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ABSTRACT

The business and industry representatives present at the initial meeting of each of Georgia's 16 state technical committees responsible for reviewing the curricula offered by Georgia technical institutes were surveyed to gather information about general trends in the workplace and ways of relating those trends to planning/revising technical education in Georgia (93 responded). The survey focused on the following topics: business-education partnerships; company-sponsored employee training; current business/industry trends (total quality management, hiring qualifications, technical institute program quality, hiring shortage/job growth); and work force issues. One-third of the companies represented were presently members of tech prep or school-to-work partnerships with high schools or technical institutes. Employee training was being provided by 86% of the companies. The quality of programs at technical institutes was considered excellent by 19% of respondents, good by 48%, adequate by 23%, and poor by only 3%. The greatest areas of protected job growth in the next 5-10 years were in the categories technicians (66%), professional positions (25%), and entry-level production jobs (19%). Thirty-four percent of respondents expected downsizing of their companies in the near future. (Appendixes constituting more than 80% of this document contain 41 tables/graphs summarizing the survey results. Contains 10 references.) (MN)

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Georgia Department of Technical and Adult Education Division of Educational Support Services

Survey of Georgia Employers

Responsiveness to business and industry needs for an educated workforce has been a hallmark of the technical institutes (TIs) in Georgia since their inception. Program standards and guides for over 120 technical curricula were originally developed through an industry-driven model utilizing input from State Technical Committees of business and industry representatives, working together with TI program faculty. The Standards Project (now the Occupational Research Group) of the University of Georgia and the Georgia Department of Technical and Adult Education (DTAE) provided leadership for this statewide curriculum effort.

Beginning Fall 1995 all standardized programs are undergoing a comprehensive updating process, again based on input from representatives of business and industry from across the state. This statewide industry-driven revision process is focused on issues that define a changing workforce: emerging technologies, the reorganization of work and jobs, and the need for high-level skills as well as basic competencies and productive work attitudes. As a first step of the curriculum revision process, State Technical Committee members were asked to discuss with program developers their perceptions of industry's education and training requirements for hiring qualified workers. Discussion focused on the following questions:

- * How is the workforce changing?
- * What does industry need from education now and in the future?
- * What are the implications of workforce changes for postsecondary technical education curricula and the preparation of students for a changing workplace?
- * How well are the TI programs meeting the needs of business and industry in Georgia and preparing students with appropriate job skills?
- * What needs to change?

To gather information about general trends in the workplace and how these might be related to program planning and revisions in technical education in Georgia, an employer survey questionnaire was developed for use with DTAE's comprehensive revision process.

Methodology

The survey, designed and administered by the Occupational Research Group (ORG) at the University of Georgia, queried members of the State Technical Committees (STCs) for each of the program areas being reviewed during the first year of DTAE's three year comprehensive revision process. Questionnaire items were drawn from national literature on workforce development, and addressed topics of business/education partnerships, employee training needs, current business/industry trends, and changing workforce issues identified in recent

national reports. The survey was administered by ORG to all business and industry representatives at the initial meeting of each of the 16 State Technical Committees in September 1995. Members were asked to complete the questionnaire at the meeting and return it to the ORG program specialist facilitating the meeting. Data was compiled by ORG staff, using SPSS and Excel software to generate descriptive statistics (percent and frequency of responses) and tables and charts illustrating responses to each item on the survey instrument.

Survey Population

A total of '93 completed surveys were received. Representatives from business and industry in the following program areas participated in the survey research: Accounting, Air Conditioning, Automated Manufacturing, Business/Information Technology, Business Equipment, Computers, Drafting, Electronics, Industrial Electrical, Industrial Maintenance, Machine Tool, Marketing, Telecommunications, and Engineering Technologies - Civil, Environmental, Electronic, Mechanical, Electromechanical. The types of companies STC members represented vere primarily manufacturing/ industrial and engineering/design (59%), with smaller numbers from general business, public service, and



communications sectors (9-11% each). More than half (58%) worked at large companies of more than 200 full-time employees, and 15% at companies of 20-100 full-time employees. Nearly all companies were American-owned (96%). Half of the companies were located in urban areas and another third in rural areas of Georgia.

