To the Graduate Council:

I am submitting herewith a dissertation written by Joe Beier entitled "An Analysis of the Role of the Vocational Director in the State of Missouri." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Vocational-Technical Education.

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AN ANALYSIS OF THE ROLE OF THE VOCATIONAL DIRECTOR IN THE STATE OF MISSOURI

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Joe Beier

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ABSTRACT

The study was designed to identify the competencies needed by local vocational directors responsible for administering both secondary and postsecondary vocational programs in the state of Missouri. More specifically, the study was designed to determine (1) the perceived degree of importance of competencies and (2) the relative amount of training which was perceived as being needed by local vocational directors.

Data were obtained by comparing and analyzing the responses of three reference groups (1) superintendents, (2) local vocational directors and (3) full-time vocational teachers, and essentially represented a replication of a national study conducted by Norton (1977).

The objectives of the study were:

1. To determine the competencies which were perceived as most important by local vocational directors.
2. To determine the competencies which were perceived by local vocational directors as requiring the most training.
3. To determine if the perceptions of school superintendents (superordinates) and/or full-time vocational teachers (subordinates) differed significantly from those of vocational directors with regard to either perceived importance of competencies or perceived amount of training needed.
4. To determine if the competencies perceived as most important by the Missouri vocational directors were similar to those

perceived as most important by the respondents included in the national study conducted by Norton (1977).

Competencies ranked in the top quartile among the 191 competencies contained on the data gathering instrument were deemed most important as well as those requiring the greatest amount of training. Personnel Management was perceived to be the most important category of competencies by Missouri's vocational directors. Staff Development was perceived to be the lowest category. The findings also indicated a high degree of agreement among superintendents, vocational directors and full-time vocational teachers with respect to both the perception of the importance of competencies and the perception of the relative amount of training a vocational director needs for adequate job performance. Additionally, a high level of rank-order parity was found between the perceptions of subjects from the present study and those from the earlier national study conducted by Norton (1977), with respect to the most important competencies of a vocational director. Finally, based on the major findings from this study, several recommendations were made.

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CHAPTER I

INTRODUCTION

Background of the Study

Changes in the workplace have placed greater demands on vocational education. The job of the vocational director has become more diversified and complex. Increasingly, the vocational administrator must cope with societal changes as well as technological advancements in the performance of his/her duties.

With changing roles and responsibilities of vocational administrators, new trends emerge in professional development. Adams (1976) viewed the role of the vocational administrator from the perspective of the training those individuals receive from institutions of higher education. His opinion was that vocational administrators must be trained to meet the needs of a variety of students. The vocational administrator must be able to function reasonably well from educational theory and current research in the field of vocational education.

Our educational institutions have had outstanding leadership in the past, but the need for capable and qualified leadership in vocational education is greater now than ever. The success of any vocational-technical education program is largely dependent upon the kind and quality of leadership that is provided. Moreover, the public is now holding vocational administrators more accountable for the

quality of their programs. Experts in the field of vocational education such as Stenner (1971) support the position that educational institutions are being held accountable by laymen and professionals for the quality of their programs.

With changing trends in legislation supporting vocational education, the vocational director must assume an important role in promoting viable programs in his/her own area. Richardson (1980) has pointed out that, "The current administrative arrangement for vocational education is a partnership that occurs at three levels: federal, state and local" (p. 37). A coordinated effort at all three levels is necessary to promote and strengthen vocational education programs.

In an analysis of the role of the vocational director in the State of Missouri, one could begin by examining the progress of vocational education in Missouri. The development of vocational education in the state of Missouri reveals that federal legislation has exerted substantial influence on the development and growth of vocational education. The present state plan (1984) outlines the certification requirements for supervisors of vocational education in the state of Missouri. In Cape Girardeau County, Missouri, the job description for the local vocational director is prepared by the local school board, and the vocational director is responsible to the local school superintendent.

Statement of the Problem

Since 1960, several research studies have been conducted throughout the United States dealing with competency identification of vocational administrators. However, a statewide study has not been conducted recently in Missouri to identify important competencies of vocational program directors. The need for strong and competent administrators of vocational education has long been recognized. With added demands being placed on vocational directors, an increasing need for role clarification is necessary if local directors are to function in an efficient, effective manner. A definite need exists in the state of Missouri to identify important competencies of local vocational administrators.

Purpose of the Study

This study was designed to identify the competencies needed by local vocational directors who are responsible for administering both secondary and postsecondary vocational programs in the state of Missouri. More specifically, this study was designed to determine both (1) the perceived degree of importance of competencies, as well as (2) the relative amount of training which is perceived as being needed by local vocational directors if they are to perform their tasks efficiently. The study was also designed to determine if the perceptions of superintendents (superordinates) differed significantly from those of vocational directors with regard to either perceived importance of competencies or perceived amount of training needed. A

comparison also was made between the data obtained in Missouri and Norton's national study in an attempt to determine what changes may have occurred in the role of the vocational director.

Research Objectives

1. To determine the competencies which were perceived as most important by local vocational directors.
2. To determine the competencies which were perceived by local vocational directors as requiring the most training.
3. To determine if the perceptions of school superintendents (superordinates) and/or full-time vocational teachers (subordinates) differed significantly from those of vocational directors with regard to either perceived importance of competencies or perceived amount of training needed.
4. To determine if the competencies perceived as most important by the Missouri vocational directors were similar to those perceived as most important by the respondents included in the national study conducted by Norton (1977).

Importance of the Study

This study emphasized the tasks perceived as most important by the three reference groups identified in the study. The study should provide insight and direction for institutions of higher education with regard to programs of pre-service and in-service education to meet the needs of local vocational directors in Missouri. It should also provide

direction to vocational program directors who wish to update their administrative skills. The study may also provide state department personnel with the information needed to update and improve the standards by which vocational directors become certified. Thus, it would seem that the results of this study may be beneficial for State Plan guidelines, for districts and centers which employ vocational program directors, and for teacher training institutions in Missouri which prepare local vocational directors.

Assumptions

For the purpose of this study, the following assumptions were made:

1. Competencies of vocational program directors are identifiable (Norton, 1977);
2. The identification of important competencies of vocational program directors as perceived by the three educational reference groups used in this study can be beneficial in defining their role;
3. Change in vocational education can be implemented through competent leadership.

Limitations

The study was limited to the state of Missouri and three reference groups: (1) superintendents, (2) vocational directors and (3) full-time vocational teachers.

Definition of Terms

Competency: A discreet skill or task that has a definite beginning and end. The competency is a written description of an observable and measurable behavior that describes what a person does as a local vocational director (Combrink, 1983).

National Study: The study conducted by Norton, The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education (Norton, 1977).

Area Vocational School: A vocational education department which serves secondary and postsecondary students in a public educational agency which has been designated as an "Area Vocational School" by the State Board of Education.

Vocational Director: An administrator responsible for the operation, supervision, and evaluation of an area vocational school. He/she shall plan, initiate, coordinate, and evaluate programs designed to meet the vocational, trade, and technical educational needs of youth and adults in a designated area.

Vocational Teacher: An individual who teaches full time and has met the requirements to teach vocational subjects as prescribed by the Missouri State Department of Secondary Education. The program areas in vocational education are: agriculture, business and office, consumer and homemaking, cooperative industrial and distributive, adult distributive, health occupations, and industrial trade and technical education.

Superintendent: The chief executive officer of a local educational agency.

Organization of the Report

The report of this study was arranged in five chapters. Chapter I contains the background of the study, statement of the problem, purpose of the study, research objectives, assumptions, limitations and definition of terms. Chapter II contains a review of the literature pertinent to the subject under study. Chapter III contains a review of the methodology used in the study. Chapter IV is comprised of the data and analysis methods used in the study. The summary, conclusions and recommendations of the study are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Vocational Education in the State of Missouri

The advent of vocational education began in Missouri with the passage of the Smith-Hughes Act on March 15, 1917. The first state plan was approved December 28, 1917. Within months, the organizational plan of the Department of Education showed a Director of Vocational Education on the staff of the State Superintendent of Schools. By 1923, the State Superintendent had assumed the additional title of Director of Vocational Education and had employed an Assistant Director. Federal Acts during the 1930s strengthened the program of vocational education and broadened its scope. The total number of employees for the vocational and veterans staff numbered 38 individuals. By the middle of the 1950s, the State Department of Education in Missouri had been organized into two divisions with vocational education folded into the Division of Instruction.

Because of the expansion of federal programs in the 1960s, the Department was again reorganized with Vocational Education emerging as a separate division in 1965. In 1972, the division was renamed the Career and Adult Education Division and was organized into two branches, Vocational and Adult. The Education Amendments of 1976 caused the addition of two new positions in the Vocational branch. The two areas of emphasis in that legislation were Sex Equity and Planning.

By January 1978, a Vocational Planning section and a Special Vocational Service section were in operation to fulfill state responsibilities in those two areas. The Vocational branch currently consists of 12 sections; while three sections (Adult Basic Education, Manpower Training, Veterans Education) comprise the Adult branch. From a beginning with only one employee in 1918, the Division has grown to an authorization of 101 full-time staff members to carry out the various tasks assigned. See Figure 1.

In Missouri, the position of the local vocational director was created by the Vocational Education Act of 1963 and the Amendments of 1968 which permitted states to use federal funds for ancillary services such as vocational supervisors and directors if the minimum qualifications for these persons were written into the respective state plans (A. L. Mallory, personal communication, August 1984). Certification requirements for local vocational directors in the state of Missouri are outlined in the Handbook of Vocational Education (1974) published by the Division of Career and Adult Education. The certification requirements stated in this document are:

> 1.32 Local Administrative and Supervisory Personnel
>
> 1.32.1 Local Director of Vocational Education and Qualifications.
> The local director shall possess a minimum of a Master's degree in education with major preparation in a vocational area.
> He/she shall have three years of teaching or supervision of a program of vocational education and two or more years of experience in an occupation other than teaching.

In the state of Missouri, the area vocational director is hired by the local school board and superintendent in that particular school

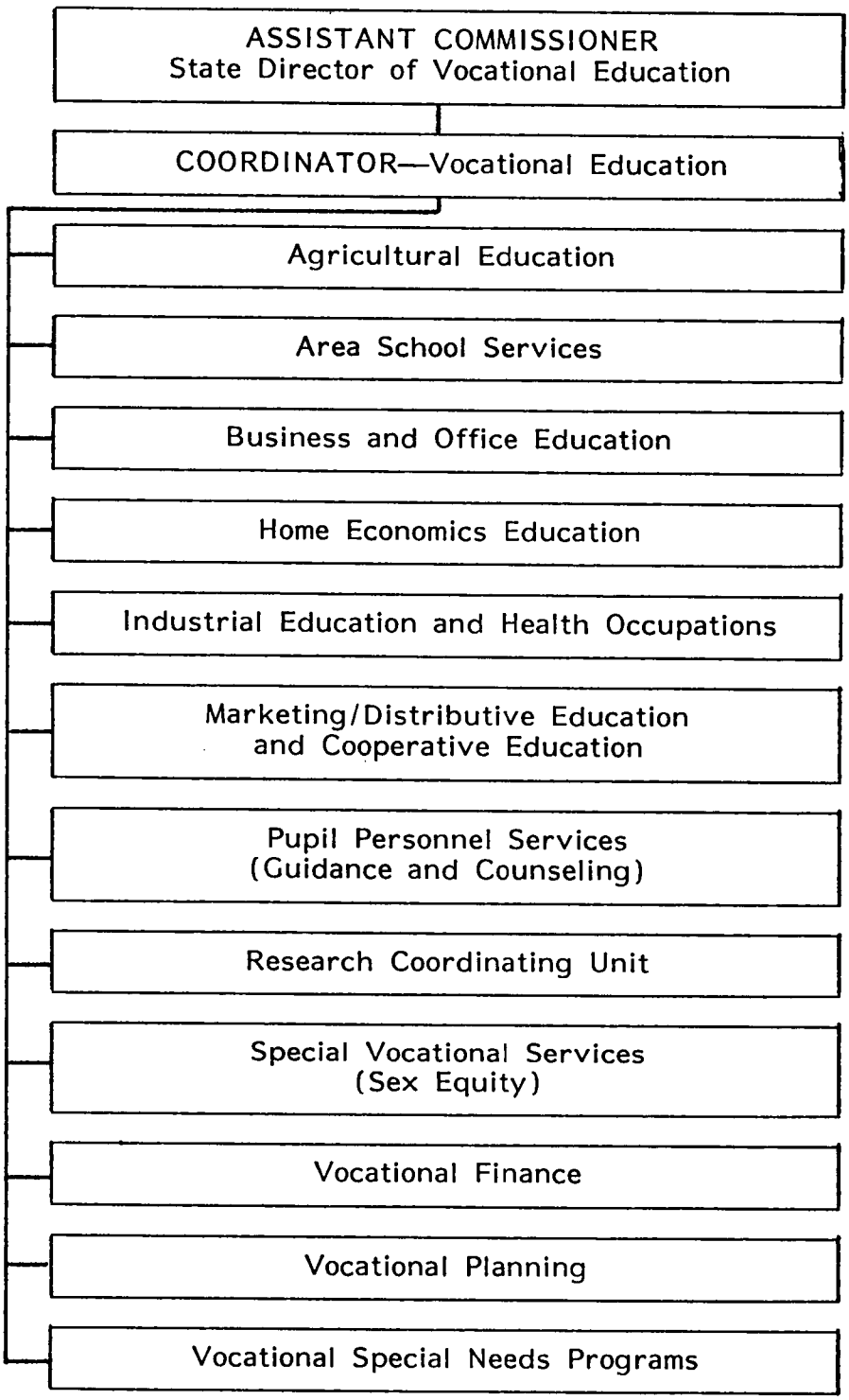

Figure 1

Missouri State Department of Education Division of Career and Adult Education Vocational Branch

district. The area vocational director works directly with the local superintendent. The job description of the area vocational director may vary from district to district in the state of Missouri. A copy of the local vocational director's job description was obtained for Cape Girardeau County, Missouri, which states:

3.095 Director of Vocational-Trade-and Adult Education

The Director of Vocational and Adult Education shall be directly responsible to the superintendent for planning, initiation and coordination of programs designed to meet the vocational, trade, technical, and adult educational needs of the area. Under the direction of the superintendent, his/her specific duties shall be:

(1) To cooperate with the building principal at the secondary level in supervision of classroom instruction in related subject areas.
(2) To assist in the development of curricular programs pertaining to his/her area of specialization.
(3) To assist in the recruitment and evaluation of personnel.
(4) To work with the superintendent, business manager, and staff on budgetary details.
(5) To submit applications for approval and reimbursement requests to the State Department of Education.
(6) To Conduct research to determine student interests, training needs, and employment opportunities.
(7) To work cooperatively in planning for facilities, equipment, and instructional materials.
(8) To Cooperate with administrators and counselors for pupil placement in desired vocational programs.
(9) To establish and maintain liaison with business, labor, industrial and other community groups concerned with vocational welfare.
(10) To keep the public informed through various news media.
(11) To develop and maintain liaison with area schools.
(12) To develop and supervise post high school and adult vocational technical programs.

(13) To perform other duties as may be properly assigned.

The Role of the Vocational Administrator as Perceived from Professional Writings

The vocational administrator must be flexible and possess the ability to deal with changes in present curriculum, to meet the needs of changing societal needs and have the ability to plan for the future. Carey (1968) perceived the characteristics that a vocational administrator should possess to meet the challenge of the future:

1. He must be able to keep his "cool" at all times.
2. He must be able to plan, organize and control school activities.
3. He must be able to inspire others.
4. He must be a man of tact and integrity.
5. He gives public praise and private reprimands.
6. He must adapt to change.
7. Tomorrow's administrator must be better educated than his predecessor.
8. He will be both a dreamer and doer.

Professional writings on the subject of the role of the vocational administrator are abundant in the literature. Changing legislation and new responsibilities have placed a variety of demands on vocational directors. Draper (1967) viewed the complex role of a vocational administrator as one who must develop plans and projects, disseminate information relevant to the vocational program and deal with the complex operation of coordinating all of the agencies affecting

vocational programs. Smith and Elias' (1982) description of the role of the vocational education administrator was:

> The modern vocational education administrator requires an understanding of total vocational education efforts in terms of planning, organizing, staffing, directing, reporting, budgeting, and evaluating. Taken together, these factors require that the vocational education administrator master modern management skills and techniques. (p. 209)

Pre-Service and In-Service

A variety of programs have been developed to aid vocational education administrators in acquiring the necessary skills to manage vocational programs. This researcher investigated programs and methods designed to provide pre-service and in-service vocational education administrators with these necessary administrative skills.

In 1978, the Consortium for the Development of Professional Materials for Vocational Education was organized. The National Center for Research in Vocational Education and seven states were involved. The seven states were: (1) Florida; (2) Illinois; (3) Ohio; (4) New York; (5) North Carolina; (6) Pennsylvania; and (7) Texas. The purpose of the consortium was to increase the supply of modularized instructional materials to meet the need for pre-service and/or in-service education of professional vocational administrators. A primary objective of the consortium was to develop and field test competency-based modules designed specifically for use in the preparation of local administrators of secondary and postsecondary vocational education programs. Four prominent studies sponsored by

the consortium were: (1) Miller-Beach, 1981; (2) Harrington, 1981; (3) Greer, 1981; and (4) Quinn, 1981.

