**STATE
OF
OREGON**

Report of a model for assessing the training needs of state government managers and supervisors.

ASSESSING MANAGEMENT TRAINING NEEDS

*Report on a model for assessing
the training needs of state government
managers and supervisors.*

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THANKS TO:

THELMA HETRICK
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JERRY JACOBSON
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WHO WORKED LONG HOURS
ON THIS PROJECT TO HELP
MAKE IT A SUCCESS.

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INTRODUCTION

THE PROBLEM

More and more there is a need to be certain that the training we provide is directed at high priority training needs and not at what people think is "nice" or "fun" to do.

Some training needs of managers and supervisors are obvious. For example, for years the American Management Association has offered courses covering planning, organizing, controlling, etc. for managers and supervisors and doesn't seem to ever run out of a supply of students. The question is, are these really the high priority training needs of managers and supervisors in State Government?

We have also felt for some time that many of the training needs of managers and supervisors are not as obvious as many people believe; that there are high priority needs "hidden below the surface."

Our third concern was that there is often disagreement among various managers and supervisors on training needs. Therefore, we felt it important that the training needs identified by our study not be accepted at face value; that some method for verifying or validating the needs be developed.

PURPOSE OF THE STUDY

Given the above concerns, the purpose of our study was to develop and test a model for the assessment, analysis, and validation of both the obvious and the "hidden" training needs of managers and supervisors in Oregon State Government.

OBJECTIVES

1. To gather and analyze existing data about the training needs of Oregon managers and supervisors.

2. To gather and analyze new data about both the general and the unique training needs of Oregon managers and supervisors.

3. To validate the training needs of Oregon managers and supervisors.

4. To develop <u>recommendations</u> for (a) a statewide core curriculum to cover the general training needs and (b) special programs to cover the unique training needs of Oregon managers and supervisors.

SPECIAL DESIGN PROBLEMS

The model should develop a process that will overcome some of the deficiencies of the usual training needs assessment studies such as how to discover the different tasks and training needs that exist at different levels of management.

The model should also develop a process that will particularize the gathering of data to specific agencies and/or management populations.

DECISION TO LIMIT THE STUDY TO TWO AGENCIES

Early in our thinking we had considered collecting data for our study on a statewide basis. However, as we began developing our methodologies it became obvious that we didn't have the staff or the time to process the enormous amount of data that such an effort would require. Therefore, we decided to limit our efforts to two or three agencies and do a "pilot" that would provide an opportunity to test our ideas to see what approaches would produce the data we were after. Our tested methods could then be handed off to other agencies interested in assessing their training needs.

When we asked agencies to volunteer in our pilot effort, two offered to participate; the <u>Corrections Division</u> and the <u>Department of Environmental Quality</u>. Both agencies have been extremely cooperative despite the need for many hours of data collection and analysis.

THE MODEL

The methods used in this study have evolved into a reliable and valid model for the collection of data on management tasks and training needs of State Government managers and supervisors. This model consists of seven basic steps.*

1. Development of a taxonomy of universal and Oregon specific management functions and tasks.

2. Translation of the taxonomy into a questionnaire designed to obtain information about management tasks and training needs.

3. Design of follow up questionnaires to validate the data obtained from the original questionnaire.

4. External interviews to discover the "public" view of the performance and problems of the agencies from which additional training needs could be inferred.

5. Internal interviews used to explore discrepancies in the data and further validate the training needs that were identified by the other methods.

6. Analysis of data to separate out training needs from problems with other potential solutions.

7. Identification of the high priority training needs at various levels of management.

A detailed explanation of the data collection and analysis steps used in this study is in the Methodology Section of this report.

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* The flow chart on the following page visibly demonstrates the sequence of the seven steps of the model.

MANAGEMENT TRAINING NEEDS ASSESSMENT MODEL

TAXONOMY

Development of a taxonomy of universal and Oregon specific management functions and tasks.

QUESTIONNAIRE

Translation of the taxonomy into a questionnaire administered to managers and supervisors.

FOLLOW UP QUESTIONNAIRE

Design and administration of follow up questionnaires to validate the data obtained from the original questionnaire.
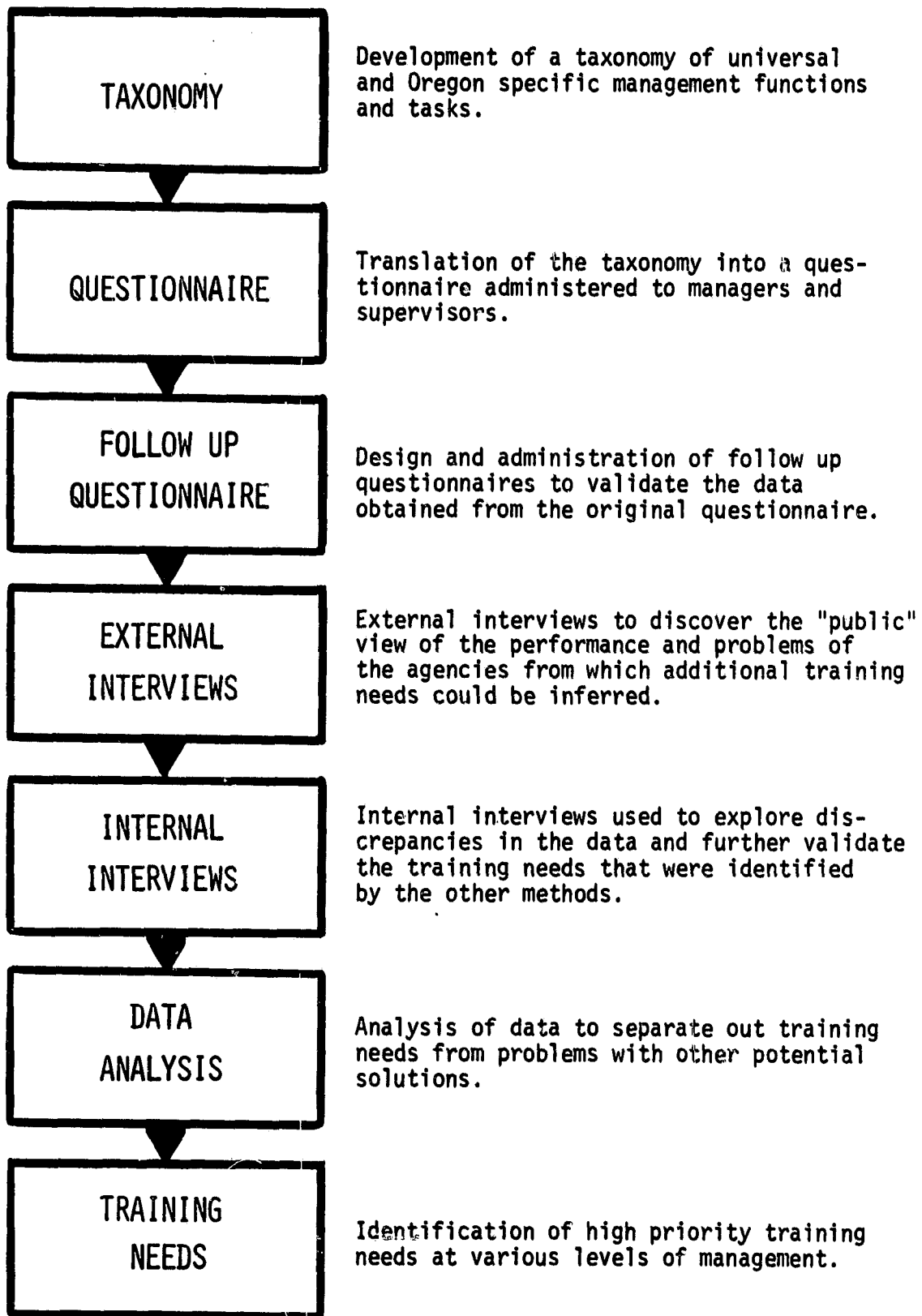
EXTERNAL INTERVIEWS

External interviews to discover the "public" view of the performance and problems of the agencies from which additional training needs could be inferred.

INTERNAL INTERVIEWS

Internal interviews used to explore discrepancies in the data and further validate the training needs that were identified by the other methods.

DATA ANALYSIS

Analysis of data to separate out training needs from problems with other potential solutions.

TRAINING NEEDS

Identification of high priority training needs at various levels of management.

FINDINGS AND CONCLUSIONS

1. The <u>Needs Assessment Model</u> developed for this study is innovative in that it provides a means for validating and/or invalidating most of the impressions that have developed over the years about the tasks and training needs of State Government managers including the training of these managers in relation to client and public views.

2. The Model is cost effective and has broad use and application. There should be little problem adapting it to other professional, technical, or clerical training needs assessment projects.

3. The Model can provide important data on agency goals including any goal conflict or discrepancy.

4. The Model is compatible with the Supervisor and Management Factor Evaluation System (SAM) currently being used by the Personnel Division and could provide supplemental data on classification of management positions. In addition, the data obtained on tasks has value for job description and selection decisions on management positions at the statewide as well as agency level.

5. In the two agencies studied there were many <u>performance problems</u> identified that are not really related to a lack of knowledge. Poor communication of agency goals, and a lack of coordination between departments are a couple of examples. In these types of cases other ways will need to be found to solve these "non-training" problems if agency and managerial performance is to improve. Also, there are indications that State Government managers tend to over-look the political nature and public relations aspects of their jobs. They don't seem to see the tasks they perform as being related to a service their agency is providing to the public.

6. The data gathered from the study demonstrates that there is a high degree of agreement on a number of <u>management tasks</u> between the Corrections Division and the Department of Environmental Quality. Some of this agreement cuts across all three levels of management, some cuts across two levels, and some is shared in common between the two agencies at a single level. This finding has solid

implications for a universal statewide management core curriculum as well as more specific core curricula at each of the three levels of management.*

7. In addition, the data identifies job-related, high priority training needs of the three levels of management that the two agencies have in common as well as needs that are specific to the individual agencies studied. This data has implications for:

● Immediate statewide management training programs (as opposed to a core curriculum).

● Goals and content of future training programs at the Corrections Division and the Department of Environmental Quality.

● Decisions at the agency level regarding which areas of management training will give the most benefit for the resources invested.

● Helping to convince those who make decisions about training resources that management training is purposeful and relevant.

● Establishing an objective management training evaluation system.

Figures 1, 2, and 3 on the following pages show the agency specific as well as common tasks of the two agencies at each of the three levels of management, while Figures 4, 5, and 6 show the agency specific and common high priority training needs for each level. (A detailed explanation of how these results were obtained is included in the Methodology Section of this report.)

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* The three levels of management referred to here and elsewhere in this report are first-line supervision, middle management, and administration.
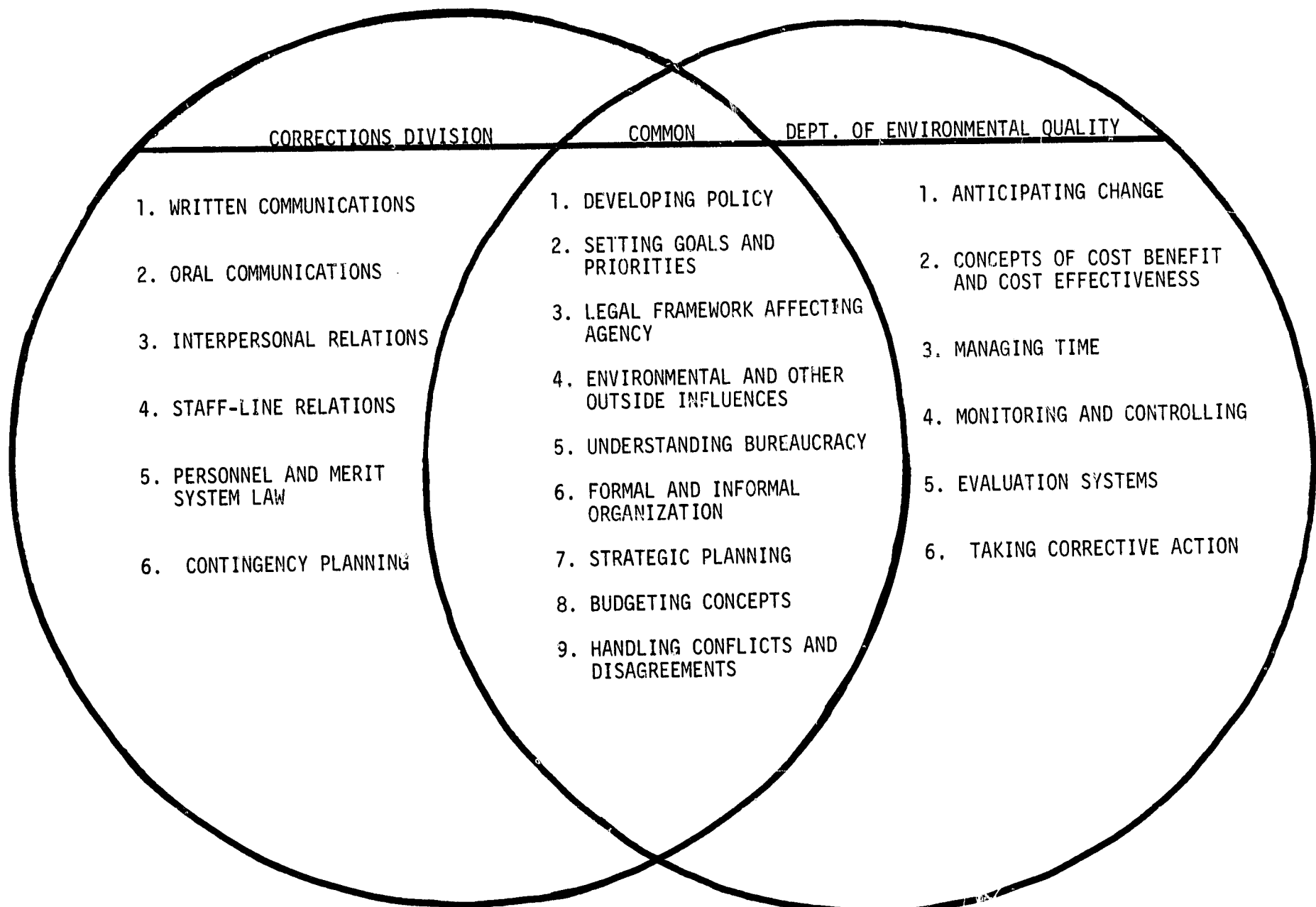
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CORRECTIONS DIVISION   **COMMON**   **DEPT. OF ENVIRONMENTAL QUALITY**

1. WRITTEN COMMUNICATIONS

2. ORAL COMMUNICATIONS

3. INTERPERSONAL RELATIONS

4. STAFF-LINE RELATIONS

5. PERSONNEL AND MERIT SYSTEM LAW

6. CONTINGENCY PLANNING

1. DEVELOPING POLICY

2. SETTING GOALS AND PRIORITIES

3. LEGAL FRAMEWORK AFFECTING AGENCY

4. ENVIRONMENTAL AND OTHER OUTSIDE INFLUENCES

5. UNDERSTANDING BUREAUCRACY

6. FORMAL AND INFORMAL ORGANIZATION

7. STRATEGIC PLANNING

8. BUDGETING CONCEPTS

9. HANDLING CONFLICTS AND DISAGREEMENTS

1. ANTICIPATING CHANGE

2. CONCEPTS OF COST BENEFIT AND COST EFFECTIVENESS

3. MANAGING TIME

4. MONITORING AND CONTROLLING

5. EVALUATION SYSTEMS

6. TAKING CORRECTIVE ACTION

FIGURE #1 - CRITICAL TASKS OF ADMINISTRATORS, EXECUTIVES

CORRECTIONS DIVISION	COMMON	DEPT. OF ENVIRONMENTAL QUALITY
1. POSITION DESCRIPTION, WORK PLANS, AND PERFORMANCE APPRAISAL	1. TEAMWORK	1. ETHICS AND CONFLICTS OF INTERESTS
2. HANDLING COMPLAINTS AND GRIEVANCES	2. ORAL COMMUNICATIONS	2. ANTICIPATING CHANGE
3. ORGANIZING TO MEET THE GOALS	3. WRITTEN COMMUNICATIONS	3. STRATEGIC PLANNING
4. STAFF-LINE RELATIONS	4. DELEGATION	4. OPERATIONAL PLANNING
5. DISCIPLINARY ACTION AND DISMISSAL	5. HANDLING CONFLICTS AND DISAGREEMENTS	5. CONDUCTING MEETINGS
6. CONTINGENCY PLANNING	6. TAKING CORRECTIVE ACTION	6. LIAISON FUNCTIONS
	7. INTERPERSONAL RELATIONS	
	8. LEADERSHIP AND USE OF AUTHORITY	
	9. SETTING GOALS AND PRIORITIES	