Findings and Discussion

The major categories of response from the survey are summarized and presented in the section which follows. Detailed, descriptive data for each of the questionnaire items are provided in the appendix of this report.

BUSINESS/EDUCATION PARTNERSHIPS:

Respondents were asked to provide information about current partnerships their company participated in with education and areas where they might have an interest in future involvement. One-third of the companies represented were presently members of Tech Prep or School-to-Work partnerships with high schools or technical institutes in Georgia, half were not, and the others were not sure. For those who had partnerships, the types of activities with technical institutes in which company employees most often participated included representation on local advisory committees for TI programs (73%), site tours for TI students or faculty (56%), curriculum development for TI courses (53%), and classroom presentations at local TIS (43%). Where companies were not currently involved with TI activities, they expressed the strongest interest in pursuing work-based learning projects for students and serving as mentors for at-risk students. Nearly half of respondents' companies currently offered tuition assistance for employees taking TI courses, and a third

sponsored co-op or internship programs for students. Future interest was expressed most strongly in company sponsorship of summer internships for TI students (37%), as well as internships, job shadowing, and youth apprenticeships where these were not currently available.

COMPANY-SPONSORED EMPLOYEE TRAINING:

Asked about opportunities for employee skill upgrading at their company, 86% of respondents stated that their company provided these opportunities. Areas of employee training provided most frequently by the company included use of computers or other new equipment (73%), teamwork and problem solving (56%), safe use of equipment/tools (47%), and statistical process control or other new processes (41%). This training for employees was provided most often by a hired consultant (58%), a local TI (45%), or a continuing education unit of a local college (31%).

CURRENT BUSINESS/INDUSTRY TRENDS:

Total Quality Management: One area of change in many corporate settings today is the incorporation of quality elements into standard practice. More than half of respondents indicated that the following areas have become or are becoming standard practice in their company: cross-training (70%), employee teams (63%), employee empowerment (60%), and continuous improvement processes (55%).

Hiring Qualifications: Another area of interest was the qualifications considered most important in hiring workers in business and industry. Asked to rank seven basic skill qualifications, respondents most frequently chose interpersonal skills as their highest priority, followed by problem solving skills, critical thinking skills, and math/computation skills. Lowest ranked qualifications (relative

to others in the list) were presentation abilities, writing skills, and computer expertise. Asked to rank eight technical/workplace qualifications, respondents most frequently chose technical expertise as their highest priority, followed closely by education in the appropriate field, job-related experience, and positive work attitudes. Lowest ranked qualifications (relative to others on the list) were leadership qualities, adaptability, ability to follow directions, and good work habits.

TI Program Quality: Respondents were asked to rate the quality of programs at the technical institutes on the basis of their experience in hiring TI graduates. Overall responses were positive, with 19% rating programs as excellent, 48% rating them good, and 23% rating them adequate. Only 3% said they were inadequate or poor.

Hiring Shortage/Job Growth: Asked if they were experiencing difficulties or shortages in finding potential employees in any areas, 46% of respondents answered yes, and the same percentage said no. For those who responded in the positive, no clear patterns were identified in specific areas of hiring difficulty or in reasons to account for the shortages (see listing in appendix). The greatest area of job growth in the next 5-10 years predicted by respondents was clearly in the category of technicians (66%). Smaller percents identified growth in professional (25%) and entry-level production (19%) jobs. Very few saw any growth in clerical and management jobs in the near future. Thirty-four percent of respondents expected to see a downsizing in their company in the future, mostly in management areas.

WORKFORCE ISSUES:

Respondents were asked to indicate to what extent their company was experiencing various trends identified in the national literature on the changing nature of the workforce.



