IDENTIFYING COMPETENCIES FOR POST-SECONDARY MID-MANAGEMENT

INSTRUCTOR-COORDINATORS BY COMPARING THE OPINIONS AND

PERCEPTIONS OF SELECTED ADMINISTRATORS AND

MID-MANAGEMENT INSTRUCTOR-COORDINATORS

IN TEXAS

DISSERTATION

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<u>Comparing</u> <u>the</u> <u>Opinions</u> <u>and</u> <u>Perception</u> <u>of</u> <u>Selected</u> <u>Adminis-</u>
<u>trators</u> <u>and</u> <u>Mid-Management</u> <u>Instructor-Coordinators</u> <u>in</u> <u>Texas</u>.
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Mid-management is a community-junior college vocational
cooperative education, management training program. The
post-secondary mid-management program, administered by the
Texas Education Association, has grown from three partic-
ipating colleges in 1967 to its present size of forty-four
colleges, which employ 160 full-time, and more than 100
part-time instructor-coordinators. The dedication of both
its administrators and its teachers, trying to serve the
needs of local communities, has generated considerable
interest in mid-management, as its phenomenal growth reveals.
Since the TEA administers the mid-management program, it
also approves the credentials of all faculty in this rather
large program. Due to the program's growth, however, the
TEA's often broad guidelines need updating, and that, in
part, is the reason for this survey.

The goal of this survey was to determine if a list of
skills, activities, and competencies could be developed to
aid in setting uniform guidelines for recruiting and selecting
prospective mid-management instructor-coordinators. The

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data were amassed using a questionnaire which was sent to all mid-management instructor-coordinators and to three administrators at each participating college to ascertain the opinions of those persons closely involved with mid-management. The original mailing plus follow-up mailing resulted in a return of 72.50 per cent from mid-management instructor-coordinators and a return of 68.46 per cent from administrators.

The questionnaire contained 100 items organized in groups of activities or competencies, since ascertaining activities or competencies aids in developing criteria for judging the qualifications mid-management instructor-coordinators need. In addition eight questions were included to determine educational and experiential levels needed by the prospective instructor-coordinator.

The items from the questionnaire were analyzed using a one-way analysis of variance at the 0.05 level of signif-icance. The data were compared by groups of teachers and administrators to determine if significant differences occurred between the groups' responses. In addition, each of the items from the questionnaire was summarized according to the number of responses and percentage of responses.

Using the analysis of the data and the statistical test results, there are three general conclusions that can be made. Analyzing the data received from the respondents it was determined that the null of the stated hypothesis should

be accepted. That is, there was no significant difference between the opinions and perceptions of the administrators and those of the mid-management instructor-coordinators. Both of the groups similarly accepted and rejected items on the questionnaire. A list of skills, competencies, and activities necessary for prospective instructor-coordinators can be developed, which represents the opinions and perceptions of the majority of the respondents to the study. Also, it is possible to set minimum educational and experiential criteria, acceptable to the majority of the administrators and mid-management instructor-coordinators responding to the study.

The results of this study show that the participants agree on a complex set of criteria, indicating a real need to formulate new guidelines for selecting instructors, guidelines which include definite skills, activities, and competencies mutually acceptable to administrators, teachers, and the TEA.

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CHAPTER I

INTRODUCTION

Vocational-technical education on the post-secondary level has created widespread interest and research in recent years. Prior to 1963, the growth and development of vocational-technical education on the post-secondary level was limited because of inadequate funding. A review of research literature reveals that the Vocational Education Act of 1963 (Public Law 88-210) affected significantly the growth and development of vocational-technical education on the post-secondary level in the United States. Prior to 1963, funds for vocational-technical education were allocated by vocational service area or by vocational cluster, and were aimed at reaching a special group of people such as the unemployed or the unskilled adult population.

The Vocational Education Act of 1963 was passed so that each state would be allowed to use vocational funds on the state level as each state's department of education deemed necessary. In addition, the Vocational Education Act of 1963 was designed to help provide quality and realistic vocational education to people of all ages in all communities (44).

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When the Vocational Education Act of 1963 was passed and became law, each of the states was allowed to provide funding for extant programs and to provide funds for creating new programs in vocational-technical education.

The State of Texas implemented the Vocational Education Act of 1963, including subsequent amendments in 1968, 1972, 1974, and 1976, to develop standards in initiating and administering vocational-technical programs at the post-secondary level. The agency responsible for planning, implementing, and evaluating new and existing vocational-technical programs at the post-secondary level in Texas is the Department of Occupational Education and Technology of the Texas Education Agency.

Since the 1960's prolific growth in the number of community and junior colleges in the United States occurred on the academic as well as on the vocational-technical level. With the appropriations of the Vocational Education Act of 1963, states were able to develop new vocational-technical programs on the post-secondary level. A particular vocational-technical program that has attracted great interest in Texas among administrators is the Post-Secondary Marketing and Distribution Program, most commonly referred to as "mid-management." The Texas Junior College Management Educators Association, a professional association for mid-management instructor-coordinators has defined mid-management:

> Mid-management is a community-junior college
> vocational cooperative education, management training
> program. The name is generic and is intended to
> differentiate these programs from the baccalaureate
> degree management programs found at many universities
> and senior colleges (40, xi).

The mid-management program in Texas began in the Fall 1967

semester serving less than 100 students in three community

junior colleges: El Centro College in Dallas, Grayson

County College in Dennison, and Odessa College in Odessa.

While all three institutions began mid-management programs

using a common curriculum, each of the three programs

evolved uniquely aside from a generic difference in each

program resulting from divergent beliefs of specific

instructors, the development and refinement came about as

a response to the needs of each community and to the

constraints of the individual colleges. Mid-management is

now taught in forty-four community colleges in Texas, and

in 1976 there were over 8,000 students enrolled in the

mid-management programs. The growth of the mid-management

programs in Texas occurred as a result of the following:

1. Manpower studies that have been conducted in
   local communities have shown a need for more
   first-level managers and supervisors. The
   senior colleges of Texas have not developed
   specific programs for these lower-level
   positions in management and the mid-management
   program is specifically aimed at that market;

2. A larger number of men and women who are already
   in the labor force have decided to return to
   school and upgrade their skills to be better
   prepared for higher level positions. The

mid-management program provides college credit
for job training in conjunction with classroom
instruction.

3. Many companies in Texas are not large enough
   to justify training departments of their own
   and have turned to the community-junior college
   to respond to their need. The mid-management
   program offers assistance to the student and
   the employer in providing management development
   and training.

4. The mid-management program is designed to
   provide on-the-job contact among the student,
   the instructor and the student's supervisor.
   This personal contact is almost prescriptive
   because the instructor can provide help and
   assistance to the student based upon the
   student's needs both at work and in the classroom.

When the mid-management program began in 1967 there were

four mid-management instructor-coordinators. Since then,

the program has grown to include 160 full-time and over 100

part-time instructor-coordinators. The mid-management

program began merely as an experiment intended to establish

criteria for the growth and development of a post-secondary

level vocational-technical program, but its success has been

phenomenal.

The interest in the mid-management program was far

greater than the Texas Education Agency (TEA) anticipated,

and new mid-management programs were approved and begun

before the TEA had time to develop clear definitions of

jobs or clearly stated job requirements. It was left to

each of the participating colleges to develop its own

criteria for the selection and employment of future mid-

management instructor-coordinators.

The only guidelines or criteria that have been established by the TEA are as follows:

1. Prerequisite is a Bachelor's degree and a minimum three years of recent occupational experience in distribution and marketing. This experience is required to insure an authentic knowledge of management practice followed in retail, wholesale, and service businesses.

2. Upon recommendation of the local educational agency, either exceptional educational or exceptional employment qualifications of the candidate may be considered by the Associate Commissioner in approving qualifications of such candidate in lieu of those stated above.

3. Approval by the Texas Education Agency (40, p. 12).

It is evident that the guidelines as stated are somewhat general, so that specific interpretation may vary for each of the participating schools.

During the school year 1975-76, an informal survey was conducted by a mid-management instructor-coordinator to develop a profile of the typical mid-management instructor-coordinator. The results of the survey revealed a wide variety of educational backgrounds and industrial experiences, and reinforced the opinions of some administrators and instructor-coordinators who had felt there was a need to define and to develop criteria that could be used to recruit, select, and employ mid-management instructor-coordinators, insuring future growth of the program.

A review of the literature shows that, in industry, persons who are selecting and employing other people need

guidelines for this employment process. It appears that people who are employed without a clear understanding of their future job, based on clearly defined role guidelines, tend to perform at lower efficiency. For example, Johnson and Stinson (19) and Kahn (21) investigated employment procedures and found in their studies that workers with poorly defined jobs often performed at lower levels and expressed lower job satisfaction. A corollary is the apparent need, expressed by some post-secondary administrators and instructor-coordinators, to establish criteria for selecting and employing future mid-management instructor-coordinators. Establishing standard criteria for employing mid-management instructor-coordinators hopefully would lead to a more uniform, and thus more successful implementation of the total program, assisting the student, the school, and the community by providing basic standards by which the mid-management program could be expected to grow and to develop in the state of Texas.

Statement of the Problem

The problem was to develop minimum selection criteria and competencies desired for post-secondary mid-management instructor-coordinators in Texas.

Purposes of the Study

With the continued growth of post-secondary mid-management programs in Texas, it would be advantageous to

administrators and potential mid-management instructor-coordinators alike to have a mutually recognized list of competencies that could be used as part of the selection and employment process. The four primary purposes of this study are:

1. To determine if there are minimum criteria which could be used in the selection and employment of mid-management instructor-coordinators in Texas.

2. To determine competencies needed by the post-secondary mid-management instructor-coordinators.

3. To determine if the criteria and competencies needed are perceived differently by administrators and mid-management instructor-coordinators.

4. To determine the similarities and differences among the perceptions of the administrators and mid-management instructor-coordinators compared by college size in the state.

Hypothesis

In comparing the insights of administrators and mid-management instructor-coordinators on both the level of necessary competency and the desired minimum employment criteria, a two-fold hypothesis is adduced:

1. There is no significant difference state-wide between administrators' perceptions and mid-management instructor-coordinators' perceptions of either competency or minimum criteria needed by a prospective instructor-coordinator.

2. There is no significant difference between the perceptions of administrators and instructor-coordinators when compared according to the size of the educational facility.

Definition of Terms

The following terms, as accepted and used by the

members of a professional association of mid-management

instructor-coordinators in the state of Texas (40, p.

viii-xiv), are used in this study as follows:

Advisory Committee--A group of local business repre-
sentatives selected by the school administration and
teachers to advise the school in regard to new
developments and needs of business and the community;

Competency--Adequate for the purpose, a statement
that helps to identify the end or outcome;

Cooperative Vocational Education--Vocational
Educational Amendments of 1968, Part G, Section 175
" . . . a program of vocational education for per-
sons who, through a cooperative arrangement between
the school and employers, receive instruction,
including required academic courses and related
vocational instruction by alternation of study in
school with a job in any occupational field, but
these two experiences must be planned and supervised
by the school and employers so that each contributes
to the student's education and to his employability.
Work periods and school attendance may be on alternate
half-days, full-days, weeks or other periods of time
in fulfilling the cooperative work-study program;"

Criteria--Standards against which a judgment or
decision can be based such as abilities, competencies,
skills, or traits;

Earned Degree--The satisfactory completion of all
course work and other requirements needed to fulfill
the requirements of a degree granting institution.
This would be contrasted to an honorary degree;

Instructor-coordinator--A member of a local college
staff who teaches occupational and related subject
matter to students preparing for employment, and who
coordinates the efforts of all helpful agencies which
can assist in a training program designed to meet the
needs of learners in a cooperative vocational edu-
cation program; (For this study, teacher will sometimes
be substituted for instructor-coordinator.)

Internship Training Plan--A plan developed by the mid-management instructor-coordinator and the student's supervisor. This plan outlines activities or experiences that will assist the student to become a more effective worker-manager;

On-the-job Training--Supervision and other supplemental instruction furnished to a learner while he is employed as a beginner or trainee in the regular duties of a position or job;

Training Station--A work environment in which a student receives vocational experience as part of a cooperative agreement between the school and an employer;

Training Supervisor--An individual responsible for monitoring a student's progress at his work station. This training supervisor is usually the worker's immediate supervisor;

Vocational-technical Education--All the courses in one field of study, such as business or industrial trades, organized to fulfill the same general objectives and conducted along similar lines.

Limitations

The post-secondary mid-management program is uniquely implemented in Texas, and this study was limited to the following:

1. Only the community and junior colleges in Texas that offer mid-management were included in the study.

2. Only the full-time mid-management instructor-coordinators were asked to respond to the questionnaire.

3. Only three administrators from each community and junior college were asked to respond to the questionnaire.

4. Only three administrators participated in screening the items of the questionnaire.

5. Only studies dealing with worker motivation or
   job performance in business, industry and military
   occupations were available for review.

CHAPTER II

REVIEW OF THE LITERATURE

Mid-management, as it is taught in Texas, is unique.
Only two other states offer a mid-management program, and
after checking with their state departments it was found
their programs disparate to the application of mid-
management in Texas. Pennsylvania and Colorado both have
programs called "Middle Management," which are essentially
the first two years of a traditional business administration
curriculum in a university. However, mid-management in
Texas is limited to the post-secondary level, and because of
this singular quality, a review of its literature is neces-
sarily limited. The only studies which have been conducted
concern role definitions, role perceptions and the problem
of clearly stated role requirements; those have been con-
ducted by business and industry. Even in Texas, where
mid-management has been in existence since 1966, there are
few studies dealing specifically with its impact on either
the education or the business community. In the literature,
the researcher found a number of studies, conducted prior to
World War II, that deal with problems such as motivating the
worker or increasing output, but these studies generally

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fail to define clearly either the job or the role of the worker.

In 1973, Johnson and Stinson conducted a survey to investigate relationships between role conflict, role ambiguity, and worker attitude (19). The subjects for the study were ninety military people engaged in either civil or military jobs. The results of the study indicate significant evidence that role ambiguity and role conflict cause job dissatisfaction. According to Johnson and Stinson, workers at various levels want the satisfaction of knowing their specific limitations and expectations. Furthermore, their survey suggests that if a worker does not have a clear definition of his responsibility, he may become dissatisfied and perform at a lower level. Even though their study was limited to only ninety people, Johnson and Stinson felt competent to conclude that a worker expects a clear definition of his individual job. Without this clear definition, a worker develops a negative job attitude, and, as a result, the worker will probably experience low job satisfaction and perform less efficiently.

Kahn (21) surveyed fifty-three managerial-level employees in various industries to investigate the relation-ship between role ambiguity and job-related tension. He concluded from his study that a managerial-level employee does not differ from workers in the desire for a clear under-standing of duties and role related-activities. His

research indicated that an organization could expect less job-related tension and a more positive worker attitude simply by clearly defining the job and delineating expectations.

There is a correlation between having a clearly stated role and expressing job satisfaction according to a study conducted by Lyons (27). In his study of 156 nurses in several community hospitals, Lyons found that nurses who expressed job satisfaction and performed at optimum efficiency were also those who had a clearly defined job or role description. He also found that by introducing job descriptions to the nurses there was a significant increase in job satisfaction.

The problem of motivating a worker is neither new nor unique to any one field or industry. Atkinson (3) studied military officers at several military installations in the United States and found that the worker's own perception of his value to the operation and his personal assessment of responsibility are motivating factors. The survey concluded that a military worker failing to understand his job or his function within the operation not only seemed to lack motivation but also in some cases influenced co-workers negatively.

Miles (30) concluded from his research that there was a direct relationship between role clarity and job-related

tension. In his study of 202 professional workers in
government operations, Miles reported that those workers
experiencing role conflict, role ambiguity, or both,
usually indicated adverse personal outcomes. Miles dis-
covered a high level of job-related tension and anxiety as
well as job dissatisfaction among those workers who felt
their jobs lacked clarity. These adverse personal outcomes
could be overcome easily by clarifying a job or the role of
the worker.

The study by Miles also concluded that while both men
and women experience these problems, men seem to be able to
adjust better to new demands on their jobs. Miles reported
that lack of job clarity is a complex problem that can be
overcome by the simple introduction of role profiles and
detailed job descriptions.

Job design and the impact of job changes have been
studied by Hulin and Blood (18) and they concluded that a
worker needs to know his responsibilities as well as the
parameters of his job. If a worker feels his job is getting
smaller or becoming less important, he tends to develop his
own standards, in effect, defining his own job. Hulin and
Blood also surveyed problems in motivation based on employee
perceptions. They found it almost impossible to motivate the
worker or even to stimulate his interest in his job if he
had a low level of understanding about his job. The mining

industry employees Hulin and Blood studied exhibited hostility and negative feelings towards other workers as well as supervisors if their responsibilities lacked clear delineation.

In a study surveying 208 employees of a telephone company, Hackman and Lawler (14) tried to determine what impact the company would experience if the workers were allowed to set their own job-performance standards. In the study, it was found that on some jobs involving low levels of skills, workers seemed to set job standards at a level that was significantly lower than established standards. In effect, the low-level skilled workers seemed to set levels of performance well within their ability to accomplish those goals. The study also reported that workers in routine jobs experienced dissatisfaction and that there was an increase in employee absenteeism and a higher rate of turnover. The researchers felt this problem could be resolved by an explanation and development of job identity, based on the conclusion that workers wanted to know how their individual tasks were contributing to the whole organizational process. Also Hackman and Lawler reported a significant improvement in worker per-formance, including more strenuous job performance levels, by simply introducing job definitions and job specifications. Hackman and Lawler concluded that workers apparently felt

a stronger commitment to their jobs and to working in
general when they had a better understanding of their
specific jobs.

Surveys generally emphasize the importance of building
a cooperative spirit in the employees, and this cooperative
spirit is engendered best when each employee knows and
understands his specific role within the organization.
Jucius (20) says that these specific roles can be developed
by simply making known job specifications and job
descriptions when selecting and hiring workers. Using job
descriptions and job specifications provides future
employees with specific job clarification before they are
employed. Jucius has determined that all employees want
and need to know about their jobs; and when the job is
expanded or reduced, the job description and job specifi-
cation should be altered to represent the change. Jucius
further states that employees will be more efficiently
utilized within the organization if all persons (super-
visors and employees alike) are fully aware of their duties
and responsibilities. An awareness of these duties will
help to reduce anxiety and to insure efficiency if job
descriptions are used in the selection and employment
process.

Rush discovered (34) that assembly-line employees who
lacked job definitions and job designs were actually
setting up their own levels of performance. Rush found

that these workers were setting "comfortable" levels of
performance which quite often were less than optimum.
Employees perceived work quite differently when the job
was clearly defined, and a conflict could be avoided
between the supervisor and the employee by simply intro-
ducing job and role clarification. Rush stated that workers
as well as supervisors must understand their roles and must
clearly understand performance requirements if a serious
conflict is to be avoided.

Another survey of performance expectations and the
potential for conflict has been conducted by McGregor (29).
His Theory X and Theory Y analysis presents the proposition
that all workers need and want to know job requirements and
performance levels. According to McGregor, worker per-
formance and job expectations are related closely to a
clear and concise definition of the role of the worker and
to his full understanding of work.

The workers in a light manufacturing company were
observed by House and Rizzo (17), who concluded that there
was strong evidence to support the relationship between
role ambiguity and job dissatisfaction. They also deter-
mined that worker dissatisfaction contributed directly to
employee attrition. In their study, House and Rizzo also
determined that at all levels of organization, worker
dissatisfaction existed if there was role ambiguity and

role conflict. In addition to the employee's dissatis-
faction, job performance appeared to decline as the level
of job understanding decreased. The House and Rizzo survey
seems to support earlier evidence that workers cannot be
expected to perform at a more efficient level if they do
not understand their specific roles or duties. An addi-
tional problem encountered in House and Rizzo's survey was
the anxiety created when workers do not clearly understand
their jobs. A significant relationship was discovered
between personal trauma and job related anxiety based on
the worker's failure to fully understand his job.

In recent years, scholars have documented a number of
unintentional, unfortunate consequences of failing to state
job requirements: Argyris, (2); Blauner, (4); Davis, (8);
Friedman, (11); Herzberg, Mausner, and Snyderman, (16);
Gross, Mason, and McEachern, (13). In studies conducted
by these scholars, all of the employees that were assumed
to hold low level and nonchallenging jobs exhibited a high
degree of dissatisfaction, increased absenteeism, and
frequent turnover. Additional studies have been conducted
to determine if there is a significant relationship between
employee morale and job clarification: Alderfer, (1);
Blood and Hulin, (5); Lawler, (22); Lyons, (27); and
Rizzo, (33). All of these studies reached a similar con-
clusion in that employees who were working in jobs that

lacked clear definitions seemed to exhibit a low degree of job-related morale.

Livingston (25) reports that certain workers in a steel industry perform only what they are expected to do. Livingston observed that the individual who lacks a clear definition of his job likely will be an underproducer. Workers generally require guidance on the job, but often if the worker's job is clearly outlined and clearly understood by both himself and his supervisor, he can be less closely supervised.

Hammer and Tosi (15) investigated the problems of role ambiguity and discovered the need to reduce role conflict in government jobs due to the worker's inability to fully control his work and output if he does not understand or perceive his responsibilities.

Schuler (36) studied the effect of role conflict on workers at lower levels of a manufacturing plant, and found that, regardless of the level, people want to know what they are to do and have some guidelines as to how they are to perform their jobs.

In summary, although research has dealt directly with mid-management instructor-coordinators in teaching positions, it appears that some strong parallels exist. A consensus of the research opinions shows that in industry there is a strong need for clearly defined jobs and clear

definitions of employee responsibilities, and the same statement can be made concerning teachers. A conclusion can be drawn from the related literature that in order for a person to work and perform efficiently, it is necessary for him to have a clear definition of his job. In addition, it appears that with the development of a clear definition of the job, the efficiency and morale of the employee can be expected to increase.

