A DELPHI STUDY OF TEACHER COMPETENCIES

FOR SECONDARY MARKETING

EDUCATORS

By

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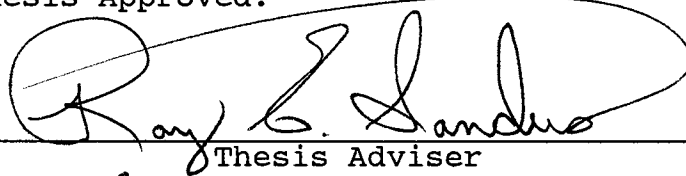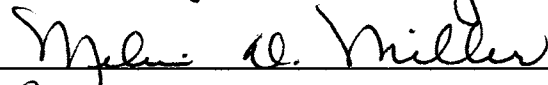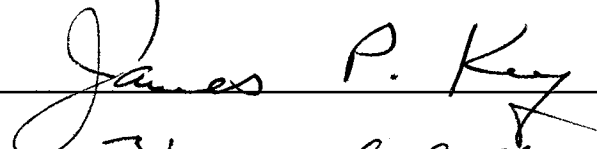A DELPHI STUDY OF TEACHER COMPETENCIES

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CHAPTER I

INTRODUCTION

Marketing Education was getting its formal start as a
retail training program ten years prior to the Smith-Hughes
Act of 1917. It was started under the direction of Lucinda
Prince in the Boston area and with the support of the
Women's Education and Industrial Union. Prince opened the
Union School of Salesmanship with financial support from
Boston merchants. In 1936 Marketing Education, then known
as Distributive Education, became a distinctive program
separate from business (commercial education) with support
and attention from the George-Dean Act. The strengthening
of Distributive Education was seen as a way to stimulate a
depressed economy in the context of the Great Depression.
Under the direction of the George-Dean Act, distributive
education began as an adult education program designed to
help those who were unemployed to find work in distribution
and marketing occupations. Distributive Education moved
into the high school, secondary environment, within a year
or two. According to Meyer and Furtado (1976), "the
retailing backgrounds of the early teacher-coordinators and
curriculum bulletins published by the original Federal Board

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for Vocational Education became the basis for early program instruction" (p. 45).

Even though early emphasis was primarily on adult programs, secondary school programs in retail selling appeared as early as 1912 and federally supported secondary programs as early as 1937. The adult focus continued in Distributive Education until the 1950's, when it began to be viewed as a program for secondary, as well as postsecondary students. At the 1963 National Clinic on Distributive Education, Nelson presented a paper entitled "Basis for Curriculum Development in Distribution," which provided the basis for conceptualizing the Distributive Education curriculum in five competency areas: (1) social competency, (2) basic skill competency, (3) technology competency, (4) marketing competency, and (5) economic competency (1963).

Background of Problem

One of the best known studies for planning teacher education, began as an examination of competencies required of retail workers. The study which later focused on implications for secondary programs in Distributive Education, was conducted by Crawford in 1967. Since the Crawford study there has not been a reexamination of the competencies needed by today's Marketing Education teacher-coordinator.

There have, however, been several changes which have impacted upon Marketing Education since the study which was conducted by Crawford (1969). The curriculum has changed from being driven by the distribution system to the implementation of the marketing mix. The various competencies which Marketing Education students must possess to be successful in marketing has changed. The general marketing curriculum has changed, as well as the individual positions and competencies within the marketing cluster.

The name change from Distributive Education to Distributive Education/Marketing and now to Marketing Education has impacted upon the Marketing Education discipline. The Marketing Education teacher must change as well in order to keep abreast of the changes which have already taken place and the changes to come in the Marketing Education discipline.

Given the current rate of technological change, the demographics of the labor force, and the changing attitudes and approaches to work of large segments of the work force, employers will be increasingly pressed to design and implement workplaces that function effectively as continuous learning environments. These increases in industry specific training have important potential implications for vocational teacher preparation.

As Woulk (1989) indicated (speaking on the establishment of the National Board) "for the first time in

history, a national body with a teacher majority has defined what every classroom teacher should know and be able to do" (cited by Lathlaen, 1990, p. 57). This pattern was supported by Harthern and Rolle (1991) who state that in response to the excellence and accountability movements, many state departments of education, teacher training institutions, school systems and research agencies have identified what they consider to be desirable teaching behaviors and skills. Harthern and Rolle (1991) also stated, "demonstrating competency has been made a gatekeeper for entering teachers in many school systems", p. 51.

Competency is an imprecise term used frequently but with varied usage. It appears to be used interchangeably with teaching skills, behaviors, effective instruction, etc. Borich (1979) stated, "perhaps because its origins may have been more political than substantive, the term has yet to take on a single universally recognized meaning" (p. 77). This same sentiment is shown by Smith (1971) who states:

> Despite all of our efforts, we apparently have no generally accepted conceptual system, psychological or otherwise, by which either to formulate or to identify the skills of teaching . . . it is clear that research would be advanced measurably by a conceptual system for formulating and identifying teaching skills. (cited in Henderson & Lanier, 1973, p. 4).

Zahorik (1986) supported the notion that there are some teaching skills that all teachers should possess.

> All teachers . . . ought to be able to give lucid
> explanations . . . be able to structure knowledge in
> a way that promotes understanding . . be able to manage
> groups of learners. But beyond a few obvious skills
> such as these, identifying universal teaching skills
> is difficult because teaching skills emerge from one's
> conception of good teaching (p. 21).

As Zahorik (1986, p. 23) further stated,

> if we accept that teaching skills are not independent
> of conceptions of good teaching and that there are
> multiple sets of skills, a problem arises: what
> teaching skills ought teachers acquire?

Although there appeared to be no consensus on effective
teaching competencies, there was a constant and consistent
call to identify them. Howsam, (1976) stated that little
progress would be realized until teacher education developed
into the curriculum a body of recognized teaching skills.

Statement of the Problem

The problem of the study was that teacher educators do
not know what competencies Marketing Education teachers
need to acquire. During the 1980's, professionals in
Marketing Education developed and adopted a new mission
statement and premises to set future direction for the
field. The Marketing Education profession had other changes
which included a new name, Marketing Education, and a new
professional association, the Marketing Education
Association. The field of marketing has grown and is
continuing to grow, therefore, there is an increase in the
need for marketing workers. As the workplace changes the
competencies have changed.

Purpose of the Study

The purpose of this study was to identify and gain consensus on the teacher competencies that should be demonstrated by secondary Marketing Education teacher-coordinators. Using a Delphi recognized experts in Marketing Education from across the nation suggested competencies which are needed in order to be successful as a secondary Marketing Education teacher-coordinator. Those same experts then formed a consensus of opinion on the relative value of all suggested criteria.

Research Questions

The following questions were addressed:

1. What are the competencies needed by secondary Marketing Education teacher-coordinators?

2. What value does each of the competencies have?

Definitions of Terms

For the purpose of this study, the following definitions will be used:

Competency Based Education - An approach to education which focuses on a collection of required competencies and other related criteria. The student's progress or achievement is determined by his or her ability to perform those competencies in applied settings according to a preconceived level (Heath-Camp & Camp 1992).

Competency Based Curriculum - Educational materials designed and developed around a collection of required competencies and other related criteria (Heath-Camp & Camp 1992).

Curriculum - The sum of the learning activities and experiences that a student has under the auspices or direction of the school (Finch & Crunkilton, 1989).

Coordination - The relationship of all those activities outside the classroom that are performed by the teacher-coordinator in organizing, administering, operating, and improving the cooperative plan (Mason, Furtado, & Husted 1989).

DECA - The national Vocational Organization for secondary and post-secondary students who are enrolled in Marketing Education programs (Mason, Furtado, & Husted, 1989).

Marketing Education - The process of understanding and using various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user (Mason, Furtado, & Husted, 1989).

Marketing Education Resource Center (formerly IDECC) - A national center of resource materials and research activities located at The Ohio State University, which

provides competency-based training materials, seminars, and promotional aids (Mason, Furtado, & Husted, 1989).

Professional Skills - Those skills which Marketing Education teachers should possess as related to operating a Marketing Education program, other than the technical skills which are unique to the marketing discipline (Mason, Furtado, & Husted, 1989).

Teacher-Coordinator - A teacher, counselor, administrator, and public relations person (Mason, Furtado, Husted, 1989).

Technical Skills - The necessity to train individuals to perform efficiently the technical tasks assigned to them (Borrowman, 1956). The technical tasks assigned to the Marketing Education teacher, is marketing.

Organization of the Study

Chapter I provided an introduction and rationale for the study. Included in it was a statement of the problem, purpose of the study, research questions and limitations, assumptions, and definitions of terms used in the study.

Chapter II provided a review of the literature related to competencies for teachers. It included a review of the history of teacher competency development, examined criteria for competencies, theories on identifying teaching competencies, teacher effectiveness, competencies previously identified in Marketing Education and an examination of the

Delphi Technique. It also noted the need for more research in Marketing Education competency development.

Chapter III examined the procedures used in the study. It defined the population and explained the procedure used in compiling a panel of subject matter experts. It explained how the information was analyzed. The findings of the study were presented in Chapter IV. Conclusions, implications, recommendations and a summary of the study were given in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews the literature in the following
areas: (1) History of Teacher Competencies, (2) Criteria
for Competencies, (3) Identifying Teaching Competencies,
(4) Teacher Effectiveness, and (5) Competencies Identified
in Marketing Education, (6) Delphi Technique, (7) Summary.

History of Teacher Competencies

The concept of competency arose in discussions of
teacher education in conjunction with the rise of
performance-based teacher education. This all arose out of
discussions of accountability in education which in itself
was an offshoot of behavioral objectives (Gage & Winne,
1975).

In 1968, the U.S. Office of Education, through the
Bureau of Research, funded nine Comprehensive Models for
Preparing Elementary Teachers (Burdin & Lanzillotti, 1969).
The change strategy was to provide teacher-preparation
institutions with models of preparation and materials for
their implementation, thus increasing the effectiveness of
such programs. Eight models were subsequently funded for
feasibility studies in 1969 (seven of the original nine,

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subsequently funded for feasibility studies in 1969 (seven of the original nine, plus one additional model). Small amounts were allocated to the models over the next decade, but federal initiative was never completed because of lack of funds; priorities changed and the emphasis was more on creating new programs than refining old ones. The Comprehensive Teacher Education Models projects evolved into the Competency-Based Teacher Education movement (CBTE) in the early 1970's. The competency or performance based teacher education movement emphasized mastery by the learner of specific observable teaching behaviors or competencies. "The (teacher education) student must either be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it" (Elam, 1971, p. 2). "Competency-based programs demand explicitness of objectives and of assessment criteria" (Houston & Howsam, 1972, p. 7).

In vocational education teacher education, Calvin J. Cotrell, in 1971 directed a vocational teacher competency research study upon which the performance-based teacher education (PBTE) modules are based. The competenciesupon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction.

The early versions of the performance-based teacher
education (PBTE) learning packages were developed by the
National Center for Research in Vocational Education in
cooperation with the vocational teacher education
faculties at Oregon State University and the University
of Missouri-Columbia. Following introductory testing,
major revision of the materials were performed by the
National Center for Research in Vocational Education
staff, along with the assistance of numerous consultants
and visiting scholars from throughout the country.
Advanced testing of the materials were carried out with
assistance of the vocational teacher educators and
students from various universities throughout the
country. The first published edition of the materials
found widespread use nationwide and in many other
countries of the world.

The remnants of CBTE, however, can be found in the
technologies perfected during the CBTE era, including
micro-teaching, classroom observation analyses, and
extended field experiences with video or audiotaping for
later feedback (Freiberg, 1987). The use of objectives
in lesson plans, exit tests for prospective teachers, and
performance-based standards for new and veteran teachers
using observable criteria (thorough classroom
observations) also have its roots in competency-based
teacher education. In the late 1980's school districts

in Arizona and Utah were using outcome-based education programs to allow students who had received less than a B on tests or assignments to have additional time and tutoring without being penalized with a lower grade (Mitgand, 1988).

"Competency" is used in discussions of education which arise out of the behaviorist ideology. The behaviorist ideology, considers a person is what his environment has shaped him to be. A person brings nothing to the learning situation except a capacity for being changed (Langer, 1969). This view of humankind as a blank tablet was introduced by Locke. Experience, and only experience, makes marks on this tablet and determine what a person will be.

Given its appeal, this type of language can now be found in other areas of education. The word "competency" has moved beyond distinguishing certain attributes, and now acts as a password which reveals values and commitments (Pearson, 1980).

The emphasis on accountability and evaluation of teachers and instruction lead to determining the characteristics and competencies possessed by successful teachers. One such study conducted more than twenty years ago by Walsh (1960) was directed toward determining the competencies most important to the success of trade and industrial teachers across the nation. The findings

of Walsh's study, including the suggestions and opinions of 862 T & I teachers, teacher educators and supervisors, were published by the USOE and widely distributed.

The competencies Walsh (1960) found to be most important to teaching success were listed by him and discussed under two major groupings: those derived from teacher education courses and those acquired through direct experience. In these two categories, Walsh identified nine areas of competency which were deemed to be needed by trade and industrial teachers. They were: (1) Trade Analysis, (2) Course Analysis and Construction, (3) Methods of Teaching Industrial Subjects, (4) Preparation and Use of Instructional Materials, (5) Principles and Philosophy of Vocational Education, (6) Tests and Measurements, (7) Preservice Teacher Training, (8) Journeyman Work Experience, (9) Practice Teaching.

Numerous studies of performance or competency based teacher education were conducted throughout the 1970's. Cotrell, Chase, Molnar (1972) identified 384 professional teacher competencies and launched a decade of research and development on CTE. Weber et al. (1988) point out that although competency-based instruction is quite prevalent, the available data provide few insights into the quality of the approaches or the extensiveness with which they have been implemented (p. xxi).

Criteria for Competency

Teaching is also becoming more complex and diverse than in the past. Teachers likely will continue to have more involvement with their students and the community, will be evaluated more frequently, and will have major responsibility for program reorientation (National Commission on Excellence in Education, 1983; National Commission for Excellence in Teacher Education, 1985; National Governors' Association, 1986).

In order to gain insight into the logic of the concept of competency, it may be examined from a simple, non-educational judgment. For example, if it were said a person was a competent car driver, the next step would then examine what type of information has been alleged about the person when this judgment is made? The minimum that could be said is that the person is not unaware of how to drive a car.

If one said a person drives a car competently, this implies that the person knows how to drive a car. "Competency, then, implies knowledge" (Pearson, 1980, p. 145). Knowledge is necessary for competency, but is knowledge alone sufficient? If we were to say that a person knows how to drive a car, we would not assume that they were a competent driver. Therefore, competency is more than just knowing how to do something. While at the other extreme, to say a person is competent does not mean

that the person is superior at that particular task.

Competency implies more than just knowledge, but does not imply outstanding knowledge on the part of a particular person. The question is, "how one tells which levels of performance fall above the competency mark from those which fall below" (Pearson, 1980, p. 146). The question becomes a request for the criteria competency.

Competency does not describe a level of performance somewhere between just knowing and knowing very well how to do something, it indicates the level at which a person's performance becomes commendable. The judgment of competency then would be a value judgment. Therefore, the criteria that is used to select competent performances will have to include value premises.

The next step in a competency judgment is to identify the characteristics by which one tells whether or not a person meets the stated standard. It must be decided what is required. In identifying a person as a competent teacher means that three judgments must be made. The first judgment of what standard a teacher ought to meet in order to teach satisfactorily, rather than just minimally. Second is the judgment of what skills are required in general for a person to perform at this level, and third is the judgment that the person in question has these requisite skills.

The first judgment of what standard a teacher ought to meet in order to teach satisfactorily is a value question. This question is examining the principles, criteria, standards, etc., that are to guide one's actions. The questions, "What standard ought a teacher meet in order to work satisfactorily?" and "What standards are teachers obliged to meet in order to work satisfactorily?" are similar in form but are very different. Due to the similarity of these two questions they could be easily confused. The first question, the "ought to" question, is a value question. In this question one is asking for the principles, criteria, standards, etc., that are to guide one's actions. While the second question, the "obliged to" question, is a factual question. It is asking for those standards that teachers are expected to live up to regardless of whether those standards are indeed worthwhile (Pearson, 1980).

The answers to these questions are very different. For the "ought to" question the response will be the statement of a value position. While for the "obliged to" question the response will be a description of what people are to do. Because the "ought to" is very different from the "obliged to" question, an account of what teachers do in fact do, or what they are obliged to do, is irrelevant to the answer of what standard ought a teacher meet in order to work satisfactorily. At this

point in judging what competencies a teacher must have, the question of value arises. The examination of value involves an understanding of what a good teacher should be doing. "The competency judgement assumes this sort of premise, and until the value premise is made the competency claim cannot get off the ground" (Pearson, 1980, p. 149).

The remaining two issues in the competency judgement, the judgments of what skills are required for a person to meet the standard and the judgements whether a particular person has those skills, are both factual questions.

Because we are searching for those skills which are required or necessary, the focus must be on those skills which if they were lacking would prevent the teacher from reaching the goal.

After one has judged what the general goals of teaching should be and what skills are required to meet those goals, one must ask whether a particular person has those skills. If the person has those skills, they will be judged as a competent teacher (Pearson, 1980).

Identifying Teacher Competencies

Cooper, Jones and Weber (1973) note three kinds of teacher competencies: (1) Knowledge competencies "What is it a teacher should know in order to be effective in

teaching?" (2) Performance competencies "What is it the teacher should be able to do in order to be effective?" (3) Consequence competencies "What influence should the teacher have on the pupil behavior?"

Keller, Laut, and Rausenbaugh (1992) attempted to validate critical teaching skills through an extensive review of the research related to teaching skills. They identified, analyzed and evaluated 132 different skills through various research sources to arrive at a model with 22 critical teaching skills stratified into three areas: (1) Preactive Skills which included: diagnosing skill levels, developing objectives, prescribing materials, time management, and planned repetition, (2) Interactive Skills which included: set induction, variety of instruction, use of advanced organizers, smoothness of transition, enthusiasm, using examples, cuing (verbal and non-verbal), higher order questions, divergent questions, probing questions, and (3) Reflection Skills which included: the teacher examining his/her situation, behavior, practices . . . asking the question, 'What am I doing and why (Keller, 1992)?

Teacher Effectiveness

Research on teacher effectiveness over the past half century has provided some guidance for teacher training, but has yet to identify the domain characteristics which

comprise effective teaching. Barr (1950) provided an initial framework for the study of teacher effectiveness. Through a review of prior studies, he identified four categories of behavior for examination in studies of teacher effectiveness -- the teacher as a (1) director of learning, (2) counselor and friend of people, (3) member of the profession and (4) member of the community. A decade later, Ryans (1960) conducted a major study for the American council on Education focusing on the characteristics of teacher effectiveness. His nation wide study identified ten characteristics or pairs of behaviors for use in future research on teacher effectiveness. Sullivan (1962) summarized these characteristics as follows:

1. Friendly vs. aloof to pupils.
2. Orderly, well prepared, systematic vs. disorderly and poorly prepared.
3. Imaginative vs. routine.
4. Favorably vs. unfavorably included toward pupils.
5. Favorably vs. unfavorably inclined toward democratic classroom procedures.
6. Favorably vs. unfavorably included toward colleagues.
7. Learning-centered vs. child-centered in viewpoint.
8. Superior vs. poor in verbal ability.
9. Stable vs. unstable emotionally.
10. Not likely to select only socially acceptable responses vs. likely to do so.

While the work of Barr (1950) was significant as initial large scale attempts to identify the characteristics of effective teaching, they did not identify those characteristics which distinguished more effective from

less effective teachers.

The early research on teacher effectiveness has moved toward a more process-product approach. While many early studies of teacher effectiveness employed the critical incident technique where subjects were asked to identify the characteristics they associated with more and less effective teaching, process product studies have attempted to identify those teacher behaviors which correlate highly with improved student achievement. Through their review of the prior research on teacher effectiveness, Rosenshine and Furst (1973) identified nine teacher behaviors as having promise in subsequent process-product studies. Among these teacher behaviors were clarity, variability, enthusiasm, task orientation, use of criticism, and teacher indirectedness.

Such behaviors have received considerable attention in subsequent process-product studies, especially the behavior of teacher directedness. Also, many of these teacher behaviors have been incorporated into the Florida (Wilson, 1980) and Georgia (Capie, 1980) lists of teaching competencies. More recent reviews of the literature have indicated that some of these behaviors may be more important than others, depending on factors such as the subject and grade level being taught.

Regarding the subject area specificity of teacher behavior, Smith (1970) found significant differences in

the nature and type of pupil-teacher interactions for high school English, mathematics, social studies, and science teachers. A subsequent study by Brophy and Evertson (1976) at the junior high school level provided striking evidence that effective English and mathematics teachers clearly employed different instructional strategies. The findings of these and other studies led Peterson and Walbert (1979) to conclude that a content specific definition of teaching is required for a better understanding of teacher effectiveness.

There is a lack of information in Marketing Education regarding teacher success. There exists little knowledge of the characteristics and experiences of marketing teachings in general. Two studies (Daggett, 1974; Isenburg, 1977) have examined characteristics related to the background or education of marketing teachers. Olson (1967) and Little (1972) studied the job satisfaction and personality characteristics of marketing teachers, while Plessman (1985) actually grouped secondary marketing teachers by their personality profiles in order to investigate variations in satisfaction among personality groupings.

Foust (1979) correlated measures of teacher effectiveness with competency-based examination scores and selected teacher characteristics including total months of occupational experience in marketing, years of

teaching experience in Marketing Education, and amount
of education. No significant relationships were found.
Earlier, a study was conducted by Turner (1974) to
determine whether predictive relationships existed
between particular teacher characteristics and teacher
effectiveness. The most effective teachers were found
to be more active and robust.

A study conducted by Ruff (1991) examined the
profile of the successful secondary marketing teacher.
The findings included:

* The successful marketing teacher is
  interested in doing a good, thorough
  job of teaching students and performing
  other facets of the job, he or she is
  professionally committed and involved.
* The successful secondary marketing
  teacher is very caring, student-centered
  teacher. He or she wants to provide
  students with meaningful learning
  experiences.
* The successful marketing teacher is most
  effective when allowed the freedom to
  work with minimum supervision.
* The successful marketing teacher performs
  teaching and other program duties in a
  somewhat structured, methodical manner.
* The successful marketing teacher realizes
  the success of the Marketing Education
  program is dependent on his or her ability
  to maintain good interpersonal relationships
  and gain involvement and support of others.
* The successful marketing teacher is not
  necessarily successful academically during
  college, typically seeing him or herself
  as performing at an average or even below-
  average level.

Although a multitude of research has been conducted
with the purpose of defining "good teaching" or
describing the effective teacher, no consensus has been

reached as to the answer to the question: "What makes a good teacher?" Today, perhaps more than ever, additional information regarding successful teacher performance is needed.

Competencies Identified in Marketing Education

A basis for curriculum in Marketing Education has been the identification of competencies for the occupations which make up marketing work. Previous studies to identify competencies have used methods including mailed surveys, personal interviews of workers and supervisors, and direct observation of workers. Ertel (1966) identified the competencies important to successful employment in three categories of retail businesses, in 1967 Crawford developed a list of 983 competencies for marketing work in seven categories. The competency identification studies which have followed can be organized into: (1) comprehensive studies of marketing work, (2) studies of one occupational cluster of marketing work, (3) studies of one occupation within an occupational cluster, and (4) studies of one competency area (as defined by Crawford).

In 1978 Harris completed a comprehensive study aimed at developing competency lists for marketing work as the basis for preparing curriculum guides for marketing. Harris focused on essential competencies for the most

common entry-level jobs and the most common ladders and promotion criteria in each occupational cluster of marketing work.