In 1977, the United States Office of Education (U.S.O.E.), sponsored a project in the state of Virginia which focused on the development of viable competency-based materials, including a user's guide, for the in-service training and improvement of local level vocational education administrators. Documents related to the study conducted may be obtained from the Office of Education, Washington, D.C. These documents include: (1) needs assessment instrument and accompanying letters; (2) a list of forty-six vocational administrator competencies identified as important; (3) a rating of the instrument items; (4) a modular description; (5) a summary of the test results; and (6) third party evaluation report. A second program was sponsored in 1979 by the Office of Education, Washington, D.C.

The Texas Improving Vocational Administration Project also was conceived to improve pre-service and in-service programs for vocational education administrators. Pre-service/in-service training materials for vocational administrators were arranged into six units:

1. Legislation affecting vocational education;
2. Vocational education funding and fiscal management;
3. Advisory councils;
4. Organizational and administrative structure;
5. Administration and supervision, and
6. Program planning.

In the analysis of the role of the vocational education administrator, a multitude of studies with a variety of descriptions dominate the literature. Terms such as professional needs and development, skills, actual role or ideal role, training or experience, tasks or responsibilities and competencies are commonly found in the studies researched.

The studies reviewed for this chapter and which are discussed below have been undertaken since 1970. The year 1970 was chosen because of the significant amount of research done on the subject since that time. The studies were grouped into: (1) state studies, (2) regional studies and (3) national studies. The first, and, by far, the largest group reviewed were the state studies.

State Studies

By far, the largest body of research on vocational administrator competency identification has been done at the state level which is understandable in that certification requirements are invariably a function of the state educational agency.

Several prominent state studies have dealt with the role of the vocational administrator: Ward, 1971, Oregon; Sundstrom, 1972, Oregon; Harrington, 1973, Illinois; Sireno, 1973, Missouri; Ericksen, 1975, Minnesota; Pyle, 1976, Pennsylvania; Andreyka, 1976, Florida; Phillips, 1977, Colorado; Matthews, 1977, Nevada; Masterson, 1977, Kentucky; Cornell, 1977, Alabama; Sones, 1978, Mississippi; Savio, 1978, Michigan; Fair & Simmons, 1978, Mississippi; Owenby & Hollie,

1978, Florida; Scheel, 1979, Colorado; Valentine, 1979, Colorado; Dunton, 1979, Pennsylvania; Price, 1980, Michigan; Drake, 1980, Pennsylvania; Knapp, 1980, Colorado; Smith, 1981, Kansas; Howard, 1981, Georgia; Bradley, 1982, Idaho; Wager, 1982, Utah; Boles, 1983, Texas; and Combrink, 1983, Arizona.

Several state studies were chosen by the author for extensive review. These studies were considered to be most significant in the analysis of the role of the vocational administrator. The studies chosen had similar populations and the method of gathering the data was also similar to the methodology proposed for use in this study.

In 1977 Ericksen authored an article, based on his study completed in 1975, that analyzed the role of the local vocational director in the state of Minnesota. Ericksen chose six groups for the study. They were: (1) board chairpersons; (2) local program directors; (3) principals; (4) superintendents; (5) vocational teachers and (6) state vocational staff. The primary purpose of his study was to gather data from the six reference groups to determine the observed and expected role of the vocational director in the state of Minnesota. After a review of the literature, a questionnaire was developed by Ericksen which was composed of 50 questions related to the role of the vocational director. A Likert-type scale was used to rate the questions which were divided into six categories. Ericksen concluded that the superintendent appeared to agree most often with the local directors regarding what the local program director actually does. The perceptions of state staff often conflicted with the perceptions of

the vocational directors in regard to the observed role of the director. Local vocational directors did not perceive their expected role as did the reference groups. Moreover, there was general disagreement among the reference groups regarding the importance of the local program directors functions and competencies that constitute the expected role.

Two studies were conducted in the state of Michigan to identify and analyze competencies needed by local vocational directors. Savio (1978) conducted the first study and Price (1980) conducted the second study; both studies used the Norton (1977) "Administrator Task Inventory" questionnaire to gather data from secondary and postsecondary vocational administrators in the state of Michigan. Savio concluded, Program Planning, Development, and Evaluation was the most important category perceived by vocational administrators. The methodology used in the Savio and Price study in the evaluation of the data was also similar to those methods used by Norton. Price also concluded Program Planning, Development, and Evaluation was one of the most important categories perceived by vocational administrators.

Another state study which was reviewed was that of Fair and Simmons (1978). They conducted a study to identify and analyze competencies needed by local vocational administrators and to develop an administration model for training local vocational administrators in Mississippi. A questionnaire composed of 168 task statements was mailed to secondary and postsecondary vocational administrators in the state of Mississippi who were asked to rate the competencies in relation

to amount of time spent performing each task and the degree of training needed for each task. The conclusions of the study were that Instructional Management and Business, and Financial Management were rated the highest in relation to amount of time spent performing each task. In the area of amount of training needed, the highest rated categories were: instructional management; business and financial management; and program planning, development, and evaluation.

Another study chosen for review was conducted by Dunton (1979) who chose to identify competencies believed to be essential to the performance of a vocational director in the state of Pennsylvania. Two groups were selected for analysis in the study. They were: (1) university personnel and (2) vocational directors.

A survey instrument was developed which was composed of 86 competencies considered important in the performance of the job of the vocational director. The questionnaire was mailed to 26 university personnel and 106 directors of vocational programs in the state of Pennsylvania. The respondents were asked to rate each competency in relation to its importance. Each competency statement was rated on a 5-point scale and ranked in order of importance. The conclusions of the study were that competencies related to fiscal, curriculum, and personnel management received the highest rating from both university personnel and vocational directors.

Smith (1981) conducted a study to identify the basic competencies necessary for Kansas administrators of vocational-technical education programs. Smith chose four groups of educators from the state of

Kansas for the study. They were: (1) vocational-technical administrators, (2) university professors, (3) superintendents and (4) state department of education personnel. After a review of the literature a list of 40 competencies was developed related to vocational technical administrator tasks. A Likert-type scale was used for the responses which consisted of: 5--absolutely essential; 4--necessary; 3--desirable; 2--of questionable value; and 1--of no value. The four reference groups placed the highest value on items related to job analysis, program planning, guidance and placement, follow-up and financing. The lowest values were placed on items with sociological overtones such as concern for minority groups.

Another state study reviewed was conducted in Idaho by Bradley (1982). The purpose of the study was to identify the competencies required of Idaho vocational administrators and to rank them in order of importance. A secondary objective of the study was to determine the degree of need for in-service training related to the competencies identified. Three groups of administrators were used in he study. They were: vocational secondary administrators, postsecondary administrators and state administrators. Two panels of experts were used to compile, analyze and validate tasks required of Idaho vocational administrators. A Likert-type instrument was developed which included 143 tasks. The instrument was mailed to 90 Idaho vocational administrators. The conclusion of the study was that all three levels of vocational administrators ranked program management as most important to their jobs. The management category was ranked

highest by all three levels of vocational administrators relating to need for in-service training.

Yet another study which seemed relevant for review was that conducted by Combrink (1983) who also chose to use the Norton (1977) questionnaire in his study of vocational administrators in the state of Arizona. The survey instrument was mailed to 51 vocational administrators in the state of Arizona. The respondents were asked to rate the 191 competencies related to importance of task and degree of training needed. A Likert scale was used on the questionnaire to rate each competency.

The study concluded that three of the nine categories listed on the questionnaire were most important to vocational administrators. The categories ranked in order of importance were: (1) Program Planning, Development, and Evaluation, (2) Professional Relations and Self-Development and (3) School/Employer/Community Relations.

Of the many studies dealing with competencies relating to the role of the vocational administrator, the eight studies cited above were chosen for extensive review in this section of the study. These studies appeared most relevant because they had a definite commonality to this study in regard to populations selected and methods of gathering data. Those studies which used the Norton questionnaire were particularly helpful in the design of the present study.

Regional Studies

Far fewer regional studies have been conducted which have focused on vocational administrator competency identification. Nevertheless, two regional studies were uncovered which were particularly helpful in designing and conducting the present study. Baltimore (1972) conducted a study to identify common professional educational competencies needed by public school district vocational education leaders. The study utilized a population from the four western states of Arizona, California, Colorado and Washington.

A random sample of 200 vocational education directors and department heads was selected from the participating districts. A questionnaire, composed of 98 competencies related to the amount of proficiency necessary in the performance of the job of the vocational administrator, was mailed to the two identified groups.

The conclusions of the study were that competencies relating to Staff Management and Staff Relations received the highest ratings from the respondent groups. Competencies related to Program Management and Program Planning received the lowest rating from the respondent groups.

The second regional study reviewed was conducted by Lynn (1977) who gathered data on the actual and appropriate performance of local directors of vocational education programs in the southeastern region of the United States. The purpose of the study was to provide information related to the actual and appropriate performance of local vocational directors. The identification of the groups and sample size

used to collect the data for the study was 124 local vocational directors and 124 administrative superiors. The method of collecting the data relating to perceptions of actual and appropriate performance form the respondent groups was a check-list of functions for local directors of vocational education.

The analysis of the data indicated that the expectation of the director's performance was greater than his/her actual performance. Lynn also concluded that a significant difference did exist between the perceptions of local vocational directors and administrative superiors relating to actual versus appropriate director performance.

National Studies

At the national level very few research studies have been conducted dealing with competencies necessary for vocational directors to possess. Meyer (1970) surveyed 36 states to determine the competencies needed and the competencies possessed by vocational education administrators. A secondary purpose of the study was to determine where vocational administrators feel they acquired their competencies. Vocational administrators from top management, middle management and supervisory management were selected at random from the individual State Educational Directories. Meyer defined competencies for the purpose of the study as "understanding of principles and the ability to demonstrate and perform skills." The questionnaire was composed of sixty "understanding" statements and 56 "ability" statements.

The conclusions of the study were that there were significant differences among the three levels of vocational education management in terms of the kinds of competencies reported as needed as compared to the kinds of competencies reported as possessed. Meyer also concluded that a high proportion of vocational administrators acquired the competencies they possess "on-the-job."

The most prominent national study designed to investigate the competencies needed by vocational education administrators was conducted by Norton (1977). The study has been replicated in several states since its inception. Combrink (1983) reviewed the Norton study and had this to say about it:

> The most highly recognized and most frequently quoted study was a national investigation conducted by Norton. Norton conducted an extensive search to identify all relevant vocational education administrative competency studies and related competency lists. Norton used an innovative approach to curriculum development called DACUM (developing a curriculum) to update the competencies not found in the literature. Using the DACUM committee of ten experts in the profession, all competency statements were analyzed, refined, and merged into a single administrator task inventory consisting of 191 task statements. A stratified nationally representative sample of 130 practicing administrators (representing eleven states) of secondary and post-secondary vocational education was sent the task inventory. A six-point Likert scale was used to rate two attributes of each of the 191 task statements: (1) the importance of the tasks and (2) the degree of training needed by most administrators. One hundred-twenty usable instruments were returned to Norton, for a 92.3 percent response rate. Using a median score of 3.0 or higher, 166 of the 191 task statements were considered important. Norton rank ordered the competencies according to importance.

Summary

The review of literature provided the fundamental basis for this study. The early research into the identification of important competencies needed by vocational administrators did not deal with specific tasks but explored more generalized areas of administrative responsibility. The vocational administrator was influenced by state and federal legislation in the performance of his/her job responsibilities. With various agencies and educational institutions involved with identifying the vocational administrator's job tasks, the literature is abundant with programs and methods for identifying the important competencies of the vocational administrator. Several studies such as the Norton (1977) study have identified specific competencies which were determined as important for local vocational directors to possess. The Norton study has national verification and is one of the most quoted studies found in the literature. Although a considerable amount of information was obtained in conducting this research from the Norton study, specifically the use of the Administrator Task Inventory questionnaire, it should be noted that there was a decided difference in the analysis of the data. Norton used a selected sample in the national study he conducted and this author used a random sample to identify members used in each of the three respondent groups.

CHAPTER III

METHODOLOGY

The methodology for the study is presented in five parts: (1) nature of the population; (2) instrument for the collection of the data; (3) primary procedures involved in conducting the study; (4) data collection; and (5) analysis of the data. This study covers a specific time period. The Administrator Task Inventory Questionnaire covers the school year of 1983-84 or programs that were in operation prior to that time.

Nature of the Population

At the time of the study, 53 area vocational technical schools met the criteria of having a vocational director, superintendent, and full-time vocational teachers. The subjects identified in the three groups were: (1) 53 vocational directors; (2) 53 superintendents; and (3) 350 full-time vocational teachers.

A formula described by Lapin (1980) was used to determine a simple random sample from each group which was to be surveyed. The final results of each group size was: 47 directors; 47 superintendents; and 78 full-time vocational teachers. When the sample size had been established, the identification of individuals to be surveyed from each group was determined by using a table of random numbers. All information relating to the number of superintendents, directors and

full time vocational teachers was supplied by the Missouri State Department of Education.

Instrument for the Collection of the Data

The instrument which was used in the study was developed by Norton (1977) at the Center for Vocational Education, Ohio State University, Columbus, Ohio. There were 191 task statements in Norton's instrument which were divided into nine categories: (1) program planning, development, and evaluation, (B) instructional management; (C) student services, (D) personnel management, (E) staff development; (F) professional relations and self-development; (G) school/employer/community relations; (H) facilities and equipment management; (I) business and financial management.

A comprehensive search of the literature was conducted by Norton to identify all relevant administrator competency studies and available competency-based instructional materials. In addition, an innovative approach to curriculum development called DACUM (Developing A Curriculum) was used by Norton to update the competency statements which were analyzed, refined and merged into a single Administrator Task Inventory instrument. This instrument was submitted to a carefully selected and stratified nationally representative sample of 130 practicing administrators of secondary and postsecondary vocational education programs. Each administrator was asked to respond to each of the 191 task statements on a 6-point Likert-type scale in terms of: (1) the importance of the task; and (2) the degree of training needed

by most administrators to effectively perform the task. Of the 130 administrators receiving the instrument, 120 usable instruments were returned for a 92.3% response rate.

The Norton instrument (1977) has been used numerous times in similar studies throughout the United States since its development in 1977. The Norton study has also been cited in several articles written on the subject.

The instrument was reviewed for appropriateness by a panel of experts in vocational education administration in the State of Missouri. Each competency statement as well as the overall format was carefully examined by the panel of experts and the dissertation committee at the University of Tennessee, Knoxville. The instrument was found to have appropriate content for application in the state of Missouri. Only minor modifications, as proposed by the panel of experts and the dissertation committee were made. The modifications were: (1) the word CETA in task statement 17 was changed to JTPA; (2) the word degree as stated in the degree of training needed was changed to amount as stated in amount of training; (3) line numbers were added to blank lines in categories where additional task statements may be added.

Primary Procedures Involved in Conducting the Study

1. Through a review of the literature, the Norton (1977) study was recognized as having national significance which contained a viable

instrument for identifying the competencies important to the job of the local vocational director.

2. A copy of Norton's study, The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education, was obtained from the Center for Vocational Education at Ohio State University, Columbus, Ohio.

3. Written consent was obtained from Norton to use his questionnaire in this researcher's study. A copy of Norton's letter is shown in Appendix A.

4. A copy of Dr. Norton's questionnaire was sent to this researcher's dissertation committee at the University of Tennessee, Knoxville, for review.

5. The dissertation committee recommended minor revisions in the instrument. These revisions were incorporated into the questionnaire prior to its use.

6. A panel of experts in vocational education was selected from the state of Missouri to review the questionnaire for appropriate use in the state of Missouri. The panel of experts found the questionnaire to be appropriate for use in the state of Missouri with the minor changes recommended. A list of the panel of experts is shown in Appendix B.

7. Dr. Frank Drake, Assistant Commissioner for Career and Adult Education (a division of the Department of Elementary and Secondary Education) for the state of Missouri, was asked to support

the study through written communication. A copy of Dr. Drake's letter in support of the study is shown in Appendix C.

8. A list of all area vocational technical schools in the state of Missour (1983-84) was obtained from the Department of Elementary and Secondary Education, Jefferson City, Missouri.

9. Area vocational technical schools which met the criteria of having a vocational director, superintendent, and full-time vocational teachers were identified from the list obtained from the state department. There were 53 vocational technical schools identified.

10. Vocational directors, superintendents, and full-time vocational teachers were identified. The results were: 53 vocational directors; 53 superintendents; and 350 full-time vocational teachers.

11. A formula described by Lapin (1980) was used to determine a simple random sample from each group which was to be surveyed. A table of random numbers was used to determine participants to be used in the study from each group. The final results were: 47 vocational directors; 47 superintendents; and 78 full-time vocational teachers.

12. A cover letter was developed describing the importance of the study and guaranteeing anonymity. A copy of the cover letter is shown in Appendix D.

