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A SURVEY OF THE EFFECTIVENESS
OF
INDUSTRIAL EXECUTIVE DEVELOPMENT
PROGRAMS

by
Fred Philip Lauth

A Thesis Submitted to the Faculty of the Graduate School
Of Loyola University in Partial Fulfillment of
The Requirement For the Degree of
Master of Arts

June
1956

LIFE

Fred Philip Lauth was born in Chicago, Illinois, November 15, 1921.

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CHAPTER I

THE PROBLEM OF EXECUTIVE DEVELOPMENT

It has been said that, "The problem of executive development has suddenly transformed modern management into a twentieth century Diogenes."¹ To compute the amount of thought given to this phase of the industrial complex in present day society is impossible. The incessant tide of literature bearing on this topic is at best only a partial indication of the effort and concern devoted to the vagaries and ramifications of a problem generally conceived to impinge, directly or otherwise, upon the very foundations of our present (and future) socio-economic and political institutions.

Indicative of some of the thinking currently prevalent regarding the pervading impact of this problem, is L. F. Urwick's assumption that the future of the United States will be influenced by the quality of business leadership being developed today.²

"It is safe to say that no problem in the general field of personnel has been treated to such an extent and from so many points of view in so brief a

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1. A. S. Judson, "New Approach to Executive Selection," Harvard Bus. Rev., XXII (2, 1954) 127-136.
 2. Lyndall F. Urwick, "Management Education in Business," Amer. Mgmt. Assn., 1954.

period of time. This is a tribute at once to the urgency of the problem and its complexity."³

Certainly the concept of managers or executives is not new. There have been those individuals throughout recorded history who have been leaders, who have directed the activities of their fellow men in military, political, church and other group activities. From the time the first artisan began the manufacture of an article for the use of persons other than himself, perhaps to be exchanged for services or other commodities, society has had the basic elements of a managerial function in business. And, as he employed an assistant to aid him and perhaps began to procure his raw materials from a supplier instead of a direct source, or to merchandise his product to some trader for resale in some distant market, the scope of his managerial function was necessarily extended.

The question may then be asked, with centuries of human experience behind us, why is there such a relatively recent display of concern over something that has been a normal part of man's business functions since the dawn of human social endeavor? The answers, while seemingly simple, are really quite complex. The growth of business into large corporations, and the obvious influence of these industrial giants upon the economy of the nation is one factor. Also, the proximity of other nations, due to improvements in communications and governmental alliances, et cetera, in many ways tends to extend this sphere of influence throughout the world. In addition, the newer concepts

3. Howard W. Johnson, "Executive Development, a Bibliographic Review," Significant Sources in Mgmt. Organization, Indust. Relat., I (February, 1954).

of the business world's social and political obligations, keener competition, newer methods, greater restrictions and many other factors have contributed to an increased responsibility for the business executive of today. The problem is somewhat aggravated by the failure of many businesses to develop executive material during the depression years. In an address given before the tercentenary celebration of Harvard College in September, 1936, Edward Stettinius Jr. who was then chairman of the finance committee of the United States Steel Corporation, said, "To me, the crux of the situation is not so much the need for men nor the scarcity of proven leaders, as it is the failure of American business management generally, to introduce an orderly and methodical system for the discovery, development and assignment of executive personnel."⁴

The net result is that expansion and changes in methods have confronted business with a greater need for executives than ever before. In addition to this, these executives must have broader vision, and greater skills than ever before in order to meet the increasing demands, and fulfill the obligations of our large industrial society.

Many of the changes in the demands placed upon business leaders that have been discussed were developed during World War II. Consequently most of the awareness of the need for developing executives to meet the expanded conditions and problems of business is of fairly recent origin. This need, once recognized

4. Edward R. Stettinius Jr., "The Selection and Development of Executives in American Industry," Personnel (May 1952) 446.

resulted in a flurry of activity on the part of many businesses, large and small, to procure talented young men and to train them for future managerial positions.

This has been a costly activity, a process of trial and error, amidst an atmosphere of conflicting opinions. The "specialist" versus the "generalist", the engineer versus the liberal arts graduate, the college graduate versus the factory graduate, and specialized departmental training versus general training. Today the debate continues, as do the costs. Cost estimates vary from \$200.00 to \$4000.00 and more, per person trained.⁵ The training director of a large firm which annually appraises 10,000 men as a candidate pool for replacements for top management jobs, reports that, "The whole area of selection at the management level is generally unsatisfactory and we all have a lot to learn about it."⁶

Apart from the comparatively recent flurry of activity on the part of industry to inaugurate programs designed to train young men for managerial positions, it might be well to examine other approaches to the training of men for industry. Actually it is impossible to date the first instance wherein a father began to tutor a son to succeed him along the lines of a particular craft or trade, but such was the beginning of industrial training. The concept of boys and young men being apprenticed to an artisan or tradesman to learn the

5. J. C. Aspley and E. Whitmore, Industrial Relations Handbook, (Chicago, 1949).

6. L. A. Russ, "A Practical Approach to Management Development", Management Methods, (May 1954).

business has long been an accepted and established method of industrial training. Although the European Guilds of the Middle Ages had many social and political ramifications, and although the purposes were frequently restrictive as well as developmental or educational, the training procedures of young men as apprentices, journeymen and ultimately masters of a trade, were firmly established with defined standards prescribed for progression through the various stages. Today many of these practices are still with us (and sometimes with a restrictive intent), particularly among the skilled crafts as a means to train new craftsmen for a trade or industrial activity. Since the industrial revolution, mechanization and automation have reduced the need for highly skilled craftsmen, so that industry today frequently trains a new worker by means of a brief period of "on the job training" which enables him to perform a semi-skilled, specialized part of a larger manufacturing process.

This type of training has been supplemented by the development of vocational and trade school systems. This type of pre-business training has also done much to hasten the learning period, and in many instances it actually prepares young people for a productive place in industry while enhancing their earning power.

The universities and colleges have likewise, for many years, trained people for the professions and for technical jobs within industry. In the case of engineers, accountants, lawyers, chemists and other highly specialized fields, the higher educational institutions have long been preparing people to follow these pursuits in an industrial capacity. While it is true that industry invariably modifies or adapts this training to its own needs it could not provide the elaborate and extensive training necessary for people to serve

industry in these capacities. The industrial accomplishments of this nation stand in large part as an ever present tribute to the success of the academic training of these people and their subsequent contribution to industry.

In an article entitled "Professional Education for Business Administration" by Richard L. Kozelka, the author, in a similar approach, goes back to the beginnings, and discusses the evolution of business. In discussing the need for business to be directed by someone who has mastered the art of business administration, the author states:

The primary function of business enterprise is to produce goods or services. Normally this involves members of the arts and professions, the engineer, the artist, the skilled tradesman. When several of these are working in an enterprise, one of them may quickly recognize the need for direction and control, and develop a capacity for business administration. As his business grows, he will bring in or develop assistants or specialists to interpret the market, distribute product, and divide the proceeds among the participants. There is no exclusive path to or method of training for business administration. Top executives may come from the most unlikely sources. However, there is an unmistakable and increasing trend toward specialized and professional training at various levels for specialized and managerial functions in business.

In developing this article further, the author discusses the business man's so-called "propensity for joining", and the tendency toward trade and professional organizations. This he traces back to the birth of classical economics in 1776 stemming from the publication at that time of Adam Smith's "Wealth of Nations". The step from theory to practical application was but a

7. Richard Kozelka, "Professional Education for Business Administration", Higher Education, (April, 1953).

short one, and, with a modification of curriculae, the professional schools of business administration were established in many universities. From this, the development of the technical side probably had its beginnings. Courses such as bookkeeping, penmanship and secretarial training had their beginnings in the "business colleges", although they flourished later in the public high schools. Instruction in bookkeeping progressed into higher courses in accounting and finance, which was first adopted in night school courses of the metropolitan colleges. "Some of the largest of the present schools of business administration have their major enrollment in part-time students studying at night."⁸ Training for business is given from other perspectives than through the school of business administration, such as, industrial engineering and political sciences.

