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ABSTRACT
                A study was conducted of professional socialization,
public service values, and political orientations of the state
administrators in Kentucky. A sample of 3,000 Kentucky public
managers was mailed a six-page self-administered questionnaire in
three waves. A response rate of 49 percent generated 1,467 usable
questionnaires. About 69 percent of the respondents were males, 96
percent were white, and 70 percent had college degrees. Preliminary
findings included the following: (1) a majority of the respondents
agreed that effective public administrators should have college
degrees, have some training in public administration, and should be
members of professional organizations; (2) about 40 percent of the
respondents were members of professional organizations, read
professional journals, and participated in conferences, whereas a
much smaller percentage were actually involved in continuing
professional education activities; (3) an overwhelming majority of
the respondents shared certain public service values, such as quality
of service to the public, equal employment opportunity, and
responsiveness to public opinion; and (4) a majority of responding
administrators were sensitive to the political ecology of public
administration and were supportive of the ombudsman role of elected
officials on behalf of their constituents. (Report includes 19
tables, the questionnaire, agenda of a management awareness workshop,
sample of a management newsletter, and a 182-item bibliography.)
(KC)

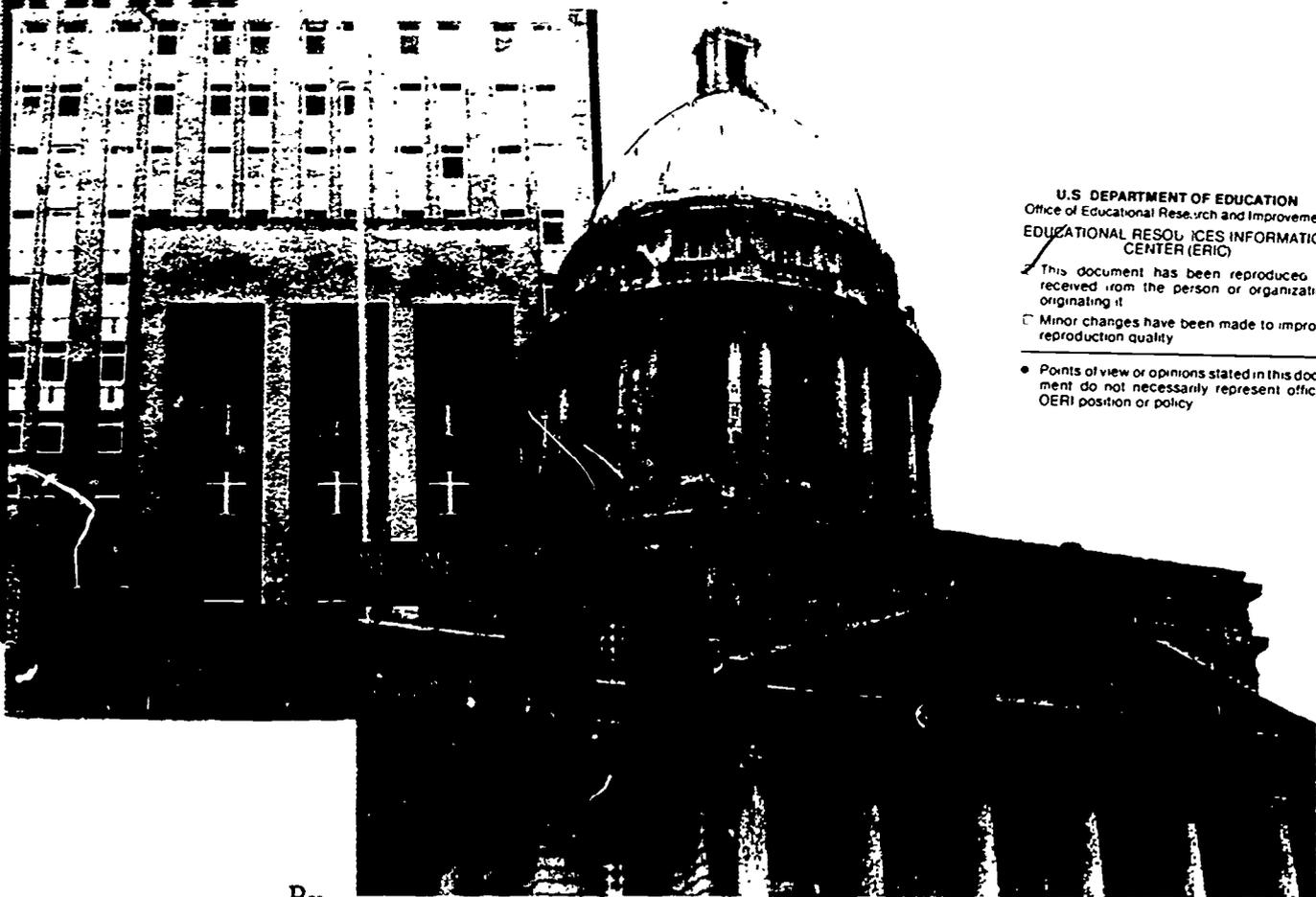# KENTUCKY STATE UNIVERSITY

SCHOOL OF PUBLIC AFFAIRS, FRANKFORT, KENTUCKY 40601 (USA)

STATE ADMINISTRATORS IN KENTUCKY

A Study of Their Professional Socialization, Public Service Values and Political Orientations

By

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School of Public Affairs

Center for Public Policy Research

<u>FOREWORD</u>

This preliminary research report has been prepared by our faculty researchers primarily for rapid dissemination among fellow public administration researchers for their critical review and feedback. We are particularly interested in the constructive comments of political scientists and the others who are involved in empirical research on state administrators A revised version of this document is planned for publication as a research monograph by the Center for Public Policy Research in 1990.

The comments of interested persons and suggestions about additional analyses that would enhance the body of available knowledge about the state administrators, will be appreciated

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August 1, 1989

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ABSTRACT

This paper reports preliminary findings of a survey research about professional socialization, public service values, and political orientations of the state administrators in the Commonwealth of Kentucky A sample of 3,000 Kentucky public managers was mailed a six page self-administered questionnaire in three waves. A response rate of 48.9% generated 1,467 usable questionnaires. The major preliminary findings are summarized below.

(I) The respondent state administrators included 69% males, 3.7% non-whites, 70% college degree recipients.Fifty four percent had completed managerial training in the Governmental Services Center--a state agency in charge of training state employees. A majority of the respondent administrators agreed that effective public managers should have college degrees in their specialty areas, have some education/training in public administration and that they should be associated with professional organizations. About 40% of the respondents were members of professional organizations, read professional journals and participated in conferences. A much smaller percentage were actually involved in continuing professional education activities: such as agency sponsored training (30%), workshops in the state s training agency (20%), and pursuing college degree/courses (5%).

(II) An overwhelming majority of the respondents shared certain public service values. that is, quality service to the public, equal employment opportunity and responsiveness to public opinion.

(III) A majority of the responding administrators were sensitive to the political ecology of public administration and were supportive of the ombudsman role (i.e , complaint - handling role of the elected officials on behalf of their constituents.

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CONCEPTUAL CONCERNS

The central conceptual concern of this research is *"professional socialization of the state administrators in Kentucky."* Professional socialization is a complex process through which professionals in different fields gain specialized knowledge relevant to their profession and professional peers; become cognizant of the ethical norms related to their day-to-day organizational behavior; and develop an identification with an occupational peer group. Scientific curiosity about this process of *professional socialization* has attracted the attention of a number of social scientists. [Greenwood, 1957; Moore, 1969; Petrrucci, 1969; Jackson, 1970, Roth, 1974; Blankenship, 1977; Forsyth, 1985]

These researchers have studied professional socialization processes from many different theoretical perspectives using diverse methodological alternatives. The processes of professional socialization of public administrators in the United States is quite different from that of the other professionals such as doctors or lawyers.

[Becker (1956, 1961); Lortie (1959)] In most public management settings an administrator does not need to have a specific degree or course in the field of public administration to be recruited as a professional public administrator. Even membership in a professional organization of public administration is not mandatory for a person who wants to serve as a public administrator. A practicing public administrator does not need to be cognizant about the existence of formal professional ethical codes of conduct for public administrators such as American Society for Public Administrators ethical code.

All of these traditional attributes of American public administration professionals are undergoing a change. The number of graduate degree holders in public administration has increased, and organizations of public administration have increased their membership and activities. [Mosher (1977); Danziger (1979); Kline (1981); Yeager (1982); Nalbandian (1983); Thai (1983); Lewis (1987)] Some social scientists have studied professionalism among public administrators in different settings. [Winfree, 1984; Keil, 1978; Jurik, 1987; Loveridge, 1971, Pugh, 1989; Frendreis, 1988]

Efforts to improve public administration through government agency based training programs are making a contribution to this process of professionalization. However, scholars of public administration have not paid much attention to the role of these agencies, except in rare cases with close relationships between a university-based public administration program and a government training agency (Carson & Roeder 1989). Some researchers have analyzed the roles of these training agencies in terms of how much an individual enjoyed the experience of a particular workshop.

The conceptual concern of the research reported in this paper is to focus scholarly attention upon these government agency-based training agencies as an agency of professional socialization.

A state government operated public administration training program (i e., the Governmental Services Center at Kentucky State University) in the commonwealth of Kentucky has provided the setting for this empirical inquiry about the professional socialization of public administrators in Kentucky.

The sociological literature on professionalism is full of conceptual analyses about the characteristics of professions as groups and the individual professional as an actor in relation to society. Without specifically discussing the attributes of public administrators as professionals and public administration as a profession, we may proceed to derive certain commonalities about the characteristics of professionalism. The need is acknowledged to

analyze each profession in the context of a given society and at a particular stage of its development. Nevertheless a review of social science literature suggests the possibility of identifying some characteristics of professionalism in general. The table of general characteristics shown below suggests a three-fold classification of the characteristics of virtually any profession

Table No. I
GENERAL CHARACTERISTICS OF PROFESSIONALISM*

(I) INSTITUTIONAL DIMENSIONS
- Organizations/Associations of professionals with criteria for membership
- Schools with professional certification role upon completion of professional socialization
- A specialized body of knowledge based on continuing research
- Provision for continuing education for professionals
- Recognition of outstanding professionals by peers
- Sanction system for deviants
- A formal ethical code of conduct with self-regulation system
- Organized response to protect individual members in their professional role behavior

(II) SELF PERCEPTIONS/ATTITUDINAL DIMENSIONS
- Definitive role perceptions as a professional
- High regard for professional peers as a reference group
- Participation in professional organization
- Commitment to continuing education in new specialized knowledge
- Observation of ethical code

(III) PUBLIC PERCEPTIONS DIMENSIONS
- Prestige in relation to mass public
- Recognition of professional service as a significant contribution to public
- Recognition of professional as a specialist with specialized knowledge

*Developed on the basis of the works of (Greenwood, 1957), (Becker, 1959), (Lortie, 1959), (Denhardt, 1973), (Blankenship, 1977), (Edson, 1988), (Hall, 1972), (Johnson, 1988), (Khelif, 1975).

These may be listed under three broad categories:

1 Institutional Dimensions

2 Self Perception/Attitudinal Dimensions

3. Public Perception Dimensions

Most recognized professions tend to suggest the appearance of some characteristics under these three broad categories In the absence of any one of the three categories of profession one would find it difficult to claim status as a profession. This may even apply, in a rather general way, across different cultures It is important recognize here that any such universal claim can only be substantiated through empirical cross-national research. Having concluded that all professions in America, and perhaps in the other societies, exhibit these three types of characteristics, we might examine these dimensions of public administration as a profession Table No 2 on the next page suggests one way of recognizing these attributes of public administration as a profession

CHARACTERISTICS OF PUBLIC ADMINISTRATION PROFESSIONALISM

I. Institutional Dimensions
- Existence of the organization of Public Administrators (Pugh, 1989)
- Existence of the schools of Public Administration for the professional socialization of administrators (Pugh, 1989)
- Recognition of "Public Administration" as a body of scientific knowledge (Pugh, 1989)
- Existence of ethical codes by the organization of Public Administrators (Pugh, 1989)

II. Self-Perceptions/Attitudinal Dimensions

- Some empirical evidence of the role perception of public administration as professionals (Frendreis, 1988; Loveridge, 1971)
- Involvement of some public administrators with professional associates, continuing education an sharing of ethical codes (Pugh, 1989)

III. Public Perceptions Dimensions
- Some empirical evidence of the positive public image of public administration as a professional (Jennings, 1966)

PROFESSIONAL SOCIALIZATION OF PUBLIC

MANAGERS IN KENTUCKY: A CONCEPTUAL MODEL

Having considered the sociological literature on professionalism, we explore the dimensions of professionalism in relation to the public managers in Kentucky. Figure 1 on page four provides the theoretical formulation of our approach to the study of professional socialization of the public managers in Kentucky. This model recognizes the diversity in pre recruitment background attributes of public managers and its concomitant impact upon their anticipatory socialization toward administrators' values.

This conceptual model gives recognition to a wide range of variables that may influence the professional socialization of Kentucky public managers including informal training agency based experience and professional groups.

This model gives a salient position in this process to the management training program. and other training programs provided by the Governmental Services Center to the public managers in Kentucky The totality of all these influences may have a positive impact the analytical skills, managerial skills, and range of attitudinal orientations among the public managers in Kentucky. All these influences may shape their role perceptions as professional public managers.

