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Needs Assessment Project for the Concordia Centre for Management Studies

Richard Dufour

A Thesis

in

the Department

of

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ABSTRACT

Needs Assessment Project for the Concordia Centre for Management Studies

Richard Dufour

Educational institutions must be guided by a sense of purpose - a purpose defined by the educational needs of the clientele they aim to serve. Identifying these needs through a systematic needs assessment is therefore of paramount importance, especially to the educational technologist, when designing educational programs. This study set out to gather such information useful to the Concordia Centre for Management Studies (CCMS), an organization which sponsors seminars and conferences designed to train and develop professionals in the Canadian business community. In order to increase the effectiveness of this system, a needs assessment project was undertaken by the author in the summer of 1986. A questionnaire was developed, pretested, and then mailed to 1218 firms in the Montreal area.

Answers to the following general questions were sought: 1) What is the image of the university as a provider of professional development seminars? 2) Who are the potential users of professional development seminars? 3) Which types of professional development seminars are likely to be attended? 4) How can the availability and benefits of CCMS best be communicated? 5) Which practical/instructional considerations affect participation in university seminars?

Four distinct population groups were sampled in the study: 1) the Montreal business community; 2) former delegates to CCMS seminars and conferences; 3) members of The Montreal Training Group; 4) members of the CCMS Board of Directors. One hundred and thirty-nine completed questionnaires were returned to the Centre, representing a response rate of 11.4%.

The data obtained from the questionnaires were subjected to non-parametric statistical tests, mostly in the form of frequency counts and chi-square analyses. Among the main findings were: favourable attitudes exist toward university involvement in providing professional development seminars; the Montreal market for CCMS programs is extensive yet positioning in a specific market niche would prove difficult for CCMS; strategic planning and computer technology are two areas where a perceived need was recorded; hands-on type workshops and specific problem clinics are favoured over lectures; business people prefer to see Canadian speakers lead seminars; two-day seminars are preferred over shorter sessions; and more business people would opt for off-site seminars than on-site. The study concludes with specific recommendations made to CCMS as to how it can improve its services to better meet market needs.

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Richard Dufour

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Introduction

History and Background of CCMS

The Concordia Centre for Management Studies (CCMS) was founded in 1980 with the general mandate of establishing and maintaining links with the Montreal business community. The Centre is an offshoot of the Commerce and Administration Department at Concordia University. As stated in its official objectives, the Centre fosters programs which:

> -affirm the relationship between the Faculty of Commerce of the University and the business community of Montreal.
> -advance the understanding within both communities of the pedagogical and research needs and abilities of a contemporary Faculty of Commerce and Administration.
> -underwrite an effective partnership between the Faculty and the business community that will enhance the development and diffusion of innovation in research and teaching. (CCMS,1984, p.1)

The center was originally established in response to criticisms of academic isolation within Canadian university business schools.

> In its 15th Annual Review, the Economic Council of Canada emphasized that the standards set for managerial training and know-how are not adequate for today's market-place. To this criticism, which is in fact quite widespread, the Concordia Faculty of Commerce and Administration, the largest business school in Canada, is ready to provide the effective response. (Simon, 1980, p.1)

Although the original proposal suggested several means of accomplishing its objectives (ie., business executive clubs, a business information office, a management development institute, a business research division and a

faculty exchange service), the Centre now seems to focus its energy primarily on offering seminars, workshops and conferences to the Canadian business community.

These new priorities have evolved in response to apparent financial difficulties in recent years. Formerly, the Executive Director position was held by non-academic personnel. Subsequently, in 1985, the position was filled by Dr. Ronald McTavish, a Concordia University marketing professor. The challenge at hand was to turn CCMS around from a money-losing organization within a deficit-ridden university into a self-sufficient, if not profit-making enterprise.

Thus, a main objective which has evolved has been one of seeking financial independence, and consequently, the activities it engages in have recently been focused on fulfilling this goal. It appears that this new-found priority, however, may have detracted from its original mandate. Mr. Camille Dagenais, Chairman of the SNC Group and member of the CCMS advisory board, expressed this concern at a board meeting,

> Specifically, Mr. Dagenais was concerned about business liason with students and faculty and whether or not this was still part of the CCMS mission. Dr. Applebaum (Dean, Faculty of Commerce & Administration) noted that with the severe budget constraints imposed by the University, it is becoming more and more difficult to undertake not-for-profit activities. He noted that if CCMS was funded like other University departments, more research opportunities could be pursued. (Concordia University, 1985, p.3)

Headed by an Executive Director who communicates with the Dean of Commerce and Administration, CCMS receives its directives from a Board of Directors. This board is a composite of academic staff, faculty, students, and more importantly, outside representatives from the Montreal business community.

Presently, CCMS offers such seminars and conferences as

'Maintenance Management'; 'Exporting Successfully'; 'Strategic Management of Productivity Improvement'; and 'Deregulation'. The seminars are conducted in large hotels repeatedly throughout the year and run from one to two days. Last year, over fifty seminars were held and the director expects to offer over 100 in 1987.

These seminars and conferences are not only held in Montreal. In fact, Toronto, Vancouver, Ottawa, and Halifax regularly host CCMS programs. The resulting travel expenses have been justified by the fact that,

> with the diminishing anglophone market in Montreal, 60% of the Center's revenues were now being obtained in the Toronto market." As well, "offering seminars outside of Montreal was imperative for Concordia as an institution for it opened up avenues for the faculty to tap in-house teaching markets and provided excellent public relations for the university... Since CCMS and the Faculty of Commerce and Administration are now linked, out of town exposure is considered highly beneficial and desirable. (Concordia University, 1985, p.2)

In an effort to increase the attractiveness of its seminars, CCMS has contracted with Boston's University Seminar Center (USC) , a 'seminar broker', to engage popular American speakers and consultants. USC markets seminar programs through universities across North America. Concordia has the exclusive rights to sponsor their programs in all of Canada. The big names provided by USC are thought to be a good drawing card and should assist CCMS financially.

As exemplified by the diversity of content area covered in its seminars, CCMS does not have a clear focus. At present, topic areas are decided upon by the availability of speakers and an intuitive 'gut-feeling' over what will or won't sell. Attendance at most seminars has averaged between 20 and 50 individuals while conferences have drawn upwards of 200 participants - yet the effort and expense spent to generate such participation surpass the financial return.

The Centre has never conducted any formal research into the needs of its market. Program evaluation has been limited to a short questionnaire which is distributed to seminar participants immediately following each seminar or conference. Responses are tabulated and the seminar speaker is provided with feedback. Overall, the post-seminar evaluations have yielded favourable results. That is, participants have enjoyed their experience. A danger exists, however, in placing too much emphasis on such immmediate feedback instruments. As Powell & Davis (1973) stress, "Immediate feedback from participants is readily available and it provides a modicum of insight into program results. It tends, however, to have a euphoric effect upon program directors because of the participants' exhilaration, which usually lingers from the educational experience" (p.87).

Furthermore, these authors point out that once the participant returns to his/her job to report the experiences, s/he will likely feel pressured to admit that the experiences were positive. It is unlikely that s/he will report the program's shortcomings or express any dissatisfaction for fear that this may be interpreted as an ungrateful complaint and subsequently jeopardize the chance of attending future programs.

Rationale for the Study

To maintain a viable existence, every organization must develop clear-cut goals and a direction. Educational institutions are not exempt. Historically, much conflict surrounded the issue of what objectives should guide formal education processes. Indeed, the lack of clear-cut objectives has often been to blame for apparent inefficiency, if not ineffectiveness within our school systems.

The concept of needs assessment seems to have arisen in response to such accusations (Mayer,1983). Popularized in the 1960's, the concept reflects

the notion of accountability which was introduced in the school systems about twenty years ago. The field of educational technology has followed this trend. While issues of concern have historically been 'how to teach' (media selection), they have shifted to the questioning of underlying assumptions of 'what to teach' (objectives) and 'why teach what we teach' (Kaufman & English, 1979).

Lynton (1982) suggests that universities have not yet defined goals which maintain harmony with those of the non-academic 'real' world. Specifically, in response to university business centres similar to CCMS, he explains,

> The prevalent mode continues to be that an institution, through a group of faculty members working in splendid isolation, identifies what it believes to be a need, designs what it considers to be the best way of meeting it and then tries to interest individual as well as corporate clients. That approach simply does not work and is resented as an example of academic arrogance. (p.24)

Robert Minter (cited in Peters,1980) adds,

> Generally speaking, organizations appear not to be conducting in-depth studies of training needs prior to selecting courses for their programs. These organizations seldom make a conscientious effort to assess the training needs and training objectives of their three major target audiences (i.e., the overall organization, the individual departments, the employees) before sponsoring various training curricula; this usually results in planning training programs by a 'seat-of-the-pants' management approach. (p.2)

Such an approach may have worked in past times of abundance, but is not feasible in times of economic hardship. Companies are becoming more and more selective in their pursuit of training; dollars spent must yield a substantial return. Gone are the days when training was looked upon as a paid vacation provided complete with entertainment. Pressure for corporate profits has done away with the notion that 'more is better than less' and training programs are

being looked at in terms of measurable (and profitable!) results (Lusterman, 1977).

A call for a needs assessment . To effectively establish clear-cut goals, a thorough and systematic needs assessment must be conducted. Let us commence by clarifying the concepts of 'need' and 'needs assessment'. Miles (1979) proposes that, "The purpose of a needs assessment is to determine the discrepancy between the ideal and the real, between goal and program, between what should be and what is" (p.170).

Kaufman and English (1979) simply define 'need' as 'a gap between current outcomes or outputs and desired (or required) outcomes or outputs.' Kaufman & English offer a workable model which will be applied, in part, to the task at hand. These authors suggest that no particular generic model exists to conduct a needs assessment. The approach must be tailored to fit individual problems. Nevertheless, two essential criteria to guide the process are required: (1) it must 'distinguish between means and ends and focus on discrepencies in ends (outcomes)' and (2) it must 'use a referent external to the sponsoring or studying agency' Both of these requirements are met in this project.

Important to note is that Kaufman's six-step approach commences with the questioning of goals. The first step (Alpha-level) makes no assumptions of stated objectives. Identifying the problem precedes identifying potential solutions (Beta-level) and selecting the appropriate solution strategy (Gamma Level) (Kaufman, 1979).

Whether this detailed needs analysis begins at the Alpha level or Beta level has been an issue of concern. Clearly CCMS has arisen from a perceived need for improved contact and communication between the university and Montreal industry. Should the study attempt to evaluate this objective or should it accept the assumed validity and utility of this established goal and 'attend to finding gaps between organizational outputs and desired outputs' (Kaufman,

1979, p.61)? Given the limited scope of this study, the needs assessment will focus on Kaufman's 'Beta level'. CCMS objectives will not be redefined.

Need vs. demand. Another issue to be resolved concerns the difference between needs assessment and training demand. The two are not necessarily synonymous (Mitchell & Hyde, 1979). The demand for training seminars may not in fact represent the need for professional development in the Montreal business community. What professionals require and what they are willing to pay for are two distinct issues to evaluate. Furthermore, is training really the solution to perceived problems? It may constitute a portion of the total remedy, yet it must not be evaluated in total isolation (Dreilenger, McElheney, Robinson and Rice, 1982).

To ensure a financially viable existence, CCMS must cater to the demands of the Montreal business community. Does this conflict with an actual need for management development? Clearly, the study must approach the issue in light of an existing gap between what it presently offers and what it should offer in terms of demand if CCMS is to remain financially secure.

While CCMS must contend with both its own needs and those of its clients, it must not lose sight of the needs of the university. Broderick (1982) for example, tempts a university strapped for funding with the following lure: "The University of Minnesota's School of Management, through its involvement in executive development programs, has multiplied private funding from $50,000 to $3 million within three years."

Black (1979) suggests that universities fear losing some of their valuable faculty who are instead turning more and more to the lucrative field of consulting. "In years of rapidly rising industrial activity the number of consultants tends to grow even faster as experienced trainers leave corporate and university staff to strike out on their own" (p.72). Is CCMS seen as an outlet for faculty who might otherwise abandon the teaching profession in favour of more rewarding

endeavours? Perhaps, but we cannot dwell on the issue of university needs lest we extend the task of developing an assessment project to unmanageable proportions.

For CCMS the necessity to research its market needs is particularly acute because of the lack of relevant research existing in the Canadian environment. Although research into management development needs is readily available in an American context and needs assessments have been carried out for similar centres in the USA (most notably Boatright, 1984), conclusions grounded on Canadian research are scarce. The Centre may hypothesize that what holds true for Texans applies equally to Montrealers. It is unlikely, however, that management development needs are universal, and for this reason CCMS should initiate its own enquiries.

The university & industry: An essential partnership.

> In the past, neither the universities nor the corporations have been motivated by a desire for more interaction. The universities were secure financially as a result of federal-provincial funding and they were motivated by a desire to preserve academic freedom and institutional autonomy while pursuing their mission. The mission of the university was, and still is, to serve society as a whole by transmitting knowlege to the student body and extending the frontiers of existing knowledge through the pursuit of research. On the corporate side, the vast majority of Canadian companies had no desire to get any closer to the academic world. If anything they were intimidated by the world of the university and respected the relative isolation of the campus behind stone gates and parking attendents' sentry boxes. (Maxwell & Currie, 1984, p.19)

Things have changed - pleas for increased cooperation between universities and the private industry have become rampant (Pearce, 1974). Industry is turning more and more to higher educational institutions for expertise

and knowledge - knowledge whose value has increased exponentially in recent years. The information age is upon us, claim the futurists, and we must find better means of coping with it. The need is particularly strong among businesses where employees must keep up to date with an ever-increasing amount of information. To remain competitive, firms must keep abreast of a volume of scientific and technical information which doubles every eight years (Brazziel, 1981).