This academic trend toward specialization in training for business has resulted in the formation of educational associations such as the American Association of Collegiate Schools of Business. There are many other organizations of specialties within the field of business. Plans are under way to combine many of the organizations of the latter group with the former in a Council for Professional Education for Business. "The purpose of the council is to study the common problems of the profession, to emphasize the interrelations of the specialties, and to strengthen the standards of good training and education in this new profession."⁹

Mr. Kozelka also discusses the growth of schools of business administration from the Wharton School of Finance and Commerce, which is recognized as

8. Ibid.

9. Ibid.

the first school of business administration established at the college level in 1881, to a 1952 survey which lists 163 undergraduate and ten graduate schools of business administration. The enrollments in commerce and business institutions of higher learning between 1910 and 1950 have increased from 1.2 per cent to 7.5 per cent of the total undergraduate enrollment.¹⁰ The trend is unmistakable. In accord with this trend there has been considerable pressure for an even greater specialization in the business administration school curriculum. The result has been something of a compromise between the demands of specialization and of broad basic training. The tendency upon the part of the schools of business administration, as with Law and Medical schools, has been toward an extension of the training rather than any further sacrifice of the liberal arts or general foundation. This compromise apparently has not satisfied all of the proponents of either, the approach to the specialist or to the generalist school of thought, regarding tomorrow's business executive. It is however, quite possible that the answer is to be found in a compromise of this type. (A further discussion of the trend toward a business administration education will be found in Chapter II, Related Literature.)

Aside from the philosophy about the suitability of a specialized training versus a general training for business leadership purposes, there are other considerations. Mr. Kozelka brings out some of these in his article. "The fluidity of graduates between jobs, as revealed by alumni studies, give pause to a high degree of specialization in the curriculum, lest the graduate should

10. Ibid.

suffer a handicap in initial placement, or in his adaptability to new opportunity."¹¹ "The profound ignorance of most freshmen of the elementary "facts of economic life" presents a grave problem in the understanding and motivation of the student in his approach to his chosen field. The increasing impact of government on business decisions has led to courses studying this problem and their inclusion in the degree requirements."¹²

There are further problems, which the author points out, such as a dearth of faculty objectively oriented in the scientific approach to business problems, faculty who have also had responsible, practical business experience. Also there is a conflict, which the author states is unavoidable, between specialization and general management training as well as between the objectives of a general education and a professional business curriculum. Whether or not articulation of these programs can be achieved without sacrificing either of the objectives is a problem of current concern. This of course does not cover all of the problems, but it does indicate, in some measure, the challenge confronting people engaged in a new branch of professional education, and points up a definite need for a comprehensive survey of this field.

Thus we have come from the period of a very simple apprenticeship to a highly developed, specialized branch of higher education, having many offshoots, such as relatively brief refresher courses for business executives, and many extensions such as the offering of graduate degrees in specialized business fields.

11. Ibid.

12. Ibid.

The academic contribution in itself has apparently not been sufficient, otherwise we should probably not see the extensive activity on the part of business to develop and maintain their own management development programs. This is in spite of the statistics which indicate that business has been drawing quite liberally from the ranks of graduates of the schools of business.

It is the training program of the potential executive in industry today that is the subject of our present study. Just how effective are the industrial programs that are devised to develop executives for tomorrow's industrial needs? Are they satisfying the expectations of management? Are they developing executives? And are they satisfying the needs of the management trainee?

CHAPTER II

A REVIEW OF THE RELATED LITERATURE

Some mention has been made in the preceding chapter about the large volume of writings devoted to the topic of management development. Almost daily, the newspapers carry some article about the training and development of people, practically every industrial magazine carries a related article, and books and pamphlets on this subject are published regularly in great abundance.

Although it is not the purpose of the present study to present a review in substance of all of the varied literary contributions to this topic, a cursory examination of some of the highlights in related thinking should be helpful in providing an illustrative and comparative backdrop, against which the aims and results of this project may be contrasted.

The extreme variation among the approaches to the concept of executive development, (which is in many ways even yet in a rudimentary stage), is such that it does not appear practicable at this time to try to group them into schools or systems. Instead it is perhaps better to recognize that although an absolute identity of goals does not obtain, the various approaches employed do seek an extremely high similarity of ends, in that the common denominator of producing skilled, efficient executives for industry is sought. Also, there is to be found upon analysis of the many viewpoints, broad areas of overlap as well as wide divergence of method and opinion. That there is a current and continuing need for the development of qualified industrial executives seems to

be a relatively universal consensus, but again, the reasons for this need and the emphasis upon the factors contributing to these reasons are found to vary.

In a brochure recently published under the auspices of the First National Bank of Chicago, Gaylord A. Freeman Jr. develops a theme propounding the selection and training of the "generalist" rather than the "specialist" as tomorrow's executive.¹ This is an interesting viewpoint, particularly in the light of the current polemic now being waged among some academicians and being reviewed in the daily newspapers, over the apparent need for more specialists, i.e. engineers, chemists, physicists, et cetera, as essential to military and industrial development and vital to our national welfare.

In defense of the generalist, Mr. Freeman states, "Although the liberal arts major may not be as immediately productive as the specialist, the very "generality" of his education may make him ultimately a more useful executive."² In agreement with this thought, the President of Yale University states, regarding the purpose of liberal arts training, which is "...to awaken and develop the intellectual and spiritual powers in the individual before he enters upon his chosen career so he may bring to that career the greatest assets of intelligence, resourcefulness, judgement and character."³

In developing this concept, Mr. Freeman examines the overall problem with considerable thoroughness, from the need for executives, what constitutes an

1. Gaylord A. Freeman, "The Selection, Training and Development Of Tomorrows' Executives," The First National Bank of Chicago. (1954).

2. Ibid. p. 15.

3. Ibid.

executive, the selection and training of executive candidates, and, to an extent that is not unique, but is somewhat unusual, to advocating further training toward developing the philosophical outlook of the trainee. Mr. Freeman feels that the executive developed successfully along these lines and in accord with these principles may well be the ultimate preservation of our society and its way of life.

Another industrial leader, who in many ways adheres also the the sentiments of Mr. Freeman, is Mr. Clarence B. Randall, President of Inland Steel Co. Particularly with regard to the civic, governmental and sociological obligations of business, and the need for business to develop executives along lines to meet these demands, does he parallel Mr. Freeman's thinking.⁴

More recently, in the May-June, 1955 issue of the Harvard Business Review, Frederick J. Pamp Jr. presents a brief for the generalist in an article entitled "Liberal Arts as Training For Business." He states that there have been enough changes just since World War II to make the job of business management grow alarmingly, and that these changes have been largely responsible for the feverish activity in the area of industrial management development.⁵

The corporation executive today must be the captain of a smooth-working team of people who can decide whether the time has come to build a new polymerization plant, what the answer is to the unsatisfactory employee relations in a given unit of the business, how to cope with a new government regulation, how to achieve a mutually respectful understanding with union representatives, and what position to take on price increases in order to maintain the good will of the public. In short, he is confronted with so many questions which require knowledge, intellectual

4. Clarence B. Randall, A Creed For Free Enterprise, (Boston, 1952)

5. Frederick J. Pamp Jr., "Liberal Arts As Training For Business" Harv. Bus. Rev., (May-June 1955).

subtlety, political insight and human flexibility that he desperately needs a mental equipment of the sort that the old-time tycoon could do without.⁶

The author here presents a little bit different approach. He develops the thesis that much that has normally been the function of executive judgement is being and will be replaced by the expanding use of electronic computers which can "...take readings of the whole spectrum of data at any time desired, give the relevant figures their proper weights, and come up with production schedules, orders for materials, and financial budgets to ensure maximum efficiency of operation."⁷

This does not mean technological unemployment for the executive, but it does obviate the necessity for extending the quantitative aspects of executive ability, i.e., accounting, engineering, industry, et cetera, and requires a re-assessment of necessary qualitative aspects of executive function. These qualitative factors have been called, "seeing business as a whole in conceptual synthesis."⁸

Mr. Pamp claims that all authorities have agreed that narrow specialization is not enough to enable a person to grasp these broad concepts, that this specialization is responsible for most of the middle management executive's inability to be considered as promotable to the top jobs. This is resulting in a demand for the liberal arts graduate from the campuses. "Educators, ...may be forgiven a certain bewilderment if, after bending every effort- and many

6. "What Have We Got Here?", Life, (January 1953), p. 50.

7. Pamp, p. 42.

8. Peter F. Drucker, The Practice of Management, (New York, 1934) p. 105.

curricula- to answer insistent demands from business for more and more specialty and vocational courses on all levels, they are now abused for turning out graduates unprepared for the full scope of executive action in management for today, much less for tomorrow."⁹

The educators reply to this is that the recruiters still come to the colleges with demands for many more technicians than liberal arts graduates. The answer to this of course, lies in closer cooperation between industry and the university. Much has been accomplished toward these ends in several recent conferences, such as the College English Association at Amherst in 1952, the Corning Glass Center in 1953, at Michigan State University, and the Kellogg Center in East Lansing in 1954.

