

The inclusion and emphasis of common Interstate Distributive Education Curriculum Consortium competencies in general mid-management curricula in the Northwest
by Robert Mayer Kruse

A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION
Montana State University
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Abstract:
The primary problem of the study was to determine if general mid-management programs in public post-secondary institutions in the Northwest include in their curricula common competencies as identified through the Interstate Distributive Education Curriculum Consortium (IDECC).

Four null hypotheses were tested to determine if differences existed in common competency emphasis between programs due to: 1) whether of not a program is located in an IDECC member state; 2) the length of time a program's head coordinator has been a midmanagement coordinator; 3) the length of time a program has been in operations and 4) whether or not a program has students participate in DECA competency-based competitive events.

Each null hypothesis was tested using a Mann-Whitney test of independence at the .05 level for each of the eight instructional areas represented by the common competencies. Significant differences were found in the instructional areas of advertising, communications, and operations and management with programs having more experienced head coordinators placing greater emphasis on the competencies than programs with less experienced head coordinators. The vast majority of the competencies were included with some degree of emphasis in the curricula of the programs studied, Conclusions based upon the study's findings included: 1) there is no significant difference in common competency emphasis between programs in IDECC and non-IDECC member states; 2) there is no significant difference in emphasis between older and more recently established programs; and 3) there is no significant difference in emphasis between programs with students participating in DECA competency-based events and programs having no student participation, Recommendations included: 1) teacher education programs should provide more in-service education for mid-management coordinators; 2) teacher education programs should place greater emphasis on the instructional areas of communications and human relations; 3) non-IDECC member states should be careful in assessing their reasons for joining IDECC; and 4) national DECA should make a priority commitment to determining if and how competitive event reorganization has affected local program curricula.

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THE INCLUSION AND EMPHASIS OF COMMON INTERSTATE DISTRIBUTIVE EDUCATION CURRICULUM CONSORTIUM COMPETENCIES IN GENERAL MID-MANAGEMENT CURRICULA IN THE NORTHWEST

by

ROBERT MAYER KRUSE

A thesis submitted in partial fulfillment
of the requirements for the degree

of

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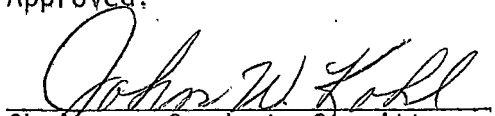
Approved:



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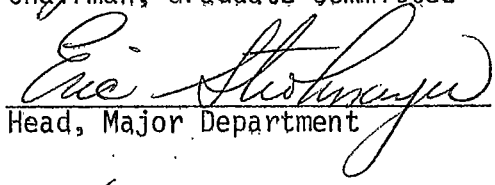

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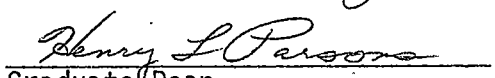

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ABSTRACT

The primary problem of the study was to determine if general mid-management programs in public post-secondary institutions in the Northwest include in their curricula common competencies as identified through the Interstate Distributive Education Curriculum Consortium (IDECC).

Four null hypotheses were tested to determine if differences existed in common competency emphasis between programs due to: 1) whether of not a program is located in an IDECC member state; 2) the length of time a program's head coordinator has been a mid-management coordinator; 3) the length of time a program has been in operation; and 4) whether or not a program has students participate in DECA competency-based competitive events.

Each null hypothesis was tested using a Mann-Whitney test of independence at the .05 level for each of the eight instructional areas represented by the common competencies. Significant differences were found in the instructional areas of advertising, communications, and operations and management with programs having more experienced head coordinators placing greater emphasis on the competencies than programs with less experienced head coordinators. The vast majority of the competencies were included with some degree of emphasis in the curricula of the programs studied.

Conclusions based upon the study's findings included: 1) there is no significant difference in common competency emphasis between programs in IDECC and non-IDECC member states; 2) there is no significant difference in emphasis between older and more recently established programs; and 3) there is no significant difference in emphasis between programs with students participating in DECA competency-based events and programs having no student participation.

Recommendations included: 1) teacher education programs should provide more in-service education for mid-management coordinators; 2) teacher education programs should place greater emphasis on the instructional areas of communications and human relations; 3) non-IDECC member states should be careful in assessing their reasons for joining IDECC; and 4) national DECA should make a priority commitment to determining if and how competitive event reorganization has affected local program curricula.

Chapter 1

INTRODUCTION

A viable and growing segment of the vocational instructional discipline known as distributive education is found at the post-secondary level primarily in this country's public community/junior colleges and vocational-technical schools. The primary vehicle of post-secondary distributive education is the general mid-management program which provides for the preparation of people for occupations and careers that are neither entry level nor top management-oriented (USOE, 1969:5).

General mid-management programs are concerned with providing students the necessary knowledge, skills, and attitudes in marketing, general education, communications, business administration, and product and/or service technologies in order that they may be productive contributors to the community and society as a whole (Trapnell, 1967:14-16).

Mid-management education is a relatively new field due in part to federal legislation emphasis during the 1960's and 1970's, changing demands for middle level workers in the labor market, and the recent growth of community/junior colleges and post-secondary vocational-technical schools.

As an outcome of this growth in program numbers, there has been considerable discussion since the middle 1960's regarding what

the curricula of mid-management education should be comprised of and what the goals of post-secondary distributive education should be. As a result of such discussions, a number of issues have been raised about what mid-management education is all about.

Some of the more important of these issues include:

1. the role of general versus specialized mid-management curricula in properly preparing students for successful employment (England, 1977:15-20);
2. the role of cooperative education and the Distributive Education Clubs of America (DECA) in post-secondary distributive education (Washington State Board for Community College Education, 1976:8-12);
3. the kind of procedures needed for establishing, administering, and evaluating mid-management programs;
4. the nature of the concepts and skills to be taught in the curriculum (USOE, 1969:8-25); and
5. the clientele that mid-management education is intended to serve (Gillie, 1973:59-66).

Statement of the Problem

The problem of this study was to determine if general mid-management programs in public post-secondary institutions in the Northwestern Vocational Curriculum Management Region include in their

curricula common competencies as identified through the Interstate Distributive Education Curriculum Consortium (IDECC).

Need for the Study

The field of distributive education at the post-secondary level has been undergoing a noticeable change since the publication of Crawford's study entitled "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education" (1967) where she identified nine hundred eighty-three (983) competencies needed for successful employment in seventy-six (76) occupations at the entry and career levels in marketing and distribution. This study led to the subsequent formation of the Interstate Distributive Education Curriculum Consortium (IDECC) in 1971. In addition, there has been a complete restructuring of the junior collegiate competitive events as sponsored by the Distributive Education Clubs of America (DECA) based upon the competencies identified by Crawford and used by IDECC.

During this same general time frame, the past ten to fifteen years, federal legislation has mandated the growth of post-secondary vocational education. Beginning with the Vocational Education Act of 1963 and continuing through its three amendments in 1968, 1972, and 1976, post-secondary vocational program growth and maintainment has received special appropriation consideration.

With mid-management education being a growing and relatively young instructional area and with the changes it has undergone in recent years, it was necessary to discover if any consensus is present among mid-management coordinators concerning the concepts, skills, and attitudes they are including in general mid-management curricula. Furthermore, it was necessary to discover if post-secondary distributive education curricula in the field have a core component as identified by Crawford and IDECC.

With this information obtained it is an easier task to provide answers to the following key questions:

1. Is the major curriculum work that has been done in recent years being used and accepted by mid-management coordinators in the field or is it being ignored?
2. Do general mid-management programs have common bonds in the competencies they include in their curricula?
3. Are general mid-management students exposed to the concepts, skills, and attitudes necessary for occupational and career success in general mid-managerial positions?

Partly because post-secondary distributive educators have tried to contend with such questions, mid-management education has enjoyed a measure of success. However, if the field of mid-management education cannot arrive at some kind of consensus about itself as a discipline and what it should be teaching, it will be charged with a

need to continually prove its credibility as a needed and worthy curricular segment of post-secondary education.

General Questions of the Study

Based upon the previous description of the problem statement, the following questions were answered by this study:

1. Do general mid-management programs in the Northwestern Vocational Curriculum Management Region include in their curricula the one hundred four (104) common competencies for general mid-management occupations as identified through the Interstate Distributive Education Curriculum Consortium?
2. Is there a difference in the common competency emphasis in each instructional area of general mid-management curricula between programs in IDECC member states and those in non-member states?
3. Is there a difference in the common competency emphasis in each instructional area of general mid-management curricula between programs that have head coordinators who have been mid-management coordinators for over four years and those who have been coordinators for four years or less?

4. Is there a difference in the common competency emphasis in each instructional area of general mid-management curricula between programs that have been in operation for over four years and those that have been operating for four years or less?
5. Is there a difference in the common competency emphasis in each instructional area of general mid-management curricula between programs that have students participate in junior collegiate DECA competency based competitive events and those that have not?

General Procedures

The problem was investigated according to the following procedures. First, it was decided to study general mid-management programs in the ten states that comprise the Northwestern Vocational Curriculum Management Region.

Second, a survey instrument was developed. The instrument was designed to determine: 1) what state the local program was located in; 2) the length of time the responding coordinator had been teaching in the mid-management area; 3) the length of time the program had been in operation; 4) whether or not the program has had students participate in junior collegiate DECA competency based competitive events; and 5) what degree the program's curriculum emphasized the

common competencies identified through IDECC for those occupations at the mid-management level that students would prepare for in a general mid-management program.

Third, the survey was shown to several distributive educators in the Region including former mid-management coordinators in order to refine the survey instrument.

Fourth, the researcher contacted the state distributive education supervisors for each of the Region's ten states and requested a listing of the general mid-management programs and the faculty who head the various programs.

Fifth, the survey was mailed to all mid-management coordinators who had been identified. This was done during the last week of September 1978.

Sixth, a follow-up request was mailed to non-responding head coordinators during the third week of October 1978.

Seventh, once an adequate return of fifty (50) completed surveys was received by the researcher on November 1, the data was analyzed in order to answer the general questions raised by the study.

Finally, appropriate conclusions and recommendations were formulated and presented in March of 1979 to the researcher's graduate examining committee.

Limitations and Delimitations of the Study

Limitations

1. Conclusions and recommendations drawn from the data are only applicable to general mid-management programs located in public post-secondary institutions in the Northwestern Vocational Curriculum Management Region.
2. The common competencies used in the study were taken from those identified by Crawford and used by IDECC from those occupations which are considered to be of a general mid-managerial nature.

Delimitations

1. The study was conducted during the 1978-79 academic year in the ten state Northwestern Vocational Curriculum Management Region.
2. The data was collected through a mailed survey instrument sent to mid-management coordinators in the Region.
3. The mid-management curricula studied was of a general, rather than a specialized nature.
4. The mid-management curricula studied were those of public post-secondary institutions including community/junior colleges, vocational-technical schools, and two-year divisions of collegiate level institutions.

Definition of Terms

Some of the terms used in this study are subject to various interpretations. For the purpose of this study, the following terms are defined.

Distributive education. A vocational instructional program designed to meet the needs of people who are employed in or are preparing to enter an occupation in the marketing and distribution career cluster. It offers instruction in marketing, merchandising, related management, and personal development (Crawford and Meyer, 1972:2).

Distributive Education Clubs of America (DECA). A national youth organization with affiliated state associations and local chapters. The organization is designed to complement and enrich the development of occupational competence necessary for careers in marketing and distribution. It has four divisions of membership including secondary, junior collegiate, alumni, and professional.

General mid-management program. A post-secondary distributive education program designed to prepare people for non-specialized entry into middle level supervisory positions in the marketing and distribution career cluster.

Head coordinator. The mid-management faculty member identified by a state distributive education supervisor as the person who leads in the teaching and administration of a particular general

mid-management program.

Interstate Distributive Education Curriculum Consortium (IDECC). An eleven state group of distributive educators who developed a comprehensive distributive education curriculum based upon the occupations and competencies identified in Crawford's study entitled "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education." The Consortium is headquartered at The Ohio State University in Columbus. The eleven original member states were Alabama, Florida, Georgia, Indiana, Iowa, Kansas, Kentucky, North Carolina, Ohio, Washington, and Wisconsin. Since the Consortium's original work in 1972, fifteen additional states have joined including Idaho and Oregon.

Mid-management coordinator. A faculty member of a post-secondary institution whose primary responsibility is teaching courses in mid-management, advising student majors, and possibly working with the cooperative education portion of the program, if provision for on-the-job training exists. In addition, it is possible that this person is involved with serving as an advisor to a junior collegiate chapter of DECA.

Mid-management education. A program of post-secondary vocational instruction which prepares people for supervisory level positions in the marketing and distribution career cluster. This phase of distributive education may provide access into either general or

specialized occupations. This term is used interchangeably with post-secondary distributive education.

Northwestern Vocational Curriculum Management Region. A ten state area designated by the United States Office of Education for the purpose of interchanging ideas and curriculum materials in vocational education and providing leadership in curriculum matters. The member states include Alaska, Oregon, Colorado, Wyoming, Montana, Washington, South Dakota, North Dakota, Idaho, and Utah (Northwestern Vocational Curriculum Management Center, 1977:2).

Post-secondary distributive education. See mid-management education.

Post-secondary education. Instruction which is offered at the thirteenth and fourteenth grade levels in a broad variety of educational institutions. These may be community/junior colleges, vocational-technical schools, or divisions of four-year collegiate institutions (USOE, 1969:1).

Specialized mid-management program. A post-secondary distributive education program designed to prepare people for middle level supervisory positions related to a specific marketing function or type of marketing business.

Summary

With the growth of mid-management education in the last ten to fifteen years has come discussion concerning post-secondary distributive education's objectives, role, and curriculum content, It was the primary purpose of this study to determine if general mid-management programs in the Northwest have a common core curriculum based upon common competencies.

This study was needed to help the discipline of post-secondary distributive education come to grips with its own identity in a curricular sense. The research was limited to studying general mid-management programs in the Northwestern Vocational Curriculum Management Region, and therefore, the conclusions and recommendations are applicable to only that type of program in the ten state region identified.

Chapter 2

REVIEW OF LITERATURE

The following review of literature is intended to give the reader an understanding of the current status of mid-management education at the post-secondary level. The following discussion is divided into three main sections as follows: 1) the relationship of mid-management education with the rest of distributive education; 2) the goals and purposes of mid-management programs; and 3) the development of the mid-management curriculum.

It is felt that the subheadings listed above provide the reader with an adequate appraisal of current thinking with regard to this area of post-secondary occupational education.

The Relationship of Mid-Management Education With Distributive Education

Distributive education is an instructional area of vocational education that is primarily concerned with preparing people for careers in the marketing and distribution cluster of occupations. It is a field of vocational education that covers a wide range of occupational subgroups including:

1. advertising services;
2. apparel and accessories;
3. finance and credit;

4. floristry;
5. food distribution;
6. food services;
7. general merchandise;
8. hardware, building materials, farm and garden supplies, and equipment;
9. home furnishings;
10. hotel and lodging;
11. industrial marketing;
12. insurance;
13. international trade;
14. personal services;
15. automotive and petroleum;
16. real estate;
17. recreation and tourism;
18. transportation;
19. other retail and wholesale trades (United States Department of Health, Education, and Welfare, Office of Education, 1969:19-37).

A listing of occupational categories could be considered an appropriate way of explaining what distributive education is, but it is incomplete. This is because such a method of description does not concern itself with distributive education's clientele and the basic

tenets of its vocational instructional nature.

A popular and widely recognized definition of distributive education is Crawford's (1967:16) which states:

> Distributive education is a vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competency in one or more of the marketing functions. It offers instruction in marketing, merchandising, related management, and personal development.

Crawford and Meyer (1972:2-3) expand on this description of distributive education by making the following points about the field. First, the program is vocational in that the instruction focuses on the career objective of the student with curricular patterns which provide for varying levels of needs and abilities. Accepted instructional techniques include related in-class instruction, cooperative on-the-job work experience and training, and professional activities through the Distributive Education Clubs of America.

Second, the clientele include adults who are already employed or are seeking employment; adults who are enrolled full-time in a community college or area vocational-technical school; or high school students.

Third, distributive occupations are concerned with the marketing or merchandising of goods and services at either the entry or management levels.

Finally, the distributive education instructional program is

not only concerned with the discipline of marketing and distribution, but also with the personal and social development of the student in the areas of human relations, communications, and occupational adjustment.

Distributive education in the secondary schools is primarily designed to prepare students for entry positions in the marketing and distribution occupational cluster. Its role is in presenting basic concepts of business, the free enterprise system, marketing, and social and personal development. Curriculum patterns are generally of a one or two year duration with most students participating in some form of cooperative education work experience training related to their classroom instruction.

Adult distributive education's primary intention is to provide preparatory and supplementary learning experiences to those adults who have left or finished high school and desire to enter into a distributive occupation at the entry level. A secondary purpose of distributive education's adult branch is to help those people who are employed in the marketing cluster maintain and improve their skills and knowledge of the field through in-service education.

It can be said that adult distributive education programs have a most flexible curriculum pattern including continuing education courses, short-term workshops, presentations at professional meetings, and on-going individualized instructional curricula. Many of these

curricular offerings are concerned with helping adults to advance to higher level jobs providing instruction in special job functions or in a particular area of marketing business like petroleum or food services (Crawford and Meyer, 1972:7-8, 205-209).

