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The Utilization of Industry Developed Management Training Programs to Enhance the In-Service Training of School Administrators

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THE UTILIZATION OF INDUSTRY DEVELOPED
MANAGEMENT TRAINING PROGRAMS TO ENHANCE
THE IN-SERVICE TRAINING OF SCHOOL ADMINISTRATORS

Presented to the

Graduate Faculty
University of Nebraska
at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

University of Nebraska at Omaha

by

Carl F. Jeanetta

July 1983

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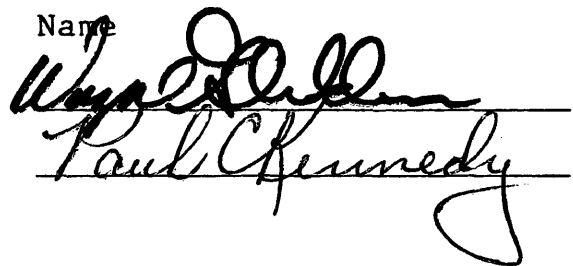
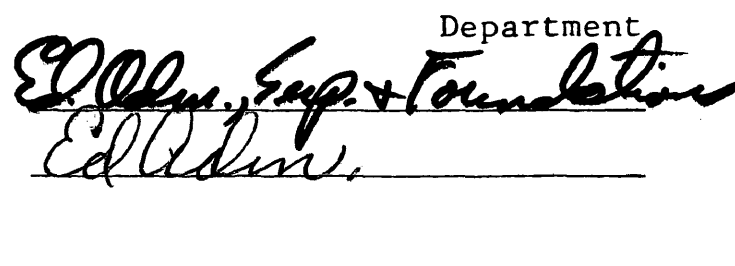
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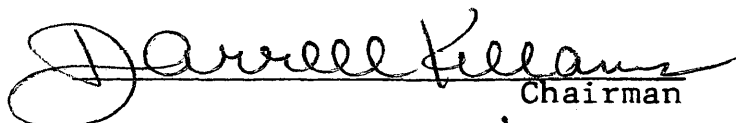
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CHAPTER I
INTRODUCTION

Management development programs in business, government, military, and educational organizations comprise a major industry in the United States today. These programs vary significantly among organizations in terms of commitment, program content, and format. However, the reasons for conducting management development programs are similar among all organizations: (1) to prepare managers to assume greater responsibility in the organization; (2) to help managers cope with internal and external pressures associated with their job; (3) to explain existing organizational operating procedures, goals, etc., and changes thereto; (4) to supplement the formal education of managers by providing training not received in colleges and universities; (5) to assist managers in obtaining the maximum return from resources (human and material) invested in their areas of responsibility.

In terms of commitment, an initial survey of Omaha organizations revealed that the annual budgets for management training programs ranged from \$60,000 to \$100,000 in organizations with over four hundred employees. Professional training staffs are established in all of the

organizations surveyed and a wide variety of leadership and management programs are conducted, such as situational leadership, leadership style, conflict management, program planning, and review techniques, etc. The respective enterprises conduct a host of training courses, seminars, credit courses, and on-the-job training.

The content of the programs offered is determined primarily by the needs of the organization; however, there is some evidence that program participants have helped to shape the various programs through their inputs. For example, at InterNorth a large number of management programs have been offered as a result of needs voiced by mid and upper level managers. These include Stress Management, Time Management, the Art of Negotiation, Conference Leadership, and Decision Science. On the other hand, Equal Employment Opportunity, Affirmative Action, Management by Objectives, and Selection and Placement of Personnel appear to be programs that were established in direct response to company needs. At Western Electric, large use is made of computer assisted methods to provide management training programs. Formal requirements are established and all management levels have a timetable to follow in completing the various programs. Occasionally, home office training personnel conduct seminars in Omaha in order to update local managers on policy changes,

etc. InterNorth has, on occasion, hired professional management consultants such as Peter Drucker and Frederick Herzberg to present short seminars.

Organizations in the Omaha area offer a wide range of management training programs to meet the needs of the organization and the individual. There are many unique and interesting training programs currently being utilized by various business organizations that may be of immense value to school districts in the training of administrators. Of late, American Management theorists have turned to Japanese Management for ideas that might be incorporated into our way of doing things. Quality Control Circles and Ringi systems of decision-making are two of the Japanese techniques that have caught the "eye" of American Management. Quality Control Circles are groups of from two to ten employees who meet regularly to examine work-related issues. They decide specific issues to study, launch action research projects aimed at solving problems, and make suggestions to management. Typically, their suggestions are taken seriously, there is a better commitment from workers, and performance results are improved. In a sense, the Quality Control Circle makes every employee a manager (Dunne & Maurer, 1982:88).

The Ringi system refers to an elaborate decision-making network requiring approval of new ideas from sources

throughout the organization. Plans are typically drafted by individuals low in the organization and sponsored by middle-level management. The plans are circulated and changed until they fit the organizational culture. In this way, new ideas are presented to those at other levels and superiors give feedback to those that are lower in the organization. Final plans are usually a compromise between traditional organizational expectations and new ideas proposed by those lower in the organization. Seals and stamps placed on the plan symbolize consensus at each level. Once the final decision is made, support is strong and widespread. By contrast, American decision-making generally starts at the top and flows downward. Typically, the decision is made and a sales effort is undertaken to convince those that are to carry out the decision that the decision is a good one.

The above examples are not presented to convince the reader that widespread changes should be made to traditional American management programs. Rather, they are presented in order to illustrate that there are many successful management programs and the means to teach them currently in existence that should be investigated with the idea that they could be effectively applied in the training of school administrators (Sergiovanni, 1982:334-35).

Statement of the Problem

The problem is to identify in-service management training programs that could be used to partially satisfy the needs of school administrators. The purpose of the study is to (1) survey current programs of developmental training for managers conducted by selected organizations in the Omaha area, (2) determine the general in-service management training needs of school administrators in local school districts, and (3) identify management training programs that could be made available to school administrators.

Methodology

To accomplish this purpose the researcher (1) surveyed the literature to identify the management training needs of school administrators; (2) developed a questionnaire to assess management needs perceived by practicing school administrators; (3) mailed the questionnaire to school principals and assistant principals in Omaha, Millard, District 66, Ralston, Bellevue, and Papillion school districts, and the Archdiocese of Omaha school system; (4) allowed for a two-week return period and followed-up with a reminder letter; (5) analyzed and summarized data; (6) scheduled interviews with the training directors of selected organizations in the Omaha area

to assess the availability of training programs; and
(8) determined those programs that could be used to satisfy the needs expressed by school administrators.

Definition of Terms

Manager/Administrator. For the purpose of this study the terms manager and administrator are used interchangeably. These terms refer to the individual charged with the responsibility and provided the authority to employ material and personnel to accomplish an organization's stated objectives.

Assumptions

1. It was assumed that the management development needs of local school administrators will prove to be similar to the needs of school administrators identified in the literature.

2. It was assumed that quality management training programs that are identified would be appropriate in meeting the training needs of school administrators.

3. It was also assumed that school administrators will welcome the opportunity to participate in quality management training programs if they are made available.

Major Limitations

1. The survey was limited to twelve organizations within the Greater Omaha Area each having over four hundred employees.

2. The survey of school administrators was limited to the following school districts: Omaha, Millard, Papillion, Ralston, District 66, Bellevue, and the Archdiocese of Omaha School System.

Significance

School administrators manage scarce economic resources, and the public demands that the maximum return be obtained from these resources. School administrators must be properly trained in order to manage these resources effectively. Quality management training programs are expensive and, in view of the austere budgets under which most school districts now operate, it is unlikely that the school districts would be capable of providing quality management training programs. The identification of quality management training programs offered by non-university organizations that could be made available to school administrators could partially satisfy their training needs at little or no cost to the school district.

Format

Chapter 1 introduces the topic. The problem is stated, and major assumptions, major limitations, and the significance of the topic are stated. Chapter 2 is a review of the literature pertaining to the topic. Chapter 3 presents the findings of the survey pertaining to management training needs and types of management training programs available in the Omaha area. Chapter 4 presents a summary of the study with recommendations based on the findings.

CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature reveals that school administrators experience the performance pressures commonly found in the business world and that more needs to be done to prepare them to meet these pressures. Management development programs for educational leaders are rapidly becoming a necessity due to increased pressures stemming from accountability, competency testing, mandated curriculum, negotiation processes and shrinking revenues. The skills needed by school administrators include: Skill at building consensus among diverse viewpoints; skill at flexible programming to accommodate a variety of student needs; confidence in instructional improvement strategies that offer hope of getting results; organization development skills and improved management skills (Cawelti, 1982:324).

