

BUSINESS ATTITUDES TOWARD EDUCATION IN TENNESSEE

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Table of Contents

I. Introduction	1
II. Characteristics of Survey Respondents	1
III. Workforce Preparedness	5
IV. Assessment of Tennessee’s Public Education System	7
V. Open-Ended Responses.....	11
Appendix: Business Survey Questions and Responses	13

List of Tables and Figures

Table 1: Profile of Businesses Surveyed	2
Table 2: Employment and Investment Decisions	3
Table 3: Training and Other Business Decisions.....	4
Table 4: Education Levels of the Surveyed Workforce.....	5
Table 5: Grades Given to Tennessee Public k-12 Schools by Category.....	8
Table 6: Effects of the Presence of a Nearby Community College or University.....	9
Table 7: Importance of Education and a Skilled Workforce	10
Table 8: Business Leaders Value a High-Performance Workforce Most for Future Business Success.....	10
Figure 1: Business Surveyed by Industry	3
Figure 2: Preparedness of the Tennessee Workforce.....	5
Figure 3: Change in the Quality of the Tennessee Workforce over the last 10 Years.....	6
Figure 4: Expectations Regarding the Challenge of Finding Qualified/Educated Workers in Tennessee's Workforce over the Next 10 Years	6
Figure 5: Grades Given for the Overall Quality of k-12 Public Education in Tennessee	7
Figure 6: Most Business Leaders Think that Tennessee's Public Education System is "About the Same" or "Worse" than the Average State's Education System.....	8
Figure 7: Most Business Leaders Would Spend More on k-12 Education if They Were Able to Reallocate the Tennessee State Budget.....	9

I. Introduction

The business attitude survey was developed and administered by the Center for Business and Economic Research at the University of Tennessee. Business attitudes regarding the quality of the workforce and public education were deemed essential to understanding the state's economic development performance and the prospects for future development. The survey was a component of a much broader project that examined the many ways that education affects Tennessee and its residents. This larger project—*Education Crossroads*—was intended to provide the public and policymakers with easy to access data and information on the role of education in affecting the economy, and more broadly, quality of life. (To view the entire report, see www.educationcrossroads.com.)

II. Characteristics of Survey Respondents

Members of the Tennessee Business Roundtable were invited to participate in an online survey. Recipients of the survey request were directed to a secure server where they could anonymously respond. There were 618 completed surveys. Of these, 54.2 percent were single-location enterprises (45.8 percent were multiple-location enterprises). Respondent firms ranged from those in operation only 1 year to some established nearly 200 years. Employment-size was also variable, ranging from 1 employee to 28,000 employees. Table 1 provides a profile of survey respondent firms.

Table 1: Profile of Businesses Surveyed

Number of Years in Business	0-50 Years	71.52%
	51-100 Years	16.83%
	101-150 Years	3.72%
	151-200 Years	7.93%
Average Number of Years in Business	36.2 Years	
Median Number of Years in Business	25.0 Years	
Number of Employees	1	3.56%
	2-5	12.78%
	6-10	10.20%
	11-50	32.68%
	51-100	9.55%
	101-500	16.67%
	501-1000	4.69%
	1001-28000	9.87%
Average Number of Employees	448 Employees	
Median Number of Employees	29 Employees	
Type of Enterprise	Single-Location	45.77%
	Multiple-Location	54.23%
	Branch/Plant	92.13%
	Franchise	7.87%
Location of Company Headquarters	Tennessee	56.72%
	Another U.S. State	41.19%
	Another Country	2.09%
Presence of Company Elsewhere	Another U.S. State	39.85%
	Another Country	60.15%
Location of Facility Surveyed	Metropolitan Area	56.81%
	Suburb	18.15%
	Rural Area	25.04%
Primary Market Region	Local (Tennessee only)	35.61%
	Regional	31.38%
	National	22.76%
	International	10.24%

Figure 1 illustrates the businesses surveyed by industry. Nearly one-fifth of businesses are in the financial activities sector, while about another fifth are in the manufacturing sector. The businesses surveyed represent a relatively diverse group of industries.