FIGURE #2 - CRITICAL TASKS OF MIDDLE MANAGERS

CORRECTIONS DIVISION   COMMON   DEPT. OF ENVIRONMENTAL QUALITY

1. HANDLING COMPLAINTS AND
   GRIEVANCES

2. SELECTION, PLACEMENT AND
   ORIENTATION

3. PERSONNEL AND MERIT
   SYSTEM LAW

4. DISCIPLINARY ACTION AND
   DISMISSAL

5. LEGAL FRAMEWORK AFFECT-
   ING AGENCY

1. POSITION DESCRIPTIONS,
   WORK PLANS AND
   PERFORMANCE APPRAISAL

2. ORAL COMMUNICATIONS

3. INTERPERSONAL RELATIONS

4. TEAMWORK

5. DELEGATION

6. WRITTEN COMMUNICATIONS

7. LEADERSHIP AND USE OF
   AUTHORITY

8. STAFF-LINE RELATIONS

9. HANDLING CONFLICTS AND
   DISAGREEMENTS

10. OPERATIONAL PLANNING

1. STRATEGIC PLANNING

2. TAKING CORRECTIVE ACTION

3. CONTINGENCY PLANNING

4. COLLECTING AND ANALYZING
   DATA

5. CONDUCTING MEETINGS

FIGURE #3 - CRITICAL TASKS OF FIRST-LINE SUPERVISORS

CORRECTIONS DIVISION   COMMON   DEPT. OF ENVIRONMENTAL QUALITY

1. LIABILITIES

2. ETHICS AND CONFLICTS
   OF INTEREST

3. PUBLIC RELATIONS

4. PERSONNEL AND MERIT
   SYSTEM LAW

1. BUDGETING CONCEPTS

2. BUDGET DIVISION
   REQUIREMENTS

3. CONCEPTS OF COST BENEFIT
   AND COST EFFECTIVENESS

4. MANAGING TIME

5. MOTIVATION

6. EEO AND AFFIRMATIVE ACTION

7. LEADERSHIP AND USE OF
   AUTHORITY

8. COLLECTIVE BARGAINING

9. TRAINING AND DEVELOPMENT

10. DISCIPLINARY ACTION AND
    DISMISSAL

11. EVALUATION SYSTEMS

1. MONITORING AND
   CONTROLLING

2. HANDLING CONFLICTS

3. INTERPERSONAL RELATIONS

4. HANDLING COMPLAINTS AND
   GRIEVANCES

FIGURE #4 - HIGH PRIORITY TRAINING NEEDS OF ADMINISTRATORS, EXECUTIVES

CORRECTIONS DIVISION | COMMON | DEPT. OF ENVIRONMENTAL QUALITY

CORRECTIONS DIVISION

1. PERSONNEL AND MERIT SYSTEM LAW
2. LEGAL FRAMEWORK AFFECTING AGENCY
3. BUDGETING CONCEPTS
4. STRATEGIC PLANNING
5. WRITTEN COMMUNICATIONS
6. COLLECTIVE BARGAINING
7. MOTIVATION
8. SETTING GOALS AND PRIORITIES
9. LEADERSHIP AND USE OF AUTHORITY
10. MANAGING TIME
11. EEO AND AFFIRMATIVE ACTION

COMMON

1. DISCIPLINARY ACTION AND DISMISSAL
2. INTERPERSONAL RELATIONS
3. ANTICIPATING CHANGE
4. LONG-RANGE PLANNING

DEPT. OF ENVIRONMENTAL QUALITY

1. HANDLING CONFLICTS AND DISAGREEMENTS
2. HANDLING COMPLAINTS AND GRIEVANCES
3. FORECASTING AND BUILDING ON OPPORTUNITY
4. ENVIRONMENTAL AND OTHER OUTSIDE INFLUENCES
5. DETERMINING MANPOWER NEEDS
6. PUBLIC RELATIONS
7. ORGANIZING TO MEET GOALS
8. COLLECTING AND ANALYZING DATA
9. MONITORING AND CONTROLLING
10. TAKING CORRECTIVE ACTION

FIGURE #5 - HIGH PRIORITY TRAINING NEEDS OF MIDDLE MANAGERS

CORRECTIONS DIVISION

1. LEGAL FRAMEWORK AFFECTING AGENCY

2. LIABILITIES

3. SAFETY

4. ANTICIPATING CHANGE

5. PERSONNEL AND MERIT SYSTEM LAW

6. CONDUCTING MEETINGS

7. WRITTEN COMMUNICATIONS

COMMON

1. HANDLING CONFLICTS AND DISAGREEMENTS

2. DISCIPLINARY ACTION AND DISMISSAL

3. TAKING CORRECTIVE ACTION

4. HANDLING COMPLAINTS AND GRIEVANCES

5. MOTIVATION

6. MANAGING TIME

7. LEADERSHIP AND USE OF AUTHORITY

8. TRAINING AND DEVELOPMENT

DEPT. OF ENVIRONMENTAL QUALITY

1. MONITORING AND CONTROLLING

2. ORGANIZING TO MEET GOALS

3. DEVELOPING PROCEDURES

4. INTERPERSONAL RELATIONS

5. PUBLIC RELATIONS

6. SETTING GOALS AND PRIORITIES

7. STRATEGIC PLANNING

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FIGURE #6 - HIGH PRIORITY TRAINING NEEDS OF FIRST-LINE SUPERVISORS

R E C O M M E N D A T I O N S

GENERAL RECOMMENDATIONS

1. The Management Training Needs Assessment Model outlined in this report has proved to be extremely effective. Therefore, State agencies interested in accurately assessing the training needs of their managers should seriously consider using this model.

2. State agencies should also consider using this model to assess the training needs of their professional, technical, or clerical people. This can be done by developing a taxonomy that reflects the functions and tasks of the area being studied then using that new taxonomy as input to the development of a new questionnaire.

3. The data obtained on management tasks should be used as input to any efforts to revise the classification specifications of management positions and/or Executive Service positions. Also, the data should be made available to agencies for use when updating their management position descriptions and selection procedures to support improvements in the content accuracy of each.

4. The data on common management tasks should be used as input to the curriculum being considered under the Certified Public Manager program.

5. Special current statewide management training needs identified by the study such as the political nature of a manager's job, the manager's responsibility for public relations, personnel management concerns, and how to survive in an agency under stress should also be incorporated into the proposed Certified Public Manager program.

6. Agencies should continue to assume responsibility for providing management training in areas that are unique or peculiar to their own problems or setting.

7. Methodology and standards should be established for the evaluation of management training. Such evaluation should be closely tied to specific training objectives and improvements of managerial performance on the job.

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8. Agencies needing help in analyzing their "non-training" problems*
   and developing a plan for resolving them should consider contacting
   the Management Section of the Executive Department Budget and
   Management Division for assistance.

FOR FURTHER STUDY

1. Further validation of the model is possible with further use.
   Therefore, agencies using all or part of the methodology should
   report their results and conclusions to the Personnel Division
   Training Unit.

2. Agencies on a limited budget should consider other ways of obtain-
   ing the type of information that was obtained from the external
   and internal interviews, rather than eliminating them altogether.
   Some methods less costly than using outside consultants might be
   phone calls, special questionnaires, or borrowing a skilled
   interviewer from another agency.

3. Agencies anticipating using the management questionnaire in large
   numbers (more than 100) should consider modification of the ques-
   tionnaire to include a computerized answer sheet.

FOR TRAINERS ONLY

1. The results from the follow up questionnaire process as compared
   to the original questionnaire are very valuable in pointing out
   where there is agreement and disagreement between levels of manage-
   ment on the priority of training needs. By concentrating first
   on needs where there is high agreement a training program would
   have mugh higher acceptance and support. Meanwhile, the trainer
   could find out why there are discrepancies in other areas and try
   to resolve those differences.

2. There were some "complaints" from both agencies studied that
   management training in the past has been too theoretical, with
   indications that it should be designed to help managers develop

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* Another valuable resource in this area is Mager and Pipe's book,
  "Analyzing Performance Problems" Fearon Publishers, Belmont, Caii-
  fornia, 1970.

the skills to solve specific problems they face on a day-to-day basis. This should be taken into account in the development of future management training programs.

METHODOLOGY

The methodologies used in this study are explained in detail here for those who want to duplicate all or part of this study in other agencies.

THE USE OF TASK FORCES

There were two task forces used in the design and implementation of the pilot study. The first one consisted of sixteen personnel officers and training managers who volunteered to serve as an advisory group. They were used to assist in the gathering of existing data on training needs as well as a sounding board to test various ideas and methodologies as the study progressed.

The second task force consisted of the training managers of the two pilot agencies plus the manager and two training coordinators of the Personnel Division Staff Development and Training Unit. This "mini" task force did a great deal of work on the design and implementation of the methodologies as well as coordinating the collection of the data from the two pilot agencies.

The use of both task forces was extremely valuable as a means of providing feedback on the feasibility of many new and untested ideas.

GATHERING EXISTING DATA

At the first task force meeting in December, 1977, the eleven personnel officers and training managers in attendance were asked if they had any current information on the training needs of their managers and supervisors. The response was mixed, some saying they thought they had some data, others saying they had some opinions about the needs, while others said they were waiting to see what came out of our study. All who said they had data were invited to contribute it so it could be included as part of the study.

Data was finally received from the Department of Forestry, the Department of Human Resources, a disbanded task force on management development, and a pilot study done by the U. S. Civil Service Commission in Region Ten (Seattle). Following are summaries of the data from these sources. More detailed information from those studies is in the appendix.

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- The Oregon <u>Department of Forestry</u> concluded that their managers and supervisors needed training in things such as planning, communications, organization, decision making, interpersonal relations, control and evaluation, political sensitivity, and time management. They did not prioritize their list of needs, but are in the process of developing a core curriculum to meet these needs.

- The Oregon <u>Department of Human Resources</u>, in a study that involved a questionnaire sent to over 600 managers and supervisors plus in-depth follow up interviews of 23 managers and supervisors, concluded that the greatest training needs of managers and supervisors were in the areas of motivation and understanding employees, managing unsatisfactory employees, planning, the role of the manager, communication, problem solving, decision making, handling conflicts, team development, and group dynamics. The study also hinted that there is a discrepancy between the training that managers and supervisors want and what others in authority feel they need. This significant insight was one of the major "validation" concerns of our own study.

- The training recommendations of the disbanded <u>task force on management development</u> were limited to the basic American Management Association definitions of planning, organizing, leading, and controlling.

- The <u>U. S. Civil Service Commission</u> pilot study was a potpourri of 99 items making it difficult to summarize, but generally the management and supervisory training needs they identified were in the areas of management theory, communications, interpersonal relations, planning and goal setting, policy formulation, work analysis and improvement, problem solving, and technical development. One valuable aspect of this study was the identification of items that were "high priority," which is something we also felt was important to do in our study.

DEVELOPMENT OF A TAXONOMY

In the second task force meeting (January, 1978) it was suggested that a good starting point for our study would be to identify, list, and classify management and supervisory tasks as they relate to Oregon State Government. Three sources of data were drawn upon for this part of our investigation. First, we reviewed the "existing data" we had received from the Department of Forestry, U. S. Civil Service Commission, etc. Second, we reviewed a number of texts on management and supervision. And third, we talked with a number of managers, supervisors, personnel officers, and trainers. The result was the development of a "Taxonomy of Functions and Tasks of Managers and Supervisors. The

taxonomy includes ten major areas of knowledge and function and 59
specific items that we feel are critical to the performance of managers
and supervisors in Oregon State Government. The ten major areas are:
(1) Theories and Systems of Management and Supervision; (2) Defining
Mission, Goals, and Priorities; (3) Getting Organized; (4) Planning
Concepts; (5) Managing and Allocating Resources; (6) Problem Solving
and Decision Making; (7) Communication and Information Processes;
(8) Relationships; (9) Personnel Management; and (10) Administrative
Procedures. A copy of the complete taxonomy including definitions is
in the appendix.

DESIGN AND IMPLEMENTATION OF THE QUESTIONNAIRE

From the inception of the study we had planned to use a questionnaire
as one method of collecting data. However, until the taxonomy was
developed we didn't know what form the questionnaire would take. Once
the taxonomy was developed it was a logical step to convert it into a
questionnaire format. As part of the questionnaire design, we decided
we wanted information from managers and supervisors in three major
areas on each of the 59 taxonomy items. These areas were (a) the
applicability of the items to the manager's job, (b) the importance of
the items to the manager's job, and (c) whether the manager needed
training on each of the items.

After the questionnaire was designed it was presented to the task force
for review (March, 1978). They made several suggestions which made
the questionnaire easier to administer. A copy of the questionnaire
is in the appendix. It should be noted here that the face sheet on
the questionnaire has some biographical data which the agencies found
interesting but we didn't find the data of any use for the purposes of
our study.

The next step of our methodology was to administer the questionnaire
to all managers and supervisors at the Corrections Division and the
Department of Environmental Quality. Completion of the questionnaire
was anonymous. We originally divided these managers into five
separate categories and tabulated the data separately by each category.
Category One was Administrators and Deputies, Category Two was Middle
Managers, Category Three was First-Line Supervisors, Category Four
was Special Program Managers, and Category Five was Staff Officers.
Definitions of these Categories are in the appendix.

As the data from the questionnaire was tabulated and analyzed, we
discovered that there was no definable pattern emerging in Categories
Four and Five, so this data was eliminated from our final analysis.
Our conclusion at this point is that the tasks and problems of people
in these kinds of positions are too diverse to measure with a small
sample.

At both agencies there was a 98% return on the questionnaires (180 questionnaires returned at Corrections Division and 72 questionnaires returned at the Department of Environmental Quality). This high rate of return is attributed to the following factors:

1. The participants had a high degree of interest in the subject matter covered by the questionnaire.

2. All questionnaires were accompanied by cover letters explaining the purpose and importance of the questionnaires. (Copies of the cover letters used by each agency are in the appendix.)

3. Deadlines were set for the return of the questionnaire.

4. When questionnaires did not come in on time, phone calls were made to remind people the questionnaires were due.

QUESTIONNAIRE RESULTS

After the questionnaires were tabulated, two factors were analyzed. These were (1) identification of the most important items from the pool of 59 items or tasks from the questionnaire, and (2) priority ranking of the training needed on those 59 items or tasks. This analysis was done for the three main categories of management; Category #1, Administrators and Deputies, Category #2, Middle Managers, and Category #3, First-Line Supervisors.

The first step in this process was to arbitrarily establish a cut-off point at 51%. Thus, for an item to be considered meaningful or "of significance" as a task it had to receive a combination of marks 3 on Section A (My job requires this and I am doing it) and 1 on Section B (This is essential to my job) by 51% or more of those completing the questionnaire in each of the three main management categories.

For an item to be considered meaningful or "of significance" as a training need it could be marked either 1 on Section C (I need comprehensive training in this) or 2 on Section C (I need a refresher in this) by 51% or more of those completing the questionnaire in each of the three main management categories.* Priority among the training items was then determined by ranking them according to the frequency they were checked on the questionnaire. Results of these task and training need tabulations by management category within each agency can be found in the appendix.