At approximately the same time two cooperative efforts among states were also active in assisting to develop and reform the Marketing Education curriculum using a competency-based approach and avoiding unnecessary duplication of efforts. The Interstate Distributive Education Curriculum Consortium (IDECC), which is now known as the Marketing Education Resource Center (based at Ohio State University), formed from the states that developed, field tested, and disseminated the learning activity packages based on Crawford's work (Harris, 1978), in 1979 began efforts to update and extend its competency-based curriculum. Williams, Berns, and Heath-Sipos (1979) as a part of this effort developed a standard procedure for developing competency lists (task inventories) for the curriculum work of the consortium.

Another consortium to develop competency-based curriculum in Marketing Education, as well as other vocational areas, was initiated at about the same time under the name of Vocational-Technical Education Consortium of States (1978). Seventeen states made up the initial consortium to strengthen competency-based curricula and avoid duplication of efforts among the

states. The studies published by the consortium include performance objectives and criterion-referenced measures to aid in evaluation of teaching and learning.

Berns, Borrow, and Wallace (1980) in their review and synthesis of marketing curricular research describe several competency studies that focus on only one occupational area of marketing work. Among those cited, where persons employed in the occupations were used as a primary source of data, are studies of the hotel, tourism, foods, and fashion industries. A third group of important competency studies cited by Berns, Borrow, and Wallace (1980) address particular occupations within occupational areas. Here they cited work on middle managers in retail stores for hotel-motel room clerks and cashiers in the hotel industry. The last category of competencies studies identified by Berns, Borrow, and Wallace (1980) related to studies of specific competency areas as originally described by Crawford (1976).

At the end of the 1970's, Berns, Borrow, and Wallace concluded in their review of curricular research in Marketing Education that competency-based instruction has become an accepted element in Marketing and Distributive Education.

Delphi Technique

The Delphi Technique was developed as a result of an
Air Force sponsored Rand Corporation study which began in
the early 1950's (Dalkey & Helmer, 1963). The Delphi
resulted from the need for defense planners to determine
"from the point of view of a Soviet strategic planner, of
an optimal U.S. industrial target system and to estimate
the number of A-bombs required to reduce the munitions
output by a prescribed amount" (Linstone & Turoff, 1975).

The original justifications for the first Delphi
study are still valid for many Delphi applications today.
When accurate information is not available, or too
expensive to obtain, expert consensus yields useful data
for decision making. "Delphi may be characterized as a
method for structuring a group communication process so
that the process is effective in allowing a group of
individuals, as a whole, to deal with a complex problem"
(Linstone & Turoff, 1975). Specific aspects of the
Delphi are the use of experts, obtaining consensus of
opinion, the use of multiple rounds of intensive
questionnaires to gain convergence of opinion, and
providing controlled opinion feedback to panelists
(Dalkley & Helmer, 1963).

As mentioned earlier, the Delphi was originally
developed as a tool for scientific and technological
forecasting. "Its more promising educational application

appears to be as: (1) a method for studying the process

of thinking about the future; (2) a pedagogical or

teaching tool that forces people to think about the

future in a more complex way than they would ordinarily;

and (3) a planning tool that could aid in probing

priorities held by members and constituencies of an

organization" (Weaver, 1972).

A number of basic assumptions behind the use of the

Delphi Technique as a forecasting technology have been

developed. These assumptions are:

> The spread of opinions narrows from the first
> to the second questionnaire and the median
> shifts toward the true answer; Delphi inter-
> actions produce more accurate estimates than
> face-to-face confrontations; the error of the
> group is a function of the standard deviation;
> feedback (for extreme opinions) does not improve
> group accuracy; and reliable ranking may be
> generated through the Delphi. Emphasis is
> placed upon relative importance rather than
> particular value of the scale of importance
> (Ezell and Rogers, 1977, p. 48).

Although Dalkey (1969) contended that the Delphi

Technique cannot be statistically validated, Delbecq,

et al. (1975) and others argue its value has been shown

by its use in hundreds of studies for the purpose of

generating and reaching a consensus on qualified

opinions. The Delphi Technique was selected for this

research study because of its numerous characteristics

that meet the needs of the study and the characteristics

of the panel. The study sought expert opinion. The

panel of "experts" were from a large geographical area.

The technique provided a number of iterations which
produce more accurate estimates than single
questionnaires or face-to-face confrontations.

A study conducted by Pfeiffer (1968) compared Delphi
and direction confrontation groups. The study found that
Delphi was more accurate than a direct confrontation.
Adelson (1968) reported that Delphi, either modified or
used in combination with other tools, is a very potent
device for teaching people to think about the future.
Experimental results were cited by Judd (1970, p. 32)
indicated that "Delphi is at least a 'good' predictor
with predictions relatively close to actuality."

Dalkey (1969) termed the Delphi Technique as one
type of "opinion technology" in his description of a set
of experiments the Rand Corporation conducted to evaluate
the instrument. The experiments were conducted with
upper division undergraduates and graduate students at
the University of California at Los Angeles. Ten
experiments, involving 14 groups with 11 to 30 members
each. The experiments were conducted in the spring of
1968. The results indicated that:

> more often than not, face-to-face discussion
> tended to make the group estimates less accurate,
> whereas, more often than not, the anonymous
> controlled feedback procedures made the group
> estimates more accurate. The experiments thus
> put the application of the Delphi techniques in
> areas of partial information on much firmer ground
> (Dalkey, 1969, p. vi).

Dalkey (1969) explained that policy formulation and decision-making require two different kinds of input: factual judgement and value judgment. The experimental work on Delphi procedures dealt exclusively with factual judgments. This project to identify competencies for secondary Marketing Education teacher-coordinators used information gathered from value judgments. The Delphi is also applicable for use with value judgment information as well. According to Dalkey

> A fairly popular form of value judgment is the formulation of the major objectives of an organization and the weighting of these objectives on some scale . . . but the question of the validity of the procedures is much more obscure when value judgments are involved (1969, p. vi).

The Delphi has not been validated for use with information from value judgments, the kind of information used in this study.

The Delphi Technique may be used to generate information as in such systemized brainstorming techniques as the Nominal Group Process, according to Delbecg, Van de Ven and Gustafson (1975). The Delphi is, according to Berty (1972), a professionally sound approach designed in order to provide useful information not only to educate decision-makers but also facilitate a consensus.

According to Dalkey (1969) the Delphi has three primary features. The first feature is anonymity. This

feature is a method of reducing the influence of dominant individuals. The second feature is controlled feedback. Dalkey (1969) explained that conducting the exercise through a series of rounds, between which a summary of the results of the previous round are communicated to the participants, is a feature which reduces irrelevant comments. The third feature is statistical group process. This feature refers to the concept that the group of participants are defined as a single body, even though a final consensus may indicate a wide spread of opinions among group members.

The Delphi Technique has several common elements. These include the solicitation of independent judgements on a topic, feedback on the responses, opportunity to revise or substantiate opinions, and anonymity between panel members (Dalkey, 1972; Delbecq, 1986; Linstone & Turoff, 1975; Macmillan, 1971). In a classic Delphi, an open-ended question is presented to panelists with instructions for panelists to provide their opinions. Responses are then synthesized, and a second questionnaire is developed which presents the original responses and asks panelists to rate or prioritize responses. Panelists may also give feedback to support or oppose responses. Again, responses are synthesized and a new questionnaire developed to be distributed to panelists. This process is repeated until consensus is

reached (Bruno, 1976; Dalkey, 1967; Delbecq, 1986; Linstone & Turoff, 1975).

Consensus is generally achieved in three to four rounds of questionnaires (Delbecq, 1986; Sweigert & Schabacker, 1974; Uhl, 1975). Studies concerning the optimal number of rounds include Cyphert and Gant (1971), which found that nearly all respondents had developed their opinion by the third round of the Delphi, and Brooks (1979), who indicated that consensus was achieved in three rounds with little or no change evidenced by a fourth round of questionnaires.

The achievement of consensus represents the collective judgement of the panel, as perceived by its members on an issue.

The selection of a method to develop questions for the first round of the Delphi Technique sent the researcher to look at several techniques to eliminate as much bias as possible. The use of the Nominal Group Technique was reported by Martin (1986) as a tool which gathered data without rejecting any ideas from the group. In the 1970's this process was used by vocational educators in the Ventura County Schools Office, California, and was called "brainstorming." Although the method was similar to the Delphi it did involve face to face meetings of respondents which could result in the group being dominated by stronger individuals. Cyphert

and Gant (1971) noted that in groups, often the individual with the most supposed authority or even the loudest voice would often influence the decision of the group on various issues.

Summary

The need to identify the competencies which are needed by secondary Marketing Education teacher-coordinators is evidenced based upon prior research. The Crawford (1967) study in an attempt to determine the learning experiences that should be included in a Distributive Education Teacher Education program constructed competencies for the job of the Distributive Education teacher-coordinator. Due to the changes which have taken place in the fields of marketing and Marketing Education it is necessary to identify those competencies which are needed today by the Marketing Education teacher-coordinator.

Previous research has indicated that effective teachers are dedicated, energetic, and industrious (Bode, 1972; Turner, 1974) and genuinely enjoy teaching (Kelly & Kelly, 1982). The successful teacher in Marketing Education strives to fulfill all the responsibilities of a teacher-coordinator: classroom instruction, coordination, student guidance, program administration and promotion, and the advising of DECA. Not only is the

successful marketing teacher interested in doing a good, thorough job of teaching students and performing other facets of the job, he or she is professionally committed and involved (Ruff, 1991).

A new model for marketing teacher education has not been widely circulated since Crawford's Competency Pattern Approach to Distributive Teacher Education (1971). A current model for planning and decision making in marketing teacher education would provide a needed context in which decisions could be made. It would also provide a visible means of identifying and providing direction for needed research (Turner, 1990).

The Delphi Technique which was used to conduct the study was borne out of its ability to be modified and yet perform with empirically stable results as to the main intent of the original design.

CHAPTER III

METHODOLOGY

The purpose of this study was to identify and gain
consensus on the teacher competencies that should be
demonstrated by secondary Marketing Education teacher-
coordinators. This chapter explains the method of data
collection and its analysis. It contains: (1) The Type
of Research Conducted, (2) Population, (3) The
Instrument Used to Collect Information, (4) Collection of
Information, and (5) Analysis of the Information,
(6) Summary.

Type of Research

This study consisted of the acquisition of information
using a Delphi Technique designed by Delbecq, Van de Ven and
Gustafson (1975). Delphi is a group process which utilizes
written responses as opposed to bringing individuals
together. This study obtained recommendations for secondary
Marketing Education teacher-coordinators competencies from
a panel of experts in the field of Marketing Education
across the nation. This study then polled the experts
asking them to make value judgments about the competencies

submitted. The study used three mailed questionnaires, a comprehensive literature review and telephone interviews.

In order to determine the competencies for secondary Marketing Education educators, a descriptive research study was designed. The Delphi Technique has been used successfully in developing consensus of the future direction of education (Alley, 1985; Finch, 1985; 1979; Helmer, 1977; McCampbell & Stewart, 1992; Morrison et al., 1984; Swigert & Schabacker, 1974; Weaver, 1988). Descriptive research is the collection of data for describing conditions as they exist by assessing information about or from whole populations of people (Sax, 1966). This study used a method of descriptive research at the ordinal level of statistical measurement to interpret group suggestions and opinions into a collection of descriptive information for decision making (Dalkey, 1972).

The Delphi Technique has several common elements. These include the solicitation of independent judgements on a topic, feedback on the responses, opportunity to revise or substantiate opinions, and anonymity between panel members (Dalkey, 1972; Delbecq, 1986; Linstone & Turoff, 1975; Macmillan, 1971). In a classic Delphi, an open-ended question is presented to panelists with instructions for panelists to provide their opinions. Responses are then synthesized, and a second questionnaire is developed which presents the original responses and asks panelists to rate

or prioritize responses. Panelists may also give feedback to support or oppose responses. Again, responses are synthesized and a new questionnaire developed to be distributed to panelists. This process is repeated until consensus is reached. (Bruno, 1976; Dalkey, 1967; Delbecq, 1986; Linstone & Turoff, 1975).

Consensus is generally achieved in three to four rounds of questionnaires (Delbecq, 1986; Sweigert & Schabacker, 1974; Uhl, 1975). Studies concerning the optimal number of rounds include Cyphert and Gant (1971), which found that nearly all respondents had developed their opinion by the third round of the Delphi, and Brooks (1979), who indicated that consensus was achieved in three rounds with little or no change evidenced by a fourth round of questionnaires. The achievement of consensus represents the collective judgement of the panel, as perceived by its members on an issue.

Population

Panel Selection

Respondents for this study were selected from the following categories: (1) Marketing Education teacher-educators, (2) Marketing Education state supervisors/DECA advisors, (3) local Marketing Education teacher-coordinators, (4) leaders from the national marketing associations, MEA (Marketing Education Association) and

DECA (Vocational Student Organization for Marketing Education). The selection of subjects also allowed for individuals nominated to suggest a potential panelist they felt would be a good candidate for the study by submitting their name on a postcard which was enclosed with the letter of invitation.

The panelists selected from the teacher-educator category were chosen based upon their expertise in teacher education by the researcher. Teacher educators who serve on the Marketing Education Association research committee were nominated. A total of 16 teacher educators were identified through the Marketing Education Association as experts in research dealing with teacher education (Appendix A).

The panelists selected from the state supervisors/DECA advisors were nominated by the President of the Marketing Education Association based upon their active participation in Marketing Education and their expertise. A total of 12 state supervisors/DECA advisors were nominated for the panel (Appendix B).

The panelists selected from the local Marketing Education teacher-coordinators category were nominated by the state supervisors of Marketing Education as being exemplary teachers in all facets of Marketing Education work. A total of 31 state supervisors (Appendix C) across the United States were contacted by telephone and asked to

recommend an exemplary Marketing Education teacher to participate in the study. Each state supervisor nominated a teacher (Appendix D). The intent was to have teachers from all across the United States participate in the study.

The panelists selected from the leaders in national associations, Marketing Education Association and National DECA, were identified by their leadership roles in these organizations. A total of 13 potential panelists were identified and nominated by the researcher (Appendix E).

A person is considered an expert on a topic by virtue of their training, experience or position is likely to have relatively thorough knowledge of the topic. For expert opinion on a topic we turn to the authority (Pearson 1980). A total of 72 potential panelists were recommended from the four categories (Table 1). The goal was to obtain a minimum of 20 panelists from the combined four categories to complete the three rounds. Delbecq, Van de Ven and Gustafson (1975) contend that few new ideas are generated within a homogeneous group once the size exceeds thirty well-chosen participants. However, the authors indicate that the panel size is variable and that a minimum number of 10 to 15 people is required to generate sufficient new ideas for group processing.

A letter explaining the study and the importance of their participation, along with a self-addressed stamped postcard was sent to each nominated panelist (Appendix F).

On the postcard the panelists were asked to mark "yes, I am willing to participate in the study - if so, please check the information on the label and make any corrections which might be needed", or "no, I am not able to participate in

TABLE 1

NOMINATED PANELISTS FOR DELPHI

Group	Number Nominated	Percentage
Teacher Educators	16	22%
State Supervisors	12	17%
Teacher Coordinators	31	43%
National Leaders	13	18%
TOTALS	72	100%

the study, however, I recommend:". From the 72 nominated panelists which received a postcard, a total of 67 returned the postcard. There were 53 who answered "yes"; 6 answered "no", but nominated someone else; and 8 answered "no".

A total of 53 experts from all of the four categories agreed to participate in each of the three mailed questionnaires, and to respond within the stated deadline by returning the self-addressed stamped postcard (Table 2).

TABLE 2

PANELISTS WHO AGREED TO PARTICIPATE

Group	Number	*Percentage
Teacher Educators	13	25%
State Supervisors	11	21%
Teacher Coordinators	21	15%
National Leaders	8	39%
TOTALS	53	100%

* Based upon the total who agreed - 53.

There were 33 experts who completed round 1 (Table 3), 29 experts who completed round 2 (Table 4), and 22 who completed round 3 (Table 5). When a panelist did not complete a round they were dropped from the Delphi panel. The 22 panelists who completed all three rounds fell within the range recommended by Delbecq, Van de Ven, Gustafson (1986).

The Instrument

Information for the study was acquired using an instrument designed by Dalkey and Helmer (1963) and revised by Delbecq, Van de Ven, and Gustafson (1975). Wenger and Helfer (1971) stated, "the primary objective of a Delphi inquiry is to obtain a consensus of opinion from a group of

TABLE 3

ROUND 1 DISTRIBUTION OF RETURNS

Group	Number	*Pert.	**Pert.
Teacher Educators	9	21%	69%
State Supervisors	5	15%	45%
Teacher Coordinators	14	43%	67%
National Leaders	5	15%	63%
TOTALS	33	100%	

* Based upon 33 who completed round one.
** Based upon the 53 who agreed to participate.

TABLE 4

ROUND 2 DISTRIBUTION OF RETURNS

Group	Number	*Percentage
Teacher Educators	10	35%
State Supervisors	4	13%
Teacher Coordinators	13	45%
National Leaders	2	7%
TOTALS	29	100%

*Based upon the 29 who completed round two.

TABLE 5

ROUND 3 DISTRIBUTION OF RETURNS

Group	Number	*Percentage
Teacher Educators	6	27%
State Supervisors	3	13%
Teacher Coordinators	12	55%
National Leaders	1	5%
TOTALS	22	100%

* Based upon the 22 who completed round three.

respondents." It is used primarily in applied research for the purpose of planning or forecasting, according to Brockhaus and Mickelson (1977). Additionally, it has been used to plan curriculum in higher education, according to Judd (1972).

Collection of Information

The first round of the Delphi is the data gathering round. The first round of the study through questionnaire one (Appendix G), asked panelists to respond to the two broad question: (1) "What are the professional skills which are necessary for the secondary marketing education teacher-coordinator to possess?" (2) "What are

the technical skills which are necessary for the secondary
Marketing Education teacher-coordination to possess?" The
study utilized a series of three instruments, each drawing
upon the responses to the previous instrument, as prescribed
by Delbecq, Van de Ven, Gustafson (1975).

Content validity, the judgement of whether the items
represent the intended domain with the intended audience,
was established by the researcher. Given the nature of the
Delphi Technique, additional types of validity, concurrent
validity, and construct validity which are concerned with
the relationship of the items with some relevant external
criterion and a psychological trait; are not a consideration
in the Delphi Technique which seeks judgements on future
events or activities (Ary, Jacobs, & Razavieh, 1990).
Essentially, the validity of the Delphi items evolved
through the consensus on agreement or disagreement with each
competency by the Delphi panel.

Similarly, neither ecological nor population validity
are pertinent to this study; no attempt was made nor is
it appropriate to generalize the results of the consensus
building to any situation or population. The objective of
the Delphi Technique is to gain consensus among
knowledgeable individuals on the current best forecast of
future events or activities; consensus is specific to the
situation presented in the Delphi items and the
knowledgeable individuals who become the Delphi panel.

Reliability, the "degree of consistency with which it (the instrument) measures whatever it is measuring" (Ary, Jacobs, & Razavieh, 1990, p. 268), is also a moot issue in a Delphi study of this nature. By design, the Delphi Technique strives to achieve stability in response to the Delphi items. Changing responses from one round of the process to the next is the means by which consensus is achieved, and is accepted as essential to the Delphi process (Delbecq, Van de Ven, & Gustafson, 1986; McCampbell & Stewart, 1992; Weaver, 1988); thus, coefficients of stability were also deemed inappropriate.

The subsequent rounds, which in this case consisted of two more questionnaires, add refinement and validity to the results by allowing the respondents to rate each item, add items or modify items independently. Burcalow's (1985) use of many rounds in the Delphi produced a thorough refinement of the concepts presented. The one drawback was the tremendous amount of time needed to complete the process.

The major task in developing the second questionnaire was taking all the competencies which were generated during the first questionnaire and abstracting to eliminate duplication. The concern during the abstracting process was to avoid changing the meaning of any original statement, yet to combine similar statements. The second questionnaire (Appendix H) was based on a Likert scale: respondents were asked to react to items by rating them using a Likert scale

from strongly agree to strongly disagree. The competencies which receive 60% disagreement will be dropped from further consideration. The third questionnaire (Appendix I) refined the competency statements based upon recommendations from the panelists. During the third round respondents were asked to rate competencies which were modified based upon the results of the second questionnaire using a Likert scale from strongly agree to strongly disagree and list comments.

Each questionnaire and accompanying cover letter was mailed to the expert panelists. Those panelists who indicated on the first questionnaire that they had access to a fax machine were sent the cover letter and questionnaire through facsimile (Appendix J). The use of facsimile allowed the panelists a few extra days to complete the questionnaire. Each panelist was asked to write responses to the questions and to return the questionnaire within the time frame given. Panelists who had not responded by stated deadline were contacted by letter at the end of the first round. Those who did not respond to questionnaires two and three were contacted by telephone to negotiate a date for the questionnaire to be returned. Responses were returned by priority mail, or by facsimile. Each panelist who was sent a questionnaire through facsimile was sent a stamped priority mail envelope for return. The identity of each panelist was held secret to prevent the domination of certain expert panelists, and

to promote an atmosphere of freedom among panelists so that
a wide range of responses to the open-ended questions were
generated, as prepared by Delbecq, Van de Ven, Gustafson
(1975).

Analysis of Information

The study asked panelists to generate competencies for
secondary Marketing Education teacher-coordinators. The
data was analyzed descriptively. Responses generated from
the first questionnaire were listed, eliminating the
competencies which were duplicates. The second
questionnaire asked panelists to review the competencies
which were gathered during round one and rate them using
a five-point Likert scale, those receiving. The method of
determining consensus had two levels of high points based
on the Likert scale (strongly agree, agree), two levels of
low points (disagree, strongly disagree), and a middle point
- no opinion. For the items, if 60 percent of the panelists
selected the high two points or the low two points,
consensus was considered either in favor of or not
in favor of the competency. For those competencies which
received a 60% agreement they will be retained for the
third round, while those receiving 60% disagreement will
be removed from the Delphi and no further consideration
will be given. In addition, respondents were encouraged
to add comments either on specific items or on larger
issues. The third questionnaire was a condensation of the

second questionnaire. It was designed to reach a final consensus of the competencies needed by the secondary Marketing Education teacher-coordinator. The third questionnaire had the respondents to again rank the competencies using a Likert scale and give comments. The 240 competency statements submitted to panelists during Round 3 were rated a second time by panelists in order to verify a final consensus. Consensus was considered achieved when at least 60 percent of the panelists reached agreement on a competency.

A Kendall coefficient of concordance (W) will be calculated to express the degree of association which existed among the experts as a whole on Questionnaire Three. The Kendall W is a type of correlational test useful in determining the extent of agreement among judges on a number of issues.

Summary

The identification of competencies needed by secondary Marketing Education teacher-coordinators was accomplished using the Delphi Technique. Four groups of experts in Marketing Education, 22 people from across the United States, participated in all three rounds of the Delphi. The Delphi used three questionnaires to acquire suggested competencies for secondary Marketing Education teacher-coordinators and then to vote on their importance. As it

was used in the study the Delphi produced value judgements from experts. Because the true value of a judgement, even a consensus judgement, cannot be validated statistically the study was limited in its statistical validation.

A Kendall coefficient of concordance (W) test was calculated to determine the extent of agreement by all the experts on the most important competencies.

The product of the Delphi Technique is only a consensus of opinions. It is beyond the scope of this type of research to establish truth from the information contained. Because the source of the information is from a group of experts from across the nation, the consensus opinions have value and fulfill the purpose of this study in compiling a list of competencies from the secondary marketing educator (Delbecq, Van de Van, & Gustafson 1986). As it was used in the study the Delphi produced value judgements from the experts. Because the true value of a judgment, even a consensus judgment, cannot be validated statistically, the study was limited in its statistical validation.

CHAPTER IV

PRESENTATION OF FINDINGS

The purpose of this study was to develop the competencies needed by the secondary marketing educator. Marketing Education experts generated a list of competencies which the Marketing Education secondary teacher-coordinator should possess.

This chapter presents the findings of the research. The first section identifies the competencies suggested by the Marketing Education experts, and describes how experts' suggestions were condensed into the final listing of competencies (Table 6). The second section describes the differentiation of ratings by the four groups of Marketing Education experts; Teacher Educators, State Supervisors, Teacher-Coordinators, National Leaders.

