	What do you mean? I don't understand. It's just their performance on the job that matters. Whether they can do the job.	
Grp		2
SeqN		523
Q#	Q9	
Verbatim Response	We have the performance appraisal system. We sit down with each employee every six months and we let them know how they are doing and how they can improve their job.	
Grp		1
SeqN		47
Q#	Q9	
Verbatim Response	Testing, performance reviews, and error audits.	
Grp		1
SeqN		18
Q#	Q9	
Verbatim Response	We don't.	

Grp		1
SeqN		5
Q#	Q9	
Verbatim Response	Observations after people start working here, and we also administer a performance test after a while that measures competency. We expect a certain level of proficiency after they've been here a while.	
Grp		1
SeqN		6
Q#	Q9	
Verbatim Response	I guess the different machines and the skill level; they aren't using machine to their capacity.	
Grp		1
SeqN		9
Q#	Q9	
Verbatim Response	Just probably through the normal evaluation process.	
Grp		1
SeqN		12
Q#	Q9	
Verbatim Response	I don't know. Just by evaluations of their job and how they are doing it.	
Grp		1
SeqN		13
Q#	Q9	
Verbatim Response	I guess we look at errors that have happened on the production floor. We look at misunderstandings that happen because of communication. We look at how many turnovers we have.	
Grp		1
SeqN		40
Q#	Q9	
Verbatim Response	When it comes time for promotions. Many people don't have the skills they need to be promoted. We send them off to school.	

Grp		1
SeqN		17
Q#	Q9	
Verbatim Response	By reviewing production reports and reject reports. Comments from our clients. If there is something wrong with the product.	
Grp		1
SeqN		74
Q#	Q9	
Verbatim Response	By their job descriptions. Each position has skill levels that we expect the employee to	
Grp		1
SeqN		21
Q#	Q9	
Verbatim Response	Informally. Basically, we could get some feel for an individual's capability through discussion. After viewing that, we would get some feel for their capability. In the maintenance area, we use a test to determine knowledge level. It's an entry level of basic skills and is probably about twenty questions. We use a profile as a screener when we hire people from the outside. It's a personality profile and it evaluates people's attitudes like	
Grp		1
SeqN		24
Q#	Q9	
Verbatim Response	Competence. Lack of understanding. Making wrong products. Making wrong decisions.	
Grp		1
SeqN		26
Q#	Q9	
Verbatim Response	We have nothing formal set up.	
Grp		1
SeqN		29
Q#	Q9	
Verbatim Response	Our hourly workers need more literary skills. Like knowing how to read and write. By talking to them.	

Grp		1
SeqN		32
Q#	Q9	
Verbatim Response	Each position in our production area has a training curve and we assess the employees after a couple weeks to see what percentile they are at on the curve, then we meet with the employee to let them know how they are doing and tell them where they should be. Also we are incentive based. They are paid for what they do, so that motivates them to get the skills they need so they can make money.	
Grp		1
SeqN		33
Q#	Q9	
Verbatim Response	Through a quality process internally based on the Baldrige Model. It's a need assessment model to see how they are doing to meet our standards.	
Grp		1
SeqN		16
Q#	Q9	
Verbatim Response	A test afterwards like quizzes; review of on-the-job performance.	
Grp		2
SeqN		156
Q#	Q9	
Verbatim Response	We are working on it now. No we don't know how to measure the gaps.	
Grp		2
SeqN		133
Q#	Q9	
Verbatim Response	Through performance evaluation done by supervisor.	
Grp		2
SeqN		136
Q#	Q9	
Verbatim Response	Typically with technical skills and new software we determine who is familiar with it and who needs additional training by asking them to work with the software and viewing their	

Grp		2
SeqN		137
Q#	Q9	
Verbatim Response	We do yearly personnel reviews and we do needs assessment survey. Everybody is asked what training needs haven't been met for his or her positions and then we try to meet the	
Grp		2
SeqN		140
Q#	Q9	
Verbatim Response	By performance evaluations. For supervisors and managers we use more of a formal evaluation to look at their performance. We are just starting it so I don't know how it's	
Grp		2
SeqN		142
Q#	Q9	
Verbatim Response	Based on our face to face interviews that we have before we hire them. Also they are under observation for the first 30 days so we can judge if they have the skills and need more help. I can tell by speaking with them whether they have the skills I need.	
Grp		1
SeqN		70
Q#	Q9	
Verbatim Response	We don't have a way to measure them so we don't.	
Grp		2
SeqN		155
Q#	Q9	
Verbatim Response	A lot of our employees don't make use of their software, so we have a company that does training in city hall. It tests their proficiencies on the software we have and the skill level the employee is at. We have an in-house management certificate program that we use Normandale Community College and it tests managerial skills of employees.	
Grp		2
SeqN		127
Q#	Q9	
Verbatim Response	Performance reviews, customer satisfaction, direct supervision in knowing if they are or are not getting the job done.	