Cawelti lists a number of leadership problems that have been frequently presented by school administrators. Motivating teachers to accept new ideas is always the number one problem. Time management, communication, decision-making, paperwork overload, and discipline are other most frequently expressed problem areas. Typically,

school administrators say that 90 percent of their problems are directly related to dealing with people and that 10 percent are caused by a lack of guidance from district administrators. The literature revealed a number of projects that have been undertaken in the educational community in an attempt to solve the management problems of school administrators (Cawelti, 1982:324-25).

In Maryland an Instructional Leadership Project (ILP) was funded with the intent of improving instruction and reducing incidents of student disruption. The development of leadership and group dynamic skills was an important part of this project (Sange, 1982:55). Another study, conducted by the National Association of Secondary School Principals (NASSP), resulted in the establishment of an Assessment Center Program.

The NASSP began the Assessment Center Program in 1975. As a result of extensive interviews with teachers and administrators, twelve skill dimensions were found to relate to the most important characteristics of successful assistant principals and principals. These skills are: problem analysis, judgment, organizational ability, decisiveness, leadership, sensitivity, stress tolerance, oral communication, written communication, range of interests, personal motivation, and educational value. The

follow-on activities of the NASSP and other groups include the development of training experiences that strengthen these traits. For school administrators, the training activities have included pre-service and in-service training, although the main emphasis appears to be placed on pre-service rather than in-service training (Hersey, 1982:370-71).

The need for improved management training for school administrators was voiced by the federal government in 1978. This concern prompted the National Center for Education Statistics (NCES) to conduct a Fast Response survey of school administrators to determine their training needs. The introduction to the survey contains the following statement:

As modern society becomes more complex and changes occur at an accelerating pace, school administrators are finding that their responsibilities have increased and extended into areas not usually covered by traditional training programs. Today's administrators are faced with growing problems in managing tight budgets, dealing with teacher and support personnel unions, understanding and implementing state and Federal programs, managing limited energy resources, coping with increasing violence in schools, and other change-related areas. Attention has therefore focused on the need to improve training opportunities so that administrators can better prepare themselves to deal with evolving responsibilities. (NCES, 1978:1)

The survey conducted by the NCES was designed to assess the degree of need for expanded or improved training opportunities in fourteen areas: (1) community involvement

and taxpayer support, (2) energy management, (3) budget management and school finance, (4) staff evaluation, (5) education law, (6) program evaluation, (7) implementing state and federal programs, (8) curriculum development, (9) public relations, (10) school board relations and governance, (11) issues involving teacher and non-certified personnel unions, (12) violence in schools, (13) implementing civil rights compliance, and (14) organizational structure and development. The respondents indicated an urgent need for training in eight areas, with community involvement and taxpayer support leading the list of urgently needed training areas, followed by training in energy management and budget management and school finance. The respondents indicated a moderate need for expanded training opportunities across all areas with the exception of coping with violence in schools, an area in which little or no need for training was indicated. The recommendation is made in the study that the in-service training need be met by local and intermediate education agencies, state education agencies, professional organizations and colleges and universities. The authors also suggest that the private business sector be explored as a possible source of in-service training (NCES, 1978:2-5).

Is there a similarity between the management training needs of managers that transcends all organizations regardless of the nature of their business or objectives? The following strongly suggests that a similarity does indeed exist. In his book, Theory and Research in Administration, Andrew W. Halpin states the following:

Apart from educational administration, hospital administration, business administration, public administration, and so on, there exists a discipline of administration qua administration; . . . it is believed that the characteristic ways in which administrators behave are essentially the same whether the administrator operates in industry, government, the military, or public education. . . . There is abundant evidence to demonstrate our unexpressed conviction that there is much that is common in administration. Here are a few illustrations of the point. The emerging concepts of human relations, communications, or operations research are as applicable to a hospital as they are to a bank. The constant movement of executive personnel from business to government, from the military forces into large business, from both government and business into education, is emphatic testimony supporting our conviction that knowledges and skills are transferable from field to field because of an essential universality in the administrative process itself. When the public school is compared with another institution, it may be found that the organizations' tasks differ and that the situational conditions which influence the behavior of work groups differ, but the major dimensions of administrator behavior are the same. Obviously, nothing is to be gained by minimizing the differences between education, industry, and government, but it would also be a mistake to gloss over the similarities among these institutions. To the extent that two institutional settings are alike, knowledge gained about the behavior of administrators in one setting is equally applicable in the other. (Halpin, 1966:25-26)

Monahan and Hangst state that:

The broad management concerns that confront the educational administrator are, generally little different from those affecting any enterprise. These concerns include production, communication, training, personnel relations, resources acquisition and allocation, planning and budgeting, distribution problems, time management, capital improvements, maintenance and operations, and public relations. (Monahan & Hengst, 1982:114)

Peter Drucker approaches the management of school systems as one of a group of organizations he classifies as service institutions. He provides some questions that managers of service institutions must address.

Service institutions are a most diverse lot. The one and only thing they all have in common is that for one reason or another they cannot be organized under a competitive market test. But however diverse the various kinds of service institutions may be, all of them need first to impose on themselves the discipline practiced by the managers and leaders of successful private and public institutions. (1) They need to answer the question, "What is our business and what should it be?" . . . they need to think through their own specific function, purpose, and mission. (2) Service institutions need to derive clear objectives and goals from their definition of function and mission . . . what they need most is people who do the management job systematically and who focus themselves and their institutions purposefully on performance and results. (3) They then have to think through priorities of concentration which enable them to select targets; to get standards of accomplishment and performance; to set deadlines; to go to work on results; and to make someone accountable for results. (4) They need to define measurements of performance. (5) They need to use these measurements to feed back on their efforts--that is, they must build self-control from results into their system. (6) Finally, they need an organized audit of objectives and results, so as to identify those

objectives that no longer serve a useful purpose or have proven unattainable. They need to identify unsatisfactory performance, and activities which are obsolete, unproductive, or both. (Lovelock & Weinberg, 1978:67)

The similarity between the management training needs of first line supervisors in a state organization and school principals was shown in two separate studies. In 1979 Culbertson and Thompson identified the kind of training needed by first line supervisors of the Department of Human Resources in Kentucky. They used an instrument that included twenty-three choices (Table I) in four major groups: motivation/leadership, personnel, communication, and management methods (Culbertson & Thompson, 1980:58-61). The Culbertson-Thompson survey instrument was also used by Joseph C. Fields in a survey of school principals of six southeastern states. The results of his survey indicated that the principals' attitudes toward managing teachers is similar to that of the first-line public sector supervisors (Table II). "Both groups believe communication, staff development, motivation, human relations, performance appraisal, and leadership skills are the most needed training in order to manage employees effectively" (Fields, 1982:36-40).

Table I
Culbertson-Thompson Survey Results

Ranking		Weighted Score	Mean Score
1	Motivating	459	2.42
2	Developing Employees	457	2.41
3	Communications	442	2.33
4	Leadership	420	2.21
5	Planning/Organizing	409	2.15
6	Human Relations	407	2.14
7	Performance Appraisal	398	2.09
8	Disciplining	390	2.05
9	Decision Making	385	2.03
10	Handling Complaints/Grievances	381	2.01
11	Management Methods (e.g. M.B.O.)	380	2.00
12	Reporting Systems (written information)	366	1.93
13	Counseling	359	1.89
14	Functioning in the Organization	356	1.87
15	Time Management	349	1.84
16	Delegation	338	1.78
17	Affirmative Action/E.E.O.	334	1.76
18	Safety (e.g. OSHA, FIRST AID)	332	1.75
19	Conducting Meetings	318	1.67
20	Termination Procedures	309	1.63
21	Interviewing	307	1.62
22	Hiring Procedures	279	1.47
23	Budgeting	255	1.34

Table II
 Comparison of the Culbertson-Thompson
 and Field's Survey

Principal Ranking	Public Sector Supervisor Ranking	
1	3	Communications
8	21	Interviewing
10	13	Counseling
12	8	Disciplining
17	22	Hiring Procedures
7	20	Termination Procedures
2	2	Developing Employees
3	1	Motivating
4	6	Human Relations
14	10	Handling Complaints/Grievances
4	5	Planning/Organizing
3	7	Performance Appraisal
9	9	Decision Making
6	4	Leadership
17	14	Functioning in the Organization
13	16	Delegation
15	11	Management Methods (MBO)
11	23	Budgeting
5	15	Time Management
18	19	Conducting Meetings
16	12	Reporting Systems
19	18	Safety