> Business organizations must find better ways of teaching managers to manage for two reasons. First, the rapid 'knowledge explosion' means that managers in competitive business must continue to learn during their entire careers. Secondly, business is investing more and more dollars in people and, to get the proper return on investment, it has to manage this resource as efficiently as it handles the other factors of production. (Mitchell, 1970, p.8)

In fact, this phenomenon where industries are operating in increasingly complex environments has been a factor which has necessitated cooperation between the corporate and university communities. Businesses are turning to educational institutions to fulfill their training needs, as Pearse (1974) concludes in his study of managers' views toward management development:

> To manage the highly trained 'knowledge workers' of the the coming post-industrial society (as Peter Drucker suggests in The Age of Uncertainty) management practitioners will have to have more managerial skills training through formal education programs than they have received in the past and more than most of them are getting today. (p.4)

With more than 55,000 MBA students graduating every year, industry is turning to universities to further educate older personnel who must keep up with the recent proliferation of formally educated subordinates (Broderick,1982) "That gap in knowledge is becoming increasingly evident in the corporate world. The

solution many companies choose is retraining senior management staff through executive development programs" (p.20).

The motives for collaboration have been clearly illustrated on the side of corporations. But what about universities? What have they to gain from such a partnership? Some fear that university involvement with industry may detract from the intellectual purity of the university (Lynton, 1984). "Would they be selling their intellectual birthright for a mess of pottage? Would this be an example of the danger to academic integrity that arises when, in the words of Berger & Hechlinger (1981, p.58), 'campuses turn themselves into educational supermarkets with a view toward mere fiscal survival" (p. 60)?

University - industry cooperation, however, need not lead to such a deplorable state of affairs. The prospect of cooperation could be quite exciting and certainly mutually advantageous. Universities are in fact faced with economic uncertainty brought about from shrinking enrollment and the tightening of federal and provincial funds (Maxwell & Currie, 1984), (Baskett & Hamilton, 1985). Collaboration would not only help free universities of their economic worries, but also of their ivory-tower image which is tainted with accusations of isolation from the professional 'real' world. To succeed, however, universities may have to change some of their habits and attitudes. As Maxwell and Currie (1984) explain,

> Some interface institutions will fail to win the required type or level of financial support because of internal weakness. Rooted in academic tradition, they are not aggressive enough in marketing their services to industry. Others are not sensitive to industry's concern for propriety information or time schedules. Still others lack the management skills to operate at arm's length from the university. (p.43)

The market for university-sponsored trainining. A tremendous amount of capital is consumed by the American training industry. In fact, estimates vary

from $4.4 billion (Feuer, 1985a) to $40 billion (Eurich & Boyer, 1985). Of this, over $800 million is given to consultants and other external agencies (Feuer, 1985a). Some estimate that actual costs incurred in training approach $100 billion when the salaries of trainees and other indirect expenses are included (Black, 1979). Such a figure, Black exclaims, nearly equals the sum spent on formal education in the U.S.A. !

The proportion of this total spent solely on management development, however, is difficult to ascertain.

> Experienced training directors estimate the ratio of management development to total training at 5-40% . . . . Companies with highly developed technical training programs at levels below management tended toward the lower figure, while less technically-oriented consumer - products companies estimated higher ratios for management development. One company with interests at both ends of the spectrum, and which keeps good account of training costs, estimates management development at 13% of total training costs. (Black, 1979, p.70)

In Canada, the extent to which industry is involved in training is just as impressive. Maxwell & Currie (1984) report that $1 billion a year is now being spent on in-house professional upgrading in thirty of Canada's largest companies. This, they maintain, is a reflection of the need to 'retool' for the changes in processes, products and management systems.

Clearly, the field of training is in itself an enormous industry, but how do universities figure in the picture? Digman (1978) reports that a survey of 120 Fortune 500 firms ranked university programs as the least important of developmental sources. First was on-the-job experience, followed by in-house training, coaching by supervisors and rotational assignments.

Despite the relatively insignificant role that universities play in training, there is evidence of great potential. The number and popularity of

university workshops is increasing (Black, 1979). Barton-Doberin & Hodgetts (1975) estimate that in addition to the 18,000 associations and consultants, over 2000 private and public educational institutions are presently conducting business seminars in the U.S. Although Canadian figures are not available, such statistics place CCMS in a highly competitive market. In fact, Baskett & Hamilton (1985) warn that competition for university continuing education programs is increasing. This competition originates not only from other public institutions but also from an ever-increasing number of organizations in the private sector - now reported to be the fastest growing segment of the education industry (Baskett & Hamilton, 1985, p.4). Consequently, to maintain its existence, CCMS must effectively market its programs.

Marketing & needs assesment: Essential processes in formal education.

> Only in recent years have institutions of higher education considered the application of sophisticated marketing techniques to deliver their programs... Originally, academia designed programs and awaited the arrival of students who desired to learn. This was followed by the idea of advertising to prospective students to sell them on attending the program. According to Shipp, adult education is now on the brink of the 'marketing concept', which requires quality programs designed from needs assessment and promoted specifically to those having the needs. (Buchanan & Hoy, 1983, p. 23)

The term 'marketing' , we can conclude, is certainly valid adjacent to 'needs assessment' and is quickly becoming fashionable in not-for-profit sectors.

> ... the marketing profession in recent years has been challenged to apply its analytical techniques and expertise to non-business organizations such as churches, universities, welfare agencies, museums and other nonbusiness

> enterprises. Marketing is now being recognized as a function not unique to business, but one that is a pervasive societal activity. (Buchanan & Barksdale, 1974, p.34)

To some extent, marketing strategies seem to have been applied in universities as a result of mounting pressure from external forces. These include: the fluctuation of government funding, the growing demand for educational opportunities from extension institutions, and the entry of many private organizations into the field. The demand for accountability among institutions of higher learning has also provided an incentive for the implementation of marketing techniques (Buchanan & Barksdale, 1974).

> The infrequent use of surveys points to a systematic lack of marketing orientation, especially in light of the fact that well-designed, effectively conducted surveys could provide valuable information as to the need or wants of various college constituencies. (Gregory, cited in Boatright, 1984)

Traditionally, institutions of higher learning stayed clear of anything resembling the field of marketing. The term was often associated with cheap "hucksterism" or was considered as a devious means of "conning" potential students (Shipp, 1981). Administrators stayed clear of the field for fear that they would be looked upon as slick salesmen wielding unethical tools that sold consumers things they neither needed nor wanted (Lenz, 1980). In fact, nothing could be further from the truth. The marketing process is built upon the premise of identifying needs - what educational technologists call "needs assessment". Undoubtedly, professional educational technologists will more often than not disassociate themselves from the term 'marketing' in much the same way as have university administrators who are fearful of tarnishing their professional integrity.

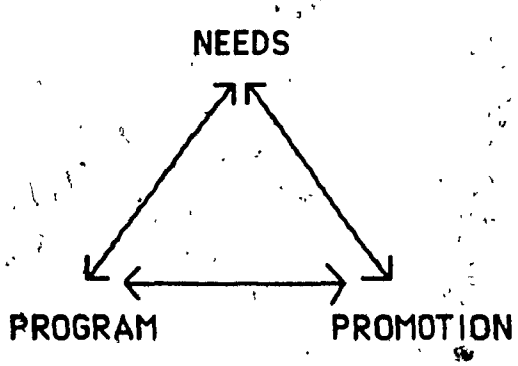
Where so-called 'marketing techniques' have been put into operation in some academic institutions, they have often been misused. Many universities,

for example, still operate on the 'product concept' whereby they develop a product and merely try to sell it. Marketing, in these cases, has been limited to straight-forward salesmanship. Shipp (1981) explains.

> This 'product concept' has been the traditional approach in education. Educators in almost all institutions have been 'product' marketers, believing that their services would be in demand because education is inherently good and is available to prospective students... Selling the program becomes more important than designing a program that will satisfy genuine student needs." (p.8)

Let us look more closely at the field of marketing and how it applies to the topic of needs assessment. Traditionally, many marketing professionals have started with marketing's four P's: product, price, promotion and place (Buchanan & Barksdale, 1974). Needs assessment deals specifically with the 'product' component where designing the product is accomplished by identifying market needs. Shipp (1981) has developed his own marketing model for use in educational institutions. His model consists of three main components: Needs, Program, and Promotion. (See Figure1)

Figure 1 - The Marketing Concept



> The **Needs** component of the triangle refers to the formal research into the various clients of the adult education system - current students, potential students, the community, and the providing institutions. **Program** is the component in which educational programs are developed to meet the student needs as defined or where a decision is made to refer elsewhere those students whose needs the institution cannot meet. **Promotion** is the direct communication link between clients and institution. Promoting adult education programs requires the use of appropriate media and language to reach potential clients to explain the benefits of the program and how to obtain them. (Shipp, 1981, p.8)

Needs assessment: Identifying populations to be surveyed.

Determining precisely how to conduct a needs assessment can prove to be quite a challenge. Dick and Carey (1977) suggest that there exists no one standard model which may be applied to the task of conducting a needs assessment. The approach must be tailored to fit each particular problem.

> The sophistication and validity of the instrumentation used to measure status and describe the existing need is an important consideration. The range of validity and reliability of these instruments is as varied as the number of studies that can be located. To compensate for the variety of data which may be found, the designer can classify an identified need as one based on either performance (e.g. test data) or perception (e.g. questionnaire) assessments... The designer can identify the source of the recommendation as a member of the actual target population, instructional staff, content experts, customers, steering committee, supervisors, or some combination of these. All these factors could influence the validity of identified needs." (p.54)

Both Miles (1979) and Kaufman & English (1979) agree that the first step in conducting a needs assessment is to identify the participants (subjects). As mentioned by Kaufman & English (1979) and reinforced above by Dick &

Carey, it is essential that several constituents be identified and represented.

For the purpose of this study, it was deemed necessary to solicit input from several sources related to the Centre: the steering committee, content experts, and the business community. The CCMS Board of Directors, which is made up of 18 well-known CEO's of large Montreal-based firms, served as the steering committee sample. All of the members were surveyed. The Montreal Training Group, an informal association of 40 professional trainers, served as the population from which a sample of 25 content experts was selected.

The most difficult task was defining the general business community. CCMS draws upon a large and varied clientele for its professional development seminars. Several types and sizes of industries, as well as a diversity of management positions, are represented in both Montreal and Canadian populations. The Centre operates in three geographical regions: Vancouver, Toronto and Montreal. Because of the diversity of topics CCMS offers and because of its client dispersion, identifying the target population for the purpose of this study proved to be a challenge. In fact, the center regularly purchases mailing lists from independent sources; from 30 to 40 thousand brochures are mailed for seminars and 50 to 60 thousand for conferences. Such large numbers seem to indicate a need for market identification.

For reasons of cost and for other practical considerations, it was decided to limit the study to the Montreal region alone. Twelve hundred subjects representing the Montreal business community were randomly selected from a business directory provided by a mailing list broker, Lovell Litho & Publications Inc. The list was made up of a representative sample of all Montreal businesses cited in the directory. These included Manufacturing,Construction, Transportation, Communication, Wholesale and Retail Trade, Finance and Insurance, etc. Businesses which were thought unlikely to respond. (corner variety stores, independent trades people, snack bars, etc.) were excluded from the intial list of

1200, reducing the total number of subjects in this part of the sample to 925.

In addition to selecting appropriate businesses, a decision had to be made with respect to the individual to whom the survey should be addressed. Some research (Digman, 1978) & (Lynton, 1982) has found that it is primarily higher levels of management that make use of such professional development programs. Although executives are most important as clients for institutions such as CCMS, the study hoped to gain valuable information regarding levels of decision making with respect to the selection and approval of university seminars. Because the mailing list obtained from Lovell Litho Inc. provided only senior management positions in each firm, it was decided to increase the sample size and diversity by including a selection of former delegates to CCMS seminars and conferences.

Two hundred and fifty names were randomly chosen from lists of former participants attending any of the several conferences offered in Montreal in the past three years. These individuals represented a broader spectrum of the management echelon.

Summary

We have seen that marketing plays an important, if not essential, role in institutions of higher education. The need for a systematic marketing approach is even greater in extension university departments, such as CCMS, which must compete against a variety of other private and public providers of management training and development programs. Central to both the marketing concept and the field of educational technology is the practice of conducting a needs assessment. Before planning any type of educational program, the needs of the target clientele must be surveyed and identified. In surveying these needs it is useful to expand beyond the identification of needs related to the subject matter only. Needs for a complete package, including format, schedule, instructional

strategies, and instructor preference must be considered. Additionally, it is useful for the host institution to be aware of prevalent attitudes existent among its clientele. Identifying these attitudes assists the university in developing an image that fits with the expectations, and challenges the misconceptions of its market. The major task at hand in deciding to employ a survey instrument to conduct a needs assessment is the identification of the population from which a sample should be drawn. For the purpose of this project, four distinct population groups have been represented: the CCMS steering committe (Board of Directors), content experts (The Montreal Training Group), the general business community, and former partcipants to CCMS seminars.

CHAPTER 2

Literature Review

Little research has been conducted into business needs for management training at the university extension level. Answers to questions regarding who might need what type of seminar and for what reasons have been difficult to find. Nevertheless, some research does exist and it will be summarized in the following section. Important to note is that all of the research deals with issues related to American universities and colleges, and focuses on the needs of American business. Canadian literature related to this field is sparse.