Post-secondary distributive education mid-management programs are unique and different from those programs at the secondary level and in adult education. Mid-management education programs are typically of a four-semester or six-quarter duration and lead toward associate degrees when offered at a community/junior college or area vocational-technical school.

Often times the instructional program includes student involvement with cooperative education training and professional activities through the junior collegiate division of the Distributive Education Clubs of America (DECA). It should be noted that student participation in these two elements of the mid-management program is less than in high school distributive education programs.

Samson (1969:5-6) identified seven distinguishing characteristics of post-secondary distributive education programs which set them apart from the rest of the discipline. He states that mid-management education:

1. Provides both intensive and extensive instruction in a marketing function, product area, or business.

2. Provides instruction which leads to specialization in a marketing function, product area, or business category.

3. Serves a student population from a large geographic area.

4. Provides curricula oriented to local, state, or national occupation needs.

5. Follows a collegiate schedule of classes with special flexibility to permit appropriate application of learning.

6. Has standards and qualities leading to supervisory and management competencies.

7. Utilizes businessmen from a wide range of business interests and from a wide geographic area for advisory and resource purposes.

The clientele of mid-management programs also makes it a unique segment of the distributive education discipline. A good profile of the clientele which mid-management programs serve is offered by Garbin and Vaughn (1970:18-35) whose nationwide study of five thousand community/junior college vocational students revealed the following:

1. Male students were in the majority being fifty-nine percent of the sample.

2. No significant difference was found between the academic abilities of vocational students and junior college students in general.

3. Thirty-two percent of the sample make their occupational choice after leaving high school.

4. Seventy-seven percent of the students were twenty-one years old or younger.

5. Twenty percent of the students worked full-time before entering the junior college and after finishing high school. Fifty-four percent attended the college directly after finishing high school.

6. Thirty-three percent of the students were self-supporting while thirty-four percent were supported primarily by their parents.

7. Fifty-one percent of the students cited "to secure vocational or professional training to obtain a job" as their most important reason for attending the community/junior college.

8. The level of educational aspiration was higher than that of the level obtained by the student. Garbin and Vaughn suggested that student expectations are unrealistic with only fourteen percent of the students continuing their education on a full-time basis upon graduation from the community/junior college.

Harris (1964:129) supports the final finding of Garbin and Vaughn by stating that seventy percent of the junior college freshmen will never matriculate as juniors in a four-year baccalaureate degree program.

A final factor which distinguishes mid-management programs from secondary programs, in particular, is that there is more emphasis on occupational specialization in the post-secondary programs. It is not rare for community/junior college or technical school programs to have in addition to a general business management, retailing, or marketing option a number of specialized curricula dealing primarily

with particular marketing businesses and marketing functions.

Graham (1972:10) breaks mid-management programs into the following general and specialized areas: 1) fashion merchandising; 2) food administration; 3) hotel/motel management; 4) general management; 5) general marketing; 6) personnel management; 7) real estate/insurance; 8) retailing; 9) salesmanship; 10) small business management; and 11) wholesaling.

The Goals and Purposes of Mid-Management Programs

Once the relationship between mid-management programs and the rest of distributive education can be seen it is necessary to focus on the specific goals and purposes of mid-management education. This discussion should further refine an understanding of what post-secondary distributive education is about.

Munroe (1972:82-83) identifies the target area for most community college occupational programs as those instructional curricula which prepare people for careers in the expanding middle level occupations that have been created by technology, automation, and the increased demand for employees in service occupations. He describes these middle level occupations as being primarily white collar, semi-professional, technical, and supervisory in nature.

Munroe further describes what distinguishes these middle level

occupations, within which mid-management positions fall, from the occupational levels of the professions, skilled craftsmen, semiskilled workers, and unskilled labor. These characteristics are:

1. They require training beyond the high school level.

2. They require some theoretical knowledge of mathematics and science equal to the first year or two of a professional program.

3. They require training in the development of certain manipulative skills.

4. They often require that a person have personality characteristics which allow him to understand human behavior, especially if he is employed in a supervisory position or in a social-service or human-relations occupation.

5. They may require training as assistants to professional workers or administrative officials (1972:83).

Gillie recognizes that the role of the middle level worker in the American occupational structure is broad and multi-faceted. He indicates that by stating:

> The various generic types of middle level workers in society indicates that classifying them into anything other than the broadest groups is difficult . . . the middle level worker is an individual whose occupational functions demand: 1) some cognitive skills in addition to manual type proficiencies; and 2) preparation for both cognitive and manual aspects of the job by specially designed programs offered by area vocational-technical schools . . . and community junior colleges (1973:15).

In agreement with what Munroe and Gillie say about middle level occupations in relation to other occupational levels Lucas defines mid-management positions as:

> Any one of a cluster of positions wherein the people in this category are considered to be on a managerial or supervisory level, but have less discretion in the manner in which they carry out their duties and less influence in policy decisions than the executive. The person on the mid-management level can be characterized as the first-line supervisor who is ' . . . management's contact with the rank and file.' It is the level of management that carries out the policies of top management rather than creating policies; it is distinguished as apart from upper management (1971:7).

From the above discussion concerning what the middle level worker requires educationally and what kind of middle level worker a mid-manager is have come numerous statements regarding the goals of mid-management programs in a curricular sense. Various writers in the field have attempted to delineate those goals. The most utilized listing of goals for post-secondary distributive education is that of the United States Office of Education (USOE). It is as follows:

> 1. To offer curriculums in marketing and distribution for persons who have completed or left high school and who are available for full-time study in preparation for entering a distributive occupation.
>
> 2. To prepare persons for distributive occupations in manufacturing, wholesaling, retailing, and service businesses which may include mid-management and management careers.
>
> 3. To prepare persons who may eventually own and/or operate their own distributive business.
>
> 4. To continue the general education of the individual to enable him to make a better contribution to society (1969:6).

The above statement of the goals of mid-management education made in 1969 by the USOE was the culminating point of discussion regarding the role and mission of post-secondary distributive education during the middle and late 1960's. This discussion was a result primarily of the passage of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968 which gave impetus to the concern for all post-secondary vocational education.

Toothman and Haines first addressed the issue of mid-management education's purpose during this period when they attempted to answer the question as they stated it, "What is the primary goal of post-high school distributive education?" Their reply was that: "The primary goal is to offer vocationally oriented programs in distribution for persons who have completed or left high school and who are available for full-time study and preparation for entering the labor market (1964:13).

It can be seen that Toothman and Haines contributed to the first objective of mid-management programs in the 1969 USOE publication referred to previously, but they mentioned nothing about particular types of distributive occupations, business ownership, nor mid-management education's commitment to general education.

Painter (1966:22) was next to make a statement regarding the mid-management program's central goals. He agreed with Toothman and Haines that the underlying philosophy of post-secondary programs

should not be involved with business ownership training or continuing a person's general education.

Painter was more concerned with the following goals: 1) to provide continuing education to distributive workers at all levels of occupations in marketing and distribution; 2) to meet the needs of distributive workers created by accelerating scientific and technical change in the business world; 3) to select a clientele with clearly defined career goals; 4) to encourage continuous development of evaluation of mid-management programs in order to insure quality instruction; and 5) to promote an understanding of marketing and distribution throughout the school and surrounding community.

Painter's most important contribution to the 1969 USOE statement lies in his feeling that mid-management programs should prepare students for particular careers including buyers, department managers, small business managers, and specialized product or service selling. His goal statements were internally-oriented with regard to program operations.

The third major contribution to the consideration of what mid-management education's objectives should be was made by Trapnell. She felt that these objectives were fourfold in nature and that they should provide for the student to become a contributing member of society by means of:

1. Developing an understanding of the social and economic responsibilities of those engaged in marketing through general education and electives.

2. Developing a broader understanding of basic marketing concepts, functions, and activities.

3. Developing managerial skills and attitudes essential to occupational success which enables the student to lead a rich and rewarding life as a productive contributor to the community.

4. Encouraging continuing education to meet present day needs of distributive workers (1967:14-16).

Trapnell was the first writer to make a case for general education in the mid-management program as a means of instilling social responsibility into mid-management students while maintaining that the most immediate concern of post-secondary programs was the development of occupational competencies needed for successful employment.

The USOE's 1969 statement was a composite of previous contributions made by Toothman, Haines, Painter, and Trapnell in the areas of clientele, social responsibility, consideration of general education, and concern for preparation in particular marketing occupations at the middle level. The USOE goal concerning small business ownership is the one original aspect of mid-management program objectives to appear in the statement.

Since the publication of the 1969 composite goal statements, one new major contribution regarding post-secondary distributive education goals has been made. The Washington State Board for Community

College Education placed special emphasis on cooperative training and stated that such emphasis in objectives is what makes mid-management training a unique approach to education for occupational competency.

The Board stated that mid-management training should:

1. Provide vocationally-oriented classroom instruction in the field of management at the mid-management level in distributive and marketing occupations.

2. Provide occupational elective coursework that is geared to each individual student and is related to a particular area of marketing mid-management.

3. Aid in providing an effective employment experience in an occupational area which is compatible with the student's career goal.

4. Enable the student to participate in individual planning and research related to the student's occupation goal (1976:11-12).

Since Trapnell's work in the field, statements regarding post-secondary distributive education's goals have become more curriculum oriented in nature, especially those explanations made by Whitted (1969), Ashmun (1970), and Patton (1972). With the recent work of the Washington State Board, mid-management program goal statements have become more specific regarding suggested curricular patterns and the role of cooperative work experience training. This is, perhaps, a natural evolution for any discipline to move from the general to the specific concerning its goals and how those goals will be carried out.

The Development of the Mid-Management Curriculum

Just as there was a development of goal statements beginning in the middle 1960's, so was there the development of viewpoints dealing with the mid-management curriculum and its sequencing. Interest in what should be included in the mid-management curriculum has continued to the present.

Discussion within the following section of the review of literature is broken down into three sub-sections pertaining to suggestions regarding general curriculum patterns in mid-management programs, a competency approach to building mid-management curricula, and specific course sequencing recommendations for mid-management curricula content in a post-secondary setting.

General Curriculum Patterns

The literature makes several central points regarding how a mid-management curriculum should be patterned. These points are reported in the following paragraphs.

Toothman and Haines (1964:13-15) state that the mid-management curriculum should offer the student both breadth and depth in subject matter to insure that the program does not prepare the student for one job only while realizing that a program with no degree of specialization will serve no worthwhile vocational purpose. In addition, the

curriculum needs to be based on the needs of the business community and the occupational objectives of students.

LaRowe was one of the first to suggest that a strong cooperative education component should be part of the mid-management curriculum in the community/junior college. He states:

> . . . the true strength of the program rests on its application of cooperative training for distributive occupations. The cooperative phase features a practical arrangement by which each student is placed in a real occupational situation and trained in the responsibilities and attitudes required on actual jobs that exist in the field of his career interests (1966:28).

LaRowe agrees with Toothman and Haines that there needs to be a balance between general education and specialized training in the mid-management curriculum, although he tends to favor the more specialized program.

The viewpoint the programs should provide a curricular balance is maintained by Painter (1966:22) as he suggests the rudiments of a common curriculum that is well-rounded including business courses in accounting, marketing, salesmanship, mathematics, advertising, and economics. In the general education area he recommends coursework in the social sciences, humanities, natural sciences, and English with emphasis placed upon communication skills.

Trapnell (1967:18-19) becomes more specific in suggesting a general curriculum pattern for mid-management programs. She feels that the curriculum should be split into one-third general education

courses and electives and two-thirds technical and marketing courses. Her general education component includes study in the areas of psychology, human relations, sociology, mathematics, accounting, economics, and communications skills. The technical and marketing component would include coursework in marketing principles, retailing, sales, promotion, business law, management principles, personnel management, and specialized occupation areas of product or service technology.

The case for cooperative training and curricular specialization was renewed by Lucas. He recommended continuous on-the-job training for the mid-management student throughout his/her entire enrollment in the program and calls the faculty member who is in charge of the program an instructor-coordinator. With regard to what degree the curriculum pattern in mid-management education should be specialized he states, "Each distributive education curriculum within the post-secondary educational institution should be organized to serve a specific area of employment such as hotel-motel, supermarket, or petroleum (1968:35)."

Specialized curricular patterns are also favored by Trimpe (1969:27) for two reasons: 1) such patterns offer more specific instruction, and therefore, can be considered to be more vocational; and 2) business and industry relate more positively to specialization.

Beginning with the USOE's 1969 publication concerning post-secondary distributive education the balance between general education and specialization begins to tip more toward general mid-management curricula. The publication suggests four alternative curriculum designs with each design including four component parts which are almost equally divided. These four component parts include: 1) technical or emphasis area; 2) marketing and distribution; 3) business or business administration; and 4) general education. These four parts of the curriculum are described as follows:

> 1. The technical or emphasis area includes courses which are directed toward specific product or service knowledges, marketing functions, or types of business. The nature and variety of these courses depends on the objectives of the curriculum and degree of specialized preparation needed for employment objectives of the students.
>
> 2. The area of marketing and distribution provides courses fundamental to all distributive occupations. They provide understanding of the marketing system and essential functions and procedures operating in a free enterprise system.
>
> 3. The business or business administration area contains courses which develop a general understanding of business. They include study in law, economics, business organization, accounting, and finance.
>
> 4. The course in the general education area is designed to improve and extend the student's communication and computational skill and his understanding of his society and government (USOE, 1969:14).

The four alternative curriculum designs suggested by the USOE are as follows:

1. The courses from each of the four major areas equally divided over the two years.

2. The general education area completed in the first year and the technical area the second year, with marketing and business administration courses both years.

3. All general education and business administration courses in the first year and all marketing and technical courses the second year.

4. General education and business administration completed with some courses in marketing the first year, followed by alternative programs the second year with some marketing, but primarily courses in the technical area (1969:18-19).

Crawford and Meyer (1972:78) expand slightly on the curriculum pattern designs recommended by the USOE. They suggested that a course in sociology be part of the student's general education core. They also felt it would be appropriate for mid-management students to be enrolled in separate sections of general education courses in order that general education principles could be taught as they might be applied to the career interests of the student.

A Competency Approach to Building a Mid-Management Curriculum

During the mid-1960's Dr. Lucy Crawford headed a study commissioned by the United States Office of Education. The primary concern of the study was to identify the critical tasks in the job of a distributive education teacher-coordinator and the professional

competencies needed to perform those tasks. The study entitled "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education" was completed in late 1967.

In order to accomplish the central objective of the study the critical tasks and competencies needed by distributive and marketing workers in the field had to be ascertained. This process was undertaken to get a clear picture of the technical background required of a distributive education instructor. It was this ascertainment of technical marketing competencies that proved to be the factor which altered the philosophy underlying the construction of distributive education curricula (Crawford, 1970:52).

The procedure used in the study became the model for building most future distributive education curricula and for launching the introduction of competency-based curriculum patterns. The procedure used in the study was as follows:

1. A Distributive Advisory Committee composed of nationally recognized authorities in personnel management assisted in the selection of entry, career, and specialist occupations in each classification of distributive business.

2. Seventy-six occupations were selected for the study in the following seven classification of business: department store, variety store, food distribution, food service, hotel/motel, petroleum, and wholesale services.

3. Six advisory committees were appointed which were made up of specialists from each of the various business classifications. The food service and hotel/motel areas were served by a combined committee.

4. Over four hundred structured interviews were conducted asking workers in the field what the critical tasks of their jobs were. These interviews determined the tasks, the frequency which they were performed, and competency clues regarding merchandise information, customer contacts, and supervisory responsibilities.

5. Nine hundred eighty-three (983) competencies were then drawn from the interviews, current literature, the personal experiences of the investigators, and from conversations with business people.

6. These competencies were organized into nine manageable instructional areas as follows: advertising, communications, display, human relations, mathematics, merchandising, product and/or service technology, operations and management, and selling. Within each instructional area the competencies were listed according to being either cognitive, affective, or psycho-motor.

7. The competencies were evaluated by specialists in each of the six advisory committees appointed for the various occupational categories. The advisory committee specialists evaluated each of the competencies for clarity, completeness, appropriateness, and whether or not the competency was required for a particular occupation.

8. The competencies were finally cross-tabulated to show a common core of competencies for occupations of a similar nature in each of the seven occupational categories (Crawford, 1970b:128-134).

One of the most significant outcomes of Crawford's study was the creation of the Interstate Distributive Education Curriculum Consortium (IDECC) in 1971. The Consortium's self-imposed mission was to prepare a curriculum for both the secondary and post-secondary levels based upon the nine hundred eighty-three (983) competencies identified, verified, and tested by Crawford (Lucas and Miles, 1974:5).

A total of four hundred forty-five (445) learning activity packages (LAP's) were constructed by the eleven state Consortium by the end of the Summer of 1972. During the next two years the curriculum system was tested in the field. The system was made available for national distribution in the Fall of 1974 along with the first real national publication of the complete listing of competencies and occupations (Weber, Lucas, and Miles, 1974:1-7). Since that time the Consortium has grown to include a total membership of twenty-six states.