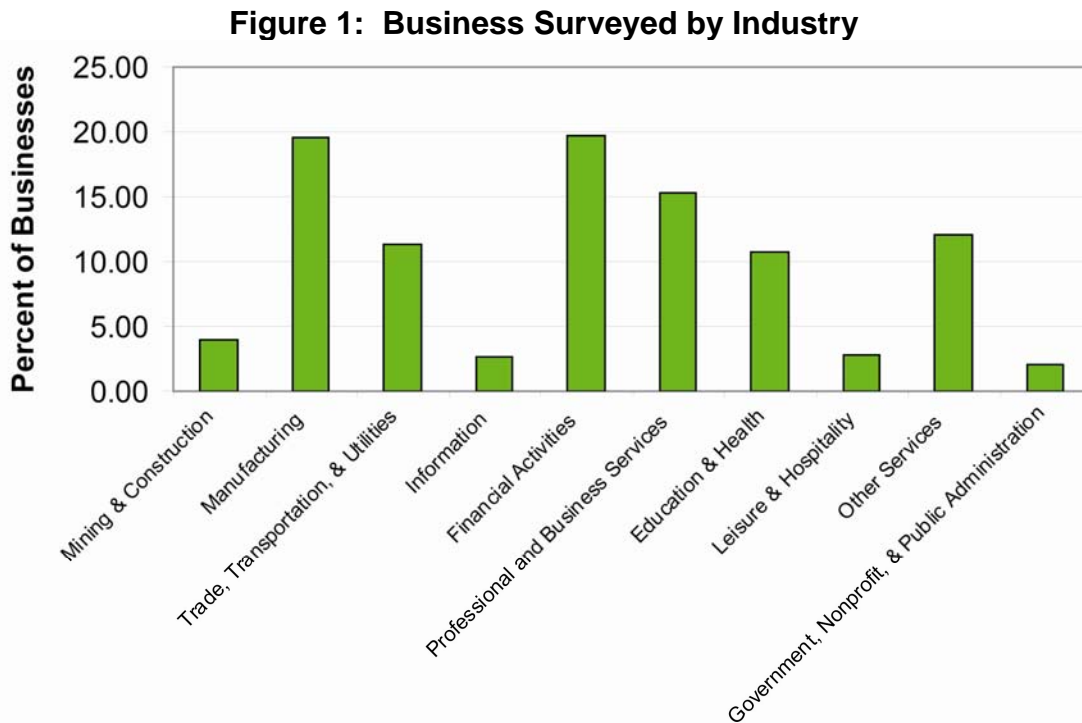


Table 2 provides additional information on the survey respondents' hiring practices: 61 percent of businesses surveyed have increased employment over the past five years, about 80 percent have increased investment over the past five years, and slightly more than 13 percent of firms have outsourced jobs out of Tennessee in the past five years.

Table 2: Employment and Investment Decisions

Changes in Employment Over the Past Five Years	Increased Employment	61.05%
	No Change	23.10%
	Decreased Employment	15.85%
Changes in Investment Over the Past Five Years	Increased Investment	80.60%
	No Change	17.81%
	Decreased Investment	1.59%
Outsourcing of Jobs Over the Past Five Years	Outsourced Jobs	13.56%
	No Outsourced Jobs	86.44%

As shown in Table 3, the average amount spent per employee on training is \$4,152 per year. Despite the fact that a minority of firms have changed production or

management structure, almost one-half increased their training in the last three years. Most on-the-job training programs are in the form of specialized technical training. Several incentives are given to employees who acquire additional education, mostly in the form of tuition/fee reimbursements, salary increases, and paid leave to attend classes.

Table 3: Training and Other Business Decisions

Changes in Employee Training Over the Past Three Years	More	48.34%
	About the Same	42.41%
	Less	3.49%
	Employee Training is Not Budgeted	5.76%
Types of On-the-Job Training Programs Offered	Specialized Technical Training	70.74%
	Supervisory Training	55.93%
	Computer Literacy	51.85%
	Executive Training	33.70%
	Basic Skills Education	14.63%
	None of the Above	10.37%
Average Amount Spent Per Year, Per Employee on Training	\$4,152	
Incentives to Employees to Acquire Additional Education	Tuition/Fee Reimbursement	55.02%
	Salary Increase	29.45%
	No Incentive Offered	26.70%
	Paid Leave to Attend Classes	18.61%
	No Answer	5.18%
Presence of a Community College or University Nearby	Yes	97.07%
	No	2.93%
Presence of an Education/Training Partnership	Yes	36.47%
	No	63.53%
Recent Introduction or Substantial Revision of Product Line	Yes	41.99%
	No	58.01%
Recent Reorganization of Production or Management Structure	Yes	41.00%
	No	59.00%

III. Workforce Preparedness

Table 4 documents the education levels of the workforce currently employed by the surveyed businesses. For the average business, more than one-half of the workers (nearly 57 percent) hold only a high school diploma or GED equivalent. Over 38 percent of workers in the average business that was surveyed have at least a four-year college degree. This is significantly larger than the share of Tennessee adults aged 25 years and older who had at least a bachelor's degree in 2005 (21.5 percent). In comparison, in 2005 27.7 percent of U.S. citizens aged 25 years and older had a bachelor's degree or more.

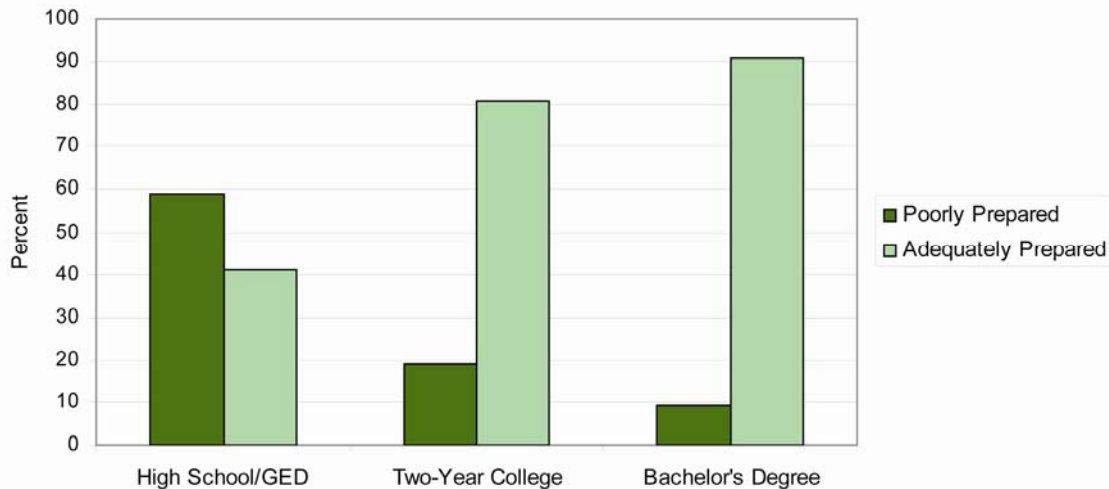
Table 4: Education Levels of the Surveyed Workforce

Average Percent of the Workforce with a...	Percent
High School Diploma or GED Only	56.6
Two-Year Vocational or Technical Training Only	19.5
Four-Year College Degree or Higher	38.3

Figure 2 illustrates the preparedness of the workforce by education level. Most businesses said that workers with more education are more adequately prepared for an entry-level job, while those workers with less education are more likely to be poorly prepared for an entry-level job.