Business Needs

No consensus presently exists regarding what skills, knowledge or attitudes are required for an effective manager or executive (Wessman,1975). Nor is there agreement on the ideal processes used for management development. "The in-depth interviews of outstanding companies (reinforced by survey results) showed that no two of them followed exactly the same approach in developing their managers" (Digman, 1978, p.66).

In a classic study, Katz (1974) suggests that managerial skills can best be categorized into three general areas: technical, human relations, and conceptual. Further, he hypothesized that technical skills were most important for lower level management with human relations most valuable to middle management and conceptual abilities necessary to upper management. Given his theory, one would expect human-relation skills to be an important curriculum for CCMS to develop. Whether there is a gap that the Centre can fill in this area is yet another question. Indeed, Feuer (1985b) explains that time and stress management, leadership training and public speaking and presentation rank high among those areas where organizations depend on outside help rather than on in-house training.

Powell & Davis (1973) researched the rationale for firms seeking Executive development programs. From a survey of 100 Fortune 500 companies, they found that the most important reason was to broaden the interest or awareness of the individual, that is, widen his/her perspective. This was followed by the desire to expose an already competent manager to new hypotheses or avenues of management thought. Third in importance was to prepare the individual for greater responsibility, followed by the desire to provide management development to those indivduals who had risen through the ranks from a technical background. Also cited was that it would permit managers to interact and compare problems/solutions with managers in other areas (Powell & Davis,1973, p.84).

The same researchers looked into the behavioural changes that were sought by companies using executive development programs. In order of importance, they were ranked as follows: better decision making ability, new knowledge about his own area or about other facets of his organization, better knowledge of and adjustment to changing external conditions, and improved human relations and communicative skills (Powell & Davis,1973).

Both Jim Gannon, Royal Bank V.P. of Management Training and Development (personal communication, Jan.14, 1986) and Lynton (1982) explain that it is imperative for upper management to understand those external forces which strongly influence their industry (technology, energy policies, etc.). Coping with change (conceptual) is therefore hypothesized to be a much required and demanded skill for executives.

Potential Market

Universities have been found to draw primarily middle and upper-management levels to their seminars, workshops, and courses. (Lynton, 1982) "Participation in university programs is primarily at the top-management level probably because the executive population is too small to make in-house

programs cost-effective" (Digman, 1978).

Research has shown that training and development is becoming increasingly important in certain industries - particularly those affected by major economic, technological and demographic forces (Carneval, 1986).

> Recent trends show an eagerness to focus training and development where change hits hardest - at the point of production and at the point of sale. The lions' share of training and development increases appear to be among middle managers, first-line supervisors, professional and technical employees, and sales and marketing personnel. (p.26)

Results from research conducted by Barton-Doberin & Hodgetts (1975) indicate that certain industries are more highly represented in management training college seminars. Banks and insurance firms tend to rely more on this source more than manufacturers and industrials do. This is supported by Eurich & Boyer (1985) who have presented a breakdown of which types of firms spend greater amounts on training. Highest were banking & insurance firms, public utilities, and industrial- manufacturing firms. Those industries that tend to spend less on training include transportation firms and merchandising & retail industries.

Barton-Doberin & Hodgetts (1975) point to a correlation between firm size (as measured by sales) and participation in college seminars. Those firms with higher sales tended to rely more on this source than those with lower sales. Eurich & Boyer (1985) found that smaller companies (corporations with fewer than 500 employees) tend to spend less on in-house training and consequently are more likely to make cooperative arrangements with local educational institutions.

Practical Considerations

Neither cost, nor credits were regarded as a major influence in determining popularity of university management development programs (Black, 1979), (Peterfreund, 1976). This is supported by Barton-Doberin & Hodgetts

(1975) whose study revealed that cost was ranked least important as a factor influencing program selection. First was 'subject matter being covered', followed by 'qualifications of those offering the program.'

One study which questioned preference for location revealed that on-campus was chosen over in-house seminars because of access gained to libraries and the opportunity to mingle with executive peers (Lynton, 1983).

Decision-making

Yet another concern of this study is the identification of the level of decision-making as to which employees should attend university-sponsored seminars. In a recent survey conducted by the Training & Development Journal (Employee Training in America, 1986), the most important level of decision making with respect to general employee training was found to be among higher management personnel. In fact, 86% of the respondents cited this source as opposed to 45% who mentioned human resource development managers and 43% who cited training managers. Line managers played a role in 16% of the firms who participated in the survey while 2% of the respondents cited union representatives. It seems that the human resource development staff and training departments play relatively insignificant roles in determining who should participate in training.

Not only do training department play a small role in the management-development decision-making process, but Broderick (1982) also suggests that their view may be somewhat biased. The author proposes that a decision to send an employee elsewhere for training may reflect badly on the in-house training staff. Solicitation of outside help, they fear, may indicate a lack of competence on their part.

University-Corporate Interaction: Advantages and Disadvantages

Why would businesses turn toward universities as providers of

management training for their employees? Mumford (1975) explains that organizations frequently turn to outside sources of help for a more objective view of a particular problem.

> The major advantages offered by a consultant to an organization are his knowledge and skill, and a view about the organization which may not be objective but is, at least, not politically oriented within the organization in the same way as a member of that organization may be. He brings with him an element of challenge to existing experience, which is often not only unwelcome but seen positively as a threat. His justification for existence is that he helps to resolve problems, hopefully without creating new problems. (p.127)

The reasons for university preference over other external sources are manifold. Black (1979) suggests that universities assist managers in broadening their vision and understanding of their role within their organization. "It aims to make generalists out of specialists and to place the corporation in the broader perspective of society" (p.29). As well, many executives value university sponsored programs for they provide a forum in which to share ideas and insights with peers in other organizations.

> Most people feel the greatest benefit is the opportunity to meet with their peers from across the nation ... What executive development programs offer is more that advanced coursework in financing, corporate strategy and long-range planning. They offer a unique interaction with peers and a consequent broadening of one's horizons beyond narrow, functional limits. (Broderick, 1982, p.20)

The knowledge and expertise of university faculty is cited as yet another enticing lure.

> University faculty today tend to be secure and successful in their own right - their theories and opinions carry considerable weight with industry. They can deal with successful and

> sometimes overconfident executives better than in-company training staffs. Professors resemble outside consultants in the prestige they carry with top executives. (Black, 1979, p.31)

As well, it is suggested that corporations may turn to universities because they are cost effective. Relying on the non-profit, educational system may be more economical than seeking out the private profit-making sector (Lynton, 1983).

Factors which have negatively influenced participation in university management development programs have included a disfavourable attitude towards the effectiveness of universities as agents in the management development process. Lynton (1984) suggests that employer dissatisfaction with the inappropriate education given to their employees by universities adds to the reluctance of corporations to turn to higher education for further employee development. After all, they argue, if universities didn't properly train their existing work force the first time around, who is to say that they will do a better job the second time?

AT&T has also voiced criticisms toward universities. This major corporation has scaled down on university programs with the following rationale, "They are fine for intellectual stimulation, but little else" (Digman,1978, p.65). Industry often searches for clear-cut practical solutions rather than abstract theoretical discourse. In addition, some fear that academics lack hands on experience in the field (Pointkowski, 1986).

Businesses not only look for a practical and effective approach to problem solving, they also look for a mature and professional approach to teaching these skills and capabilities. Universities may be disadvantaged in this area for, as Lynton (1984) points out, the prevalent opinion among many employers is that faculty do not know how to teach experienced adults. They are more familiar with an authoritarian approach used with 18-year olds than they are with older, more learned adults who have much to contribute and share from past

relevant experience.

Another criticism directed at universities originates from a perception that universities fail to respond quickly enough to the ever-changing needs of the business community. The university is viewed as a large and cumbersome organization weighed down in bureaucracy and tradition-based constraints which inhibit the development of programs that are up to date with current business needs. Lynton (1984) warns that if universities don't change this, they will be forgotten by businesses who will instead turn to more responsive agencies to fulfill their development needs.

> If academic institutions are to provide a larger fraction of that broad array of corporate education, they must develop a degree of flexibility as well as a speed of response that would constitute a sharp departure from current practices and procedures. (p.72)

Other factors have been cited as problematic. Broderick (1982), for example, summarizes the results of a Brigham-Young University study which lists the following as potential road blocks to effective interaction:

> 1) Lack of understanding by educational institutions of the purpose and role of private industry and vice versa.
> 2) Educational institutions are not meeting industry's real-world needs.
> 3) Education's responsibility to taxpayers and corporate concern for stockholders are divergent loyalties that complicate cooperation.
> 4) Greater use of industry personnel would be appropriate in cooperative education. Trainers apparently distrust academics.
> 5) Government red tape stands in the way of effective cooperation, especially unspecified financial aspects that keep corporations and schools from working together as closely as they should. (p.29)

Barton-Doberin & Hodgetts (1975), in an article entitled 'Management training programs: who uses them and why?', listed several deterent factors to

participation in management training programs. Ranked first was 'program not relevant', followed by 'material is too theoretical'.

The notion of universites being overly theoretical, we have seen, is widespread among businesses. Eurich (1985) suggests that this trait is an essential characteristic of universities and thus should not necessarily be altered merely to respond to demands by business for a more practical-based curriculum. Instead, the author considers the theory-based approach of universities as complimentary to the changing needs of business. Eurich (1985) explains,

> ... industrial education and the traditional system (higher education) have evolved to accomplish important but different missions. The goal of traditional higher education is, and must be, broader: it seeks to teach concepts and their evolution, critical methods of inquiry and knowledge in various subjects, historical background as well as current issues, and provide the bases for many professions taught at academic levels. In comparison, the corporate system's goal is more specific and narrow in terms of applicability to a company's needs and productivity. The overlap, however, is growing as corporations realize that continual learning for workers in a variety of fields may actively improve production." (p.14)

CHAPTER 3
Method

Design

The aim of this study was to gather useful information via a needs assessment which would be of value in helping the Concordia Centre for Management Studies develop and offer those seminars and conferences which help fulfill the training and professional development needs of the Montreal business community.

To accomplish this goal, a questionnaire was developed and mailed to a pre-defined population sample. The returned questionnaires supplied the data necessary to formulate general conclusions and recommendations to the Centre.

Subjects

The total sample of 1218 subjects was drawn from four distinct population groups: 1) the Montreal business community; 2) former delegates to CCMS seminars and conferences; 3) members of The Montreal Training Group; 4) members of the CCMS Board of Directors. The largest of these groups was made up of 925 members of the Montreal business community who were randomly selected by a private mailing-list broker. In addition, 250 subjects were randomly chosen from lists of former delegates who had attended CCMS seminars and conferences. All eighteen members of the CCMS board of directors were included in the sample as were 25 members of the Montreal Training Group who had agreed to participate.

Materials

The material used in this study was a four-page mail-out questionnaire. (See Appendix A.) This survey instrument was composed of

twenty-three, mostly multiple-choice-type questions. Questions 4-6, 7i, 8, 16-18 provided demographic information while questions 1-3 surveyed the respondents' attitudes toward the university as a provider of professional development seminars. Questions 23.i and 23.ii were expected to reveal which types of companies were potential users of CCMS seminars. Questions7.ii, 7.iii, and 14 were designed to provide data regarding which types of professional development seminars would likely be attended. Means of communicating the availability and benefits of CCMS was derived from questions 9 and 21; and finally, questions 10-13, 15, 19, 22 and 29 collected data related to practical considerations, including key instructional design issues, which would affect participation in university seminars.

A questionnaire developed to study a similar centre in Houston, Texas served as a skeleton from which questions were formulated for this study (Boatright, 1984). A pretest was conducted once the survey instrument had been approved by both the director of CCMS, Prof. Ronald McTavish , and this thesis advisor, Prof. Richard Schmid. Seventeen individuals, randomly selected from the former-particpant and the Montreal-Training-Group populations, were contacted by telephone and asked to participate in pretesting the questionnaire. The fifteen who consented to the pretest were asked to complete the questionnaire and highlight any problems in wording or clarity. Nine of the pretest questionnaires were returned. Minor revisions were suggested and the questionnaire was altered accordingly. Data obtained from pretesting were not used in the final study.

The final version of the questionnaire was printed along with an accompanying cover letter and self-addressed, postage-paid envelope (See Appendix B).

Four mailing lists were used in this study. The largest, containing randomly sampled names of executives in the Montreal area, was purchased by CCMS from Lovell Litho Inc. A second list, containing names of former delegates

to CCMS seminars, was provided by CCMS, as were the names and addresses of those who sit on the Board of Directors. The fourth mailing list was provided by one of the founding members of the Montreal Training Group.

Procedures

On July 25, 1986, the questionnaires and accompanying letters and envelopes were mailed to the 1218 members of the selected sample group. Ninety three of the questionnaires were returned to the Centre due to incorrect addresses.

Prior to the mailing, and within the first week of expedition, the researcher telephoned approximately 250 randomly selected individuals within all four of the sample categories to request their cooperation in the study. The subjects were asked to complete the questionnaire and return it to CCMS within a three-week period. After this time, the questionnaires were collected and the data were compiled and analyzed.

CHAPTER 4

Results

A total of 139 completed questionnaires were returned to the Centre. This represents an overall response rate of 11.4%. However, the response rate for various population subgroups was not consistent. The lowest response (8.6%) came from those who were randomly chosen from a Montreal business mailing list purchased from a private agency. The best response rate (61%) came from the CCMS board of directors. Table 1 presents the various population samples and their response rates.

