

GUIDE FOR IMPLEMENTING CAREER EDUCATION
INTO A DISTRIBUTIVE EDUCATION PROGRAM
(MARKETING AND DISTRIBUTION CLUSTER)

by

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A professional paper submitted to the Graduate Faculty
in partial fulfillment of the requirements for the degree

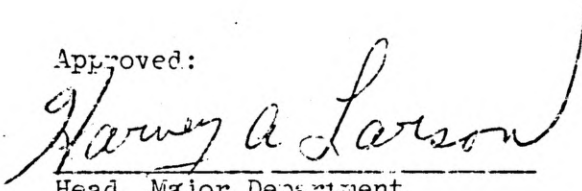
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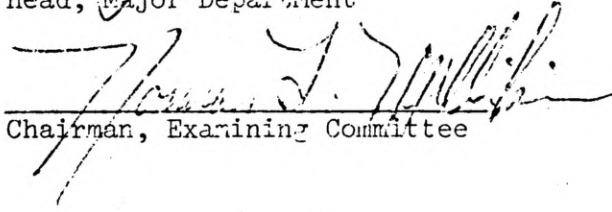
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CHAPTER I

INTRODUCTION

With the ever increasing complexity of our society and the world of work, it is of paramount importance that provisions be made for the educational training of students toward acceptable lifestyles and use of career potential. Current estimates of the number of different occupations in the United States vary from 20,000 to over 40,000, and the number is increasing rapidly.

While the number of occupations is increasing, the types of jobs are also changing at an accelerating rate. Only one-third of the jobs in the year 2000 A.D. will be similar to those now in existence (28:Fact 4). This means that in roughly 25 years, it will be necessary to be training and educating our population to hold jobs which in most cases do not even exist at the present time.

With such a wide range of occupations and career choices available in the future, our educational system is faced with the challenge of preparing our students to make those choices in the most prudent manner possible. Hopefully, the answer to those choices will lie in career education, a concept deemed the most important task at hand by Sidney P. Marland, Jr., Assistant Secretary for Education, Department of Health, Education, and Welfare.

In a very broad sense, career education is a concept which involves the preparation of students for the world of work. This concept attempts to lead students to select well chosen careers through a systematic study

of occupations. Under ideal circumstances, this systematic study would begin as early as kindergarten with the emphasis in elementary grades being on career awareness. During this time, the major goal would be to make students cognizant of the entire spectrum of work through the use of clusters or related areas of careers.

When the students reach the grade levels of junior high school, they would be afforded opportunities to explore several cluster areas of their choice. Beyond that stage, specialization and preparation are the main concern. This would occur in the last years of high school, after the student has selected one or more cluster areas in which he wishes to make a career choice. Although there is a gradual reduction in the range of exposure as the student progresses, preparation should be in terms of a career area rather than a specific career.

This guide is concerned with the establishment and implementation of the marketing and distribution occupations cluster in a new career education program. For the most part, the guide is to be used in a secondary distributive education program in a system where career education is not offered to elementary students. The model for implementation was developed from current educational materials and information as well as interviews with persons who are considered knowledgeable career educators. After the guide was assembled, it was given to a select group of persons for critique and evaluation. Based upon that information, appropriate changes have been incorporated into the final copy included in this report.

Statement of the Problem

This study was undertaken to:

1. Develop a guide for implementing career education and the marketing and distribution occupational clusters into a Distributive Education program.
2. Develop a list of facilities, equipment, and materials necessary for implementation of the above plan.
3. Develop a procedure for post-evaluation of the above plan.

Numerous writings discuss career education and its acknowledged benefits. However, in order to obtain those benefits, the concept of career education must be implemented into our classrooms. Other than information about various career mini-units being used, very little data can be found which talks about career education in terms of classroom activities and curriculum design.

This study is an attempt to assemble usable guidelines which can result in the successful operation of the career development concept in a distributive education classroom. Chapter III of this paper will serve as a step-by-step guide for implementation; and hopefully, it can curb the hesitancy of many teachers to develop and establish similar programs for their own use.

Importance for the Study

It is generally accepted that "people support what they produce," (14). Therefore, it is important that the writer assemble this model for implementation. By so doing, he will be provided with the impetus

to supply his students with the education and training necessary to meet their future needs in terms of career decisions. This guide can also serve as a starting point for other distributive education teacher-coordinators to develop similar programs in their schools.

In addition, no clearly designed guides are known to exist for implementing career education in marketing and distribution. In a letter (18) received from the U.S. Department of Health, Education, and Welfare, April 16, 1973, the writer was informed that work is only beginning on development of the career development concept in distributive education. Materials may not be available for several years; and for this reason, also, this guide is being prepared at this time.

Procedures

Using available information from current resources, including persons knowledgeable of career education, implementation procedures were designed. As a starting point, certain hypothetical factors were established which could be expected to affect the operation of a career development program. Those factors are as follows:

1. The guide would be designed for a system which has administratively decided to encourage the adoption of a career education program.
2. Implementation will be encouraged but will depend upon voluntary action by the teachers.
3. The school system will involve only secondary and post-secondary students.

4. For practical purposes, career education is new to the system. No career education program of formal or wide-spread use exists in the elementary system.
5. In-service training for instructional and administrative personnel has been provided.
6. The local philosophy is that career education is to be a wholly integrated program and not to be taught merely as an additional course or unit.
7. All freshman students complete a one semester course titled "Introduction to Careers".

After establishing the above conditions, overall objectives for the career development program were written. Based upon these objectives and the above conditions, a model (see Chapter III, page 21) was drafted showing the flow of students through the career development program. The model took into consideration the possibilities of recycling within the marketing and distribution cluster as well as entries and exits to and from other clusters.

Upon completion of this model, an implementation guide for classroom use was developed. This guide includes specific objectives, activities, materials, and equipment and evaluation procedures. The objectives, model, and implementation guide were then sent to two career educators as well as two persons from the marketing and distribution field. The purpose of this was to obtain suggestions for improvement and other usable comments. Suggestions which were pertinent and practicable were then incorporated into the initial plan and resulted in the guide.

Limitations

The completed implementation guide covers the career development aspects of an introductory unit, a careers in marketing unit, and an advertising unit in detail. The basic format of these units will serve as a guide to implement the career development concept into other common units of distributive education, which are not included in this report.

Definition of Terms

Advisory Committee. A group of persons, including businessmen, teachers, and students, whose purpose is to act as an advisory body to an educational program.

Awareness Stage. That stage of career education associated with creating an awareness of the world of work and the wide range of occupational options available for career choice. This stage usually occurs during grades K-6.

Career Cluster Area. A group of careers which are commonly related by psycho-motor, affective, and cognitive skills. The U.S. Department of Health, Education, and Welfare have grouped all occupations into 15 career clusters. The term occupational cluster is usually synonymous with career cluster.

Career Development. The integration of the individual and society through work lasting an entire lifetime.

Career Development Concept. The concept which attempts to relate all education to life and the world of work by humanizing instruction and training.