Grp		2
SeqN		160
Q#	Q9	
Verbatim Response	Usually by the fact they request training or the supervisors request training.	
Grp		2
SeqN		163
Q#	Q9	
Verbatim Response	By the type of questions asked of our office automation specialist. We also check their writing skills.	
Grp		2
SeqN		167
Q#	Q9	
Verbatim Response	Most of our staff is auditors. We look at information system auditing classes. People come to me if they need training and I look for classes for them. We have an evaluation system. Any training needs are addressed at the evaluation.	
Grp		2
SeqN		168
Q#	Q9	
Verbatim Response	Performance difficulties. Employees aren't keeping their work up or express inability to comprehend a computer application.	
Grp		2
SeqN		171
Q#	Q9	
Verbatim Response	We measure the gaps through self-assessment and performance. We measure the production of the individual.	
Grp		2
SeqN		172
Q#	Q9	
Verbatim Response	Well, primarily we have supervisor conferences and identify training needs at these	

Grp 2

SeqN 152

Q# Q9

Verbatim Response By periodic review of performance. They all start out on probation. They have a two and five month review and at the sixth month we decide whether to make them permanent or not. Then we do a review annually every year after that. I do alot of editing. These people write alot of letters for me and when that happens I have a chance to see how well they are

Grp 1

SeqN 106

Q# Q9

Verbatim Response By customer returns on our product such as assembly errors. We look at how much scrap we're running and that's based on skills. If a person is skilled he doesn't produce much scrap.

Grp 2

SeqN 177

Q# Q9

Verbatim Response Through workforce analysis. Workforce planning, which is utilizing automated tools to analyze current skills and compare this against future skills and close the gaps.

Grp 1

SeqN 75

Q# Q9

Verbatim Response TADE, Test of Adult Basic Education, reading and arithmetic. Performance evaluations. Entry level exams for electricians and millwrights built in-house, welding exams, proficiency tests for crane operators.

Grp 1

SeqN 78

Q# Q9

Verbatim Response It is performance resumes and background.

Grp 1

SeqN 80

Q# Q9

Verbatim Response I'm not sure about this. I don't know specifics.

Grp		1
SeqN		94
Q#	Q9	
Verbatim Response	Observation of performance and daily productivity; observation of utilization of time and equipment.	
Grp		1
SeqN		95
Q#	Q9	
Verbatim Response	We don't measure our employees. We evaluate employees on job skill verses what they can accomplish.	
Grp		2
SeqN		131
Q#	Q9	
Verbatim Response	We really don't have precise measurements. We just look for the presence or absence of particular skills.	
Grp	1	
SeqN		99
Q#	Q9	
Verbatim Response	We don't measure them.	
Grp		2
SeqN		129
Q#	Q9	
Verbatim Response	We don't do it formally. If people get new software they get training. They get individual assessments, and then they get the skills needed to do their job.	
Grp		1
SeqN		107
Q#	Q9	
Verbatim Response	We don't measure these.	
Grp		1
SeqN		115
Q#	Q9	
Verbatim Response	We give a battery of tests. Matching of names and numbers, a basic math test, basic reading test. We give the Bennett Mechanical Aptitude Test.	

Grp	2
SeqN	119
Q#	Q9
Verbatim Response	Past legislation. Technical Tax Training to keep our practices within the new legislation also audits, change in tax types. Changes that occur with computer system and software. Air rates money received money paid out. By time, we measure it by time. Just by time.
Grp	2
SeqN	123
Q#	Q9
Verbatim Response	On computer needs. We look at optimum need levels and determine the classes that are needed to get there. We have no formal measures. It's more or less self-identification by the employee that they are lacking the skills to do the job or management determines that the
Grp	2
SeqN	124
Q#	Q9
Verbatim Response	Performance. How well they do their job.
Grp	3
SeqN	416
Q#	Q9
Verbatim Response	We measure just by what they are able to handle while they are on the job. It comes to light as they are on the job. You can see if they are able to do the job or not. Asking them. We have a skills check list, a form we ask them about duties, experience, if they are comfortable with various skills and they rate themselves. For some employees, it's a competency test. It's a demonstration. We ask them to demonstrate their skills.
Grp	1
SeqN	96
Q#	Q9
Verbatim Response	Mostly on an individual basis. It depends on the position but it's more in the customer service
Grp	3
SeqN	782
Q#	Q9
Verbatim Response	By the amount of time it takes to teach them how to use software packages. Well, we're a sales organization. It's hard to measure something like that.