13. The cover letter, Dr. Frank Drake's letter, and the survey instrument were mailed to all individuals identified in the study. The revised Norton questionnaire is shown in Appendix E.

14. The returned data were processed through the Statistical Analysis System for Social Science at Southeast Missouri State University. Results were based on the interpretation of the data.

Data Collection

The questionnaire was sent to three reference groups: (1) directors, (2) superintendents, and (3) full-time vocational teachers. A letter explaining the study by the writer and a letter from Dr. Frank Drake, Assistant Commissioner, Department of Career and Adult Education, regarding the importance of the study was enclosed with the instruments as shown in Appendixes A and D.

The initial mailing of the packet was made on December 1, 1984. Two weeks later, on December 15, 1984, a follow-up mailing was made. Two weeks later, phone calls were made to the remaining individuals in the reference groups who did not respond. The returns were as follows:

47 vocational directors surveyed

40 vocational directors returned the questionnaire for 85% return rate

47 superintendents were surveyed

39 superintendents returned the questionnaire for a 80% return

78 full-time vocational teachers were surveyed

59 full-time vocational teachers returned the questionnaire for a 77% return rate.

Analysis of Data

The data for the study were analyzed using Statistical Analysis for the Social Sciences (SAS) computer package applications. Initial descriptive statistics were computed for the sample across all items of the Administrator Task Inventory by subsample groups. Each item or task statement measuring the perceptions of vocational directors as to the importance and the relative amount of training needed was ranked separately, based upon the median. Only the top 25% (48) of the task statements from the Administrator Task Inventory were selected to represent the items deemed most important by Missouri vocational directors and those requiring the highest relative amount of training.

To compare the responses of the subgroups in the sample on each item measuring both perceived importance of task, and amount of training needed, the Median test was employed. The level of significance was set at .01 for each item comparison. The Median test is essentially a special Chi-square comparative procedure employed typically when distributions are shown to be substantially skewed, as was the case in the present study. According to Borg and Gall (1983):

> When the distribution has more extreme scores at one end than the other--that is, when it is skewed--the mean will always be in the direction of the greater number of extreme scores. In this situation, the median will reflect more accurately the average performance of the sample. (p. 364).

In the present study, the median was computed for each of the 191 task statements of the Administrator Task Inventory on the

measures of importance of task and amount of training needed. The following formula was employed to compute each median.

$$Mdn = LL + \frac{.5(N) - cfb}{fw} ,$$

where

LL = the lower real limits of the class interval score (on the 0-5 scale) where the median is located,

.5(N) = half of the total frequency of scores,

cfb = the cumulative frequency of scores below the class interval of the median, and

fw = the frequency of scores within the limits of the class interval of the median.

Each median was ranked, and the top and bottom 25% of the ranks (48 task statements each) were identified. The tasks that ranked among the top 25%, based upon the magnitude of the median, were referred to in the present study as "primary ranks," and "primary task statements." The ranks of the task statements that achieved primary rank status in the present study were statistically compared with the ranks achieved in the Norton study. Spearman Rank-Order coefficients, statistically comparing the ranks of the same task statements from the Norton study, were computed for groups of primary task statements under each category, and for the total set of primary ranked tasks. Only the primary task statements were correlated with the ranks of the same task statements from the Norton study. Essentially, the Spearman Rank-Order procedure produced a

measure of the relative consistency of the ranks of the primary task statements between the two samples.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

The present study was designed as a replication of the Administrator Task Inventory study performed by Norton (1977). The present study was guided by the following research objectives:

1. To determine the competencies which were perceived as most important by local vocational directors in the State of Missouri.
2. To determine the competencies which were perceived by Missouri local vocational directors as requiring the most training.
3. To determine if the perceptions of school superintendents, (superordinates) and/or full time vocational teachers (subordinates) differed significantly from those of vocational directors with regard to either perceived importance of competencies or perceived amount of training needed.
4. To determine if the competencies perceived as most important by the Missouri vocational directors were similar to those perceived as most important by the respondents included in the national study conducted by Norton (1977).

This chapter presents the descriptive and inferential findings of the present study followed by comparative analysis between the

findings of the present investigation and those of the Norton investigation.

Importance of Task

The first research objective was designed to determine the "competencies" or "tasks" perceived as most important by local vocational directors in the state of Missouri. The instrument used to obtain the data regarding competencies perceived as most important by local vocational directors was the Administrator Task Inventory developed by Norton (1977).

The 191 items of the Administrator Task Inventory were rank ordered based on the median score obtained for each task statement. The Likert scale for the instrument ranged from a low of 0 (not important) to a high of 5 (most important). The items on the Administrator Task Inventory measured the perceived importance of administrative tasks in the following categories:

A. Program Planning, Development and Evaluation (32 tasks)
B. Instructional Management (19 tasks)
C. Student Services (10 tasks)
D. Personnel Management (24 tasks)
E. Staff Development (11 tasks)
F. Professional Relations and Self-Development (17 tasks)
G. School/Employer/Community Relations (26 tasks)
H. Facilities and Equipment Management (30 tasks)
I. Business and Financial Management (22 tasks)

It was the decision of this researcher to deem only the top 25% (48) competencies as most important. The competencies deemed as most important by Missouri vocational directors are shown with ranks and medians on Table 1. Table 2 lists the top 48 competencies (by category) deemed most important by Missouri vocational directors. Categories appear in order based on the percentage of competencies in each category. The percentage and ratio under each category, along with the rank for each task statement, are specified.

Personnel Management

The most important single category of competencies was that of Personnel Management. Nine separate competency statements within this category were ranked among the top 25% (48) by Missouri local vocational directors (9 of 24 task statements, or 38%). Clearly, managing personnel was perceived as an extremely important part of the job performed by local vocational directors.

Local vocational directors perceived their most important single task to be that of observing and evaluating the performance of instructional staff (D-19, Rank-1). More than eight out of every ten directors indicated this task as most important. Two additional tasks followed very closely from within the Personnel Management category. Directors perceived the tasks of recruiting and interviewing potential staff (D-6) and recommending potential staff to the administration and school board (D-7) as extremely important. They were both ranked second in importance. Other task statements which were perceived as being very important were: recommending staff promotions and

TABLE 1

RANK ORDER OF THE TOP 25% (48) ADMINISTRATOR TASKS PERCEIVED MOST IMPORTANT BY AREA VOCATIONAL DIRECTORS

Task Number and Statement	Rank	Median
D-19 Observe and evaluate staff performance.	1	4.89
D-6 Recruit and interview potential staff.	2.5	4.88
D-7 Recommend potential staff to the administration and board.	2.5	4.88
I-22 Prepare local, state, and federal reports.	4	4.85
G-1 Develop a plan for promoting good public relations.	5.5	4.83
D-20 Recommend staff promotions and dismissals.	5.5	4.83
G-5 Develop working relationships with employers and agencies.	8	4.81
H-13 Plan space requirements for programs.	8	4.81
F-3 Develop and maintain professional relationships with state department of education personnel.	8	4.81
F-2 Develop and maintain professional relationships with other administrators.	10.5	4.79
I-5 Prepare and regulate program budgets.	10.5	4.79
F-6 Participate in professional meetings for self-improvement.	13	4.76

TABLE 1 (continued)

Task Number and Statement	Rank	Median
I-4 Prepare and regulate operational budgets.	13	4.76
H-26 Establish emergency plans (such as fire and disaster).	13	4.76
D-15 Oversee the work of teachers and other school personnel.	16	4.73
D-17 Plan and conduct staff meetings.	16	4.73
I-12 Approve all major expenditures.	16	4.73
A-22 Evaluate the effectiveness of the instructional program.	20	4.70
B-8 Establish and implement a curriculum design that will achieve the school's instructional goals.	20	4.70
F-7 Promote professional image through personal appearance and conduct.	20	4.70
H-15 Develop and implement an equipment and supply inventory system.	20	4.70
A-14 Recommend program policies to the administration and board.	20	4.70
F-5 Participate in professional organizations.	25.5	4.66
B-3 Enforce student rules and policies.	25.5	4.66

TABLE 1 (continued)

Task Number and Statement	Rank	Median
A-5 Involve community representatives in program planning and development.	25.5	4.66
B-17 Approve selection of instructional equipment.	25.5	4.66
A-15 Implement local board and administrative policies.	25.5	4.66
A-10 Develop overall vocational program goals.	25.5	4.66
G-10 Promote good relationships between vocational and general education staff.	32.5	4.63
G-3 Coordinate use of occupational (craft) advisory committees.	32.5	4.63
F-1 Maintain ethical standards expected of a professional educator.	32.5	4.63
A-19 Direct self-evaluation of the district vocational programs.	32.5	4.63
B-2 Establish student rules and policies (such as attendance and discipline).	32.5	4.63
I-13 Approve requisitions and work orders.	32.5	4.63
H-25 Develop and implement safety programs.	32.5	4.63
H-12 Procure equipment and furnishings.	32.5	4.63

TABLE 1 (continued)

Task Number and Statement	Rank	Median
A-7 Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.	38.5	4.59
C-1 Oversee student recruitment activities.	38.5	4.59
B-18 Approve selection of instructional materials.	38.5	4.59
I-21 Respond to business correspondence.	38.5	4.59
B-7 Guide staff in selecting and using effective instructional strategies (such as individualized instruction).	43	4.55
D-10 Resolve staff grievances and complaints.	43	4.55
G-4 Organize and work with a general vocational advisory council.	43	4.55
D-5 Establish staff selection and recruitment procedures.	43	4.55
A-2 Collect and analyze manpower needs assessment data.	43	4.55
A-16 Interpret and apply state and/or federal vocational education legislation.	47	4.50
H-1 Assess the need for physical facilities.	47	4.50
D-22 Interpret and apply licensing and certification regulations.	47	4.50

TABLE 2

THE TOP 48 COMPETENCIES LISTED BY CATEGORY WITH RANK AND MEDIAN RELATING TO IMPORTANCE OF TASK

	Median	Rank
1. PERSONNEL MANAGEMENT 38% (9 of 24 tasks)		
D-19 Observe and evaluate staff performance.	4.89	1
D-6 Recruit and interview potential staff.	4.88	2.5
D-7 Recommend potential staff to administration and board.	4.88	2.5
D-20 Recommend staff promotions and dismissals.	4.83	5.5
D-15 Oversee the work of teachers and other school personnel.	4.73	16
D-17 Plan and conduct staff meetings.	4.73	16
D-10 Resolve staff grievance and complaints.	4.55	43
D-5 Establish staff selection and recruitment procedures.	4.55	43
D-22 Interpet and apply licensing and certification regulations.	4.50	47
2. PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT 35% (6 of 17 tasks)		
F-3 Develop and maintain professional relationships with state department of education personnel.	4.81	8
F-2 Develop and maintain professional relationships with other administrators.	4.79	10.5
F-6 Participate in professional meetings for self-improvement.	4.76	13
F-7 Promote professional image through personal appearance and conduct.	4.70	20
F-5 Participate in professional organizations.	4.66	25.5
F-1 Maintain ethical standards expected of a professional educator.	4.63	32.5
3. INSTRUCTIONAL MANAGEMENT 31% (6 of 19 tasks)		
B-8 Establish and implement a curriculum design that will achieve the school's instructional goals.	4.70	20
B-3 Enforce student rules and policies.	4.66	25.5
B-17 Approve selection of instructional equipment.	4.66	25.5
B-2 Establish student rules and policies (i.e., attendance and discipline.	4.63	32.5
B-18 Approve selection of instructional materials.	4.59	38.5

TABLE 2 (continued)

		Median	Rank
B-7	Guide staff in selecting and using effective instructional strategies (i.e., individualized instruction).	4.55	43
4.	PROGRAM PLANNING DEVELOPMENT AND EVALUATION 28% (9 of 32 tasks)		
A-22	Evaluate the effectiveness of the instructional program.	4.70	20
A-14	Recommend program policies to the administration and board.	4.70	20
A-5	Involve community representatives in program planning and development.	4.66	25.5
A-15	Implement local board and administrative policies.	4.66	25.5
A-10	Develop overall vocational program goals.	4.66	25.5
A-19	Direct self-evaluation of the district vocational programs.	4.63	32.5
A-7	Cooperate with district, county, regional and state agencies in developing and operating vocational programs.	4.59	38.5
A-2	Collect and analyze manpower needs assessment data.	4.55	38.5
A-16	Interpret and apply state and/or federal vocational education legislation.	4.50	47
5.	BUSINESS AND FINANCIAL MANAGEMENT 27% (6 of 22 tasks)		
I-22	Prepare local, state, and federal reports.	4.85	4
I-5	Prepare and regulate program budgets.	4.79	10.5
I-4	Prepare and regulate operational budgets.	4.76	13
I-12	Approve all major expenditures.	4.73	16
I-13	Approve requisitions and work orders.	4.63	32.5
I-21	Respond to business correspondence.	4.59	38.5
6	FACILITIES AND EQUIPMENT MANAGEMENT 20% (6 of 30 tasks)		
H-13	Plan space requirements for programs.	4.81	8
H-26	Establish emergency plans (such as fire and disaster).	4.76	13

TABLE 2 (continued)

	Median	Rank
H-15 Develop and implement an equipment and supply inventory system.	4.70	20
H-25 Develop and implement safety programs.	4.63	32.5
H-12 Procure equipment and furnishings.	4.63	32.5
H-1 Assess the need for physical facilities.	4.50	47
7. SCHOOL/EMPLOYER/COMMUNITY RELATIONS 19% (5 of 26 tasks)		
G-1 Develop a plan for promoting good public relations.	4.83	5.5
G-5 Develop working relationships with employers and agencies.	4.81	8
G-10 Promote good relationships between vocational and general education staff.	4.63	32.5
G-3 Coordinate use of occupational (craft) advisory committees.	4.63	32.5
G-4 Organize and work with a general vocational advisory council.	4.55	43
8 STUDENT SERVICES 10% (1 of 10 tasks)		
C-1 Oversee student recruitment activities.	4.59	38.5
9. STAFF DEVELOPMENT 0% (0 of 10 tasks)		

dismissals (D-20), overseeing the work of teachers and other school personnel (D-15), planning and conducting staff meetings (D-17), resolving staff grievances and complaints (D-10), establishing staff selection and recruitment procedures (D-5), and interpreting and applying licensing and certification regulations (D-22).

Professional Relations and Self-Development

The Professional Relations and Self-Development category contained the second greatest proportion of task statements deemed most important by Missouri vocational directors (6 of 17 task statements or 35%). Developing and maintaining professional relationships with state department of education personnel (F-3) and development and maintaining professional relationships with other administrators (F-2) both ranked in the top 10 among the competency statements which were perceived as being most important and most critical to the vocational director's job. Other task statements within this category which were perceived as very important were: participating in professional meetings for self-improvement (F-6), promoting a professional image through personal appearance and conduct (F-7), participating in professional organizations (F-5), and maintaining ethical standards expected of a professional educator (F-1).

Instructional Management

The Instructional Management category contained the third greatest proportion of task statements perceived most important (6 of 19 task statements or 31%). Six task statements from within the

category of Instructional Management were ranked in the top 48 (25%). Establishing and implementing a curriculum design that will achieve the school's instructional goals (B-8) was perceived to be the most important competency in this category. It was ranked twentieth. Other competency statements which were perceived as extremely important were: establishing and enforcing student rules and policies (B-2 and B-3), approving the selection of instructional equipment and instructional materials (B-17 and B-18) and guiding staff members in the selection and effective use of various instructional strategies (B-7).

Program Planning, Development and Evaluation

The Program Planning Development and Evaluation category contained the fourth greatest proportion of task statements deemed most important (9 of 32 task statements or 28%). Nine separate task statements from within this category were ranked among the top 48 in importance. Evaluating the effectiveness of instructional programs (A-22) was perceived as the most important task statement from within this category. It was ranked twentieth in the category of Program Planning, Development, and Evaluation.

Other competencies within this category which were perceived as extremely important included the recommending of program policies to the administration and board (A-14), involving community representatives in program planning and development (A-5), implementing local board and administrative policies (A-15), developing overall vocational program goals (A-10), directing self-evaluations of

the districts vocational programs (A-19), cooperating with district, county, regional, and/or state agencies in developing and operating vocational programs (A-7), collecting and analyzing manpower needs assessment data (A-2), and interpreting and applying state and/or federal vocational education legislation (A-16).

Business and Financial Management

The Business and Financial Management category was ranked fifth among the nine categories of the Administrator Task Inventory. Six separate competency statements from within this category were among the top 48 most important tasks performed by directors (6 of 22 task statements or 27%). Preparing various local, state, and federal reports (I-22) ranked as the fourth most important task. Other competency statements which were perceived as extremely important were: preparing and regulating program and operational budgets (I-5 and I-4), approving major expenditures (I-12), approving requisitions and work orders (I-13), and responding to business correspondence (I-21).

Facilities and Equipment Management

The Facilities and Equipment Management category was ranked sixth among the nine categories of the Administrator Task Inventory. Six task statements were perceived by vocational directors to be most important within the category of Facilities and Equipment Management (6 of 30 task statements or 20%). Planning space requirements for programs (H-13) was ranked eighth in importance by local vocational

directors. The five remaining task statements perceived as most important by directors were: establishing emergency plans (such as fire and disaster) (H-26), developing equipment supply inventory systems (H-15), developing and implementing safety programs (H-25), procuring equipment and furnishings (H-12), and assessing the need for physical facilities (H-1).