During the 1978-79 academic year IDECC revised its original system by putting it into a new simplified format along with revalidation of the original competencies. In addition, research was done for developing competency lists and curriculum materials for several new occupational categories. These new categories are transportation,

apparel and accessories, real estate, insurance, and banking (Gleason, 1978:91-92).

Another major outgrowth of the Crawford study and the work of IDECC has been the complete reorganization of Distributive Education Clubs of America (DECA) competitive events at both the secondary and junior collegiate levels since 1974. Competitive events have been based directly on Crawford's competencies and roughly on her seven occupational categories. These events have been broken down into two levels of competition. They are master employee (primarily intended for secondary students) and manager-owner (primarily intended for mid-management students). Eight original occupational categories of competency-based competition have been devised including: 1) advertising services; 2) petroleum; 3) food service; 4) food marketing; 5) apparel and accessories; 6) finance and credit; 7) real estate; and 8) general merchandising. Each of the eight occupational categories of competition are divided according to Crawford's nine instructional areas listed previously (Distributive Education Clubs of America, 1977:i-8).

The work of Crawford, IDECC, and others has made distributive educators at both the secondary and post-secondary levels think of curriculum in terms of competencies instead of specific course sequencing. However, since the early 1960's course-oriented curriculum suggestions have been made for general mid-management programs.

The following final section of the review of literature looks at several of these mid-management curriculum suggestions.

Specific Recommendations for Mid-Management Curricula

Several specific mid-management curricula have been recommended since 1963.

Syhlman was among the first to make comprehensive recommendations concerning mid-management curriculum content and course sequencing. He identified three general curriculum patterns in post-secondary distributive education. Those patterns were full-time day school, part-time day school with correlated work experience, and full-time study with alternating periods of full-time internship.

For the full-time program with no related occupational experience he recommended the following program:

First Year	Second Year
Principles of Marketing	Fundamentals of Advertising
Salesmanship	Business Law
Business Mathematics	Merchandise Mathematics
Accounting	Credit Procedures
Communication Skills	Economics
Psychology of Human Relations	Occupation and Product Analysis
American Institutions	Sales Management
Merchandise Display	Marketing Electives
Orientation	General Electives
Marketing Electives	

For the part-time program with related occupational experience Syhlman recommended the curriculum with the following course sequence

based upon the plan used in the state of Washington at the time. It is as follows:

First Year	Second Year
Introduction to Business	Principles of Marketing
Principles of Accounting	Principles of Management
Work Training in Distribution	Salesmanship
Business Law	Principles of Merchandising
English	Survey of Economics
Physical Education	Work Training in Distribution
Marketing Electives	Personal and Community Health
	Marketing Electives
	General Electives

For the full-time program with alternating intership experiences he recommended the following course plan:

First Year	Second Year
Introduction to Business	Accounting
Salesmanship	Economics
Business Mathematics	English
English	Psychology
Speech	Business Law
Retailing	Problems in Distribution
Principles of Marketing	Business Management
Sociology	Sales Promotion
Field Experience	Field Experience
Electives	Electives (1963:17-18).

Luter during 1965 conducted a curriculum study of twenty-six colleges in ten states in order to build a model mid-management curriculum for the state of Texas. Course requirements from the twenty-six colleges' various curricula and course descriptions were tabulated to establish the model curriculum pattern.

Luter's suggested mid-management curriculum for Texas led to

an associate of arts degree and followed the traditional two-year academic pattern. It is as follows:

First Year

First Semester	Second Semester
English	English
History	History
Introduction to Data Processing	Business Communications
Business Mathematics	Principles of Marketing Management
Psychology (Personal Development)	Selling
Supervised Work Experience	Supervised Work Experience

Second Year

First Semester	Second Semester
American Government	American Government
Principles of Accounting	Principles of Accounting
Economics	Seminar in Management
Principles of Management	Principles of Supervision
Elective	Elective
Supervised Work Experience	Supervised Work Experience

(1966:52-53).

Millikin suggested a core curriculum for a small community college. He felt that there was no model curriculum to fit every educational situation, but that the following areas of instruction were needed to provide a sound basis for a mid-management program:

Salesmanship	Communications
Sales Promotion	Economics
Marketing	Supervision
Visual Merchandising	Buying
Mathematics	Credit
Accounting	Management
Business Law	Human Relations (1967:22).

The Washington State Board for Community College Education altered its mid-management core curriculum in 1976 from what was reported by Syhlman in 1963. The Board's recommendations provided for a core that was divided into a basic mid-management sequence and a related knowledge area. The primary change in the Washington plan was inclusion of courses in human relations, advertising, mid-management seminar, data processing orientation, economics, and business mathematics to take the place of a number of marketing and general education electives (1976:18-19).

McCabe (1977:165) proposed a small business management curriculum for post-secondary institutions in Montana. His recommendation differed from those made previously by including courses in financial management and personnel management into his model while requiring only one three credit (quarter hours) course in business communication.

Summarization

The review of literature has been divided into three main sections as follows: 1) the relationship of mid-management education with the rest of distributive education; 2) the goals and purposes of mid-management programs; and 3) the development of the mid-management curriculum.

The first of these three sections dealt with an overview of distributive education and mid-management education's role within

this entire vocational discipline. Post-secondary distributive education was contrasted with secondary and adult programs in terms of program duration, distinguishing characteristics, and clientele.

The second section which addressed the goals and purposes of mid-management programs dealt with the place of the middle-level worker in the labor market. The discussion also considered the factors which differentiate a middle-level occupation from the other various occupational strata. Out of such a context the literature was reviewed regarding viewpoints as to what the goals of mid-management education are or should be. The watershed of this discussion took place with the publication of the USOE's Post-Secondary Distributive Education, A Suggested Guide For Administrators and Teachers in 1969.

The purpose of the third section of the review was to present information about the development of the mid-management curriculum. This section was divided into three subsections as follows: 1) general curriculum patterns; 2) a competency approach to building a mid-management curriculum, which covered the contributions and effects of the work by Crawford and IDECC; and 3) specific recommendations for a mid-management curriculum.

Chapter 3

METHODS AND PROCEDURES

The central problem of this study was to determine if general mid-management programs in public post-secondary institutions in the Northwestern Vocational Curriculum Management Region include in their curricula common competencies as identified through the Interstate Distributive Education Curriculum Consortium (IDECC).

In describing the procedures that were undertaken to investigate the problem stated above, Chapter Three covers the following methodological topics:

1. a description of the population studied;
2. a definition of the categories of investigation including the necessary controls taken for elimination of contaminating variables;
3. the methods used in collecting the data;
4. a statement of the statistical hypotheses tested in the null form and the level of significance used;
5. the statistical methods used for analyzing the data; and
6. a summarization of the methods and procedures used in the study.

Description of the Population

The population surveyed was all mid-management coordinators who head general mid-management programs in public post-secondary institutions in the ten state Northwestern Vocational Curriculum Management Region. This region includes the states of Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

Most programs had only one mid-management coordinator. However, for those programs with more than one coordinator, the coordinator who heads the program was the person contacted and included in the study's population.

The head coordinators and their respective programs were identified through contacting by telephone the state distributive education supervisor of each state in the Region. Each supervisor was asked to supply the researcher with a listing of general mid-management programs and the name of the coordinator who heads each program. The state supervisors were contacted during August of 1978 and the mid-management coordinators were surveyed between September twenty-eighth and November first of the same year.

There was a total of sixty-two (62) general mid-management programs and corresponding head coordinators identified in the Northwestern Vocational Curriculum Management Region.

Definition of Categories of Investigation

The IDECC curriculum system is based upon seventy-one (71) marketing occupations at the entry and career levels in the areas of department stores, food marketing, hotel/motel, food service, petroleum, variety stores, and wholesaling. The total number of competencies identified in the system is nine hundred eighty-three (983) which are divided into nine instructional areas. These nine areas are advertising, communications, display, human relations, mathematics, merchandising, operations and management, product and service technology, and selling.

Of the seventy-one (71) occupations, twenty can be considered to be of a general mid-management nature since they are at the career level and require competencies in all nine of the instructional areas. The twenty occupations are identified as follows:

Department Stores

Advertising Manager
Buyer
Assistant Buyer
Department Manager/Sales Supervisor

Food Stores

Head Cashier
Grocery Department Manager/ Produce Department Manager
Store Manager
Assistant Store Manager

Food Service

Manager
Assistant Manager

Petroleum

Station Manager/(Dealer)
Assistant Station Manager

Variety Stores	Wholesaling
Department Manager	Buyer
Personnel Manager	Head Buyer/Merchandise Manager
Section Manager	Sales Manager
Store Manager	
Assistant Store Manager	

One hundred four (104) competencies are common to the twenty mid-management occupations identified. The following is a listing of the number of competencies identified in each of the nine instructional areas found by cross-tabulating the competencies in each of the occupations.

Advertising	4
Communications	22
Display	0
Human Relations	45
Mathematics	4
Merchandising	7
Product and Service Technology	7
Operations and Management	11
Selling	4
Total	104

The study was primarily concerned with determining how many and with what emphasis the one hundred four (104) competencies are

included in the curricula of the general mid-management programs surveyed.

Several contaminating variables could have affected the findings of the study if they were not properly controlled. First, only general mid-management programs were studied. Specialized programs were not included since the nature of their curricula focuses on a narrow range of marketing occupations. Therefore, these programs would have had little similarity in curriculum design, purpose, and goals. The general mid-management programs were designated by the state distributive education supervisors in the Region.

Second, coordinators were identified through the instrument as to whether they had been mid-management coordinators for more than four years or for four years or less. In addition, the length of existence of the programs was identified according to the same time categories as above. This was done since the IDECC system was first made available to the general public in the Fall of 1974, which was four years prior to the collection of the data.

Third, programs were identified according to which state they are located in. This was necessary since three states within the Northwestern Vocational Curriculum Management Region are members of IDECC. These three states are Washington (an original member), Oregon, and Idaho. This identification was undertaken since local programs in IDECC member states may have their curricula affected because

of the state's membership in the Consortium.

Fourth, general mid-management programs were identified according to whether or not they have had students participate in junior collegiate DECA competency based competitive events. If programs have had students participate in these events which are based upon the competencies in the IDECC system, it may have influenced whether or not the program included the one hundred four (104) common competencies in its curriculum.

In addition, no mention was made in the cover letter or on the survey instrument that the questionnaire items were taken from the IDECC competency system. This was done to alleviate any potential problems where coordinators might have positive or negative reactions in general to competency-based curriculum design, IDECC, or DECA competency-based competitive events.

Method of Collecting the Data

Data was collected from the population by means of a mailed survey instrument. The survey instrument itself was divided into two sections. The first section contained items which were designed to obtain general information. Four items were included in this section to determine: 1) which state the responding head coordinator's program was located in; 2) the length of time the head coordinator had been a mid-management coordinator; 3) the length of time the

program had been operation; and 4) if the program has had students participate in DECA competency-based competitive events.

The second section of the instrument was designed to obtain curriculum information. Each of the one hundred four (104) competency items was listed and the head coordinator was asked to indicate to what degree the items were emphasized in the program's curriculum according to the following scale:

1 - item not included in the curriculum

2 - item introduced, but receives little emphasis

3 - item receives moderate emphasis

4 - item receives considerable emphasis

5 - item receives extensive emphasis.

The one hundred four (104) competency items were grouped on the instrument according to the eight instructional areas respresented by the common competencies. This grouping was not mentioned on the instrument. Hence, the competencies in their respective instructional areas appeared on the survey instrument as follows: advertising, numbers one through four (1-4); communications, numbers five through twenty-six (5-26); human relations, numbers twenty-seven through seventy-one (27-71); mathematics, numbers seventy-two through seventy-five (72-75); merchandising, numbers seventy-six through eighty-two (76-82); product and service technology, numbers eighty-three through eighty-nine (83-89); operations and management, numbers ninety through

one hundred (90-100); and selling, numbers one hundred one through one hundred four (101-104).

A complete copy of the survey instrument is shown in Appendix B.

The survey was sent out on September 28, 1978. A follow-up letter and additional survey form was sent out to non-responding coordinators approximately three weeks after the first mailing. The targeted eighty percent return was received after the second follow-up letter.

After the designated percentage of returns had been received, non-responding coordinators were contacted to determine why they had failed to complete and return the questionnaire.

Of the twelve non-responding coordinators, nine were finally contacted. From those nine the following reasons were given for not completing and sending back the survey form:

1. four stated that they were too busy with their current teaching duties at the beginning of the academic year;
2. two stated that the survey was too long;
3. two stated that they simply forgot to respond; and
4. one stated that he did not feel the survey pertained to him or his program.

The survey exhibited content validity for the following reasons:

1. The competency items were taken directly from the IDECC system, which is the only distributive education competency based system that has a national scope and acceptance at both the secondary and post-secondary levels.
2. The IDECC listing of competencies is based directly on Crawford's national distributive education curriculum study completed in 1967 entitled, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education." In this study, Crawford utilized a panel of experts in each of the seven occupational categories studied in order to identify critical tasks of marketing workers. Input groups of current workers in each occupation within the various occupational categories were also used to state specific competencies. Those competencies were then restudied by the panel of experts.
3. The competencies included in the survey have been adopted by DECA as the basis for its competency-based competitive events.

The instrument items were tested for ambiguity during the the Summer of 1978. Various distributive education personnel in the Region were sent a copy of the instrument. The people used in

screening the instrument included current distributive education state supervisors, former general mid-management coordinators, and current coordinators of specialized mid-management programs. The researcher contacted each of these distributive educators by telephone in order to receive their comments regarding refinement of the instrument. Refinements to the instrument included making the instructions on the instrument more understandable, restating general information items, and determining how long it took for a coordinator to complete the instrument.

Statistical Hypotheses

Based upon general questions two, three, four, and five in Chapter One, the following null hypotheses were tested.

Null hypothesis one. There is no significant difference in the common competency emphasis in each instructional area of general mid-management curricula between programs in IDECC member states and those in non-member states.

Null hypothesis two. There is no significant difference in the common competency emphasis in each instructional area of general mid-management curricula between programs that have head coordinators who have been mid-management coordinators for over four years and those who have been coordinators for four years or less.

Null hypothesis three. There is no significant difference in the common competency emphasis in each instructional area of general mid-management curricula between programs that have been in operation for over four years and those that have been operating for four years or less.

Null hypothesis four. There is no significant difference in the common competency emphasis in each instructional area of general mid-management curricula between programs that have students participate in junior collegiate DECA competency-based competitive events and those that do not.

The level of significance that was chosen for testing the four hypotheses was .05. The .05 level was chosen in order to balance the probability of making a Type I and Type II error. Since the study was primarily descriptive in nature, this balance was deemed necessary in order that the findings gave an accurate as possible picture of general mid-management programs and their curricula in the Region.

Analysis of the Data

The data collected to aid in answering the first general question was analyzed by reporting the number of responses given and appropriate response percentages for each response choice for each competency item. The total number of responses and percentages for

choices two through five were summed to indicate how many programs included the competency item regardless of degree of emphasis. In addition, these same totals were summed for choices one and two to indicate how many programs gave a competency either little or no emphasis.

The four null hypotheses were tested at the .05 level using a Mann-Whitney test of independence for each instructional area. Therefore, eight tests were done for each null hypothesis resulting in a total of thirty-two tests. Since there was a large number of observations in each test, a Z value was calculated.

In order to calculate a Z value for each of the thirty-two tests it was necessary to total the responses from each of the completed surveys for each of the eight instructional areas. For example, if a completed survey gave the following responses, 4-3-3-5, to the four advertising competency items respectively, then the total would be 15. This total was used in order to rank the responses from each head coordinator for each instructional area in the various hypotheses tests. From these rankings came the necessary sum of the ranks ($\sum R$) that was used to calculate the Z values for each of the eight instructional areas in the four null hypothesis tests. The sum of the ranks ($\sum R$), U, and U' for the thirty-two separate tests can be found in Appendix D.

The statistical testing of the four null hypotheses followed the procedure recommended by Siegel (1956:121-26). The formula used was for computing a Z value with large samples with correction for tied ranks between the two samples.

Summarization

This chapter contains a detailed description of the methods and procedures undertaken in the study.

The survey population included all mid-management coordinators who head general mid-management programs in public post-secondary education institutions in the Northwestern Vocational Curriculum Management Region. A survey form was mailed out in September of 1978 to determine if certain common competencies are included in local programs' general mid-management curricula. A follow-up letter and enclosed survey was sent out in October of the same year and all usable responses were received by the first week of November.

The instrument took into account certain contaminating variables which might have influenced the results of the study. These variables were: 1) whether or not the program was located in an IDECC member state; 2) the length of time the head coordinator had been a mid-management coordinator; 3) the length of time the program had been in operation; and 4) whether or not the program had students participate in DECA competency-based competitive events.

The instrument contained one hundred four (104) competency items from the IDECC system. These competencies came from eight different instructional areas in the IDECC curriculum.

The data was analyzed descriptively in order to help answer the study's first general question. A Mann-Whitney test of independence was used to test the four null hypotheses. The .05 level of significance was used.

A Z value was calculated due to the large number of observations. The Z value was also corrected for ties in ranks between the two sample groups used in testing each null in each instructional area.