In general, the extent to which the role perceptions of professional public managers influences their actual behavior in administrative settings would depend upon a number of situational factors. With this theoretical framework in perspective, we would proceed to examine the professionalism among the public managers in Kentucky.

Figure No. 1
PROFESSIONAL SOCIALIZATION OF KENTUCKY PUBLIC MANAGERS: A Conceptual Model

Pre-Recruitment Background Attributes:
- Education
- Ethnicity
- Family
- Childhood Socialization
- Gender
- Job Experience

Anticipatory Socialization toward Administrative Values

Participation in Management Awareness Training Program at GSC

Other Training or Education in Public Administration

Analytical Skills Development

Identification with Public Service Values

Awareness of Public Policy Issues

Managerial Skills Development

Identification with Professional Groups

Development of Clientele Orientation

Development of Cosmopolitan Orientation

Development of Innovative Orientation

Role Perceptions of Professional Public Managers

Administrative Behavior

Entry into Administrative Systems				
Informal Training	Skill/ Technical Training	Client Expectations	Peer Group Suggestion	Professional Group Socialization
Political Environment of Kentucky Public Agencies				

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STUDY OBJECTIVES AND THE RESEARCH SETTING

The research reported in this document addressed three major exploratory questions about state administrators in the Commonwealth of Kentucky.

(I)   What major variables influence the professional socialization process of state administrators in Kentucky? What is the impact of managerial training programs offered by Government Services Center at Kentucky State University (GSC) on the professional socialization of these administrators?

(II)   What are the public service values of the state administrators in Kentucky? What major correlates are associated with the variations in their public service values?

(III)   What are the political orientations of the state administrators in Kentucky? Are there any correlates associated with their political orientations?

A basic theoretical assumption in this research as indicated in the previous section is that "professional socialization" of state administrators would tend to influence their "public service values" and "political orientations". This research does not test any specific series of hypotheses about these suggested relationships. The nature of this preliminary analysis is exploratory. These preliminary analyses seek to identify any trends associated with various subgroups. Specifically, the following three categories of variables have been considered in some analyses presented.

(A) Demographic attributes (Gender, Ethnicity, Age)

(B) Education/Training related variables (Management Training and Education)

(C) Job related variables (Job Classification, Seniority, Supervisory Span)

THE RESEARCH SETTING: THE EXECUTIVE BRANCH
OF STATE GOVERNMENT

This section will provide some general description of the administrative setting of the Commonwealth of Kentucky in which this study was conducted. The diagram on page six shows the structure of state government in which approximately 6,000 people work as public managers. Some political scientists have provided both descriptive and analytical perspectives about the politics and public administration in Kentucky. (Goldstein, 1984; Mohapatra and Graves, 1987) We will provide some contextual data to describe the demographic contours of public administration in Kentucky. Most recent data suggest that there are 52% women and 7% minorities (non-whites) in the general population of Kentucky. Among the public officials at least one woman had served as the Lieutenant Governor and Governor of Kentucky. No minorities have ever attained these two official positions. In the State House of Representatives of Kentucky there is one woman and no minorities. The 38 member Senate has one woman and one black person. The tabular presentations in Table Nos. 3 and 4 provide some current information about the distribution of minorities and women among the other public officials in Kentucky. Women constitute 47.8% and non-whites 7.8% of the entire work force. But the inter-categorical variations are rather wide. For example among the service workers there are about 17% non-whites, and women constitute 91% of the clerical and office workers. Whites constitute 97% of the officials and the males are about 70%

Table No. 3
Representation of Women
Among the State Employee Work Force
(as of June 30, 1988)

	All Employees N=36687	Officials N=2236	Profes. N=13368	Technicians N=2181	Protective Services N=2622	Para- Profes. N=2172	Office/ Clerical N=5643	Skilled Crafts N=2644	Service N=5821
Gender									
Male	52.20% (19165)	70.40% (1574)	48.64% (6501)	60.56% (1321)	89.52% (2347)	44.23% (1004)	8.19% (462)	96.11% (2541)	59.67% (3415)
Female	47.80% (17522)	29.60% (662)	51.36% (6867)	39.43% (860)	10.48% (275)	53.77% (1168)	91.81% (5181)	3.89% (103)	41.33% (2406)
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Source: Computed from statistical tables attached to Commissioner Thomas Greenwell's memorandum to Governor Wallace Wilkinson on "Status of Affirmative Action Plan" dated September 15, 1988.

Table No. 4
Representation of Non-whites
Among the State Employees in Kentucky
(as of June 30, 1988)

	All Employees N=36687	Officials N=2236	Profes. N=13368	Technicians N=2181	Protective Services N=2622	Para- Profes. N=2172	Office/ Clerical N=5643	Skilled Crafts N=2644	Service N=5821
				JOB CATEGORIES					
Ethnicity									
White	92.20% (33834)	97.01% (2169)	94.85% (12679)	94.23% (2055)	94.32% (2473)	89.59% (1899)	92.72% (5232)	93.84% (248¹)	83.26% (4846)
Non- White	7.80% (2853)	2.99% (67)	5.15% (689)	5.77% (126)	5.681% (149)	10.41% (273)	7.28% (411)	6.16% (163)	16.74% (975)
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Source: Computed from statistical tables attached to Commissioner Thomas Greenwell's memorandum to Governor Wallace Wilkinson on "Status of Affirmative Action Plan" dated September 15, 1988.

in this job category. These demographic attributes have been reflected in the action plan of state government which has set statewide projected goals of having 7% non-white and 52% women among its employees in all the job categories.

An in-service managerial training program for public managers is rather new in the Commonwealth of Kentucky (Childress and Bugbee, 1986) All public managers in Kentucky are expected to complete this program. The format and the curriculum contents of this program have undergone some change. Some in-service public managers also pursue management training programs through the University systems of the state. Six state universities currently offer programs leading to a MPA degree or some variations of which provide late afternoon, evening, and weekend classes to attract in-service state, local, and federal employees. All these programs are modeled along the *National Association of the Schools of Public Affairs and Administration* guidelines.

Figure No. 2
Organization Chart of the Commonwealth of Kentucky Executive Branch

Figure No. 2
Organization Chart of the Commonwealth of Kentucky Executive Branch
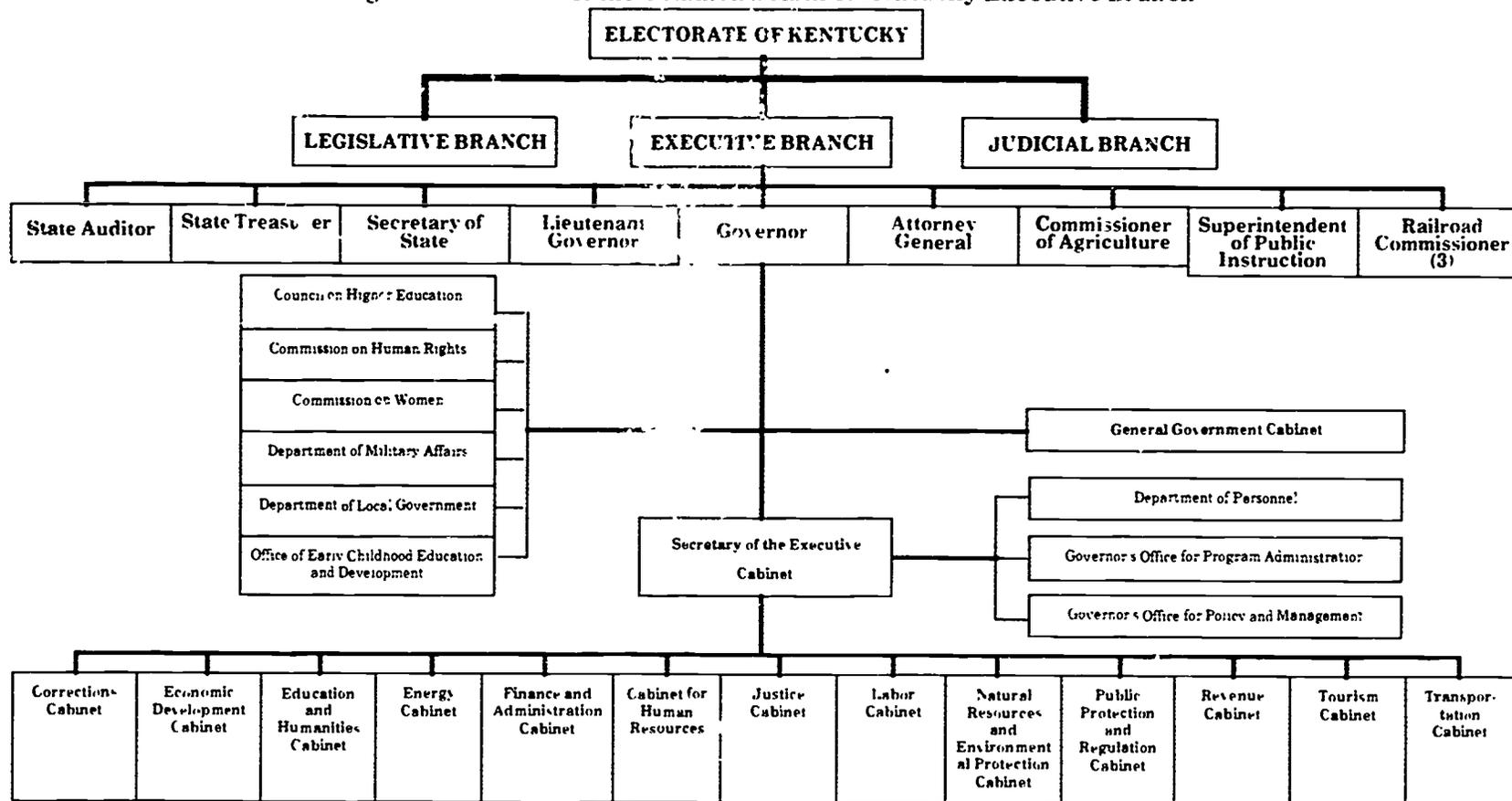
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METHODOLOGICAL CONCERNS AND DATA SOURCES

Survey research techniques has been used by social scientists for several elite studies. Political science researchers have studied the background attributes, attitudes, and behaviors of the state administrators from different conceptual perspectives. Herein, are summarized selected salient studies that have appeared in the scholarly literature in the last two decades.

One of the earlier empirical studies of American state administrators was completed in the late sixties by Professor Deil Wright who utilized a national sample to study the background profile of state administrators in fifty states. This study collected the fifty-state data on top executives in 1964 (N=925), 1968 (N=718), 1974 (N=744), 1978 (N=1,393). (Wright, 1965) The empirical data presented in this study suggested a number of generalizations about the social attributes of state administrators. Some follow-up studies by Professor Wright and his associates have also attempted the analysis of state administrators. (Wright, 1977; Freeman, 1989) These researchers' findings are of considerable interest to those who are interested in analyzing the extent to which the collective portrait of *state administrators* in the United States reflects the ideal type construct of *representative bureaucracy* suggested in the work of other researchers. [Sheriff, 1974; Krislov, 1974]

Among other political scientists who have analyzed state administrators which a fifty-states focus are not many. Organizational mobility among the state administrators has been analyzed as the basis of a fifty-states survey data by Pearson. (Pearson, 1987) Professor Samuel Yeager also utilized fifty-states survey data with a small response rate (351) to analyze the orientation of the state administrators' socialization systems in the American states. (Yeager, 1984) Another high response (7,010) survey data-based study of the state administrators was completed by Professor Abney. He had examined the role of key state administrators and their managerial styles in relation to the outside world. (Abney, 1982) Professor Cheryl Miller also studied state administrators in fifty states with a conceptual focus on "Perception of influence matrix of agency policy decisions". (Miller, 1987) Aside from these nationwide sample survey data-based studies, a number of political scientists have also analyzed state administrators with a much smaller data base. Professor John Rehfuss analyzed the representation of minorities and women among the members of California career service (Rehfuss, 1986) Professor Lovrich conducted a quasi-experimental study to analyze attitudes of state administrators in Washington state toward a new appraisal system. (Lovrich, 1981) Professor Duncombe studied the orientation of state budget administrators using both question and personal interview data. Dr. Kamala Bremer studied the strategies of women administrators in Oregon that were supportive of their professional mobility in public finance. (Bremer, 1988) Professor Yeager's earlier study has analyzed the professionalism among the state administrators. (Yeager, 1985)

The scholarly works of the other researchers who have used survey data on state administrators in one or more states are many. (Botner, 1974; Grupp, 1975; Hall, 1977; Meyer, 1979; Beck, 1980, Abney, 1981; Decotis, 1981; Rose, 1981; Freeman, 1984; Yeager, 1985; Sylvia, 1986; Soden, 1988; Abney 1988)

All these studies differ from one another in their conceptual focuses but all researchers have utilized survey research methodologies (mail survey, personal interview, telephone interview, etc.) In the last twenty years, these studies have documented the feasibility of conducting theoretically significant political science research about state administrators in the United States.

The relative variations found in survey research response rates of the state administrators in all their studies deserve some consideration (see Table No. 5). A few researchers have never specifically reported their *response rates* which are influenced by a wider range of factors including topic of survey, length of questions, number of follow-ups, prestige of the survey sponsor, and other factors discussed by the methodologists (Dillman, 1978) Some researchers have obtained as high as 70% response from administrators in the fifty states, (Abney, 1982) and one researcher has reported only 20% response

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rate (Sylvia, 1986). Researchers have argued that the low response rate may be attributable to the fact that most state administrators frequently receive questionnaires for research purposes Nevertheless, survey research appears to be an appropriate methodological option in analyzing the background attributes, values, and job-related issues involving the state administrators.