The essence of the new management function is judgment. The mere accretion of facts is not enough. Management today cannot solve its problems through finding a formula to a quantitative accumulation of data. It must be able to generate ideas, to synthesize harmony out of what the academic world might refer to as "dissimilar disciplines." This the author feels is to be found in the liberal arts education and cites many notable industrial leaders who express themselves as in accord with this. "The essence of the humanities is meanings and value judgments on all levels."... and, "a new respect is developing on the part of businessmen for the standards which... the liberal arts colleges have been defending for many years."¹⁰

9. Pamp, p. 43.

10. Pamp, p. 49.

These are examples of rather broad visionary approaches to the problem of executive development. Much more of that which is written on this subject is devoted to the specifics of the problem. This in a practical way is the "how to do it" approach. These advocates of a particular method have contributed their thoughts and experiences in this field, usually with the idea of providing a practical method of training executives or of stimulating thought along related lines.

An example of this type of article is a publication of the Small Business Administration of the United States Government.¹¹ Essentially this constitutes something of governmental recognition of the problem. This booklet discusses the need for developing executives in industry, and points out some of the obvious reasons for the need, most of which have been embodied in Chapter I of this study. However, in contradistinction to the concepts of Freeman and Randall, the goals, as established in this brochure for the small business concern, are much more immediate, and offer a more tangible return to the company for its training investment. Thus, some of the goals are specifically defined as follows:

- To encourage improvement in the skills of handling other people.
- To improve communications.
- To improve job performance.
- To create competent replacement material.
- To fit training to real job problems.

11. Executive Development In Small Business. (Wash., D.C., 1954).

While it is true that all approaches to executive development are promulgated with the idea that certain direct benefits are expected to accrue eventually to the company in return for its investment in time and money, it would seem that the pragmatic delineations of the how to do it approach and its more proximate expectations, would create intrinsic differences within the structural framework of a training program so formulated, as opposed to the broader concepts and more distant expectations to be found in the approach of Freeman, et cetera. The balance of the Small Business Administration booklet consists of methods and means of aiding a business to install such a program.

Although the aims of this type of an approach to the concept of executive development seem to be more clearly defined than the philosophical approaches, a careful analysis renders this definition more apparent than real. Actually these seemingly more practical goals are quite as nebulous as some of the sociological or philosophical expectations of executive training discussed earlier. Certainly, the expressed idea, "to create competent replacement material" although it at first seems to convey to the average business man a reasonably common understanding of the purposes involved, tends to break down upon analysis and leaves much to be desired in the way of hard and fast definition; more so in some ways than the broad, long range generalist concepts.

In another example of related literature, K. R. Andrews in an article entitled Executive Training By The Case Method, presents a rather elaborate approach to a conference method of unrestricted discussion of selected cases as a means to generate greater enthusiasm and improve the potential effectiveness of training. The general goals presented here are quite vague, as reflected

by "...what is involved in building and leading an efficient team". Nevertheless, author feels that additional efforts and further investigation of this method are indicated upon the basis of interest that has been created.¹²

Another approach to executive training, and one that is frequently quoted in the literature is Zalesnik's, Foreman Training In A Growing Enterprise.¹³

This is in effect a case study presentation of the problems and experiences of a training program administrator. In closing, the author here asks a question similar in part to the question posed by this study, i.e. "Is training realistic from the supervisors point of view and in relation to his problems at work?"¹⁴ Mr. Zalesnik recommends the only way to obtain the answer to this question is to actually observe what is happening at the work level.

Although these preceding illustrations differ substantially from the methodology of this research they do serve to point up examples of current thinking, as well as some of the other problems and approaches to the field of executive development.

Another aspect of the problem of the generalist versus the specialist as the desirable candidate for tomorrow's executive positions in industry is of course, the type of training received by young men in the colleges and universities prior to their entering the business world. The presentation up to this point has been primarily concerned with the type of training given to young men

12. Kenneth R. Andrews, "Executive Training By The Case Method," Har. Bus. Rev. (September 1951).

13. A. Zalesnik, Foreman Training In A Growing Enterprise, (Boston, 1941).

14. Ibid., p. 232.

in executive development programs by their employer. It was noted that the training program in industry presupposes a philosophy, which seems to be either generalist or specialist oriented. This in turn appears to have a logical extension which conceivably might be reflected by the intake program of the management development programs of the various companies.

Although the concepts of Freeman and Randall are strongly supported by many businessmen such as Gulf Oil's President Sidney Swensrud and Sears, Roebuck's James Worthy, the picture on the college campus as drawn by the recruiter from industry certainly favors the specialist and leaves the generalist type of educated man with his liberal arts degree relatively unwanted. The following data reflects in part, the extent to which a specialist education takes precedence in the recruiting activities of industrial personnel recruiters on the nations college and university campuses.

Yale is a case in point. In 1950, of the sixty-six manufacturing companies that reserved interviewing space, only eighteen mentioned possibilities for liberal arts graduates. In 1951, only fifteen of ninety-one companies even alluded to B. A. graduates in their presentations. Slightly more hope was given liberal arts students by eleven banks, twenty-one insurance companies, and sixteen department stores.

In other colleges the story is much the same. Of the first 200 recruiters to visit John Hopkins...(sic) in 1953, 145 were actively seeking engineers, thirty-nine wanted other kinds of specialists. Only sixteen were will to have a look at liberal arts majors. At the University of South Carolina, Registrar, Henry O. Strohecker reports that the placement bureau cannot possibly meet the demands in the fields of specialization. It's the rare occasion when companies seek just liberal-arts graduates.¹⁵

15. "Should A Businessman Be Educated?", Fortune, (April 1953)

This trend has resulted in a decided diminution of enrollment in an "impractical" liberal-arts curriculum. In 1952 of the 227,029 men who received degrees from 1,306 colleges and universities, "...less than one third took courses that by any stretch of the definition made them products of a general education."¹⁶

It is not the purpose of this study to evaluate the merits of the statement by James Worthy of Sears, Roebuck, "The proper function of the schools of business should be conceived as developing the future members of the key-- perhaps the key-- leadership groups of modern American society. This will require a program which will be far more educational and much less vocational..."¹⁷ However, the necessity for and the importance of the contribution of the specialist to industrial growth and progress cannot be denied. That industry will continue to require the services of specialists, especially engineers, chemists, and other highly trained technologists is quite probable. But, whether or not the type of specialized training that these specialists receive renders them more or less suitable than the generalist for top management positions will, for the moment, have to remain a topic for debate. Whether or not the training given to the potential managerial candidate by industry should be of a specialist or generalist nature is also beyond the scope and purpose of this study. There is a possibility that the results may indicate a general direction that is desirable for the training of tomorrow's industrial leaders as measured by the degree of satisfaction obtained from current approaches to

16. Ibid.

17. Ibid.

the problem.

Although it would seem safe to assume that there is some probability that the answer to this polemic may ultimately be found through a combination of the better features of both approaches to the problem, and it would seem likely that some efforts have been made in this direction, no indication of an endeavor of this type has been found in the literature examined in the course of the present study.

The remainder of this chapter will generally be devoted to a brief examination of those publications the writer has been able to discover which are similar to the present objectives and methods of this study.

In an article entitled Resistance to Training, the author opens with the question, "Does training train?"¹⁸ This once more calls attention to a question of vital importance related to the field of executive development. This question is being asked more and more frequently in light of the extensive training extivity in industry, and strangely enough no one seems to have the answer.

In this instance the author concerns himself predominantly with the training of foremen, but it is interesting to note that this article is one of the relatively few to be found in the literature that employs a direct method of seeking an answer to the effectiveness of training programs. The author's approach is in essence a direct interview method which employs an atmosphere of permissive relationships that are necessary in order to obtain fundamental,

18. J. E. Surface, "Resistance to Training", Har. Bus. Rev., XXXII (2, 1954), 73.

valid opinions bearing upon the effectiveness of training, and that are helpful toward improving training.

A very recent publication by Joseph M. Trickett,¹⁹ is in many respects highly similar in employed methodology to that of this study. Utilizing a direct mail technique, combined with a direct interview, this study was designed to obtain certain facts and opinions regarding the activity of American business in the field of management education, the techniques and methods used, and the relative opinions of these companies as to the effectiveness of their efforts. This survey conducted as an American Management Association activity, while much more comprehensive in scope and sample, is sufficiently similar to the methods and objectives of this study to be utilized effectively for comparative data in the analysis and summary of the findings of this project.