Chapter 4

FINDINGS OF THE STUDY

Within this chapter the following topics are discussed regarding the research findings: 1) general findings of the study; 2) analysis of general question one; and 3) tests of null hypotheses one, two, three, and four. A number of tables are presented throughout the chapter that are related to the analysis of the data.

General Findings

As was mentioned in Chapter Three, a total of sixty-two (62) general mid-management programs were identified in the ten state Northwestern Vocational Curriculum Management Region. A breakdown of where those sixty-two (62) programs were located by state in the Fall of 1978 is as follows:

Alaska	0
Colorado	6
*Idaho	5
Montana	5
North Dakota	5
*Oregon	11
South Dakota	0
Utah	7
*Washington	19
Wyoming	4
Total	62

* IDECC member states

Thirty-five (35) of the sixty-two (62) programs identified were located in states that are members of IDECC. Those states are Idaho, Oregon, and Washington, as mentioned previously. Therefore, fifty-six point five percent (56.5%) of the programs in the Region were located in IDECC member states.

Based upon the first general question in the survey, which identified which state the responding coordinator's program was located in, the highest percentages of response came from the states of Montana and Wyoming, as shown in Table 1. The two lowest rates of response were from the states of Idaho and Colorado.

The IDECC states programs responded at an overall rate of seventy-seven point one percent (77.1%), while non-IDECC states' programs had a response rate of eighty-five point two percent (85.2%).

A complete breakdown of response to the survey instrument is shown in Table 1 on the following page.

Table 1

Response to the Survey Instrument

State	Number of Programs	Number of Programs Responding	Percent of Response
Alaska	0	0	--
Colorado	6	4	66.7
Idaho	5	3	60.0
Montana	5	5	100.0
North Dakota	5	4	80.0
Oregon	11	8	72.7
South Dakota	0	0	--
Utah	7	6	85.7
Washington	19	16	84.2
Wyoming	4	4	100.0
Totals - Number	62	50	
Totals - Percent	100.0	80.6	

The second general question in the questionnaire dealt with the length of time the head coordinator had been a mid-management coordinator. The question had two choices: 1) before the Fall of 1974; and 2) since the Fall of 1974 or later. Thirty-one (31) of the fifty (50) respondents, or sixty-two percent (62.0%), replied they began as mid-management instructors before the Fall of 1974. Hence, nineteen (19), or thirty-eight percent (38.0%), began as mid-management coordinators since the Fall of 1974 or later. A complete state-by-state breakdown is given in Table 2.

Table 2

Length of Time the Head Coordinator Has Been a Mid-Management Coordinator

State	Number Starting Before Fall of 1974	Percent	Number Starting Since Fall of 1974	Percent
Alaska	0	--	0	--
Colorado	3	75.0	1	25.0
Idaho	3	100.0	0	0.0
Montana	3	60.0	2	40.0
North Dakota	2	50.0	2	50.0
Oregon	5	62.5	3	37.5
South Dakota	0	--	0	--

Table 2 (continued)

State	Number Starting Before Fall of 1974	Percent	Number Starting Since Fall of 1974	Percent
Utah	2	33.3	4	66.7
Washington	10	62.5	6	37.5
Wyoming	3	75.0	1	25.0
Totals - Number	31		19	
Totals - Percent	62.0		38.0	

The third general question in the survey was concerned with the length of time the program had been in operation. The question had two choices: 1) before the Fall of 1974; and 2) since the Fall of 1974 or later. Forty-one (41) of the fifty (50) respondents, or eighty-two percent (82.0%), replied that the program began operating before the Fall of 1974. Therefore, nine, or eighteen percent (18.0%), of the responding programs began operation since the Fall of 1974 or later. A complete state-by-state breakdown is given in Table 3 on the following page.

Table 3

Length of Time the Program Has Been in Operation

State	Number Starting Before Fall of 1974	Percent	Number Starting Since Fall of 1974	Percent
Alaska	0	--	0	--
Colorado	3	75.0	1	25.0
Idaho	3	100.0	0	0.0
Montana	4	80.0	1	20.0
North Dakota	4	100.0	0	0.0
Oregon	8	100.0	0	0.0
South Dakota	0	--	0	--
Utah	2	33.3	4	66.7
Washington	14	87.5	2	12.5
Wyoming	3	75.0	1	25.0
Totals - Number	41		9	
Totals - Percent	82.0		18.0	

The last general question considered if students enrolled in the program participate in DECA competency-based competitive events. The two choices to the question were yes and no. Twenty-eight (28) of

the fifty (50) respondents, or fifty-six percent (56.0%), replied that students did participate. Hence, twenty-two (22), or forty-four percent (44.0%), of the programs responding did not have students participate in DECA competency-based competitive events. A complete state-by-state breakdown is given in Table 4 which follows.

Table 4

Do Students Participate in DECA Competency-Based Competitive Events?

State	Number Yes	Percent Yes	Number No	Percent No
Alaska	0	--	0	--
Colorado	1	25.0	3	75.0
Idaho	2	66.7	1	33.3
Montana	1	20.0	4	80.0
North Dakota	4	100.0	0	0.0
Oregon	2	25.0	6	75.0
South Dakota	0	--	0	--
Utah	5	83.3	1	16.7
Washington	12	75.0	4	25.0
Wyoming	1	25.0	3	75.0
Totals-Number	28		22	
Totals-Percent	56.0		44.0	

General Question One

General question one was stated as follows: "Do general mid-management programs in the Northwestern Vocational Curriculum Management Region include in their curricula the one hundred four (104) common competencies for general mid-management occupations as identified through the Interstate Distributive Education Curriculum Consortium?"

Analysis of this question is broken down into eight instructional areas included in the one hundred four (104) competencies: advertising, communications, human relations, math, merchandising, product and service technology, operations and management, and selling.

The tables that follow in this section divide the responses and percentages of response into the five response choice categories from the survey instrument. They are:

1 - item not included in the curriculum

2 - item introduced, but receives little emphasis

3 - item receives moderate emphasis

4 - item receives considerable emphasis

5 - item receives extensive emphasis.

In addition, each of the competencies is looked at in terms of how many programs give the competency item little or no emphasis

(response choices one and two combined). Finally, a column appears in the tables dealing with general question one indicating the number and percentage of programs that include a competency item and give it some degree of emphasis in the curriculum (response choices two through five totaled).

A final overview of the data is given at the end of this section.

It should be noted that the individual wording of each competency is shortened throughout the following discussion. Complete competency items can be found in Appendix B where the survey instrument is shown.

Instructional Area: Advertising

Since there were four advertising competency items and fifty responding head coordinators there were two hundred (200) total responses in the advertising instructional area.

As shown in Table 5, of the two hundred (200) total responses to the four advertising competency items, ninety-nine point five percent (99.5%) of the responses were in the included to some degree combination category. Only one of the competency items, number three, "Keeping personnel informed of sales promotion activities," was stated to be not included in a particular curriculum.

Overall, eighteen point five percent (18.5%) of the total

responses were in the little or no emphasis combination category. The competency which received the highest percentage, forty-two percent (42.0%), of little or no emphasis combined responses was also competency item number three.

Table 5

General Question One - Instructional Area: Advertising

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.	
1. Use of promotional & institutional advtg.	0	9	17	17	7	9	50	#
	0.0	18.0	34.0	34.0	14.0	18.0	100.0	%
2. Purposes of advtg.	0	1	10	29	10	1	50	#
	0.0	2.0	20.0	58.0	20.0	2.0	100.0	%
3. Keeping personnel informed of sales promotion activities.	1	20	15	9	5	21	49	#
	2.0	40.0	30.0	18.0	10.0	42.0	98.0	%
4. Necessity of knowing facts about merchandise advertised.	0	6	14	19	11	6	50	#
	0.0	12.0	28.0	38.0	22.0	12.0	100.0	%
Totals	1	36	56	74	33	37	199	#
	0.5	18.0	28.0	37.0	16.5	18.5	99.5	%

Instructional Area: Communications

Since there were twenty-two communications competency items and fifty responding head coordinators there were one thousand one hundred (1100) total responses in the communications instructional area.

As shown in Table 6, of the one thousand one hundred (1100) total responses to the twenty-two communications competency items, ninety-seven percent (97.0%) of the responses were in the included to some degree combination category. Overall, ten point eight percent (10.8%) of the responses were in the little or no emphasis combined category.

Competency items which had particularly high numbers of responses in the not included category were number nineteen (19), "Types of information in trade journals;" and number twenty-six (26), "Attending departmental and store-wide meetings is a good way to keep informed."

Competencies with high response in the little or no emphasis combined category were the following: number six (6), "When to keep communications confidential;" number eleven (11), "Interpreting management policies to employees and employee problems to management;" number fourteen (14), "Assist with training and teaching others;" and numbers nineteen (19) and twenty-six (26) which were previously mentioned.

Fourteen of the twenty-two competencies in the communications instructional area were included in one hundred percent (100.0%) of the programs' curricula. Of the remaining eight competency items, six of the items were included to some degree in ninety percent (90.0%) or more of the programs.

Table 6

General Question One - Instructional Area: Communications

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
5. How to address others in a business-like manner.	1	4	18	14	13	5	49 #
	2.0	8.0	36.0	28.0	26.0	10.0	98.0 %
6. When to keep communications confidential	1	12	18	13	6	13	49 #
	2.0	24.0	36.0	26.0	12.0	26.0	98.0 %
7. Striving for clarity when assigning work.	0	2	16	18	14	2	50 #
	0.0	4.0	32.0	36.0	28.0	4.0	100.0 %
8. Being careful in speaking so that you are not misinterpreted.	0	3	7	25	15	3	50 #
	0.0	6.0	14.0	50.0	30.0	6.0	100.0 %
9. Listening to and following directions.	0	1	7	28	14	1	50 #
	0.0	2.0	14.0	56.0	28.0	2.0	100.0 %
10. Effective use of speech and vocabulary.	1	0	6	34	9	1	49 #
	2.0	0.0	12.0	68.0	18.0	2.0	98.0 %

Table 6 (continued)

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
11. Interpreting management policies to employees & employee problems to management.	5	3	13	23	6	8	45 #
	10.0	6.0	26.0	46.0	12.0	16.0	90.0 %
12. Communicating effectively with customers, co-workers, & supervisors.	0	0	7	33	10	0	50 #
	0.0	0.0	14.0	66.0	20.0	0.0	100.0 %
13. Talk clearly & pleasantly, conveying spirit & enthusiasm.	0	2	13	26	9	2	50 #
	0.0	4.0	26.0	52.0	18.0	4.0	100.0 %
14. Assist with training & teaching others.	3	6	25	10	6	9	47 #
	6.0	12.0	50.0	20.0	12.0	18.0	94.0 %
15. Convey directions & instructions clearly to employees.	0	3	14	26	7	3	50 #
	0.0	6.0	28.0	52.0	14.0	6.0	100.0 %
16. Skillful communication in good English is essential to personal business advancement.	0	5	10	25	10	5	50 #
	0.0	10.0	20.0	50.0	20.0	10.0	100.0 %
17. Poor or awkward grammar lowers customer estimation of store personnel, image, & merchandise value.	0	8	12	21	9	8	50 #
	0.0	16.0	24.0	42.0	18.0	16.0	100.0 %

Table 6 (continued)

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
18. "Spoken word" is important tool of trade in marketing.	0	4	16	21	9	4	50 #
	0.0	8.0	32.0	42.0	18.0	8.0	100.0 %
19. Types of information in trade journals.	7	8	18	14	3	15	43 #
	14.0	16.0	36.0	28.0	6.0	30.0	86.0 %
20. Voice can express conviction & convey confidence.	0	4	16	24	6	4	50 #
	0.0	8.0	32.0	48.0	12.0	8.0	100.0 %
21. Tone of voice can express sincere welcome & eagerness to be of service.	0	5	15	21	9	5	50 #
	0.0	10.0	30.0	42.0	18.0	10.0	100.0 %
22. Value of correct enunciation & pronunciation.	2	4	24	17	3	6	48 #
	4.0	8.0	48.0	34.0	6.0	12.0	96.0 %
23. Enthusiasm can be contagious.	2	4	24	17	3	6	48 #
	4.0	8.0	48.0	34.0	6.0	12.0	96.0 %
24. Importance of first & last impressions.	0	1	18	18	13	1	50 #
	0.0	2.0	36.0	36.0	26.0	2.0	100.0 %
25. Certain words & terms can be misinterpreted.	0	0	20	18	12	0	50 #
	0.0	0.0	40.0	36.0	24.0	0.0	100.0 %

Table 6 (continued)

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
26. Attending departmental & store-wide meetings is a good way to keep informed.	13 26.0	9 18.0	15 30.0	10 20.0	3 6.0	22 44.0	37 # 74.0 %
Totals	33 3.0	86 7.8	315 28.6	460 41.8	206 18.7	119 10.8	1067 # 97.0 %

Instructional Area: Human Relations

Since there were forty-five human relations competency items and fifty responding coordinators there were two thousand two hundred fifty (2250) total responses in the human relations instructional area.

As shown in Table 7, of the two thousand two hundred fifty (2250) human relations competency items, ninety-seven point five percent (97.5%) of the responses were in the included to some degree combined category. Overall, fifteen point two percent (15.2%) of the responses were in the little or no emphasis combined category.

Competency items which had particularly high numbers of responses in the not included category were number thirty-three (33), "How to be orderly and systematic;" number forty-nine (49), "Training

employees and following-up on training effectiveness;" and number fifty-one (51), "Accepting criticism."

Competencies with high responses in the combined little or no emphasis category were the following: number twenty-nine (29), "How to dress and groom appropriately for the job;" number thirty-four (34), "How to show interest in others;" number thirty-five (35), "How to build sound working relationships with others;" number forty-three (43), "Maintaining good health for effective job performance;" number forty-five (45), "Representing the business favorably to customers and outside business associates;" number forty-seven (47), "Avoiding misinterpretations of people, products, and policies;" number forty-eight (48), "Selecting right person to do a job, giving clear instructions, seeing that instructions are properly carried out;" number fifty (50), "Exercising self-control in trying situations;" number fifty-two (52), "Demonstrating initiative and creativity;" number fifty-three (53), "Adjusting to change;" number fifty-five (55), "Generating enthusiasm towards people;" number fifty-six (56), "Personnel policies are established for benefit of the business and the employee;" and number seventy-one (71), "Need for joining and participating in professional meetings;" in addition to numbers thirty-three (33), forty-nine (49), and fifty-one (51) which were mentioned previously.

Twenty-seven (27) of the forty-five (45) competencies in the human relations area were included in one hundred percent (100.0%) of the programs' curricula. Of the remaining eighteen (18) competency items in human relations, thirteen (13) were included with some degree of emphasis in ninety percent (90.0%) or more of the programs.

Table 7

General Question One - Instructional Area: Human Relations

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
27. How to get results through people with effective human relations.	0 0.0	0 0.0	9 18.0	24 48.0	17 34.0	0 0.0	50 # 100.0 %
28. Factors which affect employee morale.	0 0.0	1 2.0	8 16.0	26 52.0	15 30.0	1 2.0	50 # 100.0 %
29. How to dress & groom appropriately for the job.	1 2.0	15 30.0	12 24.0	15 30.0	7 14.0	16 32.0	49 # 98.0 %
30. How to build employee morale.	0 0.0	2 4.0	15 30.0	28 56.0	5 10.0	2 4.0	50 # 100.0 %
31. How to recognize the accomplishments of others.	0 0.0	2 4.0	25 50.0	18 36.0	5 10.0	2 4.0	50 # 100.0 %
32. How to develop & maintain a pleasant working environment.	2 4.0	2 4.0	23 46.0	17 34.0	6 12.0	4 8.0	48 # 96.0 %

Table 7 (continued)

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
33. How to be orderly & systematic.	7	9	19	12	3	16	43 #
	14.0	18.0	38.0	24.0	6.0	32.0	86.0 %
34. How to show an interest in others.	0	10	14	19	7	10	50 #
	0.0	20.0	28.0	38.0	14.0	20.0	100.0 %
35. How to build sound working relationships.	1	14	16	16	3	15	49 #
	2.0	28.0	32.0	32.0	6.0	30.0	98.0 %
36. How to motivate others for best performance.	0	2	10	25	13	2	50 #
	0.0	4.0	20.0	50.0	26.0	4.0	100.0 %
37. The meaning of the word morale.	2	4	14	21	9	6	48 #
	4.0	8.0	28.0	42.0	18.0	12.0	96.0 %
38. Positive attitude is usually reflected in one's work.	0	3	12	20	15	3	50 #
	0.0	6.0	24.0	40.0	30.0	6.0	100.0 %
39. Human relations consists of interdependence with others.	1	2	10	17	20	3	49 #
	2.0	4.0	20.0	34.0	40.0	6.0	98.0 %
40. Developing & maintianing harmonious working relationships.	1	1	13	19	16	2	49 #
	2.0	2.0	26.0	38.0	32.0	4.0	98.0 %
41. Working cooperatively with others.	1	1	11	22	15	2	49 #
	2.0	2.0	22.0	44.0	30.0	4.0	98.0 %

Table 7 (continued)