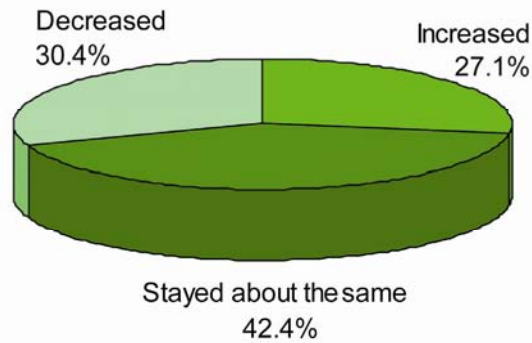
Figure 2: Preparedness of the Tennessee Workforce

Most companies indicate that applicants with a bachelor's degree are more prepared for an entry-level job than individuals with two-year college degrees or a high school diploma



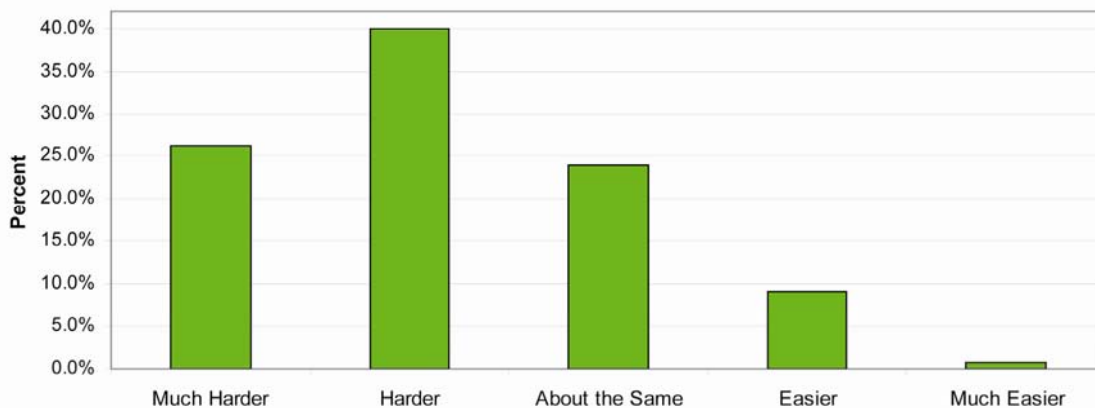
Business leaders tend to have different opinions on how the quality of the Tennessee workforce has changed over the last ten years. Just over 42 percent of those surveyed believe the quality of the workforce stayed the same, while about 30 percent believe it increased and 27 percent believe it declined.

Figure 3: Change in the Quality of the Tennessee Workforce over the last 10 Years



Most business leaders think it will be more difficult to find qualified/educated workers in Tennessee’s workforce over the next ten years. This is a period that will be characterized by slower labor force growth and the retirement of large numbers of individuals from the baby boom generation. The responses are depicted in Figure 4, where we see that 66 percent of respondents believe the challenges of finding qualified workers will be “harder” or “much harder” in ten years. Only 10 percent think it will be “easier” or “much easier” in ten years.

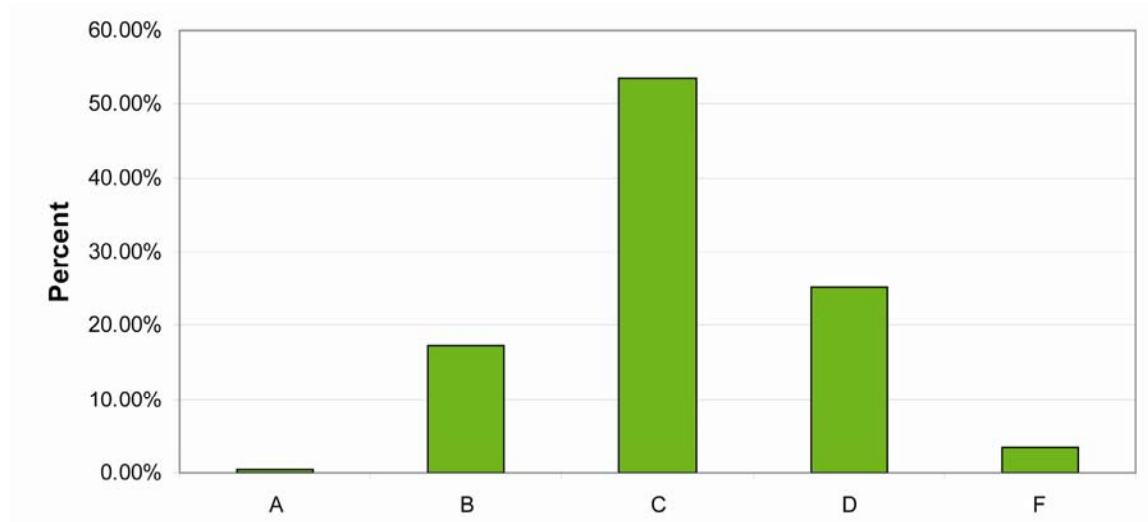
Figure 4: Expectations Regarding the Challenge of Finding Qualified/Educated Workers in Tennessee's Workforce over the Next 10 Years