Responses

Research Question Number One

What are the competencies needed by the secondary Marketing Education teacher-coordinator? To answer this question a survey instrument was sent to 53 Delphi subject matter experts in March, 1994. It asked the

50

TABLE 6

COMPETENCIES FOR THE SECONDARY MARKETING EDUCATOR

Final Listing Based Upon Results of Delphi

PROFESSIONAL SKILLS

MARKETING EDUCATION PROGRAM PLANNING, DEVELOPMENT, AND MANAGEMENT

1) Meet with post secondary institutions to work on articulation agreements and to evaluate curriculums.

2) Organize and implement specialized marketing education courses.

3) Organize and maintain an advisory committee.

4) Develop and implement marketing education program goals and objectives.

5) Familiarize yourself with publications in marketing and vocational education.

6) Develop tech-prep programs which reflect a sound knowledge of the relationship between academics and marketing.

7) Develop the ability to be self-directed in program management activities.

8) Obtain occupational analysis.

9) Select students for marketing education program.

10) Develop program rules and regulations.

11) Understand the impact trends have on the program.

12) Understand the contribution research makes to the field of cooperative vocational education.

TABLE 6 (Continued)

Final Listing Based Upon Results of Delphi

---

13) Determine the impact of external factors on cooperative vocational education program success.

14) Manage time efficiently.

15) Evaluate marketing education program components.

16) Understand the required forms and paper work.

17) Set priorities in an efficient manner.

18) Develop a vision of the program and begin working towards that vision.

19) Plan for school store management.

20) Maintain a program filing system.

21) Provide for student safety.

22) Conduct student follow-up.

23) Set and manage budgets.

24) Use computer for course management.

25) Determine courses to offer which benefit the business community.

26) Develop organizational skills.

27) Use community resources in program planning.

28) Use advisory committee in program planning and development.

TABLE 6 (Continued)

Final Listing Based Upon Results of Delphi

---

29) Plan and implement program improvement.

30) Synchronize out of class learning activities.

31) Communicate both in writing and orally.

32) Maintain and manage an attractive and adequate classroom/lab environment.

33) Conduct a community survey of business needs/trends.

INSTRUCTIONAL PLANNING AND EVALUATION

34) Establish standards for student behavior.

35) Attend seminars, workshops, and other activities to enhance professional competence.

36) Complete routine responsibilities within the school setting.

37) Adapt to the role of learning manager vs. lecturer.

38) Develop the ability to be flexible with lesson planning.

39) Recognize sources of assistance for instructional improvement.

40) Select instructional materials.

41) Prepare teacher-made instructional materials.

42) Describe the various types of experiential education.

43) Manage the learning environment.

44) Integrate academics into curriculum.

TABLE 6 (Continued)

Final Listing Based Upon Results of Delphi

---

45) Plan for serving special needs students.

46) Set and implement instructional goals.

47) Develop marketing based curriculum supported by the National Curriculum Framework.

48) Develop logically sequenced course of study and long range plan.

49) Develop list of potential guest speakers.

50) Identify computer applications.

51) Adapt program according to results of evaluations.

52) Develop and implement assessment and evaluation instruments.

53) Develop multiple versions of tests.

54) Adapt performance-driven grades.

55) Develop varied, criterion-referenced assessment techniques.

56) Develop a procedure for keeping track of student grades.

TEACHING STRATEGIES AND METHODS

57) Plan interesting lessons with multiple delivery methods, based on current concepts and practices in marketing.

58) Applying learning styles theory to instructing.

59) Use current technology to support curriculum.

TABLE 6 (Continued)

Final Listing Based Upon Results of Delphi

---

60) Identify student assignments which correlate in-school instruction with on-the-job training.

61) Apply classroom management strategies.

62) Analyze, synthesize, and evaluate various instructional methods in terms of student, teacher, environment, and content.

63) Develop and utilize innovative and creative teaching methods.

64) Demonstrate effective presentation skills.

65) Demonstrate effective speaking skills.

66) Demonstrate effective listening skills.

67) Apply appropriate questioning strategies.

68) Integrate and reinforce academic skills into lessons.

69) Use cooperative learning.

70) Use team-building.

71) Use peer tutoring.

72) Introduce new materials and concepts.

73) Evaluate effectiveness of teaching methods upon student learning.

74) Provide individualized instruction based on student need and occupational objective.

75) Direct student laboratory experiences.

TABLE 6 (Continued)

Final Listing Based Upon Results of Delphi

---

76) Use audio-visual equipment.

77) Use multi-media hardware and software.

78) Provide positive reinforcement and motivational incentives.

79) Provide remedial activities for students.

80) Facilitate classroom discussion.

81) Use a variety of learner centered methods.

82) Design out of class experiential assignments.

83) Incorporate commercially developed materials into instruction.

84) Create a positive classroom environment.

85) Develop teaching strategies for the cognitive domain.

86) Develop teaching strategies for the affective domain.

87) Develop teaching strategies for the psychomotor domain.

GUIDANCE

88) Analyze student aptitude and ability.

89) Assist student in assessing career objectives.

90) Provide guidance to students.

91) Maintain an open channel of communication with students.

TABLE 6 (Continued)

Final Listing Based Upon Results of Delphi

---

92) Develop a library of materials for marketing careers.

93) Conduct individual conferences throughout the year with students.

94) Assess student problems and direct to appropriate school/community agency.

95) Assist students in developing goals.

96) Develop a knowledge of career ladders.

97) Counsel students with job-related topics.

SCHOOL-COMMUNITY RELATIONS & PROGRAM MARKETER

98) Maintain good rapport with parents.

99) Maintain good rapport with administrators.

100) Maintain good rapport with business community.

101) Use resources of business community.

102) Integrate the marketing education program into the school.

103) Integrate the marketing education program into the community.

104) Network with education colleagues.

105) Join civic groups.

106) Serve as a liaison between the school and community.

107) Participate in school functions.

TABLE 6 (Continued)

Final Listing Based Upon Results of Delphi

---

108) Research business employment needs.

109) Foster collaboration between State/Federal initiatives.

110) Plan an employer-employee function.

111) Develop training programs to meet community needs.

112) Develop and execute a recruitment plan.

113) Construct and maintain an on-going marketing plan for the program.

114) Identify and analyze all internal and external publics affected by the program.

115) Prepare news articles/releases.

116) Arrange for radio and tv presentations.

117) Plan and conduct an open house.

118) Train students to become ambassadors for the program.

COORDINATING COOPERATIVE EDUCATION ACTIVITIES

119) Visit training sponsors frequently.

120) Evaluate potential training stations.

121) Discuss how to use training stations.

122) Recommend solutions for problem areas in cooperative vocational education.

123) Develop the ability to feel comfortable working with business leaders.

TABLE 6 (Continued)

Final Listing Based Upon Results of Delphi

---

124) Understand the importance of good coordination.

125) Understand labor laws.

126) Recognize the need for accountability in all facets of the program.

127) Investigate and react to scenarios specific to the marketing education coordinator.

128) Understand various types of vocational education co-op programs.

129) Develop work place learning experiences.

130) Use coordination time effectively.

131) Make home visits as needed.

132) Set up and use a training plan for individual students.

133) Place students with occupational objective in mind.

135) Prepare training agreement.

136) Maintain accurate records for coordination.

137) Develop a plan/system to monitor student attendance at training stations.

138) Coordinate the training and evaluation of marketing co-op students with classroom curriculum.

139) In coordination activities emphasis on student development first, then employer conveniences.

140) Work towards developing a positive image of coordination time.

TABLE 6 (Continued)

Final Listing Based Upon Results of Delphi

---

141) Provide safety instruction.

142) Monitor and evaluate student progress on-the-job training in a timely and consistent manner.

DECA

143) Advise a student-operated DECA chapter.

144) Develop an understanding of DECA and the benefits it can provide students.

145) Integrate DECA activities into the curriculum.

146) Establish leadership activities through DECA.

147) Assist members in planning a program of work.

148) Organize and coordinate student organization activities.

149) Organize and maintain an active DECA chapter.

150) Guide student participation at DECA conferences.

151) Complete paperwork for participation in DECA activities.

152) Assist with the operation of DECA competitive events.

153) Train and guide DECA officers.

154) Oversee development of a student organization budget.

155) Understand the various DECA competitive events.

TABLE 6 (Continued)

Final Listing Based Upon Results of Delphi

---

156) Plan fund raising activities with DECA members.

157) Promote DECA within the school to keep its visibility high within the general student population.

158) Motivate students to participate in DECA.

PROFESSIONAL ROLE

159) Update teaching and marketing skills through participating in professional development.

160) Participate in professional teams.

161) Develop a vision for the marketing education program.

162) Become a self starter.

163) Maintain local/state certification requirements.

164) Develop a sensitivity to diverse student populations.

165) Promote equity in all aspects of the program.

166) Promote the concept that business and industry is our customer not the student.

167) Attain leadership skills.

168) Serve as a role model for students.

169) Develop a personal philosophy on marketing education to guide decision-making.

170) Develop interpersonal skills.

TABLE 6 (Continued)

Final Listing Based Upon Results of Delphi

---

171) Understand work ethics and their role in the American work force.

172) Understand the role business and industry can play in educating our youth.

173) Articulate program philosophy and mission.

174) Understand the needs of various populations we serve.

175) Maintain a current knowledge base on issues, legislation and initiatives related to education.

176) Understand the Fair Labor Standards Act.

177) Understand sexual harassment issues.

178) Attend activities which contribute to knowledge base.

179) Accept responsibility for supervising student teachers.

180) Assume fair share of non-teaching assignments.

181) Keep up-to-date on the technology in marketing.

182) Serve the marketing profession.

183) Network with other secondary marketing education teachers.

184) Involvement in school/community to assist in facilitating change.

185) Support your professional associations.

TABLE 6 (Continued)

Final Listing Based Upon Results of Delphi

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186) Participate in faculty activities.

187) Ask for constructive criticism regarding the program.

188) Maintain good grooming habits and professional appearance.

CURRICULUM SPECIALIST ROLE

189) Use library resources.

190) Describe the relationship between lesson planning and curriculum.

191) Develop curriculum which is industry driven and validated.

192) Collaborate across curriculums and between levels.

193) Plan for integration of the curriculum into non-classroom components.

194) Differentiate between curriculum and instruction.

195) Describe curriculum functions, strategies and foundations.

196) Understand the role curriculum plays in vocational-technical education.

197) Understand the content areas in vocational-technical education.

198) Understand the nature of occupational research for curriculum development.

199) Use technology in curriculum development and delivery.

TABLE 6 (Continued)

Final Listing Based Upon Results of Delphi

TECHNICAL SKILLS

200) Conduct a marketing research project including appropriate math applications.

201) Apply math, science and language arts skills to lessons and evaluate them.

202) Identify the foundations and functions of marketing in relation to modern society.

203) Construct a strategic plan.

204) Interpret financial reports.

205) Interpret market information.

206) Understand the importance of international marketing.

207) Use a computer.

208) Use desk top publishing software.

209) Use multi-media technology.

210) Use word processing software.

211) Attain first hand experience working at a marketing business.

212) Operate a calculator.

213) Operate a cash register.

214) Create a display arrangement.

215) Implement security precautions.

TABLE 6 (Continued)

Final Listing Based Upon Results of Delphi

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216) Apply computer technology to market research.

217) Apply computer technology to inventory procedures.

218) Apply computer technology to general market analysis.

219) Utilize current electronic communication equipment.

220) Use graphic software packages.

221) Operate a modem.

222) Prepare POS for daily operations.

223) Develop resumes.

224) Complete job applications.

225) Develop interviewing skills.

226) Write a letter of application.

227) Write a follow-up letter.

228) Up-date business experience.

229) Develop training materials.

230) Explain difference between micro marketing and macro marketing.

231) Explain the product life cycle.

232) Describe the new-product development cycle.

233) Explain the importance of customer service.

TABLE 6 (Continued)

Final Listing Based Upon Results of Delphi

---

234) Plan an advertising campaign.

235) Design an advertisement.

236) Write copy for an advertisement.

237) Explain how primary objectives guide strategy planning for primary decisions.

238) Understand basic forecasting approaches.

239) Understand how marketing careers can be rewarding, pay well, and offer opportunities for growth.

240) List the many marketing careers there are to choose from.

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professional skills which are necessary for the secondary
marketing educator to possess?   (2)   What are the
technical skills which are necessary for the secondary
marketing educator to possess?

Thirty two of the 53 experts contributed
competencies during round one. Many of the competencies
generated by the experts were duplicates to or similar to
competencies suggested by other expert panelists. After
an analysis of the competencies submitted a total of 225
professional skills were identified and a total of 42
technical skills. The technical competencies were in
addition to the technical competencies identified in the
Marketing Education National Curriculum Framework.
Twenty-eight of the 32, 88% of the responding panelists
listed the Marketing Education National Curriculum
Framework (Table 7) during round one. Because
there was over 60% agreement on this item it was not
explored further. James Gleason, executive director of
the Marketing Education Resource Center, "this framework
is utilized by both MarkED and DECA, it is research-based
and repeatedly validated."

In questionnaire two panelists were asked to list
additional professional and technical competencies which
they felt were missing, no new competencies were

TABLE 7

MARKETING EDUCATION NATIONAL CURRICULUM FRAMEWORK

SUBMITTED DURING QUESTIONNAIRE 1 BY PANELISTS

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* Distribution - activities associated with the physical movement or transfer of ownership of product or service from producer to consumer.

* Financing - determining the need for and availability of financial resources to facilitate marketing activities.

* Marketing-Information Management - procedures and methods for continuous gathering, analyzing, and disseminating of information to facilitate marketing decisions.

* Pricing - determining an exchange price at which buyer and seller perceive optimum value for the good or service.

* Product/Service Planning - the process of developing the product or service mix in response to market opportunities.

* Promotion - communicating information about products, services, images, and/or ideas to influence purchase behavior.

* Purchasing - planning and procedures necessary to obtain goods and services for use in the business or for resale.

* Risk Management - managing marketing activities to optimize the relationships of potential loss to gain.

* Selling - responding to consumer needs and wants through planned, personalized communications in order to influence purchase decisions and ensure satisfaction.

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submitted. It explained that the technical competencies which were to be added are in addition to the Marketing Education National Curriculum Framework. During the second round panelists added comments and suggestions upon which the competencies were refined for the third round.

Table 8 lists the competencies which were refined from round two to round three. There were two competencies which received 60% disagreement and were dropped from further consideration (Table 9). There were 26 competencies which were found to be redundant, 4 competencies were combined with others, 4 competencies were moved to a different category (Table 10).

During the third round the same procedure was followed, panelists were asked to list professional and technical competencies which they felt were missing. No new competencies were submitted during the third round.

Research Question Number Two

What value does each of the competencies have? To answer this question, the first questionnaires pooled competencies from the marketing experts. These competencies were used to design the second questionnaire. The second questionnaire results were analyzed to produce the third questionnaire which served

TABLE 8

COMPETENCIES WHICH WERE REFINED FROM ROUND
TWO TO ROUND THREE

Round 2	Round 3
Become familiar with major publications in marketing and vocational education.	Familiarize yourself with publications in marketing and vocational education.
Be self-direct in program management activities.	Develop the ability to be self-directed in program management activities.
Demonstrate an understanding of the impact of trends on the program.	Understand the impact trends have on the program.
Understand the contribution of research in cooperative vocational education to program design, implementation, and evaluation.	Understand the impact of external factors on cooperative vocational education program success.
Recognize the impact of external factors on cooperative vocational education program success.	Determine the impact of external factors on cooperative vocational education program success.
Develop time management skills. efficiently.	Manage time
Develop an understanding of the required paperwork and legal forms, and complete paperwork.	Understand the required forms and paperwork.
Develop an ability to set priorities in an effective manner.	Set priorities in an efficient manner.
Be organized.	Develop organizational skills.

TABLE 8 (Continued)

Round 2	Round 3
Draw on community resources resources for program planning.	Use community in program planning.
Utilize advisory committee in program planning and development.	Use advisory committee in program planning and development.
Be an active leader in your faculty.	Participate in faculty activities.
Ask for constructive criticism of himself/ herself and the program y those in a position to judge.	Ask for constructive criticism regarding the program.
Plan for integration of curriculum into non-classroom components (DECA, coop, school store) of the Marketing Education program.	Plan for integration of the curriculum into non-classroom components.
Describe several types of curriculum theories and their relation to current occupational education curriculum development.	Describe curriculum functions, strategies and foundations.
Explain the role of curriculum in vocational technical education.	Understand the role curriculum plays in vocational technical education.
Describe the content areas in vocational technical education.	Understand the content areas in vocational technical education.
Explain the nature of occupational research for curriculum development.	Understand the nature of occupational research for curriculum development.

TABLE 8 (Continued)

Round 2	Round 3
Describe the use of instructional technology curriculum development.	Understand the nature of occupational research for curriculum development.
Describe the use of instructional technology in curriculum development and delivery.	Use technology in curriculum development and delivery.
Apply math, science & language arts skills to every lesson and evaluate them.	Conduct a market research project including appropriate math applications.
Know the foundations of marketing and the functions of marketing and develop good examples related to modern society.	Identify the foundations and functions of marketing in relation to modern society.
Develop the ability to communicate: written and oral skills.	Communicate both in writing and orally.
Conduct a yearly community survey of business needs/ trends.	Conduct a community survey of business needs/trends.
Establish standards for student behavior in the program.	Establish standards for students.
Attend to routine responsibilities within the school setting.	Complete routine responsibilities within the school setting.
Develop the role of learning manager vs. lecturer.	Adapt to the role of learning manager vs. lecturer.

TABLE 8 (Continued)

Round 2	Round 3
Be flexible.	Develop the ability to be flexible with lesson planning.
Demonstrate effective presentation skills, including good speaking and listening skills.	Demonstrate effective presentation skills.
	Demonstrate effective speaking skills.
	Demonstrate effective listening skills.
Be aware of the different teaching styles for different students.	Apply learning styles theory to instructing.
Understand student-centered instructional technology such as cooperative learning, team building, and peer tutoring.	Use cooperative learning.
	Use team building.
	Use peer tutoring.
Introduce new materials and concepts constantly.	Introduce new materials and concepts.
Evaluate teaching methods as to their effectiveness for student learning.	Evaluate effectiveness of teaching methods upon student learning.
Develop the skills to use audio-visual equipment, multi-media hardware and software.	Use multi-media hardware and software.
	Use audio-visual equipment.
Determine and provide remedial activities for students when needed.	Provide remedial activities for students.

TABLE 8 (Continued)

Round 2	Round 3
Utilize a variety of teacher centered methods.	Use a variety of learner centered methods.
Assist students in assessing their career objectives as well as analyzing their aptitude and ability.	Analyze student aptitude and ability.
Assist students in assessing their personal and social development.	Assist students in assessing career objectives.
Assist students in developing short term and long term goals.	Assist students in developing goals.
Develop a knowledge about career ladders in different occupational areas.	Develop a knowledge of career ladders.
Offer job-related counseling.	Counsel students with job-related topics.
Maintain good rapport with parents, administrators, and business community.	Maintain good rapport with parents.
	Maintain good rapport with administrators.
	Maintain good rapport with business community.
Effectively use resources of business community.	Use resources of business community.

TABLE 8 (Continued)

Round 2	Round 3
Develop the ability to effectively integrate the Marketing Education program in the school and community.	Integrate the Marketing Education program into the school. Integrate the Marketing Education program into the community.
Become involved in local civic groups.	Join civic group.
Act as a liaison between the school and community.	Serve as a liaison between the school and community.
Foster collaboration with new State/Federal initiatives between school and community.	Foster collaboration between State/Federal initiatives.
Assist students to become ambassadors for the program.	Train students to become ambassadors for the program.
Evaluate potential training stations and how to utilize them.	Evaluate potential training stations.
Cite and recommend solutions for major problem areas in cooperative vocational education.	Recommend solutions for problem areas in cooperative vocational education.
Posses an understanding of the importance of good coordination.	Understand the importance of good coordination.
Develop an understanding of the various types of cooperative education programs.	Understand various types of cooperative education programs.

TABLE 8 (Continued)

Round 2	Round 3
Provide safety instruction in school related to the work place.	Provide safety instruction.
Posses a strong understanding of DECA and the benefits it can provide students.	Develop an understanding of DECA and the benefits it can provide students.
Develop an ability to establish leadership activities through DECA that will develop youth into productive students.	Establish leadership activities through DECA.
Develop a knowledge and understanding of competitive events.	Understand the various DECA competitive events.
Be willing to update teaching and marketing skills by participating in professional development activities.	Update teaching and marketing skills through participating in professional development.
Be a team player.	Participate in professional teams.
Be able to see how Marketing Education fits in the big picture.	Develop a vision for Marketing Education program.
Be a self-starter and highly motivated.	Become a self starter.
Be open to change.	Promote equity in all aspects of the program.

TABLE 8 (Continued)

Round 2	Round 3
Promote the concept that business and industry is our customer not the student.	Develop a philosophy that business and industry is our customer not the student.
Be open to change.	Promote equity in all aspects of the program.
Develop leadership skills.	Attain leadership skills.
Serve as an effective role model for students.	Serve as a role model for students.
Develop a personal philosophy on teaching and on Marketing Education that answers the question of why and what is important and use that philosophy to guide decision-making.	Develop a personal philosophy on Marketing Education to guide decision-making.
Develop strong interpersonal skills.	Develop interpersonal skills.
Develop an attitude that work ethics are a vital part of the American work force.	Understand work ethics and their role in the American work force.
Develop an understanding of how business and industry can play a valuable role in education our youth.	Understand the role business and industry can play in educating our youth.
Become computer literate.	Use a computer.

TABLE 8 (Continued)

Round 2	Round 3
Develop the following computer skills: desk top publishing, multi-medial technology, word processing.	Use desk top publishing software. Use multi-media software. Use word processing software.
Develop first hand experience working in a retail business.	Attain first hand experience working at a marketing business.
Research information needed.	Apply computer technology to market research.
Understand and apply computer technology for marketing research, inventory, and general market analysis.	Apply computer technology to inventory procedures. Apply computer technology to general market analysis.
Develop the ability to properly fill out job applications.	Complete job applications.
Develop a variety of work and life experiences.	Up-date business experience.
Explain the importance of customer service in the planning of a marketing strategy.	Explain the importance of customer service.
Explain basic forecasting approaches and why they are used.	Understand basic forecasting approaches.

TABLE 8 (Continued)

Round 2	Round 3
Explain how marketing jobs can be rewarding, pay well, and offer opportunities for growth.	List the many marketing careers there are to choose from.

TABLE 9

COMPETENCIES WHICH WERE DROPPED AFTER ROUND 2

| Competency | Percent of Disagreement | | | | |
	SA	A	NO	D	SD
Utilize a network system for teaching communication.	4	22	11	36	27
Computer income tax.	10	25	5	35	25

TABLE 10

COMPETENCIES WHICH WERE CHANGED FROM ROUND TWO

Competency	Action Taken
Evaluate all components of the Marketing Education program.	Combined.
Write and use effective lesson plans.	Combined.
Develop units of instruction.	Redundant.
Develop a knowledge of the various types of learning styles.	Moved to a different category.
Identify student assignments which correlate school instruction with on-the-job training.	Moved to a different category.
Develop instructional activities.	Moved to a different category.
Design a classroom layout for a Marketing Education program.	Redundant.
Plan interesting lessons with multiple delivery methods, based on current concepts and practices in marketing.	Combined.
Prepare related study materials.	Redundant.
Develop grading system.	Redundant.
Utilize current technology to support curriculum.	Moved to a different category.
Use different and multiple assessments.	Combined.