CHAPTER III

PROCEDURES OF STUDY

During the summer of 1976, a workshop was sponsored by
the Texas Education Agency to discuss the mid-management
program in Texas. At one of the meetings, a discussion
developed addressed to the problem of defining the role and
function of a mid-management instructor-coordinator.
Several of the participants insisted that the role and
function of the mid-management instructor-coordinator was
specifically defined in the TEA guidelines. A group of the
participants decided to investigate the guidelines to
demonstrate that specific definitions are not provided by
the TEA or by any other agency.

There are in fact no specific definitions of the role
and the function of a mid-management instructor-coordinator
in Texas. After the conference adjourned, some preliminary
research was begun to determine if other states had closely
defined roles of the mid-management instructor-coordinators.
Among other things, the research revealed that the mid-
management program taught in Texas is confined to the
post-secondary level community and junior colleges of Texas,
and that the mid-management program has grown so rapidly in

Texas that colleges offering a mid-management curriculum were defining the requirements for employment of instructor-coordinators as they existed at the time of employment. After personal conversations with some administrators in the colleges of Texas, it was discovered the administrators felt there was a definite need to develop some commonly accepted criteria for recruiting and selecting future mid-management instructor-coordinators. Additional research was conducted to determine what kinds of criteria would be useful in providing the future instructor-coordinators with information necessary to help prepare them for employment. The research revealed that most educators stress the need for basic competency as the most important criteria for employment.

One study was of particular interest in the area of competency-based instruction and competencies needed by teachers. Five years ago, the TEA funded a project to study analagous aspects of several vocational-technical disciplines. The study, conducted by a committee representing the Educational Professional Development (EPD) Consortium D, surveyed post-secondary vocational-technical teachers to determine what performance elements the teachers considered important in their particular teaching areas. When the Consortium D study had been completed, approximately ninety items had been identified as necessary competencies, skills, or abilities of a teacher in

mid-management. Also, there appeared to be a need to
determine if the ninety items were still significant five
years after the original study. There are four reasons
why the items were restudied, and they are as follows:

1) The original study had only twenty-seven
responses from mid-management instructor-
coordinators, and this is a small percentage
of the total number of instructor-coordinators
in Texas.

2) Competencies, skills, and abilities may change
over a period of five years, and it seems
appropriate to determine if the original list
meets today's needs.

3) The original survey was mailed to teachers in
several vocational-technical areas, and there
could have been errors in identifying respondents
in each discipline.

4) With the growth of mid-management over the past
five years, there could be a significant dif-
ference in perception of the original respondents
and the instructor-coordinators who have been
employed since the original study.

Combining the ninety items from the original study with some
additional competencies and modifications, 100 items were
developed as part of a questionnaire. In addition, eight
profile questions were developed to determine educational
and experiential requirements to be incorporated in the
selection and employment process.

The items were arranged in a form resembling a Likert
scale, and the questionnaire was typed and sent to a jury
of three experts for their opinions and suggestions con-
cerning the proposed questionnaire. The jury was composed
of people deemed knowledgeable about mid-management and

respected in their positions as teachers and administrators

in Texas:

Associate Dean of Vocational-Technical Programs,
Mountain View College, Dallas, Texas;

Director of Mid-Management Programs, Midland
College, Midland, Texas;

Mid-Management Instructor-Coordinator, Lee
College, Baytown, Texas.

These people were asked to respond to the questionnaire to

determine if they have common perceptions of the meaning of

the questions.

After being validated, the questionnaire was prepared

for printing and mailing. It was decided that the question-

naire would be sent to two groups of individuals who would

have the most direct interest in mid-management and who

would be involved closely in the selection and employment

process. The two groups to be surveyed are: full-time

mid-management instructor-coordinators and administrators,

such as Dean of Instruction, Vocational-Technical Dean, or

Chairman or Director of Mid-Management.

The names and addresses of the people to be surveyed

came from the following: Directory of Mid-Management

Instructor-Coordinators, prepared by the Texas Education

Agency, 1976-1977; Information Guide and Directory

Occupational-Technical Programs in Post-Secondary

Institutions in Texas, Texas Education Agency, 1977.

The questionnaires that were mailed to the mid-management instructor-coordinators were printed on yellow paper, while the administrators' questionnaires were printed on green paper. This was done to aid in the sorting and coding process. All questionnaires were coded with a number using invisible ink, which was then assigned to the members of the population to be surveyed, in order to aid in some of the analysis of the data, as well as to assist if a follow-up became necessary.

All of the participants of the study received a questionnaire (see appendix); a cover letter explaining the study; a letter from D. W. Thomas, Consultant for Marketing and Distribution, Texas Education Agency; and a self-addressed envelope for the purpose of returning the completed questionnaire. The initial mailing of the questionnaires was on March 14, 1977. Questionnaires were mailed to 176 full-time, mid-management instructor-coordinators, and 132 questionnaires were mailed to the designated administrators at the forty-four colleges where mid-management is offered. It had been determined that a return of at least 65 per cent was needed, and plans were made to mail a follow-up letter to those persons who had not responded by March 30, 1977. The 65 per cent return was not realized after the first mailing, so a follow-up letter was sent on April 5, 1977. The desired return was

achieved with the second mailing (see Analysis of Data).
The original mailing plus the follow-up mailing resulted
in a return of 72.50 per cent from mid-management
instructor-coordinators and a return of 68.46 per cent
from administrators (see Chapter IV).

Treatment of Data

When the questionnaires were returned the data were
transferred to computer coding sheets for processing. The
data from the questionnaires were analyzed in the following
ways:

1. Each of the 108 items from the questionnaire
   was summarized according to number of responses
   and percentage of responses.

2. The data were grouped according to the two
   previously stated groups (mid-management
   instructor-coordinators and administrators).

3. A one-way analysis of variance was calculated
   to determine if there were significant dif-
   ferences in the responses of the two groups.
   The level of significant is 0.05 level. This
   0.05 level of significance is used to determine
   if differences found can be inferred to result
   from differences in responses to statements
   with the probability that the results could
   occur by chance in only five or fewer times
   in one hundred similar samplings.

4. The data were subdivided into small schools and
   large schools. The purpose was to determine if
   there were significant differences in responses
   when compared by school size.

Chapter Summary

The study was begun in August 1976, with an investigation into the definitions and guidelines being used in the employment process of mid-management instructor-coordinators. In November, it was determined that the mid-management program in Texas had evolved uniquely since its inception in 1966, and though it has proliferated, its growth has occurred without specific guidelines or specified definitions of how to manage the program. Through continued research, valid questions were formulated to be used in a mail questionnaire. After the population to be surveyed was identified, support in the form of a cover letter from the TEA was prepared. In March, the first mailing of the questionnaire was sent, and the necessary follow-up mailing occurred in April. When the questionnaires were returned, the data was processed and analyzed; the results of the analysis of the data is presented and discussed in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

The questionnaire used to gather data for this study
sampled a group selected from information supplied by the
Texas Education Agency through its list of approved mid-
management instructor-coordinators and the list of current
administrators in the Texas community and junior colleges.
Table I, page 29, shows the original number of educators to
be surveyed and a revised and updated population neces-
sitated by unexpected circumstances such as participants
who were terminated or inactive when the survey was con-
ducted. The revision was facilitated by returned
questionnaires and by responses from helpful educators at
the participating colleges.

The original study, conducted by Consortium D in 1972,
consisted of twenty-seven mid-management instructor-
coordinators responding to the questionnaire, so that the
116 replies to this current study represent a significant
increase in the number of participants. The questionnaires
mailed to the participants of the survey were coded to
determine both the respondent and his community and junior
college. The TEA provided a student head-count as of the

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TABLE I

POPULATION SURVEYED AND RETURNS OF
ADMINISTRATORS AND INSTRUCTORS

	Mid-Management Instructors	Administrators
Original population	176	132
Revised population	160	130
Returned first mailing	96	68
Returned follow-up mailing	19	21
Total returned	116	89
Per cent returned	72.50	68.46

twelfth class day in the fall of 1976. With this infor-
mation the schools were grouped by student population.
Schools of more than 1,800 students were designated as
large schools; those with less than 1,800 students were
designated as small schools. Of the forty-four community
and junior colleges that offer the mid-management program,
fifteen schools were designated as small, and twenty-nine
were designated as large. In Table II, page 30, the edu-
cators who responded to the questionnaire are classified by
size of school.

The first eight questions on the survey ask for the
respondent's opinion of the minimum education experience
needed by a prospective mid-management instructor-coordinator.

TABLE II

RESPONSES OF ADMINISTRATORS AND TEACHERS
COMPARED BY SCHOOL POPULATION

Respondents	Under 1800 Students	Over 1800 Students
Administrators	19	70
Instructor-coordinators	24	92

Each question was analyzed on the basis of the opinions of all of the participants in the survey, and the eight questions are discussed on the following pages individually.

Question 1. In my opinion the highest degree needed by a mid-management instructor-coordinator is:

Four teachers (3.5 per cent) indicated there was no need for a degree, and twenty-seven teachers (23.3 per cent) and eighteen administrators (20.2 per cent) said a bachelor's degree should be required. A master's degree was the choice of seventy-nine teachers (68.1 per cent) and sixty-seven administrators (75.3 per cent), clearly a majority. Only six teachers (5.2 per cent) and four administrators (4.5 per cent) felt a doctorate was needed. A summary of the responses to this question is in Table III, page 31.

TABLE III

A SUMMARY OF RESPONSES TO THE HIGHEST DEGREE
REQUIREMENTS NEEDED

Question 1	Teachers		Administrators	
	Frequency	Per Cent	Frequency	Per Cent
None	4	3.5	0	0.0
Bachelors	27	23.3	18	20.2
Masters	79	68.1	67	75.3
Doctorate	6	5.2	4	4.5

Question 2. If the mid-management instructor-
coordinator has an undergraduate degree,
what should be his major?

To this question, three teachers (2.6 per cent) and

one administrator (1.1 per cent) preferred a major in

Education, while 109 teachers (94.0 per cent) and eighty-

three administrators (93.3 per cent) indicated Business is

the major needed. Humanities, Science and Math were each

chosen by one teacher (0.9 per cent), while two adminis-

trators (2.3 per cent) felt Humanities was the best major.

Only one administrator (1.1 per cent) preferred Behavioral

Science. Therefore, the majority of teachers (94.0 per

cent) and administrators (93.3 per cent) indicated Business

is the best major for the future instructor-coordinator.

Table IV reflects the summary of question 2.

TABLE IV

A SUMMARY OF RESPONSES TO THE MAJOR FIELD
OF STUDY NEEDED IN AN UNDERGRADUATE
DEGREE

Question 2	Teachers		Administrators	
	Frequency	Per Cent	Frequency	Per Cent
If the mid-management instructor-coordinator has an undergraduate degree, what should be his major?				
1. Education	3	2.6	1	1.1
2. Business	109	94.0	83	93.3
3. Humanities	1	0.9	2	2.3
4. Science	1	0.9	0	0.0
5. Behavioral Science	0	0.0	1	1.1
6. Math	1	0.9	0	0.0

Question 3.   If the mid-management instructor-coordinator has an advanced degree, what should be his major?

In response to this question, thirteen teachers (11.2 per cent) and eleven administrators (12.4 per cent) stated Education was the most desirable graduate degree, while ninety-one teachers (78.5 per cent) and seventy-two administrators (80.9 per cent) felt Business was the better

major. Six administrators (6.7 per cent) and ten teachers
(8.6 per cent) declared Behavioral Science as the best
graduate field of study. There were no other responses to
the question, and it was concluded the majority of teachers
(78.5 per cent) and administrators (80.9 per cent) prefers
the advanced degree major to be Business. A summary of the
responses is reflected in Table V.

TABLE V

A SUMMARY OF THE RESPONSES TO THE DESIRED
ADVANCED DEGREE MAJOR

Question 3	Teachers		Administrators	
	Frequency	Per Cent	Frequency	Per Cent
If the mid-management instructor-coordinator has an advanced degree, what should be his major?				
1. Education	13	11.2	11	12.4
2. Business	91	78.5	72	80.9
3. Humanities	0	0.0	0	0.0
4. Science	0	0.0	0	0.0
5. Behavioral Science	10	8.6	6	6.7
6. Math	0	0.0	0	0.0

Question 4. How many hours of Education or teacher
preparation courses does the mid-
management instructor-coordinator need?

While thirty-seven teachers (31.9 per cent) and ten administrators (11.2 per cent) indicated no courses in Education or teacher preparation are necessary, twenty-five teachers (21.6 per cent) and twenty-seven administrators (30.3 per cent) felt three to six hours are needed. Seven to nine hours of preparatory courses was the choice of thirteen teachers (11.2 per cent) and eleven administrators (12.4 per cent). Twenty-four teachers (20.7 per cent) and twenty-four administrators (27.0 per cent) said ten to twelve hours of course work is needed, while more than twelve hours was the choice of seventeen teachers (14.7 per cent) and seventeen administrators (19.1 per cent). As Table VI, page 35 shows, there was not a majority of opinion for this question.

Question 5. In my opinion the mid-management instructor-coordinator needs at least ___hours in management courses.

In response to this question, six teachers (5.2 per cent) and one administrator (1.1 per cent) stated there is no need for management courses, while ten teachers (8.6 per cent) and six administrators (6.7 per cent) indicated three to six hours are necessary. Seven teachers (6.0 per cent) and seven administrators (7.9 per cent) opted for seven to nine hours of prior instruction, and twenty-seven teachers (23.3 per cent) and twenty-eight administrators (31.5 per cent) indicated ten to twelve hours of courses were

TABLE VI

A SUMMARY OF THE RESPONSES TO THE NUMBER OF
HOURS OF EDUCATION OR TEACHER PREPARATION
COURSES NEEDED

Question 4	Teachers		Administrators	
	Frequency	Per Cent	Frequency	Per Cent
How many hours of education or teacher preparation courses does the mid-management instructor-coordinator need?				
1. None	37	31.9	10	11.2
2. 3-6 hours	25	21.6	27	30.3
3. 7-9 hours	13	11.2	11	12.4
4. 10-12 hours	24	20.7	24	27.0
5. More than 12 hours	17	14.7	17	19.1

necessary. More than twelve hours was the preference of

sixty-six teachers (56.9 per cent) and forty-seven adminis-

trators (52.8 per cent). The data indicated that the

majority of teachers (80.2 per cent) and administrators

(85.3 per cent) consider ten or more hours of management

courses desirable for the prospective instructor-coordinator,

and these responses are reflected in Table VII, page 36.

Question 6. In my opinion the mid-management
instructor-coordinator needs at least
____years of business or industry
experience before becoming a teacher.

TABLE VII

A SUMMARY OF THE NUMBER OF HOURS OF
MANAGEMENT COURSES NEEDED

Question 5	Teachers		Administrators	
	Frequency	Per Cent	Frequency	Per Cent
In my opinion the mid-management instructor-coordinator needs at least ___hours in management courses.				
1. None	6	5.2	1	1.1
2. 3-6 hours	10	8.6	6	6.7
3. 7-9 hours	7	6.0	7	7.9
4. 10-12 hours	27	23.3	28	31.5
5. More than 12 hours	66	56.9	47	52.8

When the data were evaluated for this question, one teacher (0.9 per cent) and two administrators (2.3 per cent) indicated no previous experience was needed. One to two years experience were felt necessary by sixteen teachers (13.8 per cent) and five administrators (5.6 per cent), while three years was the choice of thirty-one teachers (26.7 per cent) and twenty-nine administrators (32.6 per cent). Twelve teachers (10.3 per cent) and fourteen administrators (15.7 per cent) responded that four years of previous experience were needed. Twenty-six administrators

(29.2 per cent) and thirty-seven teachers (31.9 per cent) stated five years were necessary, and nineteen teachers (16.4 per cent) and thirteen administrators (14.6 per cent) indicated more than five years are preferable. Four or more years represent a majority opinion of the teachers (50.8 per cent) and administrators (53.9 per cent) on the number of years of business or industry experience needed for prospective mid-management teachers, and a summary of these results is presented in Table VIII.

TABLE VIII

A SUMMARY OF THE NUMBER OF YEARS OF BUSINESS
OR INDUSTRY EXPERIENCE NEEDED BEFORE
BECOMING A TEACHER

Question 6	Teachers		Administrators	
	Frequency	Per Cent	Frequency	Per Cent
In my opinion the mid-management instructor-coordinator needs at least__years of business or industry experience before becoming a teacher.				
1. None	1	0.9	2	2.3
2. 1-2 years	16	13.8	5	5.6
3. 3 years	31	26.7	29	32.6
4. 4 years	12	10.3	14	15.7
5. 5 years	37	31.9	26	29.2
6. More than 5 years	19	16.4	13	14.6

Question 7. How many years of supervisory experience
            in business does the person need before
            becoming a mid-management instructor-
            coordinator?

In response to this question, twelve teachers (10.3
per cent) and eight administrators (9.0 per cent) indicated
no previous supervisory experience was needed. Twenty-
seven teachers (23.3 per cent) and twenty-five administra-
tors (28.1 per cent) said one or two years were needed,
while forty-nine teachers (42.2 per cent) and thirty-nine
administrators (43.8 per cent) stated three years was their
choice. Only four teachers (3.5 per cent) and five admin-
istrators (5.6 per cent) felt four years of supervisory
experience were needed, but fifteen teachers (12.9 per cent)
and nine administrators (10.1 per cent) indicated the
instructor-coordinator needed five years of experience.
Nine teachers (7.8 per cent) and three administrators (3.4
per cent) felt more than five years supervisory experience
were necessary before becoming a mid-management instructor-
coordinator. The survey of responses indicates a majority
of the teachers (65.5 per cent) and the administrators
(71.9 per cent) prefers three or more years of supervisory
experience before a person becomes a mid-management
instructor-coordinator, a statistic reflected by Table
IX, page 39.

Question 8. How many years of prior teaching experi-
            ence does the person need before
            becoming a mid-management instructor-
            coordinator?

TABLE IX

A SUMMARY OF THE RESPONSES TO THE QUESTION OF HOW
MANY YEARS OF SUPERVISORY EXPERIENCE IS
NEEDED BEFORE A PERSON BECOMES A
MID-MANAGEMENT INSTRUCTOR-
COORDINATOR

Question 7	Teachers		Administrators	
	Frequency	Per Cent	Frequency	Per Cent
How many years of supervisory experience in business does the person need before becoming a mid-management instructor-coordinator?				
1. None	12	10.3	8	9.0
2. 1-2 years	27	23.3	25	28.1
3. 3 years	49	42.2	39	43.8
4. 4 years	4	3.5	5	5.6
5. 5 years	15	12.9	9	10.1
6. More than 5 years	9	7.8	3	3.4

In response to this question, seventy teachers (60.3 per cent) and forty-four administrators (49.4 per cent) said there was no need to have prior teaching experience, while thirty-one teachers (26.7 per cent) and thirty-three administrators (37.1 per cent) indicated only one or two years were needed. Only nine teachers (7.8 per cent) and seven administrators (7.9 per cent) stated a need for three years of previous experience. Four years of teaching

experience was the choice of four teachers (3.4 per cent) and four administrators (4.5 per cent). Two administrators (2.2 per cent) felt five years were needed, while only two teachers (1.7 per cent) said more than five years were needed. It is observed that no more than one or two years of experience represents the opinion of a majority of administrators (86.5 per cent) while a majority of teachers (60.3 per cent) indicates no previous experience is needed. Table X below reflects these findings.

TABLE X

A SUMMARY OF THE RESPONSES TO THE NUMBER OF YEARS
OF PREVIOUS TEACHING EXPERIENCE NEEDED BY
THE NEW INSTRUCTOR-COORDINATORS

Question 8	Teachers		Administrators	
	Frequency	Per Cent	Frequency	Per Cent
How many years of prior teaching experience does the person need before becoming a mid-management instructor-coordinator?				
1. None	70	60.3	44	49.4
2. 1-2 years	31	26.7	33	37.1
3. 3 years	9	7.8	7	7.9
4. 4 years	4	3.4	4	4.5
5. 5 years	0	0.0	2	2.2
6. More than 5 years	2	1.7	0	0.0

A summary of responses to the first eight questions generates the following:

1. A majority of the teachers and administrators seem to agree that at least a master's degree is needed by the mid-management instructor-coordinator.

2. The teachers and administrators responded that a business major is most desirable.

3. If the mid-management instructor-coordinator is to have an advanced degree, it should also be in business.

4. It is desirable for the future teacher to have three to six hours of education courses.

5. The majority of teachers and administrators responding felt that ten or more hours of management courses are essential.

6. Three or more years of business experience are the consensus of the teachers and administrators.

7. Both administrators and teachers seem to agree that three or more years of supervisory experience are necessary.

8. While the prospective mid-management instructor-coordinator does not need prior teaching experience, according to a plurality of respondents, one or two years expresses the opinion of the majority of teachers and administrators.

The questionnaire contained 100 items organized in groups of activities or competencies, since ascertaining activities or competencies aids in developing criteria for judging the qualifications mid-management instructor-coordinators need. In discussing the data amassed in this survey, each competency, called an "item," was treated individually; the "items" were grouped artificially according to certain categories of competencies. Following

each completed category of items, a two-part table is included which reflects first the numbers, then the percentages of responses to each individual item in a Likert type scale. The rating scale from 1 to 5 shown below is the scale that was used by the respondents in determining their opinions about each of the competencies or activities. The rating scale that is used in the following tables is as follows:

1	2	3	4	5
not needed	little importance	important	very important	essential

The questionnaire classifed the competencies with eight main categories, which were grouped into the following categories:

1. Instruction
2. Program Planning Development and Evaluation
3. Management
4. Guidance
5. School and Community Relations
6. Student Vocational Organizations
7. Professional Role and Development
8. Coordination

The first category, "Instruction," was subdivided into three smaller groups as follows:

1. Instruction-Planning Activities
2. Instruction-Execution Activities
3. Instruction-Evaluation Activities

Eleven activities or competencies were identifed as "Instruction-Planning Activities"; these are discussed separately below, but are summarized in tables that follow the discussion.

Item 1.   Sequence performance goals (objectives) for
a course.