Chapter III

FINDINGS

The survey instrument designed for this project was patterned after the instrument used by Culbertson and Thompson and by Fields. Also included were some items contained in the NCES Fast Reaction Report Survey. Respondents were asked to rank order by importance twenty-five management functions and concerns faced by all administrators (Appendix A). Then they were asked to evaluate the need for in-service training in each of the areas, assigning a value from 1 (little need) to 5 (great need) (Appendix B). Additional questions were asked to determine the value of pre-service academic training to presently held positions, experience levels, and academic preparation. Prior to presenting the results of the survey, the following characteristics of the respondents is provided. A total of 120 questionnaires were mailed to randomly selected school administrators. The sampling included both assistant principals and principals. Sixty-five percent, or a total of seventy-eight questionnaires were completed and returned. Of the total, sixty-six were received from principals and twelve from assistant

principals. The administrative experience level of the respondents ranged from a high of thirty-four years and two months to a low of one year and six months. The average experience level was eleven years and six months. It was not the intent of this study to compare the results of this survey with those of the Culbertson-Thompson and the Field survey. Consequently, the survey instrument was not constructed with this in mind. However, of the similar items included on the survey instrument, it was interesting to note that motivation, staff, developing staff, decision making, planning and organizing, time management, performance appraisal and communicating with staff were ranked in the top ten on the three surveys. Motivating staff and developing staff were ranked as the top two important items by the school administrators in the Omaha area and by principals surveyed by Fields (Table III).

Generally, the items which were seen to be the most important to Omaha area school administrators were those intangible abilities related to people: motivation, developing employees, communication, leadership, and human relations. Those items ranked lowest by the respondents involved more specific procedures: energy conservation, safety, hiring procedures, conducting

TABLE III
Comparative Ranks of Items
According to Importance

Item	Omaha School Administrators	Field's Survey	Culbertson- Thompson Survey
Motivating Staff Members	1	3	1
Developing Staff	2	2	2
Decision Making	3	9	9
Planning/Organizing	4	4	5
Time Management	5	5	15
Performance Appraisal	6	3	7
Communication/Staff Members	7	1	3
Program Evaluation	8	Not Evaluated	
Stress Management	9	Not Evaluated	
Community Relations	10	Not Evaluated	
Delegation of Authority	11	13	
Counseling Staff Members	12	10	
Disciplinary Actions	13	12	
Communication/Upper Management	14	17	
Handling Complaints	15	14	
Conducting Meetings	16	18	
Management Methods	17	16	
Interviewing	18	8	
Hiring Procedures	19	17	
Budget Development/Control	20	11	
Energy Conservation	21	Not Evaluated	
Building Maintenance/ Management	22	Not Evaluated	
Safety/OSHA, etc.	23	19	18
Affirmative Action/EEO	24	Not Evaluated	
Collective Bargaining	25	Not Evaluated	

meetings, affirmative action, collective bargaining, management methods, interviewing, and budgeting.

Analysis of the survey instrument used to assess need for training in the various areas was based on a numerical value assigned to each judgment. Great Need was assigned a 5, and Little Need a 1. Numerical values 2, 3, and 4 provided the range of choices. Each training need category was given a weighted score based on the number of people scoring the item as either a 5, 4, 3, 2 or 1. For instance, if ten people each gave an item a 3, then the weighted score would be 30. This allowed for the ranking of each item in order of degree of need. A mean average was also calculated for each item.

Table IV indicates the results of this portion of the survey. The greatest needs were for training related to disciplinary action, performance appraisal, developing staff, decision making, conducting meetings, affirmative action, safety, budgeting, stress management, planning and organizing, delegation of authority, and management methods. A comparison of the rank order of items by importance with the ranking of the same item based on need for training produces some interesting data (Table V). Motivating staff and time management were identified

Table IV
Need for Training

Rank Order	Item	Weighted Score	Mean Score
1	Disciplinary Actions	340	4.36
2	Performance Appraisal	339	4.35
3	Developing Staff	327	4.19
4	Decision Making	319	4.09
5	Conducting Meetings	309	3.96
6	Affirmative Actions	299	3.83
7	Safety	297	3.81
8	Budgeting	291	3.73
9	Stress Management	290	3.72
10	Planning/Organizing	289	3.71
11	Delegation of Authority	288	3.69
11	Management Methods	288	3.69
12	Program Evaluation	267	3.42
12	Communicating With Upper Management	264	3.39
13	Energy Conservation	262	3.36
14	Collective Bargaining	259	3.32
15	Motivating Staff	258	3.31
16	Interviewing	254	3.26
17	Building Maintenance	252	3.23
18	Hiring Procedures	236	3.03
19	Community Relations	230	2.95
20	Communicating With Staff Members	205	2.63
21	Counseling	197	2.53
22	Time Management	175	2.24
23	Handling Complaints	167	2.14

Table V
 Comparison of Rankings -
 Importance vs Need for Training

Ranking by Importance	Ranking by Need	Item
13	1	Disciplinary Actions
6	2	Performance Appraisal
2	3	Developing Staff
3	4	Decision Making
16	5	Conducting Meetings
24	6	Affirmative Actions
23	7	Safety
20	8	Budgeting
9	9	Stress Management
4	10	Planning/Organizing
11	11	Delegation of Authority
17	11	Management Methods
8	12	Program Evaluation
14	12	Communicating With Upper Management
21	13	Energy Conservation
25	14	Collective Bargaining
1	15	Motivating Staff
18	16	Interviewing
22	17	Building Maintenance
19	18	Hiring Procedures
10	19	Community Relations
7	20	Communicating With Staff Members
12	21	Counseling
5	22	Time Management
15	23	Handling Complaints

as first and fifth in importance but were ranked fifteenth and twenty-second respectively as having need. Conversely, budgeting, affirmative actions, safety and conducting meetings were ranked low in importance but were ranked among the top ten items for which in-service training is needed. One could speculate on the reasons for the different rankings; however, it was not one of the objectives of the survey to show an item by item correlation between importance and the need for training. There could be many reasons for the different rankings ranging from the degree of training already received by the respondents to high level administrative guidance which creates a need for training on certain items but does not necessarily cause a school administrator to rank the item high in importance, e.g. affirmative action, safety, and budgeting.

The mean scores registered by each item (2.14 to 4.36) indicates that even the lowest ranked items hold some interest to school administrators and could be considered as in-service training subjects along with those items receiving the higher mean scores.

The following describes the results of the study concerning the types of management training programs currently being conducted by non-university organizations in the Omaha area.

Twelve major organizations in the Omaha area were included in this study. The organizations included the Union Pacific Railroad, InterNorth, Omaha Public Power District, Con-Agra, Immanuel Medical Center, Mutual of Omaha, Control Data, IBM, Peter Kiewit Corporation, Farm Credit Bank/Bank for Cooperatives, Northwestern Bell Telephone, and Offutt Air Force Base. Interviews were held with the chief training officers of each of the organizations having the responsibility for in-service management training programs. The interviews were unstructured in order to facilitate the vast differences between the organizations under study and the anticipation that the types and extent of management training provided would vary significantly. During the interviews an attempt was made to determine the following: (1) types and number of management training courses provided, (2) source of the management training provided (internal resources or external resources), (3) duration of the management course, seminar, workshop, etc., (4) number of attendees per training session, (5) quality of the training being provided and suitability of training for meeting the needs of school administrators.

Shown below are the management training needs of school administrators and the short courses ($\frac{1}{2}$ to

5 days' duration) that appear to be most suitable for meeting these needs. The organization conducting the course and the title of the course are provided. The page number following the course title indicates the location of the course description in this study.

1. Motivating Staff Members: Courses offered by Farm Credit Bank/Bank for Cooperatives entitled "Essentials of Management" (page 31) and a course entitled "Managing Interpersonal Relationships (MIR)" (page 29); course offered by Northwestern Bell entitled "Managing Performance" (page 52).

2. Developing Staff: Course offered by Northwestern Bell entitled "Developing Subordinates" (page 49).

3. Decision Making: Course offered by InterNorth entitled "Decision Making Concepts" (page 42).

4. Planning/Organizing: Course offered by Farm Credit Bank/Bank for Cooperatives entitled "Essentials of Management" (page 31).