TABLE 10 (Continued)

Competency	Action Taken
Adapt a systematic student performance documentation system.	Redundant.
Utilize brainstorming techniques.	Redundant.
Utilize peer teaching.	Redundant.
Utilize simulation techniques.	Redundant.
Utilize the project method.	Redundant.
Introduce a lesson.	Redundant.
Summarize a lesson.	Redundant.
Conduct demonstrations.	Redundant.
Assist students in applying decision-making techniques.	Redundant.
Conduct demonstrations.	Redundant.
Implement small group instruction.	Redundant.
Present large group instruction.	Redundant.
Design and utilize projects and simulations.	Redundant.
Provide hands-on experience for students through work experience or lab experience.	Redundant.
Monitor group discussions.	Redundant.
Monitor panel discussions.	Redundant.
Develop a mastery-based approach.	Redundant.

TABLE 10 (Continued)

Competency	Action Taken
Obtain 4000 hours of work experience in a marketing occupation.	Redundant.
Evaluate program curriculum and plan for revision and improvement.	Redundant.
Analyze the impact and applicability of trends in marketing education curriculum.	Redundant.
Analyze the impact and applicability of trends in marketing education curriculum.	Redundant.
Describe the impact of learning styles on curriculum.	Redundant.

as a final consensus on the teaching competencies needed by the secondary marketing educator. The means for the third round were computed to validate the importance of the 240 competencies upon which 60% agreement was achieved (Table 11). Table 11 shows the mean for each

TABLE 11

FINAL LIST OF COMPETENCIES WITH MEAN FROM ROUND 3

Competency	Mean
Meet with post secondary institutions to work on articulation agreements and to evaluate curriculums.	4.14
Organize and implement specialized marketing education courses.	3.64
Organize and maintain an advisory committee.	4.68
Develop and implement marketing education program goals and objectives.	4.5
Familiarize yourself with publications in marketing and vocational education.	4.36
Develop tech-prep programs which reflect a sound knowledge of the relationship between academics and marketing.	4.32
Develop the ability to be self-directed in program management activities.	4.68
Obtain occupational analysis.	3.82
Select students for marketing education program.	4.41
Develop program rules and regulations.	4.59
Understand the impact trends have on the program.	4.41
Understand the contribution research makes to the field of cooperative vocational education.	3.86
Determine the impact of external factors on cooperative vocational education program success.	4.27
Manage time efficiently.	4.82

TABLE 11 (Continued)

Competency	Mean
Evaluate marketing education program components.	4.5
Understand the required forms and paper work.	4.55
Set priorities in an efficient manner.	4.5
Develop a vision of the program and begin working towards that vision.	4.41
Plan for school store management.	3.86
Maintain a program filing system.	4.10
Provide for student safety.	4.27
Conduct student follow-up.	4.10
Set and manage budgets.	4.36
Use computer for course management.	4.05
Determine courses to offer which benefit the business community.	4.00
Develop organizational skills.	4.46
Use community resources in program planning.	4.50
Use advisory committee in program planning and development.	4.59
Plan and implement program improvement.	4.64
Synchronize out of class learning activities.	4.18
Communicate both in writing and orally.	4.64
Maintain and manage an attractive and adequate classroom/lab environment.	4.23

TABLE 11 (Continued)

Competency	Mean
Conduct a community survey of business needs/trends.	3.73
Establish standards for student behavior.	4.68
Attend seminars, workshops, and other activities to enhance professional competence.	4.68
Complete routine responsibilities within the school setting.	4.41
Adapt to the role of learning manager vs. lecturer.	4.46
Develop the ability to be flexible with lesson planning.	4.41
Recognize sources of assistance for instructional improvement.	4.32
Select instructional materials.	4.50
Prepare teacher-made instructional materials.	4.46
Describe the various types of experiential education.	3.10
Manage the learning environment.	4.59
Integrate academics into curriculum.	4.59
Plan for serving special needs students.	4.41
Set and implement instructional goals.	4.46
Develop marketing based curriculum supported by the National Curriculum Framework.	4.18
Develop logically sequenced course of study and long range plan.	4.55

TABLE 11 (Continued)

Competency	Mean
Develop list of potential guest speakers.	4.14
Identify computer applications.	4.18
Adapt program according to results of evaluations.	4.27
Develop and implement assessment and evaluation instruments.	4.32
Develop multiple versions of tests.	3.86
Adapt performance-driven grades.	4.46
Develop varied, criterion-referenced assessment techniques.	4.36
Develop a procedure for keeping track of student grades.	4.32
Plan interesting lessons with multiple delivery methods, based on current concepts and practices in marketing.	4.73
Applying learning styles theory to instructing.	4.18
Use current technology to support curriculum.	4.36
Identify student assignments which correlate in-school instruction with on-the-job training.	4.46
Apply classroom management strategies.	4.46
Analyze, synthesize, and evaluate various instructional methods in terms of student, teacher, environment, and content.	4.27
Develop and utilize innovative and creative teaching methods.	4.68
Demonstrate effective presentation skills.	4.64

TABLE 11 (Continued)

Competency	Mean
Demonstrate effective speaking skills.	4.68
Demonstrate effective listening skills.	4.68
Apply appropriate questioning strategies.	4.46
Integrate and reinforce academic skills into lessons.	4.41
Use cooperative learning.	4.41
Use team-building.	4.55
Use peer tutoring.	4.14
Introduce new materials and concepts.	4.50
Evaluate effectiveness of teaching methods upon student learning.	4.41
Provide individualized instruction based on student need and occupational objective.	4.32
Direct student laboratory experiences.	4.23
Use audio-visual equipment.	4.46
Use multi-media hardware and software.	4.05
Provide positive reinforcement and motivational incentives.	4.55
Provide remedial activities for students.	4.41
Facilitate classroom discussion.	4.55
Use a variety of learner centered methods.	4.64
Design out of class experiential assignments.	4.14
Incorporate commercially developed materials into instruction.	4.23

TABLE 11 (Continued)

Competency	Mean
Create a positive classroom environment.	4.82
Develop teaching strategies for the cognitive domain.	4.36
Develop teaching strategies for the affective domain.	4.41
Develop teaching strategies for the psychomotor domain.	4.36
Analyze student aptitude and ability.	4.14
Assist student in assessing career objectives.	4.41
Provide guidance to students.	4.50
Maintain an open channel of communication with students.	4.59
Develop a library of materials for marketing careers.	4.36
Conduct individual conferences throughout the year with students.	4.55
Assess student problems and direct to appropriate school/community agency.	4.36
Assist students in developing goals.	4.50
Develop a knowledge of career ladders.	4.36
Counsel students with job-related topics.	4.55
Maintain good rapport with parents.	4.59
Maintain good rapport with administrators.	4.73
Maintain good rapport with business community.	4.69
Use resources of business community.	4.59

TABLE 11 (Continued)

Competency	Mean
Integrate the marketing education program into the school.	4.64
Integrate the marketing education program into the community.	4.59
Network with education colleagues.	4.55
Join civic groups.	4.00
Serve as a liaison between the school and community.	4.36
Participate in school functions.	4.41
Research business employment needs.	4.36
Foster collaboration between State/ Federal initiatives.	3.59
Plan an employer-employee function.	4.00
Develop training programs to meet community needs.	4.18
Develop and execute a recruitment plan.	4.55
Construct and maintain an on-going marketing plan for the program.	4.54
Identify and analyze all internal and external publics affected by the program.	4.23
Prepare news articles/releases.	4.55
Arrange for radio and tv presentations.	3.77
Plan and conduct an open house.	3.73
Train students to become ambassadors for the program.	4.32
Visit training sponsors frequently.	4.50

TABLE 11 (Continued)

Competency	Mean
Evaluate potential training stations.	4.55
Discuss how to use training stations.	4.14
Recommend solutions for problem areas in cooperative vocational education.	4.32
Develop the ability to feel comfortable working with business leaders.	4.59
Understand the importance of good coordination.	4.64
Understand labor laws.	4.32
Recognize the need for accountability in all facets of the program.	4.50
Investigate and react to scenarios specific to the marketing education coordinator.	3.99
Understand various types of vocational education co-op programs.	4.10
Develop work place learning experiences.	4.36
Use coordination time effectively.	4.60
Make home visits as needed.	3.73
Set up and use a training plan for individual students.	4.50
Place students with occupational objective in mind.	4.46
Prepare training agreement.	4.73
Maintain accurate records for coordination.	4.64
Develop a plan/system to monitor student attendance at training stations.	4.32

TABLE 11 (Continued)

Competency	Mean
Coordinate the training and evaluation of marketing co-op students with classroom curriculum.	4.55
In coordination activities emphasis on student development first, then employer conveniences.	4.14
Work towards developing a positive image of coordination time.	4.55
Provide safety instruction.	4.14
Monitor and evaluate student progress on-the-job training in a timely and consistent manner.	4.64
Advise a student-operated DECA chapter.	4.77
Develop an understanding of DECA and the benefits it can provide students.	4.73
Integrate DECA activities into the curriculum.	4.68
Establish leadership activities through DECA.	4.64
Assist members in planning a program of work.	4.55
Guide and coordinate student organization activities.	4.50
Organize and maintain an active DECA chapter.	4.73
Guide student participation at DECA conferences.	4.55
Complete paperwork for participation in DECA activities.	4.68

TABLE 11 (Continued)

Competency	Mean
Assist with the operation of DECA competitive events.	4.64
Train and guide DECA officers.	4.59
Oversee development of a student organization budget.	4.41
Understand the various DECA competitive events.	4.68
Plan fund raising activities with DECA members.	4.68
Promote DECA within the school to keep its visibility high within the general student population.	4.64
Motivate students to participate in DECA.	4.82
Update teaching and marketing skills through participating in professional development.	4.77
Participate in professional teams.	4.09
Develop a vision for the marketing education program.	4.59
Become a self starter.	4.59
Maintain local/state certification requirements.	4.73
Develop a sensitivity to diverse student populations.	4.50
Promote equity in all aspects of the program.	4.68
Promote the concept that business and industry is our customer not the student.	3.55
Attain leadership skills.	4.36

TABLE 11 (Continued)

Competency	Mean
Serve as a role model for students.	4.73
Develop a personal philosophy on marketing education to guide decision-making.	4.41
Develop interpersonal skills.	4.59
Understand work ethics and their role in the American work force.	4.64
Understand the role business and industry can play in educating our youth.	4.55
Articulate program philosophy and mission.	4.36
Understand the needs of various populations we serve.	4.32
Maintain a current knowledge base on issues, legislation and initiatives related to education.	4.18
Understand the Fair Labor Standards Act.	4.27
Understand sexual harassment issues.	4.14
Attend activities which contribute to knowledge base.	4.41
Accept responsibility for supervising student teachers.	4.09
Assume fair share of non-teaching assignments.	4.09
Keep up-to-date on the technology in marketing.	4.27
Serve the marketing profession.	4.27
Network with other secondary marketing education teachers.	4.59
Involvement in school/community to assist in facilitating change.	4.27

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TABLE 11 (Continued)

Competency	Mean
Support your professional associations.	4.46
Participate in faculty activities.	4.41
Ask for constructive criticism regarding the program.	4.41
Maintain good grooming habits and professional appearance.	4.68
Use library resources.	4.18
Describe the relationship between lesson planning and curriculum.	4.18
Develop curriculum which is industry driven and validated.	4.18
Collaborate across curriculums and between levels.	4.32
Plan for integration of the curriculum into non-classroom components.	4.23
Differentiate between curriculum and instruction.	4.05
Describe curriculum functions, strategies and foundations.	4.00
Understand the role curriculum plays in vocational-technical education.	4.14
Understand the content areas in vocational-technical education.	4.36
Understand the nature of occupational research for curriculum development.	4.00
Use technology in curriculum development and delivery.	4.09

TABLE 11 (Continued)

Competency	Mean
Conduct a marketing research project including appropriate math applications.	3.91
Apply math, science and language arts skills to lessons and evaluate them.	4.18
Identify the foundations and functions of marketing in relation to modern society.	4.27
Construct a strategic plan.	4.09
Interpret financial reports.	4.14
Interpret market information.	4.36
Understand the importance of international marketing.	4.41
Use a computer.	4.50
Use desk top publishing software.	3.82
Use multi-media technology.	3.77
Use word processing software.	4.27
Attain first hand experience working at a marketing business.	4.46
Operate a calculator.	4.18
Operate a cash register.	4.00
Create a display arrangement.	3.82
Implement security precautions.	4.05
Apply computer technology to market research.	4.09
Apply computer technology to inventory procedures.	4.32

TABLE 11 (Continued)

Competency	Mean
Apply computer technology to general market analysis.	4.14
Utilize current electronic communication equipment.	4.32
Use graphic software packages.	3.82
Operate a modem.	3.59
Prepare POS for daily operations.	3.86
Develop resumes.	4.41
Complete job applications.	4.41
Develop interviewing skills.	4.46
Write a letter of application.	4.46
Write a follow-up letter.	4.41
Up-date business experience.	4.50
Develop training materials.	4.14
Explain difference between micro marketing and macro marketing.	4.23
Describe the product life cycle.	4.46
Describe the new-product development cycle.	4.32
Explain the importance of customer service.	4.68
Plan an advertising campaign.	4.27
Design an advertisement.	4.05
Write copy for an advertisement.	4.05

TABLE 11 (Continued)

Competency	Mean
Explain how primary objectives guide strategy planning for primary decisions.	4.14
Understand basic forecasting approaches.	4.05
Understand how marketing careers can be rewarding, pay well, and offer opportunities for growth.	4.46
List the many marketing careers there are to choose from.	4.46
Introduce students to problem solving techniques.	4.64

variable, it is easy to identify the level of agreement from 5 - strongly agree, 4 - agree, 3 - no opinion, 2 - disagree, 1 - strongly disagree. Twenty-two panelists responded to the third questionnaire. An added incentive for returning the third questionnaire by the stated deadline was offered. For the panelists who returned the completed questionnaire by the deadline, their names were entered in a drawing to win one of three prizes: Marketing Education Internship Manual, School-to-Work Transition Video, School-to-work guidelines. An analysis of comments made by subject matter panelists

from questionnaire three assists in explaining the results of the competencies given (Appendix L).

The Kendall coefficient of concordance (W) expressed the degree of association among the Delphi experts on the final listing of competencies. A reliability coefficient was computed using the SPSS statistical software. SPSS calculates the reliability on the items in which there was variance. The items in which there was not variance is not computed into the reliability coefficient. Each analysis of variance, concordance and reliability table shows the number of items upon which the reliability coefficients were computed. The calculated (W) for the entire Delphi panel was .1573 (Table 12). Therefore, 16% of the observed variability can be accounted for by agreement among the 22 panelists on the 240 competencies. It is important to note that the probability is .0000, and the reliability 99%. The entire Delphi panel is producing reliable numbers. For example, if a competency is rated high by one panelists it is rated high by others. A statistically significant value of (W) may be interpreted as meaning that the experts are applying the same standard(s) in rating the competencies. When few or no external standards exist for rating, their pooled rating may serve as a standard, according to Siegel (1956).

TABLE 12

ANALYSIS OF VARIANCE OF DELPHI DATA FOR CONCORDANCE
AND RELIABILITY CALCULATIONS

SOURCE	SS	df	MS	Chi^2	PROB
FOR ALL GROUPS					
BETWEEN PEOPLE	506.9970	21	24.1427		
WITHIN PEOPLE	1835.8750	5258	.3492		
BETWEEN MEASURES	368.5992	239	1.5423	1055.6791	.0000
RESIDUAL	1467.2758	5019	.2923		
TOTAL	2342.8720	5279	.4438		

GRAND MEAN = 4.3549

COEFFICIENT OF CONCORDANCE W = 0.1573

RELIABILITY COEFFICIENTS 240 ITEMS

ALPHA = .9879   STANDARD ITEM ALPHA = .9892

The calculated (W) for the teacher educator group
was .2939 (Table 13). Therefore, 29% of the observed
variability can be accounted for by agreement among
the 5 teacher educators on the 240 competencies.
The reliability for the teacher educator group was 98%
and the probability was .0000. The teacher educators
are applying the same standard(s) in rating the
competencies.

TABLE 13

ANALYSIS OF VARIANCE OF DELPHI DATA FOR CONCORDANCE
AND RELIABILITY CALCULATIONS

SOURCE	SS	df	MS	Chi^2	PROB
TEACHER EDUCATORS					
BETWEEN PEOPLE	60.7068	4	15.1767		
WITHIN PEOPLE	481.4429	1090	.4417		
BETWEEN MEASURES	159.3498	218	.7310	360.7723	.0000
RESIDUAL	322.0932	872	.3694		
TOTAL	542.1498	1094	.4956		

GRAND MEAN = 4.3005

COEFFICIENT OF CONCORDANCE W = 0.2939

RELIABILITY COEFFICIENTS 219 ITEMS

ALPHA = .9757   STANDARD ITEM ALPHA = .9799

The calculated (W) for the state supervisor group
was .3246 (Table 14). Therefore, 32% of the observed
variability can be accounted for by agreement among the
three state supervisors on the 240 competencies. The
reliability for teacher educators was 98% and the
probability was .1515. The state supervisors are
using the same standard(s) to rate the competencies.

TABLE 14

ANALYSIS OF VARIANCE OF DELPHI DATA FOR CONCORDANCE
AND RELIABILITY CALCULATIONS

SOURCE	SS	df	MS	Chi^2	PROB
STATE SUPERVISORS					
BETWEEN PEOPLE	24.9775	2	12.4888		
WITHIN PEOPLE	179.3539	531	.3378		
BETWEEN MEASURES	66.3315	177	.3748	196.3827	.1515
RESIDUAL	113.0225	354	.3193		
TOTAL	204.3315	533	.3834		

GRAND MEAN = 4.3315

COEFFICIENT OF CONCORDANCE W = 0.3246

RELIABILITY COEFFICIENTS 178 ITEMS

ALPHA = .9744   STANDARD ITEM ALPHA = .9783

The calculated (W) for the teacher coordinators group was .1935 (Table 15). Therefore, 19% of the observed variability can be accounted for by agreement among the 12 teacher coordinators on the 240 competencies. The reliability for the teacher coordinators group was 99% and the probability was .0000. The 12 teacher coordinators were using the same standard(s) to rate the 240 competencies.

TABLE 15

ANALYSIS OF VARIANCE OF DELPHI DATA FOR CONCORDANCE
AND RELIABILITY CALCULATIONS

SOURCE	SS	df	MS	Chi^2	PROB
TEACHER-COORDINATORS					
BETWEEN PEOPLE	386.1292	11	35.1027		
WITHIN PEOPLE	924.8583	2868	.3225		
BETWEEN MEASURES	253.6542	239	1.0613	786.5855	.0000
RESIDUAL	671.2042	2679	.2553		
TOTAL	1310.9875	2879	.4554		

GRAND MEAN = 4.3521

COEFFICIENT OF CONCORDANCE W = 0.1935

RELIABILITY COEFFICIENTS 240 ITEMS

ALPHA = .9927   STANDARD ITEM ALPHA = .9935

The calculated (W) for the national leaders group
was .2617 (Table 16). Therefore, 26% of the observed
variability can be accounted for by agreement among the
2 national leaders on the 240 competencies. The
probability was .9038 and the reliability was 99% for
the national leaders group.

TABLE 16

ANALYSIS OF VARIANCE OF DELPHI DATA FOR CONCORDANCE
AND RELIABILITY CALCULATIONS

SOURCE	SS	df	MS	Chi^2	PROB
NATIONAL LEADERS					
BETWEEN PEOPLE	45.6316	1	45.6316		
WITHIN PEOPLE	77.6316	226	.3435		
BETWEEN MEASURES	32.2632	113	.2855	93.9241	.9038
RESIDUAL	671.2042	2679	.2553		
TOTAL	1310.9875	2879	.4554		

GRAND MEAN = 4.3158

COEFFICIENT OF CONCORDANCE W = 0.2617

RELIABILITY COEFFICIENTS 114 ITEMS

ALPHA = .9912   STANDARD ITEM ALPHA = .9933

Summary

The identification of competencies needed by
secondary marketing educators was accomplished using the
Delphi Technique. The three round Delphi found agreement
on 240 competencies.

The rationale for using the Kendall W was to
ascertain overall agreement among all the panel experts
on the value of the competencies. In this study, the
Kendall W test statistic was used to measure the
intensity of agreement among the four groups of Marketing

Education experts. It is not feasible to use other test statistics to measure expert group agreement because of size limitations.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

AND CAUTION

The purpose of this study was to develop a list of competencies which the secondary marketing educator should possess. The phases conducted to achieve the purpose and objectives of the study consisted of instrumentation, selection of respondents, collection of data, treatment of the data and the presentation and analysis of the data.

In order to identify competencies believed to be needed by secondary marketing educations, the writer conducted a review of literature on competencies in vocational education. The writer identified two skill areas of competency development: professional and technical. An instrument was developed to use in gathering competencies from panelists.

The purpose of the study grew out of the need for an up-to-date list of marketing competencies. The field of marketing has changed considerably since the competencies for secondary marketing educators has been examined. It was with this problem in mind, coupled with an interest in developing competencies which the writer

could use in educating secondary Marketing Education teacher-coordinators, that this study became a reality.

Summary of Research

There were two specific research questions of the study: (1) What are the competencies needed by the secondary Marketing Education teacher-coordinator? (2) What value does each of the competencies have?

A Delphi Technique consisting of Marketing Education experts was utilized to generate competencies. There were 33 experts who completed round one, 29 who completed round two and 22 who completed round three. When a panelist did not respond to a questionnaire they were dropped from the panel and were not sent further questionnaires. The first questionnaire asked two questions, "What are the professional skills which are necessary for the secondary Marketing Education teacher-coordinator to possess", and "What are the technical skills which are necessary for the secondary Marketing Education teacher-coordinator to possess", in order to generate items to be considered by all panelists during the second round. Experts were asked to address the questions taking into consideration the competencies (knowledge, understandings, skills and attitudes) which they deem as necessary for the secondary Marketing Education teacher-coordinator.

The Marketing Education experts responded with 225 professional competencies and 43 technical competencies. The competencies were sorted and interpreted into nine professional skill categories and two technical skill categories. To verify the competencies submitted, the panelists were mailed a second questionnaire containing all 268 competencies. From that list the experts were asked to rate the competencies on a Likert scale from 1 - 5. They were also asked to add other competencies which may have been overlooked in the initial generation of competencies. The 268 competencies examined in questionnaire two were refined to 240 competencies to be considered during round three.

A third questionnaire was used to conclude the Delphi. Its purpose was to reach a final consensus by the experts. Agreement was achieved on all 240 competencies examined during the third round.

Conclusions

Based on the data analyzed it appears that the following list of conclusions are appropriate:

1. Because there was agreement on the 240 competencies it is concluded that it is a valid list upon which teacher education programs in Marketing Education can be based.

2.   Because there was agreement on the 240 competencies among the four groups: teacher educators, state supervisors, teacher coordinators, national leaders; it is concluded that there exists a need for in-service teacher training using this list of competencies.

3.   The 240 competencies were rated high by each group; therefore, it is concluded that the four groups have similar role expectations of secondary marketing educators.

4.   Marketing Education teachers are products of their education and work experience; therefore, efforts are needed by Marketing Education teacher education professors if major changes are to be implemented.

Recommendations

The following recommendations should be implemented:

1.   The developed list of competencies should be distributed to Marketing Education teacher educators, state supervisors and others who are responsible for curriculum development and pre-service and in-service training programs in Marketing Education.

2.   Teacher educators should use these competencies in developing a curriculum for Marketing Education teacher education.

3. State supervisors of Marketing Education should develop this list of competencies into a tool for evaluating secondary Marketing Education programs.

4. Principals, administrators, vocational directors, and others responsible for evaluating the work of secondary Marketing Education teachers should use these competencies as a tool for evaluating the secondary marketing educator.

5. Marketing Education teachers are products of their education and work experience. If major changes are to be implemented to update marketing skills then efforts are needed by professors in Marketing Education to conduct workshops and seminars to up-date the Marketing Education teacher.

6. Marketing Education is a cooperative effort of school and the business community; therefore, the business community should be involved in the curriculum development for secondary marketing educators.

Recommendations for Further Study

The following recommendations are given for further study regarding secondary Marketing Education teacher competencies.