School/Employer/Community Relations

The School/Employer/Community Relations category ranked seventh among the nine categories of the Administrator Task Inventory. Missouri vocational directors perceived five task statements from within this category to be most important to the performance of their duties. Developing good relationships with the public and employers (G-1 and G-5) were perceived as extremely important by vocational directors. Both tasks were ranked in the top 10 among the 48 most important task statements. Other competency statements which were perceived as being extremely important were: promoting good relationships between vocational and general education staff (G-10), coordinating the activities of occupational advisory committees (G-3), and organizing and working with the general vocational advisory council (G-4).

Student Services

Of much less importance was the category of Student Services. Only one task statement from within this category (1 of 10 task statements, or 10%) was perceived to be most important by Missouri's

vocational directors. Overseeing student recruitment activities (C-1) ranked 38.5 among the most important tasks to be performed by vocational directors.

Staff Development

Finally, the only category on the Administrator Task Inventory which did not have any task statements which were perceived as most important by vocational directors was category E, Staff Development.

Summary

The categories were discussed in order of implied importance on the basis of the percentage of task statements that achieved primary ranks. The directors identified the most important categories among the nine categories of the instrument as: D, Personnel Management (38% of tasks), F. Professional Relations and Self-Development (35% of tasks), B. Instructional Management (31% of tasks), and I. Business and Financial Management (27% of tasks). The categories with the fewest primary ranks were: C. Student Services (10% of tasks), G. School/Employer/Community Relations (19% of tasks), and H. Facilities and Equipment Management (20% of tasks). Category E, Staff Development contained no task statements of primary rank status.

Least Important

Finally, although no specific research objective was formulated, it did seem appropriate to list the competencies which were deemed least important by Missouri's vocational directors. Consequently, the bottom

25% of the task statements are shown in Table 3 along with the median value and rankings for each task statement.

Identifying the least important competencies also should be useful to those charged with planning and conducting training programs for local vocational directors. The data may provide direction to individuals involved in planning and evaluating vocational programs.

Amount of Training

The second research objective was designed to determine the perceptions of vocational directors, with respect to the relative amount of training a vocational director needs for adequate job performance. Missouri vocational directors recorded the relative perceived amount of professional training needed to perform each of the tasks specified under the nine categories of the Administrator Task Inventory. Each estimate was indicated on a six-point scale ranging from 0, "LOWEST", to 5, "HIGHEST". Consistent with the design of the present study, the top 25% (48) task statements represented the tasks which the respondents perceived as demanding the greatest amount of training. These competencies are shown with ranks and medians on Table 4. Table 5 lists the top 25% competencies (by category) perceived as requiring the most training by Missouri's vocational directors. Categories appear in order, based on the percentage of competencies in each category. The percentage and ratio under each category, along with the rank for each task statement are specified.

TABLE 3

THE LEAST IMPORTANT TASKS (LOWEST 25%) WITH RANK AND MEDIAN RELATED TO IMPORTANCE OF TASK

Task Number and Statement	Rank	Median
H-11 Provide and maintain residential facilities for students.	190.5	1.00
H-22 Oversee school cafeteria services.	190.5	1.00
H-23 Arrange for vending services.	189	2.28
I-14 Arrange for the investment of surplus funds.	187.5	2.83
C-3 Arrange for student loan and grant programs.	187.5	2.83
H-20 Interpret and apply transportation laws and regulations.	186	2.91
G-18 Conduct alumni relations program.	185	2.92
E-4 Establish and maintain a staff learning resources center.	184	3.04
B-15 Arrange for students to attend programs offered by other educational agencies.	183	3.06
A-30 Design and oversee local research studies.	182	3.10
C-7 Oversee extracurricular organizations and activities.	180.5	3.17
C-10 Interpret and apply Veteran's Administration laws and regulations.	180.5	3.17

TABLE 3 (continued)

Task Number and Statement	Rank	Median
I-20 Interpret and apply insurance laws and regulations.	179	3.23
C-4 Arrange for work study programs.	178	3.25
E-10 Assist supervising teachers in planning for and working with student teachers.	177	3.30
F-13 Write articles and materials for journals and other professional media.	176	3.31
H-17 Establish vehicle maintenance program.	175	3.32
D-14 Schedule staff leaves, vacations, and sabbaticals.	174	3.36
H-4 Recommend the selection of an architect.	173	3.39
G-17 Conduct public hearings and meetings on school issues.	171	3.42
H-3 Recommend building sites.	171	3.42
B-5 Approve student promotions/reassignments.	171	3.42
H-21 Arrange for student transportation services.	167.5	3.50
E-7 Provide for in-service programs for supportive personnel.	167.5	3.50
B-19 Maintain a learning resources center for students.	167.5	3.50

TABLE 3 (continued)

Task Number and Statement	Rank	Median
A-31 Interpret and use research results for program development and improvement.	167.5	3.50
D-11 Interpret the staff benefits program.	165	3.56
E-2 Assist in the preparation of individual staff profiles.	164	3.58
I-11 Present levies and bond issues to voters.	163	3.59
H-6 Apply building code regulations to school facilities.	161.5	3.60
I-19 Select and maintain an insurance program.	161.5	3.60
H-2 Conduct land and facility feasibility studies.	160	3.65
D-8 Participate in negotiating staff working agreements.	159	3.68
D-9 Establish staff grievance procedures.	158	3.70
D-23 Interpret and apply labor laws and regulations.	157	3.71
A-29 Coordinate local demonstration, pilot, and exemplary programs.	156	3.75
G-26 Interpret and apply public "right to know" laws and regulations.	154.5	3.77

TABLE 3 (continued)

Task Number and Statement	Rank	Median
H-9 Oversee the construction of facilities.	154.5	3.77
G-21 Plan for exhibits and displays.	153	3.78
I-3 Establish receiving and shipping procedures.	152	3.79
C-5 Oversee student guidance and testing services.	151	3.81
D-24 Interpret and apply affirmative action laws and regulations.	149.5	3.83
F-10 Prepare policy and commendation statements.	149.5	3.83
A-1 Survey student and parent interests.	146.5	3.85
A-11 Coordinate district curriculum development efforts.	146.5	3.85
B-10 Promote the integration of vocational student organizational activities into the instructional program.	146.5	3.85
F-8 Assist with the development of state and/or federal plans for vocational education.	146.5	3.85
B-12 Provide for supplemental/remedial instructional programs.	143	3.86

TABLE 4

RANK ORDER OF THE TOP 25% (48) ADMINISTRATOR TASKS REQUIRING THE MOST TRAINING PERCEIVED BY AREA VOCATIONAL DIRECTORS

Task Number and Statement	Rank	Median
D-19 Observe and evaluate staff performance.	1	4.98
D-6 Recruit and interview potential staff.	2	4.25
D-20 Recommend staff promotions and dismissals.	3	4.23
B-8 Establish and implement a curriculum design that will achieve the school's instructional goals.	4	4.21
I-22 Prepare local, state, and federal reports.	5	4.19
A-18 Develop plans for evaluating instructional program.	7	4.17
B-7 Guide staff in selecting and using effective instructional strategies (such as individualized instruction).	7	4.17
H-25 Develop and implement safety programs.	7	4.17
G-1 Develop a plan for promoting good public relations.	8.5	4.14
H-26 Establish emergency plans (such as fire and disaster).	8.5	4.14
I-5 Prepare and regulate program budgets.	10	4.12
A-28 Write proposals for the funding of new programs and the improvement of existing programs.	11.5	4.10

TABLE 4 (continued)

Task Number and Statement	Rank	Median
C-9 Interpret and apply student rights, laws, and regulations.	11.5	4.10
A-22 Evaluate the effectiveness of the instructional program.	13	4.09
I-4 Prepare and regulate operational budgets.	14	4.07
D-21 Provide guidance to the staff on legal matters affecting the school program.	15.5	4.05
H-13 Plan space requirements for programs.	15.5	4.05
A-3 Direct occupational task analysis for use in curriculum development.	18	4.03
A-10 Develop overall vocational program goals.	18	4.03
A-19 Direct self-evaluation of the district vocational programs.	18	4.03
F-17 Assess personal performance as an administrator.	20	4.0
B-18 Approve selection of instructional materials.	22.5	3.97
F-16 Develop cooperative problem solving and decision-making skills.	22.5	3.97
G-3 Coordinate use of occupational (craft) advisory committees.	22.5	3.97
H-7 Submit facility and equipment specifications.	22.5	3.97

TABLE 4 (continued)

Task Number and Statement	Rank	Median
I-8 Adopt an appropriate financial accounting system.	26	3.96
A-17 Interpret and apply other relevant state and federal legislation (such as JTPA).	28.5	3.94
D-22 Interpret and apply licensing and certification regulations.	28.5	3.94
F-12 Develop effective interpersonal skills.	28.5	3.94
H-15 Develop and implement an equipment and supply inventory system.	28.5	3.94
B-9 Guide staff in integrating and articulating the vocational program with the total educational program.	31	3.92
H-16 Establish preventative maintenance program for equipment and facilities.	32.5	3.91
A-16 Interpret and apply state and/or federal vocational education legislation.	32.5	3.91
I-9 Analyze the cost of operating various instructional programs.	34	3.90
A-21 Design and select instruments for evaluating the instructional program.	36.5	3.89
B-14 Provide for adult/continuing education programs.	36.5	3.89

TABLE 4 (continued)

Task Number and Statement	Rank	Median
B-16 Guide the articulation of secondary and post-secondary vocational program objectives.	36.5	3.89
G-4 Organize and work with a general vocational advisory council.	36.5	3.89
H-1 Assess the need for physical facilities.	39.5	3.88
I-10 Locate sources of funds for program development and operation.	39.5	3.88
G-2 Prepare and recommend public relations and communications policies.	41.5	3.86
G-5 Develop working relationships with employers and agencies.	41.5	3.86
B-13 Provide for special needs programs.	43	3.85
I-7 Prepare long-range budgets based on total program requirements.	44	3.83
B-17 Approve selection of instructional equipment.	45.5	3.82
D-10 Resolve staff grievances and complaints.	45.5	3.82
G-22 Develop materials to promote the vocational programs.	47	3.83
H-29 Develop long-range facility and equipment plans.	48	3.81

TABLE 5

THE TOP 48 COMPETENCIES LISTED BY CATEGORY WITH RANK AND MEDIAN RELATING TO AMOUNT OF TRAINING NEEDED

		Median	Rank
1.	INSTRUCTIONAL MANAGEMENT 42% (8 of 19 tasks)		
B-8	Establish and implement a curriculum design that will achieve the school's instructional goals.	4.21	4
B-7	Guide staff in selecting and using effective instructional strategies (such as individualized instruction).	4.17	7
B-18	Approve selection of instructional materials.	3.97	22.5
B-9	Guide staff in integrating and articulating the vocational program with the total educational program.	3.92	31
B-14	Provide for adult/continuing education programs.	3.89	36.5
B-16	Guide the articulation of secondary and post-secondary vocational program objectives.	3.89	36.5
B-13	Provide for special needs programs.	3.85	43
B-17	Approve selection of instructional equipment.	3.82	45.5
2.	BUSINESS AND FINANCIAL MANAGEMENT 32% (7 of 22 tasks)		
I-22	Prepare local, state, and federal reports.	4.19	5
I-5	Prepare and regulate program budgets.	4.12	10
I-4	Prepare and regulate operational budgets.	4.07	14
I-8	Adopt an appropriate financial accounting system.	3.96	26
I-9	Analyze the cost of operating various instructional programs.	3.90	34
I-10	Locate sources of funds for program development and operation.	3.88	39.5
I-7	Prepare long-range budgets based on total program requirements.	3.83	44
3.	PROGRAM PLANNING, DEVELOPMENT AND EVALUATION 28% (9 of 32 tasks)		
A-18	Develop plans for evaluating instructional program.	4.17	7

TABLE 5 (continued)

	Median	Rank
A-28 Write proposals for the funding of new programs and the improvement of existing programs.	4.10	11.5
A-22 Evaluate the effectiveness of the instructional program.	4.09	13
A-3 Direct occupational task analysis for use in curriculum development.	4.03	18
A-10 Develop overall vocational program goals.	4.03	18
A-19 Direct self-evaluation of the district vocational programs.	4.03	18
A-17 Interpret and apply other relevant state and federal legislation (such as JTPA).	3.94	28.5
A-16 Interpret and apply state and/or federal vocational education legislation.	3.91	32.5
A-21 Design and select instruments for evaluating the instructional program.	3.89	36.5
4. FACILITIES AND EQUIPMENT MANAGEMENT 27% (8 of 30 tasks)		
H-25 Develop and implement safety programs.	4.17	7
H-26 Establish emergency plans (such as fire and disaster).	4.14	8.5
H-13 Plan space requirements for programs.	4.05	15.5
H-7 Submit facility and equipment specifications.	3.97	22.5
H-15 Develop and implement an equipment and supply inventory system.	3.94	28.5
H-16 Establish preventative maintenance program for equipment and facilities.	3.91	32.5
H-1 Assess the need for physical facilities.	3.88	39.5
H-29 Develop long-range facility and equipment plans.	3.81	48
5. PERSONNEL MANAGEMENT 25% (6 of 24 tasks)		
D-19 Observe and evaluate staff performance.	4.98	1
D-6 Recruit and interview potential staff.	4.25	2
D-20 Recommend staff promotions and dismissals.	4.23	3
D-21 Provide guidance to the staff on legal matters affecting the school program.	4.05	15.5
D-22 Interpret and apply licensing and certification regulations.	3.94	28.5
D-10 Resolve staff grievances and complaints.	3.82	45.5

TABLE 5 (continued)

	Median	Rank
6. SCHOOL/EMPLOYER/COMMUNITY RELATIONS 23% (6 of 26 tasks)		
G-1 Develop a plan for promoting good public relations.	4.14	8.5
G-3 Coordinate use of occupational (craft) advisory committees.	3.97	22.5
G-4 Organize and work with a general vocational advisory council.	3.89	36.5
G-2 Prepare and recommend public relations and communications policies.	3.86	41.5
G-5 Develop working relationships with employers and agencies.	3.86	41.5
G-22 Develop materials to promote the vocational program.	3.83	47
7. PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT 18% (3 of 17 tasks)		
F-17 Assess personal performance as an administrator.	4.0	20
F-16 Develop cooperative problem-solving and decision-making skills.	3.97	22.5
F-12 Develop effective interpersonal skills.	3.94	28.5
8. STUDENT SERVICES 10% (1 of 10 tasks)		
C-9 Interpret and apply student rights, laws, and regulations.	4.10	11.5
9. STAFF DEVELOPMENT 0% (0 of 11 tasks)		

Instructional Management

The most important category relating to amount of training needed was that of Instructional Management. Eight separate competency statements within this category were ranked among the top 25% (48) by Missouri's local vocational directors. Establishing and implementing a curriculum design that will achieve the school's instructional goals (B-8) was perceived as the task requiring the greatest amount of training within this category. It was ranked fourth among the top 48 task statements. One additional task followed very closely from within the Instructional Management category. Guiding staff in selecting and using effective instructional strategies (B-7) ranked seventh within this category. Other task statements which were perceived by Missouri's vocational directors as requiring the greatest amount of training in the performance of their duties were: approving the selection of instructional materials (B-18), guiding the staff in integrating and articulating the vocational program with the total educational program (B-9), providing for adult/continuing education programs (B-14), guiding the articulation of secondary and postsecondary vocational program objectives (B-16), providing for special needs programs (B-13), and approving the selection of instructional equipment (B-17).

Business and Financial Management

The Business and Financial Management category was ranked second among the nine categories of the Administrator Task Inventory. Seven separate competency statements within this category were ranked

among the top 48 by directors (7 of 22 task statements or 32%). Preparing local, state, and federal reports (I-22), and preparing and regulating program budgets (I-5) both ranked in the top 10 among the competency statements which were perceived as requiring the greatest relative amount of training in the performance of a vocational director's job. Other competency statements perceived by directors as requiring considerable training were: preparing and regulating operational budgets (I-4), adopting an appropriate financial accounting system (I-8), analyzing the cost of operating various instructional programs (I-9), locating sources of funds for program development and operation (I-10), and preparing long-range budgets based on total program requirements (I-7).

Program Planning, Development, and Evaluation

The Program Planning, Development, and Evaluation category was ranked as number three among the nine categories of the Administrator Task Inventory. This category contained nine task statements which were perceived as requiring the greatest relative amount of training (9 of 32 task statements or 28%). The task statement, developing plans for evaluating instructional programs (A-18), ranked highest in the category of Program Planning, Development, and Evaluation. This task statement was ranked seventh among the top 48 task statements. Eight other task statements were perceived by vocational directors to require the greatest relative amount of training. They were: writing proposals for funding new programs and improving existing programs (A-28), evaluating the effectiveness of the instructional program

(A-22), directing occupational task analysis for use in curriculum development (A-3), developing overall vocational program goals (A-10), directing self-evaluation of the district's vocational programs (A-19), interpreting and applying other relevant state and federal legislation (such as JTPA) (A-17), interpreting and applying state and/or federal vocational education legislation (A-16), and designing and selecting instruments for evaluating the instructional program (A-21).