Career Education. The means by which the career development concept is implemented into our educational system. Ideally, it encompasses all subject areas, is not discriminatory toward careers, and brings relevance to all education.

Career Objective. A set goal, in terms of a career choice, that a student makes after the exploration stage of career education. The objective may state a specific occupation or a career cluster area.

Entry-level Skill. Those skills considered basic and necessary for initial employment, without further formal training, in a specific occupation.

Exploration Stage. That stage of career education following the awareness stage. Exploration usually involves several clusters of interest to the student and provides, under ideal conditions, hands-on experiences. Grade levels may vary somewhat, but are generally 7-9.

Preparation Stage. The phase of career education which emphasizes preparation for employment and further education within a career cluster area. This generally occurs during grades 10 through 12.

CHAPTER II

REVIEW OF LITERATURE

In order to deal with the problem of this study in the proper perspective, it is necessary to establish a framework of general information about career education. Enough material has been written about the concept to note that many authors agree with most of the basic principles as proposed by Sidney P. Marland, Jr., Assistant Secretary for Education, Department of Health, Education, and Welfare.

Marland believes (16:26) that all students in our education system should be made aware of the career options available to them as well as how to get and keep a job which matches one's interests and abilities. He does not surmise that various education institutions are more viable and well founded than others, that some educators are more important than others, or that what we teach is harmful to students. Rather, he gives support and promotion to an integrated educational system which meets relevance and accountability by providing our students with an honest preparation to meet their future needs in the world of work.

Other writers and educators support Marland's views. Cliff Helling believes that an individual person is the most important element in education. He writes (12:1) that in order for the human to become who he really is, he must be given exposure to, and experiences of, cognitive, affective, and psychomotor affairs. Unfortunately, up to the present time, most teachers make judgments based only on cognitive factors rather than giving consideration to those activities related to their student's hearts and hands.

The information in this chapter will discuss some of the problems facing education, why the problems exist, and more importantly, how they may be solved through implementation of an integrated educational concept called Career Education.

History

Today's concept of career education has only existed for a short time. Nationally, it was brought into view in January of 1971 (17:25). The concept was first proposed by Sidney P. Marland, Jr., then the U.S. Commissioner of Education, only a few weeks after he was sworn into office. Marland, and others, had previously instituted career education into school systems on a local basis, but no impetus existed on a national level. It is very evident that Marland has given career education the highest of educational priorities.

Need for Career Education

It is difficult to understand that, in a country which supposedly operates on the will of the majority, we adequately prepare only a minority of our students for the world of work which they eventually enter. Roughly 75 percent of our secondary students are being prepared, in a pseudo-fashion, to go on to college (9:Fact 3). Yet, by a system which supports failure (14), we narrow this number down to 20 percent at the college graduate level. These 20 percent then scramble for the 17 percent of jobs which require their college degree (9:Fact 1).

Boutwell (2:9) gives statistics on a typical class of high school sophomores. Their future looks like this:

25% will drop out before graduation, unqualified for anything.

12% will go into vocational education.

50% will enter college (liberal arts or community college). Of those entering liberal arts college, 50% will drop out without any education for jobs.

Very clearly, we can see that all students are not being prepared according to their needs. Many students are marked for failure through a process which attempts to fit most of them to the same educational mold. It is quite evident that a restructuring of our educational goals and processes is needed if more efficient education is to exist.

The unemployment rate for our youth further reduces the credibility of our present system. Nationally, the jobless rate for non-vocationally trained graduates, ages 18 to 24, is 24 percent as opposed to 5.2 percent for the same age group of vocationally trained graduates (9:Fact 7).

Marland is quoted (2:9) as saying "America, richest of all nations, has the additional crude distinction of having the highest youth unemployment rate in the world". While the national rate is higher, even in Montana the jobless youth rate, for ages 18 to 24, is roughly 15 percent or about double that for the overall unemployment rate (28:Fact 5).

To further compound the unemployment problem, current high school graduates, according to the U.S. Department of Labor (28:Fact 2), can expect seven occupation changes before retirement. This contrasts with

only four changes for our present work force. Not only must we face the unemployment problem, but much retraining will be required. Under our present system, about 1,500,000 high school students in any year are deprived of education for careers and lifestyle, as well as an adequate preparation for college (17:25). Career Education, with its capacity to utilize the cluster concept and an entry-exit system for all age groups, may well be the only vehicle to meet our needs.

To further explain the need for career education, we need only to look at a current Dictionary of Occupational Titles with its list of some 25,000 different occupations. Unless he is at least exposed to the clusters of occupations, the average student will have little information about what occupations he can even consider. Career Education provides for an awareness of these jobs as well as the teaching of decision-making and career selection procedures (5:231).

Structure and Models of Career Education

Various educational systems are designing and adopting their own career education programs. To meet local needs, it may be necessary to design one's own program, or at least to localize those used elsewhere. Although no one means can be proclaimed as a universal vehicle to implement the career development concept, the U.S. Office of Education (USOE) has proposed four models (24:43) of career education. They are as follows:

1. School-Based Model. This model is basically concerned with elementary and secondary schools and their students. In the elementary grades, wide ranging information about careers (awareness stage) and their

relationship to society is given. During the junior high levels, students begin to select certain clusters for purposes of exploration (exploration stage). In senior high, the student gradually narrows his preparation to certain clusters and their sub-groups (preparation stage). The above model is the most common and the one which this paper is most concerned about.

2. Employer-Based Model. This is basically to support the school-based model by using a consortium of public and private employers (unions, community groups, private firms, etc.) to provide "significant alternatives" to current schools. It is basically to help unmotivated students, ages 13 to 18 years. The employer-based model provides year around enrollment, work experience, and academic fundamentals.
3. Home-Based Model. Although not limited to this age group, this model primarily serves young adults who have left school. Media used includes television, radio, recordings, and printed materials. Activity takes place mainly in the home.
4. Institutional Model. A rural residential career education program in which entire families are relocated for intensive training. An example of this system is the Mountain Plains Regional Educational Center located at Glasgow, Montana.

By careful structuring of the career education model, be it one of the above or of different format, the student learns how to interrelate knowledge of his self, his career preparation, and the world of work (5:22). The self-concept is important, for without it, relevance is non-existent. In addition, a career choice is not the end role of career education; but rather, a student must also develop and implement plans connected with his or her career or career area choice.

The structure of career education should be such that learning experiences in the cognitive, psychomotor, and affective domains are available to all students. All educators, be they vocational or academic, must be involved for the career concept to function.

Clustering

The clustering of career related areas is an important aspect of career education. By noting the characteristics and purposes of jobs, educators in Oregon believe that about 97 percent of the approximate 25,000 occupational titles can be grouped into a few major areas (27:44-45). By so doing, schools can combine physical plants and curriculum areas into cluster centers. Common core courses can be designed to prevent duplication, students can transfer from one area to another within a cluster with minimal loss of time, and students benefit from a broad-based knowledge of a cluster area. For a breakdown of the 15 occupational clusters as proposed by the U.S. Office of Education, see Figure 1.