Germane to earlier remarks in this chapter regarding the importance of the company attitudes toward executive training, it is worth noting that in Trickett's study he states, "... management development is primarily a state of mind, a philosophy of management, a way of business life-- not a system of forms and procedures."²⁰

Another related and even more recent article bearing upon this topic is reported in Personnel for January, 1955.²¹

19. Joseph M. Trickett, "A Survey of Management Development", Amer. Mgmt. Assn., (1954).

20. Ibid., 23.

21. Paul C. Buchanan, "A System For Evaluating Supervisory Development Programs", Personnel, XXXI (4, 1955), 335-346.

The purpose of this study is to analyze the problem of determining the effectiveness of supervisory development programs, rather than analyzing the effectiveness of the programs themselves, and to propose a method for evaluating training programs. As concisely stated by the author, "A perennial problem facing any organization which undertakes a program for developing supervisors or managers is that of determining the effectiveness of the program."²²

Again, Buchanan in quoting a British psychologist, emphasizes the need for research in the field of determining the effectiveness of training programs. "Castle,...who reported in 1952 that...in spite of an exhaustive search of the literature (a bibliography of 467 items has been compiled...), no case has been found of any systematic attempt to measure supervisory performance before and after training..."²³

At the present time a thorough study of the problem of evaluating training programs is currently being undertaken by the Detroit Edison Co. in conjunction with the Survey Research Center of the University of Michigan.

Thus, having given some attention to the thought devoted to the general concept of executive development, the purpose of the remaining chapters will be to examine a method which, in the light of current needs and activities it is hoped will in some measure be helpful in determining the effectiveness of executive development programs.

22. Ibid., 337.

23. Ibid.

CHAPTER III

THE PROCEDURE EMPLOYED

Inasmuch as the preponderance of literature dealing with this subject is an expression of industrial leaders in terms of their own or their company's relatively isolated experiences, there is little in the way of a methodology for determining the effectiveness of executive development programs to interpolate in the present study, even in a semi scientific manner.¹ As a consequence of this it was decided that in order to seek an answer to the problem of measuring executive development programs, a method would have to be devised.

An analysis of the literature, plus direct investigation of business people and executive trainees, seemed to reflect some doubts as to the effectiveness of many training programs as established in general. Certainly there was evidence of a tremendous activity in this area of executive development with a prevailing uncertainty as to the results.

The problem of accumulating data was considered next. Carter's control

1. The AMA study by Joseph Trickett cited previously will be found highly similar in method. Due to the fact that this study was published subsequent to the actual conduction of this experiment, the text in this instance has not been materially altered, except for comparative purposes in the study of the results.

group method for differential evaluation was ruled out as impractical, and probably unwelcome in most business concerns where the normal functions of a competitive industrial enterprise necessarily receive a priority of managerial attention, and in most cases would preclude a laboratory type approach such as this.²

The direct interview method was also removed from consideration for similar reasons. Also, it was felt that the possibility of anonymity being available to the recipient of the questionnaire offered a greater opportunity for frank, uninhibited expression.

For these reasons, the method finally decided upon was a mailed questionnaire that would assess the opinions of those concerned with executive development in various industries, both from the management and trainee perspectives, insofar as possible.

Having thus adopted a method, the questionnaire was so constructed as to elicit opinions in certain general areas that were considered to be strategic. These general areas were arrived at by polling industrial executives, and industrial trainees involved in training, or in a position to observe the progress of a training program in operation.

The polled results indicated certain general dissatisfactions on the part of management with regard to "the impracticality of contributions and ideas of the trainees in many instances." Also frequently brought out were comments regarding the impatience of the trainee concerning his financial advancement,

2. Paul C. Buchanan, "A System for Evaluating Supervisory Development Programs", Personnel **XXI** (4, 1955).

and the delegation of a function with responsibility and authority.

From the trainee came complaints that management failed to take advantage of the knowledge and abilities that he possessed; that all too often he had no concept of what he might expect in terms of salary progression or job function. This he attributed to a lack of definition and clarification of his company's training program. The following letter from the Chicago Daily Tribune conveys in large measure, the attitude found among many trainees:

How many more naive young men looking for jobs with large companies will be taken in by that enchanting word "trainee"?

While attending a party the other evening with a sizable group of men in their thirties and forties we made an amazing discovery. We're all on the same sinking ship. We're part of that huge army of so-called future executives who are being underpaid and overworked, and who are, for the convenience of their employers, being labeled as "trainees".

After 10 or 20 years of exhaustive preparation with still no evidence or financial reward, we've begun to question our employers motives. Could we young men be victims of good old fashioned exploitation, which has been cleverly masked and renamed? ³

An analysis of all these data revealed certain points that seemed basic to the divergent attitudes of management and the trainees. The trainees, in general, complained that management failed to recognize their capabilities and their contributions. On the part of management, the contributions were conceived as academic, theoretical or impractical. The complaint that the trainees were frequently too impatient from a management perspective, had its counterpart in the trainees complaint regarding uncertainty as to his present and future status.

Construction of the questionnaire was predicated upon these divergencies and built around these strategic areas resulting from the poll.

3. "Voice of the People", Chicago Daily Tribune, Nov. 2, 1953.

For the form to survey management opinions, the questionnaire was designed to embrace three general areas:

1. The type of program, its duration, structure and goals.
2. Management experience regarding the practical application of knowledge and adjustment to the program on the part of the trainee.
3. An expression of satisfaction or dissatisfaction in terms of general attitude and turnover of help.
(A copy of the questionnaire is included in Appendix II).

For the trainee, the questionnaire was more simply designed to examine the trainees' reaction to the practicality of his academic training in an industrial situation, his reactions to the structure of the training program in which he was engaged, and his general attitude. (A copy of the questionnaire is included in Appendix V).

Having thus arrived at the general content of the questionnaires, it was decided that the format should be simple and direct, and that the questionnaire should consume as little time as possible on the part of the recipient, in order to elicit a maximum amount of cooperation and return from the parties surveyed. Therefore, in order to minimize the time element on the part of the recipients in answering questions, the questionnaire forms were structured around a definitive alternate response approach. This format was used not only to encourage a maximum response, but was more susceptible than any other to statistical analysis. Some open end questions were included in the questionnaires to leave room for the expansion of data in some areas, and so as not to preclude consideration of pertinent information bearing on other possible aspects of this problem.

A very essential part of any mailed survey is of course, the accompanying letter of explanation and solicitation. The letter in this instance was structured in a manner as to further elicit the support and cooperation of the people to whom the survey was sent. (A copy of the accompanying letter is included in Appendix I).

The next problem was that of sampling. The main object here was to obtain data relating to the effectiveness of executive development programs from the experiences of those companies having had such programs in operation. A random sample of industrial firms would not have materially contributed to this objective, since the population as conceived was not industry as such, but those companies known to have training programs in the Chicago and surrounding area. A primary source was the 1951-1952 membership roster of the Illinois Training Directors Association. This roster provided a sample of sixty-one companies. In order to increase the size of this small, but possibly adequate, sample, further data on similar firms were obtained from other sources, including the Illinois State Chamber of Commerce. Also, firms widely known to have participated in training programs were included to augment the other sources. The total companies in the sample ultimately consisted of one hundred and thirty-seven companies.

The strategic problem then was to determine the recipients of the questionnaire forms. The perspective of general line executives conceivably would probably be too limited, therefore the training director was selected as managements representative for in spite of the possible interjection of bias from this source, the training director would seem to be in the best position to evaluate the results of training efforts and would be the person closest to

the overall training process.

The possibility is recognized that responses from operating department heads might be quite different from those of training directors or personnel managers, but in this instance cannot be considered as part of this study although it certainly might have value warranting investigation as a separate project.

Further, it was decided to contrast these two points of view, as obtained from management through the training director, and from the trainee himself.

In order to obtain opinions of young men currently engaged in training in industrial training programs, and to contrast these opinions with the opinions obtained from management personnel, it was decided that the sample could best be obtained from the same companies included in the survey sent to training directors. The source of this sample then would be provided by the training directors responding to the initial questionnaire, and names of trainees would be provided from the training rosters of as many of the responding companies as possible. The questionnaire form to be sent to the trainees, although more simply structured, would follow areas of investigation similar to those established in the first part as designed to obtain management's perspective.

CHAPTER IV

RESULTS

Part 1

Managements Viewpoint

The questionnaire forms were sent to one hundred and thirty seven companies selected in the manner outlined in the previous chapter. Of these 35.8 percent or 48 companies replied.

A number of authorities agree that the number of replies to a mailed questionnaire usually vary according to a number of variables, i.e. the nature of the questionnaire, the type of letter written, the number of questions asked, et cetera, but that a response in excess of thirty percent is unusually high in any case.