Table No. 5
RESPONSE RATES IN SELECTED SURVEY RESEARCH
OF STATE ADMINISTRATORS

Researcher	Nature of Study	Sample Size and Response Rate
1. Gryski (1983)	Job satisfaction among state officials in Georgia	(N = 1,100) 43%
2. Wright (1965, 1977, 1982) and Associates	Background characteristics of state officials in fifty states	1964 (N = 718) **% 1974 (N = 2,822) **% 1978 (N = 1,393) **%
3. Hall (1977)	Budgetary behavior of the state administrators in Delaware	(N = 85) 60%
4. Kinzlaer (1980)	Backgroud Charactaristics of New Jersey State Administrators	(N = 220) 60%
5. Pearson (1981)	Values of state executives in seven states	(N = 1,000) 67%
6. Sylvia (1986)	Career plateauing among state administrators in Oklahoma	(N = 300) 20%
7. Abney (1982)	External relations role of key administrators in fifty states	(N = 300) 20%
8. Yeager (1985)	Administrators' orientations toward state ombudsman system in fifty states	(N = ***) 35%

** Percentage of return not given in article

The primary data source for this paper is a National Science Foundation supported survey research at Kentucky State University (KSU). The School of Public Affairs at KSU is involved in a collaborative research project with the Governmental Services Center of the Commonwealth of Kentucky. The Governmental Services Center is the training arm of the Kentucky State government Its mission is to offer, authorize, and sustain employee training in the management, skills general and computer areas. It also supports a long - term management development program in the focus of the Kentucky Career Manager plan (Childress and Bugbee, 1986). The participants of a 37 hour managerial training program which a segment of the responders to the present study attend is entitle Management Awareness and is offered by the GSC on a regular basis. A random sample of 1,500 trained managers and a control group sample of 1,500 untrained managers were surveyed by this research effort The primary purpose of this comprehensive survey of state administrators is to assess

their training needs and to identify the evaluative orientation of the administrators who have completed the managerial training since 1981.

The survey instrument used in this study was designed as a mail survey questionnaire. It is a 38 item comprehensive questionnaire with both closed-ended and open-ended items. One page of this questionnaire (page 3) was color-coded since it was designed only for those respondents who had completed the management awareness training program. The color coded section had eight questions. All other items were designed for both the trained and the untrained managers. Request for demographic data was minimal to avoid obtrusive inquiries into personal background information.

The three-wave mail survey resulted in 1,467 responses. This paper is based on that data. Although all responses are yet to be tabulated, some general observations about the response behavior of these state administrators may be significant. For example 10 persons who had completed the survey questionnaire had erased the mail-code numbers that were assigned to the questionnaire on the return envelope. In general, the trained managers had a higher rate of response than the untrained managers. Further, as of this date, 10 persons have written separate letters requesting a copy of the survey results.

The primary focus of the study that has provided the data base for the analyses presented in this paper is the professional socialization of the public managers in Kentucky. The term *public managers* in Kentucky state governmental system includes about 6,000 employees in the executive branch of government who have a supervisory function. Management employees of the legislative branch and that of the judicial branch were excluded from the scope of this study.

At the time of the study there were about 6,000 public managers in the executive branch of state government. One of the concerns of this study was to examine the attitudes and perceptions of public managers who had completed a "Management Awareness Training Program" offered in the Governmental Services Center. Given this special focus of the study a matching sample of managers who had completed this training program and a sample of other managers who had not completed the program were selected by a computer general randomization process.

Table No 6 is indicative of the response pattern in the survey. Of the random sample of public managers who had not completed Management Awareness Training, a total of 653 responded to the survey giving a response rate of 43.5% Among the sample of trained managers the response rate was a higher. Of the 1,500 trained managers, 803 responded giving a response rate of 56.5%. The total response rate for both groups was 43.5% or 1,467 individual responses.

The survey research conducted for this study utilizes mail survey methodology. A copy of the survey instrument has been included in Appendix "A". The primary purpose of this survey instrument was to assess respondents' training needs and to identify the evaluative orientation of the administrators who have completed the managerial training since 1981. The survey instrument used in this study was designed as a mail survey questionnaire. It is a 38 item comprehensive questionnaire with both closed-ended and open-ended items; one one section designed only for those respondents who had completed the management awareness training program. This section had eight questions. All other items were designed for both the trained and the untrained managers. Request for demographic data was minimal to avoid obtrusive inquiries into personal background information.

As of this date, 1,457 completed questionnaires have been coded for computerization. This paper is based on that data.

Table No. 7 projects a general profile of public managers who had participated in this survey. A majority of the participants were male (69.6%) and about less than a third (30.4%) were female. Slightly over 96% of the participants were whites and about 3.7% non-whites, which included blacks and the other minorities. The age distribution among the respondents shows a very small number of these participants (4.4%) were below 25 years of age. The largest proportion of this group were between 36 and 49 years of age (39.9%)

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The educational profile of this group of survey participants shows that a majority had college degrees (70%) including about 31% who had either a graduate degree or a professional degree (law, medicine, engineering, etc.). About 11.8% had educational qualifications at the high school level.

The seniority distribution among these public managers shows that only about 9% of the participants had five or fewer years of service with state government. A majority of these managers (52%) had between 11 and 20 years of service.

Based on their responses to the questionnaire items on job description, 46% described their jobs as administrative/ professional which is the largest job description category. The next in order were supervisory (23%) and law enforcement (12%).

The questionnaire asked the respondents to classify their organizations. Nearly 71% labeled their units as people/service oriented organizations. About 23% described their units as data/paper oriented organizations. Nearly 5% described their units as machine/production oriented.

The pattern of supervisory responsibility assigned to these people shows that about 41% of these managers supervised between one and ten persons. Those having responsibilities of supervising between 11 and 50 employees constitute about 38% of the respondents. There are some respondents having supervisory responsibilities with higher numbers of employees.

This general profile of the public managers who responded to this survey is that of a college educated work force, having considerable years of service. Most of them work in people-service oriented organizational units among a mostly white and male work force. Minorities and women represent a relatively small portion of the sample. These characteristics should be kept in mind while analyzing the data in this paper.

Table No. 6
PUBLIC MANAGERS' SURVEY RESPONSE PATTERN

Types of Public Managers	Number	No. Included in Random Sample	No. Responded in First Wave	No. Responded in Second Wave	No. Responded in Third Wave	Total No. Included in Data Set	Percentage of Response
Public Managers in Executive Branch of State Who Had Completed Mgmt. Awareness Training	4.483	1.500†	268	277	108	653	43.5%
Government in Fall 1988 Public Managers Who Had Completed Mgmt. Awareness Training Between 1981-1988 and Were Still in Service in Fall 1988	1,838	1,500‡	411	262	130	803	56.5%
Total	6,321	3,000	679	540	242	1,467*	48.9%

*uncludes six unidentified responses
†Represents 33.46% of sub-population
‡Represents 81.61% of sub-population

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Table No. 7
GENERAL PROFILE OF THE SURVEY PARTICIPANTS*

Gender (N = 1,405)

Male	69 6%
Female	30.4%
Total	100.0%

Ethnicity (N = 1,409)

White	96.3%
Non-White	3.7%
Total	100.0%

Managerial Training (N = 1,457)

Completed Mgt. Training	54.9%
Did Not Complete	44 7%
Total	100.0%

Age Distribution (N = 1,372)

Below 25	4.4%
26-35	33.5%
36-49	39.9%
50 and over	22.2%
Total	100.0%

Seniority in State Govt. (N = 1,413)

5 years and less	9.1%
6 10 years	16.1%
11-20 years	52.4%
21 years or more	22.3%
Total	100.0%

Educational Background (N = 1,423)

High School and Below	11 8%
Some College Education	17.2%
College Degree (BA/BS)	39 6%
Graduate Degree	31 1%
Total	100 0%

Job Description (N = 1,463)

Adminis/Professional	46.3%
Clerical	4.6%
Supervisory	23.2%
Service	6.7%
Law Enforcement	12.3%
Mixed Category	6 7%
Total	100.0%

Type of Organization (N = 1,380)

Data/Paper Oriented	23 8%
People/Service Oriented	71 1%
Machine/Prod. Oriented	5 1%
Total	100 0%

Supervisory Responsibility (N = 1,408)

1 10 Employees	41.8%
11-50 Employees	38.1%
51-200 Employees	12.1%
201 500 Employees	5.2%
Total	100.0%

Survey Response Behavior (N = 1,457)

First Wave	46 4%
Second Wave	36 9%
Third Wave	16.3%
Total	100 0%

*The N size under different categories varies due to the exclusion of non-responses cases. The totals in certain categories do not add up to 100% due to rounding errors.

DATA ANALYSES

The data analyses in this paper will be presented under the following categories.

(A) Professional socialization of state administrators. This involves an analysis of respondents' general orientation toward public service professionalism. It will also analyze the administrators' views about the usefulness of knowledge in the sub-fields of public administration. An analysis will be presented concerning the level of support for continuing education and training in the organizational culture of state agencies. Next an examination will consider the views of state administrators about the Management Awareness training program. Finally, selected indicators of respondents' professional activities will be analyzed.

GENERAL ORIENTATIONS TOWARD PUBLIC SERVICE PROFESSIONALISM

Three major items in the survey questionnaire were designed to identify the general orientations toward public service professionalism among state administrators. These items were designed on the basis of a review of literature dealing with public service professionalism. (Pugh, 1989) The Table Nos. 8, 9, and 10 show the general distribution of state administrators' responses to these items and some variations across different groups.

In general, about 60% of the respondent administrators agreed with the first statement that public managers need a college degree related to their work in order to be effective. These tables show some noticeable variations in responses to this item among different types of administrators. For example, 70% of the non-white administrators were supportive of this as opposed to 60% of the white administrators. Among the college degree holding administrators, the level of support for this item was 75% and only 21% of the managers with high school education supported this statement. A slightly higher level of support was found among those managers who had completed management training at the Governmental Services Center (62%) as opposed to those who had not completed this training program (58%).

Some variations also appear in the data in this respect when comparisons were made based upon job related variables. Among the managers who described their jobs as "clerical", only 46% were supportive of this statement. On the other hand, among those who had described their job as "administrative" and "supervisory", more than 60% did so.

The next statement reflected the need for public managers to have some training and education in the field of public administration. An overwhelming majority of all public managers (85%, supported this statement. This level of support is consistently high among all different groups. Similar consensus was also observed with respect to the response pattern in item C

On the next statement involving affiliation with the organizations of public administration, the level of support is not very high (only 54% among all respondents) Some differences between the groups of public managers appear note - worthy Non-whites, females, and older administrators seemed more supportive of this statement than the whites, males, and younger administrators The high school educated public managers also seemed unenthusiastic about this (only 43% supported).

On the whole, this analysis suggests positive attitudes toward public service professionalism among the state administrators in Kentucky. Both college education and completion of management training in the Governmental Services Center seemed to be associated with public service professionalism.

STATE ADMINISTRATORS' ATTITUDES TOWARD PUBLIC ADMINISTRATION EDUCATION
AND THEIR DEMOI RAPHIC BACKGROUND

Survey Items	Response Categories	All Respondents	ETHNICITY		GENDER		AGE (in years)			
			White	Non-White	Female	Male	25 and under	26 - 35	36 - 49	36 - 49
A: Public managers need college degrees, related to their work to be effective	Agree	60.8% (858)	60.7% (809)	70.6% (36)	60.9% (257)	61.3% (586)	59.0% (36)	59.9% (269)	65.4% (353)	54.7% (162)
	Disagree	38.4% (542)	38.6% (514)	27.5% (14)	38.6% (163)	37.8% (361)	39.3% (24)	39.4% (177)	33.7% (182)	44.9% (133)
	Unsure	0.8% (12)	0.8% (10)	2.0% (1)	0.5% (2)	0.9% (9)	1.6% (1)	0.7% (3)	0.9% (5)	0.3% (1)
	Total	100.0% (1412)	100.0% (1333)	100.0% (51)	100.0% (422)	100.0% (956)	100.0% (61)	100.0% (449)	100.0% (540)	100.0% (296)
B: Public managers, irrespective of their other educational background, need training and education in public administration.	Agree	85.5% (1213)	85.5% (1143)	90.4% (47)	84.2% (356)	86.2% (828)	80.3% (49)	84.9% (383)	86.4% (469)	86.5% (257)
	Disagree	13.8% (195)	14.0% (187)	7.7% (4)	15.4% (65)	13.2% (127)	18.0% (11)	14.6% (66)	12.9% (70)	13.1% (39)
	Unsure	0.7% (10)	0.5% (7)	1.9% (1)	0.5% (2)	0.6% (6)	1.6% (1)	0.4% (2)	0.7% (4)	0.3% (1)
	Total	100.0% (1418)	100.0% (1337)	100.0% (52)	100.0% (423)	100.0% (961)	100.0% (61)	100.0% (451)	100.0% (543)	100.0% (297)
C: Public Managers should be familiar with the current developments in public administration.	Agree	88.7% (1254)	88.3% (1178)	96.1% (49)	88.1% (369)	88.8% (853)	77.0% (47)	87.8% (396)	88.9% (480)	92.2% (273)
	Disagree	10.0% (141)	10.3% (137)	3.9% (2)	10.7% (45)	9.8% (94)	19.7% (12)	10.9% (49)	9.6% (52)	6.8% (20)
	Unsure	1.3% (19)	1.4% (19)	0.0% (0)	1 2% (5)	1.5% (14)	3.3% (2)	1.3% (6)	1.5% (8)	1.0% (3)
	Total	100.0% (1418)	100 0% (1334)	100.0% (42)	100.0% (419)	100.0% (961)	100.0% (61)	100.0% (451)	100.0% (540)	100.0% (296)
D: Public Managers should belong to one or more professional organizations that are concerned with public administration	Agree	54.5% (768)	53.9% (718)	66.7% (34)	56.7% (237)	53.4% (512)	47 5% (29)	45.9% (206)	58.2% (313)	62.2% (184)
	Disagree	39.1% (552)	39.5% (526)	27.5% (14)	36.6% (153)	40.4% (387)	37.7% (23)	48.1% (216)	35.1% (189)	33.4% (99)
	Unsure	6.4% (90)	6.5% (87)	5.9% (3)	6.7% (28)	6.2% (59)	14.8% (9)	6.0% (27)	6.7% (36)	4.4% (13)
	Total	100.0% (1410)	100.0% (1331)	100.0% (51)	100.0% (419)	100.0% (958)	100 0% (61)	100.0% (449)	100.0% (538)	100 0% (296)

*Survey Question"7.   Here are some statements that have been made about public managers as professionals. Please indicate the extent to which you agree or disagree with each of these statements."