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* An interesting footnote to this process is that we found many people willing to admit they needed a refresher course on a particular item, but few willing to admit they needed comprehensive training.

THE FOLLOW UP QUESTIONNAIRE

It has been stressed in management literature for a number of years that there is usually a wide discrepancy (anywhere from 40-60%) between how an individual sees his/her job and how the supervisor of that individual sees the job.* It was our assumption that this tendency would also carry over to the identification of training needs. Therefore, we decided we should not accept at face value the information we obtained from the original questionnaire. The data had to be "validated" before we could draw any conclusions from it.

To obtain this validation a relatively quick and easy follow up questionnaire was developed. It was administered in both agencies to Categories #1 and #2 (Administrators and Middle Managers). In essence it asked them to (1) validate the tasks that were identified as high priority by their immediate subordinates, (2) validate the training needs that were identified as high priority by their immediate subordinates, and (3) prioritize the training needs that were identified as high priority by their subordinates. (To get a better understanding of the process used one can refer to copies of the follow up questionnaire in the appendix.)

The results of this validation process are interesting. Overall, when combining data from both agencies as well as combining the data from the two categories of management responding to the follow up questionnaire, we obtained an agreement of 88.10% on the tasks, 99.97% on the training needs, and 41.08% on the priority in which the training needs should be met. (A chart that further "breaks out" these results is in the appendix.)

We feel the high percentage of agreement on the training needs (99.97%) validates the effectiveness of the original questionnaire as a data-gathering instrument. The 41.08% figure does not really reflect a disagreement on the validity of the training needs but a disagreement between levels of management regarding the priority in which the training needs should be satisfied. (Specific information on these differences in priority can be found in the appendix.)

AGENCY GOALS AND WORK PLANS AS A DATA SOURCE

We had speculated that agency goal statements and employe work plans would provide some additional information about training needs. So, we collected and analyzed goal statements from both agencies and a

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* Recent writings by Marion Kellogg and George Morrisey also make this point.

sample of work plans from the Department of Environmental Quality. Neither of these sources produced any valuable data on training needs.

EXTERNAL INTERVIEWS

The purpose of the external interviews was to discover the "public" view of the performance and problems of the agencies to see if this led to training needs that had not been revealed by other means. Those interviewed were persons chosen by the administrators of the agencies that were deemed to have some power or influence over the agencies being studied. The interviews were conducted by consultants who could take a neutral or impartial position. The general areas covered in these interviews were:

1. Clarity and feasibility of agency goals.

2. Quality and professionalism of agency management.

3. General agency role and responsibility.

4. Extent of agency authority.

5. Quality of agency public relations.

The external interviews did produce some interesting information on the political and public relations aspects of the manager's job that we were unable to obtain from the questionnaire. Summaries of the results of the external interviews are in the appendix.

INTERNAL INTERVIEWS

The purpose of the internal interviews was to further validate the findings of the questionnaire/follow up questionnaire process and to see if there were additional "hidden" training needs that were not brought out by the questionnaires. Those interviewed were a random sample of upper and middle management people from the two pilot agencies. Again, the interviews were conducted by consultants who could take a neutral position in regard to both the agencies and the findings. The general areas covered in these interviews were:

1. Clarity of the goals of the agency, how well they are communicated, and if they are being used to manage.

2. Characteristics of good managers, including what it takes to be successful, how managers are selected, and how they are rewarded.

3. The training and development needs of managers.

The interviews produced valuable results in several areas. Specifically, they validated the training needs that were identified by the question- naire process. They revealed information for trainers regarding the importance of making training relevant and applicable to the specific management problems faced by an agency. And, they produced information on a number of non-training (management and systems problems) that should be valuable to agency administrators and others concerned with the general climate and operational effectiveness of their agencies.* A comparative analysis of the results of the internal interviews at Corrections Division and the Department of Environmental Quality is in the appendix.

USE OF CONSULTANTS

Consultants who were experienced interviewers were used to conduct both the external and internal interviews. The reasons for this were because it was felt someone outside the agencies being studied would have more acceptance and credibility with the interviewees, and that they would be better able to remain neutral in the collection and processing of the interview data. We now believe there are other less costly ways of getting the type of data obtained by the consultants. These other methods are discussed under the recommendations section of this report.

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* Those interested in information on how to distinguish training problems from other types of performance problems should read Mager and Pipe's book, "Analyzing Performance Problems," Fearon Publishers, Belmont, California, 1970.

A P P E N D I X

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<u>DEPARTMENT OF FORESTRY</u>
<u>MANAGER AND SUPERVISOR TRAINING NEEDS</u>

I. <u>Planning</u>

Recognize problems.
Participate in objective setting.
Set some goals and interpret other goals.
Crisis management.
Fiscal management.

II. <u>Communications</u>

III. <u>Organization</u>

Establish organizational structure.
Distribute responsibilities.
Delegate authority.
Staffing.
Team effectiveness.

IV. <u>Decision Making</u>

V. <u>Successful Interpersonal Relations</u>

Working capability of personnel management.
Creation of openness - honesty.
Flexibility, open mindedness, ability to adjust, positive adjust-
    ment to compromise.
Set example of job to be done.
Training and development of subordinates.
Provide continual direction to subordinates.
Motivate people.
Responsible supervisor.

VI. <u>Control and Evaluation</u> (awareness, sensitivity)

Results oriented.
Set standards of accomplishment where none exist.

VII. <u>Other Managerial Traits</u>

Organizational commitment - committed to the objectives of the
    organization.
Work within the organization to obtain objectives.
Political sensitivity (inter & intra).
Time management.
Total program awareness - broad perspective.
Continual self-development.

DEPARTMENT OF HUMAN RESOURCES
MANAGEMENT TRAINING NEEDS

It is recommended that a developmental curriculum be devised that considers the following:

1. A need exists at all levels of the organization for the continuous development of strategic plans for management improvement and the mobilization of resources to carry out the effort.

2. Opportunities need to be provided for increased information input at all levels toward decision making and feedback to reinforce the communication of organization goals.

3. Executives and managers need training in labor relations and more effective giving and receiving of negative feedback.

4. Individual development plans tend to have significant impact on other developmental areas such as satisfaction with opportunities to develop on the job. This is an effort that needs encouragement.

5. There is a general training need in the Personal Skills Category area, a critical need in the Human Skills Category, and a continuous need in the Departmental Skills Category for the entire organization sampled.

6. That clarification of the role of the manager and the supervisor is needed throughout the organization.

7. Some divisions have immediate technical skills development needs that deserve consideration.

8. The climate for mangement development efforts in DHR and team building tends to be very favorable for Management Development Training in Human and Organization areas and tends to be more valued in recent years than previously.

9. Evaluation of training as to the value perceived by the participant is an important consideration for future training efforts.

10. Training needs to be tied to the organizational structure (supervisor) to be converted into daily on-the-job behavior.

11. There is considerable agreement that DHR managers and supervisors need a uniform core of training and development in management areas. The major reason this need exists as perceived is the present and historical development of each division and the recent joining of these divisions under the direction of the Department of Human Resources.

12. Related to the issue of cooperation is the problem of communication. A majority of the managers and supervisors who were interviewed and sampled felt that training in communications (written and oral) would improve the accomplishment of organizational objectives and improve individual effectiveness.

13. Training should be related directly to DHR.

14. Off-site consecutive full day live-in training is preferred in scheduling by managers and supervisors.

15. A strong preference is indicated for mixed groups on general management and technical training. Work groups for the manager for his or her team building sessions were also preferred.

16. The reasons cited as deterring active participation in executive development activities were mainly three: (1) possible shortage of funds, (2) time constraints, and (3) reluctance to attend if the program is seen as inapplicable or of low quality. Simply stated, DHR must communicate a strong commitment to executive development and emphasize that it is to be an integral part of departmental operations. If this commitment is not forthcoming, the result will be that those individuals who are managing their own personal growth will continue to avail themselves of opportunities consistent with their personal goals as opposed to organizational goals. Others will avail themselves of nothing, and the goals and needs of DHR will be responded to in a less concerted, less integrated manner.

17. Consideration must be built into the system to provide favorable circumstance for training involvement such a work load flexibility.

18. There is preference for tough, active, and relevant training with strong instructors.

19. While most managers and supervisors felt there was support from their supervisors for training development, there was some doubt

regarding adequate funding, released time for training, and the applicability of future training programs to the daily job requirements.

20. Training should be varied and flexible on time, length, location, and timing according to needs of people and type of training.

21. Emphasis should be on the managers' and supervisors' greatest needs for training. These were motivating and understanding employees, managing unsatisfactory employees, planning the role of the manager, defining communication, problem solving, decision making, conflict handling, team development, and group dynamics.

22. The perceptions of executives, managers, and supervisors are not congruent between self perception and other perceptions of satisfactory performance.

23. Handling flow of paper work, setting goals for others, evaluating performance, giving feedback, preparing reports, and presentation are aspects of job performance with which managers and supervisors are dissatisfied.

24. Setting goals for others, planning, designing work, organizing and directing others, understanding of theories and people and their practical application to the job, and training and developing others on the job were seen by other people (managers for supervisors and vice versa) as being unsatisfactory.

25. Managers and supervisors predominantly perferred further training in planning and organizing work, handling paper work, evaluating employee preference and feedback, training and developing others on the job, and leading and motivating the work group.

26. Hygiene factors (interpersonal relations and job security) are highly satisfied but not considered important.

27. Resources to do the job, opportunities to develop your skills and abilities, chances to learn new things, chances you have to accomplish worthwhile things, and information about one's performance are all considered very important to the managers and supervisors but receive low satisfaction in DHR.

28. Managers indicate they receive little satisfaction from the chances they have to take part in decisions but consider it very important.

29. Therefore, if executive development is to be successful, it must contain the following ingredients:

    A. Direction must come from the Director of the Department of Human Resources and the entire level of the director and executive divisions. This means an observable commitment in action that DHR is going to operate on a developmental basis and that managers and executives are going to be held responsible for their own development as well as their subordinates. Inherent in this is an organizational climate that views developmental activities and training as a department-wide management responsibility.

    B. All executives, managers, and supervisors should be included. Consistent with this belief is the idea that no individual should be excluded and all should feel a personal responsibility to be included.

30. The skills of all managers at all levels should be developed through training. If only the lower levels are trained, then the necessary support from above will not exist when an attempt is made to implement training.

31. Retraining and refresher courses should be provided on a continuing basis for managers and supervisors. This would keep management principles fresh on their minds, and also keep them up-to-date on new information.

32. Another important concern is the financing of the program. The program must be managed from the departmental level to insure consistency between division activities and participation.

33. The program must provide all forms of developmental opportunities starting with the identification of need (assessment of strengths and weaknesses) and including selection, counseling, placement, training and follow up. In addition to obviously appropriate training endeavors, the program should include mobility assignments and rotational and cross fertilization experiences of varying lengths. Job rotation can be a helpful method for training managers. By moving around they are able to see and understand the organization as a whole. However, the process by which it has often been implemented is often non-developmental and detrimental. Short-term as well as long-term educational opportunities must be offered with special attention given to the anxieties of those individuals who feel they are out of the maintenance of things while away at long-term training.

34. There is considerable concern for improved cooperation between and among divisions. This is especially important to the accomplishment of departmental goals and objectives, and as the division works through the planning and implementation of new programs and makes changes to present ones. It is felt by some that there is a "bureaucratic outlook" regarding cooperation between departments. The net result under such a system is minimized effectiveness coupled with considerable lost energy, wasted motion and frustration.

35. A prime need identified by a majority of the managers and supervisors who were interviewed was the need for greater role clarity within the department. There is great concern that different agencies might have the same responsibilities. Review and scrutiny of programs by more than one agency has consumed time and delayed the implementation of previously approved programs.

    Policies are also desired which would aid the implementation of federal programs at the state level. Parallel rules exist for the administration of some programs. For example, food stamps are administered by the Department of Agriculture, and the Assistance to Families with Dependent Children (AFDC) is administered by DHEW.

36. Training should be considered for potential managers and supervisors enabling them to better understand the role and responsibilities of a manager.

37. Training should be given to people when they are first assigned supervisory duties. Many employees are not prepared for their new capacity and they need this training to get them started on the right track.

38. There is a need for an individual management assessment effort within DHR. This should be only a developmental effort to enable the manager, and possibly the supervisor, to receive objective feedback on how well he or she measures on critical management dimensions.

39. There needs to be a cascading team development effort within all divisions of DHR directed at developing each manager on his or her work team to be more effective managers and change agents. This development needs to be thoughtfully planned, systematic, supported by top management, and, most importantly, needs to be a continuous effort. There is a need for developing supportive relationships between and among managers and their work groups.

40. Finally, the programs must be perceived as high level and challenging. They must demonstrate excellence in every aspect, starting with the concise and timely communication of program

activities and the benefits to be derived through participation.
Program communications must clearly state the objectives and
intended results. The communications issue was frequently cited
as a major cause contributing to a perceived lack of success.
Program communications not only need to be timely and accurate,
but also need to be directed to all of the potential participants.

TRAINING NEEDS OF MANAGERS AND SUPERVISORS
AS DEFINED BY TASK FORCE ON MANAGEMENT DEVELOPMENT

The general functions and training needs of a manager are planning, organizing, leading, and controlling.

Planning:

establishing goals and objectives within the framework of the organization's mission and developing a plan or course of action to achieve the objectives.

Organizing:

developing the necessary program activities to achieve the objectives;
identifying the necessary resources to carry out the activities; and
arranging and relating resources to activities to efficiently and effectively meet the objectives.

Leading:

the process of working with and through people to get the work done (activities).

Essential leadership functions include:
staffing	motivating
directing	coordinating
decision-making	initiating
communicating	developing people
delegating	solving problems

Controlling:

maintaining and verifying adherence to a plan and modifying it if necessary to achieve the objectives through monitoring, auditing, and evaluation.

MANAGERIAL KNOWLEDGES
(From a U. S. Civil Service Commission Pilot Study)

1. PERFORMANCE APPRAISAL PROCESSES - how to evaluate the performance and qualifications of the employee in terms of the requirements of the job for which he is employed.

*2. LEARNING THEORY - motivational, perceptual, and emotional forces present in the learning process and the conditions which affect individual learning and change.

*3. EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION PROGRAMS - legal constraints and requirements affecting the selection, promotion, transfer, and dismissal of employees.

*4. COMMUNICATION PROCESSES - barriers to effective communication and how to overcome them.

*5. CONFLICT MANAGEMENT TECHNIQUES - the causes of conflict and techniques for conflict resolution.

*6. THEORIES OF LEADERSHIP - alternative techniques and styles for guiding, motivating, and directing personnel under various situational conditions to achieve effective unit performance.

*7. PERSONNEL COUNSELING METHODS - techniques to facilitate the adjustment of the employee to his work situation.

*8. HUMAN RELATIONS - why people behave as they do in work situations, how to effectively handle personnel problems when they arise.

*9. MANPOWER PLANNING TECHNIQUES - how to anticipate future human resource requirements and take into account likely future demands for skills and the probable availability of individuals with such skills.

*10. MANAGEMENT BY OBJECTIVES - how to establish and write objectives to obtain more effective goal performance, how to install and administer an MBO program.

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* Those items marked with an asterisk* are the high priority training needs.

*11. MANAGEMENT DEVELOPMENT APPROACHES AND TECHNIQUES - methods for improving the knowledges, skills, and abilities of subordinate personnel.

*12. CHARACTERISTICS OF EFFECTIVE MANAGERS - behavioral and attitudinal characteristics of effective managers.

*13. ORGANIZATIONAL ANALYSIS METHODS - methods for determining most effective overall administrative system to achieve the specific objectives of an organization.

*14. FINANCIAL ANALYSIS TECHNIQUES - methods for assessing the operating effectiveness and financial condition of organizations.