In a personal communication, Mr. Hartenfeld, circulation manager of such advertising publications as Advertising Age, reports that 18 percent would be considered a good response, and that 30 percent would be unusual to the point of being phenomenal. The director of research for the advertising firm of Batten, Barton, Durstine and Osborn, also in a personal communication, estimated 10 to 15 percent as a good response. Another authority states that, "In general a 10 to 20 percent return from mailings is considered excellent."¹

1. C. H. Sandage, Advertising Theory and Practice, Per. Ed. (Chicago, 1939), 262.

In the American Management Association Survey by Trickett,² 32 percent of the companies surveyed replied. The bulk of these replies however were made by AMA member companies. Thus, the response for member companies was 47 percent, in contrast to only 17 percent for non member companies. Member companies in this instance obviously interject a special variable contributing to an exceptionally high percentage of response.

Even though Trickett had the prestige of the American Management Association behind him in conducting his survey, our return of 35.8 percent was substantially better. In line with the introduction to this study and the indications of interest in this topic apparent in the literature, it might be conjectured that this large response is, in part, due to the current interest in executive development programs.

Of the forty eight companies responding to the questionnaire in the present study, twenty seven or 56.25 percent were found to have executive development programs currently in operation. Of these companies replying who have no program, at the moment, four companies stated that they were seriously considering the installation of supervisory or management development programs in the near future.

Of the twenty seven companies reporting to have programs for management development established, four companies requested personal exchange of information regarding their programs, rather than fill out the questionnaire form. As yet this personal communication has not been accomplished, and the analysis

2. Trickett, p. 10.

of the results of this survey deals only with those responses providing specific data. In certain instances replying firms omitted specific answers to some questions. Consequently the data recorded in the various tables in this chapter will not always be numerically constant.

Insert Table 1 about here

The figures in Table 1 reflect the relatively recent growth of management development programs during the latter part of, and immediately following World War II. The findings of the present study reveal that only five companies or 22.7 percent have had programs operating for more than ten years. In support of this the American Management Survey results indicate only 19.5 percent of surveyed companies have had plans in operation for more than ten years. This figure includes the replies of 648 companies and embraces replies from both mail and field surveys.

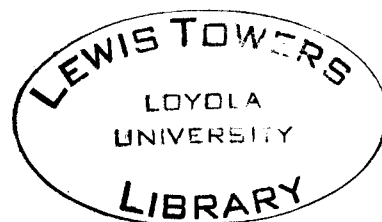
The intake procedures for these programs are not as restricted to college graduates as might have been expected. Only nine, or 38 percent, of the responding companies restrict their programs to college graduates, whereas 62 percent do not. If as might be expected, the true proportion is 50 percent, differences this large would be found less than 1 percent of the time. The obtained proportion is therefore very significant, and we may conclude definitely that factors other than chance are influencing the results.

Table 1
Comparative Data of the Relative
Age of Management Development Programs

Age of all plans in survey	Percentage of responding companies	
	Present survey	AMA survey ⁴
0 to 6 months	-	12.
6 to 12 months	-	11.5
1 to 3 years	18.2	23.
3 to 5 years	27.3	18.5
5 to 10 years	31.9	15.5
10 to 15 years	4.5	19.5*
15 to 20 years	9.1	-
20 to 25 years	4.5	-
25 to 30 years	4.5	-

⁴ Trickett, p. 26.

* Over 10 years.



$$\sigma_p = \sqrt{\frac{PQ}{N}} = \sqrt{\frac{P(1-P)}{N}}$$

$$\sqrt{\frac{.50 \times .38}{23}} = .0091$$

$$.0091 \times 2.65 = .024$$

Thus, under the hypothesis that the true proportion is .50, the standard error of the obtained proportion is .009. Assuming that the true proportion is .50, there is a discrepancy between this and the obtained proportion (.38) of .12. A discrepancy this large would occur less than .1 percent of the time by chance alone.

$$z = 38/\sigma_p = \pm 2.65$$

$$\therefore .24 \quad \frac{5.0}{120} \quad 5.0 < 3.767 \text{ or } .1\%$$

In spite of these figures, and the significance of the fact that 62 percent of the responding companies do not restrict their programs to college graduates, it may still be safely estimated that college trained men constitute a majority among management trainees. This assumption is made on the basis that 38 percent of the responding companies do restrict their programs to college trained men, and if it is assumed that of the 62 percent who do not restrict their programs, half of the trainee population of this group is comprised of college men, then it might be safely estimated that 69 percent of the

1. E. F. Lindquist, A First Course In Statistics, (Boston, New York, 1942), p. 127.

This formula will be followed in the determination of the significance of obtained proportions in the interpretation and application of subsequent data.

The Fisher-Yates table of Critical Ratios showing minimum values of significance ratios required for significance at various levels may be found in any standard statistics text.

trainee group in all companies would be comprised of college trained men. This proportion is further supported by the findings of the pilot survey in this study and is indicated in the literature.

In no case is there any report of management development programs, once established, being discontinued as unsatisfactory. Two companies reported discontinuing their programs as being no longer necessary.

With regard to the formulation or definition of the length of the training period, and the structure of the program within the various companies, the following tables provide some insight into the differences to be found among reporting companies.

 Insert Table 2 about here

Thus, in these instances, if the true proportion of the number of companies that have clearly defined programs is assumed to be 50 percent, the standard error of the obtained proportions in each category in Table 2 is found not to be significant beyond the 20 percent confidence level. These discrepancies could therefore be readily attributed to chance and the 50 percent assumed proportion cannot be rejected with any high degree of confidence.

 Insert Table 3 about here

From Tables 2 and 3 it is apparent that there is some lack of uniformity between various companies regarding the structure of executive training programs. This possibly is the result of a lack of study to determine the optimum

Table 2
Analysis of Companies
With Formalized Training Programs

Specific aims of formalized programs	Companies responding		
	Number	Percent	O p
Training Objectives.....	11	45.8	.01
Rate of trainee progress.....	13	54.2	.01
Rate of salary advancement.....	11	45.8	.01

Table 3
Distribution of Length of Training
Periods Among Responding Companies

Training Period	All responding companies	
	Number	Percent
6 to 12 months	5	21.7
12 to 18 months	7	30.4
18 to 24 months	1	4.3
24 to 30 months	4	17.4
30 to 36 months	1	4.3
Indefinite	5	21.7

length of a training period, or it is possibly due to the needs and conditions of training within the individual companies.

As illustrated in Table 2, opinion is revealed to be somewhat evenly divided for and against the establishment of specific goals for salary progression, advancement, and end results.

This lack of uniformity is seen again in Table 3. Fifty two percent of the companies reported training periods ranging from six to eighteen months, whereas 22 percent reported indefinite periods for training within their companies. Those organizations that reported indefinite periods for training are without exception, the same companies that reported that they did not feel that having a program of specific goals established for the trainee was desirable. These companies obviously prefer a very loosely structured training activity. Conversely, as might be expected, there is an apparent high correlation between those companies reporting formalized training programs as being desirable in their opinion, and those companies having relatively well formalized operations. However, in some instances the most formalized programs were reported to be sufficiently flexible to allow for variations in individual abilities and company needs.

As regards the formalized versus the indefinite or informal approach, it does not seem probable that both approaches can be best, or even equal. It is quite likely that in some instances an indefinite, informal approach would be suitable, whereas a formalized approach would not, or conversely. However, with opinion so evenly divided, it would seem that further study on this matter would indicate one approach as being generally better than the other in most situations. This should bring about an improvement in training procedures and

produce more effective results.

In spite of these many variations in structure between these programs in the different companies, as was mentioned earlier, in no case did any company discontinue its program due to dissatisfaction. There was no indication of any difference between companies having formalized programs and those who do not. Thus, it would seem that, in the main, the satisfaction derived from these activities more than outweighs any dissatisfaction. In the study by Trickett,⁵ he reports that 47 percent of interviewed companies having some type of management development plan were generally satisfied, 8 percent were strongly dissatisfied and the balance would not comment either way. Breaking this down further, he reports that 36 percent of companies with no organized approach expressed strong dissatisfaction with their results or ability to develop competent managers. Summing up the entire field survey as a whole, he reports that about one third felt general satisfaction, 10 percent were strongly dissatisfied and the balance were non committal or reported that it was too early to judge results.