Grp		3
SeqN		799
Q#	Q9	
Verbatim Response	Just by job performance.	
Grp		3
SeqN		763
Q#	Q9	
Verbatim Response	We measure these gaps through performance measurement with feedback. We have established performance standards and they are used to give feedback to employees through the performance process. Sometimes we do observation of performance and work samples.	
Grp		3
SeqN		769
Q#	Q9	
Verbatim Response	We don't have a formal way to measure them.	
Grp		3
SeqN		770
Q#	Q9	
Verbatim Response	We do performance reviews.	
Grp		3
SeqN		773
Q#	Q9	
Verbatim Response	Through the results of their work, differences between what we're hoping to have and the results of their work.	
Grp		3
SeqN		752
Q#	Q9	
Verbatim Response	Feedback from the managers and also their ability to make their stated goals.	

Grp		3
SeqN		781
Q#	Q9	
Verbatim Response	We do that through several ways. 1st we have a 360 process where we do group roll ups. We look at different things, leadership, management skills, server skills, consulting skills, leverage techniques. It's a 360-degree assessment tool where we get peer assessments, internal customer assessments and feed back from outside customers to see how they are doing. Also we do a 2 year formal needs assessment of employees.	
Grp		3
SeqN		745
Q#	Q9	
Verbatim Response	Basically by employee reviews.	
Grp		3
SeqN		785
Q#	Q9	
Verbatim Response	Re-dos. With the clerical staff with typing errors, we have them redo the work.	
Grp		3
SeqN		786
Q#	Q9	
Verbatim Response	We don't yet. We're too new.	
Grp		3
SeqN		787
Q#	Q9	
Verbatim Response	I don't have a way to measure them. I just know they exist. Timeliness and performance in completing a task. The amount of time it takes to complete a project.	
Grp		3
SeqN		793
Q#	Q9	
Verbatim Response	With performance. If they have poor performance it's because they don't have skills to do their jobs.	

Grp 3

SeqN 796

Q# Q9

Verbatim Response We have minimum product standards, so we compare what we do to those minimum standards and see if there are differences, see if improvements are needed.

Grp 2

SeqN 521

Q# Q9

Verbatim Response Usually it's by verbal discussion with the employee, and then it's negotiated between the supervisor and employee. We have training courses available from DER. Dept. of Employee Relations and we encourage the employees to attend. We do give the employee opportunities to take courses at local colleges, and we reimburse for tuition at either 75% or 100%.

Grp 3

SeqN 780

Q# Q9

Verbatim Response I observe the day to day interaction between co-workers and employees and patients. It's the soft skills they're usually lacking. Interpersonal skills. Time management and conflict resolution. Just by observing, as I said.

Grp 3

SeqN 730

Q# Q9

Verbatim Response We have testing. Anecdotally. From what we see or hear.

Grp 3

SeqN 709

Q# Q9

Verbatim Response Through quality assurance assessments, employee evaluation, personal interviews, Dept. of Health surveys.

Grp 3

SeqN 717

Q# Q9

Verbatim Response Annual reviews. Supervisor opinions of the employee before review time.

Grp		3
SeqN		720
Q#	Q9	
Verbatim Response	Just by yearly performance reviews done internally.	
Grp		3
SeqN		721
Q#	Q9	
Verbatim Response	Performance evaluation.	
Grp		3
SeqN		724
Q#	Q9	
Verbatim Response	Just by watching their daily work and seeing how they do their jobs.	
Grp		3
SeqN		757
Q#	Q9	
Verbatim Response	We measure it by observing a deficiency. We don't do testing. If they understand the concepts, it's fine. If not, there's an issue. If they're not grasping or understanding, we	
Grp		3
SeqN		729
Q#	Q9	
Verbatim Response	Their inability to do the next job. To get to a higher level position.	
Grp		3
SeqN		802
Q#	Q9	
Verbatim Response	Performance evaluations and employee feedback.	
Grp		3
SeqN		732
Q#	Q9	
Verbatim Response	We do performance appraisals. Discussions with supervisors. They tell us when they're having trouble with someone. Safety related stuff. Like if there are a lot of injuries in a department, it probably means there are some skill gaps occurring.	