Only three teachers (2.6 per cent) indicated objectives
are of Little Importance, while forty teachers (34.5 per
cent) indicated Important to this item; thirty-seven
teachers (31.9 per cent) stated Very Important, and thirty-
six teachers (31.0 per cent) felt objectives are Essential.
Three administrators (3.4 per cent) responded of Little
Importance, while twenty administrators (22.5 per cent)
responded Important to this item. Thirty-three adminis-
trators (37.1 per cent) indicated that objectives are Very
Important, and thirty-three more felt them Essential.
Therefore, it was concluded the majority of teachers (97.4
per cent) and administrators (96.6 per cent) agreed
objectives are at least Important for an "Instruction-
Planning Activity."

Item 2.   Develop a course syllabus with learning
activities and objectives.

One teacher (0.9 per cent) responded Not Needed, and
two (1.7 per cent) responded Little Importance, while
thirty-six (31.0 per cent) felt this item was Important.
Thirty-eight (32.8 per cent) said this item was Very Impor-
tant, and thirty-nine teachers (33.6 per cent) indicated
Essential. Two administrators (2.3 per cent) said of
Little Importance, but sixteen (18.0 per cent) indicated
this item was Important. Very Important was the choice of

twenty-nine administrators (32.6 per cent) while forty-two

(47.2 per cent) indicated Essential. Both teachers (97.4

per cent) and administrators (97.7 per cent) agreed Item

2 was Important, Very Important, or Essential.

Item 3. Correlate unit content to the subject
being discussed.

Only one (0.9 per cent) of the teachers felt this item

was Not Needed, and twenty-nine (25.0 per cent) responded

Important. Forty-eight teachers (41.4 per cent) stated Very

Important, and the remaining thirty-eight (32.8 per cent)

felt this item was Essential. Only one administrator (1.1

per cent) said of Little Importance, while seventeen (19.1

per cent) responded Important. Very Important was the

choice of thirty-five administrators (39.3 per cent) and

the remaining thirty-six (40.5 per cent) felt it was

essential to correlate unit content to the subject matter

being taught. A significant majority of teachers (99.1 per

cent) and administrators (97.9 per cent) expressed a need

for some definite correlation between unit content and the

subject discussed.

Item 4. Select teaching techniques for a lesson.

Twenty-four teachers (20.7 per cent) and twenty-one

administrators (23.9 per cent) agreed that the ability to

select teaching techniques is Essential, while forty-one

administrators (46.6 per cent) and fifty-three teachers

(45.7 per cent) felt Item 4 is simply Very Important. Important was the choice of thirty-one teachers (26.7 per cent) and twenty-two administrators (25.0 per cent). Only four administrators (4.6 per cent) and six teachers (5.2 per cent) responded of Little Importance to this item, while two teachers (1.7 per cent) said it was Not Needed. Clearly, a majority of teachers and administrators agreed Item 4 is at least Important.

Item 5. Prepare a lesson plan.

Eight teachers (6.8 per cent) indicated the ability to prepare a lesson plan is Not Needed, while ten teachers (8.6 per cent) felt this competency of Little Importance. Thirty-five teachers (30.2 per cent) answered Important; while Very Important was answered by twenty-seven teachers (23.3 per cent); thirty-six teachers (31.0 per cent) felt this item was Essential. By comparison, five administrators (5.6 per cent) voted Not Needed, five (5.6 per cent) voted of Little Importance, and fifteen (16.9 per cent) voted Important. Thirty-four administrators (38.2 per cent) felt Item 5 was Very Important, and the remaining thirty administrators (33.7 per cent) rated it Essential. Seventy-one point nine per cent of the administrators rated this item as at least Very Important, while only 54.3 per cent of the teachers shared this view. Item 5 was not fully

accepted as being Important to the administrators and the
teachers.

Item 6.   Select methods of evaluating students'
          attainment of lesson objectives

Forty-one teachers (35.3 per cent) said this item was
Essential, forty-one (35.3 per cent) responded Very Impor-
tant, thirty (25.9 per cent) responded Important, three
(2.6 per cent) said of Little Importance, and only one
teacher (0.9 per cent) said Item 6 was Not Needed.   The
percentage of responses by administrators was similar.
Thirty-three administrators (37.1 per cent) responded
Essential, thirty-eight (42.7 per cent) responded Very
Important, sixteen (18.0 per cent) responded Important, and
only two (2.3 per cent) responded of Little Importance to
this item.   The teachers (96.5 per cent) and the adminis-
trators (97.7 per cent) agreed that this item is Important
and that it should be included in the list of competencies.

Item 7.   Obtain textbooks, reference, and other
          instructional materials.

When the responses to this item were compiled it was
found two teachers (1.7 per cent) said Not Needed, but
twenty teachers (17.3 per cent) responded Important.   Forty-
two teachers (36.2 per cent) replied Very Important, and
the remaining fifty-two (44.8 per cent) indicated Item 7 is
Essential.   This is compared to twenty-two administrators

(24.7 per cent) stating Important, and thirty-four (38.2 per cent) expressing Very Important to the same item. The remaining thirty-three administrators (37.1 per cent) chose Important. The survey showed this Item was regarded significant by a majority of the teachers (98.3 per cent) and the administrators (100.00 per cent).

Item 8. Develop original instructional materials such as charts, transparencies, and other aids.

While only eight administrators (9.0 per cent) felt this was Essential, thirty-five said it was Very Important. Important was the response of thirty-nine administrators (43.8 per cent), though six (6.7 per cent) said of Little Importance. Only one administrator (1.1 per cent) replied Not Needed. Nineteen teachers rated this item as Essential (16.4 per cent), forty-two (36.2 per cent) voted Very Important; forty-two teachers (36.2 per cent) expressed Important. Twelve teachers (10.3 per cent) viewed developing instructional materials of Little Importance, while only one (0.9 per cent) said it was Not Needed. The conclusion, therefore, is that Item 8 was considered at least Important by the majority of the teachers (88.8 per cent) and administrators (92.2 per cent).

Item 9. Conduct field trips.

Conducting field trips was rated as Essential by eight teachers (6.9 per cent) and seven administrators

(7.9 per cent). Very Important was voted by nineteen
administrators (21.4 per cent) and twenty-three teachers
(19.8 per cent). Important was chosen by fifty teachers
(43.1 per cent) and forty-two administrators (47.2 per
cent). Seventeen administrators (19.1 per cent) and twenty-
eight teachers (24.1 per cent) said this item was of Little
Importance, while only seven teachers (6.0 per cent) and
four administrators (4.5 per cent) indicated Not Needed.
Since this item was rated similarly by both groups, it was
accepted as a valid competency.

      Item 10. Direct simulated activities, such as
                 role-playing.

When the data were inspected for this item, one
administrator (1.2 per cent) had rated it Not Needed, seven
teachers (6.0 per cent) and eight administrators (9.0 per
cent) said of Little Importance, and forty-six teachers
(39.7 per cent) and thirty-nine administrators (43.8 per
cent) felt it was Important. Very Important was the rating
of forty teachers (34.5 per cent) and twenty-five adminis-
trators (28.1 per cent), and Essential received twenty-
three teachers' (19.8 per cent) and sixteen administrators'
(18.0 per cent) votes. This item was accepted as being at
least Important by 94.0 per cent of the teachers and 89.8
per cent of the administrators.

Item 11. Conduct group supervised study.

This item was rated as Not Needed by eight teachers

(6.9 per cent), of Little Importance by thirteen (11.2 per

cent) and Important by forty-four teachers (37.9 per cent).

Very Important was chosen by thirty-three teachers (28.5

per cent), while eighteen (15.5 per cent) rated it

Essential. In response to whether teachers should conduct

group study, five administrators (5.6 per cent) responded

Not Needed, eighteen (20.2 per cent) responded of Little

Importance, and thirty-seven (41.6 per cent) replied

Important. Very Important was the reply of twenty-two

administrators (24.7 per cent), and seven (7.9 per cent)

administrators said it was Essential. Item 11 was con-

sidered to be at least Important by 74.2 per cent of the

administrators and 81.9 per cent of the teachers.

Tables XI and XII, pages 50 and 51, reflect a summary

of the responses to the first eleven competencies or

activities that were considered to be in the category of

"Instruction-Planning Activities."

The category of "Instruction-Execution Activities"

was made up of items 12 through 20. These items are dis-

cussed separately on the following pages and summarized in

tables following the discussion.

TABLE XI

A SUMMARY OF THE RESPONSES TO THE ELEVEN COMPETENCIES AND ACTIVITIES
IN THE CATEGORY INSTRUCTION-PLANNING ACTIVITIES
(Number of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
1. Sequence performance goals (objectives) for a course	0	3	40	37	36	0	3	20	33	33
2. Develop a course syllabus with learning activities and objectives	1	2	36	38	39	0	2	16	29	42
3. Correlate unit content to the subject matter being discussed	1	0	29	48	38	0	1	17	35	36
4. Select teaching techniques for a lesson	2	6	31	53	24	0	4	22	41	21
5. Prepare a lesson plan	8	10	35	27	36	5	5	15	39	30
6. Evaluating students' attainment of lesson objectives	1	3	30	41	41	0	2	16	38	33
7. Obtain textbooks, references, and other instructional materials	2	0	20	42	52	0	0	22	34	33
8. Develop original instructional materials such as charts, transparencies, and other aids	1	12	42	42	19	1	6	39	35	8
9. Conduct field trips	7	28	50	23	8	4	17	42	19	7
10. Direct simulated activities such as role-playing	0	7	46	40	23	1	8	39	25	16
11. Conduct group supervised study	8	13	44	33	18	5	18	37	22	7

TABLE XII

A SUMMARY OF THE RESPONSES TO THE ELEVEN COMPETENCIES AND ACTIVITIES
IN THE CATEGORY INSTRUCTION-PLANNING ACTIVITIES
(Percentage of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
1. Sequence performance goals (objectives) for a course	0.0	2.6	34.5	31.9	31.0	0.0	3.4	22.5	37.1	37.1
2. Develop a course syllabus with learning activities and objectives	0.9	1.7	31.0	32.8	33.6	0.0	2.3	18.0	32.6	47.2
3. Correlate unit content to the subject matter being discussed	0.9	.0.0	25.0	41.4	32.8	0.0	1.1	19.1	39.3	40.5
4. Select teaching techniques for a lesson	1.7	5.2	26.7	45.7	20.7	0.0	4.6	25.0	46.6	23.9
5. Prepare a lesson	6.8	8.6	30.2	23.3	31.0	5.6	5.6	16.9	38.2	33.7
6. Select methods of evaluating students' attainment of lesson objectives	0.9	2.6	25.9	35.3	35.3	0.0	2.3	18.0	42.7	37.1
7. Obtain textbooks, references, and other instructional materials	1.7	0.0	17.3	36.2	44.8	0.0	0.0	24.7	38.2	37.1
8. Develop original instructional materials such as charts, transparencies, and other teacher-made aids	0.9	10.3	36.2	36.2	16.4	1.1	6.7	43.8	39.3	9.0
9. Conduct field trips	6.0	24.1	43.1	19.8	6.9	4.5	19.1	47.2	21.4	7.9
10. Direct simulated activities such as role-playing	0.0	6.0	39.7	34.5	19.8	1.2	9.0	43.8	28.1	18.0
11. Conduct group supervised study	6.9	11.2	37.9	28.5	15.5	5.6	20.2	41.6	24.7	7.9

Item 12. Direct students in applying problem-
          solving techniques.

Only one teacher (0.9 per cent) felt this competency

Not Needed. Three teachers (2.6 per cent) and three admin-

istrators (3.4 per cent) felt it was of Little Importance,

but sixteen administrators (18.0 per cent) and sixteen

teachers (13.8 per cent) said it was Important. Fifty

teachers (43.1 per cent) and forty-one administrators (46.1

per cent) felt Very Important was the proper response.

Essential was the choice of forty-six teachers (39.7 per

cent) and twenty-nine administrators (32.6 per cent).

Directing students in problem-solving techniques was con-

sidered at least Important by a majority of the teachers

(96.5 per cent) and administrators (96.6 per cent).

Item 13. Provide students with opportunities to
          apply new information while under
          supervision of instructor.

After analyzing the responses to this item, it was

found that thirty-eight teachers and (32.8 per cent) and

twenty-four administrators (27.0 per cent) agreed it should

be rated Essential. Forty-five teachers (38.8 per cent)

and forty administrators (44.9 per cent) rated it Very

Important, and Important was the choice of twenty-nine

teachers (25.0 per cent) and twenty-two administrators

(24.7 per cent). Only three administrators (3.4 per cent),

felt it was of Little Importance, and three teachers

(2.6 per cent) were found to agree. One teacher (0.9 per cent) responded Item 13 was Not Needed; therefore, since a majority of the teachers (96.5 per cent) and administrators (96.6 per cent) gave this item an Important or higher rating, it was accepted.

Item 14. Employ oral questioning techniques.

To this item, one teacher (0.9 per cent) responded Not Needed. Five teachers (4.3 per cent) and nine administrators (10.1 per cent) felt of Little Importance was the proper rating. Thirty-three teachers (28.5 per cent) and thirty-four administrators (38.2 per cent) indicated oral questioning was Important, while forty-eight teachers (41.4 per cent) and thirty-four administrators (38.2 per cent) said Very Important. Twenty-nine teachers (25.0 per cent) responded Essential, while only twelve administrators (13.5 per cent) made this choice. Although both groups (teachers-- 94.8 per cent, administrators--89.9 per cent) felt this item was at least Important, a difference was noted in the rating of Essential by the groups; more teachers felt oral questioning was Essential than did the administrators.

Item 15. Establish frames of reference to enable the student to understand a situation from several points of view.

To this item, forty-four teachers (37.9 per cent) and twenty-three administrators (25.8 per cent) responded

Essential; while fifty-one teachers (44.0 per cent) and thirty-four administrators (38.2 per cent) selected Very Important. Twenty-six administrators (29.2 per cent) and twenty teachers (17.2 per cent) felt the item Important; one teacher (0.9 per cent) and three administrators (3.4 per cent) felt it was of Little Importance, though three administrators (3.4 per cent) said it was Not Needed.

Item 16. Present a concept or principle through a demonstration.

In rating this item, one administrator (1.1 per cent) felt demonstration unnecessary; one administrator (1.1 per cent) responded Little Importance; thirty-four administrators (38.2 per cent) felt demonstration Important; thirty-six administrators (40.5 per cent) considered it Very Important; and sixteen administrators (18.0 per cent) thought demonstrating Essential. In analyzing teacher responses, five (4.3 per cent) rated demonstrating of Little Importance, thirty-five (30.2 per cent) rated Important, fifty-one (44.0 per cent) rated Very Important, and twenty-five (21.6 per cent) rated Essential. Only 4.3 per cent of the teachers and 2.2 per cent of the administrators considered teaching by demonstration less than Important, and therefore it was accepted as a basic competency for a prospective mid-management instructor.

Item 17. Give a lecture.

To this singularly important item, two teachers (1.7 per cent) responded Not Needed, twenty-eight (24.1 per cent) considered lecturing of Little Importance, forty (34.5 per cent) felt it Important, thirty (25.9 per cent) felt it Very Important, and sixteen (13.8 per cent) reassuringly considered lecturing Essential. While fourteen administrators (15.7 per cent) rated lecturing of Little Importance, thirty-five (39.3 per cent) rated it Important. Twenty-five (28.1 per cent) rated giving a lecture Very Important, and fifteen (16.9 per cent) thought it Essential. Though the ability to conduct lectures seems paramount, the survey revealed that this item was accepted as being only Important or more by the majority of respondents.

Item 18. Give an illustrated talk using media
          support.

The participants in the study responded favorably to this item. Two teachers (1.7 per cent) replied Not Needed, while only one (7.8 per cent) chose of Little Importance. The rating, Important, was chosen by fifty-three teachers (45.7 per cent), and thirty-nine (33.6 per cent) indicated Very Important would be more suitable. The reamining thirteen teachers (11.2 per cent) rated Item 18 as Essential. Ten administrators (11.2 per cent) replied by rating Item 18 Essential, and thirty (33.7 per cent) felt Very Important was more appropriate. Thirty-nine (43.8 per cent) responded

by voting Important, and only ten (11.2 per cent) felt
Item 18 of Little Importance. The teachers and the admin-
istrators agreed on the need for this item, with the
majority responding at least Important.

Item 19. Illustrate with models and real objects.

Only twelve teachers (10.3 per cent) and seven admin-
istrators (9.0 per cent) expressed the opinion of Little
Importance about this item, but forty-nine teachers (42.2
per cent) and forty-one administrators (46.1 per cent) felt
it was Important. Forty-five teachers (38.8 per cent) and
thirty-five administrators (39.3 per cent) responded with
the rating Very Important, while only five administrators
(5.6 per cent) and ten teachers (8.6 per cent) felt illus-
trating with models was Essential. The item was agreed
upon by the majority of the teachers (89.7 per cent) and
administrators (91.0 per cent) as being at least Important,
and one administrator responded that illustrations with
models were Not Needed.

Item 20. Present information with audio-visual aids.

Nine administrators (10.1 per cent) and fourteen
teachers (12.1 per cent) rated using audio-visual aids as
Essential; while forty-four teachers (37.9 per cent) and
thirty-four administrators (38.2 per cent) said such aids
are Very Important. Forty-nine teachers (42.2 per cent) and

thirty-eight administrators (42.7 per cent) felt audio-
visual aids were important; but nine teachers (7.8 per cent)
and seven administrators (7.8 per cent) rated their use of
Little Importance. One administrator (1.1 per cent)
responded Not Needed. Item 20 was considered at least
Important by 92.2 per cent of the teachers, and 91.0 per
cent of the administrators.

Tables XIII and XIV, pages 58 and 59, contain a
summary of items 12 through 20, and reflect the responses
to the competencies and activities that were grouped into
"Instruction-Execution Activities."

The category of "Instruction-Evaluation Activities"
contains eight items; they are discussed below.

Item 21. Establish criteria for evaluating student
performance.

Having analyzed the data for this item, the researcher
found forty-six teachers (39.7 per cent) rated Essential
as their choice, while forty-one (35.3 per cent) said Item
21 was very Important. Twenty-five teachers (21.6 per cent)
gave an Important rating, but three teachers (2.6 per cent)
felt of Little Importance was more appropriate. Only one
teacher (0.9 per cent) indicated Not Needed for this item.
Two administrators (2.3 per cent) felt Not Needed was
appropriate, and two (2.3 per cent) said of Little Importance
was their choice. Thirteen administrators (14.6 per cent)

TABLE XIII

A SUMMARY OF THE RESPONSES TO THE NINE COMPETENCIES AND ACTIVITIES
IN THE CATEGORY OF INSTRUCTION-EXECUTION ACTIVITIES
(Number of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
12. Direct students in applying problem-solving techniques	1	3	16	50	46	0	3	16	41	29
13. Provide students with opportunities to apply new information while under supervision of instructor	1	3	29	45	38	0	3	22	40	24
14. Employ oral questioning techniques	1	5	33	48	29	0	9	34	34	12
15. Establish frames of reference to enable the student to understand a situation from several points of view	0	1	20	51	44	3	3	26	34	23
16. Present a concept or principle through a demonstration	0	5	35	51	25	1	1	34	36	16
17. Give a lecture	2	28	40	30	16	0	14	35	25	15
18. Give an illustrated talk using media support	2	1	53	39	13	0	10	39	30	10
19. Illustrate with models and real objects	0	12	49	45	10	1	7	41	35	5
20. Present information with audio-visual aids	0	9	49	44	14	1	7	38	34	9

TABLE XIV

A SUMMARY OF THE RESPONSES TO THE NINE COMPETENCIES AND ACTIVITIES IN THE CATEGORY OF INSTRUCTION-EXECUTION ACTIVITIES
(Percentage of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
12. Direct students in applying problem-solving techniques	0.9	2.6	13.8	43.1	39.7	0.0	3.4	18.0	46.1	32.6
13. Provide students with opportunities to apply new information while under supervision of instructor	0.9	2.6	25.0	38.8	32.8	0.0	3.4	24.7	44.9	27.0
14. Employ oral questioning techniques	0.9	4.3	28.5	41.4	25.0	0.0	10.1	38.2	38.2	13.5
15. Establish frames of reference to enable the student to understand a situation from several points of view	0.0	0.9	17.2	44.0	37.9	3.4	3.4	29.2	38.2	25.8
16. Present a concept or principle through a demonstration	0.0	4.3	30.2	44.0	21.6	1.1	1.1	38.2	40.5	18.0
17. Give a lecture	1.7	24.1	34.5	25.9	13.8	0.0	15.7	39.3	28.1	16.9
18. Give an illustrated talk using media support	1.7	7.8	45.7	33.6	11.2	0.0	11.2	43.8	33.7	11.2
19. Illustrate with models and real objects	0.0	10.3	42.2	38.8	8.6	0.0	9.0	46.1	39.3	5.6
20. Present information with audio-visual aids	0.0	7.8	42.2	37.9	12.1	1.1	7.9	42.7	38.2	10.1

responded Important, and forty-two (47.2 per cent)
registered votes for Very Important. Essential was the
rating selected by thirty administrators (33.7 per cent).
The majority of responses was that this item is at least
Important.

Item 22.   Formulate a system of grading consistent
            with school policy.

One teacher (0.9 per cent) and one administrator (1.1
per cent) felt strongly enough to consider Not Needed, while
eight teachers (6.9 per cent) and four administrators (4.5
per cent) responded of Little Importance. Thirty-three
teachers (28.5 per cent) and twenty-four administrators
(27.0 per cent) responded Important; and twenty-nine admin-
istrators (32.6 per cent) and thirty-two teachers (27.6 per
cent) said this item was Very Important. Forty-two
teachers (36.2 per cent) and thirty-one administrators
(34.8 per cent) chose to rate this item Essential. As
expected a majority of teachers (92.2 per cent) and admin-
istrators (94.4 per cent) considered Item 22 Important.

Item 23.   Appraise a student's performance in
            relation to instructional goals.