5. Time Management: Course offered by InterNorth entitled "Time Management" (page 48); course offered by Mutual of Omaha entitled "Managing Your Time" (page 37).

6. Performance Appraisal: Course offered by Commercial Federal Savings and Loan Association (page 60); course offered by Farm Credit Bank/Bank for Cooperatives entitled "Job Performance Standards" (page 31).

7. Communication with Staff Members: Two courses offered by InterNorth entitled "Advanced Communication" (page 37) and "Better Listening, Better Business" (page 38).

8. Program Evaluation: Course offered by Northwestern Bell entitled "Common Diagnostic Workshop" (page 48).

9. Stress Management: Course offered by InterNorth entitled "Managing Stress" (page 44).

10. Community Relations: Course offered by Farm Credit Bank/Bank for Cooperatives entitled "Executive Public Speaking" (page 33).

11. Delegation of Authority: Course offered by Union Pacific/Missouri Pacific Railroad entitled "Supervisory Skills Seminar" (page 54).

12. Counseling Staff Members: Two courses offered by Mutual of Omaha entitled "Interaction Management" (page 35) and a course entitled "Management Reinforcement Workshop" (page 35).

13. Disciplinary Action: Two courses offered by InterNorth entitled "Interpersonal Managing Skills" (page 41) and a course entitled "Positive Discipline" (page 47).

14. Communication with Upper Management: Course offered by Farm Credit Bank/Bank for Cooperatives entitled "Presentation Strategies" (page 33).

15. Handling Complaints: Course offered by Farm Credit Bank/Bank for Cooperatives entitled "Managing Interpersonal Relationships (MIR)" (page 29).

16. Conducting Meetings: Course offered by Mutual of Omaha entitled "Conference Leadership" (page 37).

17. Management Methods: Course offered by InterNorth entitled "Management by Objectives" (page 42).

18. Interviewing: Course offered by Northwestern Bell entitled "Managing the Job" (page 50).

19. Hiring Procedures: Course offered by InterNorth entitled "Personnel Law for Supervisors" (page 45).

20. Budget Development/Control: Course offered by InterNorth entitled "Managerial Finance" (page 43).

21. Energy Conservation: No course was identified.

22. Building Maintenance/Management: No course was identified.

23. Safety, OSHA, etc.: Course offered by InterNorth entitled "Personnel Law for Supervisors" (page 45).

24. Affirmative Action/EE0: Course offered by Union Pacific/Missouri Pacific Railroad entitled "Managing Differences Affirmatively" (page 54).

25. Collective Bargaining: Course offered by InterNorth entitled "Successful Negotiating" (page 47).

Following are the course descriptions/objectives of the management training courses currently offered by the organizations surveyed.

Organization: Farm Credit Banks/Bank for Cooperatives

TITLE: Managing Interpersonal Relationships (MIR)

COURSE DESCRIPTION:

This course will help participants better understand themselves and their impact upon others, in order to work more productively and avoid conflict. MIR is a course designed to teach the manager how to help people feel comfortable in the manager's presence.

OBJECTIVES:

To provide feedback on the manager's ability to relate to others.

To understand and gain an appreciation for social styles exhibited by other people.

To develop strategies for dealing with people whose style differs from that of the manager.

To improve productivity by decreasing tension in relationships with others.

COURSE DURATION: 2½ day seminar/offered four times per year in Omaha

MAXIMUM ENROLLMENT: 20 students

TITLE: Time Management

COURSE DESCRIPTION:

Provides participants with a clear understanding of the basic principles and practices of good time management.

OBJECTIVES:

To identify and deal with personal time management problems.

COURSE DURATION: One-half day session/offered in Omaha two times per year

MAXIMUM ENROLLMENT: 35 students per course

TITLE: Staff Consulting Skills

COURSE DESCRIPTION:

Primarily for individuals who function in a staff or specialist role to managers who need to influence the implementation of projects or programs to improve organizational effectiveness. The course defines consulting skills and methods of problem identification and initiating projects.

OBJECTIVES:

To develop consulting skills.

To learn how to deal with resistance when presenting ideas.

To manage interpersonal and political realities in organizations.

To develop skills in assessing strengths and weaknesses in organizations.

To develop skills in initiation and negotiation of viable projects.

To develop skills in presenting recommendations and managing project implementation.

COURSE DURATION: Three day workshop offered two times a year

MAXIMUM ENROLLMENT: 22 students

TITLE: Job Performance Standards

COURSE DESCRIPTION:

Instructs participants in the preparation and use of performance standards. Involves the concept of setting job performance standards and an understanding of their daily use and integration in the management system. Particular emphasis is placed on the use of job standards in performance appraisal situations.

OBJECTIVES:

To gain an understanding of the general practice of job performance standards.

To develop an understanding of the theories behind setting job performance standards.

To gain skills in the development, use, and application of job performance standards.

To acquire skills in analyzing job duties from which performance standards are developed.

COURSE DURATION: 1½ days; two courses per year.

MAXIMUM ENROLLMENT: 25 students

TITLE: Essentials of Management

COURSE DESCRIPTION:

Analyzes the basic managerial skills of planning, organizing, and controlling. It also covers performance evaluation, standards of performance and employee motivation.

OBJECTIVES:

To improve participants' on-the-job effectiveness as managers.

To improve participants' knowledge and skills in planning, organizing, controlling, and performance appraisal.

To develop distinct managerial skills applied as an integrated system of management.

To provide practice in applying skills and knowledge gained from the course to the participants' own jobs.

DURATION OF COURSE: Three days; offered once a year

MAXIMUM ENROLLMENT: 20 students

TITLE: Managing Managers

COURSE DESCRIPTION:

Participants identify managerial skills and styles. They participate in self assessment and receive feedback on assessment by their subordinates. They analyze the managerial challenges inherent in organizational culture, organizational power, and leadership, inter- and intra organizational competition and conflict and the win/win approach to problem solving. They explore the impact that organizational structure, policy, controls, goals and goal setting processes have on organizational effectiveness. Participants will learn skills in developing the subordinate manager through assessment of productivity, skill or aptitude, the performance review and coaching and counseling. Participants will identify the skills for successful management in the eighties and the proactive manager as a successful leader.

OBJECTIVE:

To give the manager of other managers a sound foundation in the interpersonal, administrative, and conceptual skills necessary to have a positive impact on the organization and its people.

DURATION OF COURSE: 5 days; offered once a year

MAXIMUM ENROLLMENT: 20 students

TITLE: Executive Public Speaking

COURSE DESCRIPTION:

Involves benchmark presentations to establish current skill levels, videotape assisted instructor feedback, emphasis on physical skills, i.e., nervousness, inhibitions, appearance, expression, etc., speaking from a written text and utilization of a unique visualization technique, question and answer technique, and television interviewing. ("Communispond," the consulting company for this course, has a high quality national reputation in the area of assisting business executives with public speaking skills. Unique aspects of their success include use of video assisted instructor feedback, emphasis on thought by thought rather than word by word presentation and a unique visualization technique.)

OBJECTIVES:

To speak more effectively from prepared texts.

To effectively communicate with the media.

To convincingly persuade audiences.

To utilize visual aids in communicating complex problems/solutions.

To overcome physical inhibitions.

To deal with confrontational question and answer environments.

COURSE DURATION: Three days; offered once a year

MAXIMUM ENROLLMENT: 15

TITLE: Presentation Strategies

COURSE DESCRIPTION:

The course extends the concepts of social style into a series of activities that ask participants to identify and analyze factors such as personal influence and interpersonal relationships, all variables that affect decision making at the group level.

OBJECTIVES:

To identify and develop specialized skills for making presentations to groups of decision makers.

To involve participants in a case study presentation where they will employ the skills presented in the course.

COURSE DURATION: Three days; offered once a year

MAXIMUM ENROLLMENT: 12

TITLE: Essentials of Management

COURSE DESCRIPTION:

Developed by the American Management Association, this course analyzes the basic managerial skills of planning, organizing, and controlling. It also covers performance evaluation, standards of performance and employee motivation. The techniques utilized in the program include a high degree of enrollee participation and multi-media visuals.

OBJECTIVE:

To enable managers to "take home" the techniques learned and to apply them directly in their own jobs.

COURSE DURATION: Three days; offered once a year

MAXIMUM ENROLLMENT: Not provided

TITLE: Managing People

COURSE DESCRIPTION:

This course is designed to demonstrate to supervisors how to effectively manage their human resource responsibilities. Specific areas covered in this program include writing job descriptions, establishing salary ranges, developing performance standards, evaluating performance, giving performance appraisals, and motivating employees.