Grp		3
SeqN		734
Q#	Q9	
Verbatim Response	I don't know. We have nothing formal we do.	
Grp		3
SeqN		736
Q#	Q9	
Verbatim Response	We have done several needs assessments. Performance appraisals, we've interviewed employee and spoken to them as a group and done group assessments to see how things are	
Grp		3
SeqN		739
Q#	Q9	
Verbatim Response	We do performance reviews. We do annual reviews on productivity and quality of work.	
Grp		3
SeqN		741
Q#	Q9	
Verbatim Response	If they at least come to work. We have a performance standard that they must meet. We do reviews. We listen closely to what our residents have to say about our staff and also what the families of our residents have to say.	
Grp		3
SeqN		743
Q#	Q9	
Verbatim Response	We just work with the employees who have problems because of language difficulties as we work with a number of refugees. There is no specific way we measure the gaps we just know they exist right at the start as they are unskilled and we have to train them.	
Grp		3
SeqN		728
Q#	Q9	
Verbatim Response	Through performance appraisals mainly.	
Grp		3
SeqN		349
Q#	Q9	
Verbatim Response	Their performance in their job and their expectations of their job being fulfilled or not.	

Grp		3
SeqN		798
Q#	Q9	
Verbatim Response	We measure these gaps through client satisfaction surveys. We do interviews with our clients to determine how their needs are being met. Based on that we look at our employee's skills against the results produced.	
Grp		3
SeqN		876
Q#	Q9	
Verbatim Response	By the turnover rate - when they come to work for us and they don't have the necessary skills, they leave.	
Grp		3
SeqN		881
Q#	Q9	
Verbatim Response	We look at productivity levels and errors. If productivity is low and errors are high we have problems.	
Grp		3
SeqN		882
Q#	Q9	
Verbatim Response	By performance reviews. Their managers evaluate the employees.	
Grp		3
SeqN		886
Q#	Q9	
Verbatim Response	Communication. We'll assess individually how people are relating to each other and also how groups are relating to groups. That's really all we do, mostly communication skills, that's what we're observing.	
Grp		3
SeqN		869
Q#	Q9	
Verbatim Response	We do a 30-day review where we assess their skills. This is 30 days after their training. We do periodic performance reviews. On the job supervision - the acting supervisor observes	

Grp		3
SeqN		899
Q#	Q9	
Verbatim Response	We measure this through outcomes. If they succeed or fail in all aspects of their job like relation to customers, management, technical job performance and initiative.	
Grp		3
SeqN		862
Q#	Q9	
Verbatim Response	By an employees anxiety level. By them telling us that they are unsure in their ability to handle our residents.	
Grp		3
SeqN		554
Q#	Q9	
Verbatim Response	We are switching our software program so it is real easy to see where people are lacking in their knowledge because they don't have the computer training yet. We form committees to establish what the program areas are and who needs training. Like computer training, supervising training or whatever they may need.	
Grp		3
SeqN		885
Q#	Q9	
Verbatim Response	For our field employer we just do an on the job assessment for our office staff and supervisor. It is a yearly evaluation.	
Grp		3
SeqN		883
Q#	Q9	
Verbatim Response	The employee computer skills are low. A lot are not familiar with Word Perfect or Excel.	
Grp		3
SeqN		589
Q#	Q9	
Verbatim Response	We do 6 month reviews with them to help them learn what they need to do better. We have a sales meeting every other week. We do a lot of tracking to see if they are meeting their	