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
42. Maintaining an objective point of view in problem situations.	0 0.0	7 14.0	14 28.0	20 40.0	9 18.0	7 14.0	50 # 100.0 %
43. Maintaining good health for effective job performance.	0 0.0	22 44.0	15 30.0	9 18.0	4 8.0	22 44.0	50 # 100.0 %
44. Developing personality traits necessary for successful job performance.	0 0.0	8 16.0	17 34.0	17 34.0	8 16.0	8 16.0	50 # 100.0 %
45. Representing the business favorably to customer & outside business associates.	0 0.0	15 30.0	12 24.0	17 34.0	6 12.0	15 30.0	50 # 100.0 %
46. Adapting to personality & needs of customers.	2 4.0	7 14.0	11 22.0	16 32.0	14 28.0	9 18.0	48 # 96.0 %
47. Avoiding misinterpretations of people, products, & policies.	6 12.0	5 10.0	16 32.0	14 28.0	9 18.0	11 22.0	44 # 88.0 %
48. Selecting right person to do a job.	1 2.0	9 18.0	14 28.0	20 40.0	6 12.0	10 20.0	49 # 98.0 %
49. Training employees & following-up on training effectiveness.	8 16.0	12 24.0	13 26.0	12 24.0	5 10.0	20 40.0	42 # 84.0 %

Table 7 (continued)

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
50. Exercising self-control in trying situations.	2 4.0	14 28.0	15 30.0	16 32.0	3 6.0	16 32.0	48 # 96.0 %
51. Accepting criticism.	9 18.0	8 16.0	13 26.0	16 32.0	4 8.0	17 34.0	41 # 82.0 %
52. Demonstrating initiative & creativity.	0 0.0	15 30.0	11 22.0	15 30.0	9 18.0	15 30.0	50 # 100.0 %
53. Adjusting to change.	0 0.0	10 20.0	15 30.0	16 32.0	9 18.0	10 20.0	50 # 100.0 %
54. Understanding one's self.	0 0.0	7 14.0	16 32.0	9 18.0	18 36.0	7 14.0	50 # 100.0 %
55. Generating enthusiasm towards people.	0 0.0	12 24.0	12 24.0	16 32.0	10 20.0	12 24.0	50 # 100.0 %
56. Personnel policies are for benefit of business & employees.	0 0.0	11 22.0	20 40.0	14 28.0	5 10.0	11 22.0	50 # 100.0 %
57. Next to job performance human relations is employee's greatest asset.	0 0.0	3 6.0	12 24.0	24 48.0	11 22.0	3 6.0	50 # 100.0 %
58. Worker's performance includes how he/she influences other people.	1 2.0	5 10.0	18 36.0	18 36.0	8 16.0	6 12.0	49 # 98.0 %

Table 7 (continued)

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
59. Honesty & integrity are necessary personality traits.	0 0.0	1 2.0	15 30.0	20 40.0	14 28.0	1 2.0	50 # 100.0 %
60. Understanding others & one's self is basic to working harmoniously with others.	0 0.0	3 6.0	13 26.0	14 28.0	20 40.0	3 6.0	50 # 100.0 %
61. Willingness to accept & adjust to change.	0 0.0	0 0.0	18 36.0	22 44.0	10 20.0	0 0.0	50 # 100.0 %
62. Necessity to perform tasks in addition to one's job responsibilities.	0 0.0	0 0.0	19 38.0	24 48.0	7 14.0	0 0.0	50 # 100.0 %
63. Supervisor should set good examples.	0 0.0	4 8.0	8 16.0	18 36.0	20 40.0	4 8.0	50 # 100.0 %
64. Good human relations improves morale.	0 0.0	0 0.0	9 18.0	26 52.0	16 32.0	0 0.0	50 # 100.0 %
65. Good human relations helps increase productivity.	0 0.0	0 0.0	11 22.0	25 50.0	14 28.0	0 0.0	50 # 100.0 %
66. Creativity among personnel should be rewarded.	0 0.0	7 14.0	20 40.0	13 26.0	10 20.0	7 14.0	50 # 100.0 %

Table 7 (continued)

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
67. Good human relations depends on personality factors.	0 0.0	6 12.0	17 34.0	19 38.0	8 16.0	6 12.0	50 # 100.0 %
68. Employee's ideas often prove beneficial.	0 0.0	3 6.0	14 28.0	23 46.0	10 20.0	3 6.0	50 # 100.0 %
69. Training contributes to understanding by supervisors of managerial functions.	3 6.0	3 6.0	15 30.0	18 36.0	11 22.0	6 12.0	47 # 94.0 %
70. Motivation is closely connected with communications.	3 6.0	3 6.0	20 40.0	12 24.0	12 24.0	6 12.0	47 # 94.0 %
71. Need for joining & participating in professional meetings.	6 12.0	16 32.0	11 22.0	9 19.0	8 16.0	22 44.0	44 # 88.0 %
Totals	57 2.5	284 12.6	645 28.7	810 36.0	454 20.2	341 15.2	2193 # 97.5 %

Instructional Area: Math

Since there were four math competency items and fifty responding head coordinators there were two hundred total responses in the math instructional area.

As shown in Table 8, of the two hundred (200) total responses to the four math competency items, eighty-nine percent (89.0%) of the responses were in the included to some degree combination category. The overall response in the combined category of little or no emphasis was twenty-five point five percent (25.5%).

One competency item had a high number of responses in the not included category. That item was number seventy-four (74), "Reading and interpreting self-computing scales."

In addition to item number seventy-four (74), two other math competencies had high responses in the little or no emphasis combined category. They were number seventy-two (72), "Multiplying and extending figures;" and number seventy-three (73), "Adding columns of figures."

Only one of the four math competencies was included in one hundred percent (100.0%) of the programs' curricula. It was number seventy-five (75), "Using and translating figures."

It should be noted that competency item number seventy-four (74) was one of the least included competencies out of the total listing of common competencies.

Table 8

General Question One - Instructional Area: Math

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
72. Multiplying & extending figures.	1	8	11	22	8	9	49 #
	2.0	16.0	22.0	44.0	16.0	18.0	98.0 %
73. Adding columns of figures.	6	5	11	20	8	11	44 #
	12.0	10.0	22.0	40.0	16.0	22.0	88.0 %
74. Reading & interpreting self-computing scales.	15	13	8	12	2	28	35 #
	30.0	26.0	16.0	24.0	4.0	56.0	70.0 %
75. Using & translating percentages.	0	3	16	23	8	3	50 #
	0.0	6.0	32.0	46.0	16.0	6.0	100.0 %
Totals	22	29	46	77	26	51	178 #
	11.0	14.5	23.0	38.5	13.0	25.5	89.0 %

Instructional Area: Merchandising

Since there were seven merchandising competency items and fifty responding head coordinators there were three hundred fifty (350) total responses in the merchandising instructional area.

As shown in Table 9, of the three hundred fifty (350) total responses to the seven merchandising competency items, ninety-eight point nine percent (98.9%) of the responses were in the included to some degree combination category. A total of twenty percent (20.0%) of the responses were in the combined little or no emphasis category.

Competencies in the merchandising area with particularly high response in the combined category of little or no emphasis were number seventy-eight (78), "Taking accurate stock counts for ordering and unit control purposes;" number seventy-nine (79), "Using forms and records necessary for inventory control;" number eighty (80), "Stock-keeping errors or losses affect company profits;" and number eighty-two (82), "Buyer must be kept informed of low quantity points of staple stocks." There were no merchandising competencies with high responses in the not included category.

Of the seven merchandising competencies, four were included in one hundred percent (100.0%) of the programs' curricula. The remaining three competencies were included to some degree in at least ninety-six percent (96.0%) of the mid-management curricula.

Table 9

General Question One - Instructional Area: Merchandising

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.	
76. Price line structures & pricing policies.	0	4	23	17	6	4	50	#
	0.0	8.0	46.0	34.0	12.0	8.0	100.0	%
77. Ways prices psychologically affect customers.	0	4	19	20	7	4	50	#
	0.0	8.0	38.0	40.0	14.0	8.0	100.0	%
78. Taking accurate stock counts.	2	11	21	11	5	13	48	#
	4.0	22.0	42.0	22.0	10.0	26.0	96.0	%
79. Using forms for inventory control.	1	15	18	12	4	16	49	#
	2.0	30.0	36.0	24.0	8.0	32.0	98.0	%
80. Stockkeeping errors affect profits.	0	12	10	19	9	12	50	#
	0.0	24.0	20.0	38.0	18.0	24.0	100.0	%
81. Complete assortments of wanted merchandise must be maintained.	1	5	22	16	6	6	49	#
	2.0	10.0	44.0	32.0	12.0	12.0	98.0	%
82. Buyer must be kept informed of low quantity points of staple merchandise.	0	15	20	10	5	15	50	#
	0.0	30.0	40.0	20.0	10.0	30.0	100.0	%
Totals	4	66	133	105	42	70	346	#
	1.1	18.9	38.0	30.0	12.0	20.0	98.9	%

Instructional Area: Product and Service Technology

Since there were seven product and service technology competency items and fifty responding head coordinators there were three hundred fifty (350) total responses in the product and service technology instructional area.

As shown in Table 10, all seven of the competencies in this instructional area were included in every program responding. Product and service technology was the only instructional area where this finding was present.

Fifteen point seven percent (15.7%) of the total responses were in the little emphasis response choice category. Competencies with high response in this category were number eighty-three (83), "Product information sources;" number eighty-five (85), "Different labels which identify products;" and number eighty-six (86), "Brand or trade names."

The two items that received the most emphasis were number eighty-four (84), "Value of advertising information to salespeople;" and number eighty-eight (88), "Adequate product information builds customer confidence."

Table 10

General Question One - Instructional Area: Product & Service Technology

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.	
83. Product information sources.	0	12	19	9	10	12	50	#
	0.0	24.0	38.0	18.0	20.0	24.0	100.0	%
84. Value of advertising information to salespeople.	0	3	14	25	8	3	50	#
	0.0	6.0	28.0	50.0	16.0	6.0	100.0	%
85. Different labels which identify products & contents.	0	14	17	12	7	14	50	#
	0.0	28.0	34.0	24.0	14.0	28.0	100.0	%
86. Brand or trade names.	0	13	17	12	8	13	50	#
	0.0	26.0	34.0	24.0	16.0	26.0	100.0	%
87. Familiarity with trade journals.	0	7	19	14	10	7	50	#
	0.0	14.0	38.0	28.0	20.0	14.0	100.0	%
88. Adequate product information builds customer confidence.	0	1	15	18	16	1	50	#
	0.0	2.0	30.0	36.0	32.0	2.0	100.0	%
89. Merchandise information may be found in advertisements.	0	5	15	23	7	5	50	#
	0.0	10.0	30.0	46.0	14.0	10.0	100.0	%
Totals	0	55	116	113	66	55	350	#
	0.0	15.7	33.1	32.3	18.9	15.7	100.0	%

Instructional Area: Operations and Management

Since there were eleven operations and management competency items and fifty head coordinators responding there were five hundred fifty (550) total responses in the operations and management instructional area.

As shown in Table 11, of the five hundred fifty (550) total responses to the eleven operations and management competency items, ninety-four point two percent (94.2%) of the responses were in the included to some degree combination category. A total of nineteen point one percent (19.1%) of the responses were in the combined little or no emphasis category.

Two competencies stood out with high response rates in the not included category. They were number ninety-three (93), "How to take care of employee and customer accidents;" and number ninety-five (95), "Handling and caring for equipment."

In addition to the competencies mentioned above, the following competencies had a high response in the combined little or no emphasis category: number ninety-two (92), "Careful use of supplies will help control expenses;" and number ninety-four (94), "Determine in various situations the most efficient way to get a job accomplished."

Six of the eleven operations competencies were included in all of the programs' curricula. Of the remaining five competencies

three had response rates of ninety-six percent (96.0%) or greater. Two other competencies had response rates that were quite low in the included to some degree combination category.

Table 11

General Question One - Instructional Area: Operations & Management

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
90. Actual control of expenses must be carried out cooperatively by all employees.	0	6	22	12	10	6	50 #
	0.0	12.0	44.0	24.0	20.0	12.0	100.0 %
91. Small savings in some expense areas can mean a substantial gain in profits.	0	5	20	14	11	5	50 #
	0.0	10.0	40.0	28.0	22.0	10.0	100.0 %
92. Careful use of supplies will help control expenses.	1	13	19	11	6	14	49 #
	2.0	26.0	38.0	22.0	12.0	28.0	98.0 %
93. How to take care of employee & customer accidents.	13	18	13	5	1	31	37 #
	26.0	36.0	26.0	10.0	2.0	62.0	74.0 %
94. Determine in various situations the most efficient way to get a job accomplished.	2	7	23	15	3	9	48 #
	4.0	14.0	46.0	30.0	6.0	18.0	96.0 %
95. Handling & caring for equipment.	14	11	17	7	1	25	36 #
	28.0	22.0	34.0	14.0	2.0	50.0	72.0 %

Table 11 (continued)

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.	
96. Each employee made to feel efforts are really appreciated.	0	3	14	23	10	3	50	#
	0.0	6.0	28.0	46.0	20.0	6.0	100.0	%
97. Framework of policies and procedures is required.	0	2	12	23	13	2	50	#
	0.0	4.0	24.0	46.0	26.0	4.0	100.0	%
98. Special customer services build goodwill & help increase sales.	0	1	15	25	9	1	50	#
	0.0	2.0	30.0	50.0	18.0	2.0	100.0	%
99. Personnel organization enables policies of firm to be carried out.	2	5	20	17	6	7	48	#
	4.0	10.0	40.0	34.0	12.0	14.0	96.0	%
100. Lines of authority should be followed.	0	2	11	23	14	2	50	#
	0.0	4.0	22.0	46.0	28.0	4.0	100.0	%
Totals	32	73	186	175	84	105	518	#
	5.8	13.3	33.8	31.8	15.3	19.1	94.2	%

Instructional Area: Selling

Since there were four selling competency items and fifty responding head coordinators there were two hundred (200) total responses in the selling instructional area.

As shown in Table 12, of the two hundred (200) total responses to the four selling competencies, only one response was not in the included to some degree combination category. The overall response in the little or no emphasis combined category was twelve point five percent (12.5%).

One competency had a noticeably high response in the little or no emphasis category. It was number one hundred two (102), "Department and merchandise locations in the business."

Table 12

General Question One - Instructional Area: Selling

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
101. Ways to handle customer complaints.	0	6	20	21	3	6	50 #
	0.0	12.0	40.0	42.0	6.0	12.0	100.0 %
102. Department & merchandise locations in the business.	1	13	15	15	6	14	49 #
	2.0	26.0	30.0	30.0	12.0	28.0	98.0 %
103. Customer loyalty can be built with timely merchandise and friendly service.	0	5	22	12	11	5	50 #
	0.0	10.0	44.0	24.0	22.0	10.0	100.0 %

Table 12 (continued)

Competency Item	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
104. Feeling of sincere interest in customers & their problems is important in selling.	0 0.0	0 0.0	11 22.0	15 30.0	24 48.0	0 0.0	50 # 100.0 %
Totals	1 0.5	24 12.0	58 29.0	73 36.5	44 22.0	25 12.5	199 # 99.5 %

Overview of the Findings in General
Question One

Of the one hundred four (104) common competency items from the eight various instructional areas, sixty-five (65), or sixty-two point five percent (62.5%), were included to some degree of emphasis in the responding general mid-management programs' curricula. Twenty-eight (28), or twenty-six point nine percent (26.9%), of the competencies were included in ninety to ninety-eight percent (90.0-98.0%) of the curricula.

Competencies where twenty percent (20.0%) or more of the programs' curricula gave a competency little or no emphasis numbered thirty-three (33), or thirty-one point seven percent (31.7%) of the

total one hundred four (104) common competencies.

Six competencies had noticeably high response rates in the not included category. They were number twenty-six (26), "Attending departmental and store-wide meetings is a good way to keep informed;" number forty-nine (49), "Training employees and following-up on training effectiveness;" number fifty-one (51), "Accepting criticism;" number seventy-four (74), "Reading and interpreting self-computing scales;" number ninety-three (93), "How to take care of employee and customer accidents;" and number ninety-five (95), "Handling and caring for equipment."

Instructional areas with the highest percentages of response for including competencies to some degree were advertising, product and service technology, and selling. The lowest percentage of response in this combination category was in math, which also had the highest percentage of response in the not included category and the combined little or no emphasis category.

Other instructional areas with high response rates in the little or no emphasis combined category were advertising, merchandising, and operations and management.

A complete breakdown of the instructional area and grand totals is shown in Table 13 on the following page.

Table 13

General Question One - Instructional Area and Grand Totals

Instructional Area	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
Advertising	1	36	56	74	33	37	199 #
	0.5	18.0	28.0	37.0	16.5	18.5	99.5 %
Communications	33	86	315	460	206	119	1067 #
	3.0	7.8	28.6	41.8	18.7	10.8	97.0 %
Human Relations	57	284	645	810	454	341	2193 #
	2.5	12.6	28.7	36.0	20.2	15.1	97.5 %
Math	22	29	46	77	26	51	178 #
	11.0	14.5	23.0	38.5	13.0	25.5	89.0 %
Merchandising	4	66	133	105	42	70	346 #
	1.1	18.9	38.0	30.0	12.0	20.0	98.9 %
Product & Service Technology	0	55	116	113	66	55	350 #
	0.0	15.7	33.1	32.3	18.9	15.7	100.0 %
Operations & Management	32	73	186	175	84	105	518 #
	5.8	13.3	33.8	31.8	15.3	19.1	94.2 %
Selling	1	24	58	73	44	25	199 #
	0.5	12.0	29.0	36.5	22.0	12.5	99.5 %
Totals	150	653	1555	1887	955	803	5060 #
	2.9	12.6	29.9	36.3	18.4	15.5	97.1 %

Analysis of the Null Hypotheses

The four null hypotheses are discussed in two ways. First, they are looked at descriptively by comparing findings of the two demographic groups for each of the hypotheses.