IV. Assessment of Tennessee’s Public Education System

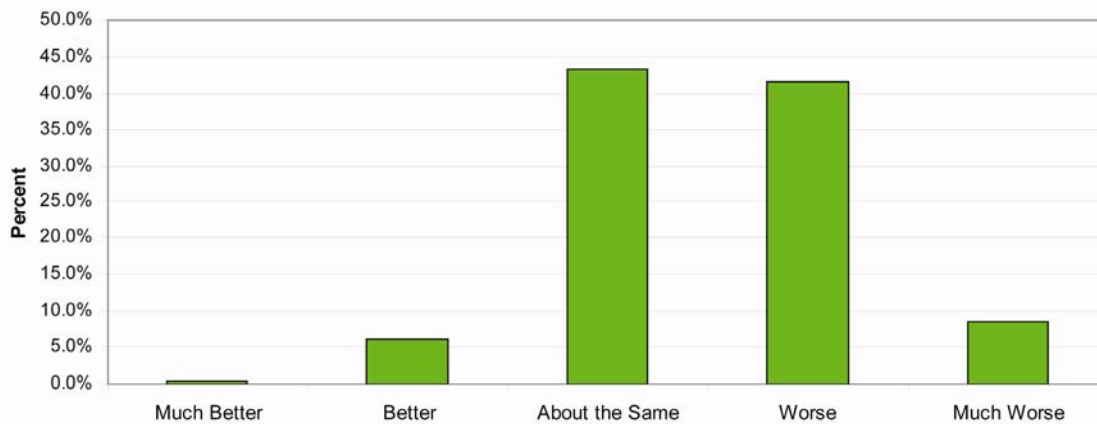
Over 53 percent of business leaders would grade the overall quality of k-12 public education in Tennessee as average (C). More business leaders graded school quality in Tennessee’s public schools with a D or F (combined almost 28 percent) than with an A or B (combined nearly 18 percent). Figure 5 shows the grade distribution.

Figure 5: Grades Given for the Overall Quality of k-12 Public Education in Tennessee



To put the grades in perspective, Figure 6 shows how business leaders rank Tennessee’s public education system compared to the average state’s public education system. About one-half of the respondents believe that Tennessee’s public education system is either “Worse” or “Much Worse” than that in the average state. Approximately 7 percent of business leaders believe Tennessee’s public school quality is either “Better” or “Much Better,” while about 43 percent of businesses believe Tennessee’s schools are about “About the Same.”

Figure 6: Most Business Leaders Think That Tennessee's Public Education System is "About the Same" or "Worse" Than the Average State's Education System



Returning to Tennessee’s public schools, Table 5 breaks down specific areas of school preparation using the same grading scale. Some categories are more alarming than others. Many business leaders believe critical thinking, discipline and work ethic are all major concerns for Tennessee’s current k-12 public schools. Only about 8 percent of respondents gave Tennessee’s public education system a grade of A or B on critical thinking. Initiative, leadership, and life skills are also given average-to-poor grades. A separate question asked about the adequacy of two-year post-secondary schools. Fortunately, about 77 percent of business leaders believe Tennessee's two-year community/technical colleges train workers adequately for jobs in advanced manufacturing production processes.

Table 5: Grades Given to Tennessee Public k-12 Schools by Category

Category	A	B	C	D	F
Basic Skills	1.25	20.00	52.14	24.46	2.14
Computer Literacy	2.69	30.52	45.06	19.57	2.15
Technical/Vocational Training	1.70	25.38	48.48	20.64	3.79
College Prep	1.99	23.37	47.46	23.37	3.80
Providing Highly Qualified Teachers	2.55	23.72	46.90	20.07	6.75
Arts, Extra-Curricular Activities	3.20	22.60	36.16	27.12	10.92
Discipline/Work Ethic	0.36	9.66	32.38	40.61	16.99
Leadership	0.54	11.01	46.57	32.13	9.75
Initiative	0.36	9.27	45.09	34.55	10.73
Life Skills	0.18	13.18	40.61	36.28	9.75
Critical Thinking	0.36	7.93	34.05	39.28	18.38

Almost all of the respondents are located near a community college or university, and from their answers, it appears there are some positive effects resulting from this proximity (see Table 6). More than 70 percent said the short distance to a community college or university is an asset to the company when hiring workers. In addition, about

91 percent of respondents say that the nearby community college or university enhances the quality of life in the community. Fifty-four percent of business leaders believe that being close to a college or university makes recruiting executive and managerial positions for their staff easier. It is not clear whether the post-secondary institutions offer a pool of qualified workers, whether quality of life issues enhance recruitment/retention, or some combination of the two has benefited the surveyed businesses.