Table No. 9
STATE ADMINISTRATORS ATTITUDES TOWARD PUBLIC ADMINISTRATION EDUCATION AND THEIR EDUCATIONAL BACKGROUND

Survey Items	Response Categories	All Respondents	Education Background				Managerial Training At GSC	
			HIGH SCHOOL EDUCATION	SOME COLLEGE EDUCATION	BACHELOR'S DEGREE	GRADUATE PROFESSIONAL DEGREE	COMPLETED MANAGEMENT TRAINING	DID NOT COMPLETE TRAINING
A: Public managers need college degrees, related to their work to be effective.	Agree	60.8% (858)	21.5% (35)	27.6% (66)	75.0% (418)	75.6% (331)	62.7% (490)	58.5% (365)
	Disagree	38.4% (542)	76.7% (125)	71.1% (170)	24.6% (137)	23.7% (104)	36.2% (283)	41.0% (256)
	Unsure	0.8% (12)	1.8% (3)	1.3% (3)	0.4% (2)	0.7% (3)	1.2% (9)	0.5% (3)
	Total	100.0% (1412)	100.0% (163)	100.0% (239)	100.0% (557)	100.0% (438)	100.0% (782)	100.0% (624)
B: Public managers, irrespective of their other educational background, need training and education in public administration.	Agree	85.5% (1213)	74.4% (122)	90.1% (219)	87.5% (488)	84.7% (371)	87.7% (689)	82.9% (519)
	Disagree	13.8% (195)	23.8% (39)	9.5% (23)	12.0% (67)	14.8% (65)	12.0% (94)	16.0% (100)
	Unsure	0.7% (10)	1.8% (3)	0.4% (1)	0.5% (3)	0.5% (2)	0.4% (3)	1.1% (7)
	Total	100.0% (1418)	100.0% (164)	100.0% (243)	100.0% (558)	100.0% (438)	100.0% (786)	100.0% (626)
C: Public Managers should be familiar with the current developments in public administration.	Agree	88.7% (1254)	89.6% (147)	91.6% (219)	88.7% (495)	86.5% (379)	89.3% (702)	87.9% (547)
	Disagree	10.0% (141)	7.9% (13)	7.5% (18)	10.6% (59)	11.4% (50)	9.5% (75)	10.5% (65)
	Unsure	1.3% (19)	2.4% (4)	0.8% (2)	0.7% (4)	2.1% (9)	1.1% (9)	1.6% (10)
	Total	100.0% (1418)	100.0% (164)	100.0% (239)	100.0% (558)	100.0% (438)	100.0% (786)	100.0% (622)
D: Public Managers should belong to one or more professional organizations that are concerned with public administration.	Agree	54.5% (768)	45.6% (73)	53.9% (130)	52.8% (294)	60.4% (264)	53.8% (420)	55.2% (344)
	Disagree	39.1% (552)	46.3% (74)	41.5% (100)	39.5% (220)	34.3% (150)	38.9% (304)	39.6% (247)
	Unsure	6.4% (90)	8.1% (13)	4.6% (11)	7.7% (43)	5.3% (23)	7.3% (57)	5.1% (32)
	Total	100.0% (1410)	100.0% (160)	100.0% (241)	100 0% (557)	100.0% (437)	100 0% (781)	100.0% (623)

*Survey Question"7.   Here are some statements that have been made about public managers as professionals. Please indicate the extent to which you agree or disagree with each of these statements."

Table No. 10
STATE ADMINISTRATORS' ATTITUDES TOWARD PUBLIC ADMINISTRATION
EDUCATION AND THEIR EMPLOYMENT SITUATIONS

Survey Items	Response Categories	All Respondents	Job Description					Number of years in State Govt			Number of Persons Supervised		
			Administrative	Clerical	Supervisory	Service	Law Enforcement	10 OR LESS	11-12	21 or More	5 OR LESS	6-14	14 OR LESS
A. Public managers need college degrees, related to their work to be effective.	Agree	60.8% (858)	67% (447)	46.3% (31	62.0% (207)	34.0% (32)	60.8% (107)	58.0% (206)	62.0% (454)	60.5% (20?)	61.8% (202)	62.3% (359)	53.1% (112)
	Disagree	8.4% (542)	32.4% (216)	50.7% (34)	37.1% (124)	64.9% (61)	38.6% (68)	41.1% (146)	37.2% (271)	38.6% (129)	37.3% (234)	37.2% (214)	45.5% (96)
	Unsure	0.8% (12)	0.6% (4)	3.0% (2)	0.9% (3)	1.1% (1)	0.6% (1)	0.8% (3)	0.8% (6)	0.9% (3)	1.0% (6)	0.5% (3)	1.4% (3)
	Total	100.0% (1412)	100.0% (667)	100.0% (67)	100.0% (334)	100.0% (94)	100.0% (176)	100.0% (355)	100.0% (729)	100.0% (334)	100.0% (628)	100.0% (576)	100.0% (211)
B. Public managers, irrespective of their other educational background, need training and education in public administration.	Agree	85.5% (1213)	84.8% (568)	85.1% (57)	88.6% (296)	80.0% (76)	86.5% (154)	81.2% (289)	86.8% (636)	87.1% (290)	85.6% (539)	85.8% (496)	84.5% (180)
	Disagree	13.8% (195)	14.9% (100)	14.9% (10)	10.2% (34)	17.9% (17)	12.9% (23)	16.0% (64)	2.7% (93)	12.0% (40)	13.7% (86)	13.8% (80)	14.1% (30)
	Unsure	0.7% (10)	0.3% (2)	0.0% (0)	1.2% (4)	2.1% (2)	0.6% (1)	0.8% (3)	0.5% (4)	0.9% (3)	0.8% (5)	0.3% (2)	1.4% (3)
	Total	100.0% (1418)	100.0% (670)	100.0% (67)	100.0% (334)	100.0% (95)	100.0% (176)	100.0% (735)	100.0% (356)	100.0% (333)	100.0% (630)	100.0% (578)	100.0% (213)
C. Public Managers should be familiar with the current developments in public administration.	Agree	86.7% (1254)	86.8% (592)	86.6% (58)	89.3% (299)	86.3% (82)	86.8% (158)	87.7% (313)	86.3% (646)	90.6% (300)	87.1% (547)	89.8% (519)	90% (190)
	Disagree	10.0% (141)	10.3% (69)	10.4% (7)	9.6% (32)	11.6% (11)	10.1% (18)	10.1% (36)	10.7% (76)	8.2% (27)	11.3% (71)	9.0% (52)	8.5% (18)
	Unsure	1.3% (19)	0.9% (6)	3.0% (2)	1.2% (4)	2.1% (2)	1.1% (2)	2.2% (8)	1.1% (6)	1.2% (4)	1.6% (10)	1.2% (7)	1.4% (3)
	Total	100.0% (1418)	100.0% (667)	100.0% (67)	100.0% (335)	100.0% (95)	100.0% (175)	100.0% (357)	100.0% (732)	100.0% (331)	100.0% (628)	100.0% (578)	100.0% (211)
D. Public Managers should belong to one or more professional organizations that are concerned with public administration	Agree	54.5% (768)	55.7% (369)	55.2% (37)	59.6% (199)	41.1% (39)	44.6% (79)	52.0% (185)	54.9% (400)	56.3% (187)	54.5% (347)	52.7% (30?)	59.4% (126)
	Disagree	39.1% (552)	39.2% (260)	34.3% (23)	34.1% (114)	51.6% (49)	46.9% (83)	41.3% (147)	39.0% (284)	37.0% (123)	39.3% (246)	39.8% (229)	36.8% (78)
	Unsure	6.4% (90)	5.1% (34)	10.4% (7)	6.3% (21)	7.4% (7)	8.5% (15)	6.7% (24)	6.0% (44)	6.6% (22)	6.2% (39)	7.5% (43)	3.6% (8)
	Total	100.0% (1410)	100.0% (663)	100.0% (6?)	100.0% (335)	100.0% (95)	100.0% (177)	100.0% (356)	100.0% (72?)	100.0% (33?)	100.0% (620)	100.0% (575)	100.0% (212)

*Survey Question 7 Here are some statements that have been made about public managers as professionals. Please indicate the extent to which you agree or disagree with each of these statements."

RELATIVE RANKING OF THE USEFULNESS OF
KNOWLEDGE IN SUB-FIELDS OF PUBLIC ADMINISTRATION

The state administrators were also asked to indicate the extent to which knowledge of the various sub-fields of public administration was useful in their present jobs. Table No. 11 shows the response pattern of the group as a whole. Personnel management was rated as important to a great extent by 65% of the public managers. The next in order was public relations (58.6%), policy analysis (35%), budget operation (31%), MIS (31%), administrative law (27%), and statistics/research methods (14%).

We have not extended this analysis across different groups of administrators which will be done later in other papers.

Table No. 11
ADMINISTRATORS' VIEWS
ON
THE USEFULNESS OF KNOWLEDGE
IN SELECTED FIELDS
(N = 1,406)

Field of Study	Rank Order	Percentage of Administrators saying necessary and important to a great extent
1. Personnel Management	1	65.3%
2. Public Relations	2	58.6%
3. Policy & Program Analysis	3	35.7%
4. Budgeting Operation	4	31.8%
5. Mgt. Information Systems	5	31.7%
6. Administrative Law	6	27.4%
7. Statistics/Research Methods	7	14.4%

ORIENTATIONS TOWARD PROFESSIONAL EDUCATION
IN ORGANIZATIONAL CULTURE

Organizational culture has always been considered important in the growth of professionalism among different types of professionals. (Blankenship, 1977) Two items in the survey instrument were designed to measure the extent to which the different offices in the state agencies have developed an organizational culture supportive of continuing professional education among the state administrators (see Table No. 12, next page).

The first question sought to identify the level of supervisory enthusiasm for professional education and training. On the whole, 41% of the respondents felt that their supervisors often encouraged education/training for employees under their supervision. Some sub-group

Table No. 12
ORIENTATION TOWARD PROFESSIONAL EDUCATION
IN ORGANIZATIONAL CULTURE

Survey Items	Response Categories	All Respondents	Ethnicity		Gender		Age (in years)			
			White	Non White	Female	Male	25 and under	26 35	36-49	50 and over
Does your supervisor encourage education/training for employees?	Often	41.3% (573)	41.5% (544)	41.2% (21)	48.3% (198)	38.3% (363)	39.0% (23)	42.7% (189)	40.2% (216)	42.2% (122)
	Sometimes	46.9% (651)	46.9% (615)	39.2% (20)	41.7% (171)	48.9% (463)	45.8% (27)	44.7% (198)	48.4% (260)	47.1% (136)
	Never	11.9% (165)	11.5% (151)	19.6% (10)	10.0% (41)	12.8% (121)	15.3% (9)	12.6% (56)	11.4% (61)	10.7% (31)
	Total	100.0% (1463)	100.0% (1310)	100.0% (51)	100.0% (947)	100.0% (410)	00.0% (59)	100.0% (56)	100.0% (61)	100.0% (289)
Are people you work with enthusiastic about education/training?	Most of Them	27.3% (384)	27.5% (366)	21.6% (11)	28.4% (119)	27.2% (260)	18.3% (11)	26.2% (118)	29.6% (160)	30.1% (88)
	Some of Them	46.6% (656)	46.4% (616)	51.0% (26)	48.2% (202)	45.6% (436)	41.7% (25)	47.3% (213)	47.1% (255)	44.9% (131)
	A Few of Them	26.2% (369)	26.1% (347)	27.5% (14)	23.4% (98)	27.2% (260)	10.0% (24)	26.4% (119)	23.3% (126)	25.0% (73)
		100.0% (1463)	100.0% (1329)	100.0% (51)	100.0% (956)	100.0% (419)	100.0% (60)	100.0% (450)	100.0% (541)	100.0% (292)

differences are noticeable. Among the female managers, 48% said that their supervisors often encouraged continuing professional education as opposed to 38% of the male managers.