*15. DELEGATION TECHNIQUES - how, when, and what to delegate to subordinates to increase operational effectiveness and foster their development.

*16. METHODS IMPROVEMENT AND WORK SIMPLIFICATION - how to organize materials, methods, and layout to save time, increase productivity, lower costs, and/or improve quality.

*17. LONG-RANGE PLANNING TECHNIQUES - techniques for determining the long-range needs of an organization and the resources required to meet those needs.

18. ORGANIZATION THEORY - the effect of structure, technology, size, and environmental influences upon organizational behavior and performance.

19. PROGRAM IMPACT MEASUREMENT TECHNIQUES - program evaluation, outcome or effectiveness measurement, etc.

*20. POLICY FORMULATION AND ANALYSIS METHODS - how to establish practical policies to provide effective guidance in decision making.

21. MAINTENANCE PLANNING AND CONTROL TECHNIQUES - methods of planning, scheduling, and control applicable to maintenance of equipment, facilities, etc.

*22. TRENDS IN SCIENCE AND TECHNOLOGY.

23. MATHEMATICAL MODELING TECHNIQUES - the construction and evaluation of models to simulate system performance.

24. NETWORK ANALYSIS TECHNIQUES/PERT - methods to estimate, analyze and control the timing and cost of a major project, venture, or organizational program.

25. MANAGEMENT INFORMATION SYSTEMS - how to provide managers with the information they need, when they need it, to facilitate the managerial process.

26. ETHICAL CONSIDERATIONS IN GOVERNMENT.

27. THE STRUCTURE AND PROCEDURES OF THE FEDERAL CONTRACT AND PROCUREMENT SYSTEM.

*28. AGENCY POLICIES.

*29. FORECASTING TECHNIQUES - how to calculate reasonable probabilities about the future.

30. FUNDAMENTAL ECONOMIC CONCEPTS - factors affecting the production, distribution, and consumption of wealth.

31. SOCIO-ECONOMIC ANALYSIS TECHNIQUES - cost-benefit analysis, social impact analysis, etc.

32. BASIC ACCOUNTING PRINCIPLES - how to identify, measure, and communicate economic information to permit informed judgments and decisions by users of that information.

33. COST ACCOUNTING PRINCIPLES - techniques for providing management with the cost of a variety of objects of interest such as product, service, operation, decision, etc.

34. SOCIAL TRENDS - current trends in values, demographic characteristics, education, etc.

35. MANAGERIAL ECONOMICS - applications of economic theory to management decision making.

36. ECONOMIC TRENDS - current trends in prices, capital expenditures, purchasing patterns, interest rates, fiscal policy, etc.

37. CONSTITUTIONAL LAW - sources, nature, and limitations of national and state powers.

38. MARKET RESEARCH TECHNIQUES - how to systematically gather, record, and analyze data about problems relating to the marketing of goods or services.

39. INTERNATIONAL LAW - treaties, executive agreements, and laws concerning international trade and the operation of businesses in foreign nations.

40. REPORT WRITING TECHNIQUES - how to write reports that effectively communicate your position, ideas, and recommendations in a manner that has impact upon the reader.

41. CONFERENCE LEADERSHIP TECHNIQUES - how to conduct effective and efficient conferences, meetings, etc.

42. TECHNIQUES OF PERSUASION - methods for improving persuasiveness in influence situations.

*43. EFFECTIVE LETTER WRITING PRACTICES - how to write letters and memos that effectively communicate your needs, position, intent, etc.

*44. EFFECTIVE READING PRACTICES - how to read fast, with high levels of comprehension.

45. INTERVIEWING TECHNIQUES - types of interview formats and styles, methods for eliciting information from others in an effective manner.

*46. EFFECTIVE SPEAKING PRACTICES.

47. PUBLIC RELATIONS PRINCIPLES AND PRACTICES - techniques for creating good will for an organization and its products, services, or ideals, with groups of people who can affect its present and future welfare.

*48. TIME MANAGEMENT TECHNIQUES - how to structure activity to accomplish the most possible in the time available.

*49. CURRENT DEVELOPMENTS IN OWN FIELD OF SPECIALIZATION.

50. CURRENT DEVELOPMENTS IN RELATED FIELDS OF SPECIALIZATION.

51. CURRENT PROBLEMS IN GOVERNMENT.

52. GOVERNMENT-WIDE POLICIES, GOALS, AND OPERATIONS.

*53. OWN CAPABILITIES AND LIMITATIONS.

54. THE STRUCTURE, OBJECTIVES, AND ACTIVITIES OF MAJOR GOVERNMENTAL DEPARTMENTS AND AGENCIES.

55. THE STRUCTURE, OBJECTIVES AND ACTIVITIES OF MAJOR BUREAUS WITHIN YOUR OWN DEPARTMENT/AGENCY.

*56. THE STRUCTURE AND PROCEDURES OF THE FEDERAL GRANTS SYSTEM.

57. THE STRUCTURE AND PROCEDURES OF THE FEDERAL BUDGETING SYSTEM.

58. THE STRUCTURE, PROGRAMS, AND PROCEDURES OF THE FEDERAL PERSONNEL SYSTEM.

59. ECONOMETRICS - techniques for the quantitative analysis of actual economic phenomena.

60. MACROECONOMIC THEORY - the size, shape, effect, and functioning of national income, the general price level, total employment, etc.

61. MICROECONOMIC THEORY - the functioning of individual economic units with respect to the allocation of scarce resources.

*62. MOTIVATION THEORY - why people work, how to increase employee readiness to improve productivity and performance.

*63. GROUP DYNAMICS - factors affecting the operation of small groups and how to overcome barriers to effective group performance.

64. PERSONNEL TESTING PRINCIPLES AND TECHNIQUES - how to design and use psychological tests in order to secure information useful in the selection, placement and career guidance of personnel.

65. WAGE AND SALARY ADMINISTRATION - techniques for administering wages and salaries to control salary costs and at the same time compensate employees for their individual efforts.

66. COLLECTIVE BARGAINING TECHNIQUES - theories and practices of negotiating and administering collective bargaining agreements.

*67. JOB ENLARGEMENT/JOB ENRICHMENT PROCESSES - methods of job design to improve the employee's internal motivation to work, work performance, and employee satisfaction.

*68. ORGANIZATION DEVELOPMENT STRATEGIES AND TECHNIQUES - long-range strategies and techniques for improving organizational performance and health.

69. COMPUTER APPLICATIONS IN MANAGEMENT - ways in which computers have been used to solve specific management problems.

70. EDP PRINCIPLES - how to use electronic and associated electro-magnetic devices for the communication, manipulation, and storage of data.

71. R & D MANAGEMENT PRINCIPLES - management principles applicable to the effective motivation and coordination of scientific and engineering personnel.

*72. MANAGEMENT INFORMATION SOURCES - how to identify and collect sources of information needed to solve particular management problems.

*73. BASIC STATISTICS - basic techniques for the description and interpretation of date, e.g., frequency tables, correlation, regression, etc.

74. ADVANCED STATISTICAL METHODS - advanced techniques for the description and interpretation of data, e.g., multivariate analysis, factor analysis, etc.

*75. THE INTERPRETATION AND USE OF STATISTICAL DATA - how to effectively interpret and use various forms of statistical output.

76. STATISTICAL DECISION THEORY - how to use statistical techniques to make decisions under conditions of risk and uncertainty; application of statistical rules for determining which alternative course of action yields the highest expected return.

77. MATHEMATICAL PROGRAMMING TECHNIQUES - mathematical methods for optimizing the allocation of scarce resources among competing objectives.

78. OPERATIONS RESEARCH TECHNIQUES - scientific methods for assessing the overall implications of various alternative courses of action in a management system.

79. PROJECT MANAGEMENT TECHNIQUES - how to manage interdependent personnel to complete a developmental project on time, within budget, in conformance with predetermined performance specifications.

80. MARKETING PRINCIPLES - marketing functions, institutions, costs, methods, and policies.

81. ADVERTISING PRINCIPLES - how to inform potential users of the availability of a product or service and enhance the value of the product or service advertised.

82. PRODUCT PLANNING TECHNIQUES - how to manage the development of new products or services from the idea stage through full-scale introduction of the product or service to the market.

83. CONSUMER BEHAVIOR RESEARCH METHODS - techniques for finding out what satisfactions people want out of life and how they use products and services to achieve these satisfactions.

84. RESEARCH DESIGN METHODOLOGY - methods of research design and evaluation for problem analysis.

*85. <u>SURVEY DESIGN AND ANALYSIS TECHNIQUES</u> - how to design and conduct attitude surveys to obtain expressions of employee/client thinking and feeling.

*86. <u>TECHNIQUES FOR THE MANAGEMENT OF INNOVATION AND CHANGE</u> - how to introduce purposeful, organized, risk-taking change to improve performance.

87. <u>BRIEFING TECHNIQUES</u> - how to conduct briefings in an effective and efficient manner.

88. <u>MANAGERIAL PSYCHOLOGY</u> - applications of psychological concepts, techniques, approaches, and methods towards increasing the effectiveness of managers and organizations.

89. <u>COMPARATIVE ECONOMIC SYSTEMS</u> - economic problems under different economic systems, e.g., capitalism, socialism, or communism.

90. <u>INTERNATIONAL ECONOMICS</u> - international trade through balance of payments, foreign exchange rates, etc.

91. <u>LOGISTICS MANAGEMENT PRINCIPLES</u> - methods for locating goods at the right place, at the right time, and in the right quantities to meet user demand.

92. <u>PROCUREMENT MANAGEMENT PRINCIPLES</u> - techniques of management of the materials cycle from the time an item is requisitioned until it is delivered to the user.

93. <u>INVENTORY MANAGEMENT PRINCIPLES</u> - how to determine when and how much stock to order to minimize total inventory costs.

94. <u>QUALITY CONTROL PRINCIPLES</u> - techniques for evaluating and ensuring the specified quality of product or service desired at the most economical cost.

*95. <u>PROBLEM SOLVING TECHNIQUES</u> - techniques for identifying problems and determining the most appropriate course of action for their resolution.

96. <u>SYSTEMS ANALYSIS TECHNIQUES</u> - methods for investigating, in the broadest sense, the total context within which a problem exists or within which a decision must be made.

*97. <u>EFFECTIVE LISTENING PRACTICES</u>.

98. The purposes and limitations of government as an instrument for fostering social and economic progress.

99. The structure, function, and processes of interest groups.

A TAXONOMY OF FUNCTIONS AND TASKS

OF

MANAGERS AND SUPERVISORS*

*See attached list of references for sources.

Subject Area	Definition
I. Theories and Systems of Management and Supervision.	I. An Introduction to the Major Contributors to Management Thinking.
a. Theory x and theory y. (major contributor: McGregor.)	a. The extremes of management behavior.
b. Grid Theory. (major contributor: Blake and Mouton.)	b. The concept that management must be balanced between goal functions and people functions.
c. Management by objectives. (major contributor: Odiorne, Morrisey.)	c. The idea that managers must never lose sight of the goals and objectives of an organization.
d. Systems management. (major contributor: Young.)	d. The integration of all aspects of management into a single management system.
e. Management by exception.	e. Dealing with management problems and deviations as they occur.
II. Defining Mission, Goals, and Priorities.	II. Sources and Methods for Clarifying an Agency's Purpose and Direction.
a. Legal framework affecting agency operation.	a. Laws and other state and federal mandates.
b. Environmental, cultural, and other "outside" influences.	b. The current influences of the various "publics" and "clients" an agency must serve or satisfy.
c. Anticipating change.	c. Reading the signals and keeping pace with effects of new laws, policies, and public demands.
d. Forecasting and building an opportunity.	d. Predicting the future based on careful analysis of trends.
e. Developing policy.	e. Stating an agency's position on various internal and external issues.
f. Setting goals and priorities.	f. Determining the results desired and the priority in which they will be pursued.

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Subject Area	Definition
III. Getting Organized.	III. Concepts and Methods of Dividing Work and Making Decisions to Effectively Carry-out Agency Mission.
a. Understanding bureaucracy.	a. Knowing how government organizations function.
b. Formal and informal organizations.	b. Knowing how power and authority are communicated and decisions made in an organization.
c. Organizing to meet the goals.	c. How to efficiently arrange various functions and tasks into departments, units, and jobs.
d. Determining manpower needs.	d. Predicting the number and type of workers that will be needed to meet the agency's goals.
IV. Planning Concepts.	IV. The Various Kinds of Planning Methods and Their Uses.
a. Long-range planning.	a. Developing goals for five or more years in the future.
b. Strategic planning.	b. Determining what new things will have to be done and how to do them.
c. Contingency planning.	c. Anticipating possible problems that may occur in a given situation and developing plans to overcome them should they occur.
d. Operational (action) planning.	d. Developing plans to operationalize goals or implement decisions.
e. Developing procedures.	e. Writing step-by-step methodology for carrying out specific functions.
V. Managing and Allocating Resources.	V. Concepts and Methods of Managing Money, Materials, Space, Time, etc.
a. Budgeting concepts.	a. Major approaches to budgeting such as line item, PPBS, and zero base.
b. Budget Division Requirements	b. Review of current State of Oregon Budget Instructions.

Subject Area	Definition
c. Concepts of cost benefit and cost effectiveness.	c. Methods of weighing costs against potential results.
d. Accounting and auditing.	d. Review of current State of Oregon accounting and auditing methods and procedures.
e. Managing time.	e. Universal time wasters and time saving methods.
f. Managing facilities and equipment.	f. Methods and procedures for the management, control, maintenance, and replacement of buildings, property, equipment, etc.
VI. Problem-Solving and Decision-Making.	VI. Concepts and Methods that Contribute to Rational, Goal Directed Decisions and Solutions.
a. Collecting and analyzing data.	a. Methods for collecting and analyzing data for a variety of needs and situations.
b. Monitoring and controlling.	b. Methods to keep plans on target and provide feedback about deviations.
c. Evaluation systems.	c. How to obtain current data on program, department, and agency results.
d. Handling conflicts and disagreements.	d. Methods for resolving differences and keeping discussions and performance goal-oriented.
e. Taking corrective action.	e. How to return plans, procedures, performance to "normal."
VII. Communication and Information Processes.	VII. Overview of the Various Communication and Information Methods and Sources that are Necessary for Effective Agency Operation.
a. Information systems.	a. Introduction to manual and automated methods of collecting, storing, and retrieving information.

Subject Area	Definition
b. Oral communications.	b. Various circumstances, methods, and techniques of face-to-face communications.
c. Written communications.	c. Techniques for improving letters, memos, and reports.
d. Conducting meetings.	d. When and how to conduct productive, results-oriented meetings.
e. Public relations.	e. Concepts of good service to the public.

VIII. Relationships

VIII. When and How to Interact with Various Internal and External Personnel.

a. Political and power relationships.	a. The uses and abuses of politics and power in obtaining support for agency programs.
b. Interpersonal relations.	b. Review of various modes of relating to others in a variety of situations and circumstances.
c. Leadership and the use of authority.	c. Ways to provide direction and obtain commitment to a course of action.
d. Teamwork.	d. Developing cooperative working relations within work units, departments, etc.
e. Delegation	e. How and what to delegate to employees.
f. Staff-line relationships.	f. The relationship and dependence between staff and line functions.
g. Liaison functions.	g. The internal and external informal, cooperative relationships that are necessary for productive agency operation.
h. Motivation	h. Various methods that can be used to integrate individual and agency goals and objectives.