Second, the hypotheses are investigated inferentially by comparing again the two demographic groups for each null statement. The calculated values for Z for each Mann-Whitney test are stated as being either positive or negative. This is due to the nature of the calculation required for Z in a Mann-Whitney test since either U or U' may be used in the formula for large samples with tied ranks between the samples (Siegel, 1956:121-125).

A complete listing of key figures including the sum of the ties (ΣT), the sum of the ranks (ΣR), U, and U' is given in Appendix D.

Null Hypothesis One

Null hypothesis one was stated as follows: "There is no significant difference in the common competency emphasis in each instructional area of general mid-management curricula between programs in IDECC member states and those in non-member states."

As shown in Table 14, programs in IDECC member states had higher percentages of response in the not included category, three

point five percent (3.5%), as opposed to programs in non-member states, two point two percent (2.2%). This higher percentage of response also held true in the combined little or no emphasis category where programs in IDECC member states had eighteen point four percent (18.4%) of its responses in the category versus twelve percent (12.0%) response from programs in non-member states.

In specific instructional areas noticeable differences in the not included category were found in the communications and math areas with programs in IDECC member states having higher percentages of response.

Particularly large differences between IDECC and non-IDECC member states' programs in the combined category of little or no emphasis were in the instructional areas of communications, math, merchandising, product and service technology, and selling. All of these instructional areas had higher percentages of response from programs in IDECC member states.

On the following page Table 14 begins which gives a complete tabulation of the descriptive data pertaining to null hypothesis one.

Table 14

Null Hypothesis One - Descriptive Data:
Programs in IDECC Member States Vs. Programs in Non-Member States

Instructional Area	IDECC State	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
Advertising	Yes	1	16	36	38	17	17	107 #
		0.9	14.8	33.3	35.2	15.7	15.7	99.1 %
	No	0	20	20	36	16	20	92 #
		0.0	21.7	21.7	39.1	17.4	21.7	100.0 %
Communications	Yes	26	61	187	215	105	87	568 #
		4.4	10.3	31.5	36.2	17.7	14.7	95.6 %
	No	7	25	128	245	101	32	499 #
		1.4	4.9	25.3	48.4	20.0	6.3	98.6 %
Human Relations	Yes	33	159	379	378	266	192	1182 #
		2.7	13.1	31.2	31.1	21.9	15.8	97.3 %
	No	24	125	266	432	188	149	1011 #
		2.3	12.1	25.7	41.7	18.2	14.4	97.7 %
Math	Yes	16	21	22	36	13	37	92 #
		14.8	19.4	20.4	33.3	12.0	34.2	85.2 %
	No	6	8	24	41	13	14	86 #
		6.5	8.7	26.1	44.6	14.1	15.2	93.5 %

Table 14 (continued)

Instructional Area	IDECC State	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
Merchandising	Yes	4	49	72	45	19	53	185 #
		2.1	25.9	38.1	23.8	10.0	28.0	97.9 %
	No	0	17	61	60	23	17	161 #
		0.0	10.6	37.9	32.3	37.3	10.6	100.0 %
Product & Service Technology	Yes	0	39	72	48	30	39	189 #
		0.0	20.6	38.1	25.4	15.9	20.6	100.0 %
	No	0	16	44	65	36	16	161 #
		0.0	9.9	27.3	40.4	22.4	9.9	100.0 %
Operations & Management	Yes	18	55	111	69	44	73	279 #
		6.1	18.5	37.4	23.2	14.8	24.6	93.9 %
	No	14	18	75	106	40	32	239 #
		5.5	7.1	29.6	41.9	15.8	12.6	94.5 %
Selling	Yes	0	18	37	31	22	18	108 #
		0.0	16.7	34.3	28.7	20.4	16.7	100.0 %
	No	1	6	21	42	22	7	91 #
		1.1	6.5	22.8	45.7	23.9	7.6	98.9 %
Totals	Yes	98	418	916	860	516	516	2710 #
		3.5	14.9	32.6	30.6	18.4	18.4	96.5 %
	No	52	235	639	1027	439	287	2340 #
		2.2	9.8	26.7	42.9	18.4	12.0	97.9 %

As shown in Table 15, there was no significant difference between programs in IDECC member states and programs in non-member states in each of the eight instructional areas. Therefore, the null was retained in each of the instructional areas for null hypothesis one. A complete listing of pertinent data relating to the inferential technique applied to null hypothesis one is shown in Appendix D.

Table 15

Null Hypothesis One: Programs in IDECC Vs. Non-IDECC Member States
Mann-Whitney Test; Alpha = .05; Critical Value = ± 1.960

Instructional Area	Calculated Z	Reject/Retain the Null
Advertising	± .1570	Retain-No Significant Difference
Communications	± 1.3930	Retain-No Significant Difference
Human Relations	± .6620	Retain-No Significant Difference
Math	± 1.6533	Retain-No Significant Difference
Merchandising	± 1.3264	Retain-No Significant Difference
Product & Service Technology	± 1.9532	Retain-No Significant Difference

Table 15 (continued)

Instructional Area	Calculated Z	Reject/Retain the Null
Operations & Management	± 1.8644	Retain-No Significant Difference
Selling	± 1.3352	Retain-No Significant Difference

Null Hypothesis Two

Null hypothesis two was stated as follows: "There is no significant difference in the common competency emphasis in each instructional area of general mid-management curricula between programs that have head coordinators who have been mid-management coordinators for over four years and those who have been coordinators for four years or less."

As shown in Table 16, programs with head coordinators who began as mid-management coordinators before the Fall of 1974 had a lower percentage of total responses in the not included category, two point five percent (2.5%), versus their less experienced counterparts, three point five percent (3.5%). This lower percentage was also evident in the combined category of little or no emphasis where head coordinators beginning before the Fall of 1974 had thirteen point five

percent (13.5%) of their responses in the category as opposed to eighteen point six percent (18.6%) of total response from head coordinators with less experience.

Only one noticeable difference was present in the not included category of a specific instructional area. It occurred in the operations and management area where nine point one percent (9.1%) of the total response of the less experienced head coordinators compared to three point eight percent (3.8%) of the response of the more experienced coordinators.

Particularly large differences between the two groups of coordinators in the combined little or no emphasis category were in the instructional areas of advertising, communications, operations and management, and selling. In each of these four instructional areas the higher percentage of response was attributed to coordinators beginning as mid-management coordinators since the Fall of 1974 or later.

On the following page Table 16 begins which gives a complete breakdown of the descriptive data pertaining to null hypothesis two.

Table 16

Null Hypothesis Two - Descriptive Data:
Programs with Head Coordinators Beginning Before Fall of 1974
Vs. Those with Head Coordinators Beginning Since Fall of 1974 or Later

Instructional Area	Before 1974/ Since 1974	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.	
Advertising	Before 1974	1	18	27	53	25	19	123	#
		0.8	14.5	21.7	42.7	20.2	15.3	99.2	%
	Since 1974	0	18	29	21	8	18	76	#
		0.0	23.7	38.2	27.6	10.5	23.7	100.0	%
Communications	Before 1974	18	37	172	276	179	55	664	#
		2.6	5.4	25.2	40.5	26.3	8.0	97.4	%
	Since 1974	15	49	143	184	27	64	403	#
		3.6	11.7	34.2	44.0	6.5	15.3	96.4	%
Human Relations	Before 1974	30	157	359	499	350	187	1365	#
		2.2	11.3	25.7	35.8	25.1	13.5	97.8	%
	Since 1974	27	127	286	311	104	154	828	#
		3.2	14.9	33.5	36.4	12.2	18.1	96.8	%
Math	Before 1974	13	18	21	49	23	31	111	#
		10.5	14.5	16.9	39.5	18.6	25.0	89.5	%
	Since 1974	9	11	25	28	3	20	67	#
		11.8	14.5	32.9	36.8	4.0	26.3	88.2	%

Table 16 (continued)

Instructional Area	Before 1974/ Since 1974	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
Merchandising	Before 1974	4	41	72	70	30	45	213 #
		1.8	18.9	33.2	32.3	13.8	20.7	98.2 %
	Since 1974	0	25	61	35	12	25	133 #
		0.0	18.8	45.9	26.3	9.0	18.8	100.0 %
Product & Service Technology	Before 1974	0	35	50	71	61	35	217 #
		0.0	16.1	23.0	32.7	28.1	16.1	100.0 %
	Since 1974	0	20	66	42	5	20	133 #
		0.0	15.0	49.6	31.6	3.8	15.0	100.0 %
Operations & Management	Before 1974	13	37	110	107	74	50	328 #
		3.8	10.9	32.3	31.4	21.7	14.7	96.2 %
	Since 1974	19	36	76	68	10	55	190 #
		9.1	17.2	36.4	32.5	4.8	26.3	90.9 %
Selling	Before 1974	1	11	37	39	36	12	123 #
		0.8	8.9	29.8	31.5	29.0	9.7	99.2 %
	Since 1974	0	13	21	34	8	13	76 #
		0.0	17.1	27.6	44.7	10.5	17.1	100.0 %
Totals	Before 1974	80	354	848	1164	778	434	3144 #
		2.5	11.0	26.3	36.1	24.1	13.5	97.5 %
	Since 1974	70	299	707	707	177	369	1906 #
		3.5	15.1	35.8	36.6	9.0	18.6	96.5 %

As shown in Table 17, there were significant differences in the common competency emphasis of three instructional areas between programs with head coordinators beginning as mid-management coordinator before the Fall of 1974 versus programs with less experienced coordinators. Those three instructional areas were advertising, communications, and operations and management. In each of these three instructional areas programs with head coordinators who had more than four years experience gave significantly greater emphasis to the competencies in their curricula.

A complete listing of pertinent data relating to the inferential technique applied to null hypothesis two is shown in Appendix D.

Table 17

Null Hypothesis Two: Programs with Head Coordinators Beginning Before Fall of 1974 Vs. Since Fall of 1974 or Later Mann-Whitney Test; Alpha = .05; Critical Value = ± 1.960

Instructional Area	Calculated Z	Reject/Retain the Null
Advertising	± 2.0758	Reject-Significant Difference
Communications	± 2.8506	Reject-Significant Difference
Human Relations	± 1.4394	Retain-No Significant Difference
Math	± 1.2732	Retain-No Significant Difference

Table 17 (continued)

Instructional Area	Calculated Z	Reject/Retain the Null
Merchandising	± .9313	Retain-No Significant Difference
Product & Service Technology	± 1.8952	Retain-No Significant Difference
Operations & Management	± 2.3654	Reject-Significant Difference
Selling	± 1.5021	Retain-No Significant Difference

Null Hypothesis Three

Null hypothesis three was stated as follows: "There is no significant difference in the common competency emphasis in each instructional area of general mid-management curricula between programs that have been in operation for over four years and those that have been operating for four years or less."

As shown in Table 18, the older established general mid-management programs had a lower percentage of total responses in the not included category, two point seven percent (2.7%), versus those programs established since the Fall of 1974 or later, three point seven percent (3.7%).

This lower percentage of response did not follow in the combined little or no emphasis category where those programs established before the Fall of 1974 had a higher response rate, fifteen point seven percent (15.7%), as opposed to the response percentage from the newer programs, thirteen point nine percent (13.9%).

In the specific instructional areas noticeable differences in the not included response category were found in math and operations and management. A higher response rate was attributed to the older programs in the math area, and the higher rate of response was from the newer programs in the instructional area of operations and management.

Particularly large differences in rate of response in the combined category of little or no emphasis were found in the areas of merchandising and product and service technology. In both areas the higher response rate came from programs that were established before the Fall of 1974.

On the following page Table 18 begins which gives a complete breakdown of the descriptive data pertaining to null hypothesis three.

Table 18

Null Hypothesis Three - Descriptive Data:
Programs Beginning Operation Before Fall of 1974
Vs. Programs Beginning Operation Since Fall of 1974 or Later

Instructional Area	Before 1974/ Since 1974	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
Advertising	Before 1974	1	27	48	60	28	28	163 #
		0.6	16.5	29.3	36.6	17.1	17.1	99.4 %
	Since 1974	0	9	8	14	5	9	36 #
		0.0	25.0	22.2	38.9	13.9	25.0	100.0 %
Communications	Before 1974	26	72	255	357	192	98	876 #
		2.9	8.0	28.3	39.6	21.3	10.9	97.1 %
	Since 1974	7	14	60	103	14	21	191 #
		3.5	7.1	30.3	52.0	7.1	10.6	96.5 %
Human Relations	Before 1974	42	247	510	633	413	289	1803 #
		2.3	13.4	27.6	34.3	22.4	15.7	97.7 %
	Since 1974	15	37	135	177	41	52	390 #
		3.7	9.1	33.3	43.7	10.1	12.8	96.3 %
Math	Before 1974	9	21	36	64	24	40	145 #
		11.6	12.8	22.0	39.0	14.6	24.4	88.4 %
	Since 1974	3	8	10	13	2	11	33 #
		8.3	22.2	27.8	36.1	5.6	31.5	91.7 %

Table 18 (continued)

Instructional Area	Before 1974/ Since 1974	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
Merchandising	Before	4	59	105	80	39	63	283 #
	1974	1.4	20.6	36.6	27.9	13.6	22.0	98.6 %
	Since	0	7	28	25	3	7	63 #
	1974	0.0	11.1	44.4	39.7	4.8	11.1	100.0 %
Product & Service Technology	Before	0	50	81	91	65	50	287 #
	1974	0.0	17.4	28.2	31.7	22.7	17.4	100.0 %
	Since	0	5	35	22	1	5	63 #
	1974	0.0	7.9	55.6	34.9	1.6	7.9	100.0 %
Operations & Management	Before	23	57	150	139	82	80	428 #
	1974	5.1	12.6	33.3	30.8	18.2	17.7	94.9 %
	Since	9	16	36	36	2	25	90 #
	1974	9.1	16.2	36.4	36.4	2.0	25.3	90.9 %
Selling	Before	0	22	50	51	41	22	164 #
	1974	0.0	13.4	30.5	31.1	25.0	13.4	100.0 %
	Since	1	2	8	22	3	3	35 #
	1974	2.8	5.6	22.2	61.1	8.3	8.4	97.2 %
Totals	Before	115	555	1235	1475	884	670	4149 #
	1974	2.7	13.0	29.0	34.6	20.7	15.7	97.3 %
	Since	35	98	320	412	71	133	901 #
	1974	3.7	10.2	34.2	44.0	7.6	13.9	96.3 %

As shown in Table 19, there was no significant difference between programs established before the Fall of 1974 and those that have begun operating since the Fall of 1974 or later in terms of common competency emphasis in each of the eight instructional areas. Therefore, the null hypothesis was retained in all eight instructional areas.

A complete listing of pertinent data relating to the inferential technique applied to null hypothesis three is shown in Appendix D.

Table 19

Null Hypothesis Three: Programs Beginning Operation Before Fall of 1974 Vs. Since Fall of 1974 or Later
Mann-Whitney Test; Alpha = .05; Critical Value = $\pm$ 1.960

Instructional Area	Calculated Z	Reject/Retain the Null
Advertising	$\pm$ .0509	Retain-No Significant Difference
Communications	$\pm$ .8214	Retain-No Significant Difference
Human Relations	$\pm$ .2021	Retain-No Significant Difference
Math	$\pm$ .5745	Retain-No Significant Difference
Merchandising	$\pm$ .1139	Retain-No Significant Difference

Table 19 (continued)

Instructional Area	Calculated Z	Reject/Retain the Null
Product & Service Technology	± .9755	Retain-No Significant Difference
Operations	± 1.2916	Retain-No Significant Difference
Selling	± .1783	Retain-No Significant Difference

Null Hypothesis Four

Null hypothesis four was stated as follows: "There is no significant difference in the common competency emphasis in each instructional area of general mid-management curricula between programs that have students participate in junior collegiate DECA competency-based competitive events and those that do not."

As shown in Table 20, there was no difference in the not included category between the response percentages of programs that have students participate in DECA junior collegiate competency-based events and those programs that do not. However, the response rate in the combined little or no emphasis category was slightly higher from programs that do not have students participate in competency-based events, thirteen point nine percent (13.9%), versus

eleven point five percent (11.5%).

In terms of the specific instructional areas only one noticeable difference appeared in the not included category. This difference was in the math area with the higher response rate coming from those programs that do not have students participate in the competitive events, thirteen point six percent (13.6%) versus eight point nine percent (8.9%).

The combined response category of little or no emphasis had two particularly large differences. In the area of product and service technology the response rate was more than double from those programs that do not have students participate than from programs that do have students involved in DECA competency-based events. The other noticeable difference in the combined little or no emphasis category was in operations and management where the higher response rate came from those programs that do have students participate, twenty-two point one percent (22.1%) versus fifteen point three percent (15.3%).