OBJECTIVE:

To enable managers to gain the understanding needed to establish, implement, and control a formal personnel management program.

COURSE DURATION: Three days; two courses per year

MAXIMUM ENROLLMENT: Not provided

Sources: Omaha Bank for Cooperatives, "Cooperative Training, 1982"; Farm Credit Banks, "Building for the Future, 1983."

Organization: Mutual of Omaha
(all courses shown below are offered throughout the year)

TITLE: Interaction Management

COURSE DESCRIPTION:

This unit covers such topics as improving employee performance, maintenance of performance, handling of employee complaints, effective follow-up action and handling discrimination complaints. Provides participants an opportunity to practice and develop their skills in the use of these methods.

COURSE DURATION: Ten hours

TITLE: Management Reinforcement Workshop

COURSE DESCRIPTION:

This course provides the participant with diagnostic and reinforcement skills to help increase the effectiveness of the managers' interaction management training. Methods are taught to encourage managers to use the skills taught them in Interaction Management.

COURSE DURATION: Five 2-hour sessions

TITLE: Communication Skills--Interpersonal

COURSE DESCRIPTION:

Course is designed to make managers aware of the interpersonal communications factors as well as determine their own communication skills levels. Areas discussed include: listening and feedback, clarity of a message, personal value clarification, openness, conflict resolution, and various group discussion topics.

COURSE DURATION: Four 2-hour sessions.

TITLE: Advanced Management I

COURSE DESCRIPTION:

Course presents some of the basic management principles. It introduces the professional manager as one who gets things done through other people and discusses the basic areas of the manager's activity and the factors affecting managerial success. Also discussed are organization, span of control, development gaps and job descriptions. The course emphasizes the necessity for measuring performance by specific results and explains the types of standards. The steps of the appraisal process, the chief purpose it fulfills and the best method of conducting an appraisal interview are also included.

COURSE DURATION: Four 2-hour sessions.

TITLE: Advanced Management II

COURSE DESCRIPTION:

Course is designed to develop an effective style in decision-making and leadership. A decision-making model is introduced to be used to diagnose problem situations and select an effective style in making decisions. The course also introduces the situational approach to leadership which provides a basis for leadership effectiveness.

COURSE DURATION: Four 2-hour sessions

TITLE: Managing Your Time

COURSE DESCRIPTION:

Course teaches managers how to manage their time effectively. Discusses the tools, concepts and techniques of time management and how to identify time wasting methods and how to properly delegate duties.

COURSE DURATION: Three 2-hour sessions

TITLE: Conference Leadership

COURSE DESCRIPTION:

Includes elements for an informational meeting, but the primary focus of the course is on problem solving meetings. Participants perform in conference situations and develop their leadership skills while learning about problem solving, brainstorming, and resolving group problem situations.

COURSE DURATION: Five 2-hour sessions

Source: Mutual of Omaha, "Roads to Success."

Organization: Internorth

TITLE: Advanced Communication

COURSE DESCRIPTION:

Provides training designed to develop ability to elicit high quality information, maintaining the context of communication and keeping it on track. The course defines rapport--what it is and why you need it, and how to get and keep rapport. A precise model is provided to help the manager determine desired outcomes, and control direction of the communication. Representational systems are presented to illustrate the primary ways people make sense of experience, identify information gaps, and how to know how the other person is thinking.

OBJECTIVE:

To improve the interpersonal communication skills and information gathering techniques of managers and supervisors.

COURSE DURATION: Two days

MAXIMUM ENROLLMENT: 25 participants

COMMENT:

This program uses a powerful new approach to communicating which increases the effectiveness of existing skills and refines the communication process in any system.

TITLE: Better Listening, Better Business

COURSE DESCRIPTION:

Participants learn to identify problem areas in listening. Better listening skills are accomplished through the learning process of decoding, evaluation through recognizing and understanding non-verbal cues and examining biases impacting listening.

OBJECTIVES:

To become aware of listening strengths and weaknesses and learn effective ways to improve listening ability.

To identify critical areas of listening and the use of specific techniques and strategies for improvement in these areas.

To identify and analyze the communication barriers that occur in a company when ineffective listening skills are utilized and learn some practical approaches for improving these problems.

COURSE DURATION: Two days

MAXIMUM ENROLLMENT: 30 participants

TITLE: Conference Leadership

COURSE DESCRIPTION:

Participants explore various leadership situations and practice developing skills in conducting business meetings and conferences. There is a high degree of participant involvement in the program. Primary emphasis is placed on the improvement of oral communication, problem analysis, organization, leadership and team work.

OBJECTIVES:

To review and evaluate various types of meetings.

To practice conference leadership in a laboratory setting.

To develop leadership skills via participation.

COURSE DURATION: Two days

MAXIMUM ENROLLMENT: 24 participants

TITLE: Effective Communication

COURSE DESCRIPTION:

Course is designed to orient participants to the role of communication in the organization and to explore the various aspects of the communication process which can enhance the effectiveness of on-the-job communication.

OBJECTIVES:

To understand that communication is a dynamic process or processes.

To recognize that meanings are in people and not in the words they use.

To recognize that feelings about others can be graphically illustrated in non-verbal behavior.

To experience the frustration of a conflict situation and the positive feeling of success when conflict is managed via cooperation. Primary emphasis is on oral communication, personal sensitivity and persuasiveness.

COURSE DURATION: Two days

MAXIMUM ENROLLMENT: 24 participants

TITLE: Human Awareness

COURSE DESCRIPTION:

Course is designed to increase the participants' awareness of self and others in a variety of settings, i.e. work groups, one-to-one interactions, etc. Self assessment, presentations and group activities provide the participants with information to prepare a plan for self development.

OBJECTIVES:

To increase awareness of self and others.

To provide effectiveness models for human relations.

To assess current skill levels in human relations.

To define/outline practical applications of a human relations model.

To define the organizational expectations and ideals of human relations.

To assess the fit between organizational and individual human relations values and skills.

COURSE DURATION: Two days

MAXIMUM ENROLLMENT: 24 participants

TITLE: Interpersonal Managing Skills

COURSE DESCRIPTION:

A workshop designed to give managers and supervisors skills for getting better results from subordinates and associates. Emphasis is on oral communication, personal sensitivity, problem analysis, judgment, decisiveness, leadership, use of delegation, persuasiveness, team work, flexibility and organizational sensitivity.

OBJECTIVES:

To develop skills in reinforcing standards of excellence.

To increase skills in effective communication.

To practice giving instructive criticism.

To develop skills in building upon ideas and suggestions to make them more practical and/or productive.

To develop skills in managing differences.

COURSE DURATION: Three days

MAXIMUM ENROLLMENT: Not provided

TITLE: Kepner Tregoe Problem Solving and Decision Making

COURSE DESCRIPTION:

Participants are provided with a systematic method for solving technical problems which enhances their ability to make rational decisions. Emphasis is on problem analysis, judgment, decisiveness, planning, principles and concepts and strategic thinking/defining objectives.

OBJECTIVES:

To examine the way individuals analyze problems and make decisions.

To present a model for rational problem solving and decision making.

To allow participants to practice using the systematic problem solving process through application on technical problems.

COURSE DURATION: Five days

MAXIMUM ENROLLMENT: 24 participants

TITLE: Decision Making Concepts

COURSE DESCRIPTION:

Course is designed to introduce participants to the role of decision sciences in decision making. Participants learn how to work with E2STAT--an interactive statistics software package, program evaluation and review techniques, networking, an interactive financial planning system, linear programming, and decision trees. Emphasis is placed on risk and sensitivity, problem analysis, planning principles and concepts, job accountability, keeping up to date, company information, judgment, decisiveness and organization.

OBJECTIVES:

To introduce concepts of decision analysis, decision trees, optimization techniques and statistics.

To elucidate how these decision-science concepts could help managers in making decisions.

COURSE DURATION: Three days

MAXIMUM ENROLLMENT: 20 participants

TITLE: Management by Objectives

COURSE DESCRIPTION:

Course is designed to acquaint participants with the rationale behind management by objectives as it relates to planning and control. Most of the course is devoted to the actual development of practical measurable objectives.

OBJECTIVES:

To explore the philosophy of management by objectives as it relates to Internorth.

To develop skills in writing clear and measurable job objectives.