Subject Area	Definition
IX. Personnel Management.	IX. Review of the Personnel Part of the Manager's Job.
a. Personnel and Merit System Laws and Rules.	a. Review of current Personnel Division publication of law and rules.
b. Collective bargaining.	b. Current thinking on contract negotiation and administration.
c. EEO and Affirmative Action.	c. Review of state and federal requirements.
d. Selection, placement, and orientation.	d. Basic processes for hiring and getting a new employee started on the job.
e. Position description, work plans, and performance appraisal.	e. Review of the basic components of the Oregon Performance Appraisal System.
f. Training and development.	f. Concepts of training and development as they apply to the manager's job.
g. Safety	g. OSHA requirements and the manager's responsibility for safety.
h. Disciplinary action and dismissal.	h. Concepts of progressive discipline and legal requirements for dismissal of employees.
i. Handling complaints and grievances.	i. How to prevent complaints from becoming grievances; how to resolve grievances early in the grievance procedure.
X. Administrative Procedures.	X. Introduction to the Administrative Procedures Manual and Review of the Sections that Affect Day-to-Day Agency Operation.
a. Payroll and benefits.	a. Information on timekeeping, checkstub, calculations, and the benefits available to employees.
b. Travel and expense accounts.	b. Rules, procedures, and what and how to file claims.

Subject Area	Definition
c. Purchasing	c. Bidding, price agreements, purchase orders, etc.
d. Contracts	d. Rules, formats, procedures.
e. Encumbrances and expenditures.	e. Accounting Division rules, codes, procedures.
f. Property control.	f. Legal responsibility, property ledgers, procedures.

DATA SOURCES FOR DEVELOPMENT OF TAXONOMY

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Mintzberg, Henry, "The Nature of Managerial Work," Harper and Row, New York, 1973.

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Rowland, Virgil, "Evaluating and Improving Managerial Performance," McGraw-Hill, New York, 1970.

Sayles, Leonard R., "Managerial Behavior," McGraw-Hill, New York, 1964.

U. S. Civil Service Commission, "List of Managerial Knowledges."

MANAGER AND SUPERVISOR QUESTIONNIARE

This questionnaire is the result of a joint venture between your agency and the Personnel Division Training Unit of the Executive Department. The purpose of the questionnaire is to (1) collect up-to-date information about how various managers practice their managerial and supervisory functions, and (2) identify training needs that may be related to those functions.

The information you provide us will be used to help us plan future training programs, courses, and workshops.

PART ONE: PERSONAL DATA

Please complete the following:

1. Current position classification:_____.

2. Age Range: _____under 25 _____25-35 _____35-45 _____45-55 _____over 55

3. Location where you work (Check one)   Central _____ Field _____.

4. Years of managerial or supervisory experience: _____under 1 year _____1-5 years _____5-10 years _____10-15 years

    _____15-20 years _____over 20 years

5. Below is a list of five managerial and supervisory categories. Please check the one that best describes your current position.

    _____Category 1:   Executives, administrators, principal deputies, are people who provide direction, set goals, and determine policy for the agency. They are likely to have the authority to make decisions that affect overall agency policy and operation.

    _____Category 2:   Middle Managers are people who spend a majority of their time managing major departments or work units and/or supervising other supervisors. They are likely to have the authority to set goals and determine policy for the departments they manage.

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_____Category 3:   First-line Supervisors are people who spend a majority of their time supervising professional, service, or production workers. They are likely to have the authority to hire, discipline, and appraise the performance of the people who report to them.

_____Category 4:   Special Program Managers are people who manage special studies, departments, or grants that provide an internal service to the agency. They may supervise one or two people, but supervision is a very limited part of their job.

_____Category 5:   Staff Specialists are people who advise or consult with management on issues requiring special information, skill, or attention such as personnel management, training, or other areas of professional or technical specialization. They may supervise one or two people, but supervision is a very limited part of their job.

PART TWO: MANAGEMENT INFORMATION

Directions

This part of the questionnaire is about the Management and Supervisory part of your current job. It is divided into ten categories, with sub-categories under each category. Each sub-category is comprised of a statement, a definition, and three sections of questions for your response.

Read each sub-category from left to right across the page. The question sections for each sub-category are located at the far right. You should check no more than one box in each section. If none of the boxes apply to your situation, leave them blank.

Please go on now and answer the questions on the following pages.

		Section A (Check One)				Section B (Check One)					Section C (Check One)			
SUBJECT AREA AND CATEGORY	**DEFINITION**	1 My job does not require this.	2 My job should require this but does not.	3 My job requires this and I am doing it.	4 I don't know if my job requires this.	1 This is essential to my job.	2 This is important to my job but not essential.	3 This is not very important to my job.	4 This is unimportant to my job.	5 I don't know if this is important to my job.	1 I need comprehensive training in this.	2 I need a refresher in this.	3 I am already skilled in this.	4 Training in this is not applicable to my job.
I. Defining Mission, Goals, and Priorities.	I. Sources and Methods for Clarifying an Agency's Purpose and Direction.													
a. Legal framework affecting agency operation.	a. Knowledge of laws and other state and federal mandates.													
b. Environmental, cultural, and other "outside" influences.	b. Knowledge of the current influences of the various "publics" and "clients" an agency must serve or satisfy.													
c. Anticipating change.	c. How to read the signals and keep pace with effects of new laws, policies, and public demand.													
d. Forecasting and building on opportunity.	d. Predicting the future based on careful analysis of trends.													
e. Developing policy.	e. Stating an agency's position on various internal and external issues.													
f. Setting goals and priorities.	f. Determining the results desired and the priority in which they will be pursued.													

		Section A (Check One)				Section B (Check One)					Section C (Check One)			
		1	2	3	4	1	2	3	4	5	1	2	3	4
SUBJECT AREA AND CATEGORY	DEFINITION	My job does not require this.	My job should require this but does not.	My job requires this and I am doing it.	I don't know if my job requires this.	This is essential to my job.	This is important to my job but not essential.	This is not very important to my job.	This is unimportant to my job.	I don't know if this is important to my job.	I need comprehensive training in this.	I need a refresher in this.	I am already skilled in this.	Training in this is not applicable to my job.
II. Getting Organized.	II. Concepts and Methods of Dividing Work and Making Decisions to Effectively Carry-out Agency Mission.													
a. Understanding bureaucracy.	a. Knowing how government organizations function.													
b. Formal and informal organizations.	b. Knowing how power and authority are communicated and decisions made in an organization.													
c. Organizing to meet the goals.	c. How to efficiently arrange various functions and tasks into departments, units, and jobs.													
d. Determining manpower needs.	d. Predicting the number and type of workers that will be needed to meet the agency's goals.													

		Section A (Check One)				Section B (Check One)					Section C (Check One)			
SUBJECT AREA AND CATEGORY	DEFINITION	1	2	3	4	1	2	3	4	5	1	2	3	4
		My job does not require this.	My job should require this but does not.	My job requires this and I am doing it.	I don't know if my job requires this.	This is essential to my job.	This is important to my job but not essential.	This is not very important to my job.	This is unimportant to my job.	I don't know if this is important to my job.	I need comprehensive training in this.	I need a refresher in this.	I am already skilled in this.	Training in this is not applicable to my job.
III. Planning Concepts.	III. The Various Kinds of Planning Methods and Their Uses.													
a. Long-range planning.	a. Developing goals for one or two bienniums in the future.													
b. Strategic planning.	b. Determining what new things will have to be done and how to do them.													
c. Contingency planning.	c. Anticipating possible problems that may occur in a given situation and developing plans to overcome them should they occur.													
d. Operational (action) planning.	d. Developing plans to operationalize goals or implement decisions.													
e. Developing procedures.	e. Writing step-by-step methodology for carrying out specific functions.													

SUBJECT AREA AND CATEGORY	DEFINITION	Section A (Check One)				Section B (Check One)					Section C (Check One)			
		1	2	3	4	1	2	3	4	5	1	2	3	4
		My job does not require this.	My job should require this but does not.	My job requires this and I am doing it.	I don't know if my job requires this.	This is essential to my job.	This is important to my job but not essential.	This is not very important to my job.	This is unimportant to my job.	I don't know if this is important to my job.	I need comprehensive training in this.	I need a refresher in this.	I am already skilled in this.	Training in this is not applicable to my job.
IV. Managing and Allocating Resources.	IV. Concepts and Methods of Managing Money, Materials, Space, Time, Etc.													
a. Budgeting concepts.	a. Knowledge of the major approaches to budgeting such as line item, PPBS, and zero base.													
b. Budget Division requirements.	b. Knowledge of current State of Oregon budget instructions.													
c. Concepts of cost benefit and cost effectiveness.	c. Methods of weighing costs against potential results.													
d. Accounting and auditing.	d. Knowledge of current State of Oregon accounting and auditing methods and procedures.													
e. Managing time.	e. Knowledge of universal time wasters and time saving methods.													
f. Managing facilities and equipment.	f. Methods and procedures for the management, control, maintenance, and replacement of buildings, property, equipment, etc.													

V. Problem-Solving and Decision-Making.

		Section A (Check One)				Section B (Check One)					Section C (Check One)			
SUBJECT AREA AND CATEGORY	**DEFINITION**	1 My job does not require this.	2 My job should require this but does not.	3 My job requires this and I am doing it.	4 I don't know if my job requires this.	1 This is essential to my job.	2 This is important to my job but not essential.	3 This is not very important to my job.	4 This is unimportant to my job.	5 I don't know if this is important to my job.	1 I need comprehensive training in this.	2 I need a refresher in this.	3 I am already skilled in this.	4 Training in this is not applicable to my job.
V. Problem-Solving and Decision-Making.	V. Concepts and Methods that Contribute to Rational, Goal Directed Decisions and Solutions.													
a. Collecting and analyzing data.	a. Methods for collecting and analyzing data for a variety of needs and situations.													
b. Monitoring and controlling.	b. Methods to keep plans on target and provide feedback about deviations.													
c. Evaluation systems.	c. How to obtain current data on program, department, and agency results.													
d. Handling conflicts and disagreements.	d. Methods for resolving differences and keeping discussions and performance goal-oriented.													
e. Taking corrective action.	e. How to return plans, procedures, performance to "normal."													

		Section A (Check One)				Section B (Check One)					Section C (Check One)			
		1	2	3	4	1	2	3	4	5	1	2	3	4
SUBJECT AREA AND CATEGORY	DEFINITION	My job does not require this.	My job should require this but does not.	My job requires this and I am doing it.	I don't know if my job requires this.	This is essential to my job.	This is important to my job but not essential.	This is not very important to my job.	This is unimportant to my job.	I don't know if this is important to my job.	I need comprehensive training in this.	I need a refresher in this.	I am already skilled in this.	Training in this is not applicable to my job.
VI. Communication and Information Processes.	VI. Overview of the Various Communication and Information Methods and Sources that are Necessary for Effective Agency Operation.													
a. Information systems.	a. Knowledge of manual and automated methods of collecting, storing, and retrieving information.													
b. Oral communications.	b. Various circumstances, methods, and techniques of face-to-face communications.													
c. Written communications.	c. Techniques for improving letters, memos, and reports.													
d. Conducting meetings.	d. When and how to conduct productive, results-oriented meetings.													
e. Public relations.	e. Methods and procedures of identifying and relating to differenct target populations.													

		Section A (Check One)				Section B (Check One)					Section C (Check One)			
		1	2	3	4	1	2	3	4	5	1	2	3	4
SUBJECT AREA AND CATEGORY	DEFINITION	My job does not require this.	My job should require this but does not.	My job requires this and I am doing it.	I don't know if my job requires this.	This is essential to my job.	This is important to my job but not essential.	This is not very important to my job.	This is unimportant to my job.	I don't know if this is important to my job.	I need comprehensive training in this.	I need a refresher in this.	I am already skilled in this.	Training in this is not applicable to my job.
VII. Relationships.	VII. When and How to Interact with Various Internal and External Personnel.													
a. Political and power relationships.	a. The uses and abuses of politics and power in obtaining support for agency programs.													
b. Interpersonal relations.	b. Knowledge of various modes of relating to others in a variety of situations and circumstances.													
c. Leadership and the use of authority.	c. Ways to provide direction and obtain commitment to a course of action.													
d. Teamwork.	d. Developing cooperative working relations with work units, departments, etc.													
e. Delegation.	e. How and what to delegate to employes.													
f. Staff-line relationships.	f. The relationship and dependence between staff and line functions.													

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		Section A (Check One)				Section B (Check One)					Section C (Check One)			
		1	2	3	4	1	2	3	4	5	1	2	3	4
SUBJECT AREA AND CATEGORY	DEFINITION	My job does not require this.	My job should require this but does not.	My job requires this and I am doing it.	I don't know if my job requires this.	This is essential to my job.	This is important to my job but not essential.	This is not very important to my job.	This is unimportant to my job.	I don't know if this is important to my job.	I need comprehensive training in this.	I need a refresher in this.	I am already skilled in this.	Training in this is not applicable to my job.
g. Liaison functions.	g. The internal and external informal, cooperative relationships that are necessary for productive agency operation.													
h. Motivation.	h. Various methods that can be used to integrate individual and agency goals and objectives.													

	Section A (Check One)				Section B (Check One)					Section C (Check One)			
	1	2	3	4	1	2	3	4	5	1	2	3	4
SUBJECT AREA AND CATEGORY / **DEFINITION**	My job does not require this.	My job should require this but does not.	My job requires this and I am doing it.	I don't know if my job requires this.	This is essential to my job.	This is important to my job but not essential.	This is not very important to my job.	This is unimportant to my job.	I don't know if this is important to my job.	I need comprehensive training in this.	I need a refresher in this.	I am already skilled in this.	Training in this is not applicable to my job.

VIII. Personnel Management. — VIII. Knowledge of the Personnel Part of the Manager's Job.

Subject Area and Category	Definition	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4
a. Personnel and Merit system law and rules.	a. Knowledge of current Personnel Division publication of law and rules.													
b. Collective bargaining.	b. Knowledge of labor laws, agency contracts, and techniques of negotiation.													
c. EEO and affirmative action.	c. Knowledge of specific state and federal requirements and the agency affirmative action plan.													
d. Selection, placement, and orientation.	d. Basic processes for hiring and getting a new employe started on the job.													
e. Position description, work plans, and performance appraisal.	e. Knowledge of the basic components of the Oregon Performance Appraisal System.													
f. Training and development.	f. Concepts of training and development as they apply to the managers job.													

SUBJECT AREA AND CATEGORY	DEFINITION	Section A (Check One)				Section B (Check One)					Section C (Check One)			
		1	2	3	4	1	2	3	4	5	1	2	3	4
		My job does not require this.	My job should require this but does not.	My job requires this and I am doing it.	I don't know if my job requires this.	This is essential to my job.	This is important to my job but not essential.	This is not very important to my job.	This is unimportant to my job.	I don't know if this is important to my job.	I need comprehensive training in this.	I need a refresher in this.	I am already skilled in this.	Training in this is not applicable to my job.
g. Safety.	g. OSHA requirements and the manager's responsibility for safety.													
h. Disciplinary action and dismissal.	h. Concepts of progressive discipline and legal requirements for dismissal of employes.													
i. Handling complaints and grievances.	i. How to prevent complaints from becoming grievances; how to resolve grievances early in the grievance procedure; knowledge of specific agency grievance procedure.													

Section A
(Check One)

Section B
(Check One)

Section C
(Check One)

SUBJECT AREA AND CATEGORY	DEFINITION	Section A (Check One)				Section B (Check One)					Section C (Check One)			
		1	2	3	4	1	2	3	4	5	1	2	3	4
		My job does not require this.	My job should require this but does not.	My job requires this and I am doing it.	I don't know if my job requires this.	This is essential to my job.	This is important to my job but not essential.	This is not very important to my job.	This is unimportant to my job.	I don't know if this is important to my job.	I need comprehensive training in this.	I need a refresher in this.	I am already skilled in this.	Training in this is not applicable to my job.
IX. Administrative Procedures.	IX. Introduction to the Administrative Procedures Manual and Review of the Sections that Affect Day-to-Day Agency Operation.													
a. Payroll and benefits.	a. Information on timekeeping, checkstub, calculations, and the benefits available to employes.													
b. Travel and expense accounts.	b. Rules, procedures, and what and how to file claims.													
c. Purchasing.	c. Bidding, price agreements, purchase orders, etc.													
d. Contracts.	d. Rules, formats, procedures.													
e. Encumbrances and expenditures.	e. Accounting Division rules, codes, procedures. .													
f. Property control.	f. Legal responsibility, property ledgers, procedures.													