A careful analysis of the replies to a question⁶ regarding the basic goals of the individual training programs reveals that, almost without exception, these companies are making an investment in the future. Their goals are to develop promising young men of unusual abilities in order to insure adequate reserves of executive material, generally indoctrinated as to the policies and

5. Trickett, p. 38.

6. Question I, 7, Appendix II.

procedures of their respective firms, in order to provide for the managerial needs of tomorrow. Variations in philosophy are apparent in two replies, wherein goals are defined in terms that seem less company oriented than most, such, "to provide satisfying careers in management," and, "to speed rapid self development." These concepts, when contrasted with a goal that is, "to provide a reserve of trained and promotable management manpower", may upon further analysis be found to be relatively similar in terms of ultimate ends. However, it would seem that the emphasis of the former expressions are more externally focused upon the needs of the individual and his abilities, and they could create an atmosphere entirely different from the latter concept, with a concomittant variation in the obtained results.

With regard to the effective adjustment of the trainee to the industrial program, a preliminary investigation indicated some dissatisfaction with the academic, and sometimes impractical, approach of the trainee to certain regular aspects of industrial activity. Inquiry into this area reveals that there seems to be some basis in fact for this dissatisfaction as shown by the data in Table 4.

Insert Table 4 about here

In table 4 the percent of companies reporting in the affirmative feel that college trainees do have a practical appreciation of industrial problems such as cost, production, et cetera. The percent replying in the negative feel that college trainees are lacking in a practical approach to problems of this nature. The qualified answers consist of remarks such as "usually, if proper selection

Table 4
Comparison of Management Opinions
Regarding Qualification of
College Trainees in Areas
of Business Activity

Area of business activity	Management opinions of college trainee qualifications		
	Affirmative	Negative	Qualified
	Percent	Percent	Percent
Cost.....	23.	45.5	31.5
Production.....	31.5	41.	27.5
Administration.....	27.5	41.	31.5
Getting along with others.....	36.5	27.5	36.
Supervision.....	28.	48.	24.
Total.....	30.	40.	30.

is made", "sometimes", "very little", et cetera. One respondent reports that in the two areas of interest and willingness to learn, and in ability to get along with others, the trainees seem to come better equipped than in any other.

Applying the formula previously used, the standard error between the extreme ranges of the proportions of managements affirmative replies is found to be .15. Thus, the degree of variation, between the responses regarding trainee qualifications in the categories of Cost (.23) and Getting Along With Others (.36) is not significantly different. This applies also to the lesser proportions between management's affirmative responses in Table 4. Management's feeling in general then, is that trainees ~~are~~ not particularly well qualified in these areas. Later in this chapter these data will be contrasted with the trainee opinions on this same subject.

It is worth noting that only 30 percent of the replies are in the affirmative, 40 percent are negative and the remainder are qualified in some way.

Insert Table 5 about here

Again, although the predominance of replies as shown in Table 5, indicate no special problems from the trainees in these areas, there is a sufficient percentage of negative replies, as to indicate a decided lack of uniformity among company appraisals of the factors of trainee progression and adjustment.

In conjunction with this data 18.8 percent of replying companies feel that turnover among their trainees is unduly high, and that the reasons for this are invariably attributable to impatience upon the part of the trainee.

Assuming the true proportion here to be nearer to 60 percent than 19 per-

Table 5
Percentage of Replies Reflecting
Trainee Attitude Toward Progress

Area of trainee's progress	Companies reporting	Companies reporting
	trainee impatience Percent	trainee satisfaction Percent
Salary.....	28.6	71.4
Recognition.....	31.8	68.2
Responsibility.....	47.8	52.2

cent, the standard error of the proportion of companies expressing some dissatisfaction in this matter, is .002. Obtained differences this size would be found less than .1 percent of the time. It is quite significant therefore that the obtained difference is due to other than chance factors.

In the area of general compatibility however, 87 percent of the responding companies found that the trainee's attitude was usually compatible with their respective programs. On the basis of information obtained in formulating the hypothesis it would be expected that the true proportion in this instance would be nearer 50 percent. Thus, there is a difference of 37 percent between the obtained proportion and the hypothetical true proportion. The standard error of the difference between these proportions is found to be .014. Applying the formula to determine the significance of this standard error, it is found to be significant well beyond the .1 percent level of confidence. Therefore a difference this large cannot be attributed to chance factors.

In spite of the fact that 87 percent of the responding companies find the trainee attitude compatible with their programs, and only 18.8 percent of the responding companies feel that turnover among this group is unduly high, 100 percent of the companies replying in this survey, feel that closer cooperation between industry and the universities is desirable, and would help to better adapt the young college graduate to the industrial situation. This is as was indicated in the pilot study.

Part 2

The Trainee Viewpoint

Six companies responded with a total list of fifty four names of young men

undergoing training in these six organizations. Of a total of fifty four questionnaires mailed to these young men, thirty two replies were received. This constituted a percentage return of 59.26 percent. Inasmuch as replies in this category also occasionally omitted the answer to one or more of the specific questions, the percentage of reply indicated in each instance is computed upon the basis of the total number of replies to that question only, as was the procedure in the first part of this chapter. In general, however, replies from the trainee group were more complete, specific and uniform than were those from the training directors.

Regarding the trainee's evaluation of their college training, insofar as it enabled them to meet certain industrial problems in a practical, effective way, the following replies were broken down according to specific industrial activities as indicated in Table 6.

 Insert Table 6 about here

In determining the significance of the difference between the proportions among the different categories of the affirmative responses, the standard error of the difference between the proportions, "Getting Along With Others", (84.4), and "Supervision", (59.4) is found to be .030. This is significant beyond the 1 percent level of confidence and would indicate that the trainee's affirmative feelings regarding their ability to get along well with others are significantly stronger than in the other categories. Differences between the other categories here are not found to be significant.

In general, the trainee indicates that he usually feels well qualified to make a practical, effective contribution in these areas of industrial activity.

Table 6
 Analysis of Trainee Responses Regarding
 Practical Effectiveness of College
 Education in Specific
 Industrial Activities

Area of business activity	Trainee opinions regarding effectiveness of education	
	Affirmative	Negative
	Percent	Percent
Cost.....	67.7	32.3
Production.....	61.3	38.7
Administration.....	75.	25.
Getting along with others.....	84.4	15.6
Supervision.....	59.4	40.6
Total.....	69.5	30.5

This is somewhat in conflict with the opinions of the training directors on this same matter. The average of the proportions of the trainees who feel qualified in these areas is 69.5 percent as opposed to only 30 percent of training directors who feel that trainees are so qualified. The standard error of this proportion is .003. This is significant beyond the .1 percent level of confidence, and the difference between the proportion reflecting the trainee's opinion of his qualifications, compared to the opinions of the training director, cannot be attributed to chance.

The following table reflects the differences between the opinions of management and the trainee regarding the qualifications of the trainee to make a practical contribution in the specific areas of business activity.

 Insert Table 7 about here

The differences between the opinions of management and the trainee are readily apparent and are statistically significant well beyond the .1 percent level of confidence. These differences therefore cannot be attributed to chance.

The formula used here to determine the significance of the difference between proportions is as follows:⁷

7. H. Arkin and R. Colton, An Outline of Statistical Methods, 4th Ed. (New York 1939), 122.

Table 7
 Comparison Between Management and Trainees
 Opinions Regarding Qualifications of
 Trainees in Specific Industrial
 Activities

Area of business activity	Percentage of responses reporting trainees as being qualified	
	Management	Trainees
Cost.....	23.	67.7
Production.....	31.5	61.3
Administration.....	27.5	75.
Getting along with others.....	36.5	84.4
Supervision.....	28.	59.4
Total.....	30.	60.5

$$\sigma_{dp} = \sqrt{PQ \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

	Production Category		
	<u>No. Affirm.</u>	<u>Percent Affirm.</u>	<u>Total Gr</u>
Trainees	19	.61	32
Management	7	.32	23
	26	.47	55

$$\sigma_{dp} = \sqrt{47 \times 53 \left(\frac{1}{32} + \frac{1}{23} \right)} = .0136$$

$$.61 - .32 = .29 \therefore .0136 \sqrt{\frac{.213}{.2900}} \quad 21.3 > .1\% \text{ level of confidence}$$

The apparent lack of agreement between the opinions of management and the trainees as shown in Table 7, was pointed up in the original pilot survey, as a critical area of dissatisfaction generally found in executive development situations. Whether or not this disagreement is sufficient to effect the satisfactory accomplishment of the training effort can only be conjectured at this time. In terms of management's reported general satisfaction with their respective training programs, this would not seem to be the case. There may, on the other hand, be a lack of awareness of these dissatisfactions, particularly of the trainee dissatisfactions, or there may be a tendency to minimize these conflicts in opinion. Certainly, however, it is an area that should warrant close examination, for it seems obvious that some improvement can, and should be made in this relationship that would contribute basically toward achieving a greater effectiveness from industrial executive development programs.

