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You Are the [Key] to D. E. Success in Mississippi

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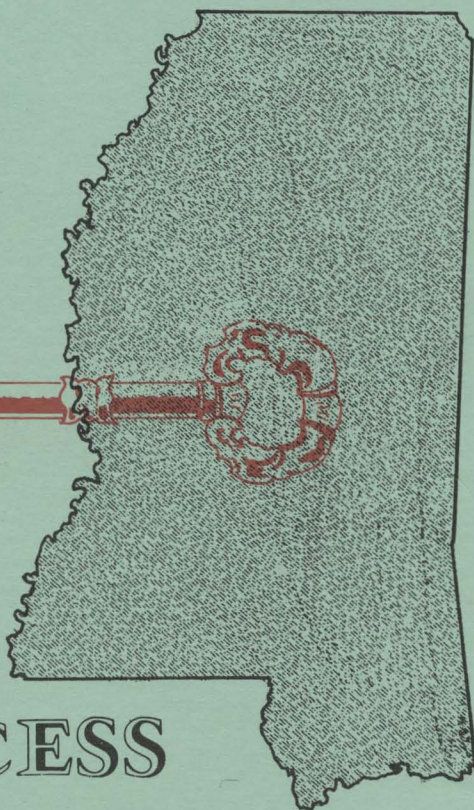
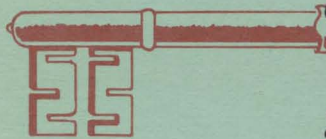
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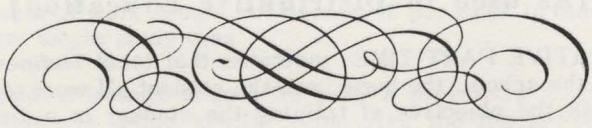


TO
D.E.
SUCCESS
IN
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A TRAINING STATION MANUAL FOR COOPERATIVE D.E.

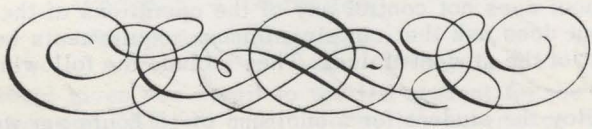




INTRODUCTION

Distributive Education has been in existence since 1936 as a cooperative training program between the school, employer, and student. This method has gained acceptance rapidly in the United States in the last 25 years, and now some 60,000 students are trained annually. This booklet was written to familiarize you with the cooperative part-time training program and to give you a start toward providing sound job training to student trainees. If you are already competent as a trainer, you will find suggestions taken from the experience of other training sponsors which will help you become even more proficient. Refer to it often and consult the teacher-coordinator when you need more information.

The purpose of Distributive Education is not only to help the young worker do better the kind of job for which he is best suited, but to help you, the employer, in obtaining qualified employees who have a basic knowledge of their job functions when they are ready for permanent employment. The program of Distributive Education is expanding in Mississippi due to the contributions you as an employer are giving to this educational training.



A Definition of Terms (As used in Distributive Education)

COOPERATIVE PART-TIME: indicates that local business organizations, the school, the home, and the student all work together to accomplish the objective of training the student in a distributive occupation. "Part-time" refers to the training hours; the student spends half of his day in school and a half day on the job in a bona fide training station.

COORDINATOR: the school's representative who not only is a classroom instructor but also works with local business persons to place students in a training situation and to coordinate the classroom study to the student's individual training needs.

BASIC INSTRUCTION: this is called "group discussion." It is the part of the curriculum which deals with the study of general marketing activities.

TRAINEE: the student who is enrolled in the Distributive Education program and is employed in a bona fide business establishment which has been approved for training.

TRAINING PLAN: A pre-planned schedule of work experiences which is set up as a guide for the training sponsor and the school. The plan is devised with the individual student and his training objective as the primary consideration. It is not a work contract.

TRAINING SPONSOR: the person designated as the student's supervisor on the job. He confers regularly with the coordinator to help carry out the training objective.

DECA: Distributive Education Clubs of America which ties in directly with school and job training through club participation activities.

How the Training Program Operates for the Employer

The school does not control any of the operations of the training sponsor but does ask that certain minimum requirements be met for the benefit of the student-trainee. They include the following:

1. To employ the student for a minimum of 15 hours per week with these hours coming during the regular school week. This does not include Saturday work but certainly the student is expected to

work on Saturday as well as any other day as required by the employer.

2. The hours of work should not exceed 45 per week in order to give the student ample study time.
3. The student-trainee should be paid a prevailing wage paid to other learners doing similar work. Ask the teacher-coordinator about the Wage and Hour Law where applicable.
4. Evaluate periodically the progress of the student-trainee.
5. Analyze the occupation with the teacher-coordinator and lay out a training plan which will insure a diversity of experience.
6. Work closely with the teacher-coordinator so classwork and job training can supplement one another.

There is no formal contract that binds the employer with the program, but he is asked to sign a memorandum of training plan that gives the student's name, job title, salary, job description, and school course outline in DE.

For the School

The schools in Mississippi using the cooperative DE program in their curriculum may vary in scheduling but all allow their students to leave school around 1:00 to report to their training stations. Juniors or seniors may apply for DE, and then they are carefully screened and tested by the coordinator to insure their vocational objective in distribution and/or marketing. Below is an example of the school day of perhaps your DE student.

- Period 1 - English
- Period 2 - History
- Period 3 - Distributive Education
- Period 4 - Physical Education and Study Hall
- Period 5 - On the Job
- Period 6 - On the Job

The school gives one credit to the DE student for the DE class participation and ONE full credit for the job experience. These are not separated for credit as the student must successfully complete both phases of the program.