1. Further study should be conducted using competencies identified through this study, combined with competencies identified in the literature.

2. Persons from the four groups used in the study should meet at a conference to consider the implications this study might have for the improvement of Marketing Education.

Implications for Practice

The product of this study should be viewed as the foundation for assisting secondary Marketing Education teacher-coordinators to develop the competencies which are needed to be successful.

This study should encourage teacher educators and state supervisors of Marketing Education to assist the profession in developing the competencies identified through the study. These competencies should be developed through pre-service training for future secondary marketing educators, as well as through in-service training for current secondary marketing educators.

Caution

The following caution is given for the reader:

Because the panel did not examine competencies which have been found through other studies, the developed list of 240 competencies may not be an exhaustive list.

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APPENDIXES

APPENDIX A

EXPERTS IDENTIFIED IN TEACHER

EDUCATORS GROUP

<u>Responses and Name</u>	<u>Organization and Address</u>
*** Dr. Robert G. Berns	Bowling Green University Depart. of Business E. Bowling Green, OH 43403
*** Dr. Wally Holmes Bouchillon	Univ. of West Flordia 1170 Martin Luther Blvd. Ft. Walton Beach, FL
Dr. Betty Heath-Camp	Virginia Tech 234 Lane Hall Blacksburg, VA 24061
**** Dr. Robert Fritz	The University of Georgia 6903 Aderhold Hall Athens, GA 30602
*** Dr. Thomas Hayes	Illinois State University 126 Williams Hall Normal, IL 61761
* Dr. Jerome Leventhal	Temple University 336 Ritter Hall Philadelphia, PA 19122
* Dr. Michael J. Littman	Suny College at Buffalo 1300 Elmwood Avenue Buffalo, NY 14222
**** Dr. Earl C. Meyer	Eastern Michigan Univ. 14 Sill Hall Ypsilantl, MI 48197
**** Dr. David Netherton	Old Dominion University 116 Education Building Norfolk, VA 23529
**** Dr. Marcella Norwood	University of Houston College of Technology Houston, TX 77204
Dr. William T. Price, Jr.	Virginia Tech 232 Lane Hall Blacksburg, VA 24061
Dr. Patrick O'Connor	Kent State University 300 White Hall Kent, OH 44242

Responses and Name	Organization and Address
* Dr. Nancy Ruff	The University of Georgia 603 Aderhold Hall Athens, GA 30602
*** Dr. Sheila Ruhland	Univ. of Miss.-Columbia 202 London Hall Columbia, MO 65211
* Dr. James R. Stone III	University of Minnesota 1954 Buford Avenue St. Paul, MN 55108
Dr. John Turner	Old Dominion University 153 Education Building Norfolk, VA 23529

ADDITIONAL TEACHER EDUCATORS
IDENTIFIED THROUGH RETURN
POSTCARDS

**** Dr. Tom White	The Ohio State University 325 Ramseyer Hall 29 West Woodruff Avenue Columbus, OH 43210

*   - Returned postcard indicating they were willing to participate in all three rounds.

**   - Completed Round One.

*** - Completed Round Two.

**** - Completed Round Three.

APPENDIX B

EXPERTS IDENTIFIED IN STATE

SUPERVISOR GROUP

Responses & Name	Organization and Address
Tom Benton	Michigan Depart. of Ed. Office of Career Ed. P.O. Box 300009 Lansing, MI 48909
Marvin Brown	Georgia Department of Ed. 1770 Twin Towers East Atlanta, GA 30334-5040
*** Marie Burbach	Depart. of Public Inst. 125 South Webster P.O. Box 7840 Madison, WI 58707
* Dr. Brian Canada	CCCOES 1391 N. Speer Blvd Denver, CO 802-4-2554
* Gregg Christensen	Div. Education Services 301 Cent. Mall S. P.O. Box 94987 Lincoln, NE 6859-4987
** Gene Coulson	Div. of Tech. & Adult Ed. 1900 Kanawha Blvd. East Charleston, WV 25305
**** Bill Crossman	Div. of Voc. & Tech. Ed. Old Capitol Building P.O. Box 47200 Olympia, WA 98504
**** Sissy Long	Alabama Depart. of Ed. 5232 Gordon Persons Bldg. P.O. Box 302101 Montgomery, AL 36130
* Rick Mangini	Department of Education 65 South Front St. Columbus, OH 43266
**** Leonard Pokladnik	State Board of Voc. Ed. Capitol Building 600 E. Blvd. Avenue Bismarck, ND 58505-0610
Gene Reed	Depart. of Sec. Ed. P.O. Box 480 Jefferson City, MO 65101

Responses & Name	Organization and Address
*** Gene Warner	Okla. Depart. of Vo-Tech 1500 West Seventh Stillwater, OK 74074
* Melissa Wilson	Tennessee Depart. of Ed. 710 James Robertson Pky. Nashville, TN 37243-0384

ADDITIONAL STATE SUPERVISORS IDENTIFIED THROUGH RETURN POSTCARDS

Jeff Chandler	Georgia Department of Ed. 1770 Twin Towers East Atlanta, GA 30334-5040

*   - Return postcard indicating they were willing to participate in all three rounds.

**   - Completed Round One.

***   - Completed Round Two.

**** - Completed Round Three.

APPENDIX C

STATE SUPERVISORS CONTACTED TO RECOMMEND

A MARKETING TEACHER

State Supervisor	State
Barbara Beadle	Indiana
Carol Lynn Borskey	Louisiana
James Bowers	Mississippi
Marie Burbach	Wisconsin
Tommie Butler	Arkansas
Patricia Butts	Wyoming
Gregg Christensen	Nebraska
Gary Colvin	Kentucky
Gene Coulson	West Virginia
Bill Crossman	Washington
Emmett Eary	Texas
Dale Eggebroaten	South Dakota
Carolyn Flood	Hawaii
Ronald Foreman	Arizona
Nina Gaskin	District of Columbia
Fay Jensen	Oregon
Jim King	Florida
Sissy Long	Alabama
Bernie Norton	California
Joseph Petrone	Conneticut
Leonard Pokiladnik	North Dakota
Rick Mangini	Ohio
Sandra Long	Maine
Gene Reed	Missouri
Richard Russell	Kansas
Jayne Sullivan	Iowa

Elaine Turk	New Jersey
Roger Uhey	Illinois
Ellen Vaughan	South Carolina
Gene Warner	Oklahoma
James Whealon	Montana

APPENDIX D

EXPERTS IDENTIFIED IN TEACHER-

COORDINATOR GROUP

Responses and Name	Organization and Address
** Patricia Butts	Jackson Hole High School High School Road Jackson, WY 83001
Sandy Bawaballina	Roose High School 1120 Nehoa Street Honolulu, HI 96822
Carmela Calafiore	Dan Berry High School Clapboard Ridgeroad Dan Berry, CT 06811
Vic Collins	Olwin High School 315 8th Avenue S.E. Olwin, IA 50662
**** Judy Commers	Porter County Career Ct. 1005 Franklin Street Valparaiso, IN 46383
Shelia Dahman	Moma Grover High School 4400 Moma Drive Moma, WI 58716
Chris Dorman	Harrison High School 925 Goblin Drive Harrision, AR 72601
**** Terry Elmore	DECA 201 Airport Drive Shreveport, LA 71082
*** Sharon Faith	Southern Regional H.S. 75 Cedar Bridge Road Manahawkin, NJ 08050
**** Hal Flower	Region 10 Vocational Ct. RFD 1 Church Rd Box 11169 Burnswick, ME 070411
** Gail Gish	Tahlequah High School 625 Jones Tahlequah, OK 74464
* Bruce Harmon	Fargo South High School 1840 15th Avenue So. Fargo, ND 58103
David Heinen	Atchison High School 1501 West Riley Atchison, KS 66002

Responses and Name	Organization and Address
**** Dan Hoff	Roosevelt High School 6600 W. 41st Sioux Fall, SD 57106
* Patty Igo	Poca High School Rt. 1 Box 5-B Poca, WV 25159
* Edith Jerd	Montgomery Co. Voc School 6800 Hoake Road Clayton, OH 45315
Richard Kelly	Aloha High School P.O. Box 20100 Beaverton, OR 97075
Jim King	Astronaut High School 800 War Eagle Blvd. Titusville, FL 32796
Bill Koon	Helena High School 1300 Billins Avenue Helena, MT 59601
Bill Lind	Millard South High School 14905 W. Q Street Millard, NE 68317
* Menea Lofland	Cardozo High School 13th & Clifton Street NW Washington, DC 20009
Mary Nell McAdams	Tupelo High School 2500 Cliff Gookin Blvd. Tupelo, MS 38801
**** David Olmer	Inglemoore High School 15400 Simonds Road NE Bothell, WA 98011
Paulette Paredes	Ridgewood High School 7500 West Montrose Avenue Norridge, IL 60634
**** Kathy Pinner	Goose Creek High School 1137 Red Bank Road Goose Creek, SC 29445
**** Bob Schrader	Odessa High School 713 S. 3rd Odessa, MO 64076

Responses and Name	Organization and Address
Peter Schwiebert	Greenway High School 3930 W. Greenway Road Phoenix, AZ 85023
*** Adonica Spears	Allen County High School P.O. Box 127 Scottsville, KY 42165
* Mareen Todd	Rancho Bernardo H.S. 13010 Pasco Lucido San Diego, CA 92128
**** Larry Young	Bradshaw High School 1201 Bradshaw Drive Florence, AL 35630

ADDITIONAL TEACHER-COORDINATORS
IDENTIFIED THROUGH RETURN
POSTCARDS

* Diane Collins	Clarksville High School 1701 Clark Road Clarksville, AR 72830
**** Debbie Laughlin	Centerville H.S. 500 E. Franklin Street Centerville, OH 45459
**** Nancy Leslie	McClellan High School 9417 Geyer Springs Road Little Rock, AR 72209
Rhea Lightner	Cocoa High School 2000 Tiger Trail Cocoa, FL 32926 32926
**** Magie Ratphert	Merona High School 300 Richard Street Merona, WI 53593
Lynette Steine	Chattahoochee High School 5230 Taylor Road Alpharetta, GA

*   - Returned postcard indiciating they were willing to
       participate in all three rounds.

**   - Completed Round One.

*** - Completed Round Two.

**** - Completed Round Three.

APPENDIX E

EXPERTS IDENTIFIED IN NATIONAL

LEADER GROUP

Responses and Name	Organization and Address
Tom Benton	Department of Education P.O. Box 300009 Lansing, MI 48090
Carol Lynn Borskey	State Department of Ed. P.O. Box 94064 Capital Station Baton Rouge, LA 70804
James Burrow	North Carolina State 310 D. Poe Hall Raleigh, NC 27695-7801
Daniel Connell	Brighton High School 7878 Brighton Road Brighton, MI 48116-9681
*** Dr. Ed Davis	National DECA 1908 Association Drive Reston, VA 22091
* Emmett Eary	Texas Education Agency 1701 North Congress Avenue Austin, TX 78701
Dr. Steven Eggland	University of Nebraska 538 E Nebraska Hall Lincoln, NE 68588
*** Dr. James R. Gleason	Mark ED Resource Center 1375 King Avenue P.O. Box 12279 Columbus, OH 43212
* Pam Naylor	Shades Valley High School 2501 20th Place So. Birmingham, AL 35209
**** Beth Osteen	Mark ED Resource Center 1375 King Avenue P.O. Box 12279 Columbus, OH 43212
* Debbie Popo	Reynoldsburg High School 6699 East Livingston Ave. Reynoldsburg, OH 43068
**** Dr. Roberta Uhrig	Univ. of Miss.-Columbia 202 London Hall Columbia, MO 65211

Responses and Name	Organization and Address
Mary Webster	Aims Community College 5401 West 20th Street Greeley, CO 80632
Karen Zwissler	Milwaukee Area Tech 6665 South Howell Oak Creek, WI 53154-1196

ADDITIONAL NATIONAL LEADERS
IDENTIFIED THROUGH
RETURN POSTCARDS

**   Karl Powell   4525 So. Harland Drive
                                            New Berlin, WI   53151

*   - Returned postcard indicating they were willing to participate in all three rounds.

**   - Completed Round One.

***   - Completed Round Two.

**** - Completed Round Three.

APPENDIX F

LETTER OF INVITATION TO SERVE

ON PANEL AND RETURN

POSTCARD

March 10, 1994

Dear Marketing Education Professional:

I am a teacher educator in Marketing Education at Auburn
University and wish to gain your input regarding the
competencies which are needed by secondary ME teacher-
coordinators to be successful. This study will assist our
profession by providing a current listing of the
competencies, which can be utilized when preparing those
entering the ME teaching profession. This study also
represents the basis for my dissertation which I am
completing with Oklahoma State University.

The study will be conducted utilizing a Delphi Technique.
A Delphi consists of gaining input from a panel of experts
through a series of questionnaires. This study will consist
of three questionnaires which are aimed at developing a
consensus of opinion regarding the competencies needed by
secondary ME teacher-coordinators. If you are willing to
participate in all three rounds of the study please return
the enclosed self addressed stamped postcard by March 21.
If you are unable to participate please return the postcard
indicating an alternate which you feel has shown exemplary
service to Marketing Education and would make a contribution
to the study.

In order to complete the Delphi in a timely matter I will
be requesting a two week return date on each questionnaire.
Each questionnaire will take approximately 45 - 60 minutes
to complete. I am hopeful that you will be able to assist
with the study and wish to convey to you that you are among
a select group of Marketing Education professionals which
were recommended to participate.

If you have any questions please feel free to give me a call
at, work - (205) 844-3820, or home - (205) 749-7964.

Sincerely,

Trellys A. Morris

A DELPHI STUDY OF TEACHER
COMPETENCIES FOR SECONDARY
MARKETING EDUCATORS

☒ YES   I am willing to participate in the study. (please check the information on the label and make any corrections which might be needed)

Dr. Robert G. Berns
Bowling Green State Univ.
Department of Business Ed.
Bowling Green, OH 43403

☐ NO   I am not able to participate in the study, however, I recommend:

NAME _____

ORGANIZATION _____

ADDRESS _____

PHONE _*419-372-8039*_____

APPENDIX G

QUESTIONNAIRE ONE AND COVER

LETTER

April 4, 1994

Dear Delphi Panelist:

Thank you for agreeing to participate in my doctoral research. The purpose of this study is to identify the competencies which are needed to be successful as a Marketing Education secondary teacher. Your insights will be most helpful in establishing these criteria.

I am attaching the first of three questionnaires to identify these competencies. Please complete the enclosed questionnaire and return it to me in time for analysis on April 18 in the enclosed self-addressed stamped envelope, or fax it to me at (205) 844-3839.

Again, thank you very much for your participation. If you have any questions please do not hesitate to give me a call, (205) 844-3820 - work, or (205) 749-7964 - home.

Sincerely,

Trellys A. Morris

A DELPHI STUDY OF TEACHER COMPETENCIES FOR SECONDARY MARKETING EDUCATORS

QUESTIONNAIRE NO. 1

Please review the information contained on the following label and make any corrections which are needed:

(PLACE MAILING LABEL HERE)

In order to expedite the process of returning the study I would like to offer faxing the questionnaires to you. Would you like to have questionnaires 2 and 3 sent to a fax number? _____YES _____NO If yes, please provide the number below.

Fax Number: _____

DIRECTIONS: Please answer the following questions using additional pages if needed. If you have a list of competencies, feel free to attach the list. If you would like to elaborate by providing examples or explanations feel free to do so. In your response please take into consideration the competencies (knowledge, understandings, skills and attitudes) which you deem necessary for the secondary Marketing Education teacher-coordinator.

What are the professional skills which are necessary for the secondary Marketing Education teacher-coordinator to possess?

Professional skills includes, but is not limited to those competencies which address:

* planning, development, and evaluation of the local Marketing Education program
* instructional planning
* teaching methods and techniques
* instructional evaluation
* departmental management
* guidance
* school-community relations
* student organization - DECA
* professional role and development
* coordination

PROFESSIONAL SKILLS

Example: Use an advisory council in keeping abreast of new developments in marketing.

What are the technical skills which are necessary for the secondary Marketing Education teacher-coordinator to possess?

Technical skills includes, but is not limited to those competencies which address:

* economic foundations of marketing
* human resource foundations
* marketing and business foundations
* distribution
* financing
* marketing-information management
* pricing
* product/service planning
* promotion
* purchasing
* risk management
* selling

TECHNICAL SKILLS

Example: Design an advertising layout.

TECHNICAL SKILLS (CONTINUED)

APPENDIX H

QUESTIONNAIRE TWO AND COVER

LETTER

May 20, 1994

Dear Delphi Panelist:

Thank you very much for your participation in my doctoral research. As you recall, I mailed the first questionnaire to you on April 4. The question I asked you to respond to was, "what are the professional and technical skills which are necessary for the secondary Marketing Education teacher-coordinator to possess?".

I am very pleased with the responses to that question by the participating experts. An analysis which grouped identical or similar responses and condensed wording has resulted in the development of Questionnaire 2.

Your help is needed to further identify competencies which are necessary for the secondary Marketing Education teacher-coordinator. Specifically, I ask that you (1) review the list of competencies, both professional and technical, (2) rank the competencies according to the scale given, (3) add any new criteria you feel have been omitted.

I ask you that you return the questionnaire so that it may be analyzed by May 31. To assist in a quick turn around of questionnaire 2 I am sending a self-addressed, stamped, priority envelope to you today. If you would like to return the questionnaire by fax, please fax it to me at (205) 844-3839. If you have any questions please call me at, (205) 844-3820, work, or at (205) 749-7964, home.

Sincerely,

Trellys A. Morris

QUESTIONNAIRE 2

DIRECTIONS: You will find listed competencies which were
identified through the first round of the delphi by
panelists as being necessary for the secondary Marketing
Education teacher-coordinator.   Read each statement
carefully and circle the number that best corresponds to
your opinion. The numbers indicate:

    5 = strongly agree

    4 = agree

    3 = no opinion

    2 = disagree

    1 = strongly disagree

Each time ask the question:

    Is this competency important for the secondary
    Marketing Education teacher-coordinator to possess?

Example:

Utilize an advisory committee.   5   4   3   2   1

Construct an advertising layout.   5   4   3   2   1

Request:

Answer all items.

PROFESSIONAL SKILLS

MARKETING EDUCATION PROGRAM PLANNING, DEVELOPMENT, AND
MANAGEMENT

Meet with post secondary   5   4   3   2   1
institutions to work on
articulation agreements and
to evaluate curriculums.

Organize and implement   5   4   3   2   1
specialized ME courses.

Organize and maintain an   5   4   3   2   1
advisory committee.

Develop and implement ME program   5   4   3   2   1
goals and objectives.

Become familiar with major publications in Mktg. & Voc. Ed.	5	4	3	2	1
Develop tech-prep programs that reflect a sound knowledge of the relationships of academics and marketing.	5	4	3	2	1
Be self-directed in program management activities.	5	4	3	2	1
Obtain occupational analysis.	5	4	3	2	1
Select students for ME program.	5	4	3	2	1
Develop program rules and regulations.	5	4	3	2	1
Demonstrate an understanding of the impact of trends on the program.	5	4	3	2	1
Understand the contribution of research in coop. voc. ed. to program design, implementation, and evaluation.	5	4	3	2	1
Recognize the impact of external factors on coop. voc. ed. program success.	5	4	3	2	1
Develop time management skills.	5	4	3	2	1
Evaluate ME program components.	5	4	3	2	1
Develop an understanding of the required paperwork and legal forms, and complete paperwork.	5	4	3	2	1
Develop an ability to set priorities in an effective manner.	5	4	3	2	1
Develop a vision of your program, then begin working towards that vision.	5	4	3	2	1
Plan school store management. Maintain a program filing system.	5	4	3	2	1
Provide for student safety.	5	4	3	2	1
Conduct student follow-up. Set and manage budgets.	5	4	3	2	1

Use computer for course management.	5	4	3	2	1
Determine courses to offer that benefit business community.	5	4	3	2	1
Be organized.	5	4	3	2	1
Draw on community resources for program planning.	5	4	3	2	1
Utilize advisory committee in program planning and development.	5	4	3	2	1
Evaluate all components of the ME program.	5	4	3	2	1
Plan and implement program improvement.	5	4	3	2	1
Synchronize out of class learning activities.	5	4	3	2	1
Develop the ability to communicate: written oral skills.	5	4	3	2	1
Maintain and manage an attractive and adequate classroom/lab environment for students.	5	4	3	2	1
Conducts a yearly community survey of business needs/trends.	5	4	3	2	1
Establishes standards for student behavior in the program.	5	4	3	2	1
Attend seminars, workshops, and other learning experiences for professional educators to enhance professional competency.	5	4	3	2	1
Attend to routine responsibilities within the school setting.	5	4	3	2	1

INSTRUCTIONAL PLANNING AND EVALUATION

Develop the role of learning "manager" vs. lecturer.	5	4	3	2	1
Be flexible.	5	4	3	2	1
Recognize sources of assistance for instructional improvement.	5	4	3	2	1

Select instructional materials.	5	4	3	2	1
Prepare teacher-made instructional materials.	5	4	3	2	1
Describe the various types of experiential education.	5	4	3	2	1
Write and use effective lesson plans.	5	4	3	2	1
Develop units of instruction.	5	4	3	2	1
Identify student assignments which correlate in-school instruction with on-the-job training.	5	4	3	2	1
Manage the learning environment. Integrate academics into curriculum.	5	4	3	2	1
Develop a knowledge of the various types of learning styles.	5	4	3	2	1
Plan for serving special needs students.	5	4	3	2	1
Develop instructional activities.	5	4	3	2	1
Design a classroom layout for a ME program.	5	4	3	2	1
Set and implement instructional goals.	5	4	3	2	1
Plan interesting lessons with multiple delivery methods, based on current concepts and practices in marketing.	5	4	3	2	1
Prepare related study materials.	5	4	3	2	1
Develop grading system.					
Utilize current technology to support curriculum.	5	4	3	2	1
Develop marketing based curriculum supported by the National Curriculum Framework.	5	4	3	2	1

Develop logically sequenced course of study and long range plan.	5	4	3	2	1
Develop list of potential guest speakers.	5	4	3	2	1
Identify computer applications.	5	4	3	2	1
Adapt program according to results of evaluations.					
Develop and implement assessment and evaluation instruments.	5	4	3	2	1
Use different and multiple assessments.	5	4	3	2	1
Develop multiple versions of tests.	5	4	3	2	1
Adapt performance-driven grades.	5	4	3	2	1
Develop varied, criterion-referenced assessment techniques.	5	4	3	2	1
Adapt a systematic student performance documentation system.	5	4	3	2	1

TEACHING STRATEGIES AND METHODS

Apply classroom management strategies.	5	4	3	2	1
Analyze, synthesize, and evaluate various instructional methods in terms of student, teacher, environment, and content.	5	4	3	2	1
Develop and utilize innovative and creative teaching methods.	5	4	3	2	1
Demonstrate effective presentation skills, including good speaking and listening skills.	5	4	3	2	1
Be aware of different teaching styles for different students.	5	4	3	2	1
Apply appropriate questioning strategies.	5	4	3	2	1
Integrate and reinforce academic skills into all lessons.	5	4	3	2	1

Use student-centered instructional techniques such as cooperative learning, team-building, and peer tutoring.	5	4	3	2	1
Introduce new materials and concepts constantly.	5	4	3	2	1
Evaluate teaching methods as to their effectiveness for student learning.	5	4	3	2	1
Utilize brainstorming techniques.	5	4	3	2	1
Utilize peer teaching.	5	4	3	2	1
Utilize simulation techniques.	5	4	3	2	1
Utilize the project method.	5	4	3	2	1
Provide individualized instruction based on student needs and occupational objectives.	5	4	3	2	1
Direct student laboratory experiences.	5	4	3	2	1
Introduce a lesson.	5	4	3	2	1
Summarize a lesson.	5	4	3	2	1
Assist students in applying problem solving techniques.	5	4	3	2	1
Assist students in apply decision-making techniques.	5	4	3	2	1
Develop the skills to use audio-visual equipment, multi-media hardware and software.	5	4	3	2	1
Match appropriate instructional strategies to the learning domains.	5	4	3	2	1
Provide positive reinforcement and motivational incentives.	5	4	3	2	1
Determine and provide remedial activities for students when needed.	5	4	3	2	1
Facilitate classroom discussion.	5	4	3	2	1
Conduct demonstrations.	5	4	3	2	1