The next question involved enthusiasm for professional education and training among their co-workers. Nearly 27% said that most of their colleagues were enthusiastic and 46% indicated that only some of them were interested in education/training. The response of a few came from slightly above 26% of the respondents.

The responses to these two items in the questionnaire suggests that continuing professional education and training has some support among the supervisors. It is of course a matter of individual level assessment of the outcome of professional education and training that is very important. The next section will deal with this.

ORIENTATIONS TOWARD MANAGEMENT AWARENESS TRAINING PROGRAM

The management awareness training program offered by the Governmental Service Center is a *generic management* program designed to achieve a limited number of objectives. The survey instrument had a color-coded special page for those managers who had completed this training program. Those who had not completed this training were asked to skip this page.

Table No. 13 on the next page shows th   responses of about 580 state administrators who had completed this management training program between the years 1981 and 1989. The three major evaluative items were as follows:

(A)Participants' perceptions of the program's contribution to increasing their effectiveness.

(B)Usefulness of training material.

(C)Post-training utilization of knowledge gained.

About 25% of these managers found this training very valuable and 53% reported moderately valuable. Only a small percent of the respondent trainees (4%, N = 23) did not find this training to be of any value to themselves.

The response pattern with respect to training material shows a similar pattern Nearl. 5% of the trainees (N = 32) did not find the training material to be useful but the others found a varying level of usefulness for this material.

Finally, again 4% of the trainee respondents did not report utilizing the knowledge gained during this training program but the others did so.

PROFESSIONAL GROWTH RELATED ACTIVITIES

The survey instrument attempted to identify the extent to which state administrators are involved with professional growth related activities. Most of these were open-ended questions which have been content-analyzed to generate quantitative indicators. The Table No 14 provides a summary tabulation of the activities in which the survey respondents were involved.

Nearly 609 administrators (41%) indicated active memberships in professional organizations. Several of them also reported memberships in more than one such organizations. Slightly below the same number (554, 37.8%) reported subscription to/reading of job - related professional journals and publications. Again, about the same number (589, 40.1%) reported participation in professionally - related conferences and seminars.

Table No. 13
EVALUATIVE ORIENTATIONS TOWARD GENERIC
MANAGEMENT TRAINING PROGRAM

Survey Items	Response Categories	All Respondents
How valuable do you feel the program has been in increasing your effectiveness?	Very Valuable	25.2% (146)
	Moderately Valuable	53.3% (309)
	A Little Valuable	17.2% (100)
	Not Valuable	4.0% (23)
	Total	100.0% (580)
How useful have been the reading and reference material that you received during the workshop?	Very Useful	20.8% (121)
	Moderately Useful	45.7% (266)
	A Little Useful	27.7% (161)
	Not Useful	5.5% (32)
	Total	100.0% (582)
How often was knowledge gained during this training program utilized?	Very Often	25.2% 146)
	Moderately Often	53.3% (309)
	Not Often	17.2% (100)
	Never	4.0% (23)
	Total	100.0% (580)

36

Table No. 14
PROFESSIONAL GROWTH
RELATED ACTIVITIES OF
THE STATE ADMINISTRATORS
(N = 1,467)

Organizational Membership
(N = 1,467)

Member of at least one professional organization	41.5% (609)
None	58.5% (858)
Total	100.0%

Readership of Professional Journals and Publications
(N = 1,467)

Read/Subscribed to at least one journal/publication	37 8% (554)
None	62.2% (913)
Total	100.0%

Conference/Seminar Participation
(N = 1,467)

Participated in at least one conference/ seminar in last two years	40.1%
None	59 9%
Total	100.0%

Continuing Professional Education
(N = 1,467)*

Participated in agency sponsored training	30 06% (441)
Attended workshops at GSC	19.29% (283)
Enrolled in a non-degree class/ program	4 63% (68)
Enrolled in a degree program	4.22% (62)
Enrolled in Kentucky Career Management Program (KCMP)	3.95% (58)

*Multiple responses have been tabulated in this category.

With respect to continuing professional education, the survey respondents reported different types of activities which have been clustered together under the label of "Continuing Professional Education". Nearly 30% (441) had participated in their agency sponsored training programs. Of the people surveyed, nearly 20% (283) reported participating in GSC sponsored workshops. A small proportion of state administrators had enrolled in non-degree college courses (68, 4.63%). Only about sixty-two of these people (4.22%) had reported enrolling in a college level degree program.

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STATE ADMINISTRATORS' VIEWS ON MANAGERIAL TRAINING OBJECTIVES

In this section, we will analyze survey data relating to the state administrators' views on the importance of six major managerial training objectives. In general, *knowledge of managerial behaviors* was considered highly relevant by 54% of the state managers. More female and minority administrators viewed this knowledge as relevant (68%).

The next in order of priority appeared *use of managerial time* with 51% of the managers emphasizing its great importance. The other training objectives received less than 50% support from the group as a whole: Communication Concepts 49%; Self-Motivation 48%; Organizational Development 48%; Ethical Standards 44%.

The Tables No. 15a and No. 15b on the next two pages shows some sub-group variations which will not be discussed at this stage of our analysis.

PUBLIC SERVICE VALUES OF THE STATE ADMINISTRATORS

Public administration researchers have analyzed the public service values of administrators in the United States and elsewhere. (Wynia, 1974) Study of public service values is a complex arena as suggested in their work. The survey instrument included a few items to reflect democratic public service values in the United States. The Table No. 16 reports the responses of these administrators. These responses reflect that an overwhelming majority of these administrators shared the public service values of contemporary American society

Table No. 16
ORIENTATION TOWARD
SELECTED PUBLIC SERVICE VALUES

Statements Reflecting Values	Response Categories	Responses
Government agencies should provide high quality services to their clients.	Strongly Agree Agree Somewhat Disagree Somewhat Strongly Disagree Do Not Know Total	88.7% (1,220) 10.5% (144) 0.5% (7) 0.1% (1) 0.2% (3) 100.0% (1,375)
Government agency officials provide equal treatment to minorities and women.	Strongly Agree Agree Somewhat Disagree Somewhat Strongly Disagree Do Not Know Total	68.4% (940) 13.1% (180) 1.5% (21) 0.5% (7) 0.2% (3) 100.0% (1,374)
Government agency officials should care about public opinion concerning their agency	Strongly Agree Agree Somewhat Disagree Somewhat Strongly Disagree Do Not Know Total	68.4% (940) 27.9% (383) 2.6% (36) 0.8% (11) 0.3% (4) 100.0% (1,374)

Table No. 15a
STATE ADMINISTRATOR'S VIEWS ON THE RELEVANCE
OF MANAGERIAL TRAINING OBJECTIVES

Selected Training Objectives	Response Categories	All Respondents	Ethnicity		Gender		Age (in years)			
			White	Non Whi	Female	Male	25 and under	Male	Male	50 and over
To increase insight into managerial behavior & its effect on others.	Great Relevance	54.7% (766)	54.2% (716)	68.6% (35)	68.3% (284)	48.7% (464)	55.0% (33)	47.4% (212)	59.4% (319)	58.7% (172)
	Some Relevance	35.3% (495)	35.9% (474)	21.6% (11)	25.5% (106)	39.8% (379)	30.0% (18)	40.3% (180)	33.1% (178)	32.1% (94)
	Little Relevance	8.9% (125)	8.9% (118)	7.8% (4)	5.3% (22)	10 4% (99)	13.3% (8)	10.7% (48)	6.9% (37)	7.8% (23)
	No Relevance	1.1% (15)	1.1% (14)	2.0% (1)	1.0% (4)	'.2% (11)	1.7% (1)	1.6% (7)	0.6% (3)	1.4% (4)
	Total	100.0% (1463)	100.0% (1322)	100.0% (51)	100.0% (416)	100.0% (953)	100.0% (60)	100.0% (447)	100.0% (537)	100.0% (293)
To examine the use of managerial time.	Great Relevance	51.9% (729)	51.4% (681)	64.7% (32)	63.0% (262)	46.7% (446)	51.7% (31)	47.7% (215)	54.8% (293)	53.9% (158)
	Some Relevance	38.9% (546)	39.5% (524)	23.5% (12)	31.5% (131)	42.4% (405)	31.7% (19)	43.2% (195)	37.0% (198)	36.9% (108)
	Little Relevance	7.8% (110)	7.8% (104)	7.8% (4)	5.0% (21)	9.1% (87)	11.7% (7)	7.3% (33)	7.1% (38)	8.5% (25)
	No Relevance	1.4% (19)	1.3% (17)	3.9% (2)	0.5% (2)	1.8% (17)	5.0% (3)	1.8% (8)	1.1% (6)	0.7% (2)
	Total	100.0% (1463)	100.0% (1326)	100.0% (51)	100.0% (416)	100.0% (955)	100.0% (60)	100.0% (451)	100.0% (535)	100.0% (293)
To examine communication concepts relative to leadership effectiveness.	Great Relevance	49.9% (700)	49.9% (660)	56 9% (29)	60.2% (250)	45.5% (434)	51.7% (31)	46.1% (208)	51.4% (275)	55.3% (161)
	Some Relevance	38.0% (533)	38.2% (505)	29.4% (15)	31.8% (132)	40.7% (388)	40.0% (24)	41.0% (185)	36.8% (197)	33.3% (97)
	Little Relevance	10.6% (149)	10.5% (139)	11.8% (6)	7.2% (30)	12.1% (115)	6.7% (4)	10.4% (47)	11.0% (59)	10.0% (29)
	No Relevance	1.4% (20)	1.4% (19)	2.0% (1)	0.7% (3)	1.8% (17)	1 7% (1)	2.4% (11)	0.7% (4)	1.4% (4)
	Total	100.0% (1463)	100.0% (1323)	100.0% (51)	100.0% (954)	100 0% (415)	100.0% (60)	100 0% (451)	100.0% (535)	100.0% (291)

*Actual Survey Question"4. Currently management training programs for Public Managers typically include a number of specific objectives. Listed below are some of these objectives. In your opinion, please indicate how relevant those objectives are to the work of public managers."

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Table No. 15a
STATE ADMINISTRATOR'S VIEWS ON THE RELEVANCE
OF MANAGERIAL TRAINING OBJECTIVES

Selected Training Objectives	Response Categories	All Respondents	Ethnicity		Gender		Age (in years)			
			White	Non Whi	Female	Male	25 and under	Male	Male	50 and over
To increase insight into managerial behavior & its effect on others.	Great Relevance	54.7% (766)	54.2% (716)	68.6% (35)	68.3% (284)	48.7% (464)	55.0% (33)	47.4% (212)	59.4% (319)	58.7% (172)
	Some Relevance	35.3% (495)	35.9% (474)	21.6% (11)	25.5% (106)	39.8% (379)	30.0% (18)	40.3% (180)	33.1% (178)	32.1% (94)
	Little Relevance	8.9% (125)	8.9% (118)	7.8% (4)	5.3% (22)	10 4% (99)	13.3% (8)	10.7% (48)	6.9% (37)	7.8% (23)
	No Relevance	1.1% (15)	1.1% (14)	2.0% (1)	1.0% (4)	'.2% (11)	1.7% (1)	1.6% (7)	0.6% (3)	1.4% (4)
	Total	100.0% (1463)	100.0% (1322)	100.0% (51)	100.0% (416)	100.0% (953)	100.0% (60)	100.0% (447)	100.0% (537)	100.0% (293)
To examine the use of managerial time.	Great Relevance	51.9% (729)	51.4% (681)	64.7% (32)	63.0% (262)	46.7% (446)	51.7% (31)	47.7% (215)	54.8% (293)	53.9% (158)
	Some Relevance	38.9% (546)	39.5% (524)	23.5% (12)	31.5% (131)	42.4% (405)	31.7% (19)	43.2% (195)	37.0% (198)	36.9% (108)
	Little Relevance	7.8% (110)	7.8% (104)	7.8% (4)	5.0% (21)	9.1% (87)	11.7% (7)	7.3% (33)	7.1% (38)	8.5% (25)
	No Relevance	1.4% (19)	1.3% (17)	3.9% (2)	0.5% (2)	1.8% (17)	5.0% (3)	1.8% (8)	1.1% (6)	0.7% (2)
	Total	100.0% (1463)	100.0% (1326)	100.0% (51)	100.0% (416)	100.0% (955)	100.0% (60)	100.0% (451)	100.0% (535)	100.0% (293)
To examine communication concepts relative to leadership effectiveness.	Great Relevance	49.9% (700)	49.9% (660)	56 9% (29)	60.2% (250)	45.5% (434)	51.7% (31)	46.1% (208)	51.4% (275)	55.3% (161)
	Some Relevance	38.0% (533)	38.2% (505)	29.4% (15)	31.8% (132)	40.7% (388)	40.0% (24)	41.0% (185)	36.8% (197)	33.3% (97)
	Little Relevance	10.6% (149)	10.5% (139)	11.8% (6)	7.2% (30)	12.1% (115)	6.7% (4)	10.4% (47)	11.0% (59)	10.0% (29)
	No Relevance	1.4% (20)	1.4% (19)	2.0% (1)	0.7% (3)	1.8% (17)	1 7% (1)	2.4% (11)	0.7% (4)	1.4% (4)
	Total	100.0% (1463)	100.0% (1323)	100.0% (51)	100.0% (954)	100 0% (415)	100.0% (60)	100 0% (451)	100.0% (535)	100.0% (291)

*Actual Survey Question"4. Currently management training programs for Public Managers typically include a number of specific objectives. Listed below are some of these objectives. In your opinion, please indicate how relevant those objectives are to the work of public managers."