Table 1

Response rates for various population subgroups

	mailed	returned (wrong address)	responses	response rate
External mailing list	925	83	72	8.6%
Former Delegates	250	5	47	19.2%
Board of Directors	18	-	11	61.1%
Montreal Training Group	25	-	9	36.0%
Total	1218	93	139	11.4%

The following results section is subdivided into six subsections: 1) demographics, 2) the image of universities as providers of professional development seminars, 3) potential users of professional development seminars, 4) types of professional development seminars likely to be attended, 5) communicating the availability and benefits of CCMS, and 6) practical/instructional considerations which affect participation in university seminars.

Data Analysis

Most of the data collected with the survey instrument were nominal in nature; statistical treatment was thus limited to frequency counts. Appropriate non-parametric statistics were used to isolate any response differences among various subgroups. Specific analyses are dealt with in each subsection below. Statistical treatment was performed on a MacIntosh personal computer using the 'Statworks' software program. The subprogram 'crosstabulation' was used throughout for all statistical analyses.

The questionnaire had been designed to provide fixed categories for most questions. Where open-ended questions were asked (questions 1.ii., 7.iii., 18.iv, 18.v, and 23.ii), responses were coded by the author into major categories as they emerged.

The chi square statistical test was used in data analysis to determine if response patterns were consistent across the various sample subgroups. The main sample subgroups used throughout the analyses are defined in Table 2.

Table 2
Sample subgroups used in data analysis

A) Business size	B) Business categories
- > 1000	- Manufacturing
- 500-1000	- Transportation
- 250-499	- Wholesale & Retail*
- 100-249	- Service
- <100	- Financial-Insurance, & Other*
C) Management level	D) Population subgroups
- Senior	- Members of the Mtl. business community
- Middle	- Former delegates to CCMS seminars
- Supervisory	- Members of the CCMS Board of Directors
- Other	- Members of the Mtl. Training Group

* These categories were recoded to gain larger cell sizes for the purpose of crosstabulation. Borg & Gall (1983) specify that expected frequency for each cell size must be equal to or greater than five for a valid chi-square test to be performed without corrections.

In testing the research hypotheses, a probability value of .10 was selected. Due to the nature of the study itself, it was not deemed necessary to employ more stringent probablility values such as .01 or even .05.

Demographics

Business categories for all subjects are represented as follows: Forty-three percent of the respondents worked for manufacturing industries. Twenty-two percent were from service industries; 12% from transportation; 6% each from wholesale, and financial-insurance; and 5% each from retail, and other (see Table 3).

Table 3

Breakdown of sample by business category

%	N	category
43%	60	manufacturing
22%	30	service
12%	17	transportation
6%	9	wholesale
6%	9	financial-insurance
5%	7	retail
5%	7	other
100%	139	total

Thirty-seven percent of these subjects were from firms with more than 1000 employees; 8% were from businesses of between 500 and 1000 employees; 10% were from those with 250 to 499 employees; 17% from firms of 100 to 249 employees, and 27% from those with fewer than 100 employees (see Table 4).

Table 4

Breakdown of sample by business size

%	N	size
37%	52	over 1000
8%	11	500-1000
10%	14	250-499
17%	24	100-249
27%	38	less than 100
100%	139	total

The majority of respondents (55%) held senior management positions and 30% held middle mangement positions. Only 9% were at the supervisory level and 7% indicated 'other' on the questionnaire (see Table 5).

Table 5

Breakdown of sample by management level

%	N	management level
55%	76	senior management
30%	41	middle management
9%	12	supervisory
7%	10	other
100%	139	total

Of the firms who responded, 72% worked for businesses that conducted in-house training.

When asked where they had received the capabilities and knowledge required to perform in their present position, almost all (92%) indicated on-the-job experience. Two-thirds also specified that university diploma/degree programs contributed. Forty-four percent mentioned other (than university) private or public seminars. Almost an equal number (43%) mentioned university seminars or conferences. Of the total sample, 30% of those representing the Montreal business directory population indicated university seminars and conferences whereas 69% of the former seminar participant sample mentioned this source. Thirty-seven percent indicated in-house training and twenty-two percent added to their capabilities and knowledge from external consultants. Only 6% expressed the belief that managerials skills were inherent and not taught (see Table 6).

Table 6

Response frequency to question 8.i: Where have you received the capabilities and knowledge required to perform in your present position?

%	N	sources
92%	128	on-the-job experience
66%	92	university diploma/degree programs
44%	61	other private or public seminars
43%	60	university seminars/conferences
37%	51	in-house training
22%	30	external consulting
6%	8	managerial skills are inherent, not taught
4%	6	other

Ninety-nine percent of the sample had heard of Concordia university and 81% had heard of Concordia Centre for Management Studies. More specifically, 69% of the population randomly selected from a Montreal business mailing list had heard of CCMS as opposed to 98% of former participants.

Forty-three percent of the respondents were former participants who

attended the seminars listed in Appendix 2. When asked how pleased they were with these seminars, on a scale of one to five (1= not very, 5= very) , the mean was 3.7. When asked how practically useful they were, again on a scale of one to five, the mean response was 3.3.

The image of universities as a provider of professional training seminars.

Respondents were asked to rate, on a scale of one to five, whether they agreed (5) or disagreed (1) with the following statement: "Universities should not be involved in providing professional development seminars." Fifty-eight percent of the respondents circled '1' (disagree) and twenty-seven percent circled '2'. Only 4% circled '5' (agree). Table 7 presents a breakdown of responses. Clearly, the majority of respondents disagreed with this statement and thought that universities should in fact be involved in providing professional training seminars.

To determine whether opinion varied among respondents representing different management levels, business categories or size, the data were analyzed using a chi square statistical method. No significant differences were found ($p>.1$).

Table 7

Response frequency to question 1: "To what extent do you agree or disagree with the following: 'Universities should not be involved in providing professional development seminars.'?" (1=disagree, 5= agree)

%	N	category
55%	74	1
27%	36	2
9%	12	3
6%	8	4
5%	5	5
100%	135	total

The sample was then asked to comment on why they had responded as they did in question 1. Responses were coded into several main categories which are listed in Table 8. The most frequently cited reason for believing that universities should be involved in this field is that universities have the resources and facilities which are available to the business community. The second most commonly mentioned reason was that respondents believed it was part of a university's mandate. Few responses indicated negative aspects of such an association, yet 8% did mention that universities may not have any practical experience with business.

Table 8

Response frequency to question 1. (second part): Why universities should or should not be involved with providing professional development training seminars.

%	N	advantages
23%	22	a) universities have resources and facilities available to the community.
14%	13	b) part of university's mandate; natural consequence of formal education.
8%	8	c) universities are up on latest techniques, approaches and information.
8%	8	d) provides opportunity for teachers and schools to stay in touch with business community - allows for real-world contact.
5%	5	e) universities are an appropriate institution.
5%	5	f) universities provide balance to business pragmatism; they bridge the gap between theory and practice.
4%	4	g) universities are more objective than other organizations.
3%	3	h) universities are responsible to both students and the business community.
3%	3	i) it benefits both universities and businesses.
3%	3	j) universities can bring together other organizations; gives businesses access to a large number of people.

3%	3	k) universities help businesses understand change in a dynamic world.
1%	1	l) universities should focus on research and development in training
1%	1	m) only good if they can assume support and direction from the business community.
1%	1	n) teaching of theory by university faculty is better than in-house teaching.
1%	1	o) many professors are active in business and bring in 'hands-on' experience.
		Disadvantages
8%	8	p) universities have no practical experience - removed from reality of business.
5%	5	q) who would do the training? the right person is required.
2%	2	r) universities are too expensive; cost is an issue.
100%	96	total

The sample was then asked to specify, from a given list, which aspects they thought would be advantageous from university involvement with the training and educating of the business community (question 2a). The choices are ranked in order of frequency in Table 9. Topping the list, with a 73% response rate, is the notion that universities would provide the opportunity for managers to interact with each other and exchange experiences. Seventy percent indicated that universities have many ideas and resources. Fifty-six percent believed that universities provide good basics to businesses. It is interesting to note that the least frequently cited advantage (13%) was that university involvement with business would increase the status and prestige of businesses.

Chi square analyses were performed with those reasons which were cited as an advantage by more than 50% of the respondents. This chi square test was performed using population subgroups, business category, business size, and management level as factors. Statistical significance ($p. < .1$) was found in the

Table 9

Response frequency to question 2 "What is/are the greatest **advantage(s)** of universities getting involved with the training and educating of the business community? (check all that apply)

%	N	advantages
73%	100	provides opportunity to interact and exchange experiences
70%	97	universities have many ideas and resources
56%	78	universities provide good basics to businesses
43%	60	the faculty will gain valuable experience
43%	60	universities help leaders think and plan
40%	55	lots of talent and expertise in universities
30%	42	it helps the community
29%	40	universities will gain income
26%	36	universities have the latest ideas
22%	31	provides new markets to schools
20%	28	increases the prestige and status of universities
20%	28	faculty can be hired as consultants
17%	24	provides good PR for the university
13%	18	increases the prestige and and status of businesses
3%	4	other
1%	1	there are no advantages

chi square test between reason 2h (provides opportunity to interact and exchange experiences) and population subgroups. Examination of the resulting contingency table (Table 10) revealed that the board of directors and former participants cited this reason more often than did the Montreal Training Group and members of the Montreal business community who hadn't attended CCMS seminars. It appears that those who have had direct experience with CCMS are more aware of its benefits as a forum for interaction than those who have not.

Table 10

Contingency table resulting from chi square analysis between population subgroups and cited advantage: Universities provide opportunity to interact and exchange experiences.

Chi square: 6.342
Significance: .096

Cell count Row % Column % Total %	Board of Directors	Former Participants	Mtl. Business Community Mail List	Mtl. Training Group	Population Subgroup Totals
yes	10 9.90 90.91 7.19	37 36.63 82.22 26.62	48 47.52 64.86 34.53	6 5.94 66.67 4.32	101 72.66
no	1 2.63 9.09 .72	8 21.05 17.78 5.76	26 68.42 35.14 18.71	3 7.89 33.33 2.16	38 27.34
Reason 2.h totals	11 7.91	45 32.37	74 53.24	9 6.47	139 100.00

A chi square analysis between reason 2.c (universities have many ideas and resources) and the various population subgroups yielded statistically significant results ($p.<.1$). In this case, individuals who have not had direct experience with CCMS chose this reason more often than did former participants and, surprisingly, more often than the board of directors (see Table 11).

When asked to cite disadvantages to universities getting involved with the training and educating of the business community, two-thirds of the respondents indicated that faculty may not have field or practical experience. As noted in Table 12, none of the other disadvantages were cited by more than a quarter of the sample.

Table 11

Contingency table resulting from chi square analysis between population subgroups and cited advantage: Universities have many ideas and resources.

Chi-Square: 10.771
Significance: .013

Cell count Row % Column % Total %	Board of Directors	Former Participants	Mtl. Business Community Mail List	Mtl. Training Group	Population Subgroup Totals
yes	4 4.12 36.36 2.88	29 29.90 64.44 20.86	59 60.82 79.73 42.45	5 5.15 55.56 3.60	97 69.78
no	7 16.67 63.64 5.04	16 38.10 35.56 11.51	15 35.71 20.27 10.79	4 9.52 44.44 2.88	42 30.22
Reason 2.c totals	11 7.91	45 32.37	74 53.24	9 6.47	139 100.00

Table 12

Response frequency to question 3: What is/are the greatest **disadvantages** to universities getting involved with training and educating of the business community? (check all that apply)

%	N	disadvantages
67%	92	faculty may not have field or practical experience
24%	34	too practical, too intellectual
19%	26	there are no disadvantages
18%	24	university teaching is too generalized
12%	16	too costly
10%	14	on the job training is better
9%	13	they teach for grades, not understanding
5%	7	too much paperwork & administration
4%	6	other
1%	2	not general enough
1%	2	universities have no time to do it right
1%	1	business people are too old for university

Potential users of professional development seminars

The last question on the survey instrument (23.i) asked respondents: "Would you consider CCMS to provide training seminars for yourself or for your firm?" Nearly two-thirds (64%) responded 'yes', while one third (32%) indicated that they couldn't say. Only 4% said they would not consider CCMS to provide training seminars for their firm.

A chi square test was performed to determine which business categories, business size and management levels would be most likely to consider CCMS as a source of training. No statistical differences were found. Statistically significant differences were found ($p.<.1$) when comparisons were made between those who had attended CCMS seminars and members of the Montreal business community who had not. Eighty percent of former participants indicated that they would consider CCMS compared to 60% of those who had

never before attended.

Part two of question 23 requested respondents to explain why they would not consider CCMS to provide training seminars. No reasons were cited by any of the respondents.

In question 19, those subjects who had not attended CCMS seminars were asked to indicate, on a multiple-choice-type list, why they hadn't. One third indicated that they didn't have time to attend. Twenty-seven percent were not interested in the programs offered. Ten percent found the programs too expensive whereas 8% preferred a competitor's seminar. Only five percent specified that the location was not convenient and no one indicated that university-type seminars had little to offer (see Table13).

Table 13

Response frequency to question 19: If you haven't participated in CCMS seminars, why not?

%	N	reason
33%	21	didn't have time to attend
27%	17	was not interested in the programs offered
11%	7	other
10%	6	found the programs too expensive
8%	5	preferred a competitor's seminar
6%	4	didn't have time to attend, and was not interested
5%	3	location was not convenient
0%	0	university-type semimars have little to offer
100%	63	total

Types of professional development seminars likely to be attended.