Implement small group activities.	5	4	3	2	1
Present large group instruction.	5	4	3	2	1
Utilize a variety of learner centered methods.	5	4	3	2	1
Utilize a variety of teacher centered methods.	5	4	3	2	1
Design out of class experiential assignments.	5	4	3	2	1
Incorporate commercially developed materials into instruction.	5	4	3	2	1
Design and utilize projects and simulations.	5	4	3	2	1
Provides hands-on experiences for students through work experience or lab experiences.	5	4	3	2	1
Monitor group discussion.	5	4	3	2	1
Monitor panel discussion.	5	4	3	2	1
Develop a mastery-based approach.	5	4	3	2	1
Create a positive classroom environment.	5	4	3	2	1
Develop teaching strategies for the affective domain.	5	4	3	2	1
Develop teaching strategies for the psychomotor domain.	5	4	3	2	1
Develop teaching strategies for the cognitive domain.	5	4	3	2	1
Utilize a network system for teaching telecommunications.	5	4	3	2	1
Facilitate through teaming with others.	5	4	3	2	1

GUIDANCE

Assist students in assessing their career objectives as well as analyzing their aptitude and ability.	5	4	3	2	1

Assist students in assessing their personal and social development.	5	4	3	2	1
Provide guidance to students.	5	4	3	2	1
Maintain an open channel of communication with students.	5	4	3	2	1
Develop a library of marketing career materials.	5	4	3	2	1
Conduct individual conferences throughout the year with each marketing student.	5	4	3	2	1
Assess student problems and direct to appropriate school/community agency.	5	4	3	2	1
Assist students in developing short term and long term goals.	5	4	3	2	1
Develop a knowledge about career ladders in different occupational areas.	5	4	3	2	1
Offer job-related counseling.	5	4	3	2	1

SCHOOL-COMMUNITY RELATIONS & PROGRAM MARKETER

Maintain good rapport with parents, administrators, and business community.	5	4	3	2	1
Effectively use resources of business committee.	5	4	3	2	1
Develop the ability to effectively integrate the ME program in the school and community.	5	4	3	2	1
Network with education colleagues.	5	4	3	2	1
Become involved in local civic groups.	5	4	3	2	1
Act as a liaison between the school and community.	5	4	3	2	1
Participate in school functions.	5	4	3	2	1

Research business employment needs.	5	4	3	2	1
Foster collaboration with new State/Federal initiatives between school and community.	5	4	3	2	1
Plan an employer-employee function.	5	4	3	2	1
Develop training programs to meet community needs.	5	4	3	2	1
Develop and execute a recruitment plan.	5	4	3	2	1
Construct and maintain an on-going marketing plan for program.	5	4	3	2	1
Identify and analyze all internal and external publics affected by the program.	5	4	3	2	1
Prepare news articles/releases.	5	4	3	2	1
Arrange for radio and tv presentations.	5	4	3	2	1
Plan and conduct an open house.	5	4	3	2	1
Assist students to become ambassadors for the program.	5	4	3	2	1

COORDINATING COOPERATIVE EDUCATION ACTIVITIES

Visit training sponsors frequently.	5	4	3	2	1
Evaluate potential training stations and how to utilize them.	5	4	3	2	1
Cite and recommend solutions for major problem areas in coop. voc. ed.	5	4	3	2	1
Develop the ability to feel comfortable working with business leaders.	5	4	3	2	1
Posses an understanding of the importance of good coordination.	5	4	3	2	1
Understand labor laws.	5	4	3	2	1

Recognize the need for account-ability in all facets of the co-op ed. program.	5	4	3	2	1
Investigate and react to scenarios specific to the ME coordinator.	5	4	3	2	1
Develop an understanding of the various types of coop. ed. programs.	5	4	3	2	1
Develop work place learning experiences.	5	4	3	2	1
Use coordination time effectively.	5	4	3	2	1
Make home visits as needed.	5	4	3	2	1
Set up and utilize a training plan for individual students.	5	4	3	2	1
Place students with occupa-tional objective in mind.	5	4	3	2	1
Prepare training agreement.	5	4	3	2	1
Maintain accurate records for coordination.	5	4	3	2	1
Develop a plan to monitor student attendance at training stations.	5	4	3	2	1
Coordinate the training and evaluation of marketing coop. students with curriculum in the classroom.	5	4	3	2	1
In coordination activities emphasize student development first, then employer conveniences.	5	4	3	2	1
Work towards developing the image of coordination as hard work, not half/day free time.	5	4	3	2	1
Provide safety instruction in school related to the work place.	5	4	3	2	1
Monitors and evaluate student progress on-the-job training in a timely and consistent manner.	5	4	3	2	1

DECA

Advise a student-operated DECA Chapter.	5	4	3	2	1
Possess a strong understanding of DECA and the benefits it can provide students.	5	4	3	2	1
Integrate DECA activities into the curriculum.	5	4	3	2	1
Develop an ability to establish leadership activities through DECA that will develop youth into productive citizens.	5	4	3	2	1
Assist members in planning a program of work.	5	4	3	2	1
Guide and coordinate student organization activities.	5	4	3	2	1
Organize and maintain an active DECA chapter.	5	4	3	2	1
Guide student participation at DECA leadership conferences and competitions.	5	4	3	2	1
Complete necessary paperwork for participation in DECA activities.	5	4	3	2	1
Assist with the operation of DECA competitive events.	5	4	3	2	1
Train and guide DECA officers.	5	4	3	2	1
Oversee development of a student organization budget and handling of finances.	5	4	3	2	1
Develop a knowledge and understanding of competitive events.	5	4	3	2	1
Plan fund raising activities to carry out the goals of the DECA Chapter.	5	4	3	2	1
Promotes DECA within the school keep its visibility high within the general student population.	5	4	3	2	1

Motivate students to learn about 5   4   3   2   1
DECA.

PROFESSIONAL ROLE

Be willing to update teaching and 5   4   3   2   1
marketing skills by participating
in professional development
activities.

Be a team player.   5   4   3   2   1

Be able to see how ME fits in the 5   4   3   2   1
big picture.

Be a self starter and highly   5   4   3   2   1
motivated.

Maintain local/state certifica-   5   4   3   2   1
tion requirements.

Develop a sensitivity to diverse 5   4   3   2   1
student populations.

Promote equity in all aspects of 5   4   3   2   1
the program.

Obtain 4000 hours of work   5   4   3   2   1
experience in a mktg. occupation.

Develop a philosophy that   5   4   3   2   1
business and industry is our
customer not the student.

Be open to change.   5   4   3   2   1

Develop leadership skills.   5   4   3   2   1

Serve as an effective role model 5   4   3   2   1
for students.

Develop a personal philosophy on 5   4   3   2   1
teaching and on ME that answers
the question of why and what is
important and use that philosophy
to guide decision-making.

Develop strong interpersonal   5   4   3   2   1
skills.

Develop an attitude that work   5   4   3   2   1
ethics are a vital part of the
American work force.

Develop an understanding of how business and industry can play a valuable role in educating our youth.	5	4	3	2	1
Articulate precise insight to the program's philosophy and mission.	5	4	3	2	1
Understand the needs of various populations we serve.	5	4	3	2	1
Develop and maintain a current knowledge base on issues, legislation and initiatives related to education.	5	4	3	2	1
Become an expert on the Fair Labor Standards Act and sexual harassment issues.	5	4	3	2	1
Attend community meetings/ conferences that contribute to professional development.	5	4	3	2	1
Accept responsibility for supervising student teachers.	5	4	3	2	1
Assume fair share of non-teaching assignments.	5	4	3	2	1
Keep up-to-date on the technology in marketing.	5	4	3	2	1
Be of service to the profession.	5	4	3	2	1
Develop an understanding of the role of networking with other secondary ME teachers.	5	4	3	2	1
Become involved in school/ community to give input into system to institute change.	5	4	3	2	1
Be active in and support your professional association.	5	4	3	2	1
Be an active leader in your faculty.	5	4	3	2	1
Develop ability in dealing with others.	5	4	3	2	1

Ask for constructive criticism of himself/herself and the program by those in a position to judge.	5	4	3	2	1
Maintain good grooming manners and professional appearance.	5	4	3	2	1
Network within school, across departments, with guidance and administrators.	5	4	3	2	1

CURRICULUM SPECIALIST ROLE

Utilize library resources.	5	4	3	2	1
Describe the relationship between lesson planning and curriculum.	5	4	3	2	1
Develop curriculum which is industry driven and validated.	5	4	3	2	1
Collaborate across curriculum and between levels.	5	4	3	2	1
Plan for integration of the curriculum into non-classroom components (DECA, coop, school store) of the ME program.	5	4	3	2	1
Evaluate program curriculum and plan for revision and improvement.	5	4	3	2	1
Analyze the impact and appli- ability of trends in ME curriculum.	5	4	3	2	1
Differentiate between curriculum and instruction.	5	4	3	2	1
Describe several types of curr- iculum theories and their relation to current occupational education curriculum development.	5	4	3	2	1
Describe the impact of learning styles on curriculum.	5	4	3	2	1
Describe the learning domains and their relationship to curriculum.	5	4	3	2	1
Explain the role of curriculum in vocational-technical education.	5	4	3	2	1

Describe the content areas in vocational-technical education.	5	4	3	2	1
Explain the nature of occupational research for curriculum.	5	4	3	2	1
Describe the use of instructional technology in curriculum development and delivery.	5	4	3	2	1

TECHNICAL SKILLS

The technical skills identified by the panel included those core competencies identified in the National Curriculum Framework. The following is a list of competencies which were submitted by panelists, in addition to the core from the Marketing Education Resource Center. Please indicate your agreement using the following scale:

Is this competency important for the secondary Marketing Education teacher-coordinator to possess?

5 = strongly agree

4 = agree

3 = no opinion

2 = disagree

1 = strongly disagree

Conduct a marketing research project including appropriate math applications.	5	4	3	2	1
Apply math,, science and language arts skills to every lesson and evaluate them.	5	4	3	2	1
Know the foundations of marketing and the functions of marketing, and develop good examples related to modern society.	5	4	3	2	1
Construct a strategic plan.	5	4	3	2	1
Interpret financial reports.	5	4	3	2	1
Interpret market information.	5	4	3	2	1
Describe process of securing employment in the marketing industry.	5	4	3	2	1

Describe importance of international marketing.	5	4	3	2	1
Interpret marketing information.	5	4	3	2	1
Become computer literate.	5	4	3	2	1
Develop the following computer skills: desk top publishing, multi-media technology, word processing.	5	4	3	2	1
Develop first hand experience in working at a retail business.	5	4	3	2	1
Operate a calculator.	5	4	3	2	1
Operate a cash register.	5	4	3	2	1
Create a display arrangement.	5	4	3	2	1
Implement security precautions.	5	4	3	2	1
Research information needed.	5	4	3	2	1
Understand and apply computer technology for market research, inventory, and general market analysis.	5	4	3	2	1
Utilize current electronic communication equipment.	5	4	3	2	1
Utilize graphic software packages.	5	4	3	2	1
Operate a modem.	5	4	3	2	1
Prepare POS for daily operations.	5	4	3	2	1
Develop resumes.	5	4	3	2	1
Develop the ability to properly fill out job applications.	5	4	3	2	1
Develop interviewing techniques.	5	4	3	2	1
Write a letter of application.	5	4	3	2	1
Write a follow-up letter.	5	4	3	2	1

Demonstrate marketing skills (if you do not feel comfortable with the technical skill visit businesses or ask business people to demonstrate the skill to your class).	5	4	3	2	1
Compute income tax.	5	4	3	2	1
Develop a variety of work and life experiences.	5	4	3	2	1
Step back into the work place every now and then to make sure you are current and topical.	5	4	3	2	1
Develop training materials. Explain difference between micro marketing and macro marketing.	5	4	3	2	1
Explain the product life cycle.	5	4	3	2	1
Describe the new-product development cycle.	5	4	3	2	1
Explain the importance of customer service in the planning of marketing strategy.	5	4	3	2	1
Plan an advertising campaign.	5	4	3	2	1
Design an advertisement.	5	4	3	2	1
Write copy for an advertisement.	5	4	3	2	1
Explain how primary objectives guide strategy planning for primary decisions.	5	4	3	2	1
Explain basic forecasting approaches and why they are used.	5	4	3	2	1
Explain how marketing jobs can be rewarding, pay well, and offer opportunities for growth.	5	4	3	2	1
List the many marketing jobs a person can choose from.	5	4	3	2	1

PLEASE LIST BELOW ANY COMPETENCIES YOU FEEL ARE MISSING.

NEW COMPETENCIES TO BE ADDED:

PROFESSIONAL:

TECHNICAL:

Thank you for your time in completing questionnaire 2. The third and final around of the delphi will consist of reviewing new competencies which are identified in this round, as well as seeking comments regarding specific competencies.

I realize that the delphi is a time consuming task and I sincerely thank you for your input. Summer is quickly approaching and many of you may not be at the address and telephone number I have on file for you during the month of June. If you will not be in the office during the month of June, would you please provide me with your home address and phone.

Address on file: June address & phone

                                     address_____

                                     _____

                                     phone_____

APPENDIX I

QUESTIONNAIRE THREE AND COVER

LETTER

June 8, 1994

Dear Delphi Panelist:

Thank you very much for your continued participation in my
doctoral research. I am pleased with responses from the
second questionnaire mailed to you on May 20. In the second
questionnaire you ranked competencies on a scale from
strongly agree to strongly disagree. This list has been
modified based upon recommendations made by panelists in
order to develop questionnaire 3.

In this third and final questionnaire please re-examine the
competencies and add any that you feel are missing. You are
also asked to rank the competencies as well as provide
comments.

Please return this final questionnaire to me so that
analysis may begin by June 20. Again, thank you for your
participation. I may be reached at (205) 749-7964 - home,
or (205) 844-3820 - work, if you have any questions.

Sincerely,

Trellys A. Morris

QUESTIONNAIRE 3

DIRECTIONS: Read each statement carefully and circle the number that best corresponds to your opinion regarding that competency. To the right of each competency you are encouraged to comment regarding your reaction to the competency. The numbers indicate:

5 = strongly agree

4 = agree

3 = no opinion

2 = disagree

1 = strongly disagree

Each time ask the question:

Is this competency important for the secondary Marketing Education teacher-coordinator to possess?

Example: Comments

Utilize an advisory   Should be a
committee.   5   4   3   2   1   requirement.

Construct an advertis-   Nice to know
ing layout.   5   4   3   2   1   - but not
                                                     necessary.

PROFESSIONAL SKILLS

MARKETING EDUCATION PROGRAM PLANNING, DEVELOPMENT, AND MANAGEMENT

                                                     Comments
Meet with post secondary
institutions to work on
articulation agreements
and to evaluate
curriculums.   5   4   3   2   1

Organize and implement
specialized marketing
education courses.   5   4   3   2   1

Organize and maintain an
advisory committee.   5   4   3   2   1

Develop and implement marketing education program goals and objectives.	5	4	3	2	1
Familiarize yourself with publications in marketing and vocational education.	5	4	3	2	1
Develop tech-prep programs which reflect a sound knowledge of the relationship between academics and marketing.	5	4	3	2	1
Develop the ability to be self-directed in program management activities.	5	4	3	2	1
Obtain occupational analysis.	5	4	3	2	1
Select students for marketing education program.	5	4	3	2	1
Develop program rules and regulations.	5	4	3	2	1
Understand the impact trends have on the program.	5	4	3	2	1
Understand the contribution research makes to the field of cooperative vocational education.	5	4	3	2	1
Determine the impact of external factors on cooperative vocational education program success.	5	4	3	2	1
Manage time efficiently.	5	4	3	2	1

Evaluate marketing education program components.	5	4	3	2	1
Understand the required forms and paper work.	5	4	3	2	1
Set priorities in an efficient manner.	5	4	3	2	1
Develop a vision of the program and begin working towards that vision.	5	4	3	2	1
Plan for school store management.	5	4	3	2	1
Maintain a program filing system.	5	4	3	2	1
Provide for student safety.	5	4	3	2	1
Conduct student follow-up.	5	4	3	2	1
Set and manage budgets.	5	4	3	2	1
Use computer for course management.	5	4	3	2	1
Determine courses to offer which benefit the business community.	5	4	3	2	1
Develop organizational skills.	5	4	3	2	1
Use community resources in program planning.	5	4	3	2	1
Use advisory committee in program planning and development.	5	4	3	2	1
Plan and implement program improvement.	5	4	3	2	1

Synchronize out of
class learning
activities.   5   4   3   2   1

Communicate both in
writing and orally.   5   4   3   2   1

Maintain and manage an
attractive and adequate
classroom/lab
environment.   5   4   3   2   1

Conduct a community
survey of business
needs/trends.   5   4   3   2   1

Establish standards
for student behavior.   5   4   3   2.   1

Attend seminars,
workshops, and other
activities to enhance
professional
competence.   5   4   3   2   1

Complete routine
responsibilities
within the school
setting.   5   4   3   2   1

INSTRUCTIONAL PLANNING AND EVALUATION

Adapt to the role of
learning manager vs.
lecturer.   5   4   3   2   1

Develop the ability to
be flexible with lesson
planning.   5   4   3   2   1

Recognize sources of
assistance for instruc-
tional improvement.   5   4   3   2   1

Select instructional
materials.   5   4   3   2   1

Prepare teacher-made
instructional materials. 5   4   3   2   1

Describe the various types of experiential education.	5	4	3	2	1
Manage the learning environment.	5	4	3	2	1
Integrate academics into curriculum.	5	4	3	2	1
Plan for serving special needs students.	5	4	3	2	1
Set and implement instructional goals.	5	4	3	2	1
Develop marketing based curriculum supported by the National Curriculum Framework.	5	4	3	2	1
Develop logically sequenced course of study and long range plan.	5	4	3	2	1
Develop list of potential guest speakers.	5	4	3	2	1
Identify computer applications.	5	4	3	2	1
Adapt program according to results of evaluations.	5	4	3	2	1
Develop and implement assessment and evaluation instruments.	5	4	3	2	1
Develop multiple versions of tests.	5	4	3	2	1
Adapt performance-driven grades.	5	4	3	2	1
Develop varied, criterion-referenced assessment techniques.	5	4	3	2	1

Develop a procedure for
keeping track of student
grades.   5   4   3   2   1

TEACHING STRATEGIES AND METHODS

Plan interesting lessons
with multiple delivery
methods, based on current
concepts and practices
in marketing.   5   4   3   2   1

Applying learning styles
theory to instructing.   5   4   3   2   1

Use current technology
to support curriculum.   5   4   3   2   1

Identify student assign-
ments which correlate
in-school instruction
with on-the-job
training.   5   4   3   2   1

Apply classroom manage-
ment strategies.   5   4   3   2   1

Analyze, synthesize,
and evaluate various
instructional methods
in terms of student,
teacher, environment,
and content.   5   4   3   2   1

Develop and utilize
innovative and creative
teaching methods.   5   4   3   2   1

Demonstrate effective
presentation skills.   5   4   3   2   1

Demonstrate effective
speaking skills.   5   4   3   2   1

Demonstrate effective
listening skills.   5   4   3   2   1

Apply appropriate
questioning strategies.   5   4   3   2   1

Integrate and reinforce academic skills into lessons.	5	4	3	2	1
Use cooperative learning.	5	4	3	2	1
Use team-building.	5	4	3	2	1
Use peer tutoring.	5	4	3	2	1
Introduce new materials and concepts.	5	4	3	2	1
Evaluate effectiveness of teaching methods upon student learning.	5	4	3	2	1
Provide individualized instruction based on student need and occupational objective.	5	4	3	2	1
Direct student laboratory experiences.	5	4	3	2	1
Use audio-visual equipment.	5	4	3	2	1
Use multi-media hardware and software.	5	4	3	2	1
Provide positive reinforcement and motivational incentives.	5	4	3	2	1
Provide remedial activities for students.	5	4	3	2	1
Facilitate classroom discussion.	5	4	3	2	1
Use a variety of learner centered methods.	5	4	3	2	1
Design out of class experiential assignments.	5	4	3	2	1
Incorporate commercially developed materials into instruction.	5	4	3	2	1

Develop and execute a
recruitment plan.   5   4   3   2   1

Construct and maintain
an on-going marketing
plan for the program.   5   4   3   2   1

Identify and analyze all
internal and external
publics affected by the
program.   5   4   3   2   1

Prepare news articles/
releases.   5   4   3   2   1

Arrange for radio and
tv presentations.   5   4   3   2   1

Plan and conduct an
open house.   5   4   3   2   1

Train students to
become ambassadors
for the program.   5   4   3   2   1

COORDINATING COOPERATIVE EDUCATION ACTIVITIES

Visit training sponsors
frequently.   5   4   3   2   1

Evaluate potential
training stations.   5   4   3   2   1

Discuss how to use
training stations.   5   4   3   2   1

Recommend solutions for
problem areas in
cooperative vocational
education.   5   4   3   2   1

Develop the ability to
feel comfortable working
with business leaders.   5   4   3   2   1

Understand the importance
of good coordination.   5   4   3   2   1

Understand labor laws.   5   4   3   2   1

Recognize the need for
accountability in all
facets of the program.   5   4   3   2   1

Investigate and react to
scenarios specific to the
marketing education
coordinator.   5   4   3   2   1

Understand various types
of vocational education
co-op programs.   5   4   3   2   1

Develop work place
learning experiences.   5   4   3   2   1

Use coordination time
effectively.   5   4   3   2   1

Make home visits as
needed.   5   4   3   2   1

Set up and use a
training plan for
individual students.   5   4   3   2   1

Place students with
occupational
objective in mind.   5   4   3   2   1

Prepare training
agreement.   5   4   3   2   1

Maintain accurate
records for
coordination.   5   4   3   2   1

Develop a plan/system
to monitor student
attendance at
training stations.   5   4   3   2   1

Coordinate the training
and evaluation of
marketing co-op
students with classroom
curriculum.   5   4   3   2   1

In coordination activities emphasis on student development first, then employer conveniences.	5	4	3	2	1
Work towards developing a positive image of coordination time.	5	4	3	2	1
Provide safety instruction.	5	4	3	2	1
Monitor and evaluate student progress on-the-job training in a timely and consistent manner.	5	4	3	2	1

DECA

Advise a student-operated DECA chapter.	5	4	3	2	1
Develop an understanding of DECA and the benefits it can provide students.	5	4	3	2	1
Integrate DECA activities into the curriculum.	5	4	3	2	1
Establish leadership activities through DECA.	5	4	3	2	1
Assist members in planning a program of work.	5	4	3	2	1
Guide and coordinate student organization activities.	5	4	3	2	1
Organize and maintain an active DECA chapter.	5	4	3	2	1
Guide student participation at DECA conferences.	5	4	3	2	1

Complete paperwork for participation in DECA activities.	5	4	3	2	1
Assist with the operation of DECA competitive events.	5	4	3	2	1
Train and guide DECA officers.	5	4	3	2	1
Oversee development of a student organization budget.	5	4	3	2	1
Understand the various DECA competitive events.	5	4	3	2	1
Plan fund raising activities with DECA members.	5	4	3	2	1
Promote DECA within the school to keep its visibility high within the general student population.	5	4	3	2	1
Motivate students to participate in DECA.	5	4	3	2	1

PROFESSIONAL ROLE

Update teaching and marketing skills through participating in professional development.	5	4	3	2	1
Participate in professional teams.	5	4	3	2	1
Develop a vision for the marketing education program.	5	4	3	2	1
Become a self starter.	5	4	3	2	1
Maintain local/state certification requirements.	5	4	3	2	1