COURSE DURATION: Two days

MAXIMUM ENROLLMENT: 25 participants

TITLE: Managerial Finance

COURSE DESCRIPTION:

Provides a program of presentations regarding finance for non-financial managers. Content includes the free-enterprise system, the nature of the corporation, basic accounting concepts, and operational and capital budgeting. Emphasis is placed on problem analysis and planning.

OBJECTIVES:

To increase awareness of profitability as a primary goal of enterprise.

To develop guidelines for financial control.

To practice decision making in situations with financial consequences.

COURSE DURATION: Three days

MAXIMUM ENROLLMENT: 30 participants

TITLE: Managing Personnel Diversity

COURSE DESCRIPTION:

A seminar designed to make managers and supervisors more effective by providing the broader range of skills necessary in today's natural organization. Provides awareness and opportunities to integrate affirmative action with other management practices.

OBJECTIVES:

To define managerial challenges associated with a diverse work force.

To identify the broader responsibilities.

To enhance one's ability to manage diversity.

COURSE DURATION: Two days

MAXIMUM ENROLLMENT: 25 participants

TITLE: Managing Stress

COURSE DESCRIPTION:

Designed to help managers better understand and cope with the factors that create stress and to recognize the motivational consequences of stress. Emphasis is placed on the physiology of stress, stress related disease, stress triggers, impact of belief system on stress, and the impact of diet on stress. A personalized inventory of current stress is made and alternative responses to stress are explored.

OBJECTIVES:

To identify individual and organizational stressors which diminish job satisfaction and productivity.

To develop skills in reducing, releasing and finding alternate responses to negative stress.

To focus attention on those factors which contribute to the balance of good health of both individuals and organizations and to the creation of positive stress which works toward productivity.

COURSE DURATION: Three days

MAXIMUM ENROLLMENT: 25 participants

TITLE: Performance Counseling for Results

COURSE DESCRIPTION

A seminar designed to provide supervisors with an effective method for performance appraisal. Participants practice doing appraisal interviews and receive feedback in a group setting. Emphasis is placed on principles and concepts, job accountability, personal organization, oral and written communication, interpersonal skills, planning, decision making, delegation and leadership.

OBJECTIVES:

To determine what, when and who should be appraised.

To develop skills in writing measurable performance criteria.

To identify developmental feedback techniques.

To practice positive performance appraisal interviews.

COURSE DURATION: Two days

MAXIMUM ENROLLMENT: 24 participants

TITLE: Personnel Law for Supervisors

COURSE DESCRIPTION:

A workshop designed to acquaint supervisors with their responsibilities under the law and within the confines of company policy. It covers the areas of EEO/affirmative action, employee benefits, labor relations, OSHA, wage/hour and the area of hidden potential exposure. Supervisors can expect to leave the workshop with an understanding of how good supervisory practice helps compliance with the law and the kinds of actions that make the company indefensible in court.

OBJECTIVES:

To learn what supervisors can do and must do to remain within the law and within the confines of corporate policy.

To learn how good supervisory practice helps compliance with the law.

To learn the role of staff (Employee Relations and the Law Department) in handling problem situations.

To be aware that most cases involve more than one area of the law.

To learn that being sued is less a problem than not upholding corporate policy and the law.

COURSE DURATION: Not provided

MAXIMUM ENROLLMENT: 60 participants

TITLE: Principles and Practices of Middle Management

COURSE DESCRIPTION:

This course explores the role of the manager and the contributions managers can make to the organization, a fresh look at the basic principles of management. The role of the manager as a planner, delegator, motivator, and coach is explored, as are the causes of managerial failure: lack of goal clarity, lack of role clarity, lack of accountability orientation, leadership problems. Also explored is the manager's role in maximizing organizational contributions: recognizing opportunities to increase contributions to the company, recognizing changing work environments and the need for different approaches, organizing and staffing, creating a motivational "accountability-oriented" work climate, developing a management team, and establishing and maintaining effective communication and reward systems.

OBJECTIVES:

To develop a renewed understanding of the role of the manager and the basic processes of managing.

To encourage continuing assessment and development of the managerial unit of accountability.

To explore problem and opportunities facing the manager.

COURSE DURATION: Four days
MAXIMUM ENROLLMENT: 35 participants

TITLE: Successful Negotiating

COURSE DESCRIPTION:

A comprehensive course on negotiating designed to train participants in all phases of negotiating from preparation, research and determining issues to strategies and conduct of the actual negotiation. Course content includes: selection and organizing the negotiating team, developing strategy, packaging the offer, behavior in negotiations, major strategies and weaknesses in negotiations, planning the best setting for negotiations, meta talk in negotiations, and new developments in negotiating.

OBJECTIVE:

To provide knowledge and skill practices which improve negotiating abilities.

COURSE DURATION: Not provided
MAXIMUM ENROLLMENT: 40 participants

TITLE: Positive Discipline

COURSE DESCRIPTION:

This course is designed to assist the supervisor in effectively handling the non-productive work behaviors of employees.

OBJECTIVES:

To learn to focus on performance issues.

To learn to systematically and fairly confront unacceptable work behaviors.

COURSE DURATION: One-half day
MAXIMUM ENROLLMENT: 24 participants

TITLE: Time Management

COURSE DESCRIPTION:

Course covers strategies for overcoming factors which distract from efficient use of time. It matches work tasks to appropriate time setting for improved efficiency.

OBJECTIVES:

To explore techniques and methods for making work time more productive.

To develop an understanding of trade-off decisions which are made regarding time usage: how to control the process for better time control.

To develop strategies for controlling unnecessary interruptions.

COURSE DURATION: Not provided

MAXIMUM ENROLLMENT: 24 participants

Source: InterNorth, "Supervisor's Guide to Training & Development.

Organization: Northwestern Bell

TITLE: Common Diagnostic Workshop (CDW)

COURSE DESCRIPTION:

"Common Diagnostic Workshop" (CDW) is intended to help managers understand the causes and begin to plan resolution of organization performance problems. CDW teaches the application of a new performance model, which helps one look at the overall functions of organizations. This stimulates creative ideas as to new and different alternative solutions to deal with old performance problems that persist.

OBJECTIVES:

To identify the symptoms of an organization performance problem.

To use a framework called the Organization Performance Model to analyze and describe how an organization functions.

To analyze potential performance problems in terms of their organization impact by:

- (a) examining the difference between EXPECTED and ACTUAL organization output
- (b) calculating associated penalties and costs.

To generate hypotheses about the causes of the performance problems identified.

COURSE DURATION: 32-40 hours

MAXIMUM ENROLLMENT: 12 participants

TITLE: Developing Subordinates

COURSE OBJECTIVES:

At the completion of the pre-course assignment, the managers will be able to:

Describe their organization's concept of a "developed" subordinate.

List activities which can be utilized to develop subordinates who are rated satisfactory or higher.

At the completion of Workbook 1, the managers will be able to:

Describe the components and their interrelationships in a subordinate development system.

Write a description of a developmental model for subordinates that includes delegation stages which can be used back on the job.

Write a general developmental plan appropriate for their organization which can be used back on the job.

At the completion of Workbook 2, the managers will be able to:

Utilize an inventory system to provide information to establish a subordinate's entry into the participant's general developmental plan.

Identify appropriate developmental activities for specific subordinates.

Describe the three major components of the delegation process.

Delegate for a chosen activity, appropriate responsibility, authority, and accountability for a selected subordinate.

Select a management style appropriate for a selected stage of delegation.

COURSE DURATION: 16 hours

MAXIMUM ENROLLMENT: 12 participants

TITLE: Managing the Job

COURSE OBJECTIVES:

Upon completion of this course the conferee will be able to:

Identify the purpose of having goals.

State the relationship between job definitions and goals.

Write acceptable performance standards and goals.

Select negotiable and non-negotiable goals.

Describe four types of interviews.

Describe and utilize basic questioning techniques.

Discuss and utilize basic acknowledgement techniques.

Conduct an interview, negotiation, and goal setting session.

Identify and handle basic defensive reactions.

COURSE DURATION: 12 hours

MAXIMUM ENROLLMENT: 12 participants

TITLE: Time Management

COURSE OBJECTIVES:

Upon completion of this course conferees will be able to:

Plan time expenditures by allocating time to each of their job functions.

Monitor time expenditures in order to determine utilization.

Control time expenditures by comparing planned versus actual expenditures and determining remedies for problem areas identified.

COURSE DURATION: 4 hours

MAXIMUM ENROLLMENT: 12 participants

TITLE: Managing Problem Solving

COURSE OBJECTIVES:

Upon completion of the Managing the Problem Solving Process course, the conferee will be able to:

Evaluate information relative to a given problem situation.