The sample was asked: "Are there any managerial or supervisory training programs which you formerly provided using in-house staff which you anticipate to provide using outside resources in the next year or two?" Only those who had in-house training facilities answered the question (99 respondents). Nineteen percent of these responded yes, while 49% said no (see Table 14).

Table 14

Response frequency to question 7.ii: "Are there any managerial or supervisory training programs which you formerly provided using in-house staff which you anticipate to provide using outside resources in the next year or two?"

%	N	response
49%	49	no
20%	20	don't know
19%	19	yes
11%	11	depends
100%	99	total

When asked to name those areas in which they might seek outside resources, several topic areas were given, but none were cited by more than 4% of the respondents (see Appendix 3). The response frequency was too limited to draw general conclusions about any one area where firms are seeking outside training resources.

In question 14.i respondents were asked to check off those areas in which they perceived a personal need for training and/or development. From the choice of topical areas, strategic planning was the most popular, cited by 52% of the respondents. Computer technology was selected by 38% and time

management was cited by 35% of the respondents. In the functional areas, Finance and Accounting was the most popular and was checked off by 38% of the sample. Table 15 lists frequency of response in descending order for each of the categories.

Statistical analyses were performed using the chi square test to determine if there were any differences in the types of responses recorded by various business categories, business size, and management levels. Only those perceived needs recorded by more than one third of the respondents were tested. Computer technology was the only choice that yielded statistically significant differences among various management levels (p.<.1) (see Table 16). A discernible pattern emerges in which lower levels of management (supervisory) seem to desire training in this area more than do higher levels (senior management). In fact, 58% of supervisory level managers indicated a personal need for training in computer technology while 46% of middle management and 29% of senior management cited this need. This may be indicative of either differences in prior knowledge or the demands placed upon them in their work.

The sample was then asked to indicate in which areas they perceived a training need for their subordinates (question 14.ii). Improving productivity was the most often selected topic area, checked off by 45% of the respondents. Next was leadership training (45%), problem solving (41%), time mangement (40%), written communication (40%), and oral communication (36%) (see Table 17).

Table 15

Response frequency to question 1.4.i: In what areas do you perceive a personal need for training and/or development?

%	N	Topic areas
52%	72	Strategic planning
38%	53	Computer technology
35%	49	Time management
31%	43	Stress management
30%	42	Improving productivity
30%	41	Leadership training
21%	29	Labour relations
20%	28	Performance appraisals
20%	28	Problem solving
19%	27	Oral communication
12%	16	Written communication
5%	7	Other
		Functional areas
38%	52	Finance & Accounting
27%	37	Legal & Government Relations
25%	35	Administrative
23%	32	Marketing and sales
19%	26	Personnel
19%	26	Production
12%	17	Purchasing and materials
12%	17	Research and development
1%	2	other

Table 16

Contingency Table resulting from chi square analysis between management level and topical area 14.i.j: personal need for training in computer technology.

Chi-Square: 6.562
Significance: 0.087

Cell Count Row % Column % Total %	Senior	Middle	Other	Supervisory	Management level totals
yes	22	19	5	7	53
	41.51	35.85	9.43	13.21	
	28.95	46.34	50.00	58.33	
	15.83	13.67	3.60	5.04	38.13
no	54	22	5	5	86
	62.79	25.85	5.81	5.81	
	71.05	53.66	50.00	41.67	
	38.85	15.83	3.60	3.60	61.87
14.i.j totals	76	41	10	12	139
	54.68	29.50	7.19	8.63	100.00

Table 17

Response frequency for Question 14.ii: In what areas do you perceive a training and/or development need for your subordinates.

%	N	Topic areas
45%	63	Improving productivity
45%	62	Leadership training
41%	57	Problem solving
40%	56	Time management
40%	55	Written communication
36%	50	Oral communication
28%	39	Computer technology
28%	39	Performance appraisals
24%	33	Labour relations
22%	30	Strategic planning
16%	22	Stress management
4%	5	Other
		Functional areas
32%	45	Production
30%	42	Marketing and sales
29%	39	Finance and accounting
27%	38	Administrative
20%	28	Purchasing and materials
19%	27	Personnel
15%	21	Legal and government relations
12%	17	Research and development
2%	3	Other

Statistically significant differences were found (p.<.1) when chi square analyses were performed using business size and the perceived subordinate need in written communication (see Table 18). The contingency table reveals that the need for training in written communication among subordinates was recorded more often by medium sized companies than by smaller companies (less than 100 employees) and larger companies (more than 500 employees). No explanation could be found for this phenomenon.

Table 18

Contingency Table resulting from chi square analysis between business size and topical area 14.ii.b: subordinate need for written communication

Chi-Square: 7.903
Significance: 0.095

Cell Count Row % Column % Total %	>1000	500-1000	250-499	100-249	<100	Business totals
yes	16	4	9	13	13	55
	29.09	7.27	16.36	23.64	23.64	
	30.77	36.36	64.29	54.17	34.21	
	11.51	2.88	6.47	9.35	9.35	39.57
no	36	7	5	11	25	84
	42.86	8.33	5.95	13.10	29.76	
	69.23	63.64	35.71	45.83	65.79	
	25.90	5.04	3.60	7.91	17.99	60.43
14.ii.a totals	52	11	14	24	38	139
	37.41	7.91	10.07	17.27	27.34	100.00

Effects were also found when examining oral communication. The need was more frequently cited in companies with fewer than 500 employees than in larger companies with more than 500 employees (see Table 19).

Table 19

Contingency Table resulting from chi square analyis between business size and topical area 14.ii.a: subordinate need for oral communication

Chi-Square: 8.445
Significance: .077

Cell Count Row % Column % Total %	>1000	500-1000	250-499	100-249	<100	Business totals
yes	12	3	8	10	17	50
	24.00	6.00	16.00	20.00	34.00	
	23.08	27.27	57.14	41.67	44.74	
	8.63	2.16	5.76	7.19	12.23	35.97
no	40	8	6	14	21	89
	44.94	8.99	6.74	15.73	23.60	
	76.92	72.73	42.86	58.33	55.26	
	28.78	5.76	4.32	10.07	15.11	64.03
14.ii.a totals	52	11	14	24	38	139
	37.41	7.91	10.07	17.27	27.34	100.00

Significant differences were found when a chi square test was performed to determine whether there were any differences among business categories in their response to question 14.ii.e - whether they thought their subordinates had a need for training in problem solving, and question 14.ii.f - a subordinate need for training in strategic planning (p.<.1). Service industries did not indicate as strong a need for training in problem solving (13%) as did the

manufacturing (53%) and financial-insurance-other categories (50%) (see Table 20). Again, in question 14.ii.f., a smaller percentage of service industries felt a need for subordinate training in the area of strategic planning than did manufacturing (7%vs. 33%) (see Table 21).

Table 20

Contingency Table resulting from chi square analysis between business category and topical area 14.ii.e.: subordinate need for training in problem solving

Chi-Square: 14.080
Significance: .007

Cell Count Row % Column % Total %	service	transport.	whole-retail	financial-ins. & other	manufact.	Business totals
yes	4	6	7	8	32	82
	7.02	10.53	12.28	14.04	56.14	
	13.33	35.29	43.75	50.00	53.33	
	2.88	4.32	5.04	5.76	23.02	58.99
no	26	11	9	8	28	57
	31.71	13.41	10.98	14.04	34.15	
	86.67	64.71	56.25	50.00	46.67	
	18.71	7.91	6.47	5.76	20.14	41.01
14.ii.a totals	30	17	16	16	60	139
	21.58	12.23	11.51	11.51	43.17	100.00

Question 14.iii asked respondents to indicate in what areas they thought universities should be offering professional development seminars (see Table 22). Strategic planning and computer technology were the most frequently cited topic areas. Overall, response frequency for all topic areas listed in the questionnaire was high. None of the topical or functional areas was cited by less than one third of the respondents.

Table 21

Contingency Table resulting from chi square analysis between topical area 14.ii.f: subordinate need for training in strategic planning

Chi-Square: 9.8500
Significance: .043

Cell Count / Row % / Column % / Total %	service	transport.	whole.- retail	financial- ins. & other	manufact.	Business totals
yes	2	3	2	3	20	30
	6.67	10.00	6.67	10.00	66.67	
	6.67	17.65	12.50	18.75	33.33	
	1.44	2.16	1.44	2.16	14.39	21.58
no	28	14	14	13	40	109
	25.69	12.84	12.84	11.93	36.70	
	93.33	82.35	87.50	81.25	66.67	
	20.14	10.07	10.07	9.35	28.78	78.58
14.ii.a totals	30	17	16	16	60	139
	21.58	12.23	11.51	11.51	43.17	100.00

Table 22

Response frequency to Question 14.iii: In what areas do you think universities should be offering professional development seminars

%	N	Topic areas
70%	97	Strategic planning
70%	96	Computer technology
58%	80	Leadership training
55%	77	Problem solving
55%	76	Written communication
55%	76	Time management
51%	71	Improving productivity
48%	66	Labour relations
48%	66	Oral communication
47%	65	Stress management
37%	51	Performance appraisals
12%	16	Other
		Functional areas
57%	79	Legal and government relations
55%	76	Marketing and sales
47%	66	Administrative
46%	64	Research and development
45%	62	Personnel
43%	60	Production
41%	57	Purchasing and materials
36%	50	Finance and accounting
10%	14	Other

Communicating the availability and benefits of CGMS.

The instrument was designed to gather data regarding who makes the decisions as to who attends externally-sponsored seminars and conferences. Subjects were asked to identify all those who were involved in the decision-making process (see Table 23). The immediate supervisor was the most

frequently cited (53%), followed by the individual (the subject himself) (48%). Thirty-one percent of the respondents cited a superior other than the immediate. The human resource development training staff was cited by 21% of those who completed the questionnaire while 7% indicated that the personnel department played a role. Overall, decisions seem to be made primarily by the individuals themselves along with their superiors.

Table 23

Response frequency to question 9: Who makes decisions as to who attends externally-sponsored seminars and conferences? (check all that apply)

%	N	responsible
53%	77	immediate supervisor
48%	66	the individual (myself)
31%	43	superior other than immediate
21%	29	human resource development staff
7%	10	personnel department
6%	8	other

Statistical analyses were conducted to determine whether the level of decision-making was the same among all management levels representing various business categories and sizes, and among the various population subgroups. Significant differences were found when cross tabulation was performed between those who checked off "immediate supervisor" and all four variable categories listed above. That is, respondents from different management levels, different population subgroups, and various business categories and sizes responded differently ($p.<.1$).

The higher the management level, the less dependent the individual was on the immediate supervisor for decision-making regarding who should

attend externally-sponsored seminars (seeTable 24). A similar pattern emerges with business size. Employees of larger companies tend to rely more on their immediate supervisor for decision-making in this area: 29% in companies with fewer than 100 employees as opposed to 73% in companies with more than 1000 employees (see Table 25). In examining the contingency table resulting from the cross tabulation of this question with the various population subgroups, we discover that former participants are twice as likely to depend on their immediate supervisor than are non-former participants. (71% vs. 35%). When the question was cross tabulated with various business categories, it becomes evident that manufacturing industries rely more on their immediate supervisors than do wholesale and retail industries. (67% vs. 31%)

Table 24

Contingency Table resulting from chi square analysis between management level and question 9.a: decision making by immediate supervisors

Chi-Square: 8.205
Significance: 0.042

Cell Count Row % Column % Total %	Supervisory	Middle	Senior	Other	Management level totals
yes	8	28	33	4	73
	10.96	38.36	45.21	5.48	
	66.67	68.29	43.42	40.00	
	5.76	20.14	23.74	2.88	52.52
no	4	13	43	6	66
	6.06	19.70	65.15	9.09	
	33.33	31.71	56.58	60.00	
	2.88	9.35	30.94	4.32	47.48
9.a totals	12	41	76	10	139
	8.63	29.50	54.68	7.19	100.00

Table 25

Contingency Table resulting from chi square analysis between business size and question 9.a: decision making at the supervisory level.

Chi-Square: 18.493
Significance: .001

Cell Count Row % Column % Total %	>1000	500-1000	250-499	100-249	<100	Business totals
yes	38	4	7	13	11	73
	52.05	5.48	9.59	17.81	15.07	
	73.08	36.36	50.00	54.17	28.95	
	27.34	2.88	5.04	9.35	7.91	52.52
no	14	7	7	11	27	66
	21.21	10.61	10.61	16.67	40.91	
	26.92	63.64	50.00	45.83	71.05	
	10.07	5.04	5.04	7.91	19.42	47.48
9.a totals	52	11	14	24	38	139
	37.41	7.91	10.07	17.27	27.34	100.00

Table 26

Contingency Table resulting from chi square analysis between business category and question 9.a: decision making at the supervisory level

Chi-Square: 9.501
Significance: .050

Cell Count Row % Column % Total %	service	transport.	whole.-retail	financial-ins. & other	manufact.	Business totals
yes	14	7	5	7	40	73
	19.18	9.59	6.85	9.59	54.79	
	46.67	41.18	31.25	43.75	66.67	
	10.07	5.04	3.60	5.04	28.78	52.52
no	16	10	11	9	20	66
	24.24	15.15	16.67	13.64	30.30	
	53.33	58.82	68.75	56.25	33.33	
	11.51	7.19	7.91	6.47	14.39	47.48
14.ii.a totals	30	17	16	16	60	139
	21.58	12.23	11.51	11.51	43.17	100.00

Table 27

Contingency Table resulting from the chi square test on decision making at the supervisory level according to population subgroup.