Develop a sensitivity
to diverse student
populations.   5   4   3   2   1

Promote equity in all
aspects of the program. 5   4   3   2   1

Promote the concept that
business and industry is
our customer not the
student.   5   4   3   2   1

Attain leadership
skills.   5   4   3   2   1

Serve as a role model
for students.   5   4   3   2   1

Develop a personal
philosophy on marketing
education to guide
decision-making.   5   4   3   2   1

Develop interpersonal
skills.   5   4   3   2   1

Understand work ethics
and their role in the
American work force.   5   4   3   2   1

Understand the role
business and industry
can play in educating
our youth.   5   4   3   2   1

Articulate program
philosophy and mission. 5   4   3   2   1

Understand the needs of
various populations we
serve.   5   4   3   2   1

Maintain a current
knowledge base on
issues, legislation
and initiatives related
to education.   5   4   3   2   1

Understand the Fair
Labor Standards Act.   5   4   3   2   1

Understand sexual
harassment issues.   5   4   3   2   1

Attend activities which contribute to knowledge base.	5	4	3	2	1
Accept responsibility for supervising student teachers.	5	4	3	2	1
Assume fair share of non-teaching assignments.	5	4	3	2	1
Keep up-to-date on the technology in marketing.	5	4	3	2	1
Serve the marketing profession.	5	4	3	2	1
Network with other secondary marketing education teachers.	5	4	3	2	1
Involvement in school/ community to assist in facilitating change.	5	4	3	2	1
Support your professional associations.	5	4	3	2	1
Participate in faculty activities.	5	4	3	2	1
Ask for constructive criticism regarding the program.	5	4	3	2	1
Maintain good grooming habits and professional appearance.	5	4	3	2	1

CURRICULUM SPECIALIST ROLE

Use library resources.	5	4	3	2	1
Describe the relationship between lesson planning and curriculum.	5	4	3	2	1
Develop curriculum which is industry driven and validated.	5	4	3	2	1

Collaborate across curriculums and between levels.	5	4	3	2	1
Plan for integration of the curriculum into non-classroom components.	5	4	3	2	1
Differentiate between curriculum and instruction.	5	4	3	2	1
Describe curriculum functions, strategies and foundations.	5	4	3	2	1
Understand the role curriculum plays in vocational-technical education.	5	4	3	2	1
Understand the content areas in vocational-technical education.	5	4	3	2	1
Understand the nature of occupational research for curriculum development.	5	4	3	2	1
Use technology in curriculum development and delivery.	5	4	3	2	1

TECHNICAL SKILLS

Conduct a marketing research project including appropriate math applications.	5	4	3	2	1
Apply math, science and language arts skills to lessons and evaluate them.	5	4	3	2	1
Identify the foundations and functions of marketing in relation to modern society.	5	4	3	2	1

Construct a strategic plan.	5	4	3	2	1
Interpret financial reports.	5	4	3	2	1
Interpret market information.	5	4	3	2	1
Understand the importance of inter- ational marketing.	5	4	3	2	1
Use a computer.	5	4	3	2	1
Use desk top publishing software.	5	4	3	2	1
Use multi-media technology.	5	4	3	2	1
Use word processing software.	5	4	3	2	1
Attain first hand experience working at a marketing business.	5	4	3	2	1
Operate a calculator.	5	4	3	2	1
Operate a cash register.	5	4	3	2	1
Create a display arrangement.	5	4	3	2	1
Implement security precautions.	5	4	3	2	1
Apply computer technology to market research.	5	4	3	2	1
Apply computer technology to inventory procedures.	5	4	3	2	1
Apply computer technology to general market analysis.	5	4	3	2	1
Utilize current electronic communica- tion equipment.	5	4	3	2	1

Use graphic software packages.	5	4	3	2	1
Operate a modem.	5	4	3	2	1
Prepare POS for daily operations.	5	4	3	2	1
Develop resumes.	5	4	3	2	1
Complete job applications.	5	4	3	2	1
Develop interviewing skills.	5	4	3	2	1
Write a letter of application.	5	4	3	2	1
Write a follow-up letter.	5	4	3	2	1
Up-date business experience.	5	4	3	2	1
Develop training materials.	5	4	3	2	1
Explain difference between micro marketing and macro marketing.	5	4	3	2	1
Explain the product life cycle.	5	4	3	2	1
Describe the new-product development cycle.	5	4	3	2	1
Explain the importance of customer service.	5	4	3	2	1
Plan an advertising campaign.	5	4	3	2	1
Design an advertisement.	5	4	3	2	1
Write copy for an advertisement.	5	4	3	2	1
Explain how primary objectives guide strategy planning for primary decisions.	5	4	3	2	1

Understand basic
forecasting approaches.   5   4   3   2   1

Understand how marketing
careers can be rewarding,
pay well, and offer
opportunities for
growth.   5   4   3   2   1

List the many marketing
careers there are to
choose from.   5   4   3   2   1

Introduce students to
problem solving
techniques.   5   4   3   2   1

PLEASE LIST BELOW ANY COMPETENCIES YOU FEEL ARE MISSING.

NEW COMPETENCIES TO BE ADDED:

PROFESSIONAL:

TECHNICAL:

As an added incentive for those who return the questionnaire postmarked by June 21, your name will be entered into a drawing to win (1) Internship Curriculum Manual from MarkED, a $95 value, (2) video on the importance of a skilled workforce, a $10 value from AVA, or (3) handy summary on the School-to-Work Opportunities Act from AVA. Three names will be drawn on June 23.

In order to be eligible for the drawing, please return the questionnaire postmarked June 21, along with this sheet.

PLACE LABEL HERE

APPENDIX J

PANELISTS WHO WERE SENT

QUESTIONNAIRE VIA

FACSIMILE

Judy Commers
Porter County Career Center
219-531-3175

Gene Coulson
Division of Tech. & Adult Ed.
304-558-1149

Dr. Ed Davis
National DECA
703-860-4013

Terry Elmore
North Caddo High School
318-995-0193

Sharon Faith
Southern Regional High School
609-978-5372

Dr. Robert Fritz
The University of Georgia
706-542-7165

Dr. Thomas Haynes
Illinois State University
309-438-3211

Debbie Laughlin
Centerville High School
513-439-3575

Sissy Long
Alabama Department of Education
205-242-0234

Dr. Earl C. Meyer
Eastern Michigan University
313-487-8755

Dr. David Netherton
Old Dominion University
804-683-5227

Dr. Marcella Norwood
University of Houston
713-743-4033

David Olmer
Inglemoore High School
206-488-9862

Beth Osteen
Mark ED Resource Center
614-486-1819

Dr. Shelia Ruhland
Univ. of Missouri-Columbia
314-882-9935

Adonica Spears
Allen County High School
206-488-9862

APPENDIX K

QUESTIONNAIRE 2 COMMENTS

Competency Commented On	Comment
Meet with post secondary institutions to work on articulation agreements and to evaluate curriculums.	
Organize and implement specialized Marketing Education courses.	?
Organize and maintain an advisory committee.	
Develop and implement ME program goals and objectives.	
Become familiar with major publications in marketing and vocational education.	Dislike wording - should be Mager style so that it can be evaluated. Poorly worded.
Develop tech-prep programs that reflect a sound knowledge of the relationships of academics and marketing.	
Be self-directed in program management activities.	Dislike wording - what are teachers doing to demonstrate theirunderstanding of.
Obtain occupational analysis.	
Select students for Marketing Education program.	Would agree with counseling rather than selecting.
Develop program rules and regulations.	
Demonstrate an understanding of the impact of trends on the program.	Dislike wording. Should be "identify trends and their impact".
Understand the contribution of research in cooperative vocational education to program design, implementation, and evaluation.	Dislike wording. What?

Recognize the impact of external factors on cooperative vocational education program success.	Dislike wording. Should be "determine not recognize".
Develop time management skills.	Manage time efficiently.
Evaluate ME program components.	
Develop an understanding of the required paperwork and legal forms, and complete paperwork.	Dislike wording. Somewhat like, "evaluate Marketing Education Program components" and "develop an ability to set priorities in an effective manner. e.g. legal forms.
Develop an ability to set priorities in an effective manner.	Dislike wording. Should delete "develop an ability to".
Develop a vision of your program, then begin working towards that vision.	Change "your" to "the". Change "then" to "and".
Plan school store management.	Should be "plan for".
Maintain a program filing system.	
Provide for student safety.	If not done by vocational director.
Conduct student follow-up.	
Set and manage budgets.	
Use computer for course management.	When and if time allows.
Determine courses to offer that benefit business community.	For students or for adults?

Be organized.	Organize materials and lessons. Pretty Broad. What?
Draw on community resources for program planning.	Same as advisory committee.
Utilize advisory committee in program planning and development.	Change "utilize to use".
Evaluate all components of the Marketing Education program.	Redundant.
Plan and implement program improvement.	
Synchronize out of class learning activities.	
Develop the ability to communicate: written and oral skills.	Change to "communicate in writing and orally".
Maintain and manage an attractive adequate classroom/lab environment for students.	Design & and maintain. Redundant.
Conducts a yearly community survey of business needs/trends.	Conduct. Yearly too often.
Establishes standards for student behavior in the program.	Establish. Redundant.
Attend seminars, workshops, and other learning experiences for professional educators to enhance professional competency.	
Attend to routine responsibilities within the school setting.	Dislike wording.
Develop the role of learning "manager" vs. lecturer.	Change "develop to adapt".

Be flexible.

What does this
mean?
Not a competency
just a
characteristic as
written.

Recognize sources of assistance
for instructional improvement.

Select instructional materials.

Prepare teacher-made instructional
materials.

Using the
computer.
Combine with
"prepare
related study
materials".

Describe the various types of
experiential education.

Write and use effective lesson plans.

Combine with
"plan
interesting
lessons with
multiple delivery
methods,
based on current
concepts and
practices in
marketing".
Same as "set and
implement
instructional
goals".

Develop units of instruction.

Same as develop
instructional
activities?

Identify student assignments which
correlate in-school instruction
strategies with on-the-job training.

Should be moved
to "teaching
methods"
category.

Manage the learning environment.

Integrate academics into
curriculum.

Develop a knowledge of the various types of learning styles.	Dislike wording. Should be moved to "teaching strategies & methods" category. Not a competency.
Plan for serving special needs students.	
Develop instructional activities.	Combine with "write and use effective lesson plans" and "plan interesting lessons with multiple delivery methods, based on current concepts and practices in marketing. Should be moved to "teaching strategies & methods" category. Should be "perform not develop".
Design a classroom layout for a Marketing Education program.	Redundant.
Set and implement instructional goals.	
Plan interesting lessons with multiple delivery methods, based on current concepts and practices in marketing.	
Prepare related study materials.	Redundant.
Develop grading system.	Redundant.
Utilize current technology to support curriculum.	Should be moved to "teaching strategies & methods" category.

	Change to use instead of utilize.
Develop marketing based curriculum supported by the National Curriculum Framework.	(OCAPS) for Ohio Possible? We already have a state curriculum. Implies that the framework is an accurate base. Actually it has major deficiencies from a curriculum design point of view. Unclear.
Develop logically sequenced course of study and long range plan.	
Develop list of potential guest speakers.	
Identify computer applications.	
Adapt program according to results of evaluations.	
Develop and implement assessment and evaluation instruments.	
Use different and multiple assessments.	Combine with "adapt performance-driven grades" and "develop varied, criterion-referenced assessment techniques".
Develop multiple versions of tests.	
Adapt performance-driven grades.	Huh?
Develop varied, criterion-referenced assessment techniques.	

Adapt a systematic student
performance documentation system.

Grade book?
Redundant.

Apply classroom management
strategies.

Analyze, synthesize, and evaluate
various instructional methods
in terms of student, teacher,
environment, and content.

Develop and utilize innovative
and creative teaching methods.

Demonstrate effective presentation
skills, including good speaking
and listening skills.

Be aware of different teaching
styles for different students.
styles theory to instructing.

Dislike wording.
Apply learning

Apply appropriate questioning
strategies.

Integrate and reinforce academic
skills into all lessons.

Delete all.
All?

Use student-centered instructional
techniques such as cooperative
learning, team-building, and peer
tutoring.

Introduce new materials and
concepts constantly.

Constantly?
Delete
constantly.
Constantly?

Evaluate teaching methods as to
their effectiveness for student
learning.

Utilize brainstorming techniques.

Repeat.

Utilize peer teaching.

Repeat.
Delete.

Utilize simulation techniques.

Repeat.

Utilize the project method.

Repeat.

Provide individualized instruction
based on student needs and
occupational objectives.

Direct student laboratory
experiences.

Introduce a lesson.	Repeat.
Summarize a lesson.	Repeat.
Assist students in applying decision-making techniques.	Not a competency. Should be applying.
Develop the skills to use audio-visual equipment, multi-media hardware and software.	Delete "develop the skills to".

Match appropriate instructional
strategies to the learning domains.

Provide positive reinforcement
and motivational incentives.

Determine and provide remedial
activities for students when
needed.

Facilitate classroom discussion.

Conduct demonstrations.	Repeat.
Implement small group activities.	Repeat.
Present large group instruction.	Repeat. Redundant. Repeat. Redundant.
Utilize a variety of teacher centered methods.	Repeat. OK. Change utilize to use. Define teacher centered methods.

Design out of class experiential
assignments.

Incorporate commercially developed
materials into instruction.

Design and utilize projects and   Repeat.
simulations.   Redundant.

Provide hands-on experiences for   Redundant.
students through work experience
or lab experiences.

Monitor group discussion.   Redundant.

Monitor panel discussion.   Redundant.

Develop a mastery-based approach.   Redundant.

Create a positive classroom
environment.

Develop teaching strategies for   Redundant.
the psychomotor domain.

Develop teaching strategies for   Redundant.
the cognitive domain.   Add affective
                                                domain.

Utilize a network system for
teaching telecommunications.

Facilitate through teaming with   Redundant.
others.

Assist students in assessing their   Not a competency.
career objectives as well as
analyzing their aptitude and ability.

Assist students in assessing their
personal and social development.

Provide guidance to students.

Maintain an open channel of
communication with students.

Develop a library of marketing
career materials.

Conduct individual conferences
throughout the year with each
marketing student.

Incorporate commercially developed
materials into instruction.

Design and utilize projects and   Repeat.
simulations.   Redundant.

Provide hands-on experiences for   Redundant.
students through work experience
or lab experiences.

Monitor group discussion.   Redundant.

Monitor panel discussion.   Redundant.

Develop a mastery-based approach.   Redundant.

Create a positive classroom
environment.

Develop teaching strategies for   Redundant.
the psychomotor domain.

Develop teaching strategies for   Redundant.
the cognitive domain.

Utilize a network system for
teaching telecommunications.

Facilitate through teaming with   Redundant.
others.

Assist students in assessing their   Not a competency.
career objectives as well as
analyzing their aptitude and ability.

Assist students in assessing their
personal and social development.

Provide guidance to students.

Maintain an open channel of
communication with students.

Develop a library of marketing
career materials.

Conduct individual conferences
throughout the year with each
marketing student.

Assess student problems and direct
to appropriate school/community
agency.

Assist students in developing short
term and long term goals.

Develop a knowledge about career   Develop a
ladders in different occupational   knowledge about?
areas.

Offer job-related counseling.   Change to
students with job-related   "counsel
topics.

Maintain good rapport with parents,
administrators, and business
community.

Effectively use resources of   Should be
business committee.   business
                                                community.
                                                Delete
                                                "effectively".

Develop the ability to effectively   Delete "develop
integrate the Marketing Education   the ability to
program in the school and community.   effectively".

Network with education colleagues.

Become involved in local civic   Should be join.
groups.   Change "become
                                                involved" to
                                                "participate".

Act as a liaison between the   Change "act to
school and community.   serve".

Participate in school functions.

Research business employment   Redundant.
needs.

Foster collaboration with new   Change to "foster
State/Federal initiatives   collaboration
between school and community.   between
                                                school and
                                                community
                                                with new State/
                                                Federal
                                                initiatives.

Plan an employer-employee function.

Develop training programs to meet   Adults?
community needs?

Develop and execute a recruitment
plan.

Construct and maintain an on-going
marketing plan for program.

Identify and analyze all internal
and external publics affected by
the program.

Prepare news articles/releases.

Arrange for radio and tv presentations.

Plan and conduct an open house.

Assist students to become   Should be train.
ambassadors for the program.

Visit training sponsors frequently.

Evaluate potential training stations
and how to utilize them.

Cite and recommend solutions for
major problem areas in coop. voc. ed.

Develop the ability to feel   Delete "develop
comfortable working with   the ability to".
business leaders.

Possess an understanding of the   Not a competency.
importance of good coordination.   Dislike wording.

Understand labor laws.   Dislike wording.
                                          Not a competency.

Recognize the need for
accountability in all facts of
the coop. ed. program.

Investigate and react to
scenarios specific to the
ME coordinator.

Develop an understanding of the various types of cooperative education programs.

Not clear if this item refers to other vocational programs using the cooperative method (not program) or generic placement options calling themselves "co-op programs". Not a competency.

Develop work place learning experiences.

Use coordination time effectively.

Make home visits as needed.

Set up and utilize a training plan for individual students.

Place students with occupational objective in mind.

Prepare training agreement.

Maintain accurate records for coordination.

Develop a plan to monitor student attendance at training stations.

Or System.

Coordinate the training and evaluation of marketing coop. students with curriculum in the classroom.

In coordination activities emphasize student development first, then employer conveniences.

Should be emphasis

Work towards developing the image of coordination as hard work, not half/day free time.

Position coordination as hard work versus free time. Need to do work not develop image.

Provide safety instruction in
school related to the work place.

Monitors and evaluate student   Monitor.
progress on-the-job training
in a timely and consistent manner.

Advise a student-operate DECA
Chapter.

Possess a strong understanding
of DECA and the benefits it can
provide students.

Integrate DECA activities into the   Co-curricular.
curriculum.

Develop an ability to establish   Delete "develop
leadership activities through DECA   an ability to".
that will develop youth into
productive citizens.

Assist members in planning a
pogrom of work.

Guide and coordinate student
organize activities.

Organize and maintain an active
DECA Chapter.

Guide student participation at
DECA leadership conferences and
competitions.

Complete necessary paperwork
for participation in DECA
activities.

Assist with the operation of
DECA competitive events.

Train and guide DECA officers.

Oversee development of a student
organization budget and handling
of finances.

Develop a knowledge and understanding   Dislike wording.
of competitive events.   ?

Plan fund raising activities to carry out the goals of the DECA Chapter.	With DECA members.
Promotes DECA with the school to keep its visibility high within the general student population.	Promote.
Motivate students to learn about DECA.	Change "learn about to "participate in".
Be willing to update teaching and marketing skills by participating in professional development activities.	Update. Delete "be willing to".
Be a team player.	Dislike wording. Change to "participate in professional teams".
Be able to see how Marketing Education fits in the big picture.	Re-write. Dislike wording..
Be a self starter and highly motivated.	Dislike wording. Re-write.
Maintain local/state certification requirements.	Required.
Develop a sensitivity to diverse student populations.	
Obtain 4000 hours of work experience in marketing occupation. take	Why 4000? This does not into consideration quality of work experience. Or more. Required. Not a competency.
Develop a philosophy that business and industry is our customer not the student.	Both would be agreeable. Business and industry is not the student? Not a competency.

Be open to change.   Dislike wording.
                                            Not a competency.

Develop leadership skills.   Not a competency.

Serve as an effective role model
for students.

Develop a personal philosophy on   Worded poorly.
teaching and on Marketing Education
that answers the question of why
and what is important and use
that philosophy to guide decision-
making.

Develop strong interpersonal skills.

Develop an attitude that work ethics   Worded poorly.
are a vital part of the American
work force.

Develop an understanding of how   Not a competency.
business and industry can play a   Dislike wording.
valuable role in educating out
youth.

Articulate precise insight to the   Worded poorly.
program's philosophy and mission.   ?

Understand the needs of various   Not a competency.
populations we serve.   Dislike wording.

Develop and maintain a current   Delete "develop
knowledge base on issues,   and".
legislation and initiatives   Dislike wording.
related to education.

Become an expert on the Fair   Expert? Become
Labor Standards Act and sexual   knowledgeable
harassment issues.   Dislike wording.
                                              Expert?
                                              Be knowledgeable.
                                              Not a competency.

Attend community meetings/   Change
"professional
conferences that contribute to   development" to
professional development.   "knowledge base".

Accept responsibility for
supervising student teachers.

Assume fair share of non-teaching
assignments.

Keep up-to-date on the
technology in marketing.

Be of service to the profession.

<div style="margin-left:auto">Dislike wording.
Delete "be of
service to" and
change to
"serve".</div>

Develop an understanding of the
role of networking with other
secondary Marketing Education
teachers.

<div>Dislike wording.
Change to
"network
with other
secondary
Marketing
Education
teachers.</div>

Become involved in school/
community to give input into
system to institute change.

<div>Dislike wording.
Delete "become".</div>

Be active in and support your
professional association.

<div>Dislike wording.
Change "be
active" to
"participate",
and delete
"support
your".</div>

Be an active leader in your
faculty.

<div>Dislike wording.
School.
Delete "be an
active"
and "in your".</div>

Develop ability in dealing with
others.

<div>Repeat.
Change to "deal
with others".</div>

Ask for constructive criticism of
himself/herself and the program by
someone in a position to judge.

<div>Delete "of
himself/herself".</div>

Maintain good grooming manners
and professional appearance.

Network within school, across
departments, with guidance and
administrators.

Repeat.

Utilize library resources.

Describe the relationship
between lesson planning and
curriculum.

Develop curriculum which is
industry driven and validated.

Collaborate across curriculum
and between levels.

Plan for integration of the
curriculum into non-classroom
components (DECA, coop, school
store) of the ME program.

Evaluate program curriculum and
plan for revision and improvement.

Redundant.

Analyze the impact and applicability
of trends in Marketing Education
curriculum.

Redundant.

Differentiate between curriculum
and instruction.

Why?

Describe several types of curriculum
theories and their relation to
current occupational education
curriculum development.

To be accurate,
shouldn't this
item refer to
functions
strategies, and
foundations?

Describe the impact of learning
styles on curriculum.

Redundant.

Describe the learning domains and
their relationship to curriculum.

Explain the role of curriculum
in vocational-technical education.

Describe the content areas in
vocational-technical education.

Dislike wording.
Too much change
with
restructuring
efforts.

Explain the nature of occupational
research for curriculum.

Unclear.

Describe the use of instructional
technology in curriculum development
and delivery.

Apply math, science and language
arts skills to every less and
evaluate them.

Where possible.
It would be, if
not limited by
every.
Every?
And Every?

Know the foundations of marketing
and the functions of marketing,
and develop good examples related
to modern society.

Dislike wording.
Not a competency.
Change to
"identify".

Construct a strategic plan.

Interpret financial reports.

Interpret market information.

Was intent the
same as far
"interpret
marketing
information"?
Same as marketing
information.
Delete.

Become computer literate.

Change "become to
use a"
and delete
"literate".
Dislike wording.

Develop the following computer
skills: desk top publishing,
multi-media technology, word
processing.

You might not
have the
resources.
Change "develop"
to "use".

Develop first hand experience
working at a retail business.

I'm disagreeing
with retail
business.
Teachers need
first-hand
marketing
experience not

necessarily
retailing.
Why retail?
Not a competency.

Operate a calculator.

Operate a cash register.

Create a display arrangement.

Implement security precautions.

Research information needed.

Understand and apply computer
technology for market research,
inventory, and general market
analysis.

Too many
concepts.
Not a competency.

Utilize current electronic
communication equipment.

Define?

Utilize graphic software
packages.

Operate a modem.

Prepare POS for daily
operations.

Develop resumes.

Not unique to
marketing
teachers.
Depends on
program.

Develop the ability to properly
fill out job applications.

Not unique to
marketing
teachers.
Delete "develop
the ability to
properly".

Develop interviewing techniques.

Not unique to
marketing
teachers.
Just "interview".