Advancement of Career Education

The vocational reflections of career education have previously been both a blessing and a disadvantage. The blessing comes in the form of support of the concept by many of the nation's vocational educators (3:9-10). While giving support for career education, the vocational educators have caused it to look even more like vocational

FIGURE 1

USOE OCCUPATIONAL CLUSTERS **

1. BUSINESS AND OFFICE OCCUPATIONS.
2. MARKETING AND DISTRIBUTION OCCUPATIONS.
3. COMMUNICATIONS AND MEDIA OCCUPATIONS.
4. CONSTRUCTION OCCUPATIONS.
5. MANUFACTURING OCCUPATIONS.
6. TRANSPORTATION OCCUPATIONS.
7. AGRI-BUSINESS AND NATURAL RESOURCES OCCUPATIONS.
8. MARINE SCIENCE OCCUPATIONS.
9. ENVIRONMENTAL CONTROL OCCUPATIONS.
10. PUBLIC SERVICES OCCUPATIONS.
11. HEALTH OCCUPATIONS.
12. HOSPITALITY AND RECREATION OCCUPATIONS.
13. PERSONAL SERVICES OCCUPATIONS.
14. FINE ARTS AND HUMANITIES OCCUPATIONS.
15. CONSUMER AND HOMEMAKING-RELATED OCCUPATIONS.

** TAKEN FROM U.S. OFFICE OF EDUCATION.

education to suspicious academicians. However, enough favorable feedback and need have been established at this point, so that administrative and local pressures are coming to grips with the problems involved.

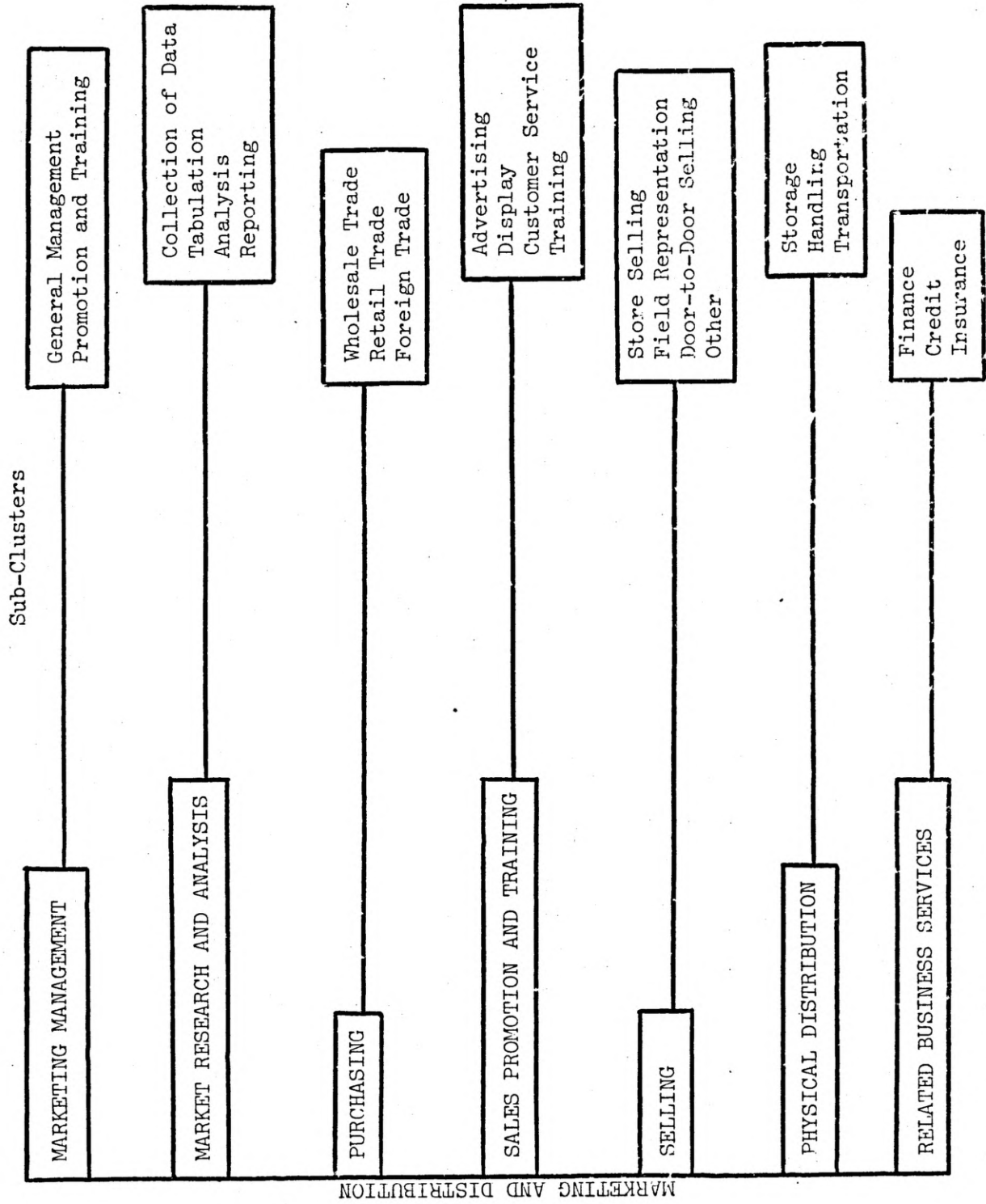
Employers are seeking the graduates of career programs (26:16-47) and thus give active support. The American Vocational Association has been assuming roles of leadership in such areas as promotion and information (23:12-14). And, the U.S. Office of Education gives national promotion to the advancement of the career concept in our nation's schools.

Implementation Materials

While numerous writings discuss the concept of career development, little information is available concerning implementation into our classrooms. Helling (12:41) has compiled behavioral objectives which were written as a project at the University of Minnesota in 1968. These objectives, which are rewritten as activities or enabling objectives in another booklet, deal with such aspects as interests, abilities, opportunities, and self-awareness in relation to career development. The two publications would be of great assistance in conducting a career program.

Materials concerning clustering are in developmental stages in some states. Figure 2, which shows a sub-cluster breakdown of marketing and distribution, was developed at Grayson County College in Texas. Cluster development in Oregon is progressing rapidly on a two-dimensional basis--curriculum and facility planning (20:44).

FIGURE 2



A step-by-step implementation guide is not available at this time.

In corresponding with the U.S. Office of Education, the writer was informed that development of implementation materials is only in the beginning stages (18). It is the writer's ambition, therefore, to utilize the materials set forth in the next chapter until other materials are developed. The information in the following chapter was based on that from present writings and the opinions of career educators as well as marketing and distribution industry personnel.

CHAPTER III

IMPLEMENTATION GUIDE

Utilizing factors discussed under Procedures, (page 4), three phases have been developed to serve as an implementation guide. The first of these deals with pre-instructional activities; the second, with instructional activities; and the third, with evaluation procedures.