Facilities and Equipment Management

The Facilities and Equipment Management category was ranked fourth among the nine categories of the Administrator Task Inventory. It contained eight task statements deemed as requiring the greatest relative amount of training (8 of 30 task statements or 27%). Developing and implementing safety programs (H-25) and establishing emergency plans (H-26) both ranked in the top 10 among the competency statements. Other competency statements which were perceived by directors to require the greatest relative amount of training were: planning space requirements for programs (H-13), submitting facility and equipment specifications (H-7), developing and implementing an equipment and supply inventory system (H-15), establishing preventative maintenance programs for equipment and facilities (H-16), assessing the need for physical facilities (H-1), and developing long-range facility and equipment plans (H-29).

Personnel Management

The Personnel Management category was ranked fifth among the nine categories of the Administrator Task Inventory. This category

contained six task statements perceived as requiring the greatest relative amount of training (6 of 24 task statements or 25%). Although the category of Personnel Management was ranked fifth among the nine categories of the Administrator Task Inventory, three task statements from within this category were ranked first, second, and third, respectively. The task statements were: (1) observing and evaluating staff performance (D-19), (2) recruiting and interviewing potential staff (D-6), and (3) recommending staff promotions and dismissals (D-20). Other task statements which were perceived as requiring the greatest relative amount of training were: providing guidance to the staff on legal matters affecting the school's program (D-21), interpreting and applying licensing and certification regulations (D-22), and resolving staff grievances and complaints (D-10).

School/Employer/Community Relations

The School/Employer/Community Relations category was ranked sixth among the nine categories of the Administrator Task Inventory. This category contained six task statements perceived as requiring the greatest relative amount of training (6 of 26 task statements or 23%). The task statement, developing a plan for promoting good public relations (G-1), was ranked highest in the category of School/Employer/Community Relations ranking 8.5 among the top 48 task statements. Five other task statements were perceived by vocational directors as requiring a considerable amount of training. These task statements were: coordinating the use of occupational

advisory committees (G-3), organizing and working with a general vocational advisory council (G-4), preparing and recommending public relations and communications policies (G-2), developing working relationships with employers and agencies (G-5), and developing materials to promote the vocational program (G-22).

Professional Relations and Self-Development

The Professional Relations and Self-Development category was ranked seventh among the nine categories of the Administrator Task Inventory. Missouri's vocational directors perceived only three task statements (18%) from within the category of Professional Relations and Self-Development as requiring the greatest relative amount of training relating to the performance of their duties. These task statements were: assessing personal performance as an administrator (F-17), developing cooperative problem-solving and decision-making skills (F-16), and developing effective interpersonal skills (F-12).

Student Services

Of much less importance relating to amount of training needed was the category of Student Services. Only one task statement from within this category was perceived by directors to require any significant amount of training (1 of 10 task statements or 10%). Interpreting and applying student rights, laws, and regulations (C-9) ranked 11.5 among the tasks requiring the most training.

Staff Development

Finally, no task statement from within the category of Staff Development was perceived as requiring any significant amount of training.

Summary

The category that contained the highest percentage of task statements from the 191 item instrument was category B, Instructional Management. Forty-two percent of the task statements from this category achieved primary ranks with respect to the perception of the relative amount of training needed. The remaining categories and percentage of tasks were: I. Business and Financial Management (32% of tasks), A. Program Planning, Development and Evaluation (28% of tasks), H. Facilities and Equipment Management (27% of tasks), D. Personnel Management (25% of tasks), G. School/Employer/Community Relations (23% of tasks), F. Professional Relations and Self-Development (18% of tasks), and C. Student Services (10% of tasks). No task statements achieved primary rank under category E. Staff Development.

Least Amount of Training

Finally, although no specific research objective was formulated, it did seem appropriate to list the competencies which Missouri's vocational directors perceived to require the least amount of training. Consequently, the bottom 25% of the task statements are shown in Table 6 along with the median value and rankings for each task statement.

TABLE 6

THE LEAST IMPORTANT TASKS (LOWEST 25%) WITH RANK AND MEDIAN RELATED TO AMOUNT OF TRAINING NEEDED

Task Number and Statement	Rank	Median
H-11 Provide and maintain residential facilities for students.	190.5	1.0
H-22 Oversee school cafeteria services.	190.5	1.0
B-15 Arrange for students to attend programs offered by other educational agencies.	189	1.58
H-23 Arrange for vending services.	188	1.78
D-14 Schedule staff leaves, vacations, and sabbaticals.	187	2.50
I-16 Establish and maintain a petty cash fund.	186	2.57
G-11 Encourage staff participation in community civic, service, and social organizations.	184.5	2.59
H-21 Arrange for student transportation services.	184.5	2.59
B-5 Approve student promotions/reassignments.	182.5	2.70
H-20 Interpret and apply transportation laws and regulations.	182.5	2.70
D-11 Interpret the staff benefits program.	181	2.71
G-18 Conduct alumni relations program.	180	2.74

TABLE 6 (continued)

Task Number and Statement	Rank	Median
G-9 Participate in community organizations.	179	2.75
C-7 Oversee extracurricular organizations and activities.	178	2.79
G-14 Meet and confer with visitors.	176.5	2.83
I-14 Arrange for the investment of surplus funds.	176.5	2.83
H-19 Oversee the daily maintenance and upkeep of grounds.	175	2.92
I-15 Provide for the collection of student fees.	174	2.93
F-7 Promote professional image through personal appearance and conduct.	172.5	2.94
G-12 Promote cooperative efforts of parent and teacher groups.	172.5	2.94
H-4 Recommend the selection of an architect.	170.5	2.96
H-17 Establish vehicle maintenance program.	170.5	2.96
F-6 Participate in professional meetings for self-improvement.	169	2.97
F-4 Develop and maintain relationships with personnel in professional organizations.	167	3.0
C-4 Arrange for work study programs.	167	3.0

TABLE 6 (continued)

Task Number and Statement	Rank	Median
I-17 Establish procedures for charging for student work.	167	3.0
G-21 Plan for exhibits and displays.	164	3.03
H-3 Recommend building sites.	164	3.03
I-19 Select and maintain an insurance program.	164	3.03
F-14 Read and use information from professional journals, reports, and related materials for self-improvement.	161.5	3.05
H-28 Schedule and oversee community's use of facilities.	161.5	3.05
G-8 Participate in school organizations.	160	3.06
F-5 Participate in professional organizations.	158.5	3.08
E-10 Assist supervising teachers in planning for and working with student teachers.	158.5	3.08
D-13 Schedule staff work loads.	156.5	3.10
I-20 Interpret and apply insurance laws and regulations.	156.5	3.10
G-13 Conduct informational programs for the public (such as open house and career awareness programs).	155	3.11

TABLE 6 (continued)

Task Number and Statement	Rank	Median
D-8 Participate in negotiating staff working agreements.	153.5	3.14
D-18 Prepare bulletins and other communications designed to keep staff informed.	153.5	3.14
A-15 Implement local board and administrative policies.	151.5	3.17
G-24 Obtain and analyze informal feedback about the school.	151.5	3.17
G-15 Conduct informational programs for the public (such as open house and career awareness programs).	148.5	3.19
G-17 Conduct public hearings and meetings on school issues.	148.5	3.19
E-7 Provide for in-service programs for supportive personnel.	148.5	3.19
A-30 Design and oversee local research studies.	148.5	3.19
C-3 Arrange for student loan and grant programs.	145	3.20
B-19 Maintain a learning resources center for students.	145	3.20
I-3 Establish receiving and shipping procedures.	145	3.20

Identifying those task statements which were perceived to require relatively the least amount of training may be useful to institutions of higher education charged with developing pre-service and in-service programs for vocational directors. The data also may be useful to those involved with formulating guidelines for vocational directors in the state of Missouri.

Differences in Perception

The third research objectives was to determine if the perceptions of school superintendents (superordinates) and full-time vocational teachers (subordinates) differ significantly from those of vocational directors with regard to perceived importance of competencies, and relative amounts of training needed. A median test was employed to compare groups on measures of perceived importance of the tasks associated with the job of a vocational director, and perceived relative amount of training a vocational director may be expected to possess.

Importance of Tasks

The most apparent findings from the analysis of superintendents and vocational directors responses were that they were both in very close agreement with regard to their perceptions of the importance of tasks. Of the 191 task statements contained on the survey instrument, only four tasks (2%) were perceived significantly differently by the two respondent groups. Table 7 shows the results of the comparative analysis where significant differences between the perceptions of superintendents and vocational directors were found to

TABLE 7

MEDIAN TEST RESULTS SHOWING A COMPARISON OF THE IMPORTANCE OF TASK BETWEEN DIRECTORS (N = 40) AND SUPERINTENDENT (N = 38)

Task Number and Statement	Group	Percentage of Scores Above the Median	p-Value
D-5 Establish staff selection and recruitment procedures.	D S	52 24	.0094*
D-21 Provide guidance to the staff on legal matters affecting the school program.	D S	75 45	.0067*
H-13 Plan space requirements for programs.	D S	72 37	.0017*
I-1 Prepare and recommend financial policies.	D S	80 50	.0057*

*Significant beyond the .01 level.

exist. Two of the tasks on which superintendents and vocational directors differed significantly, with respect to perceived importance, were from the category of Personnel Management. These tasks were D-5, "establish staff selection and recruitment procedures," and D-21, "provide guidance to staff on legal matters." Vocational directors placed significantly more importance on both of these tasks than did their superintendents. Vocational directors also placed significantly more importance on the tasks of "planning space requirements for programs" (H-13) and "preparing and recommending financial policies" (I-1) than did superintendents. Each of the above differences were significant beyond the .01 probability level.

A second analysis which was made compared the responses of local vocational directors with those of full-time vocational teachers. Again, as was the case with directors and superintendents, the most striking finding from this latter analysis was the fact that local directors and the teachers who work for them were very much in agreement with regard to their perceptions of the importance of tasks. Nonetheless, some significant differences were noted. Full-time vocational teachers, and vocational directors differed significantly in their perceptions of the relative importance of 14 of the 191 tasks associated with the role of a vocational director (7%). Table 8 presents the results of this analysis. Full-time vocational teachers placed significantly more importance on 13 of these 14 tasks, than did their vocational directors.

Full-time vocational teachers placed significantly more importance on three tasks from Category A, Program Planning, Development and

TABLE 8

MEDIAN TEST RESULTS SHOWING A COMPARISON OF THE IMPORTANCE OF TASK BETWEEN DIRECTORS (N = 40) AND TEACHERS (N = 38)

Task Number and Statement	Group	Percentage of Scores Above the Median	p-Value
A-6 Obtain state and federal services and resources for program development.	D T	47 80	.0009*
A-13 Establish school admission and graduation requirements.	D T	25 90	.0008*
A-28 Write proposals for the funding of new programs and the improvement of existing programs.	D T	45 83	.0001*
B-1 Establish instructional program entry and completion requirements.	D T	32 63	.0033*
B-15 Arrange for students to attend programs offered by other educational agencies.	D T	32 76	.0001*
C-7 Oversee extracurricular organizations and activities.	D T	35 64	.0042*
D-8 Participate in negotiating staff working agreements.	D T	27 59	.0019*
D-18 Prepare bulletins and other communications designed to keep staff informed.	D T	37 64	.0088*

TABLE 8 (continued)

Task Number and Statement	Group	Percentage of Scores Above the Median	p-Value
D-24 Interpret and apply affirmative action laws and regulations.	D T	30 61	.0026*
F-8 Assist with the development of state and/or federal plans for vocational education.	D T	22 66	.0001*
F-9 Participate in the development of vocational education legislation.	D T	35 63	.0071*
F-11 Represent teacher interests and concerns to other administrators and the board.	D T	47 85	.0001*
H-13 Plan space requirements for programs.	D T	72 41	.0019*
H-20 Interpret and apply transportation laws and regulations.	D T	25 56	.0024*

*Significant beyond the .01 level.

Evaluation, than did vocational directors. These tasks were "obtaining state and federal services and resources for program development" (A-6), "establishing school admission, and graduation requirements" (A-13), and "writing proposals for the funding of new programs and the improvement of existing programs" (A-28). Full-time vocational teachers also placed significantly more importance on two tasks from Category B, Instructional Management, which were "establishing instructional program entry and completion requirements" (B-1) and "arranging for students to attend programs offered by other educational agencies" (B-15). Only one task under Category C, Student Services, was perceived as being significantly more important by full-time vocational teachers than the vocational directors under whom they work. This task was "overseeing extracurricular organizations and activities" (C-7).

Vocational directors placed significantly less importance on three tasks from Category D, Personnel Management, than did full-time vocational teachers. These tasks were "participating in negotiating staff working agreements" (D-8), "preparing bulletins and other communications designed to keep staff informed" (D-18), and "interpreting and applying affirmative action laws and regulations" (D-24). The directors also placed significantly less importance on three tasks from Category F, Professional Relations and Self-Development, and one task from Category H, Facilities and Equipment Management, than did full-time vocational teachers. The directors perceived the tasks of "assisting with the development of state and/or

federal plans for vocational education" (F-8), "participating in the development of vocational education legislation" (F-9), "representing teacher interest and concerns to other administrators and the board" (F-11), and "interpreting and applying transportation laws and regulations" (H-20) as significantly less important than did full-time vocational teachers.

Vocational directors attached significantly more importance to task H-13, "planning space requirements for programs" than did full-time vocational teachers. As indicated in Table 8, all 14 differences were found to be significant beyond the .01 probability level.

Amount of Training

Superintendents and vocational directors were in overwhelming agreement with respect to the relative amount of training a vocational director needs for adequate job performance. The statistical analysis of response differences revealed no significant differences between the relative estimates of superintendents and vocational directors on all but one of the 191 task statements listed by the Administrator Task Inventory. Vocational directors perceived that they needed a significantly greater amount of training to "provide guidance to staff on legal matters affecting the school program" (D-21) than was perceived by superintendents ($p < .01$). Table 9 shows the statistical finding for the single task statement on which superintendents and vocational directors differed significantly with respect to their perceptions of the relative amount of training needed.

TABLE 9

MEDIAN TEST RESULTS SHOWING A COMPARISON OF THE AMOUNT OF TRAINING NEEDED FOR EACH TASK BETWEEN DIRECTORS (N = 40) AND SUPERINTENDENTS (N = 38)

Task Number and Statement	Group	Percentage of Scores Above the Median	p-Value
D-21 Provide guidance to the staff on legal matters affecting the school program.	D S	75 45	.0067*

*Significant beyond the .01 level.

Full-time vocational teachers and vocational directors achieved near total agreement with respect to the relative amount of training a vocational director needs for adequate job performance. Vocational teachers and vocational directors agreed on 187 of 191 task statements of the Administrator Task Inventory. Thus, significant disparity between the two groups was found to exist on only four of 191 task statements measuring their perceptions of the relative amount of training a vocational director needs to perform adequately. These results are presented in Table 10.

Three of the four disparities in perception occurred with tasks from Category A, Program Planning, Development, and Evaluation. Full-time vocational teachers perceived that a vocational director needed significantly more training to adequately "survey student and parent interests" (A-1), "interpret and apply state and/or federal vocational education legislation" (A-16), and "write proposals for funding of new programs and the improvement of existing programs" (A-28). Full-time vocational teachers also perceived that a vocational director needs significantly more training than vocational directors perceived in "representing teacher interests and concerns to other administrators and the board" (F-11). The differences in the perceptions between the two groups were significant beyond the .01 level of probability.

Summary

The comparative analysis indicated substantial congruence between the perceptions of vocational directors and superintendents with

TABLE 10

MEDIAN TEST RESULTS SHOWING A COMPARISON OF THE AMOUNT OF TRAINING NEEDED FOR EACH TASK BETWEEN DIRECTORS (N = 40) AND TEACHERS (N = 38)

Task Number and Statement	Group	Percentage of Scores Above the Median	p-Value
A-1 Survey student and parent interests.	D T	17 46	.0038*
A-16 Interpet and apply state and/or federal vocational education legislation.	D T	22 58	.0006*
A-28 Write proposals for the funding of new programs and the improvement of existing programs.	D T	35 68	.0014*
F-11 Represent teacher interests and concerns to other administrators and the board.	D T	15 44	.0025*

*Significant beyond the .01 level.

respect to both the relative importance of tasks, and the relative amount of training a vocational director needs to perform adequately on the job. Similar congruence was evident from the comparative analysis between vocational directors and full-time vocational teachers with respect to their perceptions of the relative importance of tasks and amount of training a vocational director needs for adequate job performance. The greatest degree of disparity in perceptions was found between vocational directors and full-time vocational teachers. Full-time vocational teachers attached significantly more importance to 13 of the 14 tasks in which significant differences in perception were found. Considerably less disparity was found between vocational directors and superintendents (four significant differences). Directors attached significantly more importance to the tasks of "providing guidance to staff on legal matters affecting the school program" (D-21), "establishing staff selection and recruitment procedures" (D-5), "planning space requirements for programs" (H-13), and "preparing and recommending financial policies" (I-1) than did superintendents.