On the following page Table 20 begins which gives a complete breakdown of the descriptive data pertaining to null hypothesis four.

Table 20

Null Hypothesis Four - Descriptive Data:
Programs with Students Participating in DECA Competency-Based Events

Instructional Area	Yes/ No	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
Advertising	Yes	1	22	29	37	23	23	111 #
		0.9	19.6	25.9	33.0	20.5	20.5	99.1 %
	No	0	14	27	37	10	14	88 #
		0.0	15.9	30.7	42.1	11.4	15.9	100.0 %
Communications	Yes	22	35	172	259	128	57	594 #
		3.6	5.7	27.9	42.1	20.8	9.3	96.4 %
	No	11	51	143	201	78	62	473 #
		2.3	10.5	29.6	41.5	16.1	12.8	97.7 %
Human Relations	Yes	28	141	299	461	331	169	1232 #
		2.2	11.2	23.7	36.6	26.3	13.4	97.8 %
	No	29	143	346	349	123	172	961 #
		2.9	14.4	35.0	35.3	12.4	17.3	97.1 %
Math	Yes	10	18	22	48	14	28	102 #
		8.9	16.1	19.6	42.9	12.5	25.0	91.1 %
	No	12	11	24	29	12	23	76 #
		13.6	12.5	27.3	33.0	13.6	26.1	86.4 %

Table 20 (continued)

Instructional Area	Yes/ No	Response Choices 1	2	3	4	5	1 & 2 Comb.	2 - 5 Comb.
Merchandising	Yes	3	33	84	53	23	36	193 #
		1.5	16.8	42.9	27.0	11.7	18.1	98.5 %
	No	1	33	49	52	19	34	153 #
		0.7	21.4	31.8	33.8	12.3	22.1	99.3 %
Product & Service Technology	Yes	0	21	74	63	38	21	196 #
		0.0	10.7	37.8	32.1	19.4	10.7	100.0 %
	No	0	34	42	50	28	34	154 #
		0.0	22.1	27.3	32.5	18.2	22.1	100.0 %
Operations & Management	Yes	19	49	86	102	52	68	289 #
		6.2	15.9	27.9	33.1	16.9	22.1	93.8 %
	No	13	24	100	73	32	37	229 #
		5.4	9.9	41.3	30.2	13.2	15.3	94.6 %
Selling	Yes	0	15	32	35	30	15	112 #
		0.0	13.4	28.6	31.3	26.8	13.4	100.0 %
	No	1	9	26	38	14	10	87 #
		1.1	10.2	29.6	43.2	15.9	11.3	98.9 %
Totals	Yes	83	334	798	1058	639	417	2829 #
		2.9	11.5	27.4	36.3	21.9	14.4	97.1 %
	No	67	319	757	829	316	386	2221 #
		2.9	13.9	33.1	36.2	13.8	16.8	97.1 %

As shown in Table 21, there was no significant difference in the common competency emphasis in each of the eight instructional areas between programs that have students participate in junior collegiate DECA competency-based competitive events and those programs that do not have students participate. Therefore, the null hypothesis was retained for all of the eight instructional areas.

A complete listing of pertinent data relating to the inferential technique applied to null hypothesis four is shown in Appendix D.

Table 21

Null Hypothesis Four: Programs with Students Participating in DECA Competency-Based Events Vs. Programs That Do Not Participate Mann-Whitney Test; Alpha = .05; Critical Value = ± 1.960

Instructional Area	Calculated Z	Reject/Retain the Null
Advertising	± .0690	Retain-No Significant Difference
Communications	± .4988	Retain-No Significant Difference
Human Relations	± 1.6910	Retain-No Significant Difference
Math	± .3162	Retain-No Significant Difference
Merchandising	± .1959	Retain-No Significant Difference

Table 21 (continued)

Instructional Area	Calculated Z	Reject/Retain the Null
Product & Service Technology	± .7354	Retain-No Significant Difference
Operations & Management	± .3234	Retain-No Significant Difference
Selling	± .2829	Retain-No Significant Difference

Summarization

Chapter Four has discussed the findings of the study. A total of sixty-two (62) general mid-management programs were identified in the Northwestern Vocational Curriculum Management Region, of which thirty-five (35), fifty-six point five percent (56.5%), were located in IDECC member states. Of the fifty (50) responding programs to the survey instrument thirty-one (31), sixty-two percent (62.0%), had head coordinators who had been mid-management coordinators since before the Fall of 1974. Forty-one (41), eighty-two percent (82.0%), of the programs were established before the Fall of 1974. In addition, twenty-eight (28), fifty-six percent (56.0%), of the responses came from programs that have students participate in DECA competency-based competitive events.

Findings related to general question one included:

1) Six competencies had noticeably high response rates in the not included response choice category. They were competency items number twenty-six (26), "Attending departmental and store-wide meetings is a good way to keep informed;" number forty-nine (49), "Training employees and following-up on training effectiveness;" number fifty-one (51), "Accepting criticism;" number seventy-four (74), "Reading and interpreting self-computing scales; and number ninety-five (95), "Handling and caring for equipment."

2) Instructional areas with the highest percentages of response for including competencies to some degree in the curricula were advertising, product and service technology, and selling.

3) Instructional areas with the highest percentages of response for giving competencies little or no emphasis in the curricula included math, advertising, and operations and management.

4) The instructional area with the highest percentage of response for not including competencies in curricula was math.

There was no significant difference between programs in IDECC member states and programs in non-IDECC member states in terms of common competency emphasis in each of the eight instructional areas.

There was a significant difference in the common competency emphasis in the areas of advertising, communications, and operations and management between programs with head coordinators beginning as

mid-management coordinators before the Fall of 1974 and programs whose head coordinators began since the Fall of 1974 or later. In all three cases the more experienced head coordinators placed significantly greater emphasis on the competencies in each instructional area.

There was no significant difference in the common competency emphasis in the eight instructional areas between programs established before the Fall of 1974 and programs established since the Fall of 1974 or later.

There was no significant difference in the common competency emphasis in the eight instructional areas between programs that have students participate in junior collegiate DECA competency-based competitive events and programs that do not.

Chapter 5

SUMMARIZATION, CONCLUSIONS, AND RECOMMENDATIONS

Summarization

With the growth of mid-management education in the last ten to fifteen years has come discussion concerning post-secondary distributive education's objectives, role, and curriculum content. It was the primary purpose of this study to determine if general mid-management programs in the Northwest have a common core curriculum.

This study was needed to help the discipline of post-secondary distributive education come to grips with its own identity in a curricular sense. The research was limited to studying general mid-management programs in the Northwestern Vocational Curriculum Management Region, and therefore, the findings were applicable to only that particular type of program in the ten state region identified.

The review of literature was divided into three main sections as follows: 1) the relationship of mid-management education with the rest of distributive education; 2) the goals and purposes of mid-management programs; and 3) the development of the mid-management curriculum.

The first of these three sections dealt with an overview of distributive education and mid-management's role within this entire

vocational discipline. Post-secondary distributive education was contrasted with secondary and adult programs in terms of program duration, distinguishing characteristics, and clientele.

The second section of the review, which addressed the goals and purposes of mid-management programs, dealt with the place of the middle-level worker in the labor market. The discussion also considered the factors which differentiate a middle-level occupation from the other various occupational strata.

Out of such a context the literature was reviewed regarding viewpoints as to what the goals of mid-management education are or should be. The watershed of this discussion took place with the publication of the USOE's Post Secondary Distributive Education, A Suggested Guide For Administrators and Teachers in 1969.

The purpose of the third section of the review was to present information about the development of the mid-management curriculum. The section was divided into three subsections as follows: 1) general curriculum patterns; 2) a competency approach to building a mid-management curriculum, which covered the contributions and effects of the work by Crawford and IDECC; and 3) specific recommendations for a mid-management curriculum that have been made by various authors.

Chapter Three contained a detailed description of the methods and procedures undertaken in the study. The survey population included all mid-management coordinators who head general

mid-management programs in the Northwestern Vocational Curriculum Management Region. A survey form was mailed out during the Fall of 1978 to determine if certain competencies were included and to what degree of emphasis in local programs' general mid-management curricula. The instrument took into account certain contaminating variables which might have influenced the results of the study.

Data was analyzed descriptively in order to answer the study's first general question which was concerned with the number of common competencies that were included in the curricula of the Region's general mid-management programs. A Mann-Whitney test of independence at the .05 level of significance was used to test the four null hypotheses for each of the eight instructional areas studied. A Z value was calculated due to the large number of observations. The Z value was also corrected for ties in ranks between the two sample groups for each of the null hypotheses.

Chapter Four discussed the findings of the study. A total of sixty-two (62) general mid-management programs were identified in the Northwestern Region, of which thirty-five (35) were located in IDECC member states. Of the fifty (50) responding programs to the survey instrument, thirty-one (31) had head coordinators who had been mid-management coordinators since before the Fall of 1974. Forty-one (41) of the programs responding were established before the Fall of 1974. In addition, twenty-eight (28) of the responses came

from programs that have students participate in DECA competency-based competitive events.

Findings related to general question one included:

1) Six competencies had noticeably high response rates in the not included response choice category.

2) Instructional areas with the highest percentages of response for including competencies to some degree in the curricula were advertising, product and service technology, and selling.

3) Instructional areas with the highest percentages of response where competencies received little or no emphasis in the curricula included math, advertising, merchandising, and operations and management.

4) Math was the instructional area that had the highest percentage of total responses in the not included category.

Regarding null hypothesis one, there was no significant difference in the common competency emphasis in each of the eight instructional areas between programs in IDECC member states and programs in non-member states.

For null hypothesis two there was a significant difference in the common competency emphasis in the areas of advertising, communications, and operations and management between programs with head coordinators beginning as mid-management coordinators before the Fall of 1974 and programs whose head coordinators began since the Fall of

1974 or later. In each of these three instructional areas, programs with head coordinators who had more than four years experience gave significantly greater emphasis to the competencies.

For null hypothesis three there was no significant difference in the common competency emphasis in the eight instructional areas between programs established before the Fall of 1974 and programs established since the Fall of 1974 or later.

Regarding null hypothesis four there was no significant difference between programs that have students participate in DECA competency-based competitive events and programs that do not in terms of common competency emphasis in the eight instructional areas.

Conclusions

The following conclusions have been drawn from the analysis of the study's findings concerning the curricula of general mid-management programs in public post-secondary educational institutions in the Northwestern Vocational Curriculum Management Region.

Conclusion One: State Membership in IDECC

It makes little difference, if any, whether or not a general mid-management program is located in an IDECC member state with regard to that program's emphasis upon common competencies. This was concluded since no significant difference was found between programs

in IDECC member states and programs in non-member states in terms of common competency emphasis in the eight instructional areas studied.

It should be noted that this conclusion does not address the question of whether a difference exists between local programs possessing the IDECC system materials and programs that do not in terms of common competency emphasis.

Conclusion Two: Length of Time Program Has Been Established

Whether or not a general mid-management program was established prior to or since the general dissemination and availability of IDECC curriculum materials is of little, if any, consequence regarding a program's degree of emphasis upon common competencies in general mid-management curricula. This was concluded since no significant difference was found between programs established before the Fall of 1974 and programs established since the Fall of 1974 or later in terms of common competency emphasis in the eight instructional areas studied.

Conclusion Three: Participation in DECA Competency-Based Events

Whether or not a general mid-management program has students participate in DECA competency-based competitive events is of little, if any, consequence regarding a program's degree of emphasis upon common competencies in general mid-management curricula. This was

concluded since no significant difference was found between programs that have students participate in DECA competency-based competitive events and programs that do not in terms of common competency emphasis in the eight instructional areas studied.

Conclusion Four: Head Coordinator Experience

In the instructional areas of advertising, communications, and operations and management there is a significant difference in the degree of emphasis placed upon common competencies between programs with head coordinators who began as mid-management coordinators before the general dissemination and availability of IDECC curriculum materials and programs with less experienced head coordinators.

The more experienced head coordinators' programs placed a significantly greater emphasis upon the common competencies in the areas of advertising, communications, and operations and management.

One would expect that newer head coordinators would place greater emphasis upon competencies that are contained in a more recent curriculum system like the one developed by IDECC. However, this was not the case.

Conclusion Five: Head Coordinator Experience

In the instructional areas of human relations, math, merchandising, product and service technology, and selling there is little, if any, difference in the degree of common competency emphasis

between programs that have head coordinators who began as mid-management coordinators before the general dissemination and availability of IDECC curriculum materials and programs whose head coordinators began as coordinators since the Fall of 1974 or later.

This was concluded since no significant difference was found between these two groups of programs in the Region in terms of common competency emphasis in the five instructional areas mentioned above.

Conclusion Six: Common Competencies Included in the Programs Studied

The vast majority of the one hundred four (104) common competencies are included with some degree of emphasis in most of the general mid-management programs studied. Of the total one hundred four (104) competencies from the eight instructional areas, sixty-five (65), sixty-two point five percent (62.5%), were included with some degree of emphasis in all of the responding programs' curricula. Twenty-eight (28), twenty-six point nine percent (26.9%), of the competencies were included in ninety to ninety-eight percent (90.0-98.0%) of the responding programs' curricula.

Conclusion Seven: Competencies Given Little or No Emphasis

A sizable number of competencies were given little or no emphasis in a high number of programs' curricula. Thirty-three (33), thirty-one point seven percent (31.7%), of the total one hundred four

(104) competency items were given little or no emphasis in at least twenty percent (20.0%) of the responding programs.

Therefore, a sizable amount of what Crawford's study found, what IDECC developed, and what national DECA has mandated is not being followed in the field in the curricula of general mid-management programs in the Region.

Recommendations

The findings and conclusions of this study appear to justify the following recommendations.

Recommendation One: In-Service Teacher Education

Since programs with head coordinators who began as mid-management instructors before the general dissemination and availability of IDECC materials tended to place more emphasis upon the common competencies, it is recommended that teacher education programs in the Northwestern Vocational Curriculum Management Region investigate the content and sequence of their in-service and master's level curricula in both the technical and professional areas.

It is recognized by the researcher that many general mid-management coordinators do not enter into mid-management instruction in community/junior colleges and vocational-technical schools through distributive education teacher education programs. Therefore, the

need for in-service offerings for newer mid-management coordinators is crucial. Perhaps interstate cooperation between distributive education teacher education programs would be desirable due to the relatively small number of programs in the majority of states in the Region.

Particular attention by teacher-educators should be paid to the instructional areas of advertising, communications, and selling since significant differences were found in common competency emphasis between programs with more experienced head coordinators and those with less experienced ones.

Recommendation Two: Communications and Human Relations Emphasis

A second recommendation is offered for distributive education teacher education programs in the Region that are concerned with either pre-service or in-service education for mid-management coordinators. Since the instructional areas of communications and human relations account for sixty-seven (67), or sixty-four point four percent (64.4%), of the total one hundred four (104) common competencies, particular attention should be paid to these instructional areas in mid-management teacher-education programs. This attention should also be given to the teacher education programs for prospective high school teachers since a great number of future mid-management coordinators come from high school teaching.

Traditionally, mid-management coordinators have tended to avoid teaching in the areas of communications and human relations for a variety of reasons. The two most common reasons being: 1) the areas of communications and human relations are difficult to teach and incorporate into other subject areas; and 2) a belief that mid-management coordinators are hired to teach technical business subject areas only. These points of view are well taken. Fortunately, in recent years a number of valuable and well conceived materials have been written and developed by professionals in the field of distributive and business education that relate to "real world" business communications and human relations problems. These materials should be reviewed by teacher education students and presented by teacher educators as much, if not more, than materials in the more "technical" areas of selling, advertising, merchandising, management, and others.

It is part of the task of teacher education programs, be they pre-service or in-service, to help mid-management coordinators overcome the problems mentioned above. The job of teaching communications and human relations concepts should not be left solely to the English, speech, and social science portions of the teacher education curriculum.

Recommendation Three: State Membership in IDECC

It is not within the scope of this study or these recommendations to attempt to convince or discourage the seven non-member states in the Region in joining the Consortium. However, it is appropriate to suggest to the various states that if membership is contemplated it should not be for the reasons of improving or changing the core content of the general mid-management curricula of local programs. This is not to say that membership by a state in the Consortium does not necessarily have beneficial aspects.

This comment is made since no significant difference was found between the degree of common competency emphasis in local programs in IDECC member states and programs located in non-IDECC member states.

Recommendation Four: DECA's Effect

When the concept of competency-based competitive events was first investigated in 1972 by the DECA national organization and with the subsequent implementation of competency-based competition at state and national levels, it was surmised by the advocates of the new competitive format that using Crawford's and IDECC's competencies would improve the content of local program curricula.

The evidence of this study does not support such a conclusion at the post-secondary level in general mid-management local programs. The preceding comment is made since no significant difference was found between the degree of emphasis on common competencies in local programs that have students participate in DECA competency-based competitive events and those programs that do not.

Therefore, it is a recommendation of this study that the various states in the Region and the national office of DECA make a priority commitment to determining what effects, if any, have resulted from competitive event reorganization as related to the improvement or modification of curricula in local mid-management programs.

