



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
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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 or 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

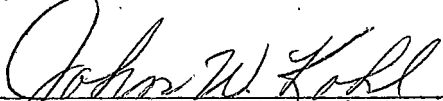
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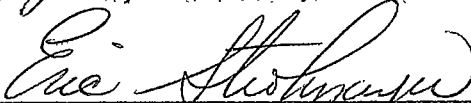
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Approved:


Chairman, Graduate Committee


Head, Major Department


Graduate Dean

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 or 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:

<u>First Year</u>	<u>Second Year</u>
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

Introduction to Business
Principles of Accounting
Work Training in Distribution
Business Law
English
Physical Education
Marketing Electives

Second Year

Principles of Marketing
Principles of Management
Salesmanship
Principles of Merchandising
Survey of Economics
Work Training in Distribution
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

Introduction to Business
Salesmanship
Business Mathematics
English
Speech
Retailing
Principles of Marketing
Sociology
Field Experience
Electives

Second Year

Accounting
Economics
English
Psychology
Business Law
Problems in Distribution
Business Management
Sales Promotion
Field Experience
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