Table 6: Effects of the Presence of a Nearby Community College or University

Is there a community college or university near your company in Tennessee?	Yes	97.07%
	No	2.93%
Is the presence of a community college or university an asset to the company when hiring workers?	Yes	70.79%
	No	29.21%
Does the nearby presence of a community college or university enhance the quality of life in the community?	Yes	91.12%
	No	8.88%
Does the nearby presence of a community college or university make the recruitment of executive or managerial staff easier?	Yes	53.88%
	No	46.12%

A significant number of respondents (nearly 65 percent) said if they were able to reallocate the Tennessee state budget, they would spend more on k-12 education, while only about 8 percent of respondents said they would prefer tax relief (see Figure 7). The fact that most business leaders are willing to forego tax relief in favor of more resources for schools should not be interpreted to mean the next dollar should be spent the same as the last dollar. The dissatisfaction with public schools as documented here should make this clear. But business leaders certainly recognize how important workforce quality is to their competitive standing and that the public schools are where they draw the lion's share of their workforce.

Figure 7: Most Business Leaders Would Spend More on k-12 Education if They Were Able to Reallocate the Tennessee State Budget

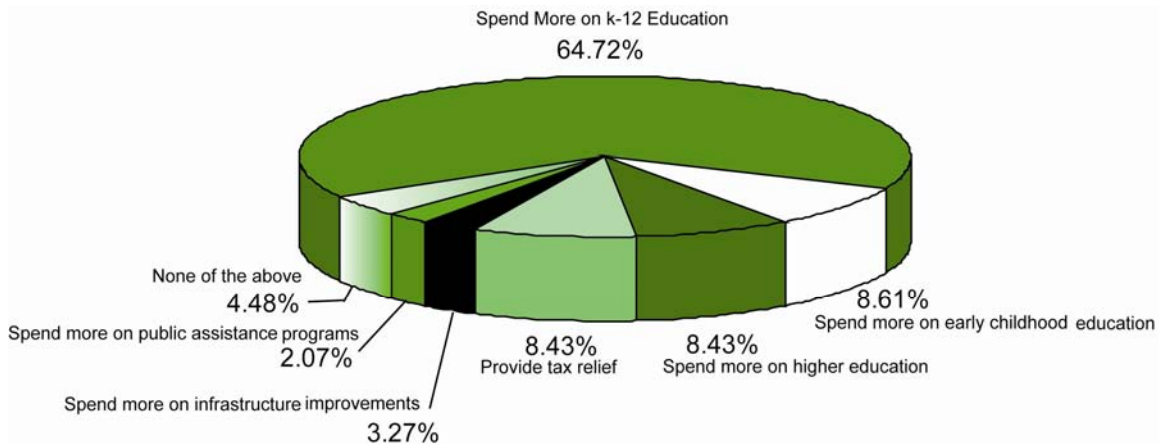


Table 7 shows responses to a range of questions concerning the importance of education and a skilled workforce. Generally speaking, the majority of business leaders believe education is “very important” to the well-being of Tennessee families and to the well-being of Tennessee county economies. In addition, the majority of respondents believe a skilled workforce is “very important” to business competitiveness and to Tennessee’s ability to compete in the global economy.

Table 7: Importance of Education and a Skilled Workforce

Survey Question	Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important
How Important do you think education is to the well-being of families in Tennessee?	25.81%	0.00%	0.32%	8.28%	65.58%
How important do you think education is to the well-being of county economies in Tennessee?	26.14%	0.00%	0.32%	9.42%	64.12%
How important do you think a skilled workforce is to your company's competitiveness?	24.63%	0.33%	1.96%	18.11%	54.98%
How important are investments in education and a skilled workforce to Tennessee's ability to compete in the global economy of the future?	24.51%	0.33%	1.64%	13.98%	59.54%

Table 8 shows the criteria business leaders deem to be most important for their future success. Note that respondents could choose more than one of the criteria. Nearly 70 percent of business leaders value a high performance workforce for their success in the future. In addition, about 46 percent of respondents place value in better customer service orientation, and about 29 percent believe that new product innovation is important for future success.

Table 8: Business Leaders Value a High-Performance Workforce Most for Future Business Success

Possible Responses	Percent
High-Performance Workforce	66.99
Increased Customer Service Orientation	46.28
New Product Innovation	29.29
Low Cost Producer Status	18.28
Sourcing Products in Global Markets	5.99
Supply Chain Integration with Supplies	5.02
Increasing Sales Outside the U.S.	4.05
None of the Above	10.84
No Answer	0.32

V. Open-Ended Responses

Business leaders were given the opportunity to share their views regarding the preparedness of Tennessee's workforce by responding to open-ended questions. In reviewing these comments, several persistent themes emerge. The two most prevalent themes are the lack of basic reading and arithmetic skills and the poor work ethic found among workers in Tennessee. For example, one respondent said: "We feel that graduating seniors are not prepared in the basics of entering the workforce. They have poor work ethic [sic] and have not been given the skills they need in school to be successful unless they plan to attend college. We need to do a better job of preparing those who plan on starting a career right out of high school and make sure no one graduates without basic reading skills." Another leader commented: "A lot of today's workforce is just plain lazy." These responses highlight the vital significance of family and social influences, as well as the influence of formal schooling, on worker preparedness.

In a related collection of comments, many business leaders raised concerns regarding the discipline of the workforce. "The highest quality and most expensive education in the world cannot operate successfully if the children who are enrolled do not arrive with the proper socialization, attitude, and discipline. All these factors are missing in Tennessee students and in those across America." This response in particular points to the importance of influences that extend well beyond the classroom. This is a broad societal issue and not a matter easily or directly affected by public policy.