Vocational directors differed significantly from their superintendents on only one of 191 tasks statements measuring perceptions of the relative amount of training a vocational director needs for adequate job performance. Vocational directors perceived that more training was required of a vocational director on this single task than did superintendents. In slight contrast, vocational directors and full-time vocational teachers were found to be in significant

disagreement on four task statements measuring the relative amount of training needed. Full-time vocational teachers perceived a need for significantly more training for the performance of these four tasks than did vocational directors.

Finally, it was apparent that the relative amount of disparity between the groups compared was very small. Nonetheless, the direction of the differences between the groups indicated that subordinates in each of the significant contrasts tended to perceive the need for more training and attach more importance to tasks than did superordinates.

The Missouri Study Compared with the Norton Study

The purpose of the fourth research objective was to determine the extent of congruence between the competencies specified by the Administrator Task Inventory that were perceived as most important by Missouri vocational directors and respondents of the national study conducted by Norton (1977). The competencies that achieved ranks among the top 25% (based upon the median) from the Missouri study were compared with the ranks of the same competencies from the Norton study. These comparisons revealed that 33 (68.75%) of the top 25% (48) competencies perceived as most important among the tasks of a vocational director by the respondents from the Norton study, fell within the top 25% of the Missouri study. These 33 competencies and their rankings are shown in Table 11. Thus, only 15 competencies identified from among the top 25% of the Missouri study failed to

TABLE 11

THE 33 TASK STATEMENTS WHICH WERE CONGRUENT BETWEEN MISSOURI AND NORTON RESPONDENTS RELATING TO IMPORTANCE OF TASK

Category	Task Statement	Missouri Rank	Norton Rank
D-19	Observe and evaluate staff performance.	1	3.5
D-6	Recruit and interview potential staff.	2.5	3.5
D-7	Recommend potential staff to the administration and board.	2.5	16.5
I-22	Prepare local, state, and federal reports.	4	16.5
G-1	Develop a plan for promoting good public relations.	5.5	31.5
D-20	Recommend staff promotions and dismissals.	5.5	16.5
G-5	Develop working relationships with employers and agencies.	8	16.5
H-13	Plan space requirements for programs.	8	44
F-3	Develop and maintain professional relationships with state department of education personnel.	8	16.5
F-2	Develop and maintain professional relationships with other administrators.	9.5	3.5
I-5	Prepare and regulate program budgets.	9.5	16.5
F-6	Participate in professional meetings for self-improvement.	11.5	31.5
I-4	Prepare and regulate operational budgets.	11.5	16.5
D-17	Plan and conduct staff meetings.	16	31.5
I-12	Approve all major expenditures.	16	44

TABLE 11 (continued)

Category	Task Statement	Missouri Rank	Norton Rank
A-22	Evaluate the effectiveness of the instructional program.	20	3.5
B-8	Establish and implement a curriculum design that will achieve the school's instructional goals.	20	16.5
F-7	Promote professional image through personal appearance and conduct.	20	16.5
A-14	Recommend program policies to the administration and board.	20	31.5
A-5	Involve community representatives in program planning and development.	25.5	3.5
A-15	Implement local board and administrative policies.	25.5	16.5
A-10	Develop overall vocational program goals.	25.5	16.5
G-10	Promote good relationships between vocational and general education staff.	32.5	16.5
G-3	Coordinate use of occupational (craft) advisory committees.	32.5	44
F-1	Maintain ethical standards expected of a professional educator.	32.5	3.5
A-19	Direct self-evaluation of the district vocational programs.	32.5	31.5
A-7	Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.	38.5	16.5
B-7	Guide staff in selecting and using effective instructional strategies (such as individualized instruction).	43	44

TABLE 11 (continued)

Category	Task Statement	Missouri Rank	Norton Rank
G-4	Organize and work with a general vocational advisory council.	43	31.5
D-5	Establish staff selection and recruitment procedures.	43	44
A-2	Collect and analyze manpower needs assessment data.	43	44
A-16	Interpret and apply state and/or federal vocational education legislation.	47	44
H-1	Assess the need for physical facilities.	47	16.5

Note: Norton's rankings were adjusted for consistency with the ranking procedure used in the Missouri study.

achieve general parity in rank with those of the Norton study. These 15 competencies are shown in Table 12.

The medians for the 48 task statements deemed most important by Missouri directors (top 25%) were ranked, and the ranks were correlated with those by directors from the Norton study. These coefficients represented the relative degree to which the items under each category, and across the 48 most important tasks combined, were ranked similarly by respondents from the Missouri and Norton studies. Spearman rank-order coefficients were obtained from seven of the nine categories, shown on Table 13. The seven categories were A, Program Planning/Development and Evaluation, B, Instructional Management, D, Personnel Management, F, Professional Relations and Self-Development, G, School/Employer/Community Relations, H, Facilities and Equipment Management, and I, Business and Financial Management. No categorical analysis was possible from category C, Student Services, because it contained only one task statement. Category E, Staff Development, had no task statements which were deemed most important by Missouri vocational directors.

Moderately strong to substantially strong coefficients occurred in four categories: D, Personnel Management ($r = .923$), I, Business and Financial Management ($r = .880$), F, Professional Relations/Self-Development ($r = .754$), and A, Program Planning/Development/Evaluation ($r = .604$). The three categories where coefficients were not significant were: B, Instructional Management, G, School/Employer/Community Relations, and H, Facilities and Equipment management. A

TABLE 12

THE 15 TASK STATEMENTS PERCEIVED AS MORE IMPORTANT BY MISSOURI RESPONDENTS

Category	Task Statement	Missouri Rank	Norton Rank
H-26	Establish emergency plans (such as fire and disaster).	14	85.5
D-15	Oversee the work of teachers and other school personnel.	16	54.5
H-15	Develop and implement an equipment and supply inventory system.	20	103.5
F-5	Participate in professional organizations.	25.5	54.5
B-3	Enforce student rules and policies.	25.5	160
B-17	Approve selection of instructional equipment.	25.5	103.5
B-2	Establish student rules and policies (such as attendance and discipline).	32.5	139
I-13	Approve requisitions and work orders.	32.5	103.5
H-25	Develop and implement safety programs.	32.5	75.5
H-12	Procure equipment and furnishings.	32.5	120.5
C-1	Oversee student recruitment activities.	38.5	133.5
B-18	Approve selection of instructional materials.	38.5	120.5
I-21	Respond to business correspondence.	38.5	65.5
D-10	Resolve staff grievances and complaints.	43	54.5
D-22	Interpret and apply licensing and certification regulations.	47	127

Note: Norton's rankings were adjusted for consistency with the ranking procedure used in the Missouri study.

TABLE 13

SPEARMAN RANK-ORDER CORRELATION COEFFICIENTS BETWEEN MEDIAN RATINGS FROM THE MISSOURI AND NORTON STUDIES ON GROUPS OF THE TOP 25% OF TASK STATEMENTS DEEMED MOST IMPORTANT BY MISSOURI RESPONDENTS

Category	Coefficient	Sig.
A. Program Planning/Development and Evaluation	.604	.01*
B. Instructional Management	.116	NS
D. Personnel Management	.923	.001*
F. Professional Relations and Self-Development	.754	.001*
G. School/Employer/Community Relations	.189	NS
H. Facilities and Equipment Management	-.116	NS
I. Business and Financial Management	.880	.001*
TOTAL SCALE (48 ITEMS)	.457	.02

Note: No task statements qualified under category E. Staff Development. Student Services category C. only one task statement qualified. This single task statement was included only in the correlation of the total group of 48 tasks.

*Significant beyond the .01 level.

coefficient of .457 was computed for all of the 48 task statements combined. The results indicated a significant relatedness of the ranks for the task statements provided by the Missouri and Norton study respondents.

Summary

The comparison between the rankings of task statements indicated a substantial degree of congruence between the order of the rankings of the top 25% of the task statements by directors from the Missouri study and the rankings of these same task statements by directors from the Norton study. Significant Spearman Rank-Order coefficients were attained on all but three of the seven categories (B. Instructional Management, G. Community Relations, and H. Facilities and Equipment Management). Moderately strong to substantially strong coefficients occurred on task statements in category D. Personnel Management ($r = .923$), I. Business and Financial Management ($r = .880$), F. Professional Relations and Self-Development ($r = .754$), and A. Program Planning/Development and Evaluation ($r = .604$). A coefficient of .457 was computed for all of the 48 task statements combined. Consistently, 33 of the 48 task statements constituting the top 25% of the rankings by directors from the Missouri study (based upon perceived importance) were ranked among the top 25% of the rankings from the Norton study.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the present study was to identify the specific competencies associated with the role of a vocational director that were perceived as most important by Missouri vocational directors. Analysis was also performed to determine the task statements which the Missouri vocational directors perceived to be of least importance relating to importance of task and amount of training needed. In addition, the study was designed to define the perceptions of these educators with respect to the relative amount of training a vocational director needs for adequate job performance. The study explored the contrasts in the perceptions between vocational directors and those of superintendents and full-time vocational teachers. Moreover, the perceptions of the most important competencies in the role of a vocational director by vocational directors from the present study were compared with the perceptions of subjects from the Norton study.

Findings

The findings of the present investigation are reported below. The findings are based on descriptive and inferential analysis reported in Chapter IV, relative to the perceptions of superintendents, vocational directors, and full-time vocational teachers.

1. The descriptive findings indicated the 48 competencies the vocational directors perceived as most important, and the 48 competencies that required the greatest amount of training.

2. The study also identified the competencies which the vocational directors in Missouri perceived to be of least importance and which required the least amount of training.

3. The comparative findings indicated exceptionally high degrees of agreement between superintendents, vocational directors and full-time vocational teachers with respect to both the perception of the importance of competencies and the perception of the relative amount of training a vocational director needs for adequate job performance.

4. The findings also indicated a substantially high level of agreement between the perceptions of subjects from the present study (the Missouri study) and those of subjects from the Norton study with respect to the most important competencies of a vocational director's job.

5. Consistent with the design of the study, only competencies listed by the Administrator Task Inventory that were in the top 25% (48) were assigned the distinctive title of "most important." The categories under which these competencies were identified and the ratio of competencies under each category were:

D. Personnel Management (9/24 competencies).

F. Professional Relations and Self-Development (6/17 competencies).

B. Instructional Management (6/19 competencies).

A. Program Planning, Development and Evaluation (9/32 competencies).

I. Business and Financial Management (6/22 competencies).

H. Facilities and Equipment Management (6/30 competencies).

G. School/Employer/Community Relations (5/26 competencies).

C. Student Services (1/10 competencies).

E. Staff Development (0/11 competencies).

6. Better than half of the competencies (56%, 27) that achieved the distinction as most important among the competencies of a vocational director originated in management categories (i.e., personnel, business and financial, instructional, and facilities and equipment). The specific competencies under these categories were:

* Observation and evaluation of staff performance.
* Recruitment and interviewing of potential staff.
* Recommendation of potential staff to the administration and the board.
* Recommendation of staff promotions and dismissals.
* Resolving all staff grievances and complaints.
* Overseeing the work of teachers and other school personnel.
* Establish staff selection and recruitment procedures.
* Planning and conducting staff meetings.
* Preparing local, state, and federal reports.
* Preparing and regulating program budgets.
* Preparing and regulating operational budgets.

* Approving all major expenditures.
* Approving requisitions and work orders.
* Responding to business correspondence.
* Establishing and implementing a curriculum design that will achieve the school's instructional goals.
* Enforcing student rules and policies.
* Approving the selection of instructional equipment.
* Establishing student rules and policies.
* Approving the selection of instructional materials.
* Guiding staff in selecting and using effective instructional strategies.
* Planning space requirements for programs.
* Establishing emergency plans.
* Developing and implementing an equipment and supply inventory system.
* Developing and implementing safety programs.
* Procuring equipment and furnishings.
* Interpreting and applying licensing and certification regulations.
* Assessing the need for physical facilities.

7. The study also identified the competencies which the vocational directors in Missouri perceived to be of least importance (lowest 25%). The categories under which these competencies were identified and the ratio of competencies under each category were:

C. Student Services (5/10 competencies).

H. Facilities and Equipment Management (11/30 competencies).

E. Staff Development (4/11 competencies).

B. Instructional Management (5/19 competencies).

D. Personnel Management (6/24 competencies).

I. Business and Financial Management (5/22 competencies).

F. Professional Relations and Self-Development (3/17 competencies).

A. Program Planning, Development and Evaluation (5/32 competencies).

G. School/Employer/Community Relations (4/26 competencies).

8. Consistent with the design of the study only the top 25% (48) of the competencies requiring the greatest amount of training were identified the categories under which these competencies were identified and the ratio of competencies under each category were:

B. Instructional Management (8/19 competencies).

I. Business and Financial Management (7/22 competencies).

A. Program Planning, Development, and Evaluation (9/32 competencies).

H. Facilities and Equipment Management (8/30 competencies).

D. Personnel Management (6/24 competencies).

G. School/Employer/Community Relations (6/16 competencies).

F. Professional Relations and Self Development (3/17 competencies).

C. Student Services (1/10 competencies).

E. Staff Development (0/11 competencies).

9. Over one-half of the competencies (60%) Missouri vocational directors perceived as requiring the greatest relative amount of

training originated in management categories (i.e., personnel, instruction, business and finance, and facilities and equipment). The specific competencies under these management categories were:

* Establish and implement a curriculum design that will achieve the school's instructional goals.
* Guide staff in selecting and using effective instructional strategies (such as individualized instruction).
* Approve selection of instructional materials.
* Guide staff in integrating and articulating the vocational program with the total educational program.
* Provide for adult/continuing education programs.
* Guide the articulation of secondary and postsecondary vocational program objectives.
* Provide for special needs programs.
* Approve the selection of instructional equipment.
* Prepare local, state, and federal reports.
* Prepare and regulate program budgets.
* Prepare and regulate operational budgets.
* Adopt an appropriate financial accounting system.
* Analyze the cost of operating various instructional programs.
* Locate sources of funds for program development and operation.
* Prepare long-range budgets based on total program requirements.
* Develop and implement safety programs.
* Establish emergency plans (such as fire and disaster).
* Plan space requirements for programs.

* Submit facility and equipment specifications.
* Develop and implement an equipment and supply inventory system.
* Establish preventative maintenance program for equipment and facilities.
* Assess the need for physical facilities.
* Develop long-range facility and equipment plans.
* Observe and evaluate staff performance.
* Recruit and interview potential staff.
* Recommend staff promotions and dismissals.
* Provide guidance to the staff on legal matters affecting the school program.
* Interpret and apply licensing and certification regulations.
* Resolve staff grievances and complaints.

10. The study identified the competencies which Missouri vocational directors perceived to require the least amount of training. The categories under which these competencies were identified and the ratio of competencies under each category were:

G. School/Employer/Community Relations (11/26 competencies).

H. Facilities and Equipment Management (10/30 competencies).

I. Business and Financial Management (7/22 competencies).

C. Student Services (3/10 competencies).

F. Professional Relations and Self-Development (5/17 competencies).

D. Personnel Management (5/24 competencies).

E. Staff Development (2/11 competencies).

B. Instructional Management (3/19 competencies).

A. Program Planning, Development, and Evaluation (2/32 competencies).

11. The results of the comparisons between the perceptions of vocational directors, those of superintendents and those of full-time vocational teachers revealed overwhelming agreement with respect to the most important competencies associated with the role of a vocational director and the relative amount of training required for adequate performance as a vocational director.

* Of the 191 specific competencies associated with the role of the vocational director, vocational directors and superintendents differed significantly on only four of the competencies with respect to their perceptions of the relative importance.
* Vocational directors and full-time vocational teachers differed in their perceptions of the importance of tasks on only 14 of the 191 competencies.
* Vocational directors and superintendents achieved agreement in their perceptions of the relative amount of training a vocational director needs to perform adequately on all but one competency.
* Vocational directors and full-time vocational teachers achieved agreement in their perceptions of the relative amount of training a vocational director needs to perform adequately on all but four competency statements.

12. The comparison between the top 25% (48) rankings of competencies from the present study (the Missouri study) revealed substantial similarity with the top 48 ranking competencies of the Norton study. Sixty-nine percent (33) of the top ranked competencies perceived as most important by the respondents from the Norton study were ranked within the top 48 by Missouri respondents. Thus, only 15 competencies identified among the top 48 ranks of the Missouri study failed to achieve general parity in rank with those of the Norton study.

The medians for the 48 task statements deemed most important by Missouri directors (top 25%) were ranked and the ranks correlated with those by directors from the Norton study. Significant Spearman Rank-Order coefficients were attained on all but three of the seven categories for which analysis was possible: B. Instructional Management, G. Community Relations, and H. Facilities and Equipment Management. Moderately strong to substantially strong coefficients occurred on task statement categories D, Personnel Management ($r = .923$), I, Business and Financial Management ($r = .880$), F, Professional Relations and Self-Development ($r = .754$), and A, Program Planning, Development and Evaluation ($r = .604$). A coefficient of .457 was computed for all of the 48 task statement combined. The results indicated a significant relatedness of the ranks for the task statements provided by the Missouri and Norton study respondents.