SUBJECT AREA AND CATEGORY	DEFINITION	Section A (Check One)		Section B (Check One)		Section C (Check One)	
g. Liabilities.	g. Personal liabilities of managers and employes.	My job does not require this.	1	This is essential to my job.	1	I need comprehensive training in this.	1
		My job should require this but does not.	2	This is important to my job but not essential.	2	I need a refresher in this.	2
		My job requires this and I am doing it.	3	This is not very important to my job.	3	I am already skilled in this.	3
		I don't know if my job requires this.	4	This is unimportant to my job.	4	Training in this is not applicable to my job.	4
h. Ethics and conflicts of interest.	h. Knowledge of good ethical practices and rules and policies governing conflicts of interest.			I don't know if this is important to my job.	5		

	Section A (Check One)				Section B (Check One)					Section C (Check One)			
	1	2	3	4	1	2	3	4	5	1	2	3	4

Column definitions:

Section A:
- 1: My job does not require this.
- 2: My job should require this but does not.
- 3: My job requires this and I am doing it.
- 4: I don't know if my job requires this.

Section B:
- 1: This is essential to my job.
- 2: This is important to my job but not essential.
- 3: This is not very important to my job.
- 4: This is unimportant to my job.
- 5: I don't know if this is important to my job.

Section C:
- 1: I need comprehensive training in this.
- 2: I need a refresher in this.
- 3: I am already skilled in this.
- 4: Training in this is not applicable to my job.

SUBJECT AREA AND CATEGORY

X. Theories and Systems of Management and Supervision.

DEFINITION

X. An Introduction to the Major Contributors to Management Thinking.

a. Theory x and theory y. (Major contributor: McGregor.)
   a. The extremes of management behavior and their appropriate use.

b. Grid Theory. (Major contributor: Blake and Mouton.)
   b. Balancing the management of goal functions and people functions.

c. Management by Objectives. (Major contributor: Odiorne and Morrisey.)
   c. The idea that managers must never lose sight of the goals and objectives of an organization.

d. Systems Management. (Major contributor: Young.)
   d. The integration of all aspects of management into a single management system.

e. Management by exception.
   e. Dealing with management problems and deviation as they occur.

XI. Now would you please estimate the percentage of time you spend on all the management and supervisory functions covered in this questionnaire. _____ %.

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

CATEGORIES OF MANAGEMENT

```
                    EXECUTIVE,
                  ADMINISTRATOR,
                     PRINCIPLE
                     DEPUTIES



                      MIDDLE
                     MANAGERS

    SPECIAL                              STAFF
    PROGRAM                              PEOPLE
    MANAGERS

                    FIRST-LINE
                    SUPERVISORS
```
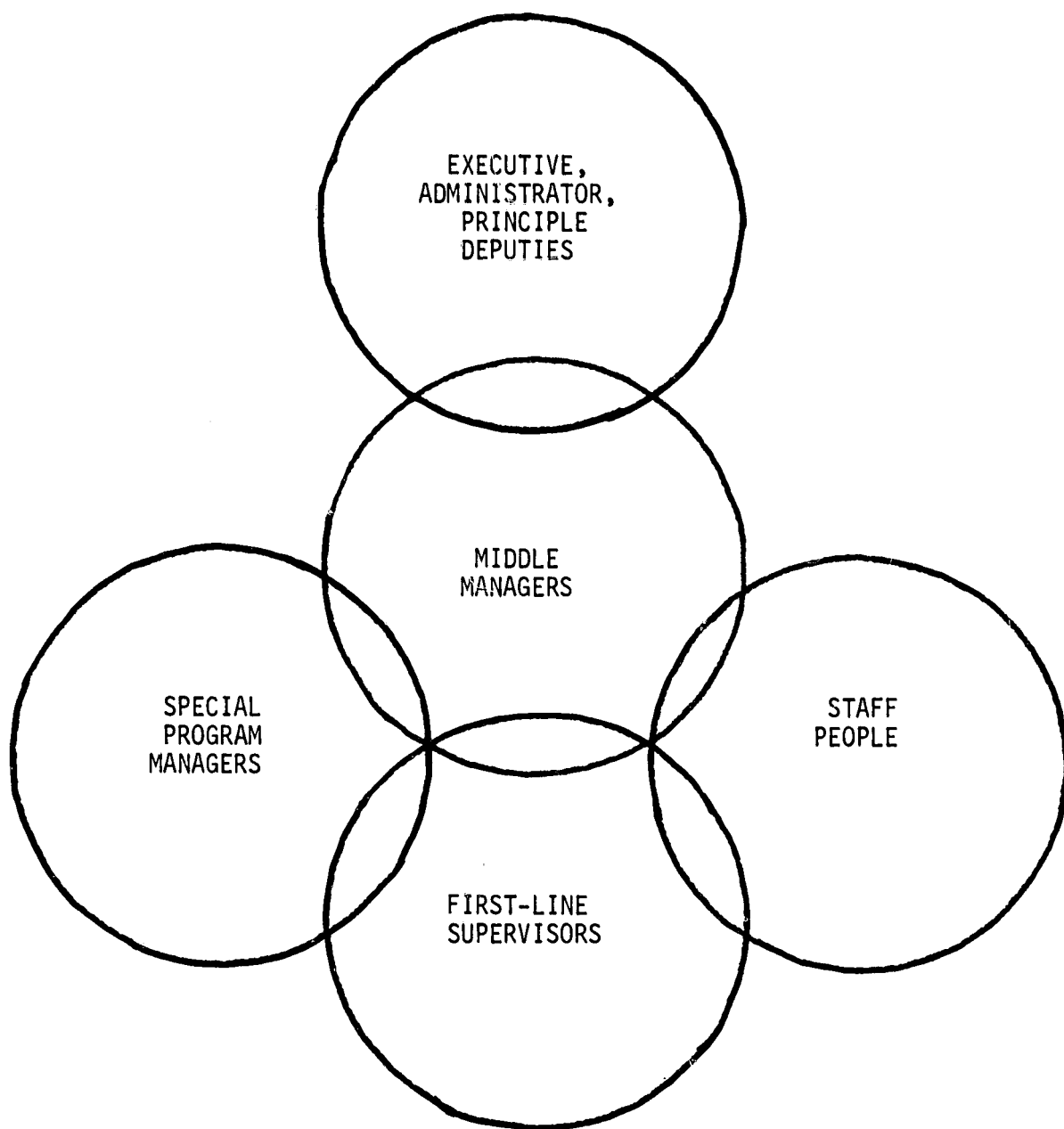
The above chart identifies the five categories of managers and supervisors that we intend to study under our I.P.A. Training Needs Assessment Project. Definitions of these five categories are on the following page.

Category 1:   Executives, Administrators, Principle Deputies are people
who set goals and determine policy for the agency.

Category 2:   Middle Managers are people who supervise other supervisors
and may set goals and determine policy for a work unit
or department within an agency.

Category 3:   First-Line Supervisors are people who supervise produc-
tion and service workers.

Category 4:   Special Program Managers are people who manage grants,
special studies, or departments that provide an internal
service to the agency.

Category 5:   Staff People are typically personnel officers and
training managers.

STATE OF OREGON   **INTEROFFICE MEMO**

TO: DATE: 3/16/78

FROM: _ Gerald D. Jacobson *A.D.J.*
       Manager, Training and Development

SUBJECT: Management Needs Assessment Questionnaire

Attached you will find a personalized letter from Bob Watson to each of your managers concerning an instrument that will be used to collect needed information for the development of management Knowledge, Skills and Abilities (KSA's). As you will recall, the Policy Committee charged me with the responsibility for this project to be reported back to the Policy Committee around July, 1978.

With the assistance of outside resources, we will be able to pursue this project in much greater depth than we originally anticipated. However, we are operating under tight time constraints.

Your help is needed in coordinating the logistics of distribution and collection of the questionnaires within your component to assure that all of your managers complete and return the questionnaire.

I would appreciate your help in the following areas:

(1) designation of a liaison person within your component to distribute and collect the questionnaires;

(2) setting a deadline for around March 27 for return of the questionnaires to your liaison person and notifying your managers accordingly so that I can collect the questionnaires r। March 29;

(3) checking off the names of managers who have returned their questionnaires on the attached list;

(4) adding any managers to the list who may not have been included and distributing Mr. Watson's letter and the questionnaire to them;

(5) monitoring and pursuing the collection of those questionnaires which have not been returned to you by March 27.

Please notify me of your liaison person's name by March 21.

I will pick up the completed questionnaires from your liaison person on the afternoon of <u>March 29</u>.

Thank you for all of your help in this high priority project.

GDJ/gj

CC: Bob Watson
     Tom Toombs
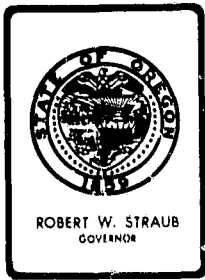
Department of Human Resources
CORRECTIONS DIVISION
2575 CENTER STREET N.E., SALEM, OREGON 97310   PHONE 378-2467

March 16, 1978

ROBERT W. STRAUB
GOVERNOR

ALBANY REGIONAL OFFICE
John Darby, Regional Manager

Dear John:

You and approximately 190 other members of our Corrections Division management team have been selected to contribute your professional thinking and exper- iences about the management tasks, responsibilities and training requirements related to your job. Our Policy Committee earlier identified the need and established a high priority for obtaining this information to assist in the selection of managers and develop long range management training programs.

Last month we were offered the opportunity to obtain outside resources for this high priority project. Only two agencies - the Corrections Division and the Department of Environmental Quality - were selected to develop standards for managerial Knowledge, Skills and Abilities. These standards will later be tested on a statewide basis. The Training Unit of the Personnel Division is conducting the study with the assistance of a Federal grant. Jerry Jacobson, our Training and Development Manager, is serving as our internal project coordinator.

Recently you were asked to complete a management questionnaire for the Depart- ment of Human Resources. The attached questionnaire is not more of the same. It is much broader in scope and specific in detail. Findings of the D.H.R. study, when available, will be used to augment the findings of the current project.

All of us have filled out numerous and time-consuming questionnaires and never found out whether or not anything was done with the information. I want to personally assure you that this will not be the case for the attached question- naire. You will receive a written summary of the findings no later than June 1, 1978.

The questionnaire is anonymous, confidential and will be tabulated and analyzed by the project staff of the Personnel Division. It will take careful thought and approximately one hour of your work time.

A sample of approximately one out of every four or five Corrections Division managers will be interviewed by an outside consultant between May 15 and July 15. The purpose of the followup interviews will be to clarify and validate the questionnaire findings, as well as obtain other vital information.

Please follow the instructions carefully and submit your completed questionnaire to the designated person in your component by the assigned date. Jerry Jacobson will collect the questionnaires from each component on March 29.

Thank you for your personal and professional contribution to this most significant project.

Sincerely,

BW/gj
Attachment

Bob Watson
Administrator

AN EQUAL OPPORTUNITY EMPLOYER

State of Oregon
DEPARTMENT OF ENVIRONMENTAL QUALITY   INTEROFFICE MEMO

To: Distribution Below   Date: March 16, 1978

From: Thelma Hetrick

Subject: Training Needs Study

Many of you have helped develop the Goals and Objectives of DEQ.
The Goal #2 of Agency Management is:

> "TO IMPROVE THE AGENCY'S SYSTEM FOR MEETING
> PERSONNEL NEEDS"

And objective #5 of that goal is:

> "TO ESTABLISH A DEPARTMENT-WIDE TRAINING STRATEGY
> FOR NEW AND CURRENT EMPLOYEES TO MAINTAIN AND UP-
> GRADE TECHNICAL, MANAGERIAL AND CLERICAL SKILLS"

To meet Objective #5 the DEQ Personnel Section has agreed to be one of
two Oregon State pilot agencies to research a method for determining
needs in the supervisory/managerial area. I am part of a task force
to establish such methodology with federal grant funds. We hope this
will advance the state of the art a little (there is no such method
now). The grant provides resources our budget could not afford. If
the results are a viable product then I'll have a comprehensive method
for finding our technical and clerical support needs/strategies also.

I hope you'll give me your help in these areas:

1.   QUESTIONNAIRE

Our task force established a list of supervisory/managerial training
needs. From this list we devised a questionnaire to help us learn
what managerial knowledges, skills and abilities our people need.

THE ATTACHED QUESTIONNAIRE NEEDS ABOUT ONE HOUR OF YOUR THOUGHTFUL TIME.
HEADQUARTERS AND NORTHWEST REGION EMPLOYEES PLEASE RETURN TO ME BY 3/28/78.
OTHER REGION EMPLOYEES PLEASE RETURN TO TERRI AXELL, WILLAMETTE VALLEY
REGION, BY 3/28/78.

2.   INTERVIEWS

About 20% of the above group will have a personal interview by a
Research Consultant. This is to build on and verify the questionnaire.
The interview is to check process, not substance.

Page 2
Training Needs Study

3.   OBSERVATION

Finally, there will be some observation periods with a few em-
ployees (representatives from each of the five groups identified
on the first and second pages of the questionnaire) to learn the
dynamics relationships and the job environment at the various
levels.

We expect to summarize and complete the study by 8/1/78.

Most employees are interested in developing their knowledges, skills and
abilities to equip them for higher job opportunities. I expect this in-
novative methodology to give us the bonafide needs of our employees so we
can spend our training budget on the right things to realize our aims.

Thelma

TMH:ls
Attachment

Distribution:

Mike Downs	Hazel Altig	Dennis Duncan
JoAnn Scott	Bill Jasper	Kala Banerjee
Roy Fritzler	Harold Sawyer	Hal Shroll
Keith Hedeen	Kent Ashbaker	Ramona King
Dolores Hall	Clarence Hilbrick	Bill Fuller
Bob Jackman	Jack Osborne	Bob McHugh
Bob Gay	Tom Lucas	Fred Bolton
George Lee	Anna Kingsfather	Bob Gilbert
Bill Young	Tom Blankenship	John Borden
Jim Swenson	Ed Lynd	Rich Feiter
Thelma Hetrick	Mark Ronayne	Tom Bispham
Peter McSwain	Glen Carter	Steve Gardels
Jack Weathersbee	Ed Quan	Bob Shimek
Harold Patterson	Ernie Schkidt	Van Kollias
John Kowalczyk	Bill Bree	Charlie Gray
Fritz Skirvin	Fred Bromfeld	Larry Patterson
Dick Vogt	Bob Brown	Steve Carter
John Hector	Bill Dana	Larry Lowenkron
Ron Householder	Mabel McNeil	Daryl Johnson
John Core	Warren Westgarth	Gary Messer
Stan Sumich	Alan Hose	Murray Tilson
Ted Wacker	Rick Gates	Mike Ebeling
Bob Free, Sr.	Allan VanHoeter	Terri Axell
Dave St. Louis	Ron Baker	Tim Davison
Neil Adams	Merlyn Hough	Barbara Burton
Larry Lemkau	Bob Paeth	

CRITICAL JOB REQUIREMENTS	HIGH PRIORITY TRAINING NEEDS
Written Communications.	Budgeting Concepts.
Developing Policy.	Budget Division requirements.
Setting Goals and Priorities.	Concepts of cost benefit and cost effectiveness.
Oral Communications.	Managing time.
Interpersonal Relations.	Motivation.
Staff-Line Relations.	EEO and Affirmative Action.
Personnel and Merit System Law.	Leadership and use of authority.
Legal Framework affecting Agency.	Liabilities.
Environmental and Other "Outside" Influences.	Ethics and conflicts of interest.
Understanding Bureaucracy.	Evaluation systems.
Formal and Informal Organization.	Public relations.
Strategic Planning.	Personnel and Merit System Law.
Contingency Planning.	Collective bargaining.
Budgeting Concepts.	Training and development.
Handling Conflicts and Disagreements.	Disciplinary action and dismissal.