Grp		1
SeqN		615
Q#	Q9	
Verbatim Response	Our jobs are bid on a per hour completion. When we do not achieve our allotted time, we know we have unqualified workers on that job.	
Grp		1
SeqN		3
Q#	Q9	
Verbatim Response	We have never done that.	
Grp		3
SeqN		894
Q#	Q9	
Verbatim Response	We're a consulting firm - so we look at the market. We look at what our clients needs are - if we don't have people that don't have the skills to address their needs, then there are gaps.	
Grp		3
SeqN		838
Q#	Q9	
Verbatim Response	We are an armored car carrier service and there are 3 ways we measure the gaps. 1. Number of motor vehicle accidents we have. 2. The number of Workman's Compensation cases that means the number of people getting hurt. 3. Cargo losses which is internal theft or being	
Grp		3
SeqN		804
Q#	Q9	
Verbatim Response	We observe on the job performance and compare it to the ideal.	
Grp		3
SeqN		809
Q#	Q9	
Verbatim Response	By observation, by mistakes they've made what they've accomplished on the job. Periodic	
Grp		3
SeqN		812
Q#	Q9	
Verbatim Response	We don't really measure at the end of the 2 month, 4 month and 6 month probationary periods. The supervisors do annual reviews every year after those initial periodic reviews.	

Grp 3

SeqN 818

Q# Q9

Verbatim Response They're not measured. Performance reviews.

Grp 3

SeqN 824

Q# Q9

Verbatim Response We're developing measurements right now. We're looking at job profiling, determining what are the minimum requirements as against the individual skills. Critical knowledge per position. From that, we believe that appropriate initiatives will address them.

Grp 3

SeqN 874

Q# Q9

Verbatim Response We have standards in each dept such as our customer accounts postings. It's an item process to see how many they can process in an hour.

Grp 3

SeqN 831

Q# Q9

Verbatim Response I look at the profitability in the store. I'm looking for a certain level of profitability, when it's not there an indication to me.

Grp 3

SeqN 703

Q# Q9

Verbatim Response Through performance evaluation and mentoring. We follow a person to see how they are doing then if help is needed they are with a mentor.

Grp 3

SeqN 842

Q# Q9

Verbatim Response We do it through competency testing once a year, quarterly job performance evaluations and observation of employees.

Grp 3

SeqN 843

Q# Q9

Verbatim Response We measure by what we think is necessary. If we expect a certain level performed and we don't get that from the person, then we know they're not doing what they should be doing.

Grp 3

SeqN 850

Q# Q9

Verbatim Response Some basic things like their attendance and getting to work on time. I guess I watch to see that they can follow standard employee job descriptions. I look for success or failure at doing their jobs. The number of complaints from both parents and peers.

Grp 3

SeqN 852

Q# Q9

Verbatim Response I don't measure them; they show up in younger employees 18 to 30 years old. Younger employees have no training in mechanical work or sheet metal work and we do a lot of that.

Grp 3

SeqN 856

Q# Q9

Verbatim Response We set out guidelines and goals that we hope they reach.

Grp 3

SeqN 859

Q# Q9

Verbatim Response I measure the gaps by education. Ten years on the job.

Grp 3

SeqN 826

Q# Q9

Verbatim Response Very subjectively. No we really don't have a formal way to measure them.

Grp 1

SeqN 494

Q# Q9

Verbatim Response It's based on expectations driven from the job descriptions. Management and employee evaluations based on job description.

Grp		3
SeqN		708
Q#	Q9	
Verbatim Response	Experience or observation of employee performance.	
Grp		1
SeqN		480
Q#	Q9	
Verbatim Response	How much time it takes to work with someone when they're learning their job. How soon they call for help. Complaints from supervisors that they're not performing their job well.	
Grp		1
SeqN		481
Q#	Q9	
Verbatim Response	We have an assessment package for Microsoft Office and Windows. There is a baseline that they should meet. If they don't, we send them out for training.	
Grp		1
SeqN		482
Q#	Q9	
Verbatim Response	They're reviewed regularly. There are set quotas that they have to meet. So when they're not meeting the quotas, there are gaps.	
Grp		1
SeqN		485
Q#	Q9	
Verbatim Response	Gosh, I don't know. I don't measure it! I just notice it - but I don't measure it.	
Grp		1
SeqN		477
Q#	Q9	
Verbatim Response	We have set up a check sheet for each position in the production area. The skills needed to know or learn that for that position. Yearly review.	
Grp		1
SeqN		493
Q#	Q9	
Verbatim Response	Just by observing and my interaction with them.	

Grp 1

SeqN 474

Q# Q9

Verbatim Response Through performance reviews.

Grp 1

SeqN 500

Q# Q9

Verbatim Response We measure when someone is struggling. In the production area, we measure if there are rejects and the amount of production. In the supervisory position, if there's problems, we look for outside training for the employee.

Grp 2

SeqN 501

Q# Q9

Verbatim Response We base it on how much time it takes to train on a certain skill. If it takes a long time, the gap is greater. With new technology we know there will be a gap before training.