Conclusions

Based upon the findings of the study, the following observations and conclusions seem warranted:

1. The relative amount of perceptual disparity between the three respondent groups was infinitely small. This fact suggests the existence of effective channels of communication between superintendents, vocational directors and full-time vocational teachers. Moreover, it would indicate an absence of significant organizational conflict. In school systems where effective communication channels are maintained between subordinates and superordinates, high levels of agreement may exist between the perceptions of roles within the organization and the potential for organizational conflict may be minimized.

2. The direction of the differences between the groups indicated that subordinates in each of the significant contrasts tended to perceive the need for more training than did their superordinates. This relationship is also true with respect to the relative amount of importance the groups attached to the specific tasks. This finding suggests that organizational rank and experience may have a slight degree of influence on the perceptions of the relative importance of tasks and the relative amount of formal preparation needed.

3. The relatively small amount of difference between the Missouri vocational directors and Norton study respondents may reflect only regional dissimilarities between the two samples. Because of the collaboration between professional organizations in Vocational Education

the subjects from both studies may share highly similar views and perceptions on issues in the field. The overwhelming congruences in perceptions suggest that the subjects from the two samples are more of one mind, more alike than different, with respect to their perceptions of how vitally important certain tasks are to the adequate performance of a vocational director.

Recommendations

In light of the limitations of the present investigation, the following recommendations are offered based on the findings and conclusions.

1. The most important tasks identified in this study as well as those identified as requiring the greatest relative amount of training should be carefully analyzed. These tasks should provide the basis for designing and developing pre-service as well as in-service training programs for local vocational directors in Missouri. They should be of considerable usefulness to teacher training institutions charged with the responsibility of training local directors.

2. State Department of Education personnel in Missouri should find these competencies useful in establishing standards for the certification of local directors.

3. Superintendents and State Department of Education personnel involved with determining the professional requirements of local vocational directors should be concerned with the low perception that vocational directors have concerning Staff Development and Student

Services. Pre-service and in-service training programs should be developed to reinforce these two concerns.

4. The task statements identified as being of least importance and/or requiring the least amount of training should be carefully analyzed. They also will provide direction to those charged with the responsibility of developing training programs for local vocational directors and/or for those responsible for determining certification standards.

5. Although the findings suggested extensive agreement between superintendents, vocational directors and full-time vocational teachers, with respect to both the amount of training needed and the importance of tasks associated with the director's role, some perceptual disparities were evident. It is likely that proportionately more disparity existed between these groups in some of the individual school systems represented in the present study than was found between the groups in the general findings. Therefore, it may be necessary for these superintendents, vocational directors and full-time vocational teachers to address all of the specific competencies described in the present investigation to achieve concurrence on (1) the amount of needed training, and (2) the importance of the tasks in attaining the educational goals of their vocational programs. These educators may wish to institute an ongoing in-service planning and general orientation initiative to specify the goals and objectives of their vocational programs and to coordinate the instructional and managerial aspects of their programs. Such an initiative should include considerable

discussion of the competencies associated with the role of each group of educators. The discussion of role competencies would provide these educators with more realistic expectations of their individual roles and those of their superordinates and subordinates. Such clarification of roles is likely to counteract any serious conflicts or confusion that usually results when superordinates and subordinates lack thorough understanding of the true dynamics of the responsibilities of agents within the organization.

6. Disparity between the perceptions addressed in the present study by Missouri and Norton subjects was relatively small considering the fact that the Norton subjects constituted a national sample. Nonetheless, the perceptual disparities between the two groups point to a need for further collaboration among vocational directors and vocational teachers on a national scale. More specifically, local, state and regional vocational organizations may benefit from a greater effort toward the standardization of role specifications for vocational directors in somewhat the same manner as other professional organizations, e.g., medical and law professionals. The agendas of state and/or national vocational conventions may need to include the role standardization issue each year to ensure that their recommendations relative to the role and responsibilities of vocational directors are known to all vocational educators and reflect the unique demands of the era.

7. Additional information is needed on the role perceptions between superordinates and subordinates who are responsible for providing vocational services. This type of information would provide

evidence as to the extent of the need to implement inservice and other professional growth activities designed to achieve congruence of role expectations among vocational director superordinate and subordinates.

8. A total of 191 items, each requiring two Likert-type responses, across nine subcategories, comprised the Administrator Task Inventory. The excessive length of the instrument may have induced some degree of response fatigue among the subjects. Some of the subjects from the present study registered complaints concerning the length of the survey. Future studies of tasks of the vocational director may limit the number of items on a single instrument by including a maximum of three subcategories. Thus, three separate instruments, covering the nine subcategories, could be formulated and administered to three separate random samples from the same accessible population. This innovation would reduce the length of the Administrator Task Inventory by two-thirds of its present length, with each separate instrument measuring only one-third of the 191 items (60 to 70 items or 120 to 140 responses), and reduce the possible deleterious effects of respondent fatigue.

9. Future studies of tasks of the vocational director may experiment with a variety of response scales toward achieving greater measurement accuracy. Ultimately, the enhancement of the measurement accuracy of the items of the Administrator Task Inventory will compliment its highly valid item content and result in increased power for the generalization of the findings.

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APPENDIXES

APPENDIX A

CONSENT LETTER NORTON

PERMISSION OF USE 12/12/84

Dear Mr. Beier:

You have my permission to use my questionnaire of task statements which I developed in 1976 at Ohio State University for the National Center For Research in Vocational Education.

Sincerely,

Robert E. Norton

APPENDIX B

PANEL OF EXPERTS

Panel of Experts

1. Dr. Franklin King
   Professor
   University of Missouri
   Columbia, Missouri

2. Dr. Paul Turner
   Assistant Superintendent
   Perryville Schools
   Perryville, Missouri

3. Dr. Frank Drake
   Commissioner--Vocational Education
   State Department of Education
   Jefferson City, Missouri

4. Mr. Gary Gilbert
   Vocational Director
   Cape Girardeau Area Vo-Tech School
   Cape Girardeau, Missouri

5. Dr. Benny Goodwin
   Superintendent
   Boonville Schools R-I
   Boonville, Missouri

6. Dr. Arthur Rosser
   Professor
   Department of Industrial Technology & Education
   Southeast Missouri State University
   Cape Girardeau, Missouri

APPENDIX C

LETTER OF SUPPORT

FRANK DRAKE
ASSISTANT COMMISSIONER
CAREER & ADULT EDUCATION

DIRECTOR
VOCATIONAL EDUCATION

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
STATE OF MISSOURI
Jefferson City 65102

Dear Vocational Educator:

As Assistant Commissioner of the Division of Career and Adult Education in the State of Missouri, I encourage you to take the time to answer the questionnaire enclosed by Mr. Joseph Beier, an instructor at Southeast Missouri State University. Mr. Beier is investigating the identification of important competencies and the degree of training needed in relation to the role of the local vocational director.

The questionnaire Mr. Beier will be using was developed at the Center for Vocational Education, the Ohio State University, by Dr. Norton.

The results of the study should be of interest to all who are involved in the administration of vocational education programs. The study will show the competencies perceived as most important by Missouri vocational administrators and will be compared to the ranking of importance of the task and the degree of training needed to the national study developed by Dr. Norton.

By identifying important competencies of local vocational directors, we can strive to develop better in-service programs. Our institutions of higher education will also be made aware of what administrators in vocational education feel are important competencies.

Sincerely,

Frank Drake
Frank Drake
Assistant Commissioner
Career and Adult Education

FD:mcs

APPENDIX D

COVER LETTER DESCRIBING THE IMPORTANCE OF THE STUDY



SOUTHEAST MISSOURI STATE UNIVERSITY
Cape Girardeau, Missouri 63701
Cape Girardeau (314) 651-2000

COVER LETTER ACCOMPANYING SURVEY INSTRUMENT

Dear _____:

I am requesting your assistance in the identification of important competencies and the amount of training needed in relation to the role of the local vocational director in the state of Missouri. Such a determination will be made by analyzing and comparing the responses of three reference groups in the state of Missouri: (1) school superintendents; (2) local vocational directors; and (3) full-time vocational teachers.

A comparison will also be made between the data obtained from a national study (Norton, 1977) and the data obtained in Missouri in an attempt to determine what changes may have occurred in the role of the local vocational director.

You may be assured that all responses received will be confidential. Your voluntary completion and return of this anonymous questionnaire constitutes your informed consent to participate in this project.

Sincerely,

Joseph H. Beier

APPENDIX E

REVISED NORTON QUESTIONNAIRE

PART I - TASK STATEMENTS

Instructions: Please read very carefully!

On the pages which follow you will find a list of task statements clustered into nine major categories (A through I) which may relate to the administration of locall vocational education programs. We need your personal reaction to two major questions about each task statement:

a. How important is the performance of the task for the local Vocational Director?

b. What amount of training do most local Vocational Directors need in order to effectively perform the task?

Answer these questions by completing the following steps:

1. For each task in Category A indicate how important you believe performance of the task is in the job of a local vocational director. In the "Importance of Task" column choose and circle the number which most accurately reflects the importance of that task. *If* you do not perform some of the tasks because they are another administrator's responsibility at your school, please circle the number which indicates how important you believe those tasks are to the overall administration of vocational education at your school. Use the scale below to rate the importance of each task:

5 = Of Great Importance	Performance is critical to program operation.
4	
3	
2	
1	
0 = Of No Importance	Performance makes no contribution to program operation.

2. Add any statements to Category A that describe other tasks that you have performed, or that you feel need to be performed by local vocational directors which are not listed.

3. For each of the statements in the category (except those you judged to be of no importance), indicate the amount of training needed. In the "Amount of Training Needed" column, indicate the extent to which the task requires that most vocational directors who perform the task obtain training to successfully and efficiently perform it. Use the scale below to indicate the amount of training needed.

5 = Great Need	The task requires a great deal of training for the administrator.
4	
3	
2	
1	
0 = No Need	The task requires no training.

4. Repeat steps No. 1, No. 2, and No. 3 for each of the remaining categories.

5. Check the inventory to see if you have responded to both questions for each statement (except for those tasks which you judged to be of no importance).

ADMINISTRATOR TASK INVENTORY

NOTE: PLEASE BE SURE YOU HAVE READ THE ABOVE INSTRUCTIONS CAREFULLY BEFORE PROCEEDING.

Task Statements	Importance of Task How Important is the performance of this task for the Vocational Director? *(Circle one response)*						Amount of Training Needed What amount of training do most Vocational Directors need in order to effectively perform this task? *(Circle one response)*					
CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION	Great Importance					No Importance	Great Need					No Need
1. Survey student and parent interests.	5	4	3	2	1	0	5	4	3	2	1	0
2. Collect and analyze manpower needs assessment data.	5	4	3	2	1	0	5	4	3	2	1	0
3. Direct occupational task analysis for use in curriculum development.	5	4	3	2	1	0	5	4	3	2	1	0
4. Direct the identification of entry-level requirements for jobs.	5	4	3	2	1	0	5	4	3	2	1	0
5. Involve community representatives in program planning and development.	5	4	3	2	1	0	5	4	3	2	1	0
6. Obtain state and federal services and resources for program development.	5	4	3	2	1	0	5	4	3	2	1	0
7. Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.	5	4	3	2	1	0	5	4	3	2	1	0
8. Prepare annual program plans.	5	4	3	2	1	0	5	4	3	2	1	0
9. Prepare and update long-range program plans.	5	4	3	2	1	0	5	4	3	2	1	0
10. Develop overall vocational program goals.	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	Importance of Task (Circle one response)						Amount of Training Needed (Circle one response)					
	Great Importance					No Importance	Great Need					No Need
11. Coordinate district curriculum development efforts.	5	4	3	2	1	0	5	4	3	2	1	0
12. Approve courses of study.	5	4	3	2	1	0	5	4	3	2	1	0
13. Establish school admission and graduation requirements.	5	4	3	2	1	0	5	4	3	2	1	0
14. Recommend program policies to the administration and board.	5	4	3	2	1	0	5	4	3	2	1	0
15. Implement local board and administrative policies.	5	4	3	2	1	0	5	4	3	2	1	0
16. Interpret and apply state and/or federal vocational education legislation.	5	4	3	2	1	0	5	4	3	2	1	0
17. Interpret and apply other relevant state and federal legislation (such as JTPA)..	5	4	3	2	1	0	5	4	3	2	1	0
18. Develop plans for evaluating instructional program.	5	4	3	2	1	0	5	4	3	2	1	0
19. Direct self-evaluation of the district vocational programs.	5	4	3	2	1	0	5	4	3	2	1	0
20. Involve external evaluation personnel in assessing program effectiveness.	5	4	3	2	1	0	5	4	3	2	1	0
21. Design and select instruments for evaluating the instructional program.	5	4	3	2	1	0	5	4	3	2	1	0
22. Evaluate the effectiveness of the instructional program.	5	4	3	2	1	0	5	4	3	2	1	0
23. Initiate student and employer follow-up studies.	5	4	3	2	1	0	5	4	3	2	1	0
24. Analyze student and employer follow-up studies.	5	4	3	2	1	0	5	4	3	2	1	0

25.	Recommend curriculum revisions based on evaluation data.	5	4	3	2	1	0	5	4	3	2	1	0
26.	Assess student testing and grading procedures.	5	4	3	2	1	0	5	4	3	2	1	0
27.	Analyze the school and community's feelings toward educational change.	5	4	3	2	1	0	5	4	3	2	1	0
28.	Write proposals for the funding of new programs and the improvement of existing programs.	5	4	3	2	1	0	5	4	3	2	1	0
29.	Coordinate local demonstration, pilot, and exemplary programs.	5	4	3	2	1	0	5	4	3	2	1	0
30.	Design and oversee local research studies.	5	4	3	2	1	0	5	4	3	2	1	0
31.	Interpret and use research results for program development and improvement.	5	4	3	2	1	0	5	4	3	2	1	0
32.	Develop supplemental/remedial instructional programs to meet student needs.	5	4	3	2	1	0	5	4	3	2	1	0
33.	_____	5	4	3	2	1	0	5	4	3	2	1	0
34.	_____	5	4	3	2	1	0	5	4	3	2	1	0

CATEGORY B: INSTRUCTIONAL MANAGEMENT

1.	Establish instructional program entry and completion requirements.	5	4	3	2	1	0	5	4	3	2	1	0
2.	Establish student rules and policies (such as attendance and discipline).	5	4	3	2	1	0	5	4	3	2	1	0
3.	Enforce student rules and policies.	5	4	3	2	1	0	5	4	3	2	1	0
4.	Design and oversee student progress reporting procedures.	5	4	3	2	1	0	5	4	3	2	1	0
5.	Approve student promotions/reassignments.	5	4	3	2	1	0	5	4	3	2	1	0
6.	Prepare a master schedule of course offerings.	5	4	3	2	1	0	5	4	3	2	1	0
7.	Guide staff in selecting and using effective instructional strategies (such as individualized instruction).	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	*Importance of Task* *(Circle one response)*						*Amount of Training Needed* *(Circle one response)*					
	Great Importance					No Importance	Great Need					No Need
8. Establish and implement a curriculum design that will achieve the school's instructional goals.	5	4	3	2	1	0	5	4	3	2	1	0
9. Guide staff in integrating and articulating the vocational program with the total educational program.	5	4	3	2	1	0	5	4	3	2	1	0
10. Promote the integration of vocational student organizational activities into the instructional program.	5	4	3	2	1	0	5	4	3	2	1	0
11. Provide for cooperative education programs.	5	4	3	2	1	0	5	4	3	2	1	0
12. Provide for supplemental/remedial instructional programs.	5	4	3	2	1	0	5	4	3	2	1	0
13. Provide for special needs programs.	5	4	3	2	1	0	5	4	3	2	1	0
14. Provide for adult/continuing education programs.	5	4	3	2	1	0	5	4	3	2	1	0
15. Arrange for students to attend programs offered by other educational agencies.	5	4	3	2	1	0	5	4	3	2	1	0
16. Guide the articulation of secondary and postsecondary vocational program objectives.	5	4	3	2	1	0	5	4	3	2	1	0
17. Approve selection of instructional equipment.	5	4	3	2	1	0	5	4	3	2	1	0
18. Approve selection of instructional materials.	5	4	3	2	1	0	5	4	3	2	1	0
19. Maintain a learning resources center for students.	5	4	3	2	1	0	5	4	3	2	1	0
20. _____	5	4	3	2	1	0	5	4	3	2	1	0