Given case study information and a set of problem solving job aids, the conferee will be able to determine if a problem exists.

Given case study information and a set of problem solving job aids, the conferee will be able to determine if an existing problem is worth solving.

Select the most efficient approach for solving a given problem.

Given case study information and a set of problem solving job aids, the conferee will determine which kinds of information need to be gathered and which areas of information gathering to emphasize.

Organize information relative to a given problem situation.

Given case study, "post-mortem," and "live case information, the conferee will be able to complete a Problem Information Matrix which reflects his/her understanding of the problem.

COURSE DURATION: 12 hours

MAXIMUM ENROLLMENT: 12 participants

TITLE: Managing Performance

COURSE DESCRIPTION:

This course provides First Level Managers with skills for developing and managing their subordinates. Examples of the topics covered are: providing performance feedback, coaching, counseling, career counseling, and providing a motivating atmosphere.

OBJECTIVE:

By the end of the course the conferee will also be able to develop alternative solutions for solving supervisory problems.

COURSE DURATION: 40 hours

MAXIMUM ENROLLMENT: 15 participants

TITLE: Managing the Work

COURSE DESCRIPTION:

This course is divided into two parts: Planning and Monitoring, and Problem Solving.

OBJECTIVES:

The objectives for each part are as follows:

Planning and Monitoring

Given a complete plan, conferees will be able to assign work and run the plan--monitoring and logging activities and results; they will be able to evaluate and document the results.

Given input from the work source, conferees will be able to construct a plan which includes objectives, activities, resources, a work schedule, and a checkpoint log.

Given a plan, conferees will be able to evaluate the plan and pinpoint any problem areas; e.g., pieces missing, data missing, scheduling forms or checkpoint logs incomplete or missing, objectives inadequately specified, etc.

Given a Mastery Test at the end of the Workshop about the Planning and Monitoring Guide and how to use it, conferees will be able to achieve a score of 90%.

Problem Solving

Given a Guide to Problem Solving, conferees will be able to effectively use that guide to solve five problems in the workshop: three problems that were developed for the workshop, and two job related problems that the conferees bring to class.

Given a Mastery Test at the end of the Workshop about the Guide to Problem Solving and how to use it, conferees will be able to achieve a score of 90%.

COURSE DURATION: 32 hours

MAXIMUM ENROLLMENT: 15 participants

Sources: Zenger-Miller, Resource Material, 1981; Zenger-Miller, Implementation Guide, 1981.

Organization: Union Pacific/Missouri Pacific Railroad

TITLE: Managing Differences Affirmatively

COURSE DESCRIPTION:

This course examines the management of a changing work force, emphasizing the need for understanding across cultural and gender lines.

OBJECTIVES:

To increase productivity by utilizing women and minorities optimally.

To increase ease, comfort, and effectiveness in working with and managing people who are different from each other in regard to race, age, gender, and culture.

To increase awareness and skills in dealing with questions of race, gender, culture, and age.

COURSE DURATION: Two days (offered one time per year in Omaha.

MAXIMUM ENROLLMENT: 22 participants

TITLE: Supervisory Skills Seminar

COURSE DESCRIPTION:

A skills seminar focusing upon communication, delegation, planning and scheduling, coaching and counseling, and motivation.

OBJECTIVES:

To provide participants with opportunities to increase skill levels in supervision which would lead to greater productivity and effective management of people.

To provide alternative methods for improving communication and work group performance.

To allow participants to increase their understanding of the effective use of performance standards and their application in the work place.

To assist participants in action planning for increased job performance.

COURSE DURATION: Three days (offered one time per year in Omaha)

MAXIMUM ENROLLMENT: 20 participants

Source: Union Pacific/Missouri Pacific Railroad, "Internal Development Programs."

The organizations discussed up to this point are those which offer a series of short management courses, the majority of which were developed by the training personnel in each organization. Following is a discussion of management training programs currently in operation at Control Data Corporation and the Immanuel Medical Center and Offutt Air Force Base which were developed by consultant firms. Both are lengthy programs which cover a large number of management areas over an extensive period of time.

Control Data Corporation contracted with the Zenger-Miller Co. for a management training system entitled "The System of Supervision." The system utilizes a learning process called "Behavior Modeling." It involves four elements: (1) demonstrations or examples, (2) framework

for understanding, (3) practice, and (4) feedback. The system consists of a number of individual three-hour skill units. These fall into three categories: Basic Skill Units, General Skill Units, and a Supervisor to Boss Skills Unit.

The basic skill units cover the fundamental responsibilities of supervisors with employees. The unit topics deal with the everyday interactions supervisors have with employees. They include the following: The Hiring Interview, Setting Job Standards, Teaching a New Job, The Work Progress Interview, Improving Employee Performance, Employee Performance Follow-Up, Correcting Problem Behavior, Disciplinary Action, Terminating an Employee, Overcoming Resistance to Change, Giving Recognition, The Performance Appraisal Interview, Resolving Employee Conflicts, Counseling on Employee Problems, Averting Discrimination Problems, and Handling Employee Complaints.

There are five general skill units which serve as a foundation for the entire program. They emphasize the importance of focusing on specific problems or issues and maintaining constructive relationships and the self-esteem of others. Included in this unit are: communicating with confidence, listening with understanding, creating your own key actions, delegating authority, and handling emotional behavior in discussions.

The supervisor/boss skill units are designed to strengthen and improve the quality of the supervisor/boss relationship. The unit topics include: keeping the boss informed, presenting an idea to the boss, and confronting issues with the boss.

The entire program consists of twenty weekly sessions with each session lasting 2½ to 3 hours. Control Data conducts two classes simultaneously and limits each class to twelve participants. Training personnel employed by the Control Data Corp. and trained by the Zenger-Miller Corporation act as facilitators for the training. The cost of the program including facilitator training, video material, and textbooks was approximately \$14,000.

Conversation with the Control Data training director revealed the following: (1) participants have been enthusiastic about the program and on-the-job performance of program graduates has noticeably improved, (2) the top management of Control Data has long recognized that their policy of promoting from within has elevated highly technical people into positions of management. For the most part these individuals have not received management training, nor have they worked for managers after whom they could model themselves, (3) the Zenger-Miller training program provides highly technical managers an opportunity

to learn how to deal with non-technical tasks of management, (4) attendance is mandatory for all supervisory people, reflecting the commitment of Control Data top management.

The Immanuel Medical Center, along with members of a hospital consortium, purchased a management training program entitled "Motivational Dynamics." The program is designed to help managers maximize human resources by developing managerial skills by interacting motivation theory with real life application. It is a multi-media course designed to be taken in twelve weeks, with 1½- to 2-hour group sessions per week. The course is structured into three units; each unit contains four blocks. A block is a group of learning activities which function together to teach one topic. Unit One covers "The Motivational Hypothesis, Understanding Individual Behavior, Objectives and Pre-Assessment." Unit Two covers "Group Behavior, Productivity and Maintenance of Morale, Organization Climate and Effective Supervision and Practicing Participative Management." Unit Three covers "Management of Change, Managing the Communication Process, Management by Objective, and Organizational Development."

The case studies, video tape, etc. are based on real-life situations that take place in a health care setting, however, the application of management principles to solve the problems presented would be applicable to

any management scene whether it be a school or factory, etc. The Immanuel Medical Center is currently conducting its first motivational dynamics course; therefore, data on participant reaction, improved performance, etc. is not available.

Offutt Air Force Base offers a two-week course on leadership and communication to its middle managers designed to equip technicians for the job of managing people. The course has been in being for over ten years and has undergone numerous changes to assure that materials and methodology remain up-to-date. Blocks of instruction include Leadership, Management, Communication, and Counseling. The leadership block covers various theories and their practical application. A comprehensive course in conference leadership is also included in the block of instruction. The management block covers time management, concepts of delegation, concepts of absenteeism, evaluation, and effective performance. The communication block includes procedures in individual and group conferences, effective listening, effective writing skills, and insights into affirmative action. The counseling block includes thirty rules for getting things done through people, correct manner in which to criticize, corrective interview, follow-up procedures, and questioning techniques.

Twelve classes are conducted each year by the University of South Dakota. The maximum number of participants per class is twenty-eight.