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Table No. 15b
STATE ADMINISTRATOR'S VIEWS ON THE RELEVANCE
OF MANAGERIAL TRAINING OBJECTIVES

Selected Training Objectives	Response Categories	All Respondents	Ethnicity		Gender		Age (in years)			
			White	Non-White	Female	Male	25 and under	Male	Male	50 and over
To analyze factors that contribute to a climate for self motivation.	Great Relevance	48.5% (678)	48.6% (641)	56.9% (29)	56.3% (233)	45.9% (436)	53.3% (32)	46.1% (206)	52.4% (279)	49.8% (146)
	Some Relevance	39.9% (558)	40.1% (529)	27.5% (14)	33.8% (140)	42.1% (400)	31.7% (19)	40.5% (181)	38.2% (203)	40.6% (119)
	Little Relevance	10.1% (141)	9.7% (128)	15.7% (8)	8.7% (36)	10.5% (100)	13.3% (8)	11.9% (53)	8.5% (45)	8.2% (24)
	No Relevance	1.4% (20)	1.5% (20)	0.0% (0)	1.2% (5)	1.5% (14)	1.7% (1)	1.6% (7)	0.9% (5)	1.4% (4)
	Total	100.0% (1463)	100.0% (1318)	100.0% (51)	100.0% (414)	100.0% (950)	100.0% (60)	100.0% (447)	100.0% (532)	100.0% (293)
To identify the need for employee, manager and organization development.	Great Relevance	48.7% (683)	48.1% (637)	62.7% (32)	54.4% (227)	46.1% (439)	51.7% (31)	44.3% (200)	49.3% (264)	53.3% (155)
	Some Relevance	40.9% (573)	41.3% (546)	31.4% (16)	39.1% (163)	41.8% (398)	36.7% (22)	44.8% (202)	40.2% (215)	36.4% (106)
	Little Relevance	8.6% (121)	8.8% (116)	5.9% (3)	5.0% (21)	10.2% (97)	8.3% (5)	9.1% (41)	8.8% (47)	8.6% (25)
	No Relevance	1.8% (25)	1.8% (24)	0.0% (0)	1.4% (6)	1.9% (18)	3.3% (2)	1.8% (8)	1.7% (9)	1.7% (5)
	Total	100.0% (1463)	100.0% (1323)	100.0% (51)	100.0% (417)	100.0% (952)	100.0% (60)	100.0% (451)	100.0% (535)	100.0% (291)
To discuss ethical standards related to management practices.	Great Relevance	44.4% (620)	43.8% (578)	62.7% (32)	49.8% (207)	41.9% (398)	43.3% (26)	37.9% (170)	48.2% (258)	48.1% (139)
	Some Relevance	39.5% (552)	40.0% (527)	23.5% (12)	36.1% (150)	41.0% (389)	28.3% (17)	41.1% (184)	37.2% (199)	40.8% (118)
	Little Relevance	13.6% (190)	13.8% (182)	9.8% (5)	12.0% (50)	14.4% (137)	23.3% (14)	17.6% (79)	12.9% (69)	9.0% (26)
	No Relevance	2.5% (35)	2.4% (32)	3.9% (2)	2.2% (9)	2.6% (25)	5.0% (3)	3.3% (15)	1.7% (9)	2.1% (6)
	Total	100.0% (1463)	100.0% (1319)	100.0% (51)	100.0% (949)	100.0% (416)	100.0% (60)	100.0% (448)	100.0% (535)	100.0% (289)

*Actual Survey Question"4.   Currently management training programs for Public Managers typically include a number of specific objectives. Listed below are some of these objectives. In your opinion, please indicate how relevant those objectives are to the work of public managers."

POLITICAL ORIENTATIONS OF STATE ADMINISTRATORS

In this section, we will focus on two major elements of political orientations.

ADMINISTRATORS' SENSITIVITY TOWARD POLITICAL
ECOLOGY OF PUBLIC ADMINISTRATION

Tables No. 17 and No 18 on pages 29 and 30 analyzes the responses of the state administrators to a series of questions about what we may label as the *Political Ecology of Public Administration*. These administrators were asked to indicate the extent to which it was important for them to keep in touch with a number of political elements; including but not limited to, election voting patterns, legislative candidates and their views, positions of interest groups on public policy issues, policy issues, and finally about federal government grant programs.

The distribution of responses indicated great sensitivity among administrators toward public policy issues as more than 90% of them felt that it was important for them to keep in touch with this element. It also appeared that administrators were sensitive toward the views of legislative candidates (84%). Almost the same percentage (83%) perceived the need to keep in touch with the positions of interest groups on policy issues. Next in order came the need to be aware of federal grant programs. Finally, only about half of them (50.8%) felt that it was important for them to keep in touch with the election voting patterns.

CLIENTELE ORIENTATIONS OF STATE ADMINISTRATORS

The survey instrument included four items to measure the clientele orientations of state administrators. The responses of administrators to these items in the questionnaire have been tabulated in Table No. 19 on page 31. An overwhelming majority of the respondents (90.6%) agreed with the statement that citizens are not knowledgeable about the complexity of decision making within government agencies.

When asked about client dissatisfactions with government agencies, again a majority of the administrators (70%) agreed that clients are not satisfied with the services provided by agencies. Nearly 26% of the administrators disagreed with this statement.

On the question that political pull is important in whether a government agency will help a private citizen , 50% of the administrators agreed with this statement and about the same number (46%) disagreed.

Some researchers have analyzed the ombudsman role as elected officials in relation to constituents' complaints involving public agencies (Mohapatra 1976) The statement in the survey questionnaire reflecting *ombudsman roles* of the elected officials, there was overwhelming support (91%) among the state administrators about the legitimate requests of the elected officials on behalf of their constituents.

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Table No. 17
SENSITIVITY OF STATE ADMINISTRATORS
TOWARD POLITICAL ECOLOGY OF PUBLIC ADMINISTRATION

Survey Items	Response Categories	All Respondents	Rank
A: **Election Voting Patterns**	Important	50.8% (714)	5th
	Not Important	49.2% (691)	
	Total	100.0% (1405)	
B: **Legislative Candidates And Their Views**	Important	84.7% (1199)	2nd
	Not Important	15.3% (216)	
	Total	100.0% (1415)	
D: **Positions of Interest Groups On Policy Issues**	Important	83.0% (1170)	3rd
	Not Important	17.0% (239)	
	Total	100.0% (1409)	
E: **Specific policy issues e.g., Educational, Economic Development**	Important	90.1% (1268)	1st
	Not Important	9.9% (140)	
	Total	100.0% (1408)	
F: **Federal Government Grant Programs**	Important	79.4% (1118)	4th
	Not Important	20.6% (290)	
	Total	100.0% (1408)	

* Actual Survey Question #3   As a state public administrator, how important do you believe it is to keep in touch with the following?

TABLE NO. 18
SUB-GROUP VARIATIONS IN POLITICAL SENSITIVITY
TOWARD POLITICAL ECOLOGY OF PUBLIC ADMINISTRATION

Political Sensitivity Indicators *	Response Categories	All Respondents	Educational Background				Managerial Training At GSC	
			High School	Some College	Bachelor's Degree	Graduate Professional Degree	Completed Management Training	Did Not Complete Training
A: Election voting patterns	Important	50.8% (714)	55.8% (86)	54.9% (130)	44.7% (249)	54.0% (238)	46.9% (363)	55.4% (346)
	Not Important	49.2% (691)	44.2% (68)	45.1% (107)	55.3% (308)	46.0% (203)	53.1% (411)	44.6% (279)
	Total	100.0% (1405)	100.0% (154)	100.0% (237)	100.0% (557)	100.0% (441)	100.0% (774)	100.0% (625)
B: Legislative candidates & their views	Important	84.7% (1199)	82.6% (133)	88.0% (213)	80.7% (448)	88.4% (390)	83.6% (652)	86.2% (542)
	Not Important	15.3% (216)	17.4% (28)	12.0% (29)	19.3% (107)	11.6% (51)	16.4% (128)	13.8% (87)
	Total	100.0% (1415)	100.0% (161)	100.0% (242)	100.0% (555)	100.0% (441)	100.0% (780)	100.0% (629)
D: Positions of interests groups on policy issues	Important	83.0% (1170)	80.1% (125)	83.2% (198)	80.1% (448)	88.0% (387)	82.9% (645)	83.0% (519)
	Not Important	17.0% (239)	19.9% (31)	16.8% (40)	19.9% (111)	12.0% (53)	17.1% (133)	17.0% (106)
	Total	100.0% (1409)	100.0% (156)	100.0% (238)	100.0% (559)	100.0% (440)	100.0% (778)	100.0% (625)
E: Specific policy issues e.g., educational economic development, environmental	Important	90.1% (1268)	85.3% (133)	85.7% (203)	88.2% (493)	96.1% (423)	91.1% (710)	88.8% (553)
	Not Important	9.9% (140)	14.7% (23)	14.3% (34)	11.8% (66)	3.9% (17)	8.9% (69)	11.2% (70)
	Total	100 0% (1408)	100.0% (156)	100.0% (237)	100.0 (559)	100.0% (440)	100.0% (779)	100.0% (623)
F: Federal government grant programs	Important	79.4% (1118)	74.7% (115)	75.5% (179)	77.4% (434)	85.0% (374)	76.3% (594)	83.2% (519)
	Not Important	20.6% (290)	25.3% (39)	24.5% (58)	22.6% (127)	15.0% (66)	23.7% (184)	16.8% (105)
	Total	100.0% (1408)	100.0% (154)	100.0% (237)	100.0% (561)	100.0% (440)	100.0% (778)	100.0% (624)

*Actual Survey Question #3   As a state public administrator. how important do you believe it is to keep in touch with the following?"

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Survey Items	Response Categories	All Respondents
Citizens are not knowledgeable about the complexity of decision making in government agencies.	Agree	90.6% (1247)
	Disagree	8.5% (117)
	Do not know	0.9% (13)
	Total	100.0% (1377)
Clients of government agencies are not satisfied with the services provided.	Agree	70.2% (962)
	Disagree	26.9% (369)
	Do not know	2.8% (38)
	Total	100.0% (1369)
Political pull is important in whether a government agency will help a private citizen.	Agree	50.3% (681)
	Disagree	46.6% (632)
	Do not know	3.2% (43)
	Total	100.0% (1356)
Government agency officials should be responsive to the legitimate requests of elected officials about problems of their constituents.	Agree	91.8% (1248)
	Disagree	6.9% (93)
	Do not know	1.3% (18)
	Total	100.0% (1359)

CONCLUSIONS

A number of generalizations may be derived from this preliminary report about state administrators in Kentucky Perhaps the most important conclusion of this study is the demonstration of the feasibility of completing a large-scale study of state administrators in Kentucky using survey research methodology. To our knowledge this is the first large-scale study of Kentucky public administrators (N = 1,463). The high response rate and the care with which most survey participants completed the questionnaire is indicative of their level of interest in this research. Now, we will address a few other general conclusions in the substantial areas of this research

Continuing education and training in the field of managerial knowledge is taken rather seriously by the public administrators in Kentucky. In particular, the Management Awareness Training Program offered by the GSC has been positively evaluated by the responding public managers. For the purpose of this research, we have not content analyzed the open-ended comments of those survey respondents made the effort to write in specific suggestions for pragmatic improvement. These will be analyzed later.

Professional socialization of Kentucky state administrators continues through a complex process of systematic theory, on-the-job experience, and peer-group networks. It may be comparable to that of other state administrators in the United States. Variations do exist among the fifty states with respect to management training programs.

Any other definitive conclusions relating to this empirical research must await additional ongoing analyses. Our researchers will specifically address the sub-group based variations especially with regard to women and minorities.

APPENDICIES

APPENDIX A: PUBLIC MANAGER QUESTIONNAIRE

All responses are strictly confidential. Your participation in this survey is voluntary. If you come to any question which you do not want to answer, please skip it and go on to the next question.

What you say in this questionnaire is confidential. There is no need to sign your name.