Other popular themes in the comments referenced deficiencies in social and communication skills among members of Tennessee's workforce. "Learning calculations and writing skills are necessary but we often fail to teach practical methods and techniques for simply working with people," read one comment. Some leaders even suggested that potential workers perform below par during the application process: "Most cannot even fill out an application properly." Another respondent said the young workforce needs "some practical information about job seeking, filling out an application, and presentation of themselves during an interview."

Similar to the comments regarding the workforce, opinions expressed about Tennessee's education system were generally negative. Few business leaders used their space for comments to commend the education system in Tennessee. Instead, the majority of used this section of the survey to pinpoint major concerns or to provide recommendations for improving the education system in Tennessee.

Interestingly, many business leaders made it clear that they did not believe pumping more money into education would help improve the system, despite an overwhelming number of survey responses that suggested that they would reallocate the budget by putting more dollars into k-12 education.

"More money does not equate to a better education."

"More money is not always the answer, the quality of the administration and faculty and the home environment will contribute more than merely throwing additional money towards the problems."

“There is no sense in throwing more money at a system that serves individuals that lack discipline and a solid work ethic. Until we see parents instilling these traits in the home and start supporting the teachers and the school system, no amount of money will solve the basic problems with education.”

Nonetheless, business leaders generally recognize public schools to be the primary source for workers and therefore see the need to invest more in education while at the same time demanding better outcomes.

Other areas where respondents felt they could see improvements in the Tennessee education system included increasing teacher’s pay to attract better quality teachers, creating higher education standards, and implementing more courses to develop financial skills, technical skills, critical thinking, and technology/innovation. In addition, some business leaders believe that removing the teacher’s union could be beneficial.

Although many comments focused on ways to fix the problems within Tennessee’s education system, a significant number of blamed their dissatisfaction on the lack of parental involvement:

“I believe the quality of Tennessee education is almost directly proportioned to parental involvement and concern.”

“We have great educators and schools. The focus has to be on all parents placing an importance on education and allowing the schools and teachers to do their job by sending children to school ready to learn and valuing the resources available to them and their children.”

“Change must come from the home and cannot come from the school or the state.”

It is clear that while public schools are important, so too are other influences on children and tomorrow’s workforce.

Appendix: Business Survey Questions and Responses

Is this company a single-location enterprise?

Response	Frequency	Percent
Yes	281	45.77
No	333	54.23
Total	614	100.00

Where is this company's headquarters located?

Response	Frequency	Percent
Tennessee	338	56.72
Another U.S. State	108	41.19
Another Country	149	2.09
Total	595	100.00

This company also has a presence in:

Possible Responses	Frequency	Percent
Other U.S. States	218	64.69
Asia	67	19.88
Africa	25	7.42
Europe	80	23.74
Canada, Mexico, or Central America	74	21.96
South America	46	13.65
Australia	37	10.98
No Answer	98	29.08

Note: Respondents might have given more than one response to this question.

This company is a:

Response	Frequency	Percent
Branch/Plant	164	92.13
Franchise	14	7.87
Total	178	100.00

Please classify the area where this Tennessee facility is located.

Response	Frequency	Percent
Metropolitan Area	338	56.81
Suburb	108	18.15
Rural Area	149	25.04
Total	595	100.00

What is the primary market region for this facility's product or service?

Response	Frequency	Percent
Local (Tennessee Only)	219	35.61
Regional	193	31.38
National	140	22.76
International	63	10.24
Total	615	100.00

Which of the following classifications best describes the primary business of your company at this Tennessee location?

Response	Frequency	Percent
Mining	1	0.16
Construction	23	3.78
Manufacturing	119	19.54
Wholesale Trade	12	1.97
Retail Trade	39	6.40
Transportation and Warehousing	11	1.81
Utilities	7	1.15
Information	16	2.63
Finance and Insurance	92	15.11
Real Estate and Rental and Leasing	28	4.60
Professional and Technical Services	89	14.61
Management of Companies and Enterprises	2	0.33
Administrative and Waste Services	2	0.33
Educational Services	30	4.93
Health Care and Social Assistance	35	5.75
Arts, Entertainment, and Recreation	8	1.31
Accommodation and Food Services	9	1.48
Other Services	73	11.99
Nonprofit	2	0.33
Government	10	1.64
Public Administration	1	0.16
Total	609	100.00

How many years has this facility operated in Tennessee?

Average Number of Years in Business	36.2
Number of Responses	577

How many people are employed at your location?

Average Number of Employees	448.3
Number of Responses	597

Please indicate what percentage of your Tennessee workforce has the highest degree in each of the following:

Average Percent of Workforce with High School Diploma or GED Only	56.6
Number of Responses	488

Average Percent of Workforce with Two-Year Vocational or Technical Training Only	19.5
Number of Responses	410

Average Percent of Workforce with Four-Year College Degree or Higher	38.3
Number of Responses	546

Do you think the quality of the Tennessee workforce has increased, stayed about the same, or decreased over the last ten years?

Response	Frequency	Percent
Increased	165	27.14
Stayed About the Same	258	42.43
Decreased	185	30.43
Total	608	100.00

No Answer: 11

How prepared for a typical entry-level job in your company are applicants with high school/GED qualifications?