Phase I - Pre-instructional Activities

Step 1. - Establish overall objectives for program. These should be general in nature and should tell in basic terms what the educational program hopes to accomplish. A sample list of career education general objectives for a marketing and distribution cluster can be found on page 20.

Step 2. - Develop a model which will show the flow of students through the career education program as well as the sequence of the career concept stages. The model should reflect the local program and should show routes for recycling if such is allowed. For a sample model, see figure 3, page 21.

Step 3. - Select an Advisory Committee to assist in program development, promotion, curriculum planning, and evaluation. The committee should include the following: business and industry personnel who are knowledgeable of, and employed in marketing and distributive occupations, recent distributive education graduates of the school system involved as well as representatives from the school itself (students and teachers).

Care should be exercised to insure that some of the members are parents, and that no discrimination exists in regards to sex or employment levels. A suggested number of persons to be on the committee would be about seven to nine individuals. Members should be willing to serve and do so in an objective manner. As an initial activity, the committee could evaluate and suggest improvements to the objectives listed in Step 1 above.

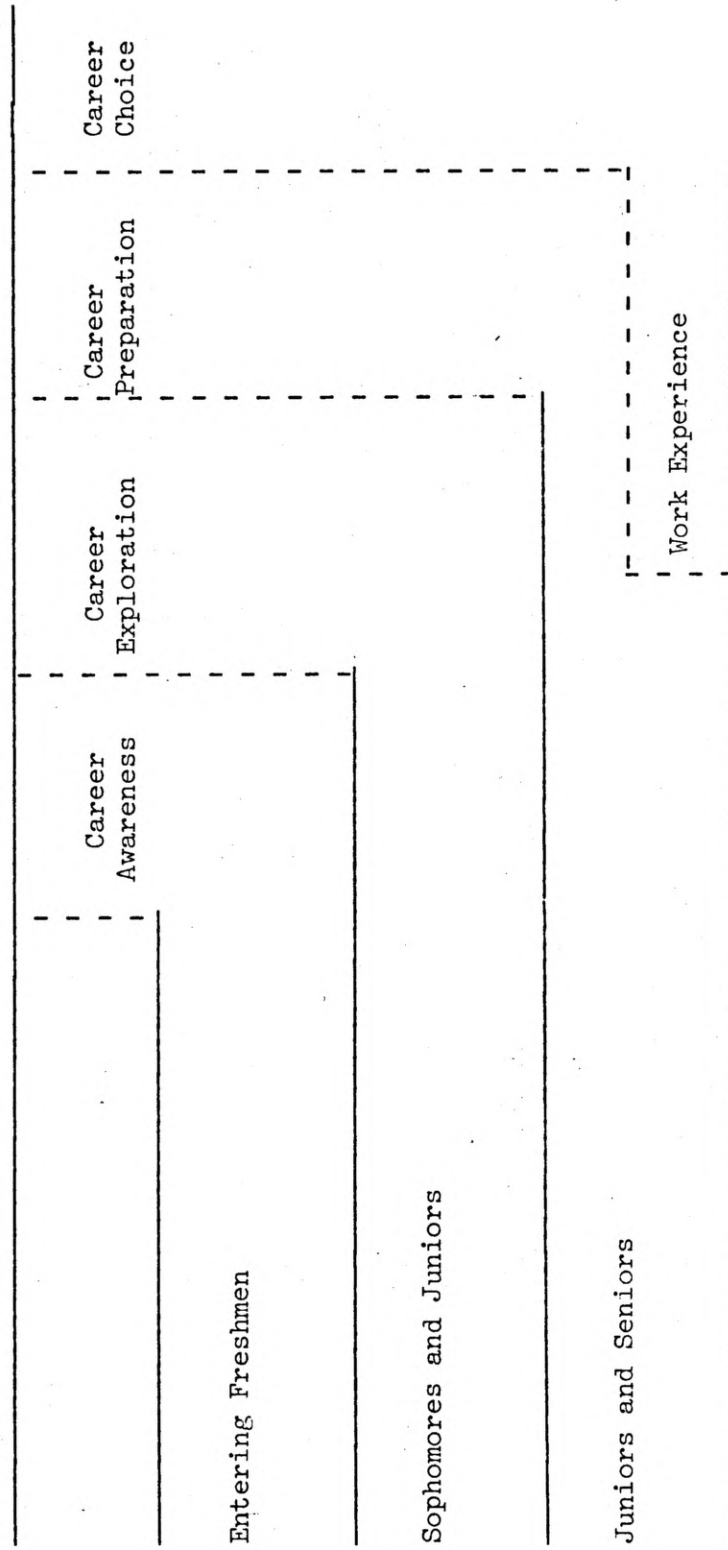
Step 4. - Develop a career resource center for student use with the goal of enhancing the career development process. Included in the establishment of the resource center should be the development of career data and career interview forms (see page 24), which, when completed by the teacher-coordinator or students, will become resource center materials. A career resource center outline is on page 22.

Step 5. - Develop a self-awareness project package for use by the student in identifying his attitudes, personality, skills, etc. The student should involve his parents, peers, teachers, and himself in completing this project. The project should be assigned early in the junior year and again in the senior year. It should be updated during the spring semester of both years. Self-awareness materials are found on pages 31 through 46.

Step 1 - General Objectives

1. Provide each student with a basic knowledge of careers available in the marketing and distribution of goods and services.
2. Provide each student with entry-level skills and the background for continued study on a more advanced level in the cluster area of marketing and distribution.
3. Provide career information concerning marketing and distribution to those students presently in other disciplines who are exploring the cluster area of work.
4. Provide each student with placement services upon his or her completion of study in this program, be it for a job or further education.
5. Provide each student with necessary information and activities to enable and create a self-awareness of aptitudes, strengths, weaknesses, attitudes, and interests toward occupations and their relationship to the student's future.
6. Provide each student with learning and practical application experiences which will foster an interest in, and appreciation for occupations of all nature.
7. Provide each student with the skills necessary to obtain and maintain satisfactory employment.
8. Provide career information concerning all cluster areas to each student so that he or she has ample opportunity to discover the wide range of occupational choices available.
9. Provide career information concerning marketing and distribution to elementary classes and teachers when possible.
10. Provide a humanistic approach to careers of all nature without being discriminatory toward any career areas or persons.

FIGURE 3
CAREER EDUCATION MODEL
(Marketing and Distribution)



NOTE: If necessary, students may cross the broken lines.