The analysis of this item showed forty-one teachers
(35.3 per cent) and twenty-seven administrators (30.3 per
cent) expressing Essential; while fifty teachers (43.1 per
cent) and forty administrators (44.9 per cent) indicated

Very Important. Twenty-two teachers (19.0 per cent) and sixteen administrators (18.0 per cent) felt the ability to appraise student performance was Important, and only three teachers (2.6 per cent) and four administrators (4.5 per cent) replied of Little Importance. Only two administrators (2.3 per cent) and one teacher (0.9 per cent) stated Not Needed to this item. A majority of both groups (teachers—97.4 per cent, administrators—93.2 per cent) felt Item 23 was at least Important.

Item 24. Evaluate student-learner's performance in relation to his progress on-the-job.

There was one teacher (0.9 per cent) and two administrators (2.3 per cent) stating Not Needed; while six teachers (5.2 per cent) and four administrators (4.5 per cent) expressed of Little Importance. Twenty administrators (22.5 per cent) and thirty-four teachers (29.3 per cent) responded Important. There were thirty-seven administrators (41.6 per cent) and thirty-eight teachers (32.8 per cent) who felt Very Important was appropriate. Essential received twenty-six administrators' (29.2 per cent) and thirty-seven teachers' (31.9 per cent) votes. Since only 6.1 per cent of the teachers and 6.8 per cent of the administrators responded less than Important, it was concluded this competency is needed.

Item 25. Formulate items for objective tests.

To this item, thirteen teachers (11.2 per cent)
responded Essential, thirty-four (29.3 per cent) responded
Very Important, and fifty-five (47.4 per cent) responded
Important. Eleven teachers (9.5 per cent) said this item
was of Little Importance, while only three (2.6 per cent)
indicated it was Not Needed. By comparison, six adminis-
trators (6.7 per cent) responded Not Needed, and five (5.6
per cent) said it was of Little Importance; thirty-eight
(42.7 per cent) felt it was Important. Very Important was
the response of thirty-two (36.0 per cent) and eight (9.0
per cent) thought it was Essential. This item was rated
at least Important by all but 12.1 per cent of the teachers
and 12.3 per cent of the administrators.

Item 26. Formulate completion test items.

Essential was the rating chosen by four administrators
(4.5 per cent) and nine teachers (7.8 per cent). Twenty-
three administrators (25.8 per cent) and twenty-nine
teachers (25.0 per cent) felt the item was Very Important,
and fifty-two teachers (44.8 per cent) and forty-three
administrators (48.3 per cent) felt it was simply Important.
Little Importance was the response of twenty-one teachers
(18.1 per cent) and thirteen administrators (14.6 per cent);
while only six administrators (6.7 per cent) and five
teachers (4.3 per cent) felt it was Not Needed. A majority

of teachers (77.6 per cent) and administrators (68.7 per cent) felt Item 16 was at least Important, but not as Important overall as other competencies.

Item 27. Administer teacher-made tests.

When the teachers responded to this item, three (2.6 per cent) chose Not Needed, eight (6.9 per cent) of Little Importance, forty-four (37.9 per cent) Important, and thirty-eight (35.3 per cent) Very Important. Essential was the choice of the remaining twenty-three teachers (19.8 per cent). In analyzing the administrators' responses, Essential was the choice of thirteen administrators (14.6 per cent), while twenty-six (29.3 per cent) picked Very Important. Forty-one (46.1 per cent) responded Important, and four (4.5 per cent) said of Little Importance. Only five administrators (5.6 per cent) felt the ability to administer teacher-made tests was Not Needed. With only 9.5 per cent of the teachers and 10.1 per cent of the administrators responding less than Important, this item was accepted.

Item 28. Evaluate quality of on-the-job training
received by the student-learner.

Not Needed was the response of two teachers (1.7 per cent) and two administrators (2.3 per cent); while eight teachers (6.9 per cent) and four administrators (4.5 per cent) felt it was of Little Importance. Important was the response of thirty-one teachers (26.7 per cent) and

twenty-two administrators (24.7 per cent); and forty-one
teachers (35.3 per cent) and thirty-four administrators
(38.1 per cent) indicated Very Important. Essential was the
choice of twenty-seven administrators (30.3 per cent) and
thirty-four teachers (29.3 per cent). A majority of the
teachers (91.4 per cent) and administrators (93.2 per cent)
accepted this item as at least Important; and, therefore,
Item 28 was accepted as a valid competency. Tables XV and
XVI, pages 65 and 66, reflect the responses to the eight
items in the category of "Instruction-Evaluation Activ-
ities."

Seven items constitute the category of "Program-
Planning Development and Evaluation Activities." Each of
these items is discussed on the following pages.

> Item 29. Collect occupational data from employers
> to identify student-learner's needs to be
> used in classroom instruction.

Only one teacher (0.9 per cent) and five administrators
(5.6 per cent) felt this was Not Needed, but three teachers
(3.4 per cent) and nine administrators (10.1 per cent)
indicated it was of Little Importance. Thirty teachers
(33.7 per cent) and twenty-seven administrators (30.3 per
cent) responded Important, while thirty-three teachers
(37.1 per cent) and thirty-one administrators (34.8 per cent)
regarded it as Very Important. Twenty-two teachers (24.7
per cent) and sixteen administrators (18.0 per cent) said

TABLE XV

A SUMMARY OF THE RESPONSES TO THE EIGHT COMPETENCIES AND ACTIVITIES
IN THE CATEGORY OF INSTRUCTION-EVALUATION ACTIVITIES
(Number of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
21. Establish criteria for evaluating student performance	1	3	25	41	46	2	2	13	42	30
22. Formulate a system of grading consistent with school policy	1	8	33	32	42	1	4	24	29	31
23. Appraise students' performance in relation to instructional goals	1	3	22	50	41	1	4	16	40	27
24. Evaluate student-learner's performance in relation to his progress on the job	1	6	34	38	37	2	4	20	37	26
25. Formulate items for objective tests	3	11	55	34	13	6	5	38	32	8
26. Formulate completion test items	5	21	52	29	9	6	13	43	23	4
27. Administer teacher-made tests	3	8	44	38	23	5	4	41	26	13
28. Evaluate quality of on-the-job training received by the student-learner	2	8	31	41	34	2	4	22	34	27

TABLE XVI

A SUMMARY OF THE RESPONSES TO THE EIGHT COMPETENCIES AND ACTIVITIES
IN THE CATEGORY OF INSTRUCTION-EVALUATION ACTIVITIES
(Percentage of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
21. Establish criteria for evaluating student performance	0.9	2.6	21.6	35.3	39.7	2.3	2.3	14.6	47.2	33.7
22. Formulate a system of grading consistent with school policy	0.9	6.9	28.5	27.6	36.2	1.1	4.5	27.0	32.6	34.8
23. Appraise students' performance in relation to instructional goals	0.9	2.6	19.0	43.1	35.3	2.3	4.5	18.0	44.9	30.3
24. Evaluate student-learner's performance in relation to his progress on the job	0.9	5.2	29.3	32.8	31.9	2.3	4.5	22.5	41.6	29.2
25. Formulate items for objective tests	2.6	9.5	47.4	29.3	11.2	6.7	5.6	42.7	36.0	9.0
26. Formulate completion test items	4.3	18.1	44.8	25.0	7.8	6.7	14.6	48.3	25.8	4.5
27. Administer teacher-made tests	2.6	6.9	37.9	32.8	19.8	5.6	4.5	46.1	29.3	14.6
28. Evaluate quality of on-the-job training received by the student-learner	1.7	6.9	26.7	35.3	29.3	2.3	4.5	24.7	38.1	30.3

Essential was their choice. The item was accepted by the
majority of the teachers (95.7 per cent) and administrators
(84.3 per cent).

Item 30. Identify the role and function of the
advisory committee.

When the responses were counted, three administrators
(3.4 per cent) said Not Needed, six (6.7 per cent) said of
Little Importance, thirty-four (38.2 per cent) responded
Important, twenty-three (25.8 per cent) said Very Important,
and twenty-three (25.8 per cent) said it was Essential.
In comparison, the responses of the teachers were as
follows: twenty-seven (23.3 per cent) Essential, thirty-
eight (32.8 per cent) Very Important, forty (34.5 per cent)
Important, ten (8.6 per cent) Little Importance, and only
one (0.9 per cent) Not Needed. The item was accepted by
the teachers (90.5 per cent) and administrators (89.9 per
cent).

Item 31. Identify the competencies needed for
entry into an occupation.

Twenty-five teachers (21.6 per cent) and twenty admin-
istrators (22.5 per cent) said this item was Essential, and
forty-two teachers (36.2 per cent) and forty-one adminis-
trators (46.1 per cent) felt it was Very Important. Forty-
two teachers (36.2 per cent) and twenty-five administrators
(23.1 per cent) responded Important, while three adminis-
trators (3.4 per cent) and six teachers (5.2 per cent) said

it was of Little Importance. Only one teacher (0.9 per cent) felt this item was Not Needed. Since only 6.1 per cent of the teachers and 3.4 per cent of the administrators felt that this item was unnecessary, it was accepted.

Item 32. Describe the occupational standards of performance for each task in an occupation.

When the choices were counted, the teachers responses were eighteen (15.5 per cent) Essential, thirty-one (26.7 per cent) Very Important, forty-four (37.9 per cent) Important, nineteen (16.4 per cent) of Little Importance, and four (3.5 per cent) Not Needed. The responses of the administrators by comparison were, eleven (12.1 per cent) Essential, thirty-six (40.5 per cent) Very Important, twenty-eight (31.5 per cent) Important, eleven (12.4 per cent) of Little Importance, and three (3.4 per cent) Not Needed. The item was accepted since 84.2 per cent of the administrators and 80.1 per cent of the teachers considered that it was important.

Item 33. Identify knowledge and attitudes required for the performance of each occupational task included in a course.

Not Needed was the response of one teacher (0.9 per cent) and one administrator (1.1 per cent), while seventeen teachers (14.7 per cent) and eleven administrators (12.4 per cent) said it was of Little Importance. Forty-two teachers (36.2 per cent) and thirty administrators

(33.7 per cent) rated Important, but thirty-nine teachers (33.6 per cent) and thirty-five administrators (39.3 per cent) felt it was Very Important. Essential was the rating of seventeen teachers (14.7 per cent) and twelve administrators (13.5 per cent). Since the item was chosen as Important, or more, by 84.4 per cent of the teachers and 86.5 per cent of the administrators, it was accepted.

Item 34. Consult advisory committee in developing a long-range program plan for mid-management.

Only two teachers (1.7 per cent) and two administrators (2.3 per cent) indicated Not Needed; and nine teachers (7.9 per cent) and five administrators (5.6 per cent) said it was of Little Importance. Thirty-seven teachers (31.9 per cent) and twenty-nine administrators (32.6 per cent) responded Important; while Very Important was the choice of thirty-three administrators (37.1 per cent) and forty teachers (34.5 per cent). Twenty-eight teachers (24.1 per cent) and twenty administrators (22.5 per cent) responded Essential to this item. Most teachers (90.4 per cent) and administrators (92.1 per cent) responded to the Importance of this item; therefore, it was accepted.

Item 35. Maintain continual follow-up information on placement, employment, and training status of each graduate of the mid-management program.

Essential was the response of twenty teachers (17.4 per cent) and sixteen administrators (18.0 per cent); while

thirty-seven teachers (32.2 per cent) and thirty-one
administrators (34.8 per cent) preferred Very Important.
Forty-one teachers (35.7 per cent) and twenty-seven admin-
istrators (30.3 per cent) stated it was Important, but
fourteen teachers (12.2 per cent) and nine administrators
(10.1 per cent) felt it was of Little Importance. Five
administrators (5.6 per cent) and three teachers (2.6 per
cent) said it was Not Needed. Only seventeen teachers
(14.8 per cent) and fourteen administrators (15.7 per cent)
expressed less than Important; and, therefore, the item was
accepted. Tables XVII and XVIII, pages 71 and 72, reflect
the seven items in the category of "Program-Planning
Development and Evaluation."

The four items in the category of "Management" are
discussed below and are summarized in tables that follow
the discussion.

Item 36. Prepare a capital outlay budget proposal
          for new equipment needed in mid-management.

When the responses were counted, one teacher (0.9 per
cent) responded Not Needed; twenty-two (19.0 per cent) of
Little Importance; forty-two (36.2 per cent) Important;
thirty-five (30.2 per cent) Very Important; and sixteen
(13.8 per cent) Essential. By comparison, the administra-
tors responded as follows: six (6.7 per cent) Essential,
twenty-eight (31.5 per cent) Very Important, thirty-nine
(43.8 per cent) Important, thirteen (14.6 per cent) of

TABLE XVII

A SUMMARY OF THE RESPONSES TO THE SEVEN COMPETENCIES AND ACTIVITIES IN THE
CATEGORY OF PROGRAM-PLANNING DEVELOPMENT AND EVALUATION
(Number of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
29. Collect occupational data from employers to identify student-learner's needs to be used in classroom instruction	1	3	30	33	22	5	9	27	31	16
30. Identify the role and function of the advisory committee	1	10	40	38	27	3	6	34	23	23
31. Identify the competencies needed for entry into an occupation	1	6	42	42	25	0	3	25	41	20
32. Describe the occupational standards of performance for each task in an occupation	4	19	44	31	18	3	11	28	36	11
33. Identify knowledge and attitudes required for the performance of each occupational task included in a course	1	17	42	39	17	1	11	30	35	12
34. Consult advisory committee in developing a long-range program plan for mid-management	2	9	37	40	28	2	5	29	33	20
35. Maintain continual follow-up information on placement, employment, and training status of each graduate of the mid-management program	3	14	41	37	20	5	9	27	31	16

TABLE XVIII

A SUMMARY OF THE RESPONSES TO THE SEVEN COMPETENCIES AND ACTIVITIES IN THE
CATEGORY OF PROGRAM-PLANNING DEVELOPMENT AND EVALUATION
(Percentage of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
29. Collect occupational data from employers to identify student-learner's needs to be used in classroom instruction	1.1	3.4	33.7	37.1	24.7	5.6	10.1	30.3	34.8	18.0
30. Identify the role and function of the advisory committee	0.9	8.6	34.5	32.8	23.3	3.4	6.7	38.2	25.8	25.8
31. Identify the competencies needed for entry into an occupation	0.9	5.2	36.2	36.2	21.6	0.0	3.4	23.1	46.1	22.5
32. Describe the occupational standards of performance for each task in an occupation	3.5	16.4	37.9	26.7	15.5	3.4	12.4	31.5	40.5	12.1
33. Identify knowledge and attitudes required for the performance of each occupational task included in a course	0.9	14.7	36.2	33.6	14.7	1.1	12.4	33.7	39.3	13.5
34. Consult advisory committee in developing a long-range program plan for mid-management	1.7	7.9	31.9	34.5	24.1	2.3	5.6	32.6	37.1	22.5
35. Maintain continual follow-up information on placement, employment, and training status of each graduate of the mid-management program	2.6	12.2	35.7	32.2	17.4	5.6	10.1	30.3	34.8	18.0

Little Importance, and three (3.4 per cent) Not Needed.
The item was accepted as being, at least, Important by 81.1
per cent of the teachers and 82.0 per cent of the adminis-
trators.

Item 37. Prepare a budget for estimated travel
expenses incurred in mid-management
activities.

Only four teachers (3.5 per cent) responded Not Needed,
while eleven administrators (12.4 per cent) and nineteen
teachers (16.4 per cent) said of Little Importance. However,
thirty-six teachers (31.0 per cent) and thirty-seven admin-
istrators (41.6 per cent) felt it was Important; and twenty-
nine administrators (32.6 per cent) and twenty-six teachers
(22.4 per cent) said Very Important. Thirty-one teachers.
(26.7 per cent) and twelve administrators (13.5 per cent)
thought Essential was the proper response. With all but
twenty-three teachers (19.9 per cent) and eleven adminis-
trators (12.4 per cent) indicating a choice of at least
Important, the item was accepted.

Item 38. Supply administrators with data for
vocational reports required by the state
department of education.

The teachers responded in the following ways: one
(0.9 per cent) Not Needed, eighteen (15.5 per cent) Little
Importance, forty (34.5 per cent) Important; thirty-two
(27.6 per cent) Very Important, and twenty-five (21.6 per
cent) Essential. In comparison, the administrators

responded similarly: one (1.1 per cent) Not Needed; ten (11.2 per cent) Little Importance, thirty-one (34.8 per cent) Important; twenty-seven (30.3 per cent) Very Important; and twenty (22.5 per cent) Essential. The teachers (83.4 per cent) and the administrators (87.7 per cent) approved the need for this item.

Item 39. Uphold school standards of expected student behavior.

As the responses to Item 39 were counted, it was noted that four teachers (3.5 per cent) and five administrators (5.6 per cent) felt this was Not Needed; and six teachers (5.2 per cent) and three administrators (3.4 per cent) said it was of Little Importance. Forty-two teachers (36.2 per cent) and thirty administrators (33.7 per cent) indicated Important; while twenty-nine teachers (25.0 per cent) and twenty-six administrators (29.2 per cent) felt it was Very Important. Essential was the choice of twenty-five administrators (28.1 per cent) and thirty-five teachers (30.2 per cent). Item 39 was considered at least Important by a majority of the teachers (91.3 per cent) and administrators (91.0 per cent). A summary of the category "Management" is reflected in Tables XIX and XX, pages 75 and 76.

Fourteen items were classified in the category of "Guidance" and are discussed below.

TABLE XIX

A SUMMARY OF THE RESPONSES TO THE FOUR COMPETENCIES AND
ACTIVITIES IN THE CATEGORY OF MANAGEMENT
(Number of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
36. Prepare a capital outlay budget proposal for new equipment needed in mid-management	1	22	42	35	16	3	13	39	28	6
37. Prepare a budget for estimated travel expenses incurred in mid-management activities	4	19	36	26	31	0	11	37	29	12
38. Supply administrators with data for vocational reports required by the state department of education	1	18	40	32	25	1	10	31	27	20
39. Uphold school standards of expected student behavior	4	6	42	29	35	5	3	30	26	25

TABLE XX

A SUMMARY OF THE RESPONSES TO THE FOUR COMPETENCIES AND
ACTIVITIES IN THE CATEGORY MANAGEMENT
(Percentage of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
36. Prepare a capital outlay budget proposal for new equipment needed in mid-management	0.9	19.0	36.2	30.2	13.8	3.4	14.6	43.8	31.5	6.7
37. Prepare a budget for estimated travel expenses incurred in mid-management activities	3.5	16.4	31.0	22.4	26.7	0.0	12.4	41.6	32.6	13.5
38. Supply administrators with data for vocational reports required by the state department of education	0.9	15.5	34.5	27.6	21.6	1.1	11.2	34.8	30.3	22.5
39. Uphold school standards of expected student behavior	3.5	5.2	36.2	25.0	30.2	5.6	3.4	33.7	29.2	28.1

Item 40.   Maintain an open door policy for student
            consultation.

Only two teachers (1.7 per cent) considered this item
to be of Little Importance, while fifteen teachers (12.9
per cent) and twenty-one administrators (23.6 per cent) and
twenty-one administrators (23.6 per cent) felt it to be
Important. Twenty-five teachers (21.6 per cent) and twenty-
eight administrators (31.5 per cent) indicated Very Impor-
tant, but forty administrators (45.0 per cent) and seventy-
four teachers (63.8 per cent) regarded it as Essential.
This item was significant because both groups accepted it,
while more teachers (85.4 per cent) felt it to be Important
than did the administrators (76.5 per cent).

Item 41.   Develop constructive working relation-
            ships among students.

The responses of the teachers were: One (0.9 per cent)
Little Importance; fifteen (12.9 per cent) Important;
thirty-one (26.7 per cent) Very Important, and sixty-nine
(59.5 per cent) Essential. This was contrasted with the
administrators choices: One (1.1 per cent) Little Impor-
tance, fourteen (15.7 per cent) Important; thirty-seven
(41.6 per cent) Very Important; and thirty-seven (41.6 per
cent) Essential. This item was accepted and was noted as
significant because the teachers (59.5 per cent) responded
favorably by a larger majority than did the administrators
(41.6 per cent).

Item 42. Encourage students to discuss career
aspirations.

In response to this item, twenty-five administrators
(28.1 per cent) and forty-three (37.1 per cent) teachers
indicated Essential. Fifty-three teachers (45.7 per cent)
and thirty-nine administrators (43.8 per cent) felt teacher
encouragement for students' aspirations was Very Important;
while seventeen teachers (14.7 per cent) and twenty-four
administrators (27.0 per cent) felt it was important. Only
one administrator (1.1 per cent) and three teachers (2.6
per cent) selected of Little Importance. With all but 2.6
per cent of the teachers, and 1.1 per cent of administrators
selecting Important to Essential, the Item was accepted.

Item 43. Demonstrate a regard for and an interest
in the student and his family.

When the total responses to Item 43 were compared, it
was found that thirty-eight teachers (32.8 per cent) and
twenty-one administrators (23.6 per cent) responded Essential;
while twenty-eight administrators (31.5 per cent) and forty-
one teachers (35.3 per cent) marked Very Important. Thirty-
one teachers (26.7 per cent) and thirty-one administrators
(34.8 per cent) felt Important was the proper response;
but five teachers (4.3 per cent) and seven administrators
(7.9 per cent) indicated of Little Importance. Only one
teacher (0.9 per cent) and two administrators (2.3 per cent)
marked Not Needed. A larger percentage of the teachers

(32.8 per cent) selected Essential than did the administrators (23.6 per cent), though both groups felt this item was significant.

Item 44. Conduct conferences for counseling a student.

Only one teacher (0.9 per cent) and one administrator (1.1 per cent) selected Not Needed; but six teachers (5.2 per cent) and six administrators (6.7 per cent) felt it was of Little Importance. Important proved to be the choice of twenty-eight teachers (24.1 per cent) and twenty-three administrators (25.8 per cent); while forty-one teachers (35.3 per cent) and thirty-eight administrators (42.7 per cent) chose Very Important. Twenty-one administrators (23.6 per cent) and forty teachers (34.5 per cent) felt Essential was the proper selection. A majority of the teachers (93.9 per cent) and administrators (92.2 per cent) accepted this item as at least Important.