Response	Frequency	Percent
Poorly Prepared	313	59.06
Adequately Prepared	217	40.94
Total	530	100.00

How prepared for a typical entry-level job in your company are applicants with a certificate from a two-year college?

Response	Frequency	Percent
Poorly Prepared	94	19.18
Adequately Prepared	396	80.82
Total	490	100.00

How prepared for a typical entry-level job in your company are applicants with a bachelor's degree?

Response	Frequency	Percent
Poorly Prepared	48	9.01
Adequately Prepared	485	90.99
Total	533	100.00

How do you expect the challenge of finding qualified/educated workers in Tennessee's workforce to change ten years from now?

Response	Frequency	Percent
Much Harder in Ten Years	159	26.24
Harder in Ten Years	242	39.93
About the Same as Today	145	23.93
Easier in Ten Years	55	9.08
Much Easier in Ten Years	5	0.83
Total	606	100.00

Does your company offer any of the following incentives to employees to acquire additional education?

Possible Responses	Frequency	Percent
Paid Leave to Attend Classes	115	18.61
Tuition/Fee Reimbursement	340	55.02
Salary Increase Based on Additional Educational Attainment	182	29.45
No Incentive Offered	165	26.70
No Answer	32	5.18

Note: Respondents might have given more than one response to this question.

Has your company changed the number of workers in Tennessee in the last five years?

Response	Frequency	Percent
Increased Employment	362	61.05
No Change	137	23.10
Decreased Employment	94	15.85
Total	593	100.00

Which of the following statements best describes the circumstances of your decision to expand employment in Tennessee?

Response	Frequency	Percent
Strong Quality of Workforce	31	10.00
Quality of Workforce had no Influence	216	69.68
Despite the lack of Quality Workforce	63	20.32
Total	310	100.00

Which of the following statements best describes the circumstances of your decision to decrease employment in Tennessee?

Response	Frequency	Percent
Strong Quality of Workforce	6	6.74
Quality of Workforce had no Influence	83	93.26
Total	89	100.00

Has your company increased or decreased investment in Tennessee in the last five years?

Response	Frequency	Percent
Increased	457	80.60
No Change	101	17.81
Decreased	9	1.59
Total	567	100.00

Which of the following statements best describes the circumstances of your decision to increase investment in Tennessee?

Response	Frequency	Percent
Strong Quality of Workforce	34	8.08
Quality of Workforce had no Influence	312	74.11
Despite the lack of Quality Workforce	75	17.81
Total	421	100.00

Which of the following statements best describes the circumstances of your decision to decrease investment in Tennessee?

Response	Frequency	Percent
Strong Quality of Workforce	1	12.50
Quality of Workforce had no Influence	7	87.50
Total	8	100.00

Has your company decided to outsource jobs from Tennessee to another location (national or international) in the last five years?

Response	Frequency	Percent
Yes	77	13.56
No	491	86.44
Total	568	100.00

Which of the following statements best describes the circumstances of your decision to outsource jobs from Tennessee?

Response	Frequency	Percent
Lack of a Quality Workforce	9	12.86
Quality of Workforce had no Influence	61	87.14
Total	70	100.00

What grade (A, B, C, D, or F) would you give the quality of k-12 public education in Tennessee statewide?

Response	Frequency	Percent
A	3	0.51
B	101	17.29
C	313	53.60
D	147	25.17
F	20	3.42
Total	584	100.00

Please grade Tennessee public k-12 schools in the following areas:

Basic Skills (reading, writing, basic math)

Response	Frequency	Percent
A	7	1.25
B	112	20.00
C	292	52.14
D	137	24.46
F	12	2.14
Total	560	100.00

Computer Literacy

Response	Frequency	Percent
A	15	2.69
B	170	30.52
C	251	45.06
D	109	19.57
F	12	2.15
Total	557	100.00

Technical/Vocational Training

Response	Frequency	Percent
A	9	1.70
B	134	25.38
C	256	48.48
D	109	20.64
F	20	3.79
Total	528	100.00

College Prep

Response	Frequency	Percent
A	11	1.99
B	129	23.37
C	262	47.46
D	129	23.37
F	21	3.80
Total	552	100.00

Providing Highly Qualified Teachers

Response	Frequency	Percent
A	14	2.55
B	130	23.72
C	257	46.90
D	110	20.07
F	37	6.75
Total	548	100.00

Arts, Extra-Curricular Activities

Response	Frequency	Percent
A	17	3.20
B	120	22.60
C	192	36.16
D	144	27.12
F	58	10.92
Total	531	100.00

Discipline/Work Ethic

Response	Frequency	Percent
A	2	0.36
B	54	9.66
C	181	32.38
D	227	40.61
F	95	16.99
Total	559	100.00

Leadership

Response	Frequency	Percent
A	3	0.54
B	61	11.01
C	258	46.57
D	178	32.13
F	54	9.75
Total	554	100.00

Initiative

Response	Frequency	Percent
A	2	0.36
B	51	9.27
C	248	45.09
D	190	34.55
F	59	10.73
Total	550	100.00

Life Skills

Response	Frequency	Percent
A	1	0.18
B	73	13.18
C	225	40.61
D	201	36.28
F	54	9.75
Total	554	100.00

Critical Thinking

Response	Frequency	Percent
A	2	0.36
B	44	7.93
C	189	34.05
D	218	39.28
F	102	18.38
Total	555	100.00

Do you think Tennessee's public education system is better or worse than the average state's education system?