CRITICAL JOB REQUIREMENTS	HIGH PRIORITY TRAINING NEEDS
Teamwork.	Personnel and Merit System Law.
Position Description, Work Plans, and Performance Appraisal.	Legal framework affecting agency operation.
Oral Communications.	Budgeting concepts.
Written Communications.	Strategic planning.
Handling Complaints and Grievances.	Disciplinary action and dismissal.
Organizing to Meet the Goals.	Written communications.
Delegation.	Collective bargaining.
Staff-Line Relations.	Interpersonal relations.
Disciplinary Action and Dismissal.	Motivation.
Handling Conflicts and Disagreements.	Setting goals and priorities.
Taking Corrective Action.	Leadership and the use of authority.
Interpersonal Relations.	Anticipating change.
Leadership and Use of Authority.	Managing time.
Setting Goals and Priorities.	EEO and Affirmative Action.
Contingency Planning.	Long-range planning.

CRITICAL JOB REQUIREMENTS	HIGH PRIORITY TRAINING NEEDS
Position Description, Work Plans, and Performance Appraisal.	Legal framework affecting agency.
Oral Communications.	Handling conflicts and disagreements.
Interpersonal Relations.	Disciplinary action and dismissal.
Teamwork.	Liabilities.
Delegation.	Safety.
Handling Complaints and Grievances.	Taking corrective action.
Written Communications.	Handling complaints and grievances.
Leadership and Use of Authority.	Anticipating change.
Staff-Line Relations.	Motivation.
Handling Conflicts and Disagreements.	Personnel and Merit System Law.
Selections, Placement, Orientation.	Managing time.
Personnel and Merit System Law.	Conducting meetings.
Disciplinary Action and Dismissal.	Leadership and use of authority.
Legal Framework affecting Agency.	Training and development.
Operational (action) Planning.	Written communications.

CRITICAL JOB REQUIREMENTS	HIGH PRIORITY TRAINING NEEDS
Legal Framework affecting Agency.	Budgeting Concepts.
Environmental and other "Outside" influences.	Budget Division requirements.
Anticipating Change.	Managing time.
Developing Policy.	Evaulation systems.
Setting Goals and Priorities.	Motivation.
Understanding Bureaucracy.	Collective bargaining.
Formal and Informal Organization.	Disciplinary action and dismissal.
Strategic Planning.	Concepts of cost benefit and cost effectiveness.
Budgeting Concepts.	Monitoring and controlling.
Concepts of Cost Benefit and Cost Effectiveness.	Handling conflicts and disagreements.
Managing Time.	Interpersonal relations.
Monitoring and Controlling.	Leadership and the use of authority.
Evaluation Systems.	EEO and Affirmative Action.
Handling Conflicts and Disagreements.	Training and development.
Taking Corrective Action.	Handling complaints and grievances.

CRITICAL JOB REQUIREMENTS	HIGH PRIORITY TRAINING NEEDS
Written Communications.	Disciplinary action and dismissal.
Teamwork.	Handling conflicts and disagreements.
Delegation.	Handling complaints and grievances.
Ethics and Conflicts of Interest.	Forcasting and building on opportunity.
Anticipating Change.	Interpersonal relations.
Setting Goals and Priorities.	Environmental and other "outside" influences.
Strategic Planning.	Determining manpower needs.
Operational (action) Planning.	Public relations.
Handling Conflicts and Disagreements.	Personnel and Merit System Law.
Taking Corrective Action.	Anticipating change.
Oral Communications.	Organizing to meet goals.
Conducting Meetings.	Long-range planning.
Interpersonal Relations.	Collecting and analyzing data.
Leadership and Use of Authority.	Monitoring and controlling.
Liaison Functions.	Taking corrective action.

CRITICAL JOB REQUIREMENTS	HIGH PRIORITY TRAINING NEEDS
Delegation.	Handling complaints and grievances.
Teamwork.	Disciplinary action and dismissal.
Written Communications.	Managing time.
Leadership and Use of Authority.	Handling conflicts and disagreements.
Interpersonal Relations.	Taking corrective action..
Handling Complaints and Disagreements.	Monitoring and controlling.
Oral Communications.	Motivation.
Position Description, Work Plans, and Performance Appraisal.	Training and development.
Strategic Planning.	Organizing to meet goals.
Taking Corrective Action.	Developing procedures.
Contingency Planning.	Interpersonal relations.
Operational (action) Planning.	Leadership and use of authority.
Collecting and Analyzing Data.	Public relations.
Conducting Meetings.	Setting goals and priorities.
Staff-Line Relations.	Strategic planning.

CORRECTIONS DIVISION

Follow-Up Questionnaire for Executives and Administrators

This is a follow-up to the Manager and Supervisor Questionnaire you completed in March. As a result of tabulations from that questionnaire, we have listed the top priority management and supervisory tasks and the top priority managerial training needs that have been identified by the middle managers at Corrections Division.

The purpose of this follow-up questionnaire is to determine the extent to which executives and administrators agree with the choices middle managers have made about their top priority management tasks and training needs.

The questionnaire is divided into two parts. The first part deals with the 15 top priority management and supervisory tasks, while the second part deals with the 15 top priority managerial training needs identified by middle managers at the Corrections Division.

INSTRUCTIONS FOR PART I

At least 51% of the middle managers at the Corrections Division have stated that the tasks listed below are high priority for them. To complete this part of the questionnaire please check the appropriate blank indicating whether you agree or disagree that the tasks are of high priority for middle managers. At the end of Part I there is also space for you to make additional comments.

PART I

Top priority management and supervisory tasks as identified by Corrections Division middle managers.

	Agree	Disagree
Teamwork.	_____	_____
Position Description, Work Plans, and Performance Appraisal.	_____	_____
Oral Communications.	_____	_____
Written Communications.	_____	_____
Handling Complaints and Grievances.	_____	_____
Organizing to Meet the Goals.	_____	_____
Delegation.	_____	_____
Staff-Line Relations.	_____	_____
Disciplinary Action and Dismissal.	_____	_____
Handling Conflicts and Disagreements.	_____	_____
Taking Corrective Action.	_____	_____
Interpersonal Relations.	_____	_____
Leadership and Use of Authority.	_____	_____
Setting Goals and Priorities.	_____	_____
Contingency Planning.	_____	_____

In your opinion, what managerial tasks (if any) are middle managers performing at the Corrections Division that are as important as those listed above, but were not included. (Please List)

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INSTRUCTIONS FOR PART II

At least 51% of the middle managers at the Corrections Division have stated that the managerial <u>training needs</u> listed below are high priority for them. To complete this part of the questionnaire please place:

A number (1) after those training needs you feel should be met first,

A number (2) after those you feel should be met second,

A number (3) after those you feel should be met last,

A zero (0) after those you feel are not important.

At the end of Part II there is also space for you to make additional comments.

PART II

Top priority managerial <u>training needs</u> as identified by Corrections Division middle managers.

Personnel and Merit System Law. _____

Legal Framework Affecting Agency Operation. _____

Budgeting Concepts. _____

Strategic Planning. _____

Disciplinary Action and Dismissal. _____

Written Communications. _____

Collective Bargaining. _____

Interpersonal Relations. _____

Motivation. _____

Setting Goals and Priorities. _____

Leadership and the Use of Authority. _____

Anticipating Change. _____

Managing Time. _____

EEO and Affirmative Action. _____

Long-Range Planning. _____

In your opinion what managerial <u>training needs</u> (if any) of middle managers at the Corrections Division are as important as those you marked (1) above, but were not included. (Please List)

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Thank you for completing this questionnaire.

CORRECTIONS DIVISION

Follow-Up Questionnaire for Middle Managers

This is a follow-up to the Manager and Supervisor Questionnaire
you completed in March. As a result of tabulations from that
questionnaire, we have listed the top priority management and
supervisory tasks and the top priority managerial training
needs that have been identified by the first-line supervisors
at the Corrections Division.

The purpose of this follow-up questionnaire is to determine
the extent to which middle managers agree with the choices
first-line supervisors have made about their top priority
management tasks and training needs.

The questionnaire is divided into two parts. The first part
deals with the 15 top priority management and supervisory
tasks, while the second part deals with the 15 top priority
managerial training needs identified by first-line super-
visors at the Corrections Division.

INSTRUCTIONS FOR PART I

At least 51% of the first-line supervisors at the Corrections Division have stated that the tasks listed below are high priority for them. To complete this part of the questionnaire please check the appropriate blank indicating whether you agree or disagree that the tasks are of high priority for first-line supervisors. At the end of Part I there is also space for you to make additional comments.

PART I

Top priority management and supervisory tasks as identified by Corrections Division first-line supervisors.

	Agree	Disagree
Position Descriptions, Work Plans, and Performance Appraisals.	___	___
Oral Communications.	___	___
Interpersonal Relations.	___	___
Teamwork.	___	___
Delegation.	___	___
Handling Complaints and Grievances.	___	___
Written Communications.	___	___
Leadership and Use of Authority.	___	___
Staff-Line Relations.	___	___
Handling Conflicts and Disagreements.	___	___
Selection, Placement, and Orientation.	___	___
Personnel and Merit System Law and Rules.	___	___
Disciplinary Action and Dismissal.	___	___
Legal Framework Affecting Agency.	___	___
Operational (action) Planning.	___	___

In your opinion, what managerial tasks (if any) are first-line supervisors performing at the Corrections Division that are as important as those listed above, but were not included. (Please List)

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INSTRUCTIONS FOR PART II

At least 51% of the first-line supervisors at the Corrections Division have stated that the managerial training needs listed below are high priority for them. To complete this part of the questionnaire please place:

A number (1) after those training needs you feel should be met first,

A number (2) after those you feel should be met second,

A number (3) after those you feel should be met last,

A zero (0) after those you feel are not important.

At the end of Part II there is also space for you to make additional comments.

PART II

Top priority managerial training needs as identified by Corrections Division first-line supervisors.

Legal Framework Affecting Agency. _____

Handling Conflicts and Disagreements. _____

Disciplinary Action and Dismissal. _____

Liabilities. _____

Safety. _____

Taking Corrective Action. _____

Handling Complaints and Grievances. _____

Anticipating Change. _____

Motivation. _____

Personnel and Merit System Law and Rules. _____

Managing Time. _____

Conducting Meetings. _____

Leadership and Use of Authority. _____

Training and Development. _____

Written Communications. _____

In your opinion what managerial training needs (if any) of first-line supervisors at the Corrections Division are as important as those you marked (1) above, but were not included. (Please List)

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Thank you for completing this questionnaire.

DEPARTMENT OF ENVIRONMENTAL QUALITY

Follow-Up Questionnaire for Executives and Administrators

This is a follow-up to the Manager and Supervisor Questionnaire you completed in March. As a result of tabulations from that questionnaire, we have listed the top priority management and supervisory tasks and the top priority managerial training needs that have been identified by the middle managers at the Department of Environmental Quality.

The purpose of this follow-up questionnaire is to determine the extent to which executives and administrators agree with the choices middle managers have made about their top priority managment tasks and training needs.

The questionnaire is divided into two parts. The first part deals with the 15 top priority management and supervisory tasks, while the second part deals with the 15 top priority managerial training needs identified by middle managers at the Department of Environmental Quality.

At least 51% of the middle managers at the Department of Environmental Quality have stated that the tasks listed below are high priority for them. To complete this part of the questionnaire please check the appropriate blank indicating whether you agree or disagree that the tasks are of high priority for middle managers. At the end of Part I there is also space for you to make additional comments.

PART I

Top priority management and supervisory tasks as identified by Department of Environmental Quality middle managers.

	Agree	Disagree
Written Communications.	_____	_____
Teamwork.	_____	_____
Delegation.	_____	_____
Ethics and Conflicts of Interest.	_____	_____
Anticipating Change.	_____	_____
Setting Goals and Priorities.	_____	_____
Strategic Planning.	_____	_____
Operational (action) Planning.	_____	_____
Handling Conflicts and Disagreements.	_____	_____
Taking Corrective Action.	_____	_____
Oral Communications.	_____	_____
Conducting Meetings.	_____	_____
Interpersonal Relations.	_____	_____
Leadership and Use of Authority.	_____	_____
Liaison Functions.	_____	_____

In your opinion, what managerial tasks (if any) are middle managers performing at the Department of Environmental Quality that are as important as those listed above, but were not included. (Please List)

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INSTRUCTIONS FOR PART II

At least 51% of the middle managers at the Department of Environmental Quality have stated that the managerial <u>training needs</u> listed below are high priority for them. To complete this part of the questionnaire please place:

A number (1) after those training needs you feel should be met first,

A number (2) after those you feel should be met second,

A number (3) after those you feel should be met last,

A zero (0) after those you feel are not important.

At the end of Part II there is also space for you to make additional comments.

PART II

Top priority managerial <u>training needs</u> as identified by Department of Environmental Quality middle managers.

Disciplinary Action and Dismissal	_____
Handling Conflicts and Disagreements.	_____
Handling Complaints and Grievances.	_____
Forecasting and Building on Opportunity.	_____
Interpersonal Relations.	_____
Environmental and Other "Outside" Influences.	_____
Determining Manpower Needs.	_____
Public Relations.	_____
Anticipating Change.	_____
Organizing to Meet Goals.	_____
Long-Range Planning.	_____
Collecting and Analyzing Data.	_____
Monitoring and Controlling.	_____
Taking Corrective Action.	_____

In your opinion what managerial <u>training needs</u> (if any) of middle managers at the Department of Environmental Quality are as important as those you marked (1) above, but were not included. (Please List)

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Thank you for completing this questionnaire.

DEPARTMENT OF ENVIRONMENTAL QUALITY

Follow-Up Questionnaire for Middle Managers

This is a follow-up to the Manager and Supervisor Questionnaire you completed in March. As a result of tabulations from that questionnaire, we have listed the top priority management and supervisory tasks and the top priority managerial training needs that have been identified by the first-line supervisors at the Department of Environmental Quality.

The purpose of this follow-up questionnaire is to determine the extent to which middle managers agree with the choices first-line supervisors have made about their top priority management tasks and training needs.

The questionnaire is divided into two parts. The first part deals with the 15 top priority management and supervisory tasks, while the second part deals with the 15 top priority managerial training needs identified by first-line supervisors at the Department of Environmental Quality.

At least 51% of the first-line supervisors at the Department of Environmental Quality have stated that the tasks listed below are high priority for them. To complete this part of the questionnaire please check the appropriate blank indicating whether you agree or disagree that the tasks are of high priority for first-line supervisors. At the end of Part I there is also space for you to make additional comments.

PART I

Top priority management and supervisory tasks as identified by Department of Environmental Quality first-line supervisors.

	Agree	Disagree
Delegation.	_____	_____
Teamwork.	_____	_____
Written Communications.	_____	_____
Leadership and Use of Authority.	_____	_____
Interpersonal Relations.	_____	_____
Handling Complaints and Disagreements.	_____	_____
Oral Communications.	_____	_____
Position Description, Work Plans, and Performance Appraisal.	_____	_____
Strategic Planning.	_____	_____
Taking Corrective Action.	_____	_____
Contingency Planning.	_____	_____
Operational (action) Planning.	_____	_____
Collecting and Analyzing Data.	_____	_____
Conducting Meetings.	_____	_____
Staff-Line Relations.	_____	_____

In your opinion, what managerial tasks (if any) are first-line supervisors performing at the Department of Environmental Quality that are as important as those listed above, but were not included. (Please List)

_____

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INSTRUCTIONS FOR PART II

At least 51% of the first-line supervisors at the Department of Environmental Quality have stated that the managerial training needs listed below are high priority for them. To complete this part of the questionnaire please place:

A number (1) after those training needs you feel should be met first,

A number (2) after those you feel should be met second,

A number (3) after those you feel should be met last,

A zero (0) after those you feel are not important.