Item 45. Encourage two-way communication during a conference with a student.

Sixty-five teachers (56.0 per cent) and thirty-one administrators (34.8 per cent) felt this item was Essential, and thirty-nine teachers (33.6 per cent) and thirty-seven administrators (41.6 per cent) agreed on Very Important. Ten teachers (8.7 per cent) and seventeen administrators (19.1 per cent) marked Important; but two teachers (1.7 per cent) and three administrators (3.4 per cent) selected

of Little Importance. Only one administrator (1.1 per cent) said it was Not Needed. The majority of both groups accepted the item with the teachers (89.6 per cent) giving it a higher rating than did the administrators (76.4 per cent).

Item 46. Assist students in developing good study habits.

The responses of the administrators were interesting: three (3.4 per cent) Not Needed, three (3.4 per cent) of Little Importance, thirty (33.7 per cent) Important, thirty-seven (41.6 per cent) Very Important, and sixteen (18.0 per cent) Essential. By comparison, the teachers responded similarly: twenty-two (19.0 per cent) Essential, forty-six (39.7 per cent) Very Important, thirty-seven (31.9 per cent) Important, nine (7.8 per cent) Little Importance, and only two (1.7 per cent) Not Needed. Analyzing the two groups, it was found the item was acceptable to all but 9.5 per cent of the teachers and 6.8 per cent of the administrators.

Item 47. Assist students in determining ways to best describe their salable skills.

There was only one teacher (0.9 per cent) responding Not Needed, and only three administrators (3.4 per cent) and four teachers (3.5 per cent) felt that it was of Little Importance. Thirty-six teachers (31.0 per cent) and thirty-one administrators (34.8 per cent) responded Important; while fifty-four teachers (46.6 per cent) and thirty-six

administrators (49.5 per cent) indicated Very Important. The rating, Essential, was the choice of nineteen administrators (21.4 per cent) and twenty-one teachers (18.1 per cent). The majority of the teachers (95.6 per cent) and administrators (96.6 per cent) felt this item was at least Important, so it was accepted.

Item 48. Work with other teachers and counselors to help students with individual problems.

When the data were analyzed, the teachers were found to have responded as follows: five (4.3 per cent) Little Importance, forty-seven (40.5 per cent) Important, thirty-six (31.0 per cent) Very Important, and twenty-eight (42.1 per cent) Essential. Compare the administrators' responses: four (4.5 per cent) Little Importance, thirty-two (36.0 per cent) Important, thirty-six (40.5 per cent) Very Important, and seventeen (19.1 per cent) Essential. An overwhelming majority of the teachers (95.7 per cent) and administrators (95.5 per cent) accepted this item as at least Important.

Item 49. Arrange with guidance counselor for administration and interpretation of personality, aptitude, and intelligence tests for specific students.

Eleven administrators (12.4 per cent) and seventeen teachers (14.7 per cent) marked Essential, and thirty-four teachers (29.3 per cent) and twenty-five administrators;

(28.1 per cent) responded Very Important. Thirty-five administrators (39.3 per cent) and forty-one teachers (35.3 per cent) felt that Important was the proper choice; but twenty-two teachers (19.0 per cent) and fifteen administrators (16.9 per cent) responded of Little Importance to this item. Only two teachers (1.7 per cent) and three administrators (3.4 per cent) marked Not Needed. Item 49 was accepted as being at least Important by 79.3 per cent of the teachers and 79.7 per cent of the administrators.

Item 50. Present information to students on employment opportunities.

Interestingly, Not Needed was the choice of three teachers (2.6 per cent) and five administrators (5.6 per cent) while ten teachers (8.6 per cent) and five administrators (5.6 per cent) marked Little Importance. Important was the selection of forty-four teachers (37.9 per cent) and twenty-seven administrators (30.3 per cent), but thirty-six administrators (40.5 per cent) and forty teachers (34.5 per cent) said it was Very Important. Nineteen teachers (16.4 per cent) and sixteen administrators (18.0 per cent) felt Essential was the proper response. The teachers (88.8 per cent) and the administrators (88.8 per cent) agreed on the importance of Item 50.

Item 51. Write letters of recommendation for
         students.

Only two administrators (2.3 per cent) stated Not

Needed to this item, while four administrators (4.5 per cent)

and thirteen teachers (11.2 per cent) responded Little

Importance. Thirty-seven administrators (41.6 per cent)

and fifty-three teachers (45.7 per cent) stated Important;

and thirty-one administrators (34.9 per cent) and twenty-

nine teachers (25.0 per cent) chose Very Important. Twenty-

one administrators (18.1 per cent) and fifteen teachers

(16.9 per cent) selected Essential for Item 51, resulting

in a majority of 88.8 per cent of the administrators and

86.5 per cent of the teachers deciding Item 51 was at least

Important.

Item 52. Assist graduates in preparing for
         interviews with potential employers.

Two teachers (1.7 per cent) and two administrators

(2.3 per cent) said this item was Not Needed; twelve

teachers (10.3 per cent) and eight administrators (8.9 per

cent) selected Little Importance. Forty-six teachers (39.6

per cent) and twenty-five administrators (28.1 per cent)

chose Important; thirty-six teachers (31.0 per cent) and

thirty-nine administrators (43.8 per cent) marked Very

Important, while twenty teachers (17.2 per cent) and fifteen

administrators (16.9 per cent) selected Essential. The

majority of the teachers (88.0 per cent) and 88.8 per cent
of the administrators concluded Item 52 was at least
Important.

Item 53. Assist students in securing and in filling
out applications for jobs, scholarships,
educational loans, or college admission.

Three teachers (2.6 per cent) and two administrators
(2.3 per cent) checked Not Needed; while twenty-two teachers
(18.9 per cent) and eleven administrators (12.4 per cent)
marked of Little Importance. Seventeen teachers (14.7 per
cent) and fifteen administrators (16.9 per cent) chose
Essential, while nineteen teachers (16.4 per cent) and
twenty-seven administrators (30.3 per cent) chose Very
Important. Important secured the largest percentage for
the fifty-five teachers (47.4 per cent) and thirty-four
administrators (38.2 per cent) who decided Item 53 was
Important. Tables XXI and XXII, pages 85-88, reflect a
summary of the responses to the fourteen items discussed
above relating to the category of guidance.

Eight items are presented below that are in the
category "School and Community Relations." These items are
summarized in tables following the discussion.

Item 54. Provide brochures to inform the school
and the community of the mid-management
program.

Essential was the rating given by the twenty-one
administrators (23.6 per cent) and forty-eight teachers

TABLE XXI

A SUMMARY OF THE RESPONSES TO THE FOURTEEN COMPETENCIES
AND ACTIVITIES IN THE CATEGORY OF GUIDANCE
(Number of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
40. Maintain an open-door policy for student consultation	0	2	15	25	74	0	0	21	28	40
41. Develop constructive working relationships among students	0	1	15	31	69	0	1	14	37	37
42. Encourage students to discuss career aspirations	0	3	17	53	43	0	1	24	39	25
43. Demonstrate a regard for and an interest in the student and his family	1	5	31	41	38	2	7	31	28	21
44. Conduct conferences for counseling a student	1	6	28	41	40	1	6	23	38	21
45. Encourage two-way communication during a conference with a student	0	2	10	39	65	1	3	17	37	31
46. Assist students in developing good study habits	2	9	37	46	22	3	3	30	37	16
47. Assist students in determining ways to best describe their salable skills	1	4	36	54	21	0	3	31	36	19

TABLE XXI--Continued

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
48. Work with other teachers and counselors to help students with individual problems	0	5	47	36	28	0	4	32	36	17
49. Arrange with guidance counselors for administration and interpretation of personality, aptitude, and intelligence tests for specific students	2	22	41	34	17	3	15	35	25	11
50. Present information to students on employment opportunities	3	10	44	40	19	5	5	27	36	16
51. Write letters of recommendation for students	0	13	53	29	15	2	4	37	31	21
52. Assist graduates in preparing for interviews with potential employers	2	12	46	36	20	2	8	25	39	15
53. Assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission	3	22	55	19	17	2	11	34	27	15

TABLE XXII

A SUMMARY OF THE RESPONSES TO THE FOURTEEN COMPETENCIES
AND ACTIVITIES IN THE CATEGORY GUIDANCE
(Percentage of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
40. Maintain an open door policy for student consultation	0.0	1.7	12.9	21.6	63.8	0.0	0.0	23.6	31.5	45.0
41. Develop constructive working relationships among students	0.0	0.9	12.9	26.7	59.5	0.0	1.1	15.7	41.6	41.6
42. Encourage students to discuss career aspirations	0.0	2.6	14.7	45.7	37.1	0.0	1.1	27.0	43.8	28.1
43. Demonstrate a regard for and an interest in the student and his family	0.9	4.3	26.7	35.3	32.8	2.3	7.9	34.8	31.5	23.6
44. Conduct conferences for counseling a student	0.9	5.2	24.1	35.3	34.5	1.1	6.7	25.8	42.7	23.6
45. Encourage two-way communication during a conference with a student	0.0	1.7	8.7	33.6	56.0	1.1	3.4	19.1	41.6	34.8
46. Assist students in developing good study habits	1.7	7.8	31.9	39.7	19.0	3.4	3.4	33.7	41.6	18.0
47. Assist students in determining ways to best describe their salable skills	0.9	3.5	31.0	46.6	18.1	0.0	3.4	34.8	49.5	21.4

TABLE XXII--Continued

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
48. Work with other teachers and counselors to help students with individual problems	0.0	4.3	40.5	31.0	42.1	0.0	4.5	36.0	40.5	19.1
49. Arrange with guidance counselors for administration and interpretation of personality, aptitude, and intelligence tests for specific students	1.7	19.0	35.3	29.3	14.7	3.4	16.9	39.3	28.1	12.4
50. Present information to students on employment opportunities	2.6	8.6	37.9	34.5	16.4	5.6	5.6	30.3	40.5	18.0
51. Write letters of recommendation for students	2.3	11.2	45.7	25.0	16.9	5.6	4.5	41.6	34.9	18.1
52. Assist graduates in preparing for interviews with potential employers	1.7	10.3	39.6	31.0	17.2	2.3	8.9	28.1	43.8	16.9
53. Assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission	2.6	18.9	47.4	16.4	14.7	2.3	12.4	38.2	30.3	16.9

(41.4 per cent) responding to the questionnaire. Forty-six teachers (39.7 per cent) and forty administrators (44.9 per cent) responded Very Important, but nineteen teachers (16.4 per cent) and twenty-four administrators (27.0 per cent) marked Important. Only two teachers (1.1 per cent) and four administrators (4.5 per cent) said of Little Importance, and one teacher (0.9 per cent) checked Not Needed. Most of the teachers felt this item was either Very Important, or Essential; and they responded by rating these two choices with a total of 81.1 per cent as compared to a rating of only 68.5 per cent by the administrators.

Item 55. Provide displays in the school and in the community on the mid-management program.

Only one teacher (0.9 per cent) and three administrators (3.4 per cent) felt this item was unnecessary. Ten teachers (8.7 per cent) and six administrators (6.7 per cent) said Little Importance. Twenty-five teachers (21.6 per cent) and twelve administrators (13.5 per cent) responded Essential; while forty teachers (34.5 per cent) and forty administrators (45.0 per cent) chose Important; forty teachers (34.5 per cent) and twenty-eight administrators (31.5 per cent) responded Very Important. The majority of teachers (69.0 per cent) and administrators (76.4 per cent) chose either Important or Essential.

Item 56. Express a vocational philosophy con-
sistent with that of other vocational
educators.

Seven teachers (6.0 per cent) and three administrators
(3.4 per cent) responded Not Needed, while twenty teachers
(17.2 per cent) and twelve administrators (13.5 per cent)
answered Little Importance. Forty-eight teachers (41.4 per
cent) and thirty-seven administrators (41.6 per cent)
decided on Important; whereas twenty-five teachers (21.6
per cent) and twenty-six administrators (29.2 per cent)
felt Very Important was their choice. Only sixteen teachers
(13.8 per cent) and eleven administrators (12.4 per cent)
selected Essential. The majority of respondents voted
Important and Very Important (teachers 63.0 per cent and
administrators 70.8 per cent).

Item 57. Speak to school and community groups on
the mid-management program.

The responses to this item showed two teachers (1.7
per cent) marked Not Needed; five teachers (4.3 per cent)
and three administrators (3.4 per cent) checked of Little
Importance; thirty-two teachers (27.6 per cent) and twenty-
nine administrators (32.6 per cent) chose Important; thirty-
seven teachers (32.0 per cent) and thirty-four administra-
tors (38.2 per cent) decided on Very Important; and,
finally, forty teachers (34.5 per cent) and twenty-three
administrators (25.8 per cent) answered Essential. The

majority of responses favored the latter three categories

(teachers with 94.0 per cent and administrators with 97.0

per cent).

      Item 58. Conduct an open house to familiarize
               members of the school and the community
               with activities of the mid-management
               program.

These responses to Item 58 were noted: two teachers

(1.7 per cent) and three administrators (3.4 per cent) for

Not Needed; twenty-one teachers (18.1 per cent) and fourteen

administrators (15.8 per cent) for of Little Importance;

forty-seven teachers (40.5 per cent) and forty administra-

tors (45.0 per cent) for Important; twenty-eight teachers

(24.1 per cent) and twenty-two administrators (24.7 per

cent) for Very Important; eighteen teachers (15.5 per

cent) and ten administrators (11.2 per cent) for Essential.

The Important and the Very Important categories comprised

a majority of the responses with 64.7 per cent of the

teachers and 69.0 per cent of the administrators.

      Item 59. Serve in professional non-vocational
               organizations to improve the image of
               the mid-management program.

Item 59 showed four teachers (3.5 per cent) marking

Not Needed and twelve teachers (10.3 per cent) checking of

Little Importance. One administrator (1.1 per cent)

preferred Not Needed with six administrators (6.7 per cent)

selecting Little Importance. The Important category, with

forty-two teachers (36.2 per cent) and thirty-seven admin-
istrators (41.6 per cent), joined with the Very Important
category (thirty-five teachers at 30.1 per cent and thirty-
five administrators at 38.2 per cent) in receiving the
majority of votes of the teachers and administrators. Only
twenty-three teachers (19.9 per cent) and eleven adminis-
trators (12.4 per cent) chose Essential.

> Item 60. Obtain informal feedback on the mid-
> management program through contacts with
> individuals in the school and the
> community.

One teacher (0.9 per cent) and two administrators
(2.3 per cent) decided on Not Needed; while three teachers
(2.6 per cent) and one administrator (1.1 per cent) selected
of Little Importance. Thirty-three teachers (28.5 per cent)
and thirty-three administrators (37.1 per cent) considered
Important as their answer; while forty-five teachers (38.8
per cent) and twenty-eight administrators (31.5 per cent)
chose Very Important. The rating, Essential, received
thirty-four teachers' (29.3 per cent) and twenty-five
administrators' (28.1 per cent) votes. The last three
categories, with 96.6 per cent of the teachers and 96.6 per
cent of the administrators constituted a majority, and the
Item was accepted.

Item 61.   Maintain working relationships with the
            school staff through cooperation and
            mutual effort.

Thirty-two teachers (27.6 per cent) and twenty-two administrators (24.7 per cent) answered Essential to this item. Forty-three teachers (37.1 per cent) and thirty-one administrators (34.8 per cent) selected Very Important, and thirty-seven teachers (31.9 per cent) and thirty-one administrators (34.8 per cent) chose Important. Only one teacher (0.9 per cent) and one administrator (1.1 per cent) checked Not Needed, and only three teachers (2.6 per cent) and four administrators (4.5 per cent) chose Little Importance. Therefore, Item 61 was selected as at least Important by the majority of teachers (96.6 per cent) and administrators (94.4 per cent). Tables XXIII and XXIV, pages 94-97, reflect a summary of the responses to the eight items discussed above.

The category "Student Vocational Organization" involved the four items discussed on the following pages.

Item 62.   Assist in planning activities for the
            student mid-management club.

A breakdown of this item revealed that sixteen teachers (13.8 per cent) and seven administrators (7.9 per cent) rejoined Not Needed; twenty-six teachers (22.4 per cent) and fourteen administrators (15.9 per cent) answered Little Importance; thirty-five teachers (30.2 per cent) and thirty administrators (33.7 per cent) answered

TABLE XXIII

A SUMMARY OF RESPONSES TO THE EIGHT COMPETENCIES AND ACTIVITIES
IN THE CATEGORY SCHOOL AND COMMUNITY RELATIONS
(Number of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
54. Provide brochures to inform the school and community of the mid-management program	1	2	19	46	48	0	4	24	40	21
55. Provide displays in the school and in the community on the mid-management program	1	10	40	40	25	3	6	40	28	12
56. Express a vocational philosophy consistent with that of other vocational educators	7	20	48	25	16	3	12	37	26	11
57. Speak to school and community groups on the mid-management program	2	5	32	37	40	0	3	29	34	23
58. Conduct an open house to familiarize members of the school and community with activities of the mid-management program	2	21	47	28	18	3	14	40	22	10

TABLE XXIII--Continued

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
59. Serve in professional non-vocational organizations to improve the image of the mid-management program	4	12	42	35	23	1	6	37	35	11
60. Obtain informal feedback on the mid-management program through contacts with individuals in the school and the community	1	3	33	45	34	2	1	33	28	25
61. Maintain working relationships with the school staff through cooperation and mutual effort	1	3	37	43	32	1	4	31	31	22

TABLE XXIV

A SUMMARY OF THE RESPONSES TO THE EIGHT COMPETENCIES AND ACTIVITIES
IN THE CATEGORY SCHOOL AND COMMUNITY RELATIONS
(Percentage of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
54. Provide brochures to inform the school and community of the mid-management program	0.9	1.1	16.4	39.7	41.4	0.0	4.5	27.0	44.9	23.6
55. Provide displays in the school and in the community on the mid-management program	0.9	8.7	34.5	34.5	21.6	3.4	6.7	45.0	31.5	13.5
56. Express a vocational philosophy consistent with that of other vocational educators	6.0	17.2	41.4	21.6	13.8	3.4	13.5	41.6	29.2	12.4
57. Speak to school and community groups on the mid-management program	1.7	4.3	27.6	32.0	34.5	0.0	3.4	32.6	38.2	25.8
58. Conduct an open house to familiarize members of the school and community with activities of the mid-management program	1.7	18.1	40.5	24.1	15.5	3.4	15.8	45.0	24.7	11.2

TABLE XXIV--Continued

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
59. Serve in professional non-vocational organizations to improve the image of the mid-management program	3.5	10.3	36.2	30.1	19.9	1.1	6.7	41.6	38.2	12.4
60. Obtain informal feedback on the mid-management program through contacts with individuals in the school and the community	0.9	2.6	28.5	38.8	29.3	2.3	1.1	37.1	31.5	28.1
61. Maintain working relationships with the school staff through cooperation and mutual effort	0.9	2.6	31.9	37.1	27.6	1.1	4.5	34.8	34.8	24.7

Important; fourteen teachers (12.9 per cent) and twenty-three administrators (25.8 per cent) indicated Very Important; and twenty-four teachers (20.7 per cent) and fifteen administrators (16.8 per cent) selected Essential. All categories received good response ranging from of Little Importance to Very Important (63.8 per cent for teachers and 76.7 per cent for administrators).

Item 63. Supervise social and educational activities for the student organization.

Item 63 shows the smallest consideration in Essential with only eleven teachers (9.5 per cent) and eight administrators (8.9 per cent) selecting this category. Seventeen teachers (14.7 per cent) and ten administrators (11.2 per cent) chose Not Needed; thirty teachers (25.9 per cent) and ten administrators (11.2 per cent) marked of Little Importance; forty teachers (34.5 per cent) and forty-six administrators (51.7 per cent) indicated Important; while only eighteen teachers (15.5 per cent) and fifteen administrators (16.9 per cent) chose Very Important. This Item was accepted, but only as Important and Very Important with 50.0 per cent of the teachers and 68.5 per cent of the administrators voting in these two categories.

Item 64. Serve as an advisor or judge for district state, regional, or national activities of the student organization contests.

Item 64 shows the three middle categories with the best percentages of responses. Only seventeen teachers

(14.7 per cent) and seven administrators (7.9 per cent) chose Not Needed; while only fifteen teachers (12.9 per cent) and eight administrators (8.9 per cent) selected Essential. Thirty teachers (25.9 per cent) and twenty-one administrators (26.6 per cent) selected of Little Importance; twenty-six teachers (22.4 per cent) and forty-two administrators (47.2 per cent) indicated Important; while twenty-eight teachers (24.2 per cent) and eleven administrators (12.4 per cent) said this item was Very Important. The item was accepted as at least Important by 59.4 per cent of the teachers and 65.6 per cent of the administrators.

Item 65. Participate in state, district, regional, and national activities of the student organization.

Less important responses to this item prevailed: eighteen teachers (15.5 per cent) and six administrators (6.7 per cent) said Not Needed; thirty-three teachers (28.5 per cent) and twenty-two administrators (24.7 per cent) indicated of Little Importance; thirty-one teachers (26.7 per cent) and thirty-seven administrators (41.6 per cent) checked Important; twenty teachers (17.2 per cent) and sixteen administrators (18.0 per cent) selected Very Important; and fourteen teachers (12.1 per cent) and eight adminstrators (9.0 per cent) felt Essential was the response to be made. The majority of teachers 61.0 per cent) and administrators (68.6 per cent) voted for

categories from Important to Essential. Tables XXV and
XXVI, pages 101 and 102, reflect the responses to the
four items discussed above in the category of "Student
Vocational Organizations."

There are ten items in the category "Professional
Role and Development," and they are discussed below and
summarized in tables following the discussion.

Item 66. Identify current trends of the teaching
profession.