Based on the percentages of respondents who said it was very descriptive of their company, the following workforce trends seem to be occurring in Georgia business and industry: new technology has increased iob skill requirements (58%); employees perform a broad range of tasks including operating and maintaining their own equipment and performing quality control (47%); good attitudes, communication skills, and previous successful work history are more important than academic credentials (38%), and work is performed by self-directed teams (33%). In addition, approximately half of the respondents said the following trends were somewhat descriptive of their company: employees participate in goal setting and budgeting activities, collaboration among autonomous teams of workers has replaced chain-ofcommand management, and responsibility is vested in individuals with specialized skills (horizontal structures). The areas seen as least descriptive of Georgia business/ industry, based on the percentage of respondents who said it was not at all descriptive of their company were telecommuting used as an option for some employees (59%), full-time positions being replaced with part-time and temporary employees (54%), mass production being replaced with customized manufacturing (39%), and bachelor degrees being replaced by technical training or associate degrees (38%).

National Surveys of Employers

At the national level, a number of reports and books have appeared recently which examine the changing nature of the workplace and what employers in business and industry

expect from education in response to these workforce changes. Anthony Carnivale (1989) states in Workplace Basics: The Skills Employers Want, "New technology. Participative management. Sophisticated statistical quality controls. Customer service. Just-in-time production. The workplace is changing and so are the skills that employees must have in order to change with it. But many do not have the basics essential for acquiring more sophisticated technical skills (p.ii). These basic skills are identified as knowing how to learn, communications, adaptability, personal management, group effectiveness, and leadership, as well as the academic basic skills. He goes on to link basic skills to global competitiveness. technical change, and individual opportunity, stating that "How a country responds to economic and technical change - whether its response will be strong or weak - depends on how the country integrates learning within its employer institutions" (p.6). Other publications by Carnivale, The Learning Enterprise (1989), Training the Technical Workforce (1990), expand on these themes.

The 1991 SCANS Report What Work Requires of Schools looked closely at the changing workplace and the skills needed for employment. It identified five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. Likewise, work currently in progress with national committees and boards to identify industry-specific national voluntary skill standards is another reflection of the national concern with developing a quality workforce education system.

The most recent nationwide survey of employers was conducted by the National Center on the Educational Quality of the Workforce (EQW) in 1994. Called <u>The EQW National Employer Survey</u>, the study examines

responses from over 4,000 companies, based on phone interviews with managers in both manufacturing and non-manufacturing sectors. The survey provides information about how employers recruit workers, how they organize work, which educational credentials and experience they use in screening applicants, and what role education and training play in providing a skilled workforce. Some of the key findings include:

- * Restructuring of the American Economy has not led to deskilling of work; 56% of employers reported increasing skill requirements.
- * Use of high-performance work systems still remains the exception rather than the rule; only 37% reported adopting a formal TQM program, only 12% of non-managerial workers participate in self-managed teams, however, 54% do participate in regular meetings to discuss work-related problems.
- * Virtually all employers provide either formal or informal (on-the-job) training for workers, and over half have increased formal training in the past 3 years.
- * 20% of current workers were seen as not fully proficient in their jobs because they lacked necessaary skills or because the skill requirements of the job had increased.
- * Years of schooling and skills certificates are used to screen and hire applicants, but not measures of school performance (grades); what is most important to employers is applicant attitudes and communication skills, and a successful history of previous work experience.
- * The type of training employers provide for workers most often relates to safe use of equipment or tools. Second ranked training area was improving teamwork efforts or problem solving skills and training in customer service. Third ranked area was use of computers and new equipment.
- * Training is most often provided by equipment providers/vendors (50%),



private consultants (36%), PICs or industry associations (34%), technical or vocational schools (33%) or community colleges (30%).

The conclusion of the study's authors is that "despite partnership in some areas, employers and schools do not speak the same language. What is required to end the disconnection between schools and employers is the establishment of more direct and businesslike transactions between the two" (EQW Issues, 1995, pg.7). They recommend that employers need to become more familiar with measures of learning provided by the schools, and schools need to make the measures and schooling itself more relevant to the world of work.