Step 4 - Career Resource Center Outline

I. Publications

- A. Those discussing Career Cluster Areas
 - 1. Dictionary of Occupational Titles
 - 2. Occupational Outlook Handbook
 - 3. Occupational Outlook Quarterly (subscription)
 - 4. Encyclopedia of Careers (Volumes I and II)
 - 5. Thomas Registers
- B. Marketing and Distribution Publications
- C. Brochures, Pamphlets, Trade Journals

II. Student Gathered Data

- A. Career Data Forms
- B. Career Interview Forms

III. Resource Personnel

- A. List of Speakers
- B. Tour Guides
- C. Counselors
- D. Speaker and Tour Guide Forms

IV. Equipment

- A. Projectors
 - 1. Slide
 - 2. Movie
 - 3. Overhead
 - 4. Lighted slide previewer
 - 5. Micro-film
- B. Cameras
 - 1. 35 mm with electronic flash
 - 2. Movie (Super 8)
- C. Tape Recorders and Radios
 - 1. Reel-to-reel
 - 2. Cassette
 - 3. Video-tape system (should be available)
 - 4. Portable transistor radio

D. Other Items relating to Marketing and Distribution

1. Cash register
 2. Display cases
 3. Merchandise island
 4. Mannequins
 5. Newsprint
-

Note

Many of the above materials and equipment will already be in most large high schools. It may be necessary to make arrangements to share these items with other cluster areas if cost is a prohibiting factor. Ideally, all equipment and materials should be located adjacent to the classroom. Adequate space should be provided for proper use of resource center materials and equipment.

Student _____

CAREER DATA PROJECT

Career Title _____

Sources of Information _____

Definition:

History:

Duties and Responsibilities:

CAREER DATA PROJECT (CONTINUED)

Preparation and Entrance:

Requirements:

Education -

Work Experience -

Special Training and Skills -

On-the-Job Training -

Special Personal Qualifications -

CAREER DATA PROJECT (CONTINUED)

Industry and Government Requirements (unions, licenses, certification)

Advancement:

Related Occupations:

Income and Fringe Benefits:

Advantages:

CAREER DATA PROJECT (CONTINUED)

Disadvantages:

Where to Get More Information:

Student _____

CAREER INTERVIEW PROJECT

Career Title _____

1. How long have you been employed at this job? _____
2. Have you worked in other related areas? _____ If so, what basic kinds of jobs were they? _____

3. What are your responsibilities attached to this job? _____

4. Information about your job.
 - A. Normal hours worked. _____
 - B. Any overtime or holiday work hours? _____
 - C. Basic salary range for persons employed as you are. _____
 - D. What fringe benefits are there? _____
 - E. Do you feel secure in your job? _____ Why? _____

5. How to prepare for your job.
 - A. What special skills are needed? _____

 - B. What is your educational background? _____

Special Training Completed? _____
On-the-Job Training? _____

CAREER INTERVIEW PROJECT (CONTINUED)

- C. Are there minimum educational requirements? _____
What level? _____
- D. What special characteristics are needed? _____

- E. What would be a better method of preparing for your job? _____

6. Selection of this job.
- A. Why are you working? _____
- B. How did you learn of this job? _____
- C. Why did you select this area? _____

- D. How do you recommend others find similar employment? _____

7. Job Satisfaction.
- A. What aspects of this job give you personal satisfaction? _____

- B. What factors of your job would you do away with if you were
able to do so? _____

- C. What do you like best about your job? _____

CAREER INTERVIEW PROJECT (CONTINUED)

C. What do you like least about your job? _____

D. Are there any hazards connected to your duties? _____

E. Do you have any desire to change occupations? _____

If so, what prevents you most from doing so? _____

8. Future Outlook.

A. Does the future look good for persons employed as you are? _____

Why? _____

B. What other jobs are closely related to this occupation? _____

C. Are you interested in advancement? _____

Why? _____

9. Educational Preparation.

A. How well did your education prepare you for work? _____

B. What suggestions would you like to make for education? _____

10. Would you be willing to discuss your job with members of our class
if the need arose and arrangements could be worked out? _____

If yes, please give your name. _____

WHO AM I?
(A Self-awareness and Career Appraisal Project)**

My Autobiography

A. Myself

Name _____ Date of Birth _____

Address _____
 Street Address City State Zip

Previous location since birth _____

B. My Family

Father's Name _____ Age and Birthplace _____

Father's Occupation _____ Firm _____

Mother's Name _____ Age and Birthplace _____

Mother's Occupation _____ Firm _____

Names and Ages of Brothers _____

Names and Ages of Sisters _____

**

Much of the material in this unit has been taken in part from
 Cliff E. Helling, Robbinsdale Area Schools, Minnesota. See reference,
 page 13.

WHO AM I? (CONTINUED)

- C. Briefly discuss those things in your life which will give a more accurate description of yourself. Include experiences, interests, goals, etc.

MY PERSONALITY

For each of the items listed below, check the column which, in your opinion, describes you most accurately. You should involve your parents or guardians in completing this section. Have the teacher or counselor assist you in gaining information from your peers.

	Never or Poor	Seldom or Fair	Often or Good	Always or Excellent
A. Appearance and Health				
1. Health	_____	_____	_____	_____
2. Posture	_____	_____	_____	_____
3. Complexion	_____	_____	_____	_____
4. Facial expression	_____	_____	_____	_____
5. Grooming	_____	_____	_____	_____
B. Manners				
1. Rules of etiquette	_____	_____	_____	_____
2. Table and party manners	_____	_____	_____	_____
C. Expression				
1. Voice quality	_____	_____	_____	_____
2. Correctness of English usage	_____	_____	_____	_____
3. Pronunciation and enunciation	_____	_____	_____	_____
4. Conversational ability	_____	_____	_____	_____

MY PERSONALITY (CONTINUED)

	Never or Poor	Seldom or Fair	Often or Good	Always or Excellent
D. Personality Traits				
1. Industrious	_____	_____	_____	_____
2. Emotionally stable	_____	_____	_____	_____
3. Cooperative	_____	_____	_____	_____
4. Honest	_____	_____	_____	_____
5. Punctual	_____	_____	_____	_____
6. Persevering	_____	_____	_____	_____
7. Sincere	_____	_____	_____	_____
8. Cheerful	_____	_____	_____	_____
9. Poised	_____	_____	_____	_____
10. Patient	_____	_____	_____	_____
11. Enterprising	_____	_____	_____	_____
12. Loyal	_____	_____	_____	_____
13. Dependable	_____	_____	_____	_____
14. Witty	_____	_____	_____	_____
15. Tactful	_____	_____	_____	_____
16. Friendly	_____	_____	_____	_____
17. Sportsmanlike	_____	_____	_____	_____
18. Self-reliant	_____	_____	_____	_____
19. Creative	_____	_____	_____	_____
20. Unselfish	_____	_____	_____	_____

MY PERSONALITY (CONTINUED)

	Never or Poor	Seldom or Fair	Often or Good	Always or Excellent
21. Interesting	_____	_____	_____	_____
22. Forgiving	_____	_____	_____	_____
23. Kind	_____	_____	_____	_____
24. Generous	_____	_____	_____	_____
25. Exciting	_____	_____	_____	_____

What strengths and weaknesses might affect your choice of vocation? What weaknesses might endanger your chance for success? What previous experiences of influences may have affected your personality traits?

AS OTHERS SEE ME

Ask your teacher or counselor for assistance in completing this section.