Of the responses to this item, six teachers (5.2 per
cent) and four administrators (4.5 per cent) chose Not
Needed. Fourteen teachers (12.1 per cent) and eight
administrators (9.0 per cent) said of Little Importance;
forty teachers (34.5 per cent) and forty-one administrators
(46.1 per cent) indicated Important; thirty-eight teachers
(32.8 per cent) and twenty-nine administrators (32.6 per
cent) denoted Very Important. Although accepted at least
as Important (82.7 per cent of the teachers; 86.5 per cent
of the administrators), not many (only 15.5 per cent) of
the teachers and only 7.9 per cent of the administrators
felt it was Essential.

Item 67. Promote the attainment of the goals and
objectives of the teaching profession.

Four teachers (3.5 per cent) and three administrators
(3.4 per cent) said Not Needed, and only five teachers

TABLE XXV

A SUMMARY OF THE RESPONSES TO THE FOUR COMPETENCIES AND ACTIVITIES
IN THE CATEGORY STUDENT VOCATIONAL ORGANIZATIONS
(Number of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
62. Assist in planning activities for the student mid-management club	16	26	35	14	24	7	14	30	23	15
63. Supervise social and educational activities for the student organizations	17	30	40	18	11	10	10	46	15	8
64. Serve as an advisor or judge for district, state, regional, or national activities of the student organization contests	17	30	26	28	15	7	21	42	11	8
65. Participate in state, district, regional, and national activities of the student organization	18	33	31	20	14	6	22	37	16	8

TABLE XXVI

A SUMMARY OF THE RESPONSES TO THE FOUR COMPETENCIES AND ACTIVITIES
IN THE CATEGORY STUDENT VOCATIONAL ORGANIZATIONS
(Percentage of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
62. Assist in planning activities for the student mid-management club	13.8	22.4	30.2	12.9	20.7	7.9	15.9	33.7	25.8	16.8
63. Supervise social and educational activities for the student organizations	14.7	25.9	34.5	15.5	9.5	11.2	11.2	51.7	16.9	8.9
64. Serve as an advisor or judge for district, state, regional, or national activities of the student organization contests	14.7	25.9	22.4	24.2	12.9	7.9	26.6	47.2	12.4	8.9
65. Participate in state, district, regional, and national activities of the student organization	15.5	28.5	26.7	17.2	12.1	6.7	24.7	41.6	18.0	9.0

(4.3 per cent) and five administrators (5.6 per cent) indicated Little Importance. Forty-seven teachers (40.5 per cent) and forty-three administrators (48.3 per cent) decided on Important, with thirty-six teachers (31.0 per cent) and twenty-eight administrators (31.5 per cent) choosing Very Important. Twenty-four teachers (20.7 per cent) and ten administrators (11.2 per cent) selected Essential as their response. Since only 7.7 per cent of the teachers and only 8.9 per cent of the administrators selected a category below Important, this item was accepted by a majority of 92.3 per cent of the teachers and 91.1 per cent of the administrators.

Item 68. Express a professional philosophy relevant to the basic goals of teaching.

Three teachers (2.6 per cent) and two administrators (1.3 per cent) responded Not Needed; while six teachers (5.2 per cent) and six administrators (6.7 per cent) indicated of Little Importance. Thirty-eight teachers (32.8 per cent) and forty-two administrators (47.2 per cent) stressed Important, while forty-two teachers (36.2 per cent) and thirty-two administrators (36.0 per cent) checked Very Important. Essential was the choice of seven administrators (7.9 per cent) and twenty-seven teachers (23.3 per cent). More teachers felt this item necessary than did the administrators. Very Important or Essential was the rating of

59.3 per cent of the teachers, while only 43.9 per cent of the administrators agreed.

Item 69. Exchange innovations and ideas with other teachers.

When the responses to this item were compared, the following figures indicated the teachers' views were: one (0.9 per cent) Not Needed; three (2.6 per cent) of Little Importance; thirty-six (31.0 per cent) Important; forty-three (37.1 per cent) Very Important; and thirty-three (28.5 per cent) Essential. They were compared with the responses of the administrators which were: one (1.1 per cent) Not Needed; four (4.5 per cent) of Little Importance; thirty-nine (43.8 per cent) Important; thirty (33.7 per cent) Very Important; and fifteen (16.9 per cent) Essential. The majority of the teachers (96.5 per cent) and the administrators (94.5 per cent) marked Item 69 as at least Important.

Item 70. Maintain ethical standards expected of a professional teacher.

There were fifty-nine teachers (50.9 per cent) and thirty-nine administrators (43.8 per cent) who selected Essential; while thirty-three teachers (28.5 per cent) and twenty-six administrators (29.2 per cent) marked Very Important. Twenty-one administrators (23.6 per cent) and two teachers (19.0 per cent) felt Important was the proper response, but two teachers (1.7 per cent) and one

administrator (1.1 per cent) regarded Item 70 of Little
Importance. Only two administrators (2.3 per cent) said
it was Not Needed. Significantly, a majority of teachers
and a veritable majority of administrators considered this
Item Essential, as might be expected.

Item 71. Support professional organizations
through membership and attendance at
meetings.

One administrator (1.1 per cent) and four teachers
(3.5 per cent) said Not Needed; but ten teachers (8.6 per
cent) and five administrators (5.6 per cent) felt of Little
Importance was the proper response. Important was the
choice of thirty-nine administrators (43.9 per cent) and
forty-one (35.3 per cent) of the teachers; and twenty-seven
administrators (30.3 per cent) and forty-two teachers
(36.2 per cent) marked Very Important. Essential was
selected by seventeen administrators (19.1 per cent) and
nineteen teachers (16.4 per cent). The item was considered
at least Important by the majority of the teachers (87.9 per
cent) and the administrators (93.3 per cent).

Item 72. Assist teachers who are new in the system
to understand the policies and regulations
of the school.

Twenty-nine teachers (25.0 per cent) and sixteen
administrators (18.0 per cent) marked Essential; and forty-
one teachers (35.3 per cent) and thirty-two administrators

(36.0 per cent) responded Very Important. Important was
the choice of thirty-three administrators (37.1 per cent)
and forty teachers (34.5 per cent), while five administra-
tors (5.6 per cent) and three teachers (2.6 per cent) said
it was of Little Importance. Only three teachers (2.6 per
cent) and three administrators (3.4 per cent) selected Not
Needed. The Item was accepted by teachers (94.8 per cent)
and administrators (91.0 per cent).

Item 73. Serve community needs by contributing
professional expertise to civic projects.

When the responses of the groups were compiled, the
following were teachers' responses: one (0.9 per cent) Not
Needed; seven (6.0 per cent) of Little Importance; forty-
five (38.3 per cent) Important; forty (34.5 per cent) Very
Important; and twenty-three (19.8 per cent) Essential. The
administrators responded as follows: ten (11.2 per cent) of
Little Importance, thirty-seven (41.6 per cent) Important,
twenty-nine (32.6 per cent) Very Important; and thirteen
(14.6 per cent) Essential. Both the teachers (93.1 per
cent) and the administrators (88.8 per cent) indicated this
Item was at least Important.

Item 74. Maintain professional growth through
enrolling in graduate and in-service
education programs.

Twenty-six teachers (22.4 per cent) and ten adminis-
trators (11.2 per cent) responded Essential; forty-four

teachers (37.9 per cent) and thirty-five administrators (39.3 per cent) said Very Important; thirty-eight administrators (42.7 per cent) and thirty-five teachers (30.2 per cent) marked Important, but nine teachers (7.8 per cent) and five administrators (5.6 per cent) chose of Little Importance. Only one administrator (1.1 per cent) and two teachers (1.7 per cent) felt it was Not Needed. Only 9.5 per cent of the teachers and 6.7 per cent of the administrators gave this Item less than Important; while a majority of each group felt the Item was at least Very Important.

Item 75. Expand educational background and leadership potential by achieving advanced degrees.

Only eight administrators (9.0 per cent) and twenty-five teachers (21.6 per cent) responded Essential; but thirty-three teachers (28.5 per cent) and twenty-two administrators (24.7 per cent) said it was Very Important. Forty-three administrators (48.3 per cent) and thirty-seven teachers (31.9 per cent) marked Important; but eighteen teachers (15.5 per cent) and thirteen administrators (14.6 per cent) responded of Little Importance. Only three teachers (2.6 per cent) and three administrators (3.4 per cent) checked Not Needed. A larger number of teachers (21.6 per cent) than administrators (9.0 per cent) responded Essential to the need for this Item. The summary of the

responses to the items in the category of "Professional Role and Development" is in Tables XXVII and XXVIII, pages 109-112.

The remaining twenty-five items from the questionnaire are in the category of "Coordination," and are discussed below and summarized in tables following the discussion.

Item 76.　Establish criteria for selection of students for the mid-management program.

The teachers responded:　four (3.5 per cent) Not Needed; ten (8.6 per cent) of Little Importance; thirty-seven (31.9 per cent) Important; thirty (25.9 per cent) Very Important; and thirty-five (30.2 per cent) Essential.　In comparison, the administrators responded:　four (4.5 per cent) Not Needed; three (3.4 per cent) of Little Importance; thirty-three (37.1 per cent) Important; twenty-six (29.5 per cent) Very Important, and twenty-three (25.8 per cent) Essential.　A majority of the teachers (87.9 per cent) and administrators (92.1 per cent) accepted this Item as being at least Important.

Item 77.　Provide prospective students with resource materials on occupational opportunities to aid them in selecting a vocation.

Only two teachers (1.7 per cent) and two administrators (2.2 per cent) marked Not Needed; and just fourteen teachers (12.1 per cent) and ten administrators (11.2 per cent) checked of Little Importance.　Thirty-three administrators

TABLE XXVII

A SUMMARY OF THE RESPONSES TO THE TEN COMPETENCIES AND ACTIVITIES
IN THE CATEGORY PROFESSIONAL ROLE AND DEVELOPMENT

(Number of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
66. Identify current trends of the teaching profession	6	14	40	38	18	4	8	41	29	7
67. Promote the attainment of the goals and objectives of the teaching profession	4	5	47	36	24	3	5	43	28	10
68. Express a professional philosophy relevant to the basic goals of teaching	3	6	38	42	27	2	6	42	32	7
69. Exchange innovations and ideas with other teachers	1	3	36	43	33	1	4	39	30	15
70. Maintain ethical standards expected of a professional teacher	0	2	22	33	59	2	1	21	26	39
71. Support professional organizations through membership and attendance at meetings	4	10	41	42	19	1	5	39	27	17
72. Assist teachers who are new in the system to understand the policies and regulations of the school	3	3	40	41	29	3	5	33	32	16

TABLE XXVII--Continued

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
73. Serve community needs by contributing professional expertise to civic projects	1	7	45	40	23	0	10	37	29	13
74. Maintain professional growth through enrolling in graduate and in-service education programs	2	9	35	44	26	1	5	38	35	10
75. Expand educational background and leadership potential by achieving advanced degrees	3	18	37	33	25	3	13	43	22	8

TABLE XXVIII

A SUMMARY OF THE RESPONSES TO THE TEN COMPETENCIES AND ACTIVITIES
IN THE CATEGORY PROFESSIONAL ROLE AND DEVELOPMENT
(Percentage of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
66. Identify current trends of the teaching profession	5.2	12.1	34.5	32.8	15.5	4.5	9.0	46.1	32.6	7.9
67. Promote the attainment of the goals and objectives of the teaching profession	3.5	4.3	40.5	31.0	20.7	3.4	5.6	48.3	31.5	11.2
68. Express a professional philosophy relevant to the basic goals of teaching	2.6	5.2	32.8	36.2	23.3	1.3	6.7	47.2	36.0	7.9
69. Exchange innovations and ideas with other teachers	0.9	2.6	31.0	37.1	28.5	1.1	4.5	43.8	33.7	16.9
70. Maintain ethical standards expected of a professional teacher	0.0	1.7	19.0	28.5	50.9	2.3	1.1	23.6	29.2	43.8
71. Support professional organizations through membership and attendance at meetings	3.5	8.6	35.3	36.2	16.4	1.1	5.6	43.9	30.3	19.1
72. Assist teachers who are new in the system to understand the policies and regulations of the school	2.6	2.6	34.5	35.3	25.0	3.4	5.6	37.1	36.0	18.0

TABLE XXVIII--Continued

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
73. Serve community needs by contributing professional expertise to civic projects	0.9	6.0	38.8	34.5	19.8	0.0	11.2	41.6	32.6	14.6
74. Maintain professional growth through enrolling in graduate and in-service education programs	1.7	7.8	30.2	37.9	22.4	1.1	5.6	42.7	39.3	11.2
75. Expand educational background and leadership potential by achieving advanced degrees	2.6	15.5	31.9	28.5	21.6	3.4	14.6	48.3	24.7	9.0

(37.1 per cent) and forty-one teachers (35.3 per cent) responded Important, while forty-seven teachers (40.5 per cent) and thirty-one administrators (34.8 per cent) felt it was Very Important. Essential was the choice of twelve teachers (10.3 per cent) and thirteen administrators (14.6 per cent). The teachers (86.2 per cent) and the administrators (86.5 per cent) agreed this Item was at least Important.

Item 78. Identify prospective student on basis of selection criteria and data.

Essential was the choice of eleven administrators (12.4 per cent) and fourteen teachers (12.1 per cent); and forty-one teachers (35.3 per cent) and twenty-five administrators (28.1 per cent) felt Item 78 was Very Important. Important received the votes of forty-three teachers (37.1 per cent) and forty-two administrators (47.1 per cent); but eleven teachers (9.5 per cent) and seven administrators (7.9 per cent) marked of Little Importance. Only four administrators (4.5 per cent) and seven teachers (6.0 per cent) felt the ability to recognize a potential student was necessary. Both teachers (84.5 per cent) and administrators (87.6 per cent) accepted this Item as at least Important.

Item 79. Match a student's unique characteristics with an appropriate training station.

Sixteen administrators (18.0 per cent) and seventeen teachers (14.7 per cent) circled Essential, and thirty-seven

teachers (31.9 per cent); and thirty-three administrators
(37.1 per cent) responded Very Important. Forty-five
teachers (38.9 per cent) and thirty-six administrators (40.5
per cent) felt Important was the proper rating; but four-
teen teachers (12.7 per cent) and two administrators (2.3
per cent) marked of Little Importance. Only two adminis-
trators (2.3 per cent) and three teachers (2.6 per cent)
felt the item was unnecessary. There were only 14.7 per
cent of the teachers and 4.6 per cent of the administrators
who rated this Item as less than Important; therefore, it
was accepted by a majority.

Item 80. Approve on-the-job training hours.

Twenty-two teachers (19.0 per cent) and nine adminis-
trators (10.1 per cent) responded Not Needed; while seven-
teen teachers (14.7 per cent) and seven administrators (7.9
per cent) replied of Little Importance. Twenty-seven
administrators (30.3 per cent) and thirty-one teachers
(26.7 per cent) responded Important; but thirty administra-
tors (33.7 per cent) and twenty-nine teachers (25.0 per
cent) felt it was Very Important. Essential was the
selection of sixteen administrators (18.0 per cent) and
seventeen teachers (14.7 per cent). Although the Item was
accepted by the majority of the teachers and administrators,
33.7 per cent of the teachers responded of Little

Importance or Not Needed, while only 18.0 per cent of the administrators rated the Item similarly.

Item 81. Approve on-the-job training wages.

Eight administrators (9.0 per cent) and two teachers (1.7 per cent) responded Essential, and seventeen teachers (14.6 per cent) and sixteen administrators (18.0 per cent) rated this competency as Very Important. Twenty-six teachers (22.4 per cent) and twenty-eight administrators (31.5 per cent) marked Important, but twenty-seven teachers (23.3 per cent) and eighteen administrators (20.2 per cent) said it was of Little Importance. Forty-four teachers (37.9 per cent) and nineteen administrators (21.4 per cent) felt it was unnecessary. Approving on-the-job training wages was considered Not Needed or of Little Importance by 61.2 per cent of the teachers and 41.6 per cent of the administrators', and therefore, it was not accepted as a competency needed by a mid-management instructor-coordinator.

Item 82. Select a student's training stations.

The responses by the teachers were as follows: twenty-seven (23.3 per cent) Not Needed; twenty-five (21.6 per cent) of Little Importance; forty-five (38.8 per cent) Important, thirteen (11.2 per cent) Very Important; and six (5.2 per cent) Essential. The administrators responded in this way: thirteen (14.6 per cent) Essential; twenty-four (27.0 per

cent) Very Important; thirty-six (40.5 per cent) Important;
eight (9.0 per cent) of Little Importance, and eight (9.0
per cent) Not Needed. The administrators (81.1 per cent)
felt this Item was at least Important, but only 55.1 per
cent of the teachers concurred.

Item 83. Establish criteria to evaluate and to
approve training stations.

Essential was the rating of twenty administrators
(22.5 per cent) and eleven teachers (9.5 per cent); while
thirty-one teachers (26.7 per cent) and thirty-five admin-
istrators (39.3 per cent) replied Very Important. Important
was marked by forty-nine teachers (42.2 per cent) and
twenty-one administrators (23.6 per cent); but nineteen
teachers (16.4 per cent) and ten administrators (11.2 per
cent) felt this requirement to be of Little Importance.
Only three administrators (3.3 per cent) and six teachers
(5.2 per cent) selected Not Needed. More teachers (21.6
per cent) than administrators (14.6 per cent) rated this
Item of Little Importance or unnecessary.

Item 84. Assess training capability of
prospective training stations.

Only five teachers (4.3 per cent) indicated the ability
to assess is Not Needed; but fourteen teachers (12.1 per
cent) and four administrators (4.5 per cent) marked of
Little Importance. Twenty-six administrators (29.2 per

cent) and fifty teachers (43.1 per cent) selected Important; while thirty-two teachers (27.6 per cent) and thirty-eight administrators (42.7 per cent) felt it was Very Important. Twenty-one administrators (23.6 per cent) and fifteen teachers (12.9 per cent) selected Essential. Both groups accepted this Item; but 16.4 per cent of the teachers felt it was either of Little Importance or Not Needed.

Item 85.   Assess educational adequacy of a
            prospective training station's
            facilities and equipment.

Not Needed was the choice of eight teachers (6.9 per cent) and three administrators (3.4 per cent), and eighteen teachers (15.5 per cent) and seven administrators (7.9 per cent) felt of Little Importance was a more appropriate rating. Forty-six teachers (39.7 per cent) and twenty-six administrators (29.2 per cent) marked Important, while thirty teachers (25.9 per cent) and thirty-three adminis-trators (37.1 per cent) selected Very Important. Essential was selected by fourteen teachers (12.1 per cent) and twenty administrators (22.5 per cent). A larger percentage of administrators (22.5 per cent) than teachers (12.1 per cent) considered this competency Essential.

Item 86.   Assess safety provisions of facilities
            and equipment of the prospective training
            stations.

Essential was selected by nineteen administrators (21.4 per cent) and thirteen teachers (11.2 per cent); but twenty

teachers (17.2 per cent) and twenty-three administrators (25.8 per cent) felt it was Very Important. Important was the choice of thirty-two administrators (36.0 per cent) and forty-one (35.3 per cent) of the teachers. Seven administrators (7.9 per cent) and twenty-four teachers (20.7 per cent) marked of Little Importance; and eighteen teachers (15.5 per cent) and eight administrators (9.0 per cent) felt it was simply Not Needed. The administrators accepted this Item as being at least Important, but 36.4 per cent of the teachers felt it was less than Important.

    Item 87.   Develop a systematic training plan and
                agreement.

Only one administrator (1.1 per cent) and three teachers (2.6 per cent) selected Not Needed; but six teachers (5.2 per cent) and three administrators (3.4 per cent) felt it was of Little Importance. Forty-two teachers (36.2 per cent) and twenty-seven administrators (30.3 per cent) said developing a systematic training plan was Important, while twenty-eight teachers (24.1 per cent) and twenty-seven administrators (30.3 per cent) felt it was Very Important. Essential was the choice of thirty-one administrators (34.8 per cent) and thirty-seven teachers (31.9 per cent). Only 7.8 per cent of the teachers and 4.5 per cent of the administrators felt this Item was less than Important.

Item 88.   Supervise student's on-the-job
           experience

Essential was the choice of thirty-nine administrators

(43.8 per cent) and forty teachers (34.5 per cent); and

twenty-one teachers (18.1 per cent) and twenty-three admin-

istrators (25.8 per cent) marked Very Important. Thirty-

five teachers (30.2 per cent) and twenty administrators

(22.5 per cent) selected Important; while nine teachers

(7.8 per cent) and five administrators (5.6 per cent) felt

it was of Little Importance. More teachers (17.3 per cent)

than administrators (7.9 per cent) felt this Item was of

Little Importance.

Item 89.   Prepare a student for an interview with
           a cooperating employer.

The responses of the teachers were: eight (6.9 per

cent) Not Needed; twelve (10.3 per cent) of Little Impor-

tance; forty-eight (41.4 per cent) Important; twenty-six

(22.4 per cent) Very Important, and twenty-two (19.0 per

cent) Essential. The administrators responded: twenty-two

(24.7 per cent) Essential; thirty-one (34.8 per cent) Very

Important; thirty-one (34.8 per cent) Important; three (3.4

per cent) of Little Importance; and two (2.3 per cent) Not

Needed. Both groups accepted this Item; but 17.3 per cent

of the teachers, compared to only 5.7 per cent of the

administrators, felt it was of Little Importance.

Item 90. Assist the cooperating employer's personnel in accepting the role of the student.

Fourteen administrators (15.7 per cent) and fifteen teachers (12.9 per cent) rated Essential; and forty teachers (34.5 per cent) and thirty-two administrators (36.0 per cent) felt this item was Very Important. Important was the selection of thirty-eight teachers (32.8 per cent) and thirty-four administrators (38.2 per cent); while twelve teachers (10.3 per cent) and four administrators (4.5 per cent) felt it was of Little Importance. Only five administrators (5.6 per cent) and eleven teachers (9.5 per cent) marked Not Needed. This Item was accepted as being at least Important by 89.9 per cent of the administrators and by 70.2 per cent of the teachers.

Item 91. Develop a procedure to insure student's safety and protection at the training station.