Interpreting and comparing results of various surveys of employer needs for skilled workers is complicated by variations in the sampling processes used, methods of collecting data, question formats, position of respondents, and focus of questions.

Conclusion

The role of schools and colleges in preparing students for the workplace is recognized as one which has direct impact on workforce quality and global competitiveness. As the workforce needs change, the skills and attitudes needed by students to be successful in this changing environment also must change. It is important to create clear and strong lines of communication between education and employers to assure the relevance of technical education programs. Involving business and industry in curriculum development and revision, as DTAE recognizes, is the most effective strategy. Periodically collecting information from employers about changing workforce trends statewide can also provide significant input for updating programs in the technical

institutes. The annual survey of Georgia employers conducted by the Occupational Research Group can help to inform educators in the technical institutes about workforce trends and their implications for strengthing technical curricula in Georgia.

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GDTAE Research Briefs are prepared by the Occupational Research Group at the University of Georgia, under contract to the Georgia Department of Technical and Adult Education, to summarize emerging issues in the national literature on postsecondary technical education.

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APPENDIX

RESPONSES TO EMPLOYER SURVEY QUESTIONNAIRE ITEMS



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BUSINESS/EDUCATION PARTNERSHIPS

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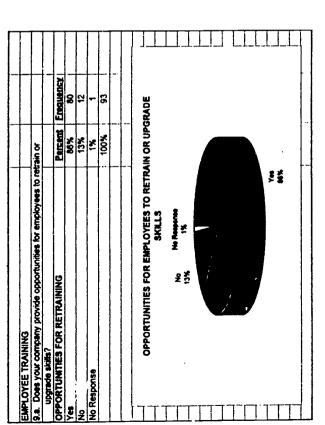
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(c) Job-related experience	21		=	•	3.92	
(d) Leadership qualities	2	•	46	* 0	5.87	_
(e) Ability to follow directions	11	•	2	•	4.85	9
(f) Positive work attitude	18	7	0	-	3.46	-
(g) Good work habits	13	\$	+	3	3.96	-
(h) Adaptability	Q	7	13	2	5.07	

RANKING OF MATH/COMPUTATION SKILLS

Rank 6

Rank 5

Rank 4

Rank 3

(HIGHEST) Renk 1

(LOWEST) Rank 7

8

Sheet1

(12a) Math/computation skills

(HIGHEST) Rank 1

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10% 10% 12% 16% 16% 21% 22% 12% 12% 10%

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Sheet1

Sheet1

(12b) interpersonal skills

 (12c) Computer expertise
 Parcent
 Enequence

 (HIGHEST) Rank 1
 8%
 7

 Rank 2
 10%
 9

 Rank 3
 17%
 16

 Rank 4
 17%
 15

 Rank 5
 20%
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 Rank 6
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 Rank 7
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 (LOWEST) Rank 7
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RANKING OF INTERPERSONAL SKILLS

(LOWEST) Rank 7

Rank 6

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Renk 2

(HIGHEST) Rank 1

Rent 3

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88 22 -2 % % ş Ranking of Ability to Make Presentations \$6 \$ Š 20% (12e) Ability to make Presentations Ş (LOWEST) Rank 7 Rank 6 Rank 5 Renk 3 (HIGHEST) Renk 1 Rank 3
Rank 4
Rank 5
Rank 6
(LOWEST) Rank 7 (HIGHEST) Rank 1

Sheet1

Sheet1

Parcent Erequency 28% 23 31% 28 17 17 18% 13 4% 4 4 3% 3 2 2% 2 2 2% 2 2 100% 90 35% ğ 25% Ranking of Problem-Solving Skills 8 Š (12d) Problem solving skills Renk 3 Rank 5 Rank 4 Renk 2 Renk 6 (LOWEST) Rank 7 (HIGHEST) Rank 1 (HIGHEST) Rank 1 Rank 2 Rank 3
Rank 4
Rank 5
Rank 6
(LOWEST) Rank 7