Recommendation Five: IDECC Review

It is recommended that the Interstate Distributive Education Curriculum Consortium undertake studies that will investigate the effects of its curriculum materials and competency system upon local programs in both IDECC member states and non-member states. This investigation should be done in addition to the Consortium's current updating of materials in the seven original occupational categories.

It is further recommended that such studies be undertaken within at least three years of the Consortium's introduction of

new competencies and curriculum materials in the occupational areas of transportation, apparel and accessories, real estate, insurance, and banking.

In addition, it is recommended that these studies compare local programs that possess the IDECC curriculum materials with programs that do not in terms of common competency emphasis in order to determine the impact upon local curricula.

APPENDIX A

First Letter of Transmittal

September 28, 1978

Dear :

Presently I am working on a study under the direction of Dr. John Kohl and Dr. Norm Millikin of Montana State University. At this point in time I need your help.

I would appreciate greatly your completing the enclosed survey. In pre-testing the instrument I have found that it takes approximately twenty minutes to complete the form.

Please return your completed survey by November 1 using the addressed, stamped envelope provided. Your responses will be held in strictest confidence, and the results of the study will not be reported according to individual institutions or programs.

If you would like a copy of the study's findings, please indicate this on the survey. I will mail you the findings upon the study's completion this coming Spring.

Thank you for your consideration and assistance.

Sincerely,

Bob Kruse
Assistant Professor
Business Administration

Enclosures

APPENDIX B

Survey Instrument

General Information

A. State in which your mid-management program is located:

____ 01: Alaska
____ 02: Colorado
____ 03: Idaho
____ 04: Montana
____ 05: North Dakota
____ 06: Oregon
____ 07: South Dakota
____ 08: Utah
____ 09: Washington
____ 10: Wyoming

B. When did you begin working as a mid-management coordinator?

____ 01: Before the Fall of 1974.

____ 02: Since the Fall of 1974 or later.

C. When did your institution begin operating a general mid-management program?

____ 01: Before the Fall of 1974.

____ 02: Since the Fall of 1974 or later.

D. Do students enrolled in your institution's general mid-management program participate in DECA competency-based competitive events?

____ 01: Yes

____ 02: No

Curriculum Information

Please indicate to what degree the following items are emphasized in the curriculum of your institution's general mid-management program according to the following scale:

1 - item not included in the curriculum
2 - item introduced, but receives little emphasis
3 - item receives moderate emphasis
4 - item receives considerable emphasis
5 - item receives extensive emphasis

For example, if the following item receives moderate emphasis in your institution's general mid-management curriculum you would respond as shown:

3 X. Knowledge of types of interior and exterior displays.

Degree
Of Emphasis

_____ 1. Knowledge of uses of promotional and institutional advertising.

_____ 2. Knowledge of purposes of advertising.

_____ 3. Skill in keeping personnel informed of sales promotion activities

_____ 4. Attitude that it is necessary to know facts about merchandise advertised.

_____ 5. Knowledge of how to address others in a business-like manner.

_____ 6. Knowledge of when to keep communications confidential.

_____ 7. Understanding that communications in assigning work means a constant striving for clarity.

_____ 8. Understanding why one must be careful in speaking so that correct interpretation can be made.

Scale: 1 - item not included in the curriculum
2 - item introduced, but receives little emphasis
3 - item receives moderate emphasis
4 - item receives considerable emphasis
5 - item receives extensive emphasis

Degree Of Emphasis

_____ 9. Skill in listening to and following directions.

_____ 10. Skill in effective use of speech and vocabulary.

_____ 11. Skill in interpreting management policies to employees and employee problems to management.

_____ 12. Skill in communicating effectively with customers, co-workers, and supervisors.

_____ 13. Ability to talk clearly and pleasantly, conveying spirit and enthusiasm.

_____ 14. Ability to assist with training and teaching others.

_____ 15. Ability to convey directions and instructions clearly to employees.

_____ 16. Attitude that ability to communicate skillfully in good English is essential to personal business advancement.

_____ 17. Attitude that poor or awkward grammar lowers customer estimation of store personnel, image, and merchandise value.

_____ 18. Attitude that the "spoken word" is an important tool of the trade in marketing occupations.

_____ 19. Awareness of types of information one can get from trade journals.

_____ 20. Awareness that the voice can express conviction and convey confidence.

_____ 21. Attitude that tone of voice can express sincere welcome and eagerness to be of service.

Scale: 1 - item not included in the curriculum
2 - item introduced, but receives little emphasis
3 - item receives moderate emphasis
4 - item receives considerable emphasis
5 - item receives extensive emphasis

Degree Of Emphasis

_____ 22. Appreciation of the value of correct enunciation and pronunciation.

_____ 23. Awareness that enthusiasm can be contagious.

_____ 24. Realization of the importance of first and last impressions.

_____ 25. Awareness that certain words and terms can be misinterpreted.

_____ 26. Attitude that attending departmental and store-wide meetings is a good way to keep informed.

_____ 27. Knowledge of how to get results through people with effective human relations.

_____ 28. Knowledge of factors which affect employee morale.

_____ 29. Knowledge of how to dress and groom appropriately for the job.

_____ 30. Knowledge of how to build employee morale.

_____ 31. Knowledge of how to recognize the accomplishments of others.

_____ 32. Knowledge of how to develop and maintain a pleasant working environment.

_____ 33. Knowledge of how to be orderly and systematic.

_____ 34. Knowledge of how to show interest in others.

_____ 35. Knowledge of how to build sound working relationships in "forced" associations.

Scale: 1 - item not included in the curriculum
2 - item introduced, but receives little emphasis
3 - item receives moderate emphasis
4 - item receives considerable emphasis
5 - item receives extensive emphasis

Degree Of Emphasis

_____ 36. Knowledge of how to motivate others for best performance.

_____ 37. Understanding the meaning of the word morale.

_____ 38. Understanding that a positive attitude is usually reflected in one's work.

_____ 39. Understanding that human relations consists of interdependence with fellow employees, supervisors, and customers.

_____ 40. Skill in developing and maintaining harmonious working relationships.

_____ 41. Skill in working cooperatively with others.

_____ 42. Skill in maintaining an objective point of view in problem situations.

_____ 43. Skill in maintaining good health for effective job performance.

_____ 44. Skill in developing personality traits necessary for successful job performance.

_____ 45. Skill in representing the business favorably to customers and outside business associates.

_____ 46. Skill in adapting to the personality and needs of customers.

_____ 47. Skill in avoiding misrepresentations of people, products, and policies.

Scale: 1 - item not included in the curriculum
2 - item introduced, but receives little emphasis
3 - item receives moderate emphasis
4 - item receives considerable emphasis
5 - item receives extensive emphasis

Degree Of Emphasis

_____ 48. Skill in selecting the right person to do a job, giving clear instructions, and seeing that the instructions are properly carried out.

_____ 49. Skill in training employees and follow-up on training effectiveness.

_____ 50. Skill in exercising self-control in trying situations.

_____ 51. Skill in accepting criticism.

_____ 52. Skill in demonstrating initiative and creativity.

_____ 53. Skill in adjusting to change.

_____ 54. Ability to understand one's self.

_____ 55. Skill in generating enthusiasm towards people.

_____ 56. Attitude that personnel policies are established for the benefit of the business and the employee.

_____ 57. Attitude that next to job performance, human relations is an employee's greatest asset.

_____ 58. Attitude that a worker's performance includes how he/she influences other people.

_____ 59. Attitude that honesty and integrity are necessary personality traits in certain job situations.

_____ 60. Awareness that understanding others and one's self is basic to working harmoniously with others.

_____ 61. Awareness that an employee must be willing to accept and adjust to change.

Scale: 1 - item not included in the curriculum
2 - item introduced, but receives little emphasis
3 - item receives moderate emphasis
4 - item receives considerable emphasis
5 - item receives extensive emphasis

Degree Of Emphasis

_____ 62. Awareness of the necessity to perform tasks in addition to one's job responsibilities when situations necessitate.

_____ 63. Belief that a supervisor should set good examples of personal work habits and character.

_____ 64. Awareness that good human relations improves employee morale.

_____ 65. Awareness that good human relations helps increase productivity.

_____ 66. Awareness that creativity among store personnel should be rewarded.

_____ 67. Awareness that good human relations depends on personality factors.

_____ 68. Realization that employee's ideas often prove beneficial.

_____ 69. Recognition that training contributes to the understanding by supervisors of the managerial functions they must perform.

_____ 70. Awareness that motivation is closely connected with communication.

_____ 71. Recognition of the need for joining and participating in professional meetings.

_____ 72. Skill in multiplying and extending figures.

_____ 73. Skill in adding columns of figures.

_____ 74. Skill in reading and interpreting self-computing scales.

Scale: 1 - item not included in the curriculum
2 - item introduced, but receives little emphasis
3 - item receives moderate emphasis
4 - item receives considerable emphasis
5 - item receives extensive emphasis

Degree Of Emphasis

_____ 75. Skill in using and translating percentages.

_____ 76. Knowledge of price-line structures and pricing policies.

_____ 77. Knowledge of ways prices psychologically affect customers.

_____ 78. Skill in taking accurate stock counts for ordering and unit control purposes.

_____ 79. Skill in using forms and records necessary for inventory control.

_____ 80. Attitude that stockkeeping errors or losses affect company profits.

_____ 81. Attitude that complete assortments of wanted merchandise must be maintained at all times.

_____ 82. Attitude that buyer must be kept informed of low quantity points of staple stocks.

_____ 83. Knowledge of product information sources.

_____ 84. Knowledge of value of advertising information to salespeople.

_____ 85. Knowledge of different labels which identify products and contents.

_____ 86. Knowledge of brand or trade names.

_____ 87. Attitude that familiarity with trade journals supplements product or service knowledge as well as current business trends.

Scale: 1 - item not included in the curriculum
2 - item introduced, but receives little emphasis
3 - item receives moderate emphasis
4 - item receives considerable emphasis
5 - item receives extensive emphasis

Degree Of Emphasis

_____ 88. Belief that adequate product information possessed by the employee builds customer confidence in the merchandise and the business.

_____ 89. Attitude that merchandise information may be found in advertisements.

_____ 90. Understanding that actual control of expenses must be carried out cooperatively by all employees.

_____ 91. Understanding that small savings in some expense areas can mean a substantial gain in profits.

_____ 92. Understanding that careful use of supplies will help control expenses.

_____ 93. Knowledge of how to take care of employees' and customers' accidents.

_____ 94. Ability to determine in various situations the most efficient way to get a job accomplished.

_____ 95. Skill in handling and caring for equipment.

_____ 96. Belief that each employee should be made to feel his/her efforts are really appreciated.

_____ 97. Belief that management, supervisors, and employees require a framework of policies and procedures within which to operate.

_____ 98. Awareness that special customer services and accommodations build goodwill and help increase sales.

Scale: 1 - item not included in the curriculum
2 - item introduced, but receives little emphasis
3 - item receives moderate emphasis
4 - item receives considerable emphasis
5 - item receives extensive emphasis

Degree Of Emphasis

_____ 99. Awareness that personnel organization enables policies of the firm to be carried out and enables employees to contribute to successful operation.

_____ 100. Attitude that lines of authority should be followed.

_____ 101. Knowledge of ways to handle customer complaints.

_____ 102. Knowledge of department and merchandise locations in the business.

_____ 103. Understanding that customer loyalty can be built with timely merchandise and friendly service.

_____ 104. Awareness that a feeling of sincere interest in customers and their problems is important in selling.

Thank you for your time and cooperation. It is greatly appreciated. Please return your completed questionnaire in the stamped, addressed envelope provided to the following address:

Bob Kruse
Division of Business
Black Hills State College
Spearfish, SD 57783

APPENDIX C

Second Letter of Transmittal

October 18, 1978

Dear Mid-Management Coordinator:

At the beginning of this month you received from me a survey regarding your institution's general mid-management program.

This letter is intended to serve as a reminder that I would appreciate receiving your response by approximately November 1, as requested in my previous letter to you.

In case you may have misplaced the first survey, I am enclosing another one along with a stamped, addressed envelope.

Thank you for your cooperation and consideration. I look forward to receiving your completed survey.

Sincerely,

Bob Kruse
Assistant Professor
Business Administration

Enclosures

APPENDIX D

Data Related to Inferential Analysis of Null Hypotheses

Null Hypothesis One: Programs in IDECC Vs. Non-IDECC Member States

Instructional Area	IDECC State	Sum of Ties (ΣT)	Sum of Ranks (ΣR)	U/U'	Z
Advertising	Yes	171.0	696.5	302.5	- .1570
	No		578.5	318.5	+ .1570
Communications	Yes	18.0	760.0	239.0	-1.3930
	No		515.0	382.0	+1.3930
Human Relations	Yes	5.0	722.5	276.5	- .6620
	No		552.5	344.5	+ .6620
Math	Yes	228.0	772.5	226.5	-1.6533
	No		502.5	394.5	+1.6533
Merchandising	Yes	43.5	756.5	242.5	-1.3264
	No		518.5	378.5	+1.3264
Product & Service Technology	Yes	71.0	788.5	210.5	-1.9532
	No		486.5	410.5	+1.9532

Null Hypothesis One (continued)

Instructional Area	IDECC State	Sum of Ties (ΣT)	Sum of Ranks (ΣR)	U/U'	Z
Operations & Management	Yes	61.0	784.0	215.0	-1.8644
	No		491.0	406.0	+1.8644
Selling	Yes	180.0	756.5	242.5	-1.3352
	No		518.5	378.5	+1.3352

Null Hypothesis Two: Programs with Head Coordinators Beginning Before Fall of 1974 Vs. Since Fall of 1974 or Later

Instructional Area	Before/ Since	Sum of Ties (ΣT)	Sum of Ranks (ΣR)	U/U'	Z
Advertising	Before	171.0	687.5	397.5	+2.0758
	Since		587.5	191.5	-2.0758
Communications	Before	18.0	648.0	437.0	+2.8506
	Since		627.0	152.0	-2.8506
Human Relations	Before	5.0	718.5	366.5	+1.4394
	Since		556.5	222.5	-1.4394

Null Hypothesis Two (continued)

Instructional Area	Before/ Since	Sum of Ties (ΣT)	Sum of Ranks (ΣR)	U/U'	Z
Math	Before	228.0	727.5	357.5	+1.2732
	Since		547.5	231.5	-1.2732
Merchandising	Before	43.5	744.0	341.0	+ .9313
	Since		531.0	248.0	- .9313
Product & Service Technology	Before	71.0	696.0	389.0	+1.8952
	Since		579.0	200.0	-1.8952
Operations & Management	Before	61.0	672.5	412.5	+2.3654
	Since		602.5	176.5	-2.3654
Selling	Before	180.0	716.0	369.0	+1.5021
	Since		559.0	220.0	-1.5021

Null Hypothesis Three: Programs Beginning Operation Before Fall of 1974 Vs. Since Fall of 1974 or Later

Instructional Area	Before/ Since	Sum of Ties (ΣT)	Sum of Ranks (ΣR)	U/U'	Z
Advertising	Before	171.0	1043.5	186.5	+ .0509
	Since		231.5	182.5	- .0509
Communications	Before	18.0	1013.5	217.0	+ .8214
	Since		262.0	152.0	- .8214
Human Relations	Before	5.0	1037.5	192.5	+ .2021
	Since		237.5	176.5	- .2021
Math	Before	228.0	1023.0	207.0	+ .5745
	Since		252.0	162.0	- .5745
Merchandising	Before	43.5	1050.0	180.0	- .1139
	Since		225.0	189.0	+ .1139
Product & Service Technology	Before	71.0	1007.0	223.0	+ .9755
	Since		268.0	146.0	- .9755

Null Hypothesis Three (continued)

Instructional Area	Before/ Since	Sum of Ties (ΣT)	Sum of Ranks (ΣR)	U/U'	Z
Operations & Management	Before	61.0	994.5	235.5	+1.2916
	Since		280.5	133.5	-1.2916
Selling	Before	180.0	1038.5	191.5	+ .1783
	Since		236.5	177.5	- .1783

Null Hypothesis Four: Programs with Students Participating in DECA Competency-Based Events Vs. Programs with No Participation

Instructional Area	Yes/ No	Sum of Ties (ΣT)	Sum of Ranks (ΣR)	U/U'	Z
Advertising	Yes	171.0	717.5	304.5	- .0690
	No		557.5	311.5	+ .0690
Communications	Yes	18.0	688.5	333.5	+ .4988
	No		586.5	282.5	- .4988
Human Relations	Yes	5.0	627.5	394.5	+1.6910
	No		647.5	221.5	-1.6910

Null Hypothesis Four (continued)

Instructional Area	Yes/ No	Sum of Ties (ΣT)	Sum of Ranks (ΣR)	U/U'	Z
Math	Yes	228.0	698.0	324.0	+ .3162
	No		577.0	292.0	- .3162
Merchandising	Yes	43.5	704.0	318.0	+ .1959
	No		571.0	298.0	- .1959
Product & Service Technology	Yes	71.0	676.5	345.5	+ .7354
	No		598.5	270.5	- .7354
Operations & Management	Yes	61.0	697.5	324.5	+ .3234
	No		577.5	291.5	- .3234
Selling	Yes	180.0	699.5	322.5	+ .2859
	No		575.5	293.5	- .2859

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