Essential was noted by sixteen administrators (18.0 per cent) and seven teachers (6.0 per cent). Twenty-six administrators (29.2 per cent) and twenty-one teachers (18.1 per cent) selected Very Important; and twenty-four administrators (27.0 per cent) and thirty-seven teachers (31.9 per cent) marked Important. Eleven administrators (12.4 per cent) and twenty-eight teachers (24.1 per cent) felt this item was of Little Importance; while twenty-three teachers (19.8 per cent) and twelve administrators (13.5 per cent)

said it was Not Needed. The administrators (74.1 per cent) felt this Item was at least Important, and 43.9 per cent of the teachers concurred in this opinion.

Item 92. Develop a training plan for student with the employer.

Only two administrators (2.3 per cent) and nine teachers (7.8 per cent) chose Not Needed; and four teachers (3.5 per cent) and six administrators (6.7 per cent) felt it was of Little Importance. Thirty-three teachers (28.5 per cent) and twenty-three administrators (25.8 per cent) indicated Important; and twenty-seven administrators (30.3 per cent) and thirty-one teachers (26.7 per cent) felt it was Very Important. Essential was the selection of thirty-one administrators (34.8 per cent) and thirty-nine teachers (33.6 per cent). All but 11.3 per cent of the teachers and 9.0 per cent of the administrators accepted this Item as at least Important or more.

Item 93. Assist the employer in on-the-job orientation.

Seventeen teachers (14.7 per cent) and eight administrators (9.0 per cent) chose Not Needed, while sixteen teachers (13.8 per cent) and nine administrators (10.1 per cent) selected Little Importance. Important was rated by thirty-nine teachers (33.6 per cent) and twenty-seven administrators (30.3 per cent); whereas, twenty-three

teachers (19.8 per cent) and twenty-eight administrators

(31.5 per cent) marked Very Important. Only twenty-one

teachers (18.1 per cent) and seventeen administrators (19.1

per cent) decided on Essential. The Item was accepted by

71.6 per cent of the teachers and 80.9 per cent of the

administrators as at least Important.

Item 94.   Assist the student in on-the-job
           orientation.

Twenty administrators (17.2 per cent) and eighteen

teachers (20.2 per cent) selected Essential while thirty-one

teachers (34.8 per cent) and thirty-two administrators

(27.6 per cent) marked Very Important. Important was the

choice of forty-two administrators (36.2 per cent) and

thirty-three teachers (37.1 per cent). Only three teachers

(3.4 per cent) and eleven administrators (9.5 per cent) said

it was of Little Importance; and four teachers (4.5 per

cent felt it was not Needed. Although both groups accepted

this Item, 19.0 per cent of the administrators felt it was

of Little Importance or less, and a mere 7.9 per cent of

the teachers agreed.

Item 95.   Maintain a student file with such items
           as hours worked, wages, and progression
           of the student.

This item was chosen as Not Needed by fifteen teachers

(12.9 per cent) and five administrators (5.6 per cent).

Eight teachers (6.9 per cent) and eight administrators

(6.9 per cent) checked of Little Importance; but thirty-five

teachers (30.2 per cent) and twenty-six administrators (29.2 per cent) indicated Important. Very Important received thirty teacher votes (25.9 per cent) and twenty-seven administrator votes (30.3 per cent); while Essential brought in twenty-eight teacher (24.1 per cent) and twenty-three administrator (25.8 per cent) ballots. Eighty point two per cent of the teachers and 85.4 per cent of the administrators accepted this Item as Important, Very Important, or Essential.

Item 96. Sponsor an employee/employer banquet for the program.

The teachers responded to this item as follows: twenty-five teachers (21.5 per cent) replied Not Needed; twenty-eight (24.1 per cent) said of Little Importance; twenty-nine (25.0 per cent) marked Important; while twenty-three (19.8 per cent) chose Very Important; and eleven (9.5 per cent) picked Essential. The administrators voted like this: nine administrators (10.1 per cent) for Not Needed; twenty-four (26.9 per cent) of Little Importance; twenty-nine (32.6 per cent) Important; eighteen (20.2 per cent) Very Important; and nine (10.1 per cent) Essential. Essential had the least percentage of teachers and administrators; however, the Item was accepted by a majority of 54.3 per cent of the teachers and 62.9 per cent of the administrators.

Item 97.   Check a student's progress with the
           employer and other training station
           personnel.

None of the administrators and only five teachers

(4.3 per cent) chose Not Needed; and only one teacher (0.9

per cent) and three administrators (3.4 per cent) indicated

of Little Importance. Twenty-six teachers (22.4 per cent)

and twenty-one (23.6 per cent) administrators selected

Important; and thirty-seven teachers (31.9 per cent) and

thirty-eight administrators (42.7 per cent) took Very

Important as their choice. Significantly, forty-seven

(40.5 per cent) of the teachers and twenty-seven (30.3 per

cent) of the administrators decided Essential was their

response. This item was accepted, overwhelmingly, as at

least Important (teachers, 95.8 per cent; administrators

96.6 per cent); and a majority of the teachers (72.4 per

cent) and the administrators (73.0 per cent) felt Item 97

was either Very Important or Essential.

Item 98.   Obtain suggestions from the employer to
           guide in the selection of related class
           instruction lessons.

Four teachers (3.5 per cent) and two administrators

(2.3 per cent) chose Not Needed; while eight teachers (7.0

per cent) and five (5.6 per cent) administrators selected

of Little Importance. Thirty-four teachers (29.3 per cent)

and twenty-seven administrators (30.3 per cent) noted

Important; while forty teachers (34.5 per cent) and

thirty-three administrators (37.1 per cent) chose Very Important. Also thirty teachers (25.9 per cent) and twenty-two administrators (24.7 per cent) designated Essential as their answer. A majority of both teachers (60.1 per cent) and administrators (61.7 per cent) accepted this Item as Very Important or Essential.

> Item 99. Obtain information and recommendations from the advisory committee on ways to improve class instruction and on-the-job training.

The teachers voted on the five categories as follows: seven teachers (6.0 per cent) for Not Needed; ten teachers (8.6 per cent) for of Little Importance; and thirty-five teachers (30.2 per cent) for Important. Forty teachers (34.5 per cent) checked Very Important, and twenty-four teachers (20.7 per cent) responded Essential to this item. The administrators responded like this: three (3.4 per cent) selected Not Needed; six (6.7 per cent) chose of Little Importance; twenty eight (31.5 per cent) of the administrators decided on Important; thirty-six (40.5 per cent) responded Very Important; and sixteen administrators (18.0 per cent) chose Essential. Fifty-five per cent of the teachers and 58.3 per cent of the administrators indicated Item 99 was either Very Important or Essential.

Item 100. Assist the employer in counseling
the student.

Not Needed was the response of nine teachers (7.8 per

cent) and six administrators (6.7 per cent), while seven

teachers (6.1 per cent) and three administrators (3.4 per

cent) selected of Little Importance for Item 100. Thirty-

seven (32.2 per cent) of the teachers and twenty-eight

(31.5 per cent) of the administrators decided Important was

their rating. Forty teachers (34.8 per cent) and forty-one

administrators (46.1 per cent) decided assisting the

employer in student counseling was Very Important; but only

twenty-two teachers (19.1 per cent) and eleven administra-

tors (12.4 per cent) thought it was Essential. The Item

was accepted by teachers (86.1 per cent) and administrators

(89.9 per cent) as Important or better. The twenty-five

items relegated to the category, "Coordination," are sum-

marized in Tables XXIX and XXX, pages 127-134.

The 108 items discussed were used also to test two

hypotheses. The opinions of all participants were analyzed

for significance using a one-way variance test at the 0.05

level of significance. The hypotheses tested were:

I. There is no significant difference between an
    administrator's perceptions and a mid-management
    instructor-coordinator's perceptions of (1) the
    competencies needed by a prospective mid-
    management instructor-coordinator or (2) the
    criteria used to judge prospective employees.

TABLE XXIX

A SUMMARY OF THE RESPONSES TO THE TWENTY-FIVE COMPETENCIES
AND ACTIVITIES IN THE CATEGORY COORDINATION
(Number of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
76. Establish criteria for selection of students for the mid-management program	4	10	37	30	35	4	3	33	26	23
77. Provide prospective students with resource materials on occupational opportunities to aid them in selecting a vocation	2	14	41	47	12	2	10	33	31	13
78. Identify a prospective student on basis of selection criteria and data	7	11	43	41	14	4	7	42	25	11
79. Match a student's unique characteristics with an appropriate training station	3	14	45	37	17	2	2	36	33	16
80. Approve on-the-job training hours	22	17	31	29	17	9	7	27	30	16
81. Approve on-the-job training wages	44	27	26	17	2	19	18	28	16	8
82. Select student's training stations	27	25	45	13	6	8	8	36	24	13

TABLE XXIX--Continued

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
83. Establish criteria to evaluate and approve training stations	6	19	49	31	11	3	10	21	35	20
84. Assess training capability of the prospective training stations	5	14	50	32	15	0	4	26	38	21
85. Assess educational adequacy of a prospective training station's facilities and equipment	8	18	46	30	14	3	7	26	33	20
86. Assess safety provisions of facilities and equipment of the prospective training stations	18	24	41	20	13	8	7	32	23	19
87. Develop systematic training plan and agreement	3	6	42	28	37	1	3	27	27	31
88. Supervise student's on-the-job experience	9	11	35	21	40	5	2	20	23	39
89. Prepare student for interview with cooperating employer	8	12	48	26	22	2	3	31	31	22
90. Assist the cooperating employer's personnel in accepting the role of the student	11	12	38	40	15	5	4	34	32	14

TABLE XXIX--Continued

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
91. Develop a procedure to insure student's safety and protection at the training station	23	28	37	21	7	12	11	24	26	16
92. Develop a training plan for student with the employer	9	4	33	31	39	2	6	23	27	31
93. Assist the employer in on-the-job orientation	17	16	39	23	21	8	9	27	28	17
94. Assist the student in on-the-job orientation	4	3	33	32	20	0	11	42	31	18
95. Maintain a student file with such items as hours worked, wages, and progression of the student	15	8	35	30	28	5	8	26	27	23
96. Sponsor an employee/employer banquet for the program	25	28	29	23	11	9	24	29	18	9
97. Check student's progress with the employer and other training station personnel	5	1	26	37	47	0	3	21	38	27

TABLE XXIX--Continued

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
98. Obtain suggestions from the employer to guide in the selection of related class instruction lessons	4	8	34	40	30	2	5	27	33	22
99. Obtain information and recommendations from the advisory committee on ways to improve class instruction and on-the-job training	7	10	35	40	24	3	6	28	36	16
100. Assist the employer in counseling with the student	9	7	37	40	22	6	3	28	41	11

TABLE XXX

A SUMMARY OF THE RESPONSES TO THE TWENTY-FIVE COMPETENCIES
AND ACTIVITIES IN THE CATEGORY COORDINATION
(Percentage of Responses)

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
76. Establish criteria for selection of students for the mid-management program	3.5	8.6	31.9	25.9	30.2	4.5	3.4	37.1	29.5	25.8
77. Provide prospective students with resource materials on occupational opportunities to aid them in selecting a vocation	1.7	12.1	35.3	40.5	10.3	2.2	11.2	37.1	34.8	14.6
78. Identify a prospective student on basis of selection criteria and data	6.0	9.5	37.1	35.3	12.1	4.5	7.9	47.1	28.1	12.4
79. Match a student's unique characteristics with an appropriate training station	2.6	12.7	38.9	31.9	14.7	2.3	2.3	40.5	37.1	18.0
80. Approve on-the-job training hours	19.0	14.7	26.7	25.0	14.7	10.1	7.9	30.3	33.7	18.0
81. Approve on-the-job training wages	37.9	23.3	22.4	14.6	1.7	21.4	20.2	31.5	18.0	9.0

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TABLE XXX--Continued

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
82. Select student's training station	23.3	21.6	38.8	11.2	5.2	9.0	9.0	40.5	27.0	14.6
83. Establish criteria to evaluate and approve training stations	5.2	16.4	42.2	26.7	9.5	3.3	11.2	23.6	39.3	22.5
84. Assess training capability of the prospective training stations	4.3	12.1	43.1	27.6	12.9	0.0	4.5	29.2	42.7	23.6
85. Assess educational adequacy of a prospective training station's facilities and equipment	6.9	15.5	39.7	25.9	12.1	3.4	7.9	29.2	37.1	22.5
86. Assess safety provisions of facilities and equipment of the prospective training stations	15.5	20.7	35.3	17.2	11.2	9.0	7.9	36.0	25.8	21.4
87. Develop systematic training plan and agreement	2.6	5.2	36.2	24.1	31.9	1.1	3.4	30.3	30.3	34.8
88. Supervise student's on-the-job experience	7.8	9.5	30.2	18.1	34.5	5.6	2.3	22.5	25.8	43.8
89. Prepare student for interview with cooperating employer	6.9	10.3	41.4	22.4	19.0	2.3	3.4	34.8	34.8	24.7

TABLE XXX--Continued

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
90. Assist the cooperating employer's personnel in accepting the role of the student	9.5	10.3	32.8	34.5	12.9	5.6	4.5	38.2	36.0	15.7
91. Develop a procedure to insure student's safety and protection at the training station	19.8	24.2	31.9	18.1	6.0	13.5	12.4	27.0	29.2	18.0
92. Develop a training plan for student with the employer	7.8	3.5	28.5	26.7	33.6	2.3	6.7	25.8	30.3	34.8
93. Assist the employer in on-the-job orientation	14.7	13.8	33.6	19.8	18.1	9.0	10.1	30.3	31.5	19.1
94. Assist the student in on-the-job orientation	4.5	7.9	33.4	34.8	20.2	9.5	19.0	36.2	27.6	17.2
95. Maintain a student file with such items as hours worked, wages, and progression of the student	12.9	6.9	30.2	25.9	24.1	5.6	6.9	29.2	30.3	25.8
96. Sponsor an employee/employer banquet for the program	21.5	24.1	25.0	19.8	9.5	10.1	26.9	32.6	20.2	10.1

TABLE XXX--Continued

Item Number	Teachers					Administrators				
	1	2	3	4	5	1	2	3	4	5
97. Check student's progress with the employer and other training station personnel	4.3	0.9	22.4	31.9	40.5	0.0	3.4	23.6	42.7	30.3
98. Obtain suggestions from the employer to guide in the selection of related class instruction lessons	3.5	7.0	29.3	34.5	25.9	2.3	5.6	30.3	37.1	24.7
99. Obtain information and recommendations from the advisory committee on ways to improve class instruction and on-the-job training	6.0	8.6	30.2	34.5	20.7	3.4	6.7	31.5	40.5	18.0
100. Assist the employer in counseling with the student	7.8	6.1	32.2	34.8	19.1	6.7	3.4	31.5	46.1	12.4

II.   There is no significant difference between the perceptions of administrators and the instructor-coordinators when compared according to the enrollment of the institution.

Hypothesis I was tested by calculating the one-way variance of the responses of teachers and comparing them with the calculated responses of all administrators. When analyzed, twenty-two competencies were found to be significant at the 0.05 level of significance, which means that the differences in perception of the two groups did not occur randomly but are due to actual differences of responses of the two groups.

Only twenty-two of the 100 competencies and activities were analyzed as significant at the 0.05 level of significance. Table XXXI, pages 136 and 137, is a summary of the twenty-two items and their level of significance. Each of these items was discussed and analyzed in the beginning of this chapter.

As a result of finding twenty-two significant competencies and finding the perceptions of the teachers not significantly different from the administrators' perceptions in the other seventy-eight competencies, the null of Hypothesis I was accepted. Hypothesis I stated that there is no significant difference between administrators' perceptions and mid-management instructor-coordinators' perceptions of competencies needed by prospective mid-management instructor-coordinators.

TABLE XXXI

A COMPARISON OF TEACHERS' AND ADMINISTRATORS'
PERCEPTIONS AFTER A ONE-WAY ANALYSIS OF
VARIANCE TEST HAS BEEN CALCULATED

(Only the Twenty-two Items Are Shown That
Were Found Significant at p = 0.05)

Item Number	Competency	p = 0.05
(2)	Develop a course syllabus with learning activities and objectives	0.02
(14)	Employ oral questioning techniques	0.01
(15)	Establish frames of reference to enable the student to understand a situation from several points of view	0.01
(40	Maintain an open door policy for student consultation	0.02
(41)	Develop constructive working relation-ships among students	0.04
(43)	Demonstrate a regard for and an interest in the student and his family	0.03
(45)	Encourage two-way communication during a conference with a student	0.01
(54)	Provide brochures to inform the school and community of the mid-management program	0.01
(68)	Express a professional philosophy relevant to the basic goals of teaching	0.01
(69)	Exchange innovations and ideas with other teachers	0.01
(75)	Expand educational background and leadership potential by achieving advanced degrees	0.03

TABLE XXXI--<u>Continued</u>

Item Number	Competency	$p = 0.05$
(80)	Approve on-the-job training hours	0.02
(81)	Approve on-the-job training wages	0.01
(82)	Select student's training stations	0.01
(83)	Establish criteria to evaluate and approve training stations	0.01
(84)	Assess training capability of the prospective training stations	0.01
(85)	Assess educational adequacy of a prospective training station's facilities and equipment	0.01
(86)	Assess safety provisions of facilities and equipment of the prospective training stations	0.01
(88)	Supervise student's on-the-job experience	0.03
(89)	Prepare student for interview with cooperating employer	0.01
(91)	Develop a procedure to insure student's safety and protection at the training station	0.01
(94)	Assist the student in on-the-job orientation	0.05

To test Hypothesis II, first the perceptions of
teachers in small schools were compared.

> Hypothesis II.　There is no significant difference
> between the perceptions of the admin-
> istrators and the instructor-
> coordinators when compared by large
> and small schools in Texas.

Again the one-way analysis of variance test was cal-
culated, and ten activities and competencies were identified
as being significant at the 0.05 level, when comparing
teachers from large schools with teachers from small
schools.　Table XXXII, page 139, compares the ten activ-
ities and competencies.

The perceptions of the administrators from large and
small schools were also compared, and four competencies
and activities were identified as being significant at the
0.05 level of significance.　These four competencies and
their level of significance are shown in Table XXXIII, page
140.

With ten competencies showing a significant differ-
ence in perception compared with teachers at large and
small schools, and four competencies identifed as signif-
icant, when compared with administrators of large and small
schools, the null of Hypothesis II was accepted.

To test part 2 of Hypothesis I, eight questions were
prepared asking the participants to respond to the minimum
levels of education and experience needed by prospective

TABLE XXXII

COMPARING THE RESPONSES OF TEACHERS AT LARGE SCHOOLS
WITH THE PERCEPTIONS OF TEACHERS AT SMALL
SCHOOLS WHERE $p = 0.05$

Item Number	Competency	$p = 0.05$
(8)	Develop original instructional materials such as charts, transparencies, and other teacher-made aids	0.04
(9)	Conduct field trips	0.02
(10)	Direct simulated activities such as role playing	0.04
(11)	Conduct group supervised study	0.01
(13)	Provide students with opportunities to apply new information while under supervision of instructor	0.04
(18)	Give an illustrated talk using media support	0.03
(35)	Maintain continual follow-up information on placement, employment, and training status of each graduate of the mid-management program	0.04
(70)	Maintain ethical standards expected of a professional teacher	0.05
(81)	Approve on-the-job training wages	0.01
(98)	Obtain suggestions from the employer to guide in the selection of related class instruction lessons	0.01

TABLE XXXIII

COMPARING THE PERCEPTIONS OF ADMINISTRATORS IN SMALL
SCHOOLS WITH THE PERCEPTIONS OF ADMINISTRATORS
IN LARGE SCHOOLS WHERE p = 0.05

Item Number	Competency	p = 0.05
(22)	Formulate a system of grading consistent with school policy	0.03
(35)	Maintain continual follow-up information on placement, employment, and training status of each graduate of the mid-management program	0.04
(81)	Approve on-the-job training wages	0.01
(98)	Obtain suggestions from the employer to guide in the selection of related class instruction lessons	0.01

instructor-coordinators. Stated separately, part 2 of

Hypothesis I indicated there was no significant difference

between the administrators' and the instructor-coordinators'

perceptions of minimum criteria needed for future employment

of mid-management instructor-coordinators.

One significant item was found when Hypothesis I,

part 2, was analyzed. As was discussed earlier in the

chapter, the teachers and the administrators did not agree

on the number of hours of education or teacher preparation

courses needed by a prospective instructor-coordinator. This

item and the level of significance is reflected in Table

XXXIV.

TABLE XXXIV

COMPARING THE PERCEPTION OF ALL PARTICIPANTS
TO THE MINIMUM CRITERIA OF EDUCATION
NEEDED WHERE $p = 0.05$

Item Number	Minimum Criteria	$p = 0.05$
(4)	How many hours of education or teacher preparation courses does the mid-management instructor-coordinator need?	0.02

The null of this hypothesis was accepted because only one

item out of the eight showed significance at the 0.05 level

of significance.   Part 2 of Hypothesis I was accepted as

follows:

> There is no significant difference between the
> administrators' and the instructor-coordinators'
> perceptions of minimum criteria needed for future
> employment of mid-management instructor-coordinators.

Summary

The following five generalizations express the con-

clusions reached on the basis of the 100 item questionnaire:

1) In general the mid-management instructor-
   coordinators and the administrators agreed on
   the need for competencies.

2) The null hypothesis was accepted in both the stated hypotheses because the results of the survey revealed no significant differences in the perceptions of the two groups.

3) A list of competencies can be prepared for the employment process that would be acceptable to mid-management instructor-coordinators and administrators.

4) There appears to be little variance in the perceptions of the mid-management instructor-coordinators state-wide when compared by school size. The variance also seems to be small when comparing administrators by school size.

5) Some of the activities and competencies, previously considered important, can be dropped from any future list of necessary competencies and activities.

The conclusions, recommendations, and suggestions of this survey are found in Chapter V.