Describe (Name) _____ as he or she appears to you.

Not lonely	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Very lonely
Not patient	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Very patient
Very shy	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Not shy
Very easily annoyed	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Not easily annoyed
Very contented	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Not contented
Very stubborn	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Not stubborn
Not confident	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Very confident
Not tense	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Very tense
Not easily discouraged	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Easily discouraged
Not sympathetic	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Very sympathetic
Not dependable	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Very dependable
Very quarrelsome	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Not quarrelsome
Not depressed	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Very depressed
Very self-assured	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Not self-assured
Not enthusiastic	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Very enthusiastic
Very sociable	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Not sociable
Not productive	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Very productive
Not considerate	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Very considerate
Very easily angered	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Not easily angered
Not agreeable	: _____ : _____ : _____ : _____ : _____ : _____ : _____ :	Very agreeable

AN APPRAISAL OF MY ABILITIES

Listed below are several areas of ability or aptitude. (Try not to confuse "interest" with "aptitude". Interest means what you like or dislike. Aptitude means your capacity for success in a given area if you receive training). On the right are three degrees of ability. Consider each ability individually and check one degree you believe you possess.

	Degree of Ability		
	Below Average	Average	Above Average
A. Physical			
1. Strength	_____	_____	_____
2. Coordination	_____	_____	_____
B. Manual (hand and finger dexterity)	_____	_____	_____
C. Mechanical aptitude.	_____	_____	_____
D. Clerical (speed and accuracy with detail, numbers, names, etc.)	_____	_____	_____
E. Executive (leadership)	_____	_____	_____
F. Social (ability to get along with others at work and play)	_____	_____	_____
G. Musical	_____	_____	_____
H. Artistic	_____	_____	_____

AN APPRAISAL OF MY ABILITIES (CONTINUED)

	<u>Below</u> <u>Average</u>	<u>Average</u>	<u>Above</u> <u>Average</u>
I. Mental			
1. Verbal-meaning (ability to understand ideas expressed in words)	_____	_____	_____
2. Spatial (ability to think about objects in two or three dimensions).	_____	_____	_____
3. Reasoning (ability to solve problems logically)	_____	_____	_____
4. Numerical (ability to work with numbers rapidly and accurately) . .	_____	_____	_____
5. Word fluency (ability to write and talk easily)	_____	_____	_____
6. Memory (ability to recall past experiences) . . .	_____	_____	_____

J. Which are your strongest areas? Which are your weakest? How might this knowledge affect your choice of vocation?

K. With your abilities and aptitudes, what careers might you be suited for?

SELF-APPRAISAL FOR THE JOB AHEAD

My High School Subjects

Subjects	Grades	Things I disliked about each area	Things I liked about each area
English:			
Mathematics:			
Science:			
Social Studies:			

SELF-APPRAISAL FOR THE JOB AHEAD (CONTINUED)

My High School Subjects

Subject	Grades	Things I disliked about each area	Things I liked about each area
Other Subjects:			

Can you see any definite patterns in your likes and dislikes which might affect your choice of vocations? Do your grades reflect any strengths and weaknesses which might affect your success?

MY EXTRA-CURRICULAR ACTIVITIES AND INTERESTS

Social Life

Activity	Things I dislike about it	Things I like about it

Clubs and Organizations

Include length of membership, record of participation, offices held.

[illegible]

MY EXTRA-CURRICULAR ACTIVITIES AND INTERESTS (CONTINUED)

Hobbies, Magazine, Travel, Etc.

Activity	Things I dislike about it	Things I like about it

Do you see any pattern in your likes and dislikes? How can an understanding of the likes and dislikes listed above help you in selecting your vocation?

WHERE I WANT TO GO

Survey of occupation which I am considering _____

A. Description of the Occupation

1. General nature of the work
2. Duties and responsibilities
3. Equipment used

B. Status of the Occupation

1. Jobs through which I might enter the field
2. Promotional opportunities
3. Related occupations to which I might transfer

C. Employment Opportunities and Trends

1. Immediate employment outlook
2. Possible employment trend during the next ten years

D. Wages and Hours

1. Salaries

- a. Beginning salary
- b. Salary range

2. Hours

- a. Average number of hours worked per week
- b. Average number of weeks worked per year - seasonal aspects

3. Vacation provisions

4. Fringe benefits (insurance, medical pensions, vacations, etc.)

WHERE I WANT TO GO (CONTINUED)

E. Working Conditions

1. Place of employment
2. Physical surroundings
3. Employee and employer organizations
4. Other conditions

F. Training Requirements

1. Level of education required for entry and for promotions
2. Types of post-high school education necessary
 - a. Where to obtain it
 - b. Type, cost, and length of training
3. Other requirements, such as licenses, special examinations, membership in organizations, tools, and equipment

G. Personal qualifications

1. Physical and mental requirements
2. Personality characteristics

H. Summary

1. Advantages
2. Disadvantages

HOW TO ACHIEVE MY CAREER GOALS

Career or Area of Choice _____

Why I have made this selection _____

Requirements to be met:	Completed or Adequate	Uncompleted or Inadequate
-------------------------	-----------------------------	---------------------------------

Aptitudes

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Education

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Special Skills

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

HOW TO ACHIEVE MY CAREER GOALS (CONTINUED)

Requirements to be met:	Completed or Adequate	Uncompleted or Inadequate
<u>Special Training</u>		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
<u>Other Requirements</u>		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Phase II - Instructional Activities

This phase is concerned with the planning and implementation of a career-oriented curriculum. Three units are presented in this phase; Orientation, Career Information and Self-Awareness, and Advertising. Other common units of distributive education can be implemented in a like manner.

It is recommended that all students begin their junior year by completing the Orientation and Careers unit. Beyond that point, if sufficient staff and classroom facilities exist, students may complete additional distributive education units on an "immediate need" basis. The guiding factor in determining a student curriculum should be his career area interests and the results from a distributive education pretest of all units of instruction. Each student should have an assigned advisor to provide the teachers role of counseling found in conventional programs.

Courses or units may be taught on a quarter basis with each teacher-coordinator teaching different areas at the same time. This system would allow the student to complete those units of greatest need at the earliest possible time. A "quarter" system as such would allow for more cooperation on a curricular basis with office education personnel. Several areas of studies, such as human relations, job interviews, and communications could be offered simultaneously in the same classroom to both distributive and office education students. The results would be a much more flexible program for students and would alleviate the necessity of requiring everyone

to complete the same pattern of educational training. Care should be taken, of course, to insure that instruction and personnel are compatible.

Under such a program, as discussed above, it would be necessary to insure that a great deal of standardization of curriculum would exist as far as the core elements of various units. This would be needed so that individual student curriculum plans would provide the basic essentials desired.

If it is not practicable to operate on a selective quarter basis, typical program structure may be necessary. However, by utilizing individualized instruction techniques and a project program, specific needs of students can be met with some degree of flexibility. The most important rule in any teaching situation would be to establish objectives and then develop and utilize activities that will accomplish them.