1. To what extent do you feel knowledge of the following fields is necessary and important in your present job? (Please circle the appropriate number)

	Great Extent	Some Extent	Little Extent	No Extent
a. Statistics and Research Methods	1	2	3	4
b. Policy/Program Analysis	1	2	3	4
c. Personnel Management	1	2	3	4
d. Management Information Systems	1	2	3	4
e. Budgetary Operations	1	2	3	4
f. Public Relations	1	2	3	4
g. Administrative Law	1	2	3	4

2. The following lists some management topics that relate to workshops offered now or planned at GSC. Please indicate if you feel training in these areas would contribute to your growth as a public manager. (Please circle the appropriate number)

	Great Extent	Some Extent	Little Extent	No Extent
a. Understanding Conflict	1	2	3	4
b. Problem Solving and Decision Making	1	2	3	4
c. Discipline	1	2	3	4
d. Equal Employment Opportunity	1	2	3	4
e. Financial Management and Planning	1	2	3	4
f. Computers	1	2	3	4
g. Managing Work Relationships	1	2	3	4
h. Managing under the Merit System	1	2	3	4
i. Motivation	1	2	3	4
j. Performance Management	1	2	3	4
k. Strategic Planning	1	2	3	4

3. As a state public administrator, how important do you believe it is to keep in touch with the following? (Please circle the appropriate number)

	Very Important	Somewhat Important	Not Important
a. Election voting patterns	1	2	3
b. Legislative candidates and their views	1	2	3
c. Economic issues	1	2	3
d. Positions of interests groups on policy issues	1	2	3
e. Specific policy issues e.g., educational, economic development, environmental	1	2	3
f. Federal government grant programs	1	2	3

4. Currently Management training programs for Public Managers typically include a number of specific objectives. Listed below are some of these objectives. In your opinion, please indicate how _relevant_ those objectives are to the work of public managers. (Please circle the appropriate number)

		Somewhat Relevant	Not Relevant
a. To enhance appreciation of self and others		2	4
b. To examine the use of managerial time		2	4
c. To increase insight into managerial behavior and its effect on others		2	4
d. To identify the need for employee, manager and organization development		2	4
e. To increase understanding of leadership styles		2	4
f. To examine communication concepts relative to leadership effectiveness		2	4
g. To understand the value of group decision making/consensus		2	4
h. To understand the need for objectives		2	4
i. To discuss ethical standards related to management practices		2	4
j. To analyze factors that contribute to a climate for self motivation		2	4
k. To develop approaches to integrating career and life strategies		2	4
l. Other Objectives (specify)			
_____	1	2 3	4
_____	1 2	3	4

5. Does your supervisor generally encourage training/education for employees? (Please circle the appropriate response)

Often   Sometimes   Never

6. Are people you work with enthusiastic about training/education? (Please circle the appropriate response)

Most of Them   Some of Them   A Few

7. Here are some statements that have been made about public managers as professionals. Please indicate the extent to which you agree or disagree with each of these statements (Please circle the appropriate number).

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Don't Know
a. Public Managers need college degrees, related to their work to be effective	1	2	3	4	5
b. Public managers, irrespective of their other educational background, need training and education in public administration.	1	2	3	4	5
c. Public Managers should be familiar with the current developments in public administration	1	2	3	4	5
d. Public Managers should belong to one or more professional organizations that are concerned with public administration	1	2	3	4	5

8. The following lists some _skills topics_ that relate to workshops offered now or planned at GSC. Please indicate the _extent_ you feel training in these areas would contribute to your growth as a public manager. (Please circle the appropriate number)

	Great Extent	Some Extent	Little Extent	No Extent
a. Assertiveness	1	2	3	4
b. Effective Teams	1	2	3	4
c. Business English	1	2	3	4
d. Stress Management	1	2	3	4
e. Presentation Skills	1	2	3	4
f. Professional Image	1	2	3	4
g. Writing Effective Reports and Proposals	1	2	3	4
h. Reading Smarter	1	2	3	4
i. Train-the-Trainer	1	2	3	4
j. Writing Better Letters and Memos	1	2	3	4

SECTION II Management Awareness Workshop Experience

If you have not completed the *Management Awareness Workshop* Training Program at the Governmental Services Center, <u>Skip to Section III on page 4</u>.

9. Did your supervisor encourage you to take this training? ___ YES ___ NO

10. In which year did you complete this training program?_____

11. To what extent do you believe <u>your participation</u> in the Management Awareness program at GSC addressed each of the following objectives. *(Please <u>circle</u> the appropriate number)*

	Some Extent	No Extent
a. To enhance appreciation of self and others	2	4
b. To examine the use of managerial time	2	4
c. To increase insight into managerial behavior and its effect on others	2	4
d. To identify the need for employee, manager and organization development	2	4
e. To increase understanding of leadership styles	2	4
f. To examine communication concepts relative to leadership effectiveness	2	4
g. To understand the value of group decision making/consensus	2	4
h. To understand the need for objectives	2	4
i. To discuss ethical standards related to management practices	2	4
j. To analyze factors that contribute to a climate for self motivation	2	4
k. To develop approaches to integrating career and life strategies	2	4
l. Other Objectives (specify)	2	4
_____	2	4
_____	2	4

12. Please indicate how often you have utilized what you learned during this training program? *please <u>check one</u>*

___ Very Often

___ Moderately Often

___ Not Often

___ Never

13. As a supervisor, what are you now doing or not doing since your participation in the program?

_____

_____

_____

_____

_____

_____Use back if needed

14. Please indicate how useful have been the reading and reference material that you received during the workshop? *please <u>check one</u>*

___ Very Useful

___ Moderately Useful

___ A Little Useful

___ Not Useful

15. How valuable do you feel the program has been in increasing your effectiveness? *please check one*

___ Very Valuable

___ Moderately Valuable

___ A Little Valuable

___ Not Valuable

16. From a management point of view, what additional materials methods or approaches would you introduce to the management awareness workshop?

_____

_____

_____

_____

_____

_____Use back if needed

Section III Professional Activities

17. Do you belong to professional associations/societies that are related to your job?

If so, please check below:

International Personnel Management Association (IPMA) _____

American Society of Public Administration (ASPA) _____

American Psychological Association (APA) _____

National Association of Social Workers (NASW) _____

American Society of Training Directors (ASTD) _____

Other Please list below

_____ __

_____

_____

_____

None _____

18. Do you regularly read/subscribe to job related, professional journals/publications?

If so, please check below:

Public Administration Times _____

Public Personnel Management _____

Training and Development Journal _____

Social Work _____

Other Please list below

_____

_____

_____

None _____

19. In the past two years have you participated in professionally-related seminars/conferences?

If so, please list below:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ Use back if needed

20. In the past year have you undertaken any of these discretionary education/training activities? *If so please check.*

- Attended GSC workshops _____
- Enrolled in a degree program _____
- Enrolled in college/university courses as a non-degree student _____
- Attended agency-sponsored optional training _____
- Enrolled in the KCM program _____
- None of the above
- Attended agen   sponsored external training (If so, please list below: _____

_____ _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ Use back if needed

Section IV Views on Public Service

21. Here are some statements that have been made about the workings of government agencies in the U.S. Please indicate the extent to which you agree or disagree with each of these (*Please circle the appropriate number*).

Agree Somewhat

Strongly Disagree

a. Government agencies should provide high quality services to their clients. 1 2 4

b. Clients of government agencies are not satisfied with the services provided. 1 2 4

c. Government agencies should provide equal treatment to minorities and women. 1 2 4

d. Political pull is important in whether a government agency will help a private citizen. 1 2 4

e. Democratic principles cannot be applied in dealing with the employees of government agencies. 1 2 4

f. Government agency officials should care about public opinion concerning their agency. 1 2 4

g. Citizens are not knowledgeable about the complexity of decision making in government agencies. 1 2 4

h. Government agency officials should be responsive to the legitimate requests of elected officials about problems of their constituents. 1 2 4

i. The merit system in public service is outweighed by political pull in influencing merit appointments. 1 2 4

Section V Demographics

Information in this section will be used to categorize managers in a variety of ways so that similarities and differences in job content or context can be analyzed. (*Please circle the appropriate letter or enter the requested information for each item*)

22. Number of employees you directly supervise; only those employees immediately beneath you on the organizational chart. Do not include employees you indirectly supervise.

a. Less than 3
b. 3 - 5
c. 6 - 9
d. 10 - 14
e. More than 15
f. Other (specify) _____

23. How large are the organizational structure(s) you are held responsible for? (Consider both employees directly supervised and indirectly supervised through subordinate managers.) *Circle only one*

a. 1 - 10 employees
b. 11 - 50 employees
c. 51 - 200 employees
d. 201 - 500 employees
e. Over 500 employees

24. Which of the following describes best the work unit(s) you are held responsible for? *Circle only one*

a. Data/paper oriented
b. People/service oriented
c. Machine/production oriented

25. Which of the following categories best describes the jobs you are held responsible for? *Circle only one*

a. Administrative, professional, technical
b. Clerical, office machine, administrative support
c. Supervisory, managerial
d. Service, maintenance, agricultural, construction
e. Law enforcement, investigative, protective

.26.   **What is the highest level of your education?**

Check those appropriate level

____   High School or less
____   Some College
_._.   BA or BS
____   MA or MS
____   MPA
____   MBA
____   Other Masters _____
____   PhD
____   Other Doctorate _____
____   Engineering
____   JD or LLB
____   MD
____   DDS or DMD
____   Other Professional Degree _____
        Please indicate any other earned degree:

_____
_____

27.   **What specific college level degree, and/or course work or training have you had in Public Administration?**

____   MPA _____
____   Other Degree (*specify*) _____
____   Courses (*specify*) _____
        _____
____   None

28.   **Date of Birth** ____ / ____ / ____
                    Month   Day   Year

29.   **Gender**   ____ / ____
                        Male   Female

30.   **Ethnic Origin** *Check one*

____   White (Not of Hispanic Origin)
____   Black (Not of Hispanic Origin)
____   Hispanic
____   Native American
____   Asian or Pacific Islander
____   Other (*Please specify*) _____

31.   **Number of years with State Government** ____

32.   **Date of last promotion in State Government?**

        ____ / ____ / ____ .
        Month   Day   Year

33.   **Date of last position change in State Government?**

        ____ / ____ / ____
        Month   Day   Year

If you have not changed positions during your employment with state government skip to Item 37.

34.   Was this change a promotion? _____
                                    Yes   No

35.   Did you change agencies? _____
                                Yes   No

36.   Did your Supervisory functions change?

                                ____ ____
                                Yes   No

37.   What is your present salary grade level?

        _____

Section VI Suggestions For Training Improvements

38.   Would you like to say anything else about how the training program offered by the Governmental Services Center could be restructured to help the professional growth of public managers in Kentucky?

_____
_____
_____
_____
_____
_____
_____
_____
                                Use back if needed

The Governmental Services Center wishes to thank you again for taking enough of your time to complete this questionnaire. The information obtained from this study will enable us to continue providing training of the highest quality.

Daily Schedule

Monday

Objective: To enhance the participants' appreciation of the need to better understand themselves and others.

TIME	SUBJECT
8:45 - 9:00	Registration & Coffee
9:00 - 10:00	Introductions & Program Orientation
10:00 - 10:45	Effective People Management
10:45 - 11:00	Break
11:00 - 12:00	Establishing Group identity: "Who are We" Exercise
12:00 - 1:00	LUNCH
1:00 - 2:30	Conflict Management: Performax Personal Profile System
2:30 - 2:45	Break
2:45 - 4:30	Performax Personal Profile System Continued
4:30	Adjourn

Preparation for Tuesday

Complete:

1. Development Quiz for Managers

2. A Test for Professional Competence

Read:

1 "The Management Process in 3-D," R. Alec MacKenzie, Harvard Business Review, November-December 1969.

2. "Management Time: Who's Got the Monkey?," Harvard [   ] Review, November-December 1974.

3 "Managing Your Boss,m" John J. Gabbaro & John P. Kotter, Harvard Business Review, January-February 1980.

Review

1 "The case of the Stifled Career"

56

Daily Schedule

Tuesday

Objective: To critically examine managerial time use and to identify improvement areas

TIME	SUBJECT
8:30 - 10:00	Work and Roles of the Manager
10:00 - 10:15	Break
10:15 - 12:00	Work and Roles of the Manager Continued
12:00 - 1:00	LUNCH
1:00 - 2:15	Manager Behavior Inventory
2:15 - 2:30	Break
2:30 - 4:30	Managing Career Development
4:30	Adjourn

Preparation for Wednesday

Complete:

1. Managerial Style Profile -- Self Perception

. Read:

1. "How to Choose a Leadership Pattern," Robert Tannenbaum & Warren Schmidt. Harvard Business Review, May-June 1973.

Review

1 The Ill-informed Walrus"

Daily Schedule

Wednesday

Objective: (A) To increase participants' understanding of Situational Leadership Theory, and to provide feedback about their own leadership styles.

(B) To examine communication concepts and their relationship to leadership effectiveness

TIME	SUBJECT
8:30 - 10:00	Situational Leadership Theory
10:00 - 10:15	Break
10:15 - 12:00	Situational Leadership Theory Continued
12:00 - 1:00	LUNCH
1:00 - 2:30	Communication
2:30 - 2:45	Break
2:45 - 4:30	Ethics in Management: Crisis in Communication Continued
4:30	Adjourn

Preparation for Thursday

Complete:

1. Form for Crisis in Conscience at Quasar exercise (attached to article)

Read.

1. "What Results Should Expect? A User's Guide to MBO," Peter F Drucker, *Public Administration Review*, January-February 1976

2. "Management by Objectives: Some Principles for Making it Work," Edward C Schleh, *Management Review*.

3. "Crisis in Conscience at Quasar," John J. Fendrock, *Harvard Business Review* March-April 1968

Daily Schedule

Thursday

Objectives: (A) To understand the value of group decision making and to practice making decisions individually and by consensus.

(B) To discuss the need for objectives and performance appraisal systems as they relate to managerial control.