Chi-Square: 23.360
Significance: 0.001

Cell Count Row % Column % Total %	Board of Directors	Former Participants	Mtl. Business Community, Mail list	Mtl. Training Group	Population subgroup totals
yes	9	32	26	6	73
	12.33	43.84	35.62	8.22	
	100.00	71.11	35.14	54.55	
	6.47	23.02	18.71	4.32	52.52
no	0	13	48	5	66
	0.00	19.70	72.73	7.58	
	0.00	28.89	64.86	45.45	
	0.00	9.35	34.53	3.60	47.48
g:a totals	9	45	74	11	139
	6.47	32.37	53.24	7.91	100.00

The various business size categories responded differently with respect to all aspects of this question. When asked if the human resource training department and the personnel department played a role in deciding who attended externally-sponsored seminars and conferences, a distinct and easily explainable pattern emerges. Reliance on these departments was greater with larger companies since the likelihood of companies having training or personnel departments increases with company size.

When asked if the individual (the respondent himself) was involved in deciding this issue, firm size was again a significant factor (Table 25). No explanation could be found however, for the discrepency between firms of 100-249 employees and those with 250-499 employees (29% vs. 71% who indicated that they were involved).

To increase the usefulness of the data obtained from Question 9, the responses were recoded to allow for seven possible options which indicate to what extent combinations of choices were depended upon (see table 28). It appears that personnel and human resource departments play a small role on their own when it comes to deciding who should attend externally-sponsored seminars or conferences. The individual and his/her supervisor figure more prominently.

Table 28

Recoded response frequency to Question 9: Who makes decisions as to who attends externally-sponsored seminars and conferences.

%	N	responsible
37%	51	either one or two supervisory levels up.
22%	30	individual (the respondent himself)
12%	17	a combination of the individual and a supervisor
12%	16	a combination of the individual, a supervisor and either the personnel or human resources department.
6%	6	the personnel and/or the human resource department
2%	3	the individual and either the personnel or human resource department.
100%	123	total

Question 21 asked the subjects to indicate which were the most important sources for obtaining information on educational seminars. As illustrated in Table 29, the most frequently cited media were brochures/direct mail (77%), followed by personal calls (70%). The least important were newspapers (22%).

Table 29

Response frequency to Question 21: What are the most important sources for obtaining information on educational seminars (check all that apply).

%	N	sources
77%	107	brochures/direct mail
70%	97	personal calls
33%	45	magazines/trade journals
32%	44	recommendations from other training professionals
26%	36	recommendations from other members of my company
22%	31	newspaper adds
1%	2	other

Chi square analyses were performed to test if responses for the two most frequently cited sources (brochures and personal calls) were consistent across business categories and sizes, and among various management levels. No statistically significant differences were found.

Practical considerations which affect participation in university seminars.

Subjects were asked what time would be best to attend a professional development seminar. Seventy percent indicated they preferred weekdays whereas 18% indicated evenings and 13% preferred weekends.

Statistical analyses were performed to verify whether there were any differences among various business sizes and categories, and among different management levels. Significant differences were found using size as a factor (see Table 30). Preference for evening sessions was very low except among industries with fewer than 100 employees. Thirty-seven percent of the respondents from companies with fewer than 100 employees preferred evening sessions while only an average of 12% of employees from other companies preferred this time period.

When asked to choose the most convenient day of the week, 62% of the respondents indicated midweek, while 23% opted for Monday, and only 16% for Friday. No statistically significant differences were found among subgroups.

The most convenient months of the year were February (43%) and March (38%). The least popular months were July (11%) and August (10%) (see Table 31). No differences were found among subgroups.

Seventy-eight percent of those who responded to question 11.iii. indicated that they would prefer seminars to be offered off site and 22% percent indicated a preference for on-site seminars.

Table 30

Contingency Table resulting from chi square analysis between business size and question 10: time preference

Chi-Square: 14.947
Significance: 0.021

Cell Count Row % Column % Total %	> 1000	250-1000	100-249	<100	totals
weekday	41	18	17	20	96
	42.71	18.75	17.71	20.83	
	78.85	72.00	73.91	52.63	
	29.71	13.04	12.32	14.49	69.57
weekend	7	3	4	4	18
	38.89	16.67	22.22	22.22	
	13.46	12.00	17.39	10.53	
	5.07	2.17	2.90	2.90	13.04
evenings	4	4	2	14	24
	16.67	16.67	8.33	58.33	
	7.69	16.00	8.70	36.84	
	2.90	2.90	1.45	10.14	17.39
Question 10 totals	52	25	23	38	138
	37.68	18.12	16.67	27.54	100.00

The most productive time period chosen by 42% of the subjects was a two-day session. Thirty-four percent preferred one-day sessions; sixteen percent preferred half-day sessions with only 5% indicating a preference for longer sessions (see Table 31). Significant differences were found when a chi square test was performed using preferred seminar length and company size as two variables (see Table 32). On average, only 15% of companies with fewer than 1000 employees opted for two-day seminars whereas 53% of respondents representing companies of more than 1000 employees chose two-day seminars. An opposite pattern emerges when respondents were asked if they preferred half-day seminars. On average, 15% of those representing companies with more

than 100 employees preferred half-day seminars whereas 55% of the respondents from companies with fewer than 100 employees preferred these shorter sessions. (see Table 33).

Table 31

Response frequency to question 11.ii.: What would be the most convenient time of the year?

%	month
43%	February
38%	March
35%	October
33%	January
32%	November
30%	April
29%	September
26%	May
21%	June
19%	December
11%	July
10%	August

Table 32

Response Frequency to Question 12: What time period would be most productive?

%	N	time period
42%	58	two-day sessions
34%	46	one-day sessions
16%	22	half-day sessions
5%	7	longer sessions
3%	4	some other arrangement
100%	137	total

Table 33

Contingency Table resulting from chi square analysis between business size and question 12: preference for time period

Chi-Square: 23.339
Significance: .005

Cell Count Row % Column % Total %	> 1000	250-1000	100-249	<100	totals
two-day	31	7	11	9	58
	53.45	12.07	18.97	15.52	
	65.96	29.17	52.38	26.47	
	24.60	5.56	8.73	7.14	46.03
one-day	11	14	8	13	46
	23.91	30.43	17.39	28.26	
	23.40	58.33	38.10	38.24	
	8.73	11.11	6.35	10.32	36.51
half-day	5	3	2	12	22
	22.73	13.64	9.09	54.55	
	10.64	12.50	9.52	35.29	
	3.97	2.38	1.59	9.52	17.46
Question 12 totals	47	24	21	34	126
	37.30	26.98	16.67	26.98	100.00

Question thirteen asked: If you were to attend a university- sponsored seminar, which of the following formats would you prefer? (check all that apply). Seventy-eight percent chose workshops; 58% indicated specific problem clinics; less than half (42%) wanted lectures; thirty-four percent opted for working with a consultant, and only 9% wished for self-directed, self-study programs (see Table 34). Clearly, hands-on type formats (workshops, and clinics) were favoured more than others. No significant differences were found between the various subgroups.

Table 34

Response frequency to question 13: If you were to attend a university-sponsored seminar, which of the following formats would you prefer? (check all that apply)

%	N	format
78%	109	workshops
50%	70	specific problem clinics
42%	59	lectures
34%	47	working with a consultant
9%	13	self-directed, self-study programs
1%	2	other

Respondents were asked to indicate who they would prefer to see lead a university-sponsored seminar. Sixty-one percent prefered a well-known Canadian business-person; 53% mentioned a university faculty-member. A well-known local business person was favoured by 50% of the respondents while only 18% indicated a preference for an American business person (seeTable 35).

Chi square tests were performed to determine if there were any significant differences between various subgroups. Statistically significant differences were recorded when company size was used as a factor. Smaller companies with fewer than 100 employees tended to prefer faculty members much less than did larger companies with more than 100 employees (see Table 36).

Table 35

Response frequency to question 15: Who would you like to see lead a university-sponsored seminar? (check all that apply).

%	N	seminar leader
61%	85	well-known Canadian business person
53%	74	university faculty member
50%	70	well-known local business person
39%	54	internationally-known business person
24%	33	author of a best-selling business book
18%	25	American business person
4%	5	other
1%	1	no one

Table 36

Contingency Table resulting from chi square analyis between business size and question 15.a: preference to hear a faculty member

Chi-Square: 17.310
Significance: .002

Cell Count Row % Column % Total %	>1000	500-1000	250-499	100-249	<100	Business totals
yes	36	5	9	13	10	73
	49.32	6.85	12.33	17.81	13.70	
	69.23	45.45	64.29	54.17	26.32	
	25.90	3.60	6.47	9.35	7.19	52.52
no	16	6	5	11	28	66
	24.24	9.09	7.58	16.67	42.42	
	30.77	54.55	35.71	45.83	73.68	
	11.51	4.32	3.60	7.91	20.14	47.48
15.a totals	52	11	14	24	38	139
	37.41	7.91	10.07	17.27	27.34	100.00

Subjects were asked what they would find or found useful in attending university seminars and conferences. Seventy-six percent indicated that getting up-to-date information was important and 70% responded that interacting with managers from other firms was useful. Overall, both aspects seem to be important. Responses did not differ significantly across subgroups.

The importance of offering university credits was brought up in question 22. Twenty percent indicated that it was very important that university programs (seminars or conferences) result in some type of university credits whereas 44% indicated that it was not important (see Table 36). Overall it appears that obtaining credits plays an insignificant role in attending university seminars and conferences.

Table 37

Response frequency to Question 22: How important is it that university programs (seminars and conferences) result in some type of university credits?

%	N	response
44%	61	not important
33%	45	somewhat important
20%	27	very important
3%	4	don't know
1%	1	not desirable
100%	138	total

CHAPTER 5

Summary and Recommendations

This study set out to gather information useful to the Concordia Centre for Management Studies, an organization set up to provide a link between the university and the business community. The channel for such an association has mostly been in the form of university-sponsored seminars and conferences designed to train and develop professionals in the Canadian business community. In order to increase the effectiveness of this system, a needs assessment project was undertaken by the author. A questionnaire was developed based on existing literature, pretested, revised, and then mailed to 1218 firms in the Montreal region. Four distinct population groups were represented: 1) the Montreal business community; 2) former delegates to CCMS seminars and conferences; 3) members of The Montreal Training Group; 4) members of the CCMS Board of Directors. One hundred and thirty-nine questionnaires were returned, representing a response rate of 11.4%.

The data gathered through these questionnaires were analyzed and the results were outlined in the findings section. A discussion will now be presented in the form of a summary of these results followed by recommendations as to how this information may be used to improve the overall effectiveness of CCMS as a system - specifically with respect to its seminars and conferences.

Image

The first question asked was a systemic one: What is the business persons' attitude toward university involvement in training? The responses were quite favourable: the study found that the majority of people thought that universities should in fact be active in this domain.

A popularly cited reason for these favourable attitudes was the notion that universities have desirable resources and facilities, and are up-to-date with

useful information. Additionally, universities were said to be equipped to provide good basics to businesses. On the other hand, few people thought that attending such seminars would actually increase the prestige of businesses, nor did respondents believe that offering seminars and conferences would necessarily be a good public relations tool for the university.

The most important reason for such favourable attitudes lies in the belief that such an association would provide the opportunity to interact and exchange experiences among the various participants. In fact, this notion came up repeatedly in the survey and was frequently cited in the literature review (e.g., Broderick, 1982). Interestingly, when participants were asked what they would find useful in attending university seminars, almost an equal number cited "interacting with other managers" as did "getting up-to-date information (76% vs. 70%).

One might therefore conclude that universities are viewed as being "neutral territory", attracting professionals from a wide variety of businesses. In-house training, on the other hand, might suggest a more contrived, restrictive, and institution-serving technique. It is curious to note that when the value of interaction was submitted to statistical comparison among four subpopulations, those who were experienced with CCMS (former participants and directors) felt far more strongly in favor of this attribute than non-participants. It would seem then, that attending CCMS seminars does in fact provide for the highly desirable feature of enabling interaction with other managers. Those who have never attended don't acknowledge this advantage as readily. CCMS might do well, then, to stress not only the seminar content and speaker, but also to highlight this feature of interaction with others.

By far, the most frequently cited disadvantage of universities in terms of their involvement with industry is that faculty may not have field or practical experience. This perception was held by 67% of those who responded to the survey and again was frequently cited in the literature reviewed. This belief may or may not be well-founded but it does seem to be firmly entrenched. CCMS does

not rely heavily on faculty to lead its seminars, but turns instead to professional consultants and authorities in the field. This would help relieve the common phobia of seminars lead by faculty who have no practical background, but it also distracts from the Centre's mandate to provide a channel of communication between faculty and business. There appears to be a conflict in goals with respect to this issue.

Users

Another major focus of this research was to identify potential users of professional development seminars. Only 4% of the respondents indicated that they would not consider CCMS to provide training seminars for their firm. Two thirds indicated that they would while the remainder couldn't say. The potential market seems quite large but attempts at narrowing it down by management level, business size or category were unsuccessful. Eighty percent of former participants, however, did indicate that they would consider CCMS seminars as opposed to 60% of those individulas who had never attended. It appears that CCMS could (and in fact does) depend on its former clients to participate in new seminars. The results also speak well of the quality of the seminars, as most former attendees would return. Conclusions, however, must be carefully drawn, as it is likely that many (perhaps a larger proportion) of the non-respondents were not satisfied with the seminars, and chose not to "waste their time" answering the questionnaire.