The Commercial Federal Savings and Loan Association has established an on-going management training program that ties together five major management functions. The functions include: goal setting, establishing a schedule of specific activities, monitoring results, recognition of accomplishment, and behavioral based performance appraisal. These functions are covered in workshops conducted five times each quarter. The process resembles Management by Objective, but with a practical, non-technical flavor. The week-long workshops offer participants ample opportunity to learn management skills and apply them in role play situations. Materials used in the workshops apply directly to the participant's job and company procedure. For this reason separate training offices are established to provide workshops for Production Managers, Corporation Managers, and Performance Managers.

The performance appraisal process used by Commercial Federal is based directly on what is taught and discussed in the workshops. For this reason training personnel are involved in determining classification and job standards. The data gathered are then used to determine the content

of the workshop curriculum. The appraisal program brings together the learning that takes place in the classroom and the on-the-job activities of the managers.

OPPD offers a comprehensive management training program which consists of one-day or half-day seminars. Subject matter is decided upon through needs assessment and ideas submitted by managers. Time management, stress management, decision making, conducting effective meetings, disciplinary action, and performance appraisal are some of the subject areas covered. Course outlines and scheduling information were not available.

Peter Kiewit and Sons Inc. offer a comprehensive five-week course entitled "The Construction Seminar." This course deals primarily with company policy, management practices, operating procedures, and company structure. Support courses include equipment seminars, survey and engineering courses, and a superintendent course. These courses present skills that would apply in any management situation; however, they are organized specifically for managers in the construction environment.

IBM does not conduct regularly scheduled management training at the local level. Personnel requiring management training are scheduled for training by the home office,

and training is conducted primarily in Hartford, Connecticut. Occasionally, management training teams will visit the IBM office in Omaha to conduct training. On these occasions the training concerns problems directly related to operations and therefore could not be of value to people from outside the company.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The importance of this study was to determine the in-service management training needs of school administrators in the Omaha area, identify quality management training programs available in non-university organizations in the Omaha area, and determine the suitability of these programs for meeting some of the training needs of the school administrators.

The Study

The literature reviewed was selected to show the importance of in-service management training to successful school administration. Also, an effort was made to show the similarity between management practices in various public and private organizations and management practices in schools. Surveys which illustrate this similarity were also reviewed.

The Procedure

In this study a survey was conducted which determined the degree of importance area school administrators

placed on various management functions and their need for in-service training to help them perform these functions effectively. Interviews with the training directors of twelve Omaha area organizations produced invaluable information regarding the types and quality of the management training programs currently being offered. It was discovered that twenty-three of the twenty-five management needs of school administrators could be partially satisfied by training programs currently offered by the organizations surveyed.

Conclusions

1. The results of the survey indicated that Omaha area school administrators perceived a varying degree of need for training in all of the management items included in the survey instrument.

2. There are numerous quality management training programs being conducted by non-university organizations in the Omaha area.

3. Training directors of the surveyed organizations generally indicated a sincere interest in providing school administrators an opportunity to participate in their programs on a space-available basis.

4. Copyright limitations acquired by management training consultant firms could hinder participation

of school administrators in Control Data Corporation and Immanuel Medical Center programs.

5. A majority of the management training programs conducted by the organizations surveyed could be valuable additions to in-service training programs for school administrators. They employ a wide variety of techniques and activities and are generally structured around a problem-solving and concept-oriented approach.

6. The Offutt Air Force Base Leadership and Communication Training Program and the Commercial Federal Management Training Program appear to be the only comprehensive programs that could readily be made available to school administrators.

7. School districts should experience little difficulty in obtaining training quotas in the individual short courses listed on pages 24-55 in this study.

Recommendations

1. School district officials should expand their in-service management training programs for school administrators.

2. Management training programs conducted by non-university organizations should be included as resources for a school district's in-service training program.

3. Further study should be conducted to include the management training programs of a larger sample of public and private organizations.

4. School district officials should contact the leaders of the various organizations to obtain their support in making training programs available to school administrators.

5. School districts that do not have an in-service program for the development and training of their school administrators should create an office for that purpose.

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APPENDIX A

- I. The following management functions and concerns are faced by all administrators. Please order them in terms of their importance to effective school administrators from 1 (most important) to 25 (least important).

<u>ITEM</u>	<u>RANKING</u>
Stress management (your personal mental health)	_____
Disciplinary actions (pertaining to staff members)	_____
Decision making (individual or shared with staff members)	_____
Motivating staff members to strive for established objectives	_____
Planning and organizing (establishing goals, priorities, etc.)	_____
Handling complaints/grievances (of staff members)	_____
Time management (making effective use of your time)	_____
Delegation of authority to staff members	_____
Counseling staff members	_____
Interviewing prospective employees	_____
Collective bargaining	_____
Conducting meetings	_____
Community relations	_____
Communication with upper management	_____
Communication with staff members	_____
Developing staff members (helping them to improve effectiveness)	_____
Hiring procedures	_____
Budget development and control of expenditures	_____
Safety (e.g., Occupational Safety and Health Administration [OSHA], First Aid)	_____
Performance appraisal	_____
Affirmative action/Equal Employment Opportunity	_____
Building maintenance management	_____
Energy conservation	_____
Management methods (e.g., MBO and use of computer data)	_____
Program evaluation (assessing and communicating accomplishment)	_____

APPENDIX B

II. To what extent do you feel school administrators need in-service training to effectively perform the management functions listed below? (Circle the appropriate number.)

1.	Decision making (individually or shared with staff members)				
	Little need			Great need	
	1	2	3	4	5

2.	Developing staff members (helping them to improve effectiveness)				
	Little need			Great need	
	1	2	3	4	5

3.	Performance appraisal (of staff members)				
	Little need			Great need	
	1	2	3	4	5

4.	Disciplinary actions (pertaining to staff members)				
	Little need			Great need	
	1	2	3	4	5

5.	Planning and organizing (establishing goals, priorities, etc.)				
	Little need			Great need	
	1	2	3	4	5

6.	Collective bargaining				
	Little need			Great need	
	1	2	3	4	5

7. Affirmative active/EEO

Little need			Great need	
1	2	3	4	5

8. Counseling staff members

Little need			Great need	
1	2	3	4	5

9. Energy conservation

Little need			Great need	
1	2	3	4	5

10. Delegation of authority to staff members

Little need			Great need	
1	2	3	4	5

11. Interviewing prospective employees

Little need			Great need	
1	2	3	4	5

12. Time management (making effective use of your time)

Little need			Great need	
1	2	3	4	5

13. Hiring procedures

Little need			Great need	
1	2	3	4	5

- | | | | | | |
|-----|--|---|---|------------|---|
| 14. | Budget development and control of expenditures | | | | |
| | Little need | | | Great need | |
| | 1 | 2 | 3 | 4 | 5 |
-
- | | | | | | |
|-----|--------------------------------|---|---|------------|---|
| 15. | Safety (e.g., OSHA, First Aid) | | | | |
| | Little need | | | Great need | |
| | 1 | 2 | 3 | 4 | 5 |
-
- | | | | | | |
|-----|---|---|---|------------|---|
| 16. | Motivating staff members to strive for established objectives | | | | |
| | Little need | | | Great need | |
| | 1 | 2 | 3 | 4 | 5 |
-
- | | | | | | |
|-----|---------------------|---|---|------------|---|
| 17. | Conducting meetings | | | | |
| | Little need | | | Great need | |
| | 1 | 2 | 3 | 4 | 5 |
-
- | | | | | | |
|-----|---------------------|---|---|------------|---|
| 18. | Community relations | | | | |
| | Little need | | | Great need | |
| | 1 | 2 | 3 | 4 | 5 |
-
- | | | | | | |
|-----|----------------------------------|---|---|------------|---|
| 19. | Communication with staff members | | | | |
| | Little need | | | Great need | |
| | 1 | 2 | 3 | 4 | 5 |
-
- | | | | | | |
|-----|---------------------------------|---|---|------------|---|
| 20. | Building maintenance management | | | | |
| | Little need | | | Great need | |
| | 1 | 2 | 3 | 4 | 5 |

21.	Program evaluation (assessing and communicating accomplishments)				
	Little need			Great need	
	1	2	3	4	5

22.	Communication with school district administration (effective flow of information)				
	Little need			Great need	
	1	2	3	4	5

23.	Management methods (e.g., MBO and use of computer data)				
	Little need			Great need	
	1	2	3	4	5

24.	Stress management (personal mental health)				
	Little need			Great need	
	1	2	3	4	5

25.	Handling complaints and grievances of staff members				
	Little need			Great need	
	1	2	3	4	5