CHAPTER V

SUMMARY ANALYSIS OF MID-MANAGEMENT IN TEXAS

The post secondary mid-management program, administered by the Texas Education Agency, has grown from three participating colleges in 1967 to its present size of forty-four colleges, which employ 160 full-time, and more than 100 part-time instructor-coordinators. This growth, in part, has resulted because of the work of the teachers and administrators, trying to serve the needs of local communities. The TEA administers the mid-management program, and it also determines the minimum employment requirements for the faculty in the mid-management program. The diversity of the mid-management program in Texas has brought about the need to update and further define the requirements of the people who will be teaching mid-management.

The purpose of this survey was to determine if a list of skills, activities, and competencies could be developed to aid in setting uniform guidelines for recruiting and selecting prospective mid-management instructor-coordinators. This data were amassed using a questionnaire which was sent to all mid-management instructor-coordinators and to three administrators at each participating college to ascertain

the opinions of those persons closely involved with mid-management. The conclusions, implications and recommendations are based upon the data in Chapter IV.

Conclusions

Using the analysis of the data and the opinions of the participants, there are three general conclusions that can be made. Analyzing the data received from the respondents, it was determined that the null of the stated hypothesis should be accepted. That is, there was no significant difference between opinions and perceptions of the administrators and those of the mid-management instructor-coordinators when compared by large and small colleges. Both of the groups similarly accepted and rejected items on the questionnaire. A list of skills, competencies, and activities necessary for prospective instructor-coordinators can be developed, which represents the opinions and perceptions of the majority of the respondents to the study. In addition, it is possible to set minimum educational and experiential criteria, acceptable to the majority of the administrators and mid-management instructor-coordinators responding to the study.

Implications

The mid-management instructor-coordinators and administrators who participated in the study replied to all items

in the questionnaire, and it was determined there was no significant difference in the perceptions and opinions of the two groups. All respondents should be informed of the conclusions simply because several who participated in the survey doubted the ability of such a diverse group to reach a consensus on any of the items in the questionnaire. Indeed, the results of this study show that the participants agree on a complex set of criteria, which include definite skills, activities, and competencies.

Based on the data in this study the researcher developed a profile for the prospective mid-management instructor-coordinator, which consists of the following criteria:

1.   He should have at least a master's degree, preferably with a major in business administration.

2.   He should have satisfactorily completed three to six semester hours of education courses.

3.   He should have completed at least ten hours of management courses.

4.   He should have one or two years of prior teaching experience, but this is not required.

5.   The prospective instructor-coordinator should have at least three years of supervisory experience in business or industry.

In addition to the required academic requirements and work experience, the future instructor-coordinator must be

able to demonstrate his ability to perform seventy-eight competencies or activities identified in this study. If an applicant for instructor-coordinator should qualify in every way except in his mastery of the competencies, he could be employed conditionally until he could master those requirements.

Another implication of this study is that senior colleges and universities should be apprised of the results of this study to facilitate curriculum revisions or alterations, such as the following list suggests:

1. People preparing to teach mid-management in the community and junior colleges of Texas should have the opportunity to major in a program designed to prepare them for this job.

2. A new curriculum is needed in business administration that includes at least six hours of education courses, and perhaps, an inter-disciplinary degree could be developed combining business and education courses.

3. A practicum should be established in which a potential instructor-coordinator could teach in a community or junior college under the guidance of a major professor.

4. New courses developed in teacher preparation or pre-service education should inculcate competencies comprising the eight categories in the survey. Before the

future instructor-coordinator completed the courses, he should be able to demonstrate his mastery of the competencies.

5. In order to serve the mid-management instructor-coordinators who are already employed, new in-service or extension courses need to be developed, based on the eight categories of competencies.

Another major implication of this study is the need to develop a job description which could be written, combining the information from this study with data gathered from other studies. A group of experts in mid-management should be empaneled to write a job description, or perhaps, the profile suggested in this study would suffice. This job description should be presented to the Texas Education Agency for possible inclusion in future TEA guidelines for mid-management instructor-coordinators.

RECOMMENDATIONS

Based on the results of the study, the analysis of the data, and implications, the following recommendations are submitted:

1. The results of this study should be summarized and presented to the annual workshop for mid-management instructor-coordinators for their consideration and possible endorsement as criteria to be used in future TEA guidelines.

2. The results of this study should be presented to the semi-annual post-secondary deans and directors conference for their consideration and possible endorsement as criteria to be used in future TEA guidelines.

3. A summary of the data should be presented to the staff of the Texas Education Agency to be considered for inclusion in any future guidelines for mid-management programs.

4. The results of the study should be made available to upper-division educational institutions for their consideration for possible revisions to current curriculums or initiation of new in-service programs for mid-management instructor-coordinators.

5. A replication of this study should be made in the future to determine if the opinions and perceptions of the two groups have changed.

6. A study similar to this one should be made using a Q sort or Delphi technique.

APPENDIX

In order to better plan for the future, we are conducting a survey to determine what skills or abilities a mid-management instructor-coordinator needs to be able to do. The following list of statements have been suggested by various members of the profession as possible needed skills or abilities. We would like your opinion.

Please circle your response to the following questions.

(1) In my opinion the highest degree needed by a mid-management instructor-coordinator is:

1. None
2. Bachelors
3. Masters
4. Doctorate

(2) If the mid-management instructor-coordinator has an undergraduate degree, what should be his major?

1. Education
2. Business
3. Humanities
4. Science
5. Behavioral Science
6. Math
7. Other, Please Specify_____

_____

(3) If the mid-management instructor-coordinator has an advanced degree, what should be his major?

1. Education
2. Business
3. Humanities
4. Science
5. Behavioral Science
6. Math
7. Other, Please Specify_____

_____

(4) How many hours of education or teacher preparation courses does the mid-management instructor-coordinator need?

1. None
2. 3-6 hours
3. 7-9 hours
4. 10-12 hours
5. More than 12 hours

(5) In my opinion the mid-management instructor-coordinator needs at least _____ hours in management courses.

1. None
2. 3-6 hours
3. 7-9 hours
4. 10-12 hours
5. More than 12 hours

(6) In my opinion the mid-management instructor-coordinator needs at least _____ years of business or industry experience before becoming a teacher.

1. None
2. 1-2 years
3. 3 years
4. 4 years
5. 5 years
6. More than 5 years

(7) How many years of supervisory experience in business does the person need before becoming a mid-management instructor-coordinator?

1. None
2. 1-2 years
3. 3 years
4. 4 years
5. 5 years
6. More than 5 years

(8) How many years of prior teaching experience does the person need before becoming a mid-management instructor-coordinator?

1. None
2. 1-2 years
3. 3 years
4. 4 years
5. 5 years
6. More than 5 years

Please rate each statement in the following manner.

1	2	3	4	5
not needed	little importance	important	very important	essential

1 2 3 4 5 (1) Sequence performance goals (objectives) for a course

1 2 3 4 5 (2) Develop a course syllabus with learning activities and objectives

1 2 3 4 5 (3) Correlate unit content to the subject matter being discussed

1 2 3 4 5 (4) Select teaching techniques for a lesson

1 2 3 4 5 (5) Prepare a lesson plan

1 2 3 4 5 (6) Select methods of evaluating students' attainment of lesson objectives

	1 not needed	2 little importance	3 important	4 very important	5 essential

1 2 3 4 5 (7) Obtain textbooks, reference, and other instructional materials

1 2 3 4 5 (8) Develop original instructional materials such as charts, transparencies, and other teacher-made aids

1 2 3 4 5 (9) Conduct field trips

1 2 3 4 5 (10) Direct simulated activities such as role-playing

1 2 3 4 5 (11) Conduct group supervised study

1 2 3 4 5 (12) Direct students in applying problem-solving techniques

1 2 3 4 5 (13) Provide students with opportunities to apply new information while under supervision of instructor

1 2 3 4 5 (14) Employ oral questioning techniques

1 2 3 4 5 (15) Establish frames of reference to enable the student to understand a situation from several points of view

1 2 3 4 5 (16) Present a concept or principle through a demonstration

1 2 3 4 5 (17) Give a lecture

1 2 3 4 5 (18) Give an illustrated talk using media support

1 2 3 4 5 (19) Illustrate with models and real objects

1 2 3 4 5 (20) Present information with audio-visual aids

1 2 3 4 5 (21) Establish criteria for evaluating student performance

1 2 3 4 5 (22) Formulate a system of grading consistent with school policy

1 2 3 4 5 (23) Appraise students' performance in relation to instructional goals

1 2 3 4 5 (24) Evaluate student-learner's performance in relation to his progress on-the-job

1 2 3 4 5 (25) Formulate items for objective tests

1 2 3 4 5 (26) Formulate completion test items

1 2 3 4 5 (27) Administer teacher-made tests

1 2 3 4 5 (28) Evaluate quality of on-the-job training received by the student-learner

1 2 3 4 5 (29) Collect occupational data from employers to identify student-learner's needs to be used in classroom instruction

1 2 3 4 5 (30) Identify the role and function of the advisory committee

1 2 3 4 5 (31) Identify the competencies needed for entry into an occupation

1 2 3 4 5 (32) Describe the occupational standards of performance for each task in an occupation

1 2 3 4 5 (33) Identify knowledge and attitudes required for the performance of each occupational task included in a course

1 2 3 4 5 (34) Consult advisory committee in developing a long-range program plan for mid-management

1 2 3 4 5 (35) Maintain continual follow-up information on placement, employment, and training status of each graduate of the mid-management program

1 2 3 4 5 (36) Prepare a capital outlay budget proposal for new equipment needed in mid-management

1	2	3	4	5
not needed	little importance	important	very important	essential

1 2 3 4 5 (37) Prepare a budget for estimated travel expenses incurred in mid-management activities

1 2 3 4 5 (38) Supply administrators with data for vocational reports required by the state department of education

1 2 3 4 5 (39) Uphold school standards of expected student behavior

1 2 3 4 5 (40) Maintain an open door policy for student consultation

1 2 3 4 5 (41) Develop constructive working relationships among students

1 2 3 4 5 (42) Encourage students to discuss career aspirations

1 2 3 4 5 (43) Demonstrate a regard for and an interest in the student and his family

1 2 3 4 5 (44) Conduct conferences for counseling a student

1 2 3 4 5 (45) Encourage two-way communication during a conference with a student

1 2 3 4 5 (46) Assist students in developing good study habits

1 2 3 4 5 (47) Assist students in determining ways to best describe their salable skills

1 2 3 4 5 (48) Work with other teachers and counselors to help students with individual problems

1 2 3 4 5 (49) Arrange with guidance counselor for administration and interpretation of personality, aptitude, and intelligence tests for specific students

1 2 3 4 5 (50) Present information to students on employment opportunities

1 2 3 4 5 (51) Write letters of recommendation for students

1 2 3 4 5 (52) Assist graduates in preparing for interviews with potential employers

1 2 3 4 5 (53) Assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission

1 2 3 4 5 (54) Provide brochures to inform the school and community of the mid-management program

1 2 3 4 5 (55) Provide displays in the school and in the community on the mid-management program

1 2 3 4 5 (56) Express a vocational philosophy consistent with that of other vocational educators

1 2 3 4 5 (57) Speak to school and community groups on the mid-management program

1 2 3 4 5 (58) Conduct an open house to familiarize members of the school and community with activities of the mid-management program

1 2 3 4 5 (59) Serve in professional non-vocational organizations to improve the image of the mid-management program

1 2 3 4 5 (60) Obtain informal feedback on the mid-management program through contacts with individuals in the school and the community

1 2 3 4 5 (61) Maintain working relationships with the school staff through cooperation and mutual effort

1 2 3 4 5 (62) Assist in planning activities for the student mid-management club

	1	2	3	4	5
	not needed	little importance	important	very important	essential

1 2 3 4 5 (63) Supervise social and educational activities for the student organization

1 2 3 4 5 (64) Serve as an advisor or judge for district, state, regional, or national activities of the student organization contests

1 2 3 4 5 (65) Participate in state, district, regional and national activities of the student organization

1 2 3 4 5 (66) Identify current trends of the teaching profession

1 2 3 4 5 (67) Promote the attainment of the goals and objectives of the teaching profession

1 2 3 4 5 (68) Express a professional philosophy relevant to the basic goals of teaching

1 2 3 4 5 (69) Exchange innovations and ideas with other teachers

1 2 3 4 5 (70) Maintain ethical standards expected of a professional teacher

1 2 3 4 5 (71) Support professional organizations through membership and attendance at meetings

1 2 3 4 5 (72) Assist teachers who are new in the system to understand the policies and regulations of the school

1 2 3 4 5 (73) Serve community needs by contributing professional expertise to civic projects

1 2 3 4 5 (74) Maintain professional growth through enrolling in graduate and in-service education programs

1 2 3 4 5 (75) Expand educational background and leadership potential by achieving advanced degrees

1 2 3 4 5 (76) Establish criteria for selection of students for the mid-management program

1 2 3 4 5 (77) Provide prospective students with resource materials on occupational opportunities to aid them in selecting a vocation

1 2 3 4 5 (78) Identify a prospective student on basis of selection criteria and data

1 2 3 4 5 (79) Match a student's unique characteristics with an appropriate training station

1 2 3 4 5 (80) Approve on-the-job training hours

1 2 3 4 5 (81) Approve on-the-job training wages

1 2 3 4 5 (82) Select student's training stations

1 2 3 4 5 (83) Establish criteria to evaluate and approve training stations

1 2 3 4 5 (84) Assess training capability of the prospective training stations

1 2 3 4 5 (85) Assess educational adequacy of a prospective training station's facilities and equipment

1 2 3 4 5 (86) Assess safety provisions of facilities and equipment of the prospective training stations

1 2 3 4 5 (87) Develop systematic training plan and agreement

1 2 3 4 5 (88) Supervise student's on-the-job experience

1 2 3 4 5 (89) Prepare student for interview with cooperating employer

1	2	3	4	5
not needed	little importance	important	very important	essential

1 2 3 4 5 (90) Assist the cooperating employer's personnel in accepting the role of the student

1 2 3 4 5 (91) Develop a procedure to insure student's safety and protection at the training station

1 2 3 4 5 (92) Develop a training plan for student with the employer

1 2 3 4 5 (93) Assist the employer in on-the-job orientation

1 2 3 4 5 (94) Assist the student in on-the-job orientation

1 2 3 4 5 (95) Maintain a student file with such items as hours worked, wages, and progression of the student

1 2 3 4 5 (96) Sponsor an employee/employer banquet for the program

1 2 3 4 5 (97) Check student's progress with the employer and other training station personnel

1 2 3 4 5 (98) Obtain suggestions from the employer to guide in the selection of related class instruction lessons

1 2 3 4 5 (99) Obtain information and recommendations from the advisory committee on ways to improve class instruction and on-the-job training

1 2 3 4 5 (100) Assist the employer in counseling with the student

March 14, 1977

49 W. Illinois Ave.
allas, Texas 75211
4-746-4100

esident:
avid M. Sims

an of Instruction
nd Community Development:
en I. Bounds

an of Instruction
nd Student Development:
Patricia Yarborough

an of Business Services:
d B. Hughes

Dear

Will you please take ten minutes of your valuable time to assist
me in gathering information that will provide data to be used
in planning for the future growth of mid-management in Texas.
Please help me by completing the enclosed questionnaire and
returning it to me in the enclosed envelope by March 30, 1977.

I know that we are all interested in the continued growth and
development of the mid-management program in Texas, and your
opinions and recommendations can become a valuable part of this
development.

All information received by me will be confidential and only the
summary findings will be used in any subsequent developments.
Upon request, I will send you a copy of the summary information
after it has been compiled.

Please help me and all of the mid-management instructor-coordinators
in Texas by participating in this study.

Sincerely,

Peter L. Irwin
Mid-Management Coordinator

Enclosure

Texas Education Agency

● STATE BOARD OF EDUCATION

● STATE COMMISSIONER OF EDUCATION

● STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

March 23, 1977

Mr. Charles H. Henderson
Mid-Management
Teacher-Coordinator
Western Texas College
3610 College Avenue
Snyder, Texas 79549

Dear Mr. Henderson:

Mr. Peter Irwin of Mountain View College is conducting a study to
gather data that will be used in the future planning and development
of the Mid-Management Program in Texas.

The Texas Education Agency is not sponsoring the study, but is very
interested in the findings of the project.

Mr. Irwin will summarize the information and present his report to the
Mid-Management instructors-coordinators at our annual workshops this
August. Please assist him by filling in his questionnaire and returning
it to him as soon as possible.

I am sure that you and I will be very interested in the information from
the survey, and I do hope that you will assist Peter in his study.

Sincerely,

D. W. Thomas, State Advisor
Junior Collegiate DECA
Texas Association

DWT:plm

cc: Royale D. Lewis

Mountain View College

April 5, 1977

4849 W. Illinois Ave.
Dallas, Texas 75211
214-746-4100

President:
David M. Sims

Dean of Instruction
and Community Development:
Glen I. Bounds

Dean of Instruction
and Student Development:
N. Patricia Yarborough

Dean of Business Services:
Ted B. Hughes

Dear

Enclosed is a copy of the questionnaire that you recently received, and if you have already returned it to me, thank you. If for some reason you have not had time to complete the questionnaire, please take 10 minutes and fill in the questionnaire and return it to me.

I know you are very busy, but I do need your help. The responses by your colleagues has been good, but, I need and want your opinions and perceptions too.

Please help me and assist in the planning for the future of Mid-Management.

Sincerely,

Peter L. Irwin
Mid-Management Coordinator

Enclosure

MOUNTAIN VIEW
COLLEGE
OF THE
DALLAS COUNTY
COMMUNITY
COLLEGE
DISTRICT

PROPOSED LIST OF SKILLS, ABILITIES

AND COMPETENCIES

Listed below are the skills, activities and competencies that were rated as being important, very important or essential by the majority of the respondents to the study. This list could be used in determining the needed abilities of those people who would be considered as candidates for future employment as mid-management instructor-coordinators.

Sequence performance goals (objectives) for a course

Develop a course syllabus with learning activities and objectives

Correlate unit content to the subject matter being discussed

Select teaching techniques for a lesson

Prepare a lesson plan

Select methods of evaluating students' attainment of lesson objectives

Obtain textbooks, reference, and other instructional materials

Develop original instructional materials such as charts, transparencies, and other teacher-made aids

Conduct field trips

Direct simulated activities such as role-playing

Conduct group supervised study

Direct students in applying problem-solving techniques

Provide students with opportunities to apply new information while under supervision of instructor

Employ oral questioning techniques

Establish frames of reference to enable the student to understand a situation from several points of view

Present a concept or principle through a demonstration

Give a lecture

Give an illustrated talk using media support

Illustrate with models and real objects

Present information with audio-visual aids

Establish criteria for evaluating student performance

Formulate a system of grading consistent with school policy

Appraise students' performance in relation to instructional goals

Evaluate student-learner's performance in relation to his progress on-the-job

Formulate items for objective tests

Formulate completion test items

Administer teacher-made tests

Evaluate quality of on-the-job training received by the student-learner

Collect occupational data from employers to identify student-learner's needs to be used in classroom instruction

Identify the role and function of the advisory committee

Identify the competencies needed for entry into an occupation

Describe the occupational standards of performance for each task in an occupation

Identify knowledge and attitudes required for the performance of each occupational task included in a course

Consult advisory committee in developing a long-range program plan for mid-management

Maintain continual follow-up information on placement, employment, and training status of each graduate of the mid-management program

Prepare a capital outlay budget proposal for new equipment needed in mid-management

Prepare a budget for estimated travel expenses incurred in mid-management activities

Supply administrators with data for vocational reports required by the state department of education

Uphold school standards of expected student behavior

Maintain an open door policy for student consultation

Develop constructive working relationships among students

Encourage students to discuss career aspirations

Demonstrate a regard for and an interest in the student and his family

Conduct conferences for counseling a student

Encourage two-way communication during a conference with a student

Assist students in developing good study habits

Assist students in determining ways to best describe their salable skills

Work with other teachers and counselors to help students with individual problems

Arrange with guidance counselor for administration and interpretation of personality, aptitude, and intelligence tests for specific students

Present information to students on employment
opportunities

Write letters of recommendation for students

Assist graduates in preparing for interviews with
potential employers

Assist students in securing and in filling out
applications for jobs, scholarships, educational
loans, or college admission

Provide brochures to inform the school and community
of the mid-management program

Provide displays in the school and in the community
on the mid-management program

Express a vocational philosophy consistent with that
of other vocational educators

Speak to school and community groups on the mid-
management program

Conduct an open house to familiarize members of the
school and community with activities of the mid-
management program

Serve in professional non-vocational organizations to
improve the image of the mid-management program

Obtain informal feedback on the mid-management program
through contacts with individuals in the school and
the community

Maintain working relationships with the school staff
through cooperation and mutual effort

Identify current trends of the teaching profession

Promote the attainment of the goals and objectives of
the teaching profession

Express a professional philosophy relevant to the
basic goals of teaching

Exchange innovations and ideas with other teachers

Maintain ethical standards expected of a professional
teacher

Support professional organizations through membership and attendance at meetings

Assist teachers who are new in the system to understand the policies and regulations of the school

Serve community needs by contributing professional expertise to civic projects

Maintain professional growth through enrolling in graduate and in-service education programs

Expand educational background and leadership potential by achieving advanced degrees

Establish criteria for selection of students for the mid-management program

Provide prospective students with resource materials on occupational opportunities to aid them in selecting a vocation

Identify a prospective student on basis of selection criteria and data

Match a student's unique characteristics with an appropriate training station

Establish criteria to evaluate and approve training stations

Assess training capability of the prospective training stations

Assess educational adequacy of a prospective training station's facilities and equipment

Develop systematic training plan and agreement

Supervise student's on-the-job experience

Prepare student for interview with cooperating employer

Assist the cooperating employer's personnel in accepting the role of the student

Develop a training plan for student with the employer

Assist the student in on-the-job orientation

Maintain a student file with such items as hours worked, wages, and progression of the student

Check student's progress with the employer and other training station personnel

Obtain suggestions from the employer to guide in the selection of related class instruction lessons

Obtain information and recommendations from the advisory committee on ways to improve class instruction and on-the-job training

Assist the employer in counseling with the student

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