At the end of Part II there is also space for you to make additional comments.

PART II

Top priority managerial training needs as identified by Department of Environmental Quality first-line supervisors.

Handling Complaints and Grievances.   _____

Disciplinary Action and Dismissal.   _____

Managing Time.   _____

Handling Conflicts and Disagreements.   _____

Taking Corrective Action.   _____

Monitoring and Controlling.   _____

Motivation.   _____

Training and Development.   _____

Organizing to Meet Goals.   _____

Developing Procedures.   _____

Interpersonal Relations.   _____

Leadership and Use of Authority.   _____

Public Relations.   _____

Setting Goals and Priorities.   _____

Strategic Planning.   _____

In your opinion what managerial training needs (if any) of first-line supervisors at the Department of Environmental Quality are as important as those you marked (1) above, but were not included. (Please List)

_____

_____

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_____

Thank you for completing this questionnaire.

PERCENTAGES OF AGREEMENT BETWEEN QUESTIONNAIRE
AND FOLLOW - UP QUESTIONNAIRE

MGMT. LEVEL	AGENCY	TASK AGREEMENT	TRAINING NEEDS AGREEMENT	TRAINING PRIORITIES AGREEMENT
TOTAL MGMT.	Corrections and DEQ combined	88.19%	99.97%	41.08%
TOTAL MGMT.	Corrections	90.56%	99.96%	52.68%
	DEQ	85.83%	99.99%	29.47%
TOP AND MID MGMT.	Corrections	96.09%	99.97%	58.93%
	DEQ	92.30%	99.99%	28.58%
MID AND 1st LINE MGMT.	Corrections	85.03%	99.96%	46.43%
	DEQ	79.37%	99.99%	30.36%

Corrections Division

Training Needs of Middle Managers

AS SEEN BY THEMSELVES	AS SEEN BY THEIR SUPERVISORS
Personnel and Merit System Law	Leadership and use of authority
Legal framework affecting agency	Legal framework affecting agency
Budgeting concepts	Disciplinary action and dismissal
Strategic planning	Setting goals and priorities
Disciplinary action and dismissal	Personnel and Merit System Law
Written communications	Written communications
Collective bargaining	Budgeting concepts
Interpersonal relations	Motivation
Motivation	Managing time
Setting goals and priorities	Strategic planning
Leadership and use of authority	Collective bargaining
Anticipating change	Interpersonal relations
Managing time	Anticipating change
EEO and Affirmative Action	EEO and Affirmative Action
Long-range planning	Long-range planning

Corrections Division

Training Needs of First-Line Supervisors

AS SEEN BY THEMSELVES	AS SEEN BY THEIR SUPERVISORS
Legal framework affecting agency	Handling complaints and grievances
Handling conflicts and disagreements	Leadership and use of authority
Disciplinary action and dismissal	Disciplinary action and dismissal
Liabilities	Handling conflicts and disagreements
Safety	Taking corrective action
Taking corrective action	Managing time
Handling complaints and grievances	Legal framework affecting agency
Anticipating change	Motivation
Motivation	Personnel and Merit System Law
Personnel and Merit System Law	Written communications
Managing time	Liabilities
Conducting meetings	Safety
Leadership and use of authority	Anticipating change
Training and development	Training and development
Written communications	Conducting meetings

Department of Environmental Quality

Training Needs of Middle Managers

AS SEEN BY THEMSELVES	AS SEEN BY THEIR SUPERVISORS
Disciplinary action and dismissal	Forecasting and building on opportunity
Handling conflicts and disagreements	Organizing to meet goals
Handling complaints and grievances	Handling conflicts and disagreements
Forecasting and building on opportunity	Public relations
Interpersonal relations	Long-range planning
Environmental and other influences	Monitoring and controlling
Determining manpower needs	Taking corrective action
Public relations	Handling complaints and grievances
Anticipating change	Interpersonal relations
Organizing to meet goals	Anticipating change
Long-range planning	Determining manpower needs
Collecting and analyzing data	Collecting and analyzing data
Monitoring and controlling	Disciplinary action and dismissal
Taking corrective action	Environmental and other influences

Department of Environmental Quality

Training Needs of First-Line Supervisors

AS SEEN BY THEMSELVES	AS SEEN BY THEIR SUPERVISORS
Handling complaints and grievances	Organizing to meet goals
Disciplinary action and dismissal	Training and development
Managing time	Setting goals and priorities
Handling conflicts and disagreements	Managing time
Taking corrective action	Motivation
Monitoring and controlling	Handling conflicts and disagreements
Motivation	Leadership and use of authority
Training and development	Interpersonal relations
Organizing to meet goals	Public relations
Developing procedures	Handling complaints and grievances
Interpersonal relations	Taking corrective action
Leadership and use of authority	Disciplinary action and dismissal
Public relations	Monitoring and controlling
Setting goals and priorities	Developing procedures
Strategic planning	Strategic planning

PERCEPTIONS OF AGENCY PERFORMANCE
IDENTIFIED FROM EXTERNAL INTERVIEWS

Department of Environmental Quality

Seven external interviews were conducted involving persons familiar
with or in a position to influence DEQ goals and policy. These inter-
views involved representatives from the Environmental Quality Council,
the Legislature, Legislative Fiscal Office, Metropolitan Service Dis-
trict, and Land Conservation and Development Department.

Analysis of data obtained from these interviews can be broken down
into five general categories; agency goals, agency management, agency
role, extent of agency authority, and public relations. Following is
a list of the problems identified in each of these areas.

Agency Goals

1. Many DEQ goals don't seem to be feasible. They seem to be ideological
    in nature rather than practical.

2. DEQ sets goals and policy without presenting alternatives. They
    give the appearance of there only being one way things can be done.

3. There seems to be a lack of agreement on DEQ goals. The goals
    tend to shift depending on the politics of the situation and the
    influence of special interest groups. At times, the goals of one
    division are "traded off" in favor of the goals of another
    division.

Agency Management

1. There appears to be a lack of coordination between the internal
    divisions at DEQ. Technical competence is diverse with planning
    being done in isolation of one division from another. At times,
    there appears to be competition between divisions such as Water
    and Air, etc.

2. Managers at DEQ don't seem to be held accountable for the effect
    of their actions and decisions.

3. DEQ managers seem to be competent in their professional areas of
    specialization, but seem to lack general managerial competence
    and ability.

4. The role of the administrator of DEQ is not clear, there appears
    to be competition between the administrator and the various
    division heads as to who will run the agency.

Agency Role

1. There is confusion over whether DEQ is a regulatory agency or a
    service agency, or both.

2. There needs to be clarification of the role and responsibility of various related agencies such as DEQ, LCDC, and the various local city and county agencies.

3. There is a need for DEQ to coordinate their efforts more closely with other state agencies.

Extent of Authority

1. There is confusion over what DEQ is really required to do and what is some scientist's ideology or dream.

2. There is a need to differentiate between Federal EPA requirements and State DEQ requirements.

3. There is a feeling that there is collusion between EPA and DEQ in "forcing" certain standards upon the State.

Public Relations

1. There are poor public relations at the service delivery level. DEQ employes don't explain why things can't be done, don't give advice on alternatives, appear to be arrogant at times.

2. When public hearings are held, DEQ representatives seem more interested in "selling" their plans than getting public input.

3. There does not appear to be an appeal process for DEQ decisions.

Corrections Division

Eight external interviews were conducted involving persons familiar with or in a position to influence Corrections Division goals and policy. These interviews involved representatives for the Oregon Law Enforcement Council, Legal Department, Oregon Council on Crime and Delinquency, Portland Police Department, Attorney General's Office, and two members of the Legislature.

Analysis of data obtained from these interviews can be broken down into three general categories; performance of middle management, Bureaucratic Entrenchment, and public relations. Following is a list of the problems identified in each of these areas.

Performance of Middle Management

1. Middle managers at Corrections Division have a narrow agency-only, day-to-day point of view. They don't seem to understand the intent of policy, and often try to by-pass it.

2. Middle managers are not in touch with what's going on.

3. Middle managers lack objectivity, lack curiosity, are not innovative.

4. Many middle managers don't believe criminals can be rehabilitated.

5. Middle managers often see legislators as enemies.

Bureaucratic Entrenchment

1. Corrections people resist change, are defensive, and negative.

2. There is a paramilitary or ex-military state of mind at Corrections.

3. "One source" education from Oregon College of Education tends to reinforce the status quo.

4. Some of the divisions lack goals and objectives, operate on a day-to-day basis.

5. Corrections managers over-identify with the Corrections field and become entrenched in Corrections philosophy.

Public Relations

1. Field people don't seem to see the value of public involvement and participation.

2. There seems to be a lack of skill or ability to work with the public and other "outsiders."

3. There is a lack of political support for Corrections and Correctional projects.

4. The reactions of the Corrections Division are unpredictable. Sometimes they over-react to public pressure, and other times they don't react at all.

5. The public doesn't understand, and often objects to prisoners being released on parole "too soon."

COMPARATIVE ANALYSIS OF INTERNAL INTERVIEWS

POPULATION: Top and Middle Managers
NUMBERS INTERVIEWED: Corrections = 17, DEQ = 10.

The interviews in both agencies were focused around two major areas of inquiry; (1) mission, goals, and objectives, and (2) concepts of management, including management training needs.

Discussion of goals were framed in terms of goal definition, goal establishment, external pressures or mandates on goals, and integration of goals among work units. Further inquiry was directed at goal understanding within organization and between organization and relevant publics.

Discussion of management concepts examined manager definitions, generic and specific management skills, professional qualities of the manager, support systems for effective managers, and the role of training in the development of managers.

Both agencies have been extensively involved in the development of goals. Managers of both agencies are aware of the general goal structure of their agency and give general support to the goals.

Following is a comparative analysis of Corrections Division and the Department of Environmental Quality responses to the major topics of goals and objectives, characteristics of managers, and training needs.

Topic #   :   GOALS AND OBJECTIVES

CORRECTIONS

1. Political interests and community pressures tend to influence the goals established by the upper levels of Corrections management, taking goals out of the hands of the operating level.

2. Occasionally new goals or priorities are established by upper management without consideration of the legal or mandated goals of the organization.

3. Goals are seen as providing a useful framework for individual units in organizing work activities. Top management uses goals as a device for presenting accomplishments and defending against changing expectations. Goal statements are also translated into work plans.

4. Goals are sometimes established in units and become combined to represent larger division goals. However, this does not lead to integration of units. Work units tend to remain independent and competitive.

5. Units are not held accountable by top administration for goal achievement.

DEQ

1. Most goals are the result of EPA mandates that are passed down through the organization. There is little opportunity for input except when special problems occur.

2. The "committee of 15" that sets the goals is unbalanced in favor of general administration who tend to impose their goals on other departments.

3. Goals are seen as unrealistic. Once the process of setting goals is accomplished, little effort is made to see that the goals are met. There is no indication that goals are incorporated into the work plans.

4. There is little sharing of information or goals at the lower levels of management, nor is there much sharing between air, water, and solid waste departments.

5. Managers are not recognized or rewarded for meeting the goals of the agency.

CORRECTIONS	DEQ
6. Goals are not connected with budgeting and the allocation of resources.	6. The present budgeting process is a popularity contest for dollars rather than an evaluation of the goals.
7. The community is generally seen as hostile toward Corrections goals. Also, managers perceive a confusion in community desires regarding Corrections programs.	7. DEQ managers tend to perceive the agency to be regulatory in nature. They perceive the community as misinformed about the purpose and goals of the agency. A major problem is seen as getting the community to "obey" DEQ rules and regulations.

CORRECTIONS	DEQ
1. Ability to have an overview of the Corrections field including broad perception of influences and conflicting forces.	1. Must know enough to be able to recognize errors, make corrections, develop alternatives when problems occur.
2. Ability to translate goals into individual staff expectations and monitor for achievement.	2. Must be able to provide both positive and negative feedback on accomplishment of goals.
3. Managers must delegate and encourage the performance of others. They must withdraw from "doing".	3. Must have the ability to delegate.
4. Managers must learn to thrive on crisis and changing conditions without overreacting to immediate issues.	4. Need the ability to handle emergencies.
5. Security managers view themselves as being specifically competent and feel that their security experience is the most important element in performing their job.	5. Above all, managers at DEQ must be technically knowledgeable and competent.
6. Managers must have good communication skills including oral and writing competence.	6. Should have the ability to communicate with the public in non-technical terms.
7. Need an exposure to the knowledge base available in the field of management.	7. Should have a general knowledge of management principles.
8. Managers must be analytical and able to design problem-solving strategies.	8. Managers need the ability to make timely decisions.
9. Ability to maintain high ethics and a commitment to high level of service to the community and the offender.	9. Must be able to command the loyalty of employes.
10. Ability to remove oneself from the immediate pressures of the job and reflect.	10. Must take time to spend with subordinates communicating and giving feedback.

CORRECTIONS	DEQ
11. Must maintain high morale in a system that makes it difficult to reward performance.	11. Must be able to motivate employes.
12. Must be models and encourage performance rewarded by self-satisfaction.	12. Managers must be achievement oriented. There are no other rewards or satisfactions.
13. Managers must be able to separate their roles in relation to the Division, the public, and other officials.	13. Must be able to stay on top of the changing policies and fights that occur between the public, the agency, and the EPA.
14. Must maintain a professional relationship with employes.	14. Need to have a good technical base in order to maintain sound relationships with employes.
15. Managers must be aware of employe's unique human needs and responsive to their problems.	15. No response.
16. Managers must fully utilize resources in the pursuit of goals and encourage broadening and development of staff.	16. The skills to develop good staff is important.
17. Although managers must monitor performance, reinforcement for the use of individual judgment must be provided; deviation from procedure and rules must be allowed to meet special conditions.	17. No response.
18. Managers are rewarded primarily through growth and development of staff and quality of product.	18. Managers are basically rewarded for technical competence; a good manager is usually given more to do.
19. Managers must understand the role requirements of others both above and below them in the organization.	19. No response.
20. Managers must encourage success and be readily accessable to staff encountering difficulty.	20. No response.
21. Managers must be able to adjust to the changing demands of staff.	21. No response.

Topic # : TRAINING NEEDS

CORRECTIONS	DEQ
1. Need information on budgeting under new system.	1. Budget training is needed.
2. Should make certain that some common management training is provided at all levels.	2. General management training would be good.
3. All supervisors should have up-dating in merit system law and personnel rules.	3. No response. (Personnel management and personnel rules are generally seen as a bother.)
4. Everyone should have an up-date on legislative and other mandates affecting the agency.	4. No response.
5. Models and methods for measuring efficiency and effectiveness are needed.	5. No response.
6. Cross-training of staff would encourage communications.	6. No response.
7. Some framework or guide to management practice that includes values and ethics is needed.	7. No response.
8. The background and framework for the development of policies needs to be explained.	8. No response.
9. Dealing with people at all levels remains a concern. Need more practice and skill development in this area.	9. Need training in interpersonal relations.
10. Specific knowledge and information about collective bargaining should be provided.	10. No response.
11. Safety requirements and methodologies should be covered.	11. No response.
12. Management of crisis is needed.	12. No response.
13. How to maintain long-range goals is important.	13. No response.

Topic #   :   TRAINING NEEDS

CORRECTIONS	DEQ
14. No response.	14. Could use training in how to develop people.
15. No response.	15. Training in communications skills is needed.
16. No response.	16. Need to know how to delegate.
17. No response.	17. Training in how to assert yourself without alienating people would be valuable.
18. No response.	18. There is a need for training in time management.
19. No response.	19. Could use planning and organizing skills.
20. No response.	20. Need analytical skills.
21. No response.	21. How to manage change would be helpful.
22. Ability to implement the models, theories, and concepts presented in training should be considered before the training is conducted.	22. Need to demonstrate how the theories taught in training sessions can be applied to the specific management jobs in the agency.

END