What is Taught in the DE Class?

As a training station sponsor you should know what is being taught to your student by the DE teacher-coordinator. For your information the following subject areas are studied in a typical DE course. They may or may not be taught in this order.

1. Vocational Orientation
2. Job Application and Interview
3. Personality Development
4. Employer-Employee Relations
5. Parliamentary Procedure
6. Money Management
 - a. Insurance
 - b. Income Tax
 - c. Social Security
 - d. Budgeting
 - e. Bookkeeping
7. Psychology of Selling
8. Advertising
9. Window Display
10. Speech
11. Sales Techniques
12. Case Study and Application
13. Materials and Fabrics
14. Store Buying
15. Channels of Distribution
16. Marking Merchandise
17. Store Operations
18. Seminar Work

Students are urged to receive as much training as possible in retailing, marketing, and related subjects before entering the labor market in order to be groomed more effectively for employment. The DE students are also members of one of the largest and most active clubs in America (DECA - Distributive Education Clubs of America). Through the club the students develop in leadership, social skills, business competition, and many other areas. The teacher-coordinator will go into greater detail explaining the school courses and club work upon your request.

Rating the Student-Trainee

The coordinator will supply you with simple forms on which you can easily rate the trainee during each training period. Use the rating process as a device for encouraging your student-trainee to greater effort. Point out areas in which he is doing well before criticizing weak points. This will allow him to maintain his self-confidence and apply himself vigorously toward needed improvement.

This too is a good time to discuss the reasons for the trainee's slow progress in certain areas. Many training sponsors have discovered that differences in aptitudes among people is a very common cause for slow learning of particular tasks. A student-trainee may be quick to learn most things but may have a low aptitude for a particular task. Another reason might be poor training in fundamentals required for the task. Another might be lack of understanding of its

importance and still another might be lack of interest. Whatever the cause, it will be much easier to plan future training if you know what it is that makes learning difficult and take steps to cope with it. A very important part of training is your ability to understand the needs of the student trainee and tailor the training to him.

Be very careful in the grades you give your trainee as many employers grade higher than is justified. You will be much more effective when you grade in an objective way. Ratings should be based on comparisons between workers. When you rate the student fairly and frankly they nearly always make an extra effort to better their previous marks and, therefore, benefit you as well as themselves. Be sure to have a conference with your student-trainee after each rating period.

Are there Other Ways I Can Help the DE Program?

The teacher-coordinator wants his students to keep up to date in the classroom with the latest trends in distribution and marketing. If you have trade journals or other pamphlets or brochures available the DE class would be happy to receive them. Any materials you would like to loan the class or donate would be greatly appreciated. Students read the materials and then report their findings to the class. The teacher-coordinator will also welcome you to visit the DE class as a speaker or a class guest. Your suggestions are greatly appreciated for the improvement of the program.

Suggestions From Successful Supervisors

Supervision to be effective must draw out the best thinking as well as the best performance from all workers. The supervisor who does all the thinking himself and considers his subordinates as robots who are carrying out his directions under strict authority places himself at a decided disadvantage. He must learn to work with them, not over them. Decisions which are arrived at cooperatively are supported vigorously.

All workers seek recognition. If they can achieve it through suggestions on the job their cooperation and morale will be improved. If they cannot, they will seek it elsewhere, not uncommonly in an effort opposed to the interests of the firm for which they work.

Young workers are usually full of ideas many of which may be impractical. However, the quality of their suggestions will improve with experience and should not be discouraged. Poor suggestions met with a friendly explanation of why they are unsuitable will encourage critical thinking.

In order to understand his employees a supervisor should know the sources of their satisfaction or resentment, what motivates them to greater effort, and what causes them to be frustrated in their attempts to perform successfully. Young workers especially present a challenge to the supervisor because of characteristics arising out of conflicts inherent in the process of maturing. Although every person is unique some generalizations of the characteristics of young workers can be made. Applying these to your student-trainee will help you to understand him and to adapt your training to individual needs.

How is Your Student Chosen as A DE Student?

The following steps are usually followed in student selection:

1. The prospective student fills in an application blank.
2. The student is interviewed by the teacher-coordinator. One of the prime responsibilities in this interview is to make sure the student has a vocational objective in some area of distribution and marketing.
3. Usually the prospective student is given an aptitude test to find his real interest area.
4. Former teachers of the students are interviewed and their cumulative records are carefully checked. This gives the teacher-coordinator an excellent background on the student.
5. Once accepted as a DE student the schedule of that student is then fixed to include the cooperative DE course of study.
6. You, the training station sponsor, then have a selection of several students from which to interview and choose the student that best fits your situation. Once the teacher-coordinator presents you with names you may rest assured these students are suitable for employment.

Do's and Don'ts With Student Trainees

DO:

1. Tell the trainee as much about your business as possible so that he will be better informed.
2. Explain the workings of his job or jobs to him thoroughly.
3. Relate his job to your business in general.
4. Supervise him closely, especially at the beginning of each job.
5. Rotate him through several jobs for a better, more rounded experience.
6. Point out and correct his weaknesses.

DO NOT:

1. Put him in a job without telling him why he is performing this function.
2. Place him in a single routine job for too long a period.
3. Keep him in a job for which he is obviously unfit.
4. Let him work without giving him added instruction from time to time.
5. Dismiss him without calling the DE Coordinator.