(C) To discuss management ethical standards of conduct

TIME	SUBJECT
8:30 - 11:00	Management Process: The Decision Dilemma
11:00 - 11:15	Break
11:15 - 12:00	Managerial Planning and Control: The Role of Objectives and Performance Review
12:00 - 1:00	LUNCH
1:00 - 2:15	Managerial Planning and Control: The Role of Objectives and Performance Review Continued
2:15 - 2:30	Break
2:30 - 4:30	Ethics in Management: Crisis in Conscience at Quasar
4:30	Adjourn

Preparation for Friday

Complete:

! Life Values or Goals

Read.

1 "Pygmalion in Management," J. Sterling Livingston, Harvard Business Review. July-August, 1969

2 "One More Time: How Do You Motivate employees?," Frederick Herzberg, Harvard Business Review, January-February, 1968

Daily Schedule

Friday

Objectives: (A) To analyze the factors that contribute to a favorable climate for employee self-motivation.

(B) .To develop approaches to integrating career and life strategies.

TIME	SUBJECT
8.30 - 10:15	Motivation
10:15 - 10:30	Break
10:30 - 12:00	Developing Career and Life Strategies
12:00 - 1:30	MANAGEMENT ROUNDTABLE
	LUNCHEON
1:00 - 2:15	Managerial Planning and Control: The Role
	of Objectives and Performance Review
	Continued
1:30 - 2:00	WRAP-UP AND EVALUATION
2:30 - 4:30	Ethics in Management: Crisis 1
2:00	Adjourn

APPENDIX C: HORIZONS

NOTES FROM THE EXECUTIVE DIRECTOR

Information is power--the more we know, the more effectively we can do our work. To keep up with the many issues and developments in state government requires a diligent effort from each employee.

The Governmental Services Center, through the HORIZONS newsletter, hopes to contribute to each employee's efforts to maintain current knowledge of important state government issues.

We will be featuring, from time to time, article contributions from key executives and program managers who can provide more information about current issues and opportunities.

In this issue, Finance Cabinet Secretary H. Rogers Wells, Jr. explains Kentucky's entry into the Japanese bond market. This is your opportunity to hear from the key players in the project about a process that will affect Kentucky's future.

KENTUCKY ENTERS INTERNATIONAL MARKETPLACE

Dear State Employee:

By now, I hope you have heard of Governor Wilkinson's plan to enter the Japanese bond market on behalf of the Kentucky Development Finance Authority. We recently announced our investment team which consists of 12 of the top financial firms in the world. We are currently ironing out the details of the package, which will amount to about 10 billion yen, or between $75 million and $85 million.

This is one of the most important endeavors the Commonwealth of Kentucky has ever undertaken because the competition for attracting new investments is tremendous. Every state in the union is vying for new industries and more jobs. If we are successful, Kentucky will be the only state with the capability of loaning yen or dollars, as part of an incentive package, to companies interested in bringing new investment to the Commonwealth.

There is much more at stake here, however, than only dollars and cents. Kentucky is building a relationship with the economic leaders of Japan. We will assume a high profile in Japan, which will increase interest in Kentucky. We will be partners.

In addition, the proposed bond issue is receiving worldwide recognition on the international news wires, in the headlines of major newspapers in Southeast Asia, and in most of the financial publications in the United States. I have answered inquiries from *The New Yorker*, *Time*, and *The Wall Street Journal*.

Kentucky is now viewed as a major player in the international marketplace, and we are ready to cash in on the benefits.

Those benefits will be felt by every Kentuckian--new jobs, a higher standard of living, and a growing, healthier state economy.

Secretary H. Rogers Wells, Jr.

NATIONAL SCIENCE FOUNDATION UPDATE

A three-year study of state government managers and training effectiveness sponsored by the National Science Foundation is at the half-way point.

NEW CANDIDATES JOIN KENTUCKY CAREER MANAGER PROGRAM

The Governmental Services Center welcomed 167 new candidates representing 10 cabinets into the Kentucky Career Manager program during open enrollment, which ended December 31. They are joining with 327 existing candidates to pursue a curriculum of 300 hours of training, tests,
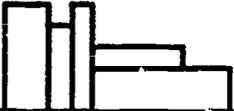
and projects leading to certification as a public manager.

"Kentucky needs managers and employees who are willing to devote their careers to building quality and service in the public sector," said Governor Wilkinson

BOOKSHELF

High-Involvement Management, by Edward E. Lawler III; Jossey-Bass Publishers, 1988.

One hears much about quality circles, self-managing work teams, and job enrichment. Each refers to managing people and enlisting their participation--their involvement--in managing. Participative management means high-involvement management.

Edward Lawler explains the rationale, methods, and goals of high employee involvement. He cites raising quality, productivity, and performance as the ends and sharing knowledge, information, power, and rewards as the means. Based on extensive research, he states a criterion for the success of high-involvement strategies: the more sharing of the four means throughout the organization, the greater the effectiveness and likelihood of success.

He also cites research that clearly links high-involvement with motivation of employees on the job. Where employee in-volvement is high and knowl-edge, information, power, and rewards are shared throughout the organization, motivation to perform at high levels is correspondingly increased. The employee's desire for personal growth and the organization's goal of productivity are joined.

Lawler also considers high involvement's costs, impact on change, and current trends-- including the methods that have been successful in Japan and some American organizations.

This book is available through the Kentucky Depart-ment for Libraries and Archives.

The project, entitled "Management Training as a Correlate of Professional De-velopment Among Public Manag-ers in Kentucky State Govern-ment," is a joint effort of the Governmental Services Center and the School of Public Affairs at Kentucky State University.

With the return of survey questionnaires from two samples of state employee managers-- those who have had training and those who have not--analysis of the responses is underway. The samples involve some 3,000 managers. Preliminary findings are expected this quarter.

KCM REVIEW FOR NATIONAL CERTIFICATION

Gene W. Childress, GSC executive director, and Virginia Denny, KCM program manager, recently attended the national meeting of the Certified Public Manager Consortium in Baton Rouge, Louisiana. They were there to present Governor Wilkinson's formal request for review for full accreditation to the chair of the Consortium. "Attaining full membership in the Consortium is an opportunity to gain additional recognition and resources for our management certification plan," said Mr. Childress.

The Consortium has assigned to the review committee Sam Breen, LA.; Nancy Nunnally, OK.; and Babara Barnell, GA.

A successful review will allow full accreditation to be awarded to Kentucky at the October Consortium meeting.

This will allow Kentucky to join Alabama, Arizona, Florida, Georgia, Louisiana, New Jersey, North Carolina, Oklahoma, and Utah in awarding nationally-recognized status to candidates who complete the program.

in congratulatory letters to the new candidates. "You have be-come part of an effort to develop the best trained management team in the history of the Commonwealth," he said.

Executive Director Gene W. Childress, during his address to the new candidates, said, "By becoming a Kentucky Career Manager candidate, you are demonstrating a commitment to long-term development that will require determination and crea-tivity over several years."

Candidates will begin their programs of study immediately.

A CHANGE IN REPORTS AND PROPOSALS WORKSHOP

Beginning this quarter two workshops will take the place of Writing Effective Reports and Proposals. Due to participant feedback, the former two-day workshop will become two classes with each focusing on a separate subject. The current schedule reflects this change.

"It was clear that we had more participants who wanted to work on report writing than on proposals," observed Karla Walker, developer of the original workshop. With the restructur-ing, more emphasis will be placed in key report-writing skills. None-theless, there will still be atten-tion to proposal skills for those whose jobs involve grant and contract proposal writing.

"While there are fewer writers who seem to need the proposal skills, those who do can spend an entire day working on those skills," said trainer John Bugbee. The schedule for these workshops will reflect the antici-pated enrollment. Writing Effec-tive Reports will be offered more frequently than Writing Effective Proposals.

PROFILE: CURRENT ENGLISH USAGE

Do you need to update your skills in the areas of punctuation, grammar, and word usage? Does your writing reflect current styles in number usage and capitalization?

This workshop is for managers, supervisors, and others who must communicate decisions, directions, expectations or results in writing, and who understand the importance of keeping informed about current styles and trends in English usage

In this fast-paced workshop, you'll have the opportunity to identify your strengths and weaknesses and to enhance your skills through practical application exercises.

Look for this workshop in July!

> IT'S BETTER TO HELP OTHERS GET ON THAN TO TELL THEM WHERE TO GET OFF!

Kentucky State University Events

MARCH 27-31	Spring Break (No Classes)
APRIL 10-21	Preregistration
	Intersession 1989
	Summer Session 1989
	Fall Semester 1989
MAY 9-13	Final Examinations--Spring Semester
May 14	Commencement
MAY 15 - JUNE 2	Intersession
JUNE 12 - JULY 22	Summer School
AUGUST 17	Fall Semester 1989

BUDGET PREPARATION TRAINING

For the second time, the Governor's Office of Policy and Management has asked Governmental Services Center to provide training to fiscal officers in electronically preparing the budget request forms. During the month of May, the Governmental Services Center, in cooperation with the Department of Information Systems (DIS), will offer two different two-day courses. One course is designed for those people who participated in the training and budget preparation process last biennium but have not used the skills they learned since then. The other course is designed for those people who have little or no experience in using a computer or a spreadsheet. Both courses will be offered for PC and mainframe users.

In August, training will begin on how to use the specific electronic forms to prepare each agency's budget request. GOPM will contact those individuals needing to attend this training. If you have any questions or need further information, contact your policy advisor in the GOPM Office at (502) 564-7300.

AGENCY LIAISONS

Agriculture	Alisa Edwards	502/564-6676	State Police	Mary Jo Sullivan	502/695-6372
Attorney General	Charlesmarie Maxberry	502/564-7600	KET	Ray Sullivan	606/233-3000
			Labor	Pat Bales	502/564-3075
Auditor	Cindy James	502/564-2054	Library & Archives	Kathy McClurken	502/875-7000
Commerce	Lola Eddins	502/564-5337	Local Government	Teresa Sorg	502/564-2382
Corrections	Gail L. Keith	502/426-0454	LRC	Tom Hampton	502/564-8100
Council on Higher Ed.	Elaine Barton	502/564-3745	Military Affairs	Bessie Smith	502/564-8532
Dept. for Blind	Jeanne Pherson	502/893-0211	Nat. Resources	Vivian Mack	502/564-2042
Education	Kathy Carter	502/564-6916	Parks	Doris Bibb	502/564-4815
Energy	Kim Lynn	606/252-5535	Personnel	Lynne McWilliams	502/564-7742
Finance & Admin.	Linda Bailey	502/564-7235	Public Protection	Carolyn Robinson	502/564-7760
Human Resources	Jack Williams or		Revenue	Donna Roberts	502/564-3618
	Cindy Watts	502/564-3106	Tourism	Marilyn Vance	502/564-6860
Human Rights	Norma Hogan	502/564-3550	Fish & Wildlife	Judy Aldridge or	502/564-3400
Justice	Phillip Foley	502/564-7712		Brenda Wilson	
Dept. Trng. (EXU)	Janice Brown	606/622-6165	Transportation	Eric Evans	502/564-6927

Management Development Workshops are open to all management personnel and KCM candidates. Computer workshops are open to all personnel. Some General Development Workshops are open only to secretaries. The remainder are open to all employees. Workshops are located in Frankfort unless otherwise indicated.

**********TO REGISTER FOR A WORKSHOP, CALL YOUR AGENCY LIAISON **********

GOVERNMENTAL SERVICES CENTER WORKSHOPS

APRIL

3-4	Intro to dBASE III
4	How to Manage Your Time (KCM--Kentucky Dam Village)
5	Coping with Stress (KCM--Kentucky Dam Village)
5-7	Advanced Lotus 1-2-3
5-7	Symphony I**
10	EEO and You
10-11	Intro to dBASE III
10-14	Management Awareness
12-14	BASIC I
17-18	Writing Better Letters and Memos
18	Business English Review (Morehead)
19	Understanding Conflict
19-21	Microsystems Word Processing
20-21	Developing Effective Presentation Skills
24-25	Techniques for Reading Smarter
24-28	New Manager's Workshop
25	Decision Making (Northern Kentucky)

MAY

1	Writing Effective Proposals
1-2	Intro to Programming in dBASE III
4-5	Intro to dBASE III
8-12	Organizational Leadership
9	Writing Effective Reports (London)
11-12	Writing Better Letters and Memos (Louisville)
15	Managing Under the Merit System
15-16	Intro to dBASE III
18	Enhancing Your Professional Image (Owensboro)
24-25	Improving Interpersonal Communication
30-31	Creative Problem Solving/ Decision Making
30-31	Writing Effective Reports

JUNE

1-2	Managing Relationships at Work
5-6	Business English for Secretaries
5-7	Symphony II**
6-7	Intro to Mainframe
7-9	BASIC II
7-9	Symphony I**
8	Enhancing Your Professional Image (Paintsville)
12	Disk Operating System
12-13	Intro to Spreadsheets
12-15	Intro to Statistical Analysis System (SAS)
12-16	Management Awareness Workshop (KCM)
13	Creative Problem Solving (Lexington)
14	How to Manage Your Time
15	Coping with Stress
14-16	BASIC III
19	Disk Operating System
19-20	Building Assertiveness Skills
21	Creating a Motivational Climate
21-23	BASIC IV
22	Enhancing Your Professional Image
26-30	New Manager's Workshop (KCM)

> *SPECIAL REQUESTS DO NOT APPEAR ON THIS SCHEDULE.
>
> **DIS BRANCH OFFICE, 600 Teton Trail, Class Rm. 1

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