In conjunction with the question seeking to ascertain the trainee's opinion as to the effectiveness of his academic training in his present industrial situation, Table 8, reflects his opinions as to the extent to which industry

makes use of the knowledge he has acquired in college, during this period of industrial training.

Insert Table 8 about here

It is worth noting at this point, that here again, there is some lack of uniformity between the trainee's evaluation of his skills and knowledge, and the extent to which he feels that industry uses that skill and knowledge.

Sixty eight and seven tenths percent of the trainees reported that they feel the length of an industrial training program should be clearly defined. Sixty one and three tenths percent of trainees are employed in companies that have clearly defined training programs.

Assuming the true proportion to be 75 percent in this instance, the obtained standard error of .002 would set the limits for the 1 percent confidence interval at .7439 to .7561, $(.75 \pm .0023 \times 2.65)$. It is therefore clear that the discrepancy between the obtained proportion and the hypothetical true proportion in one that would occur less than 1 percent of the time by chance alone.

Table 9 shows the length of training programs in which the various trainees have been engaged and the consensus as to what should be the optimum length of these programs according to the trainees.

Insert Table 9 about here

Analysis of this data indicates that 93 percent of the trainees prefer a program of not more than two years. Of this group 24.1 percent are engaged in training programs involving more than two years.

Table 8
Trainee Opinions Regarding the Extent to Which
Industry Utilizes College Acquired
Knowledge During the Industrial
Training Period

Frequency	Percentage of replies
Always.....	9.1
Frequently.....	48.5
Never.....	33.3

Table 9
 Comparison Between Actual and Recommended
 Training Periods of Trainees Engaged
 in Training

Length of training period	Percentage of response	
	Actual training period	Recommended training period
6 to 12 months	13.8	41.4
13 to 18 months	62.1	(
19 to 24 months	6.9	(51.6*
24 to 60 months	0.	(
Indefinite	17.2	3.5

The obtained standard error is .017. This is found not to be significant even at the 5 percent level of confidence. Thus, the discrepancy between the hypothetical true proportion, and the obtained proportion could readily be attributed to chance factors, and the variation is of no real significance.

Seventy five percent of the reporting trainees indicate a preference for a program of clearly defined wage progression in conjunction with their training. Ninety six percent of trainees reporting in this survey indicate that their companies have such a program. However, it is to be remembered that only six companies provided a roster of names for the trainee survey. Assuming that the true proportion of trainees preferring a defined program of wage progression is 75 percent, the obtained proportion and the hypothetical true proportion coincide exactly. The standard error as computed is .013, and it may be reliably assumed that the true proportion lies between .726 and .774 as determined by the limits of the 1 percent confidence interval.

In comparison to the 100 percent agreement found among management replies regarding the expressed desirability of closer cooperation between industry and the university, only 84.4 percent of the trainees responding feel that such closer cooperation is necessary. Assuming that the true proportion here is 100 percent rather than 84.4, the obtained standard error is .017. This discrepancy is significant at the 1 percent confidence level, and must therefore, be influenced by other than chance factors. Nevertheless, it is clear that of all persons responding to the survey, the opinion is overwhelmingly in favor of closer cooperation between industry and the university. An examination of the literature discussed earlier in this study reveals that a closer relationship between industry and the university is also a goal of many universities. In

view of the efforts that have been made and are being made, both on the part of industry and the schools, plus the strong interest on the part of all concerned, it seems likely that although a need is still felt, that much progress will undoubtedly be made in this area.

In other aspects, the opinions found among industrial training people are not in such agreement. Also, similar disagreements are noted between the opinions of the trainees themselves, and between the reported opinions of trainees and management.

Although many observations, frequently qualified, have been made in conjunction with the presentation of specific information, the areas of disagreement are of such a nature as to prevent the drawing of broad general conclusions from much of these data. However, further consideration will be given to some general conclusions in the last chapter.

CHAPTER V

SUMMARY AND CONCLUSIONS

The original intent of this study was to seek an answer to the question, "Are industrial executive development programs accomplishing their purpose?" Specifically, are the programs as generally established, satisfying the needs of industrial management and the trainee?

The necessity for developing executive material for tomorrow's business needs has become increasingly apparent since World War II, and company after company has plunged into the field with a program, theoretically designed, to train and develop young men into business executives. Many business and academic leaders have been showing increasing concern regarding the development of a procedure that will evaluate the results of these so called executive training programs.

A study of the history, and the present concern, regarding this phase of industrial personnel activity pointed toward certain facts, which seemed to indicate that although huge sums of money and considerable time and effort had been, and were currently being devoted toward the supposed development of tomorrow's industrial executives, very little, if anything, was actually known as to the effectiveness of these various training efforts.

The inconsistencies apparent in the wide variety of approaches to this

activity, reflect upon the failure to develop a standardized means of evaluating results. Although most programs are designed along preconceived individual notions of training methods and education, and they tend to adopt reasonably sound theories of training, the lack of a good yardstick to measure results leaves a great deal to be desired. Apparently no one has attempted to employ a control group method on any scale, or to determine the difference between, "before and after training." Perhaps these methods would not be suitable, but for the moment the answer to that must be left to be determined by further investigation.

Many attempts are being made today to obtain a satisfactory yardstick. This study, in part, has been one such an attempt in a general way. Upon the basis of data acquired in an informal pilot survey, the problem was approached with some preconceived notions that in certain areas, management training programs were not achieving their aims as satisfactorily as might be desired.

The inability of most all companies to measure the results of their executive training efforts was again pointed up in the study previously cited by Trickett, "Considerably more than half of all companies which try to measure the results of their management development activities have no adequate yardstick for such measurements. By actual analysis, slightly fewer than one-half of the companies which observed results, related these results or benefits in any way to the objectives or purposes which they gave for management development."¹

In order to determine the effectiveness of any effort, something must

1. Trickett, p. 38.

first be known of the objectives toward which these efforts are directed. This study as did Trickett's, "...sought a statement of the purposes of the training activities even though such goals were not formally defined."² As reported in the previous chapter, these aims were invariably reported in terms of developing a reserve of competent young men to meet the managerial demands of industry in the future, and to increase the effectiveness of present managerial staffs. Trickett's findings are again substantially in accord with these findings. The vague generality of the aims as expressed by industry for their training programs is revealed in some of the following statements:

1. "Develop leadership, company knowledge."
2. "To prepare young men for future top management jobs."
3. "To provide a reserve of trained and promotable management manpower, and to enhance job performance."
4. "Train future "potential" executives."
5. "To develop a pool of high caliber, trained young men, with growth potential who will be available for future placement in the company and for replacement."

Obviously, the very generality of these aims in large measure renders it extremely difficult, if not impossible, to apply a measuring device with any degree of refinement or validity.

A few of the reporting companies have somewhat more clearly stipulated

2. Ibid. p. 39.

goals, such as the company that reported its aims as follows:

"Through systematic training, to give students a broader understanding of:

1. Organization and operations at _____ Co.
manufacturing works.
2. Managerial problems, techniques and procedures.
3. Basic company wide policies."

This type of formalization, although still broad and general, would seem to lend itself better to an analysis of results, than would one that is to, "develop leadership", even though it may be assumed that each of these specific aims are implicit in the concept of leadership.

Consequently, although there is a wide range of diversity among the types of programs, the majority of training directors reporting in this survey, appear to be more satisfied than dissatisfied with the results of their training efforts.

To accept this prima facie as indicating that all these programs are successful seems difficult, especially in view of the failure to have well formulated, clearly defined goals in a large majority of cases. Certainly, this tends to detract from any objective validity, for, in the absence of adequate measuring methods, these are predominantly expressions of opinions of those men largely responsible for the development of training methods. While it must be argued that these persons are in the best position to evaluate the effectiveness of these training programs in their respective companies, their responsibility for this training necessarily interjects a note of caution in accepting their opinions, because their proximity to, and responsibility for

training is, in many cases, likely to preclude a sufficiently detached perspective that is essential to an objective assessment of the results of that training. It is therefore quite possible, that a survey of other management officials in these companies might produce entirely different results regarding the effectiveness of executive training activities in these same companies. The possibilities of a similar opinion survey directed to management officials in these companies, other than training directors, producing different results is so strong as to warrant serious consideration as a likely project for further investigation. It is quite probable that such a project would contribute substantially to a more complete analysis and understanding of the problem.