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Sheet1

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Sheet1

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Page 21

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Sheet1

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(HIGHEST) Rank 1

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Rank 3
Rank 4
Rank 5
Rank 5
Rank 6
Rank 7 (HIGHEST) Rank 1

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Sheet1

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Sheet1

(13c) Job-Related Experience

HIGHEST) Rank 1

Rank 2 Rank 4 Rank 4 Rank 6 Rank 6

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18% 15 16% 13 16% 13 16% 14 14 14 15% 14 15% 15 16% 13 16% 15 16% Ranking of Positive Work Attitude . Renk & Renk 5 Rank 4 Rent 3 Rank 2 (13f) Positive work attitude Renk 7 (LOWEST) Rank 8 (HIGHEST) Rank 1 Rank 2 Rank 7 (LOWEST) Rank 8 Rank 3 Rank 4 Rank 5 Rank 6

Sheet1

Percent Enguency

(13e) Ability to follow directions

(HIGHEST) Rank 1
Rank 2
Rank 4
Rank 4
Rank 5
Rank 6
Rank 7
(LOWEST) Rank 8

Sheet1

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(HIGHEST) Renk 1

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Percent Frequency 10% 9 9% 8 8% 7 12% 11 10% 9 12% 11 25% 22 13% 12 13% 12 25% ĕ Ranking of Adaptability ... (LOWEST) Rank 8 Rank 7 Renk 5 Rent 2 (HIGHEST) Rank 1 13h) Adaptability HIGHEST) Rank 1 LOWEST) Rank 8 Rank 4 Rank 5 Rank 6 Rank 7

> ž Ÿ Ę 8% 10% Percentage (LOWEST) Rank 8 Rank 7 Renk 6 Renk 5 Renk 4 Pent 3 Rank 2 Bulting

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Sheet1

(13g) Good work habits

(HIGHEST) Rank 1

Sheet1

2 2 2 2 2 2 2

13% 17% 15% 15% 12% 17% 7% 17%

Rank 7 (LOWEST) Rank 8

Ranking of Good Work Habita

Parcent Frequency 46% 43 46% 43 8% 7 100% 93 * * DIFFICULTY IN FINDING POTENTIAL EMPLOYEES 15.a. Are you experiending difficulties or shortages in finding potential employees in any job area? EXPENENCE IN FINDING EMPLOYEES Pa No Response 6% £ \$ No Response

Sheet1

ERIC

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14. Based on your answers to questions #12 and 13, and your experience in hiring students or graduates from local technical institutes, how would you call the quality of the programs of study at your local technical institutes?

Excellent

| 1976 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 | 1876 QUALITY OF PROGRAMS AT LOCAL TECHNICAL INSTITUTES ģ ž No Response 9 Excellent 8 Program Rating

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15. If you ariswered yes, in what job areas are you having difficulty thing?

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Sheet1

Sheet1

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Page 32

15.c. How do you account for this/these shortages? HOW SHORTAGE IS ACCOUNTED FOR Coop or Customy
Do not know
Schools are not stressing this
Shortage of graduates
Corposition from other employers
Job market and salaries
Rapid changes in field
Attants employing people, Olympics
Workers not interested in quality Demand for skilled workers Excessive hours, shifts Area demand Lack of education/training Lack of counselors Market trends Rapid industry growth in house training ow pay/wages

Sheet1

Sheet1

HOW SHORTAGES OF EMPLOYEES ARE ACCOUNTED FOR ř ž × 33 3 3 ¥ ĭ ř. Market Inches Denierd for staked section Mark ord sales Andreas Inches Case 40.07 S rat bear Reseans That Account for Employee Shortag