Response	Frequency	Percent
Much Better	3	0.52
Better	35	6.08
About the Same	249	43.23
Worse	240	41.67
Much Worse	49	8.51
Total	576	100.00

Do Tennessee's two-year community/technical colleges train workers adequately for jobs in advanced manufacturing production processes?

Response	Frequency	Percent
Yes	197	76.95
No	59	23.05
Total	256	100.00

Does your company spend more, less, or about the same amount on training employees as it did three years ago?

Response	Frequency	Percent
More	277	48.34
About the Same	243	42.41
Less	20	3.49
Employee Training is Not Budgeted	33	5.76
Total	573	100.00

What type of on-the-job training does your company offer?

Possible Responses	Frequency	Percent
Basic Skills Education	79	14.63
Specialized Technical Training	382	70.74
Computer Literacy	280	51.85
Supervisory Training	302	55.93
Executive Training	182	33.70
None of the Above	56	10.37

Note: Respondents might have given more than one response to this question.

On average, about how much do you spend each year on worker training per employee?

Average Amount (in Dollars) Spent Per Year on Worker Training Per Employee	4152
Number of Responses	181

Is there a community college or university near your company in Tennessee?

Response	Frequency	Percent
Yes	597	97.07
No	18	2.93
Total	615	100.00

Is the nearby presence of a community college/university an asset to the company when hiring workers?

Response	Frequency	Percent
Yes	383	70.79
No	158	29.21
Total	541	100.00

Does the nearby presence of a community college/university enhance the quality of life in the community?

Response	Frequency	Percent
Yes	503	91.12
No	49	8.88
Total	552	100.00

Does the nearby presence of a community college/university make the recruitment of executive/managerial staff easier?

Response	Frequency	Percent
Yes	250	53.88
No	214	46.12
Total	464	100.00

Does your company currently have any form of education/training partnership with a local high school, community college, technical institute, or university?

Response	Frequency	Percent
Yes	209	36.47
No	364	63.53
Total	573	100.00

How would you rate this partnership's impact on the quality of your workforce?

Response	Frequency	Percent
Very Beneficial	57	28.08
Beneficial	122	60.10
No Impact	24	11.82
Total	203	100.00

If you were able to reallocate the Tennessee state budget, would you:

Response	Frequency	Percent
Spend More on Early Childhood Education	50	8.61
Spend More on k-12 Education	376	64.72
Spend More on Higher Education	49	8.43
Spend More on Infrastructure Improvements	19	3.27
Spend More on Public Assistance Programs	12	2.07
Provide Tax Relief	49	8.43
Non of the Above	26	4.48
Total	581	100.00

How important do you think education is to the well-being of families in Tennessee?

Response	Frequency	Percent
Very Unimportant	159	25.81
Unimportant	0	0.00
Neither Unimportant or Important	2	0.32
Important	51	8.28
Very Important	404	65.58
Total	616	100.00

How important do you think education is to the well-being of county economies in Tennessee?

Response	Frequency	Percent
Very Unimportant	161	26.14
Unimportant	0	0.00
Neither Unimportant or Important	2	0.32
Important	58	9.42
Very Important	395	64.12
Total	616	100.00

How important do you think a skilled workforce is to your company's competitiveness?

Response	Frequency	Percent
Very Unimportant	151	24.63
Unimportant	2	0.33
Neither Unimportant Nor Important	12	1.96
Important	111	18.11
Total	337	54.98
	613	100.00

How important are investments in education and a skilled workforce to Tennessee's ability to compete in the global economy of the future?

Response	Frequency	Percent
Very Unimportant	149	24.51
Unimportant	2	0.33
Neither Unimportant Nor Important	10	1.64
Important	85	13.98
Very Important	362	59.54
Total	608	100.00

Has your company recently introduced a new or substantially revised product line?

Response	Frequency	Percent
Yes	194	41.99
No	268	58.01
Total	462	100.00

Which of the following statements best describes the circumstances surrounding development of your new/revised product line?

Response	Frequency	Percent
The Good Quality of the Tennessee Workforce Contributed	39	21.43
The Quality of the Workforce in Tennessee was Not a Factor	115	63.19
The Development of the our Product was Accomplished Despite the Poor Quality fo the Workforce	28	15.38
Total	182	100.00

Has your company recently reorganized production or management structure?

Response	Frequency	Percent
Yes	221	41.00
No	318	59.00
Total	539	100.00

Which of the following statements best describes the circumstances surrounding your reorganization/restructuring?

Response	Frequency	Percent
The Good Quality of the Tennessee Workforce Helped us Reorganize/Restructure	26	12.68
The Quality of the Workforce was Not a Factor	157	76.59
Our Reorganizing/Restructuring was Accomplished Despite the Poor Quality of the Workforce	22	10.73
Total	205	100.00

Which of the following will be most important to your company's future business success over the next three years?

Possible Responses	Frequency	Percent
High-Performance Workforce	414	66.99
New Product Innovation	181	29.29
Low Cost Producer Status	113	18.28
Increased Customer Service Orientation	286	46.28
Increasing Sales Outside the U.S.	25	4.05
Sourcing Products in Global Markets	37	5.99
Supply Chain Integration with Supplies	31	5.02
None of the Above	67	10.84
No Answer	2	0.32

Note: Respondents might have given more than one response to this question.