It has been said that, "Management development has become an omnibus phrase which is applied to any activity or group of activities that involves the provisions or improvement of managerial personnel."³ It has also been stated that, "In some quarters it is felt that managerial development has been overdone during the past few years--after too long a period of doing too little or nothing."⁴ "Perhaps the key to this misgiving is the fact that since World War II, there has been an unusual amount of concentration on the methodology, the procedural facets, of managerial development, rather than on the subject per se."⁵

The conclusions to be drawn from the present study would seem to

3. Current Practice in The Development of Management Personnel, Research Report No. 26, Amer. Mgmt. Assn., (1955).

4. Ibid., p. 33.

5. Ibid.

corroborate most of these statements, and would agree almost in its entirety, if the author here in referring to "the subject per se", is referring to the establishment and refinement of aims or ends of such training, and subsequently, the means to effectively evaluate results.

The conclusions to be drawn from this study would not, however, be compatible with the idea that "managerial development has been overdone during the past few years." Rather, it would seem to be indicated, that many efforts toward management development have been, in a large number of instances, somewhat hastily and not thoroughly thought out before being enacted. Nevertheless, the extent of activity, and the agreement on the part of management people in general, favoring the continuation and expansion of this activity, would point toward its being here to stay. Trickett also came to this conclusion. "Management development is no fad--it is the survival of private enterprise management."⁵ Certainly, beyond the expressed opinions of industrial people, the demands of increased industrial activities, in terms of a greatly magnified social and economic complex of international proportions, will place burdens and obligations upon future industrial leaders of sufficient import, as to necessitate a special, comprehensive preparation for future business leaders, if our economic way of life is to survive.

It would seem appropriate then, to draw the following specific conclusions from this study:

1. Industrial executive training programs are of fairly

5. Trickett, p. 50.

recent origin and have had their greatest impetus since World War II.

2. Industry is very much interested in the concepts and problems of management development.
3. A large percentage of companies are engaged in executive development activities.
4. This is a continually progressive task.
5. In general, management is reasonably satisfied with the results of their respective training activities, but there is room for improvement.
6. There is a definite need for an adequate means to evaluate the results and effectiveness of training programs or activities.

It may well be that training may resolve itself to attitudes or philosophies rather than a system of procedures. However, it is likely that attitudes will be shaped in terms of end results, and a more common agreement as to the ends will probably result in a greater uniformity of means. The present wide variety of methods as reported in this study would seem to be of questionable desirability. This is further reflected in that there is a sufficient disparity among the replies regarding satisfaction of training as to indicate considerable room for improvement.

Although many universities are developing closer ties with industry for the purpose of training executives, and in many cases offering studies designed especially for the executive trainee, which many industrial organizations use as part of their executive training program, there would seem to be a decided

need for even closer cooperation and understanding between the university and industry. It would be expected that closer relationships between industry and the universities would enhance the suitability of the college graduate for eventual industrial leadership, and perhaps further aid industry with their executive development programs. Both industrial training people and the trainees are strongly agreed on this point.

The training programs as currently established are apparently not satisfying entirely, the needs of the trainee. The discrepancy between industry's evaluation of the trainee's college acquired skills and the trainee's evaluation of industrial utilization of those skills during the training period, would indicate an area where examination, with subsequent understanding of the problems, could contribute to the improvement of the training process. It would appear that this phase could also be further improved by closer university-industry cooperation.

The size of the sample, and in some instances, the generality of the questionnaire, in large measure precludes the drawing of absolute conclusions. However, on the basis of these results and observations, the area of executive development within industry certainly seems to be a provocative and controversial one. One that is of vital interest to industry, and to this nation's democratic way of life in a system of free economic enterprise. The area of executive development in industry certainly requires, and should warrant further study and investigation.

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*These sources contribute to this problem, but were consulted after completion of this paper and are not to be considered as contributing to this paper.

APPENDIX I

Dear Sir:

We have had executive development programs in existence in our organization in past years. The results of these efforts have been rather varied - from very successful in some instances to unsuccessful in others. Before we decide to reactivate any program of this type we would like to know something of the practices and results of such programs in yours, and other organizations.

The attached questionnaire has been prepared so as to require only a few moments of your time. Your co-operation will help to validate our study and if you wish, we shall be happy to provide you with a report of our findings. All replies will of course be held in confidence.

An early reply will be helpful and your assistance greatly appreciated.

Sincerely yours,

F. P. Lauth

APPENDIX II

AN OPINION SURVEY

1. 1. Do you have an executive training program in effect in your company? Yes () No ()
2. 2. How long has this program been in operation _____?
3. 3. If no longer in operation was this program discontinued because
 - a. It was unsatisfactory _____
 - b. It was satisfactory but no longer necessary _____
 - c. Other _____
4. 4. Is this program restricted to college graduates? Yes () No ()
5. 5. Is this program clearly defined for the trainee? Yes () No ()
 - a. As to specific goals Yes () No ()
 - b. As to rate of progress Yes () No ()
 - c. In regard to salary progression Yes () No ()
6. 6. For what period of time is the man normally classified as a "trainee"? _____
7. 7. What are the basic goals of this program in your company?

8. 8. Do you think a formalized program for trainees is desirable? Yes () No ()

APPENDIX II

- II. 1. Do you find the college trainee has a practical appreciation of such problems as:
- a. Cost_____
 - b. Production_____
 - c. Administration_____
 - d. Getting Along with others_____
 - e. Supervision_____
 - f. Other_____
2. Have you found your trainees to be impatient regarding advancement with reference to
- a. Salary_____
 - b. Recognition_____
 - c. Responsibility_____
3. Do you find the attitude of the college graduate compatible with your program?
- a. Usually_____
 - b. Seldom_____
4. Do you find the executives trainees are resented by the older members of your organization?
- a. Usually_____
 - b. Seldom_____
- III. 1. Do you find that your rate of turnover among this category of help is unduly high?
- Yes () No ()

APPENDIX II

2. If yes, what are the main reasons you attribute to this rate of turnover? _____

3. Do you think closer cooperation between Industry and the Universities would help to better adapt young college graduates to the industrial situation? Yes () No ()
4. If you have trainees currently in training in your organization would you like to have their opinions regarding executive training programs included in a survey? Yes () No ()

May we address them in care of your organization?

(If so, please provide their names.) _____

5. Would you like us to send you a copy of the completed results of this survey? Yes () No ()

Remarks:

Company _____

APPENDIX II

Address _____

Name of Person _____ Title _____

All replies will be held in confidence

APPENDIX III

July 30, 1954

Thank you very much for your prompt reply to our inquiry of July 9th regarding executive training programs in your company.

Your assistance is very much appreciated and we shall be happy to provide you with a report of our findings as soon as the survey has been completed.

Sincerely yours,

F. P. Lanth

APPENDIX IV

LETTER SENT TO TRAINEES IN INDUSTRIAL TRAINING
PROGRAMS, SOLICITING THEIR COOPERATION.

Dear:

Your name has been sent to us by the training director of your company as a person who is currently being trained in an executive development program.

We are conducting a survey in order to try and determine the effectiveness of industrial training programs and your cooperation will be of considerable help to us, and very much appreciated.

The attached questionnaire has been prepared so as to require only a few moments of your time. All replies will be treated with utmost confidence.

An early reply will be appreciated.

Sincerely yours,

APPENDIX V

AN OPINION SURVEY

1. Do you feel that your college training has prepared you to meet in a practical way, the industrial problems of:
- | | | | | | | | | | |
|---------------------------|-----|-----|----|-----|----------------|-----|-----|----|-----|
| Production | Yes | () | No | () | Administration | Yes | () | No | () |
| Cost | Yes | () | No | () | Supervision | Yes | () | No | () |
| Getting along with people | Yes | () | No | () | | | | | |
2. Do you feel that industry makes specific use of the knowledge you acquired in college during your training period:
- Always? _____ Frequently? _____ Seldom? _____ Never? _____
3. What is the length of the training program in which you are or have been engaged? _____
4. Do you feel the length of an industrial executive training program should be clearly defined? Yes () No ()
5. Do you think the optimum length of such a program should be:
- 1 year _____ 2 years _____ 3 years _____ 5 years _____ longer _____
6. Does your company have a clearly defined program of wage progression for trainees? Yes () No ()
7. Do you prefer a program of clearly defined phases of wage progression? Yes () No ()

APPENDIX V

8. Do you prefer a program of specifically defined phases of training?
Yes () No ()
9. Does your company have such a program? Yes () No ()
10. Do you think closer cooperation between the Universities and Industry
with regard toward preparing young men for industry is needed?
Yes () No ()

Signed _____

Company _____

University attended _____ Major field _____ Degree _____

Remarks: _____

All replies will be held in confidence

APPROVAL SHEET

The thesis submitted by Fred Philip Lauth has been read and approved by three members of the Department of Psychology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

May 8, 1956
Date

Thomas M. Kennedy
Signature of Adviser (PK)