Page 33

Sheet1

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Sheet1

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WORKFORCE TRENDS

17. Employees perform a broad range of tasks including operating and mentalmining their own equipment and performing their own quality control including their own quality control including their own quality control including their own quality and including their own q Somewhet descriptive of my company 38% Paccent Frequency 26% 24 47% 44 22% 20 5% 5 100% 93 Net at all describtes of my company 28% EMPLOYEES PERFORM BROAD RANGE OF TASKS Het at all descripture of my company 11% Employees participate in activities such as goal setting and budgeting formerly reserved for management. EMPLOYEES PARTICIPATE IN ACTIVITIES in Personal Į. Not at all descriptive of my company Somewhat descriptive of my company Very descriptive of my company No Response Very descriptions of my comments Very essentially of my

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Page 36

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| Percent Frequency | 17% | 16 | 55% | 51 | 24% | 22 | 4% | 4 | 4 | 100% | 93 | 100% | Percent Frequency RESPONSIBILITY IS VESTED IN INDIVIDUALS WITH SPECIALTIES 488 58 MASS PRODUCTION IS BEING REPLACED WITH CUSTOMIZED MASS PRODUCTION IS BEING REPLACED WITH CUSTOMIZED Not at all descriptive of my company 39% Hal at all description of my company 17% 39% 18% 11% 10% Responsibility is increasingly vested in individuals with specialities. Mass production is being replaced with customized manufacturing not in positions (vertical vs. horizontal structures). To Reserve Very descriptive of my company 18% Very descriptive of my company 24% Not at all descriptive of my company Somewhat descriptive of my company Very descriptive of my company No Response Somewhat descriptive of my company Very descriptive of my company Not at all descriptive of my company No Response

Parcent Frequency 31% 29 47% 44 17% 16 4% 4 100% 93 Net at all description of my company 31% COLLABORATION AMONG (AUTONOMOUS) WORKER TEAMS my company A73 WORK IS PERFORMED BY SELF-DIRECTED TEAMS 16% 46% 33% 4% 100% 20. Collaboration among autonomous teams of workers has replaced chain-of-command management structures. * ă * Not at all descriptive of my company Somewhat descriptive of my company Very descriptive of my company No Response Very descriptive of my company 33%

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Sheet1

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Work is increasingly performed by self-directed teams where problem

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Sheet1

solving and decision making are important parts of the job.

Not at all descriptive of my company Somewhat descriptive of my company Very descriptive of my company

No Response

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Page 41

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	Ereguency	31	30	25	7	93	ED WORKERS MR 8 88 6800000 of my company 33%
	Percent	33%	32%	27%	%8	100%	HLED WOF
fewer highly skilled workers.		Not at all descriptive of my company	Somewhat descriptive of my company	Very descriptive of my company	No Response		TASKS ARE NOW PERFORMED BY FEWER SKILLED WORKERS IN RESIDENCE THE CONTRACT OUTSING THE CONTRACT

Not at all descriptive of my company 59%

Somewhat descriptive of my company 28%

Net at all description of my company 54%

Somewhat descriptive of my company 28%

28. Tasks formerly performed by many unskilled workers now are performed by

Percent | Erequency

25. Telecommuting is a work option used by some of our employees.

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5 4 5 4 5

26% 11% 11% 100%

Not at all descriptive of my company Somewhat descriptive of my company Very descriptive of my company No Response

38 2

28% 28% 14% 4% 10%

Not at all descriptive of my company Somewhat descriptive of my company Very descriptive of my company

No Response

23. Full-time positions are being replaced by part-time and temporary

Sheet1

93

FULL-TIME POSITIONS ARE BEING REPLACED BY PART-TIME

T X

Very description of my company 14%

TELECOMMUTING IS A WORK OPTION BY OUR EMPLOYEES

No Response 4%

Very descriptive of my company 11%

88208 Part of George of Transport BACHELOR DEGREE IS BEING REPLACED BY TECHNICAL EDUCATION 38% 38% 39% 15% 9% 100% Emphasis on bachelor degrae college education is being replaced by an emphasis on technical training and associate degree/diplomas in technical fields Very description of my company 18% Not at all descriptive of my company Somewhat descriptive of my company Very descriptive of my company No Response my company

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