Grp 2

SeqN 504

Q# Q9

Verbatim Response We have annual performance reviews.

Grp 2

SeqN 505

Q# Q9

Verbatim Response With our patrol group there's been a shift in the last couple years in human relation skills by observing their willingness to meet and greet the public and feedback from the public about our officers.

Grp 2

SeqN 506

Q# Q9

Verbatim Response We ask them questions and with on the spot training.

Grp		2
SeqN		509
Q#	Q9	
Verbatim Response	We don't have a formal measurement. A supervisor might mention that an employee is lacking certain skills or an employee might say, "I don't know how to do this" or "I don't feel comfortable doing a certain job".	
Grp		1
SeqN		490
Q#	Q9	
Verbatim Response	Nothing scientific, just the old-fashioned way. We just consult with peers and try to pick information from them as to what helped them when they first started. We simply ask the new people what they need to know when they first start with us.	
Grp		1
SeqN		456
Q#	Q9	
Verbatim Response	By the time it takes to do the work and the quality of the work.	
Grp		3
SeqN		423
Q#	Q9	
Verbatim Response	By what they produce and how quickly and efficiently the work is performed.	
Grp		3
SeqN		427
Q#	Q9	
Verbatim Response	Attitude. Willingness to want to learn. Observation. Observation of the employee's attitude.	
Grp		3
SeqN		439
Q#	Q9	
Verbatim Response	With performance against objectives.	
Grp		3
SeqN		444
Q#	Q9	
Verbatim Response	Observations and watching to see if they are keeping up with changes in technology.	

Grp 3

SeqN 448

Q# Q9

Verbatim Response That they are not able to perform up to expectation that's how we measure the gaps. We have expectations and they are not fulfilling them.

Grp 1

SeqN 478

Q# Q9

Verbatim Response It's based on experience. I evaluate the person myself.

Grp 1

SeqN 452

Q# Q9

Verbatim Response The only gap I see is that we have job descriptions and a checklist that goes with that. I don't know if the employee is given the job description and shown what is expected of them. We have internal audits. Every department gets audited internally every quarter. We look at our policies and procedures and make sure employees have been following them.

Grp 2

SeqN 517

Q# Q9

Verbatim Response I don't know. It wouldn't be something measured in my division. That's done somewhere

Grp 1

SeqN 461

Q# Q9

Verbatim Response We measure the time it takes to complete certain job functions. We measure rejections. We measure warranty repair.

Grp 1

SeqN 462

Q# Q9

Verbatim Response Just by yearly reviews of their work performance.

Grp		1
SeqN		467
Q#	Q9	
Verbatim Response	What is performed, the production performance. Overall performance. Increased workload. I don't know.	
Grp		1
SeqN		469
Q#	Q9	
Verbatim Response	We've done employee surveys to see what they know and don't know. Just supervisor observation of employees.	
Grp		1
SeqN		471
Q#	Q9	
Verbatim Response	We know that they are not working to what they should be doing. They fill out work sheets. How much they do in a certain amount of time, so we know what they are producing.	
Grp		1
SeqN		472
Q#	Q9	
Verbatim Response	Performance appraisals. We have efficiency measures. We measure the processes their doing and see if they're doing them effectively.	
Grp		1
SeqN		451
Q#	Q9	
Verbatim Response	We do performance evaluations when our employees are first hired. We do a 30, 60, 90-day performance review. Thereafter it's every six months.	
Grp		1
SeqN		607
Q#	Q9	
Verbatim Response	I have no idea.	
Grp		3
SeqN		582
Q#	Q9	
Verbatim Response	I don't know, we just know there are gaps by speaking with them and comparing their work to previous employees in the same position.	

Grp		3
SeqN		585
Q#	Q9	
Verbatim Response	It's more of a matter -- you know we're a law firm-- we might say, "did you know there's a quicker way to do that?" So it's kind of a more word of mouth.	
Grp		3
SeqN		586
Q#	Q9	
Verbatim Response	There's no measurement we use. The gaps are language problems. Many of our employees are from different countries and they don't speak English very well.	
Grp		3
SeqN		590
Q#	Q9	
Verbatim Response	Just by performance evaluation and customer feedback.	
Grp		3
SeqN		600
Q#	Q9	
Verbatim Response	Performance appraisal evaluations, customer complaints, feedback from other employees.	
Grp		2
SeqN		513
Q#	Q9	
Verbatim Response	We don't at this point.	
Grp		1
SeqN		606
Q#	Q9	
Verbatim Response	On-the-job observation. We have no formal testing for hiring.	
Grp		3
SeqN		572
Q#	Q9	
Verbatim Response	From quality management audits, looking at outcome standards, incident and error reports, verbalization of problems from whomever sees them.	