When asked why respondents had not attended CCMS seminars, 39% indicated that they didn't have time to attend and another third indicated that they were not interested in the programs offered. This might provide a clue that perhaps CCMS should be expanding into new topic areas to attract a larger client base. Only 10% mentioned that they found the seminars too expensive and 8% preferred a competitor's seminar. Therefore, neither the price nor competition seem to be major factors influencing the decision to attend CCMS seminars. Although Concordia should be closely monitoring McGill's activities in the field of

business seminars, they need not look upon them as a threat.

Topic Areas

The next major research question was: "What types of professional development seminars would likely be attended?" It was not possible to clearly identify any areas in which businesses were turning away from a reliance on in-house training and moving toward a dependence on others. When asked to cite in which areas they perceived a personal need for training and/or development, strategic planning was cited by just over 50% of the respondents while two other main topical areas, Computer technology and Time management, were chosen by more than one third. In the functional areas, Finance and Accounting was the most frequently cited. Statistically significant differences were found between the need for computer technology training among various management positions. Supervisory-level management personnel indicated more of a need in this field than did Middle and Senior management. Clearly, if CCMS opts to market programs in computer technology, they should not depend on the senior management market segment.

Respondents were asked to cite subordinate needs for training and/or development. Improving productivity, leadership training, problem solving, time management, written, and oral communication were the most frequently selected topic areas. CCMS might want to consider these areas if they are not already part of the curriculum. Specifically, the need for written communication was more frequently expressed among medium-sized companies (100-500 employees) than among smaller and larger companies. The need for oral communication skills was not as important in larger companies (more than 500 employees) as it was in smaller companies. The need for problem-solving skills was most frequently cited in the business categories of manufacturing, and financial-insurance & other than it was in all others - most notably service industries in which a response frequency of only 13% was recorded.

When asked in what areas universities should be involved with

training, strategic planning and computer technology again headed the list with a 70% response rate. All categories, however, were popular with at least one third of the respondents. Thus, it seems evident that all topic areas are open to university involvement in regards to training, yet strategic planning and computer technology are two areas which were often mentioned not only in terms of where universities could be involved, but also where respondents perceived a strong personal need. The centre should examine these two topic areas closely.

Useful Marketing Information

One research area that yielded conclusive is the issue of decision-making regarding who should attend university-sponsored seminars. This question was quite significant in that it provided information concerning to whom promotional material should be sent. Results were in line with other research cited in the literature review where personnel departments and human resource development staff played insignificant roles in the decision making process (e.g., Employee Training in America, 1986). Higher levels of management along with the individual in question were the main actors in deciding who should attend external seminars. Subsequently, CCMS should target its direct-mailing campaigns to these individuals and not necessarily to the personnel or training departments. If sent to HRD departments, CCMS should request that the information be appropriately disseminated.

As might be expected, results indicated that the higher management levels were less dependent on their superiors for approval as to who attends external seminars. Likewise, respondents from smaller organizations with fewer than 100 employees were less dependent on their immediate supervisors than were respondents from larger organizations with more than 1000 employees. Manufacturing industries also rated decision making by their superiors more than did all other business categories.

While it has been confirmed that promotional material should be directed to upper management and to the target audience themselves, there still

remains the issue of which medium is best suited for the job. The most important sources for obtaining information on educational seminars were brochures/direct mail and personal calls - both selected twice as often as any other medium. CCMS already relies heavily on direct mailing as the primary means of advertising its programs. To supplement this, the Centre should consider making use of personal calls to potential clients. Of course, cost will be a deciding factor to determine the feasibility of this approach.

Practical Considerations

Data analysis indicated that the majority of respondents would prefer seminars to be held during the midweek and during the day. February and March were the most popular months to attend seminars and July and August were the least popular. These findings were quite predictable in that many businesses close down and employees vacation during the summer months. CCMS should consider the months of February and March over others for seminars requiring a large number of participants while the months of December, May, June, July and August should be avoided.

Three quarters of the sample preferred off-site seminars whereas on-site seminars were less popular. One can hypothesize that, as cited in the literature review, off-site seminars were preferred by businesses because the participants would not be as easily distracted, and also because it enabled them to meet with peers from other businesses.

One unexpected finding was that more participants preferred two-day seminars than one-day sessions while a small percentage opted for longer sessions. Most CCMS seminars are presently one-day affairs and although several other practical considerations must be considered (content, speaker, subject-matter, etc.) CCMS might do well to look into the possibility of two-day sessions.

Major differences were found with respect to length preference when business size was introduced as a factor. Preference for short half-day sessions

was very low except among smaller companies with fewer than 100 employees. Fifty-five percent of small companies preferred shorter sessions suggesting that those firms with fewer than 100 employees might be entrepeneurial-type firms whose management can ill-afford too much time away from the firm's day-to-day activities. CCMS, in designing programs for smaller business, should consider these constraints and respect this difference when promoting general programs.

Of particular interest to educational technologists engaged in design and production were the questions which related to seminar format preference. No differences were found among sub-groups.The majority favoured workshops and six out of ten wished for specific problem clinics. It would seem that there is a need for hands-on type programs that are specifically action-oriented. Business people didn't want self-study programs, nor did they indicate a strong preference for lectures. They want to participate, not observe.

Two implications emerge from these results. First, even though the link with academia is viewed favourably, the most frequently used instructional format in the university setting, lectures, should probably be avoided. If faculty are used as instructors, their selection should in large part be determined by their ability to effectively utilize alternative teaching strategies. In fact, action-oriented strategies require greater application of the "real world", as they most often employ case studies or problems with which the participants can associate. Giving a lecture on practical experiences probably does not ring as true. This leads to the second point. Instructional designers of seminars would be well advised to use strategies such as simulations/games, role play, or any of a number of small group activities. The training literature is replete with successful strategies of this type - strategies which are often not covered in academic programs. If such strategies were incorporated into the design of seminars as dictated by CCMS, and if faculty were required to use them, it is hypothesized that the participants' perception of faculty as instructors would improve dramatically. This approach would also help overcome the discrepency between using desirable instructors and yet maintaining a link with the university.

Perhaps an obvious conclusion of an educational technologist is that both the above goals might best be accomplished by using an educational technologist to assist in the design of the seminars. The need for such design and implementation guidance may only be temporary, as instructors, once facile at using these strategies, would be able to design additional seminars independently. Only new instructors would require assistance. An alternative and probably better model would be to use the instructional expert in the design of all seminars to the extent feasible so that dependence on certain charismatic individuals is reduced. Group interaction reduces the need for instructor showmanship, and in fact increases the effectiveness from a learning standpoint.

When the sample was asked to indicate whom they would like to see lead a university-sponsored seminar, more chose a well-known Canadian business person over a university faculty member; Americans, and even internationally-known speakers were not as popular as local talent. Montrealers seem to prefer Canadians over all others. This is an important point for CCMS which has been relying heavily on American consultants to lead their seminars. Canadian business people are either not interested in, or not as familar with these speakers as they would be with local people whom they recognize and respect. The Centre should shift its reliance on Americans and focus instead on building a resource-base of Canadian speakers.

When various sized companies were compared with respect to preference for instructors, significant differences were again found between smaller companies and those with more than 100 employees. A small portion of the smaller companies preferred to hear faculty members as opposed to twice as many of the larger companies. Do smaller firms have less confidence in, or need for, academics? It would seem so - and CCMS should respect their preference for practitioners when catering to the needs of this market segment.

Finally, when the issue of university credit was brought up, the majority of respondents felt that it was not an important consideration in deciding whether or not to attend university seminars. Only twenty-percent felt it was very

important. CCMS should continue with their not-for-credit format unless the market for credit-oriented seminars expands.

Conclusion

A synthesis follows, proposing major conclusions and recommendations formulated from the results of the study. Issues of both the needs assessment and implications for seminar design (instructionally) are listed.

1) Favourable attitudes exist toward the prospect of university involvement in providing professional development training seminars. The primary reason for this perception is the belief that universities provide a forum for interaction among various businesses and their managers. CCMS should continue developing and promoting programs guided by this fundamental goal .

2) A strong negative perception exists concerning the practical credibility of university faculty; professors are commonly viewed as lacking practical experience. Given the fact that CCMS does not depend greatly on university staff to lead its seminars, this should not prove to be too great a hazard.

3) However, since CCMS does not rely heavily on university staff to lead seminars and conferences, this may detract from the original mandate of providing a link between the university and business community. With the Centre's reliance on American speakers who make the circuit of North American universities, CCMS acts merely as an agent for externally-produced concepts and ideas. The Centre should focus some more of its energy on developing its own programs, making use of its own expertise. This may involve the active participation of an educational technologist. Furthermore, the Montreal market seems to prefer local business celebrities over imported speakers.

4) The Montreal market for CCMS programs is extensive and attempts at finding a specific market niche yielded inconclusive results. Clearly, former participants are a good source of clients for future programs. CCMS may, with time, develop its own regular established clientele who return for new programs and make referrals to peers. This is the case with McGill university who have been active in this business for a longer period of time.

5) A large portion of those surveyed mentioned that they had not attended CCMS seminars because they were not interested in the programs offered. CCMS must closely monitor the needs of its market and develop appropriate programs.

6) Pricing is not a factor which has discouraged participation. In fact, the high cost of its programs may be an effective marketing strategy. A high price is often associated with a high-quality product.

7) Strategic planning and computer technology (especially among lower management levels) are two areas in which a strong perceived need was recorded. Other popularly cited areas were: improving productivity; leadership training; problem solving, especially among manufacturing and financial-insurance firms; time management; and written and oral communication, especially in smaller companies with fewer than 500 employees.

8) An organization's personnel and human resource development staff play an insignificant role in determining who should attend seminars and conferences. CCMS should direct its promotional material to the potential clients themselves and to their superiors.

9) Direct mailing, and personal calls should be the principal media used to disseminate information regarding CCMS programs.

10) Seminars should be offered during the midweek and during the day. The months of February and March were the most popular whereas December, May, June, July, and August are not desirable.

11) Off-site seminars were preferred over on-site seminars. CCMS should continue to hold its programs in locations such as hotel conference rooms and on university premises.

12) Two-day seminars, on the whole, were preferred to one-day sessions. CCMS should consider the possibility of offering longer programs providing the format, speaker, and subject matter lend themselves to such an arrangement. Half-day seminars were favoured by firms with fewer than 100 employees. This preference should be considered when tailoring programs to suit the needs of smaller businesses.

13) Overall, hands-on-type workshops and specific problem clinics were favoured. CCMS should design programs with this feature in mind. CCMS might do well to engage the services of an educational technologist to assist in the design of programs which take the professionals' learning styles into consideration.

14) Because business people find interaction with peers to be almost as important as getting up-to-date information, small group work and workshops should be emphasized. A more intimate classroom setting would allow for the opportunity to get to know each other and share experiences.

15) CCMS should strongly consider shifting its reliance on American speakers and focus on promoting local expertise. Respondents to the survey indicated a preference for Canadian and local business people over their American counterparts. The majority of smaller firms did not opt for faculty members to lead

seminars. Practitioners should be found to cater to their specific needs.

16) Potential seminar participants don't necessarily look for programs that offer university credits. In fact, a minority of respondents found this option an important feature. CCMS should continue to offer non-credit programs unless market needs indicate otherwise.

17) The data point to the fact that perhaps seminars and conferences are not necessarily the best means of providing a link between the university and business community. Since business people indicated a preference for business professionals to lead seminars and because CCMS relies heavily on non-faculty personnnel to conduct its programs, the opportunity for contact between faculty as representatives of the university and business people is not realized. The university profits merely as an agent sponsoring seminars led by non-university personnel.

18) To remedy the dilemna of point 17 and still maintain the popular well-known speakers brought in from the outside, CCMS might encourage a collaborative arrangement where faculty members work with the practicing professionals in designing top-quality programs. In this way, faculty, acting as subject-matter experts, would provide valuable input and could help lead seminars along with the top-billing practicing professionals. Participation on the part of faculty, it is hoped, would "extend the frontiers of knowledge" called for by Maxwell & Currie (1984).

19) Now that CCMS has focused on the specific goal of providing quality seminars and conferences, it should take a step back to examine the broader mandate of strengthening the relationship between the faculty and the business community. How can this goal best be achieved? Where do the media of seminars and conferences fit into the larger picture? Answers to these questions may be achieved by conducting a more global needs assessment - what

Kaufman & English (1979) refer to as an Alpha-level enquiry.

Limitations and Future Research

This survey collected data in one specific geographical location at one specific point in time. To a great extent, many of the findings presented in this study coincide with conclusions drawn in similar American research. Realizing this, the researcher may be tempted to stop here - the point has been proven; management training needs are in fact universal. One cannot be so hasty, however, in drawing such immediate conclusions. Subtleties do exist and the university and business community, and their relationships with each other, are always changing. Given this, and because CCMS continually offers programs in several distinct geographical areas, it is recommended that the Centre continually maintain a needs analysis program.

To compliment an on-going sytematic needs-assessment project, CCMS should develop a more sophisticated formative evaluation system for its specific seminars. With the help of a qualified educational technologist, a well-designed post-seminar evaluation form could be developed, measuring not only satisfaction but, more importantly, the learning process itself. Subsequent to program participation, evaluation procedures might also be carried out in the workplace after an elapsed time period. Although the feasibility of such a project is prohibitive, and actual 'learning' would be difficult to quantify, the exercise would prove invaluable to CCMS.