During the course of the instructional year, the career concept should become an integral part of all units of instruction. The simple teaching of a careers in marketing and distribution unit alone does not comprise career education. A conscious effort must be made to humanize instruction and eliminate any form of discriminatory teaching. The following steps can be used to implement Phase 2.

Step 1. - Develop a tentative curriculum for the year for teacher, student, and advisory committee use, see figure 4, page 51.

Step 2. - Develop a unit on orientation to distributive education, a career information and self-awareness unit, and all subsequent distributive units. (For the study, only the first two and an advertising unit have been completed). Establish objectives, an outline, and suggested activities for each unit. For sample units see pages 52 through 59.

Step 3. - Utilize individualized instruction materials and projects to assist students in tentative career area selection. Once an area is decided upon, preparation should be enhanced through use of individualized materials if necessary. It may be much more important to use such materials and projects than to require the student to attend and complete all common units of instruction. Instructional materials can be purchased on an "as needed" basis and kept in the career resource center. Employers may have numerous individualized training packages which can be borrowed.

Step 4. - Provide related work experience on a cooperative basis for all seniors. During the junior year, and after meeting age requirements, students can gain hands-on experience by accepting part-time jobs of short duration. Members of service or business clubs may be willing to hire juniors for short periods of time during the course of the school year. Students may be able to experience employment at several businesses during the year with minimal costs to employers. If employment is unavailable, work observation may be a possibility for gaining career knowledge.

Step 5. - Provide a placement service to all seniors. The teacher-coordinator may use his regular cooperative methods to find positions, including the use of state employment agencies. Enrollment in a program of furthering education, if such is the student's desire, should be considered a placement function. If a placement service is not provided by the school for all areas of study, the teacher-coordinator should solicit the cooperation and assistance of the counseling office to meet the needs of distributive education students.

Figure 1
D.E. Curriculum*

Junior Year

Areas of Emphasis:

1. Pre-employment skills
2. Career exposure and exploration
3. Basic business principles
4. Student needs and interests
5. D.E. program

Outline**

- | | |
|--|-------------------------------------|
| 1. D. E. orientation | 8. Job orientation and interview |
| 2. Career exploration and self-awareness | 9. Job safety |
| 3. Basic business | 10. Sales |
| 4. Business economics | 11. Money control and handling |
| 5. Communications | 12. Merchandising |
| 6. Business math | 13. Sales promotion |
| 7. Human relations | 14. Market research and information |

Senior Year

Areas of Emphasis:

1. Career exploration and preparation
2. Decision making
3. Employment and social skills
4. Individual needs and interests

Outline**

- | | |
|-----------------------------|--|
| 1. Orientation and DECA | 6. Advertising |
| 2. Specific career projects | 7. Marketing |
| 3. Sales | 8. Business and professional relations |
| 4. Merchandising | 9. Business and service technology |
| 5. Display | 10. Management |

* The above curriculum was developed in part during a summer workshop (1972) in the School of Commerce, Montana State University.

** Sequence and time spent on each unit may vary with student needs.

Orientation Unit

Performance Objectives

1. The student will introduce himself to the class, explain his objectives for being in distributive education, and discuss his current career aspirations.
2. The student will be able to list and explain four major purposes of a distributive education programs.
3. The student will be able to explain the relationship of DECA to distributive education.
4. The student will be able to explain the basic roles of marketing and their importance locally and nationally.
5. The student will complete a non-graded pretest covering careers in marketing, preparation for careers, seeking and holding a job, and concepts of work in relation to self and society.
6. The student will begin a self-awareness project to be completed one week after the end of this unit.

Outline

- I. Introduction of Class Members
 - II. What is Distributive Education?
 - A. Purposes of distributive education
 - B. Relationship of DECA
 - C. What is marketing?
 - D. Relations of marketing to self and society
 - III. Program Requirements and Structure
 - A. Participation
 - B. Attendance
 - C. Guest speaker obligation
 - D. Career development
 - E. Basic outline of years activities and areas of study
 - F. Related work experience
-

Activities

1. Have each class member introduce himself and give basic reasons for being in distributive education.
2. Show film, "World of Marketing".
3. Discuss general objectives for program.
4. Administer a careers pretest for purposes of establishing needs during careers unit as well as entire year and also for evaluation purposes later.
5. Hold organizational meeting for DECA with an informal social activity--invite all class members.

Career Exploration and Self-Awareness Unit

Performance Objectives

1. The student will complete one career information study and one career interview within the marketing and distribution cluster. Each student will also conduct a career interview in a different cluster area of his choice.
 2. The student will complete the self-awareness project which has been assigned previously.
 3. The student will be able to discuss the relationship of distributive education to his possible future career.
 4. The student will be able to identify at least five sub-clusters within marketing and distribution.
 5. The student will be able to identify employment trends of careers in any cluster area.
 6. The student will be able to discuss the relationship of work, jobs, and careers.
 7. The student will compose a list of "wants" which he wishes to receive from his future career. These wants will be broken into short-term and long-term with results attached to the self-awareness (Who am I?) project.
 8. The student will compile a list of factors which will undoubtedly influence his future career choice. List to be attached to self-awareness project.
 9. The student will map out his leisure time for a two-week period in advance. He will then keep a record of actual leisure time, and in comparing, explain how such factors as family, school, and work influence each other.
 10. The student will be able to objectively discuss the changing concept of division of labor by sex.
 11. The student will be able to list and explain uses of suggested materials and resources available for career information.
 12. The student will reach a tentative decision regarding his career area choice.
-

Outline

- I. Introduction and Results of Pretest.
 - II. Work, Jobs, Careers
 - A. Self-concept
 - B. Social activities
 - III. Career Clusters
 - A. Sub-clusters
 - B. Specific careers
 - C. Marketing and distribution cluster
 - IV. Relationship of Distributive Education to Your Future
 - V. Career Information Resources
 - VI. Self-Evaluation
 - A. Who am I?
 - B. Where I am
 - C. My future
 - D. Career and life-style wants
 - VII. Career Trends
 - VIII. Making Career Decisions
-

Activities

- 1. Utilize "self-awareness" project.
- 2. Have students conduct career interviews and report to class.
Emphasize need to study careers in all cluster areas.
- 3. Have sociologist speak to class about ramifications of increased leisure time.
- 4. Have person representing women's careers present views to class on trends of employment for women.

5. If career resource center exists, have students look up various items of career interest from as many resources as possible. Objective is to acquaint students with information sources.
6. Visit a state and private employment agency. If possible, have a representative speak to class, on a discussion basis, of trends in employment, and where most jobs are found.
7. Divide class into groups of about five persons. Play game where only eight persons can be saved from earth, and these must go to a new planet. Who should go?
8. Have recent distributive education graduates visit class to give views on value of training.
9. Have class complete a survey of several city blocks in different areas of town. Develop a list of occupations of all employed persons in households and their educational level.
10. Have students compile a list of "wants" and "interests". Then have each student list at least ten careers or career areas that will match both wants and interests.