Grp		1
SeqN		611
Q#	Q9	
Verbatim Response	We really don't do anything. It's more just when problems come up. Then is when we find	
Grp		1
SeqN		612
Q#	Q9	
Verbatim Response	Inability to do certain jobs. Jobs not done correctly.	
Grp		1
SeqN		616
Q#	Q9	
Verbatim Response	We measure their ability to learn new technologies. In the printing industry computer skills are necessary.	
Grp		1
SeqN		618
Q#	Q9	
Verbatim Response	It's a gut feel. We don't really measure it. When we interview we are able to assess their skills to some degree. And we do try to promote from within, so when we do internal hiring we can assess this to some degree.	
Grp		2
SeqN		656
Q#	Q9	
Verbatim Response	Through the questions they ask and the comments of employees that they supervise. We do needs assessments.	
Grp		3
SeqN		422
Q#	Q9	
Verbatim Response	I guess we measure these gaps by observation. We don't have many feedback systems, so we have to rely on observation.	

Grp		1
SeqN		604
Q#	Q9	
Verbatim Response	We have ongoing training. We don't really formally measure; it's just a matter of ongoing training, badgering that we constantly have to do to keep them up on their skills.	
Grp		2
SeqN		550
Q#	Q9	
Verbatim Response	The staff is surveyed as to what needs they have and they let us know if they would like training in interviewing techniques. A lot of our staff can use training in writing. When supervisors have received employees work, often times they are not sufficient. In regard to clerical and support staff, they only know the basic on Microsoft word. They should know how to do it at a more advanced level function.	
Grp		3
SeqN		706
Q#	Q9	
Verbatim Response	By performance reviews, feed back from customers and people they work with.	
Grp		2
SeqN		522
Q#	Q9	
Verbatim Response	We do individual performance planning on an annual basis. That includes what areas of training they think they need or we think they need. We do department wide training. It may not have been included in their training plan but it may be apparent. We do organizational planning and needs assessment.	
Grp		2
SeqN		524
Q#	Q9	
Verbatim Response	Just by formal or informal needs assessment.	
Grp		2
SeqN		529
Q#	Q9	
Verbatim Response	We just switched to computers 3 years ago. We had a paper system and electronic typewriters so they've had to find a comfort level with the computer skills. The supervisor sits down and talks to the employee to see how they feel about their computer skills and	

Grp 2

SeqN 530

Q# Q9

Verbatim Response Informally through feedback from supervisors. Nothing formal, just feedback from

Grp 2

SeqN 544

Q# Q9

Verbatim Response We don't measure. We've been very neglectful in that area.

Grp 3

SeqN 575

Q# Q9

Verbatim Response Simply by observing the employees to see how they are doing. Lack of admittance, they say they can't do this, they need help doing this.

Grp 2

SeqN 548

Q# Q9

Verbatim Response Individual performance standards. There are predetermined set standards that every employee has to meet. Performance appraisal, that's an annual performance appraisal. Satisfaction level of person who the work is being done for. If they are a secretary it's the person they are typing the letter for, is the punctuation correct, grammar correct, sentence

Grp 3

SeqN 573

Q# Q9

Verbatim Response By evaluating their work performance.

Grp 3

SeqN 551

Q# Q9

Verbatim Response We use specific inspections of their work, cycle time of completion of a home, and customer satisfaction surveys.

Grp 3

SeqN 552

Q# Q9

Verbatim Response Technology and office automation in keeping up with computer skills in staff. Technology continues to move faster than skill is learned.

Grp 3

SeqN 555

Q# Q9

Verbatim Response I have no idea.

Grp 3

SeqN 559

Q# Q9

Verbatim Response We don't.

Grp 3

SeqN 563

Q# Q9

Verbatim Response We don't, most of our employees are janitors, building supervisors and service cleaners. So we really don't have any way to measure any gaps.

Grp 2

SeqN 515

Q# Q9

Verbatim Response Performance measures based on job classification and required duties each having a rating. We make sure employees can follow this essential function rating.

Grp 2

SeqN 546

Q# Q9

Verbatim Response We don't measure them.