Limitations with respect to the sample used in this study must be addressed. Although the data obtained in this study are derived from a relatively large number of respondents (139), those who participated constituted a small portion of the total population which was randomly sampled (11.4%). As with all voluntary questionnaires, there exists an unfortunate bias regarding the types of people who respond. The study gathered information only from those individuals who had consented to respond. It is likely that these individuals held more favourable attitudes toward the institution in question than did those who did not

cooperate. Given this relatively low response rate, generalizations made to the entire business community must be carefully drawn.

Constraints were also imposed by the nature of the mailing list which was purchased from Lovell Litho Inc., an independent mailing-list broker. Names obtained from this firm were limited to company presidents and owners. Professionals of such stature often have little time to devote to such non-pressing concerns. Furthermore, the very fact of receiving envelopes addressed with printed address labels may have provoked many to disregard the correspondence completely.

Should the study be replicated, certain factors should be corrected or improved upon. Specifically, more personalized type enquiries for information could be designed to yield richer data. Personal or telephone interviews could generate data that is more qualitative in nature. More subtle and detailed opinions could be gathered from partcipants via interview than could be with a structured mail-out questionnaire. Of course, in doing so, the researcher would forfeit, both time and quantity of response, yet certain advantages could be gained.

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APPENDIX A

QUESTIONNAIRE
(reduced to 80%)

CONCORDIA UNIVERSITY

Please return this questionnaire in the enclosed self-addressed, postage-paid envelope by August 15, 1986.
The Concordia Center for Management Studies,
1550 Dorchester West, Suite 602, Montreal, Quebec, H3G 1N2

1. To what extent do you agree or disagree with the following "Universities should not be involved in providing professional development training seminars"

disagree 1 2 3 4 5 agree

Please explain why you feel this way?

_____

_____

_____

_____

2. What is/are the greatest advantage(s) of universities getting involved with the training & educating of the business community? (check all that apply)

a. ☐ universities provide good basics to businesses
b. ☐ universities have the latest ideas
c. ☐ universities have many ideas & resources
d. ☐ the faculty will gain valuable experience
e. ☐ lots of talent & expertise in universities
f. ☐ provides good PR for the university
g. ☐ it helps the community
h. ☐ provides opportunity to interact & exchange experiences
i. ☐ universities will gain income
j. ☐ increases the prestige & status of universities
k. ☐ increases the prestige and status of businesses
l. ☐ faculty can be hired as consultants
m. ☐ universities help business leaders to think & plan
n. ☐ provides new market to the schools
o. ☐ there are no advantages
p. ☐ other (specify) _____

3. What is/are the greatest disadvantages to universities getting involved with training and educating of the business community? (check all that apply)

a. ☐ faculty may not have field or practical experience
b. ☐ universities have no time to do it right
c. ☐ university teaching is too generalized
d. ☐ too impractical, too [illegible]
e. ☐ too costly
f. ☐ not general enough
g. ☐ on the job training is better
h. ☐ they teach for grades, not understanding
i. ☐ too much paperwork & administration
j. ☐ business people are too old for university
k. ☐ there are no disadvantages
l. ☐ other (specify) _____

4. What is your position within the firm?

a. ☐ supervisory
b. ☐ middle management
c. ☐ senior management
d. ☐ other (specify) _____

5. What type of firm do you work for?

a. ☐ manufacturing
b. ☐ transportation
c. ☐ wholesale
d. ☐ other (specify) _____
e. ☐ service
f. ☐ retail
g. ☐ financial-insurance

6. How many employees does your firm employ?

a. ☐ less than 100
b. ☐ 100-249
c. ☐ 250-499
d. ☐ 500-1000.
e. ☐ over 1000
f. ☐ don't know

7.i. Does your firm conduct in-house training?

☐ yes ☐ no

If yes, continue. If no, go to question 8.

ii. Are there any managerial or supervisory training programs which you formerly provided using in-house staff which you anticipate to provide using outside resources in the next year or two?

a.☐ yes b.☐ depends c.☐ no d.☐ don't know

iii If yes or depends what programs might you seek outside resources for?.

_____

_____

_____

8.i Where have you received the capabilities & knowledge required to perform in your present position?
Please check off the box(es) to the left.

		rank
a.	☐ on the job experience	___
b.	☐ in-house training	___
c.	☐ external consultants	___
d.	☐ university diploma/degree programs	___
e.	☐ university seminars/conferences	___
f.	☐ other private or public seminars	___
g.	☐ other (specify) _____	___
h.	☐ managerial skills are inherent, not taught	

ii. Please go back to question 8 and rank the sources of managerial training & development, in order of importance (1-3, if appropriate), as perceived by your firm. (1= most important)

9. Who makes the decision as to who attends externally-sponsored seminars & conferences? (check all that apply)

a. ☐ immediate supervisor
b. ☐ human resource development staff
c. ☐ the individual (myself)
d. ☐ personnel department
e. ☐ superior other than immediate
f. ☐ other (specify) _____

10. If you were to attend a professional development seminar or conference, what would be the best time to attend?

a.☐ weekend b.☐ weekday c.☐ evenings

11. What would be the most convenient:

i. day of the week? _____
ii. month of the year? _____
iii. location? a.☐ on site b.☐ off site

12. What time period would be most productive?

a. ☐ half-day sessions c.☐ two-day sessions
b. ☐ one-day session d.☐ longer sessions
e. ☐ some other arrangement; please specify

_____

13. If you were to attend a university-sponsored seminar, which of the following formats would you prefer? (check all that apply)

a. ☐ lectures
b. ☐ workshops
e. ☐ specific problem clinics
f. ☐ self-directed, self-study programs
g. ☐ working with a consultant
h. ☐ other (specify) _____

14.

i. In what areas do you perceive a **personal need** for training and/or development?

ii. In what areas do you perceive a training and/or development need for your **subordinates**

iii. In what areas do you think **universities** should be offering professional development seminars?

	i. personal need	ii. sub.	iii univ.
Topical Areas			
a. Oral communication	☐	☐	☐
b. Written communication	☐	☐	☐
c. Stress management	☐	☐	☐
d. Time management	☐	☐	☐
e. Problem solving	☐	☐	☐
f. Strategic planning	☐	☐	☐
g. Leadership training	☐	☐	☐
h. Performance appraisals	☐	☐	☐
i. Improving productivity	☐	☐	☐
j. Computer technology	☐	☐	☐
k. Labour relations	☐	☐	☐
l. Others (specify)			
_____	☐	☐	☐
_____	☐	☐	☐
_____	☐	☐	☐
_____	☐	☐	☐
Functional Areas			
m. Administrative	☐	☐	☐
n. Personnel	☐	☐	☐
o. Legal and Gov. Relations	☐	☐	☐
p. Purchasing and Materials	☐	☐	☐
q. Marketing & Sales	☐	☐	☐
r. Production	☐	☐	☐
s. Finance & Accounting	☐	☐	☐
t. Research & Development	☐	☐	☐
u. Other (specify)_____	☐	☐	☐
_____			

15. Who would you prefer to see lead a university-sponsored seminar? (check all that apply)

a. ☐ university faculty member
b. ☐ well-known local business person
c. ☐ well-known Canadian business-person
d. ☐ internationally-known business person
e. ☐ American business person
f. ☐ author of a best-selling business book
g. ☐ no one
h. ☐ other (specify) _____

16. Had you previously heard of Concordia University?

yes ☐ no ☐

17. Had you previously heard of the Concordia Center for Management Studies?

yes ☐ (continue) no ☐ (go to question 20)

18.i Have you ever participated in any CCMS programs?

yes ☐ (continue) no ☐ (go to question 19.)

ii. If yes, which one(s)?_____

_____

iii. If you have already participated in CCMS seminars/conferences,

not very very

a) How pleased were you? 1 2 3 4 5

b) How practically useful was it? 1 2 3 4 5

iv. What did you find most beneficial?_____

_____

_____

v. What would you like to see changed?_____

_____

_____

(go to question 20)

19. If you haven't participated in CCMS seminars, why not?

a. ☐ was not interested in programs offered
b. ☐ found the programs too expensive
c ☐ didn't have time to attend
d. ☐ university-type seminars have little to offer.
e. ☐ preferred a competitor's seminar
f. ☐ location was not convenient
g. ☐ other (specify) _____

20. What would/did you find useful in attending university seminars and conferences? (check all that apply)

a. ☐ getting up-to-date information in my area of specialization
b. ☐ interacting with managers from other firms
c. ☐ other (specify) _____

_____

21. What are the most important sources for obtaining information on educational seminars? (check all that apply)

a. ☐ brochures/direct mail
b. ☐ personal calls
c. ☐ recommendations from other members of my company
d. ☐ recommendations from other training professionals
e. ☐ newspaper ads
f. ☐ magazines/ trade journals
g. ☐ other (specify) _____

22. How important is it that university programs (seminars or conferences) result in some type of university credits?

a. ☐ very important
b. ☐ somewhat important
c. ☐ not important
d. ☐ not desirable
e. ☐ don't know

23.i. Would you consider CCMS to provide training seminars for yourself or for your firm?

a.☐ yes b.☐ no c.☐ can't say

ii. If no, why not? _____

_____

_____

_____

_____

_____

Thank you for taking the time to fill out this questionnaire. Any additional comments concerning the subject of this study would be appreciated. _____

_____

_____

_____

_____

_____

_____

Please return this questionnaire in the enclosed self-addressed, postage-paid envelope by August 15, 1986. The Concordia Center for Management Studies, 1550 DeMaisonneuve West, Suite 602, Montreal, Quebec, H3G 1N2

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APPENDIX C

TOPIC AREAS IN WHICH RESPONDENTS MAY SEEK OUTSIDE HELP (QUESTION 7.ii.)

N	topic
5	Management training
4	Interpersonal relations
3	Marketing
3	Human Resources
1	Innovation
1	Cash Management
1	Computers
1	Organizing meetings
1	Making presentations
1	Speed reading
1	Production scheduling
1	Practical business courses
1	Planning
1	Advertising
1	Finance
1	Safety training
1	Supervisory skills
1	Employee evaluation
1	Motivation

APPENDIX D

LIST OF SEMINARS ATTENDED BY RESPONDENTS WHO WERE FORMER PARTICIPANTS

N	seminar
12	Improving warehouse operations
7	Maintenance management
6	Warehouse optimization
5	Deregulation
4	Strategic planning
4	Physical distribution
3	Artificial intelligence
2	Stress management
2	Preventative maintenance
1	Transportation
1	Executive compensation
1	Leadership training
48	total

APPENDIX E

COMMENTS MADE AS TO WHAT THE PARTICIPANTS FOUND BENEFICIAL IN ATTENDING SEMINARS (QUESTION 18.iv.)

"Good general overview - good source of information"

"The workshop environment"

"Some specific suggestions"

"Round-table discussion - interaction with others"

"Good expertise brought in externally"

"The quality of the leader"

"Accessibility of information in non-technical terms"

"Labour-saving details"

"Areas covered regarding 'work measurement'"

"Management concerns"

"Most recent technology"

"Well-constructed programs

"Reference manuals"

"Problem solving"

APPENDIX F

COMMENTS MADE AT TO WHAT THE PARTICIPANTS WOULD LIKE TO SEE CHANGED IN THE SEMINARS THEY ATTENDED (QUESTION 18.v.)

"Tried to cover too much - leader was unsuccessful"

"More detailed seminars"

"Too general"

"More hands-on workshops"

"More time for group interaction"

"Better response to specific problems"

"Duration - 2 days"

"Not much leading-edge information"

"Administration - poor room size, etc"

"Smaller groups"

"Local rather than American lecturer"

"Lecture style"

"Course not relevent"

"Lower price"

"Format too long"

"Recognition certificate should have been given"

"More clearly explained who could benefit"

"Appropriate prioritization of subject content"

"Too much time wasted at beginning of seminar"

"More professional in presentations and handouts"

APPENDIX G

GENERAL COMMENTS MADE BY PARTICIPANTS AT THE END OF THE QUESTIONNAIRE

"I feel CCMS is on right track when education services are offered to people below CEO's and Executive Vice Presidents."(1)

"Many seminars/programs are offered by many institutions. Excellence has to be the key to success. Very satisfied attitudes promote additional attendence." (9)

"Good luck - right approach - find your niche - there's room for 'good stuff'." (17)

"Would prefer to see smaller-sized seminars on specific subjects at low prices."(34)

"Cost is an extremely important factor. Less expensive sessions would result in a far greater participation rate."(52)

"I believe more attention should be given to responding to needs of business participants - this survey should be helpful." (54)

"Highly competitive field - need credible staff - need successful

seminars - university should expect experience and industry awareness to be gained. Don't expect profits."(62)

"Seminars should be in the $250-300 range maximum and less if half-day seminar. Credits and/or certificates would be advantageous."(64)

"Seminars should be slanted towards middle management." (83)

"Cost of Concordia seminars seem far higher than most." (103)

"I think this study is very worthwhile to gain feedback." (123)

"Maybe a class size could be arranged to enable a reasonable cost per person." (134)

"Your seminar was well-run and I appreciated it. I will send others from company in future. Hand-outs are a pain. They disrupt class, delay, difficult to organize for reference. Binders provided are not big enough to hold these. Space on table is not big enough to hold these. Space on table is not big enough to spread out. I suggest thinner paper / color coded / or cheap bound book." (135)

"As a Concordia graduate I tried to organize seminars/workshops for my employer. The response was not encouraging. I hate to say we opted for McGill - was much more responsive.(20)*

"Seminars are more for those in the 'trenches'."

"Did not have enough information."*

*Comment in response to 'other' of question 19. (If you haven't participated in CCMS seminars, why not?