21. _ _____	5	4	3	2	1	0		5	4	3	2	1	0
CATEGORY C: STUDENT SERVICES													
1. Oversee student recruitment activities.	5	4	3	2	1	0		5	4	3	2	1	0
2. Oversee school admission services.	5	4	3	2	1	0		5	4	3	2	1	0
3. Arrange for student loan and grant programs.	5	4	3	2	1	0		5	4	3	2	1	0
4. Arrange for work study programs.	5	4	3	2	1	0		5	4	3	2	1	0
5. Oversee student guidance and testing services.	5	4	3	2	1	0		5	4	3	2	1	0
6. Oversee student job placement and follow-up services.	5	4	3	2	1	0		5	4	3	2	1	0
7. Oversee extracurricular organizations and activities.	5	4	3	2	1	0		5	4	3	2	1	0
8. Provide for a student record keeping system.	5	4	3	2	1	0		5	4	3	2	1	0
9. Interpret and apply student rights, laws, and regulations.	5	4	3	2	1	0		5	4	3	2	1	0
10. Interpret and apply Veteran's Administration laws and regulations.	5	4	3	2	1	0		5	4	3	2	1	0
11. _____	5	4	3	2	1	0		5	4	3	2	1	0
12. _____	5	4	3	2	1	0		5	4	3	2	1	0
CATEGORY D: PERSONNEL MANAGEMENT													
1. Prepare and recommend personnel policies.	5	4	3	2	1	0		5	4	3	2	1	0
2. Prepare and maintain a personnel handbook.	5	4	3	2	1	0		5	4	3	2	1	0
3. Assess program staffing requirements.	5	4	3	2	1	0		5	4	3	2	1	0
4. Prepare job descriptions	5	4	3	2	1	0		5	4	3	2	1	0
5. Establish staff selection and recruitment procedures.	5	4	3	2	1	0		5	4	3	2	1	0
6. Recruit and interview potential staff.	5	4	3	2	1	0		5	4	3	2	1	0

Task Statements	Importance of Task (Circle one response)						Amount of Training Needed (Circle one response)					
	Great Importance					No Importance	Great Need					No Need
7. Recommend potential staff to the administration and board.	5	4	3	2	1	0	5	4	3	2	1	0
8. Participate in negotiating staff working agreements.	5	4	3	2	1	0	5	4	3	2	1	0
9. Establish staff grievance procedures.	5	4	3	2	1	0	5	4	3	2	1	0
10. Resolve staff grievances and complaints.	5	4	3	2	1	0	5	4	3	2	1	0
11. Interpret the staff benefits program.	5	4	3	2	1	0	5	4	3	2	1	0
12. Counsel and advise staff on professional matters.	5	4	3	2	1	0	5	4	3	2	1	0
13. Schedule staff work loads.	5	4	3	2	1	0	5	4	3	2	1	0
14. Schedule staff leaves, vacations, and sabbaticals.	5	4	3	2	1	0	5	4	3	2	1	0
15. Oversee the work of teachers and other school personnel.	5	4	3	2	1	0	5	4	3	2	1	0
16. Provide for a staff record-keeping system.	5	4	3	2	1	0	5	4	3	2	1	0
17. Plan and conduct staff meetings.	5	4	3	2	1	0	5	4	3	2	1	0
18. Prepare bulletins and other communications designed to keep staff informed.	5	4	3	2	1	0	5	4	3	2	1	0
19. Observe and evaluate staff performance.	5	4	3	2	1	0	5	4	3	2	1	0
20. Recommend staff promotions and dismissals.	5	4	3	2	1	0	5	4	3	2	1	0

21.	Provide guidance to the staff on legal matters affecting the school program.	5	4	3	2	1	0	5	4	3	2	1	0
22.	Interpret and apply licensing and certification regulations.	5	4	3	2	1	0	5	4	3	2	1	0
23.	Interpret and apply labor laws and regulations.	5	4	3	2	1	0	5	4	3	2	1	0
24.	Interpret and apply affirmative action laws and regulations.	5	4	3	2	1	0	5	4	3	2	1	0
25.	_____	5	4	3	2	1	0	5	4	3	2	1	0
26.	_____	5	4	3	2	1	0	5	4	3	2	1	0

CATEGORY E: STAFF DEVELOPMENT

1.	Assess staff development needs.	5	4	3	2	1	0	5	4	3	2	1	0
2.	Assist in the preparation of individual staff profiles.	5	4	3	2	1	0	5	4	3	2	1	0
3.	Counsel with staff regarding personnel development needs and activities.	5	4	3	2	1	0	5	4	3	2	1	0
4.	Establish and maintain a staff learning resources center.	5	4	3	2	1	0	5	4	3	2	1	0
5.	Conduct workshops and other in-service programs for professional personnel.	5	4	3	2	1	0	5	4	3	2	1	0
6.	Arrange for workshops and other in-service programs for professional personnel.	5	4	3	2	1	0	5	4	3	2	1	0
7.	Provide for in-service programs for supportive personnel.	5	4	3	2	1	0	5	4	3	2	1	0
8.	Provide for preservice programs for professional personnel.	5	4	3	2	1	0	5	4	3	2	1	0
9.	Arrange for staff exchanges with business and industry.	5	4	3	2	1	0	5	4	3	2	1	0
10.	Assist supervising teachers in planning for and working with student teachers.	5	4	3	2	1	0	5	4	3	2	1	0
11.	Evaluate staff development programs.	5	4	3	2	1	0	5	4	3	2	1	0
12.	_____	5	4	3	2	1	0	5	4	3	2	1	0
13.	_____	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	*Importance of Task* (Circle one response)						*Amount of Training Needed* (Circle one response)					
	Great Importance					No Importance	Great Need					No Need
CATEGORY F: PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT												
1. Maintain ethical standards expected of a professional educator.	5	4	3	2	1	0	5	4	3	2	1	0
2. Develop and maintain professional relationships with other administrators.	5	4	3	2	1	0	5	4	3	2	1	0
3. Develop and maintain professional relationships with state department of education personnel.	5	4	3	2	1	0	5	4	3	2	1	0
4. Develop and maintain relationships with personnel in professional organizations.	5	4	3	2	1	0	5	4	3	2	1	0
5. Participate in professional organizations.	5	4	3	2	1	0	5	4	3	2	1	0
6. Participate in professional meetings for self-improvement.	5	4	3	2	1	0	5	4	3	2	1	0
7. Promote professional image through personal appearance and conduct.	5	4	3	2	1	0	5	4	3	2	1	0
8. Assist with the development of state and/or federal plans for vocational education.	5	4	3	2	1	0	5	4	3	2	1	0
9. Participate in the development of vocational education legislation.	5	4	3	2	1	0	5	4	3	2	1	0
10. Prepare policy and commendation statements.	5	4	3	2	1	0	5	4	3	2	1	0
11. Represent teacher interests and concerns to other administrators and the board.	5	4	3	2	1	0	5	4	3	2	1	0

12.	Develop effective interpersonal skills.	5	4	3	2	1	0	5	4	3	2	1	0
13.	Write articles and materials for journals and other professional media.	5	4	3	2	1	0	5	4	3	2	1	0
14.	Read and use information from professional journals, reports, and related materials for self-improvement.	5	4	3	2	1	0	5	4	3	2	1	0
15.	Apply management by objectives (MBO) techniques to personal work assignments.	5	4	3	2	1	0	5	4	3	2	1	0
16.	Develop cooperative problem-solving and decision-making skills.	5	4	3	2	1	0	5	4	3	2	1	0
17.	Assess personal performance as an administrator.	5	4	3	2	1	0	5	4	3	2	1	0
18.	_____	5	4	3	2	1	0	5	4	3	2	1	0
19.	_____	5	4	3	2	1	0	5	4	3	2	1	0
CATEGORY G: SCHOOL/EMPLOYER/COMMUNITY RELATIONS													
1.	Develop a plan for promoting good public relations.	5	4	3	2	1	0	5	4	3	2	1	0
2.	Prepare and recommend public relations and communications policies.	5	4	3	2	1	0	5	4	3	2	1	0
3.	Coordinate use of occupational (craft) advisory committees.	5	4	3	2	1	0	5	4	3	2	1	0
4.	Organize and work with a general vocational advisory council.	5	4	3	2	1	0	5	4	3	2	1	0
5.	Develop working relationships with employers and agencies.	5	4	3	2	1	0	5	4	3	2	1	0
6.	Prepare and recommend cooperative agreements with other agencies.	5	4	3	2	1	0	5	4	3	2	1	0
7.	Involve community leaders (political and non-political) in school programs and activities.	5	4	3	2	1	0	5	4	3	2	1	0
8.	Participate in school organizations.	5	4	3	2	1	0	5	4	3	2	1	0
9.	Participate in community organizations.	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	Importance of Task (Circle one response)						Amount of Training Needed (Circle one response)					
	Great Importance					No Importance	Great Need					No Need
10. Promote good relationships between vocational and general education staff.	5	4	3	2	1	0	5	4	3	2	1	0
11. Encourage staff participation in community civic, service, and social organizations.	5	4	3	2	1	0	5	4	3	2	1	0
12. Promote cooperative efforts of parent and teacher groups.	5	4	3	2	1	0	5	4	3	2	1	0
13. Conduct informational programs for the public (such as open house and career awareness programs).	5	4	3	2	1	0	5	4	3	2	1	0
14. Meet and confer with visitors.	5	4	3	2	1	0	5	4	3	2	1	0
15. Conduct informational programs for the public (such as open house and career awareness programs).	5	4	3	2	1	0	5	4	3	2	1	0
16. Make public presentations on school programs and activities.	5	4	3	2	1	0	5	4	3	2	1	0
17. Conduct public hearings and meetings on school issues.	5	4	3	2	1	0	5	4	3	2	1	0
18. Conduct alumni relations program.	5	4	3	2	1	0	5	4	3	2	1	0
19. Conduct orientation programs for students and staff.	5	4	3	2	1	0	5	4	3	2	1	0
20. Conduct recognition programs for students, staff, and community supporters.	5	4	3	2	1	0	5	4	3	2	1	0
21. Plan for exhibits and displays.	5	4	3	2	1	0	5	4	3	2	1	0

22.	Develop materials to promote the vocational programs.	5	4	3	2	1	0	5	4	3	2	1	0
23.	Write news releases for school and area media.	5	4	3	2	1	0	5	4	3	2	1	0
24.	Obtain and analyze informal feedback about the school.	5	4	3	2	1	0	5	4	3	2	1	0
25.	Evaluate the public relations program.	5	4	3	2	1	0	5	4	3	2	1	0
26.	Interpret and apply public "right-to-know" laws and regulations.	5	4	3	2	1	0	5	4	3	2	1	0
27.	_____	5	4	3	2	1	0	5	4	3	2	1	0
28.	_____	5	4	3	2	1	0	5	4	3	2	1	0

CATEGORY H: FACILITIES AND EQUIPMENT MANAGEMENT

1.	Assess the need for physical facilities.	5	4	3	2	1	0	5	4	3	2	1	0
2.	Conduct land and facility feasibility studies.	5	4	3	2	1	0	5	4	3	2	1	0
3.	Recommend building sites.	5	4	3	2	1	0	5	4	3	2	1	0
4.	Recommend the selection of an architect.	5	4	3	2	1	0	5	4	3	2	1	0
5.	Oversee architectural planning.	5	4	3	2	1	0	5	4	3	2	1	0
6.	Apply building code regulations to school facilities.	5	4	3	2	1	0	5	4	3	2	1	0
7.	Submit facility and equipment specifications.	5	4	3	2	1	0	5	4	3	2	1	0
8.	Analyze building and equipment contract bids.	5	4	3	2	1	0	5	4	3	2	1	0
9.	Oversee the construction of facilities.	5	4	3	2	1	0	5	4	3	2	1	0
10.	Recommend acceptance of new building.	5	4	3	2	1	0	5	4	3	2	1	0
11.	Provide and maintain residential facilities for students.	5	4	3	2	1	0	5	4	3	2	1	0
12.	Procure equipment and furnishings.	5	4	3	2	1	0	5	4	3	2	1	0
13.	Plan space requirements for programs.	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	Importance of Task (Circle one response)						Amount of Training Needed (Circle one response)					
	Great Importance					No Importance	Great Need					No Need
14. Assign space according to priority needs.	5	4	3	2	1	0	5	4	3	2	1	0
15. Develop and implement an equipment and supply inventory system.	5	4	3	2	1	0	5	4	3	2	1	0
16. Establish preventative maintenance program for equipment and facilities.	5	4	3	2	1	0	5	4	3	2	1	0
17. Establish vehicle maintenance program.	5	4	3	2	1	0	5	4	3	2	1	0
18. Oversee the daily maintenance and upkeep of facilities.	5	4	3	2	1	0	5	4	3	2	1	0
19. Oversee the daily maintenance and upkeep of grounds.	5	4	3	2	1	0	5	4	3	2	1	0
20. Interpret and apply transportation laws and regulations.	5	4	3	2	1	0	5	4	3	2	1	0
21. Arrange for student transportation services.	5	4	3	2	1	0	5	4	3	2	1	0
22. Oversee school cafeteria services.	5	4	3	2	1	0	5	4	3	2	1	0
23. Arrange for vending services.	5	4	3	2	1	0	5	4	3	2	1	0
24. Interpret and apply health and safety laws and regulations.	5	4	3	2	1	0	5	4	3	2	1	0
25. Develop and implement safety programs.	5	4	3	2	1	0	5	4	3	2	1	0
26. Establish emergency plans (such as fire and disaster).	5	4	3	2	1	0	5	4	3	2	1	0
27. Establish and oversee a security program.	5	4	3	2	1	0	5	4	3	2	1	0

Task Statements	Importance of Task (Circle one response)						Amount of Training Needed (Circle one response)					
	Great Importance					No Importance	Great Need					No Need
15. Provide for the collection of student fees.	5	4	3	2	1	0	5	4	3	2	1	0
16. Establish and maintain a petty cash fund.	5	4	3	2	1	0	5	4	3	2	1	0
17. Establish procedures for charging for student work.	5	4	3	2	1	0	5	4	3	2	1	0
18. Determine insurance coverage needs.	5	4	3	2	1	0	5	4	3	2	1	0
19. Select and maintain an insurance program.	5	4	3	2	1	0	5	4	3	2	1	0
20. Interpret and apply insurance laws and regulations.	5	4	3	2	1	0	5	4	3	2	1	0
21. Respond to business correspondence.	5	4	3	2	1	0	5	4	3	2	1	0
22. Prepare local, state, and federal reports.	5	4	3	2	1	0	5	4	3	2	1	0
23. _____	5	4	3	2	1	0	5	4	3	2	1	0
24. _____	5	4	3	2	1	0	5	4	3	2	1	0

28.	Schedule and oversee community's use of facilities.	5	4	3	2	1	0	5	4	3	2	1	0
29.	Develop long-range facility and equipment plans.	5	4	3	2	1	0	5	4	3	2	1	0
30.	Prepare and submit renovation and alteration plans.	5	4	3	2	1	0	5	4	3	2	1	0
31.	_____	5	4	3	2	1	0	5	4	3	2	1	0
32.	_____	5	4	3	2	1	0	5	4	3	2	1	0
CATEGORY I: BUSINESS AND FINANCIAL MANAGEMENT													
1.	Prepare and recommend financial policies.	5	4	3	2	1	0	5	4	3	2	1	0
2.	Establish purchasing and payment procedures.	5	4	3	2	1	0	5	4	3	2	1	0
3.	Establish receiving and shipping procedures.	5	4	3	2	1	0	5	4	3	2	1	0
4.	Prepare and regulate operational budgets.	5	4	3	2	1	0	5	4	3	2	1	0
5.	Prepare and regulate program budgets.	5	4	3	2	1	0	5	4	3	2	1	0
6.	Prepare and regulate capital improvement budgets.	5	4	3	2	1	0	5	4	3	2	1	0
7.	Prepare long-range budgets based on total program requirements.	5	4	3	2	1	0	5	4	3	2	1	0
8.	Adopt an appropriate financial accounting system.	5	4	3	2	1	0	5	4	3	2	1	0
9.	Analyze the cost of operating various instructional programs.	5	4	3	2	1	0	5	4	3	2	1	0
10.	Locate sources of funds for program development and operation.	5	4	3	2	1	0	5	4	3	2	1	0
11.	Present levies and bond issues to voters.	5	4	3	2	1	0	5	4	3	2	1	0
12.	Approve all major expenditures.	5	4	3	2	1	0	5	4	3	2	1	0
13.	Approve requisitions and work orders.	5	4	3	2	1	0	5	4	3	2	1	0
14.	Arrange for the investment of surplus funds.	5	4	3	2	1	0	5	4	3	2	1	0

VITA

Joseph H. Beier was born in Gary, Indiana, on March 15, 1934. He attended public school in Portage, Indiana, and graduated from Portage High School in 1952. Upon graduation he entered Western University in Kalamazoo, Michigan. He graduated from Western Michigan University in 1957, receiving a B.S. degree in Education, with a major in Industrial Arts.

He accepted a teaching position in the Portage Township Schools and taught there from 1957 to 1979. During that time he received numerous awards from civic associations and professional organizations. He received his Master's degree in 1962 from Indiana State University, with a major in Industrial Arts Education.

Upon his resignation from public schools in 1979 he accepted a position at Southeast Missouri State University, in Cape Girardeau, Missouri. He taught in the Industrial Technology department until he resigned in 1984. He accepted a position in the department of Electrical Engineering and Industrial Education at South Carolina State College, where he is presently employed.

He was accepted into the doctoral program at the University of Tennessee, Knoxville, in 1982 and received the Doctor of Education degree in August of 1987. He is a member of several civic and professional organizations. Mr. Beier is married to the former Dorthy Krapf and presently resides with their family in Columbia, South Carolina.