Advertising Unit

Performance Objectives

1. The student will complete a career information report concerning an occupational area in advertising.
2. The students, in groups of four, will complete a newspaper or radio advertisement as assigned by a downtown businessman who advertises locally. Businessman and instructor will evaluate.
3. The student will be able to explain the major effects of advertising on society and individuals.
4. The student will be able to explain the role of advertising in marketing and distribution and its relation to other cluster areas.
5. The students, in groups of four, will complete a coordinated advertising campaign for a new product using all pertinent media. A group presentation will be made to the class.
6. The student will be able to explain major characteristics and desirable traits for persons who have careers in advertising.
7. The student will be able to discuss major advantages and disadvantages, as well as trends, in advertising careers.
8. The student will discuss with the class one current advertisement which uses any media, and give his or her reactions to it.
9. The class will view and discuss the Cleo Awards film.
10. After touring an advertising agency and a local newspaper, the students will discuss which job they would choose for themselves if they could work at either type of firm.

Outline

- I. Introduction and Definition
- II. Role of Advertising

- A. Pros and cons
 - B. Relationship to marketing and other cluster areas
 - C. Consumer and social aspects
- III. Types of Advertising
- IV. Media and Components
- V. Careers in Advertising
- A. Occupational study
 - B. Trends
- VI. Production
- A. Campaign
 - B. Newspaper advertisement
- VII. Trends
- VIII. Case Problem

Activities

1. Show film "Cleo Awards".
2. Tour advertising agency, newspaper, and radio station, if possible.
3. Have students use career information report form to study careers in advertising. Those who prefer, may conduct an interview using the standard report, if desired.
4. Utilize advertising materials (newsprint, straight edge, mannequins, etc.) from resource center to complete necessary projects.
5. Assign one student to take slides of advertising agency tour.
6. Have guest speaker invited, escorted, and introduced by a student. Speaker may be from any level of advertising.

7. In groups of four, have students contact local firms (after initial contact by coordinator) for newspaper or radio advertisement assignment. When completed, turn copy of materials back to business firms and one set filed in the career library.
8. Divide class into two groups assigning a case problem dealing with advertising. Evaluators will judge the groups on their ability to devise practical solutions to these problems.

Phase III - Evaluation

In order to provide information for determining program success and updating purposes, evaluative methods must be employed. Evaluation should be based upon accomplishment of program objectives. Did the program meet student needs? Did it satisfy all objectives? Have results been positive? These are basic questions which evaluation should strive to answer. The following steps suggest ways to determine program success.

Step 1. - Administer a pre-test and a post-test covering both career and content material based upon unit objectives. This step can measure the effectiveness of teaching methodology, career concepts, and content coverage. The same test may be used as a pre-test and post-test if desired. Sample test questions for units of orientation, career exploration and self-awareness, and advertising are found on pages 62 through 63.

Step 2. - Working with the school guidance and counseling department, conduct comparative follow-up studies on previous distributive education graduates as well as those completing the career development program.

Step 3. - Placement follow-up should be conducted continuously after graduation until all graduates are placed. Additional follow-up studies should be performed at two and five-year intervals. The effectiveness of placement should be in terms of how many graduates are following their goals, whether those goals be entry-level jobs or further education. The evaluator should insure that the latter goal does not become a scapegoat for a poor placement record. Again, guidance and counseling personnel can assist in this area of evaluation and possibly provide necessary forms.

Step 4. - Provisions must be made for continuous up-dating and improvement of the career development program. This is necessary even to the point of complete program revision if evaluation proves such a need. The advisory committee can be helpful in this function and should also be used for evaluation planning.

DISTRIBUTIVE EDUCATION TEST

Write "T" for true and "F" for false.

- _____ 1. A major purpose of DECA is to provide the social aspects of Distributive Education.
- _____ 2. Distributive Education refers mainly to the study of the transportation functions of marketing.
- _____ 3. Marketing refers to all business activities, including production through final sales of goods and services.
- _____ 4. In terms of total employment, more persons are employed in marketing jobs than in any other occupational field.
- _____ 5. Membership in DECA is automatic when a student enrolls in a Distributive Education program.
- _____ 6. A Distributive Education student should always go to work, regardless if he has missed school on a certain day.
- _____ 7. The manager of a firm should be considered more successful than his employees.
- _____ 8. The most common reason for employees being fired is failure to get the job done.
- _____ 9. The average high schooler can expect to change occupations seven times in the future.
- _____ 10. The world would automatically be a better place to live if everyone finished four years of college.
- _____ 11. A person who is skilled with his or her hands would have little employment possibilities in marketing and distribution.
- _____ 12. Being "bondable" means that your employer can purchase insurance which will protect him from loss if you should embezzle money from his company.
- _____ 13. Who you are as a person is more important than what you are in terms of employment.
- _____ 14. There are more jobs for college graduates than there are graduates.

DISTRIBUTIVE EDUCATION TEST (CONTINUED)

- _____ 15. Income is directly associated with the amount of formal education completed.
- _____ 16. Finance may be considered as part of the marketing occupational cluster.
- _____ 17. To get the best information about a job, one should always talk with the manager of a certain occupation.
- _____ 18. It is reasonable to expect that some influences from sources other than our own, affect our career decisions.
- _____ 19. Of all media, newspapers rank as number one for volume of retail advertising.
- _____ 20. As a rule of thumb, the less expensive an item is, the more white space should be used in a printed advertisement.
- _____ 21. If you are an account executive with a large advertising agency, you can expect to do a lot of production work.
- _____ 22. Institutional advertising is that done by non-profit organizations.
- _____ 23. Many jobs exist in advertising for persons who are skilled with their hands.
- _____ 24. An excellent source to answer questions about advertising careers would be local retailers who advertise in most media.
- _____ 25. Advertising may result in cost savings to consumers.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this paper was to develop a career education implementation guide for distributive education. A review of current literature pointed out the need for career education as well as some of the problems which education in general faces today and in the future.

Utilizing existing materials and writings, a guide for implementation was developed. It was then critiqued by recognized leaders in career education as well as industry personnel from the field of marketing and distribution. The suggestions from these persons were incorporated into the guide found in the previous chapter of this paper.

Conclusions

Since no empirical study was associated with this paper, conclusions based on factual findings are not available. However, the writer did observe that a well-designed distributive education program is very closely related to one using career education. With only a few modifications, a well-run program can fully utilize the career development concept.

Recommendations

1. The teacher-coordinator who decides to implement career education should solicit the approval and cooperation of the school's administration.

2. The teacher-coordinator should make every effort to involve the business community, parents, academic teaching personnel, and guidance and counseling personnel in the operation of a career education program.

3. Teacher-coordinators using the guide developed in this paper should insure that all procedures used are adapted to local conditions and needs.

4. Career Education programs should be continuously updated to meet the constant change taking place in marketing and distribution.

5. New materials and procedures which are developed for career development use should be considered for incorporation into the implementation guide.

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