Write a letter of application.

Not unique to
marketing
teachers.

Write a follow-up letter.	Not unique to marketing teachers.
Demonstrate marketing skills (if you do not feel comfortable with the technical skill visit businesses or ask business people to demonstrate the skill to your class).	Too broad. Too broad. Not a competency.
Compute income tax.	
Develop a variety of work and life experiences.	? Not a competency.
Step back into the work place every now and then to make sure you are current and topical.	Not a competency. Up-date business work experience.

Develop training materials.

Explain difference between micro marketing and macro marketing.

Explain the product life cycle.

Describe the new-product development cycle.

Explain the importance of customer service in the planning of marketing strategy.

Plan an advertising campaign.

Design an advertisement.

Write copy for an advertisement.

Explain how primary objectives guide strategy planning for primary decisions.

Explain basic forecasting approaches and why they are used.

Explain how marketing jobs can be rewarding, pay well, and offer opportunities for growth.

List the many marketing jobs   Delete "from".
a person can choose from.

Additional Comments

Mark ED's competency list - this part is too
overwhelming.

Curriculum specialist role contains many repeats.

Many of these are important but to a minor degree.

Several could be less detail oriented.

It is difficult not to agree (at least) with all of them.

Hope all is going well.

Call if you need help in anyway.

Technical skills need to be further developed, include
all entry level/advanced level marketing skills used in
a comprehensive marketing curriculum.

Technical skills may have been biased by providing areas
of the framework as a reference point and the time
limitation for respondents which may have forced a
convenient rather than a considered response.

Are some of the items listed under technical skills
actually professional skills?

Do some items listed as technical skills repeat/overlap
framework items which you indicate a unanimous input?

Need to have consistency among statements.

Do not use term "utilize" - just "use".

Are we going to validate Mark ED's list?

APPENDIX L

COMMENTS FROM ROUND 3

QUESTIONNAIRE 3

PROFESSIONAL SKILLS

<u>MARKETING EDUCATION PROGRAM PLANNING, DEVELOPMENT, AND MANAGEMENT</u>

COMPETENCY	COMMENT
Meet with post secondary institutions to work on articulation agreements and to evaluate curriculums.	Will become more important as school to work is implemented. Should be done. Should be but unfortunately is not currently being used. Alabama has few programs to articulate agreements. Nice, but not necessary. At the administration level. Been there, done that created a lot of interest among my students. More administrative; must be aware. Not significant, significant, very limited use. Not essential.
Organize and implement specialized marketing education courses.	This is becoming more the role of post secondary. This is important in some schools, but not necessarily a requirement. If school and numbers allow.

Don't necessarily
need specialized
programs.
Secondary
students
should not
specialize -
they cannot make
that decision
this early
(usually).
Depends on local
needs
assessment.
Time and need are
factors.
Things are
getting more
general.
Advertising and
fashion are
popular.
Failed here,
confused students
who didn't know
how to fit into
schedules.
More important
today.
Where
appropriate.
Becoming critical
to maintain
programs.
Very good idea.

Organize and maintain an
advisory committee.

Done properly the
committee will
help maintain
excellence
in the program.
Requirement.
Unfortunately,
most coordinators
do not know how
to maintain a
"strong" advisory
committee.
Should fit this
to local
availability and
structure.

A must.
Should require
the number of
meetings
per year.
Should know.
Aids in all
aspects of
programs.
They can be
helpful to your
program.

Develop and implement
marketing education program
goals and objectives.

Definitely a
responsibility.
Establishes
direction and
needs to be re-
evaluated.
A must.
Critical.
The overall goals
are often set by
department of
education at
state or local
levels.

Familiarize yourself with
publications in marketing
and vocational education.

Keep up with
current
information.
It's nice to know
to keep abreast
of happenings.
You need to keep
up.
Helps remain
current and
professional.
Change verb to
read.

Develop tech-prep programs
which reflect a sound
knowledge of the relation-
ship between academics and
marketing.

Becoming
increasingly
important.
If school will
assist you in
tech prep.
This seems to be
the future.
Marketing is
practical

application of
academics, not a
separate area.
A must for
monies.
Tech prep is
becoming more
important.

Develop the ability to
be self-directed in program
management activities.

Need ability to
analyze own
program and be
flexible to meet
individual needs.
This competency
tells the
difference in
excellent
programs and
others.
Critical.
Develop the
ability
is not a
competency.
Critical.

Obtain occupational
analysis.

What does this
really mean?
Direction!
Important skill
many don't have
today.
Need to under-
stand process
for coop and
curriculum
development.
To validate
curriculum?
Little is
actually
done with these
anymore - they
are a nice to
know.

Select students for
marketing education
program.

Selection can be
bad if the
idea is to only
serve the
best - should

serve students
with high
interest level
regardless of
ability.
Very important.
Is important for
career planning
and direction.
Interview process
a must.
Only for
advanced.
Let anyone try
beginning.
Nice but
unlikely.
Critical.

Develop program rules and
regulations.

Guidelines are
necessary but can
be established by
committee or
others.
Responsible for
reasonable
success of
program.
Vague.
A must.
Necessary because
of many/varied
activities.
Critical.
These are often
developed in
conjunction with
other coordi-
nators.

Understand the impact
trends have on the

Keep up to date
on local and
expanded program
needs.
Trends cause
change in
curriculum.
Things I used to
teach are not
longer relevant.
Help manage
change.

Understand the contribution research makes to the field of cooperative vocational education.	As it applies on local level. Critical. Coop is a method, not a field. Why not understand the contribution research makes to all aspects of marketing education?
Determine the impact of external factors on cooperative vocational education program success.	Meet needs or as change happens adjust accordingly. Critical. Coop is a method, not a program.
Manage time efficiently.	If you can't your efficiency drops off! "Plan your work - work your plan". Important. A coordinator. There is never enough time to do all we are asked to do by administrators and by students. Critical.
Evaluate marketing education program components.	Needs to evaluate effectiveness of all program parts. Constantly. Critical.
Understand the required forms and paper work.	Necessary evil! A must in defense of contract and program. Critical. Workshops need to be presented to all new teachers explaining these forms.

Set priorities in an
efficient manner.

Program and your
own!
Ok.

Develop a vision of the
program and begin working
towards that vision.

Good idea! Need
to promote
leadership
and celebrate
small
successes as you
go!
Like p. 13 #3.
You must "focus".
Has to be
flexible
as each year's
students have
different needs
and
expectations.
Critical to
future.
Same as set goals
and objectives
(above).

Plan for school store
management.

Not a requirement
but can work well
if used as a
method of
instruction.
Not many schools
allow marketing
education
programs to
operate
a school store.
Specially
financial
controls.
May or may not
have one.
Excellent
opportunity to
use skills
developed.
Necessary only if
you have one.
Only some
marketing
education
programs have

	school stores. If that method currently exists in the program.
Maintain a program filing paperwork!	Same as system.
Provide for student safety.	On-the-job. School and on training station assignment. Critical.
Conduct student follow-up.	My voc. office does this. Good to show success of program. Often completed by vocational director.
Set and manage budgets.	Form of follow up is necessary for fiscal responsibility. Only as they relate to fundraising activities.
Use computer for course management.	Important - if time allows only so many hours/day! Makes things easier, but not necessary. Incredible time saver. No training for teachers - more learn as you go. Critical.
Determine courses to offer which benefit the business community.	If school will allow. Evaluate local needs!

	Unclear statement for students or for business employees.
Develop organizational skills.	Good idea if you are to have a successful program. Too general. Critical. Develop is not a competency – exhibit. Related to set priorities (above).
Use community resources in program planning.	Use to supplement text and personal experiences. Advisory committee. Improves rapport with community and program.
Use advisory committee in program planning and development.	Sounding board/training stations.
Plan and implement program improvement.	Evaluate as changes are needed. We can always improve. Critical to future.
Synchronize out of class learning activities.	Important – coordinate out of class with in class curriculum. Incomplete statement. They enhance. Depends on site/ closeness of community.

Communicate both in writing and orally.	Use with business community and with VSO activities. Overly general. Yes! Critical - should be associated with computer facility/ orientation. Very important to success in working world.
Maintain and manage an attractive and adequate classroom/lab environment.	Quality environment encourages interest and learning. Business-like. Should fit your needs and students' expectations. "Walk the talk."
Conduct a community survey of business needs/trends.	Assuming that the survey includes the "marketing" business community - I do not agree that marketing education coordinators should conduct an annual survey of entire business community. How frequently? To help to plan program goals. This is usually performed by state economic agencies and chambers of commerce.

	Informally - but timewise probably not reasonable to expect.
Establish standards for student behavior.	Discipline is necessary for learning to take place. Evenly enforced.
Attend seminars, workshops, and other activities to enhance professional competence.	Necessary to keep maintain feeling re-charge! Join professional organization (MarkED).
Complete routine responsibilities within the school setting.	Necessary to maintain feeling of a whole school community. Be involved in other activities. Do or die!

INSTRUCTIONAL PLANNING AND EVALUATION

Adapt to the role of learning manager vs. lecturer.	Depends on circumstances. Must do this if we are going to improve learning process.
Develop the ability to be flexible with lesson planning.	Allow for individual differences and happenings. A must! I don't understand this. Be flexible with lesson planning or implementing instruction.
Recognize sources of assistance for instructional improvement.	Need to be aware of changes. This is very broad.

Select instructional materials.	Use as a guide to curriculum goals.
Prepare teacher-made instructional materials.	Enhance curriculum. Not as important as it once was. There are a lot of different materials available today. Many professional materials available - not critical.
Describe the various types of experiential education.	Variety is spice of life. Utilize rather than describe.
Manage the learning environment.	Structure with sufficient flexibility! Same as "adapt to the role of learning manager vs. lecturer".
Integrate academics into curriculum.	This is becoming essential. They already should be! We need to emphasize the social sciences, not math and science. A must, math skills, English skills, reading skills.
Plan for serving special needs students.	Workshops to help. This is a major market so easily ignored due to poor teacher preparation.

	Becoming more important in Ohio where inclusion is the law.
Set and implement instructional goals.	Reasons for completing Marketing Education courses.
Develop marketing based curriculum supported by the National Curriculum Framework.	Good idea but not absolute. Currently use MO. I feel a national base would not be area specific enough. It has often been developed. This is over-valued. Need to set on local emphasis. Again Ohio must follow OCAPS. Should be limited to support marketing based curriculum. Important.
Develop logically sequenced course of study and long range plan.	Should include the competencies from our state course of study. Sequential/ advanced marketing education course offerings.
Develop list of potential guest speakers.	Supplement activities. Add variety and good information.
Identify computer applications.	It depends on computers that are available. Simulations and competitive

	activities. All coordinators must be literate in computers. Why not "use computer" and then specify, wp, spread sheets, communications, etc.
Adapt program according to results of evaluations.	What evaluations? Why evaluate if change is out of the question?
Develop and implement assessment and evaluation instruments.	For students. A variety to use in portfolio approach. Or obtain from resources such as MarkED.
Develop multiple versions of tests.	I do because I use mastery learning, it wouldn't be necessary if you didn't use mastery learning. Allows for individual differences. Depends on situation.
Adapt performance-driven cases.	Effective in most grades. Got to give them I guess. Don't understand statement.
Develop varied, criterion-referenced assessment techniques.	Variety.
Develop a procedure for keeping track of student grades	More important to measure competency of

marketing
education
curriculum
objectives.
Computer.
Grade books?
Computer?

TEACHING STRATEGIES AND METHODS

Plan interesting lessons
with multiple delivery
methods, based on current
concepts and practices
marketing.

What's
interesting and
current is easy
to learn. There
is little
incentive in
this.
We try.
Isn't the above
section planning.
Keep students
interested.

Applying learning styles
theory to instructing.

I don't know what
style theories
are.
Allows for all
forms of
learners.
When tasks are
complex
and demanding.
Very difficult to
do for anyone.

Use current technology to
support curriculum.

If possible.
As means of
recordkeeping.

Identify student assignments
which correlate in-school
instruction with on-the-job
training.

Instructional
management plan.
A must so
student can see
relevance.

Apply classroom management
strategies.

Enables
accomplishment of
goals.
Overly general.

Analyze, synthesize, and evaluate various instructional methods in terms of student, teacher, terms of student teacher, environment, and content.	Could be the same competency as last on page 5. A constant in terms of change. Overly general. Sounds great! .. realistic?
Develop and utilize innovative and creative teaching methods.	Could be the same as last competency on page 5. As appropriate.
Demonstrate effective presentation skills.	Could be the same as last competency on page 5. Make interesting and relevant.
Demonstrate effective speaking skills.	Communication!
Demonstrate effective listening skills.	Communication!
Apply appropriate questioning strategies.	Evaluates understanding. The key with this is when should this be done.
Integrate and reinforce academic skills into lessons.	Sounds like a repeat of bottom page 4. Should already be there! The key with this is when should this be done. If just reinforce -3, otherwise create separate lessons for academic competencies important in marketing.

Use cooperative learning.	Shared viewpoints! The key with this is when should this be done. This again is becoming more important. Employers are asking for more coop learning.
Use team-building.	Group learning and remedial activities. The key with this is when should this be done.
Use peer tutoring.	If time allows. Group learning and remedial activities. The key with this is when should this be done.
Introduce new materials and concepts.	Where & when appropriate! The key with this is when should it be done. Always be current? I am unclear how this is unique competency.
Evaluate effectiveness of teaching methods upon student learning.	Are they effective? Do I need to adopt changes? All are needed, but under what conditions? That's the real question.
Provide individualized instruction based on student need and occupational objective.	This statement sounds easy, but it is hard to really do.

Specific
competency as
related to
career interest.
All are needed,
but under what
conditions?
That's the real
question.

Direct student laboratory
is experiences.

Depends on what
is meant by
"laboratory"
experiences. If
you mean a formal
laboratory - not
all schools have
a lab - then I
would say not
agree.
Enhances class
lessons.
All are needed
but under what
conditions?
That's the real
question.

Use audio-visual equipment.

Illustrations to
prove or show
applications.
All are needed
but under what
conditions?
That's the real
question.
Various forms of
presentation, are
always important.
Must be relevant
if possible
(money).

Use multi-media hardware
and software.

If available.
When appropriate.
All are needed
but under what
conditions?
That's the real
question.
Various form of
presentation, are

always important.
Still new equip-
ment not
available
most places.

Provide positive
reinforcement and
motivational incentives.

Necessary to
accomplish
All are needed,
but under what
conditions?
That's the real
question.

Provide remedial activities
for students.

Reteach- mastery
learning.
All are needed,
but under what
conditions?
As needed.

Facilitate classroom
discussion.

Serve as
moderator/leader.
All are needed,
but under what
conditions?

Use a variety of learner
centered methods.

Variety
encourages
learning.
All are needed,
but under what
conditions?

Design out of class
experiential assignments.

This sounds like
next to the last
competency on
page 3.
Supplements class
work.
I need examples.
All are needed,
but under what
conditions.
Coop can be
useful here.
May not be
appropriate in
some situations?

Incorporate commercially
developed materials into

Why is this
listed?

	All teachers do this - they do not write books, etc. Use as a base. All are needed, but under what conditions. Must know when useful and appropriate.
Create a positive classroom environment.	Necessary to provide learning! All are needed, but under what conditions.
Develop teaching strategies for the cognitive domain.	All are needed, but under what conditions.
Develop teaching strategies for the affective domain.	All are needed, but under what conditions. Be careful here. Some parents don't want any values taught.
Develop teaching strategies for the psychomotor domain.	All are needed, but under what conditions. Include perceptual.

GUIDANCE

| Analyze student aptitude and ability. | Aptitude is ability in a given context? More appropriate to work with counselor? |
| Assist student in assessing career objectives. | Very important. Career objectives should be assessed before they come into the program. |

Provide guidance to students.	This takes a lot of time, but you must.
Maintain an open channel of communication with students.	A must.
Develop a library of career materials for marketing careers.	May be a part of counselor's department.
Conduct individual conferences throughout the year with students.	Every two weeks.
Assess student problems and direct to appropriate school/community agency.	Are our coordinators trained to this? May or may not be teacher responsibility.
Assist students in developing goals.	
Develop a knowledge of career ladders.	
Counsel students with job-related topics.	

SCHOOL-COMMUNITY RELATIONS & PROGRAM MARKETER

Maintain good rapport with parents.	Must have. Try to incorporate parents in activities.
Maintain good rapport with administrators.	Must have.
Maintain good rapport with business community.	Must have.
Use resources of business community.	Sounds like a repeat of the 5th competency from bottom of page 3. Examples.

Integrate the marketing eduction program into the school.	What does this mean? Show room for practical education. Needs explanation not sure what it means. Bookstore a good way.
Integrate the marketing education program into the community.	Part of the program! Needs explanation not sure what it means. Community projects.
Network with education colleagues.	Updates/current/professional. Not sure what this means! Sounds great.
Join civic groups.	As an example and for resources.
Serve as a liaison between the school and community.	Positive influence.
Participate in school functions.	Professionalism. Is this like "integrate marketing education program into the school? A must!
Research business employment needs.	Coop necessity.
Foster collaboration between State/Federal initiatives.	Don't think this fits local school level. Local - State? Participate in this process.
Plan an employer-employee function.	If you have a co-op program.

Recognition of involvement.
A great way to say
thank you.
Along with student guidance.

Develop training programs to meet community needs.

Time is a factor.
Practical local applications.

Develop and execute a recruitment plan.

Promote career interest in marketing.
Important for teachers to select their own students.
You must be your own best recruiter!

Construct and maintain an on-going marketing plan for the program.

Promote yourself!

Identify and analyze all internal and external publics affected by the program.

What does this mean?
If possible.

Prepare news articles/ releases.

Favorable publicity!
If you don't toot your horn, no one else will.

Arrange for radio and tv presentations.

Depends on size of community.
Nice, if possible.
Nice, but not necessary.
Nice!

Plan and conduct an open house.

School might do this.

As a part of
total school
program.
Our school has an
open house.
So!   So!

Train students to become
ambassadors for the
program.

Good promo!
Great one!

COORDINATING COOPERATIVE EDUCATION ACTIVITIES

Visit training sponsors
frequently.

Maintain contact!
One can visit too
frequently.
A must!
As frequently as
employer wants.

Evaluate potential training
stations.

Quality
experiences!

Discuss how to use
training stations.

What do you mean?
With who?
With?
With whom?
You mean "role of
training
station?"
Discuss?

Recommend solutions for
problem areas in
cooperative vocational
education.

They are
individual
& need specific
action.
Do we mean
marketing
instead of
vocational?

Develop the ability to
feel comfortable working
with business leaders.

Coop idea!
Comfortable or
not - you have to
do it. Change
the statement and
I could strongly
agree.

Understand the importance of good coordination.	Allows for difference between school/work.
Understand labor laws.	If responsible for coop program. To a point.
Recognize the need for accountability in all facets of the program.	Quality enhanced education.
Investigate and react to scenarios specific to the marketing education coordinator.	What does this mean? Vague? I don't understand. Don't understand the item. Not sure what this relates to.
Understand various types of vocational education co-op programs.	Need flexible program offerings to meet needs. Vague. Particularly your own. If you mean, understand various types of vocational programs which use the cooperative method.
Develop work place learning experiences.	This depends on coop. Important to guide actual increased learning on job site. Vague. You need actual retail experiences.

Use coordination time effectively.	As possible! Like an earlier one.
Make home visits as needed.	These are rare in most schools - meetings with parents are usually in the school. Very important. Some areas may not want you to. In 20 years I have probably visited 5 homes. This is seldom a part of coordination activities anymore.
Set up and use a training plan for individual students.	Important- relates to curriculum. Must be in place to function properly. Vital activity.
Place students with occupational objective in mind.	If possible. Must be in place to function properly.
Prepare training agreement.	Required! Must be in place to function properly.
Maintain accurate records for coordination.	Evaluation Must be in place to function properly. Legal requirement.

Develop a plan/system to monitor student attendance at training stations.	If needed. Required! Must be in place to function properly.
Coordinate the training and evaluation of marketing co-op students with classroom curriculum.	Coop and class relationship combination grading. Sometimes not realistic.
In coordination activities emphasis on student development first, then employer conveniences.	Where possible! Unclear. Always!
Work towards developing a positive image of coordination time.	Not just release time! Repeat.
Provide safety instruction.	Job and class. Employer should also do this. Repeat from page?
Monitor and evaluate student progress on-the-job training timely and consistent manner.	Required – quarterly! At least once a month.

DECA

Advise a student-operated DECA chapter.	Necessary! Co-curricular activities allow for practical application of skills developed. Your best tool of recruitment.
Develop an understanding of DECA and the benefits it can provide students.	Useful tool! Change wording. Provide benefits to advisor as well.
Integrate DECA activities into the curriculum	A natural happening!

Establish leadership activities through DECA.	Practice develops skills learned.
Assist members in planning a program of work.	Goal setting. Change "work" to "activities".
Guide and coordinate student organization activities.	Follow "POA".
Organize and maintain an active DECA chapter.	Great promo and proving ground.
Guide student participation at DECA conferences.	Set examples.
Complete paperwork for participation in DECA activities.	Enables student participation.
Assist with the operation of DECA competitive events.	Voluntary expression of support!
Train and guide DECA officers.	Leadership development.
Oversee development of a student organization budget.	Part of goal setting.
Understand the various DECA competitive events.	As to co-curricular uses.
Plan fund raising activities with DECA members.	To financial practical activities.
Promote DECA within the school to keep its visibility high within the general student population.	Celebrate your activities and successes.
Motivate students to participate in DECA.	Allows for student participation and recognition.

PROFESSIONAL ROLE

Update teaching and
marketing skills through
participating in
professional development.

Necessary to be
effective.
Similar to
participate in
professional
teams.

Participate in professional
teams.

Repeat? This
could be achieved
by the above
competency.
Just a good idea.
I don't
understand the
statement.

Develop a vision for the
marketing education program.

Sounds like the
third competency
from the top
of page 3.
Need to know what
we want.
Like pg. 3 #3.
Repeat of item
page 3.

Become a self starter.

Sometimes the
only starter!
Repeat of item
page 2.

Maintain local/state
certification requirements.

Required!

Develop a sensitivity to
diverse student populations.

We have them all!

Promote equity in all
aspects of the program.

Required!

Promote the concept that
business and industry is our
customer not the student.

Mold them for
career choices.
Students needs
are also
important.
Students are our
primary market.
Business provides
a supportive
role.

Both are
customers!
We need to
recognize all our
customers -
parents, admin-
istrators, as
well as students
and business.

Attain leadership skills.

Serve as an
example!
Attain?

Serve as a role model
for students.

Can't talk the
talk and not walk
the walk!

Develop a personal philosophy
on marketing education to
guide decision-making.

Develop interpersonal
skills.

Helpful in all
personal
contacts.

Understand work ethics and
their role in the American
work force.

Real important in
the case of
absences.
Reword.

Understand the role
business and industry can
play in educating our
youth.

Supplement and
expand our
our
possibilities.
Good concept.

Articulate program
philosophy and mission.

Not accomplished
enough.
Incomplete
statement.

Understand the needs of
various populations we
serve.

Required!
Reword.

Maintain a current knowledge
base on issues, legislation
and initiatives related to
education.

Nice and should
play a role!
Be aware?

Understand the Fair Labor Standards Act.	Required!
Understand sexual harassment issues.	Required! Important issue. Reword.
Attend activities which contribute to knowledge base.	What is this saying? Expand and re-educate to keep up to date. Reword.
Accept responsibility for supervising student teachers.	Extend quality and use of experience.
Assume fair share of non-teaching assignments.	Share the load. When it doesn't interfere with DECA or coordination. Not to use coordinator time.
Keep up-to-date on the technology in marketing.	If you don't know it how can you teach it. Should be technology in marketing.
Serve the marketing profession.	Should, personal decision. Walk the walk! By teaching it don't we serve it? Throw this out.
Network with other secondary marketing education teachers.	Great to exchange ideas. Critical to survival. Vital to developing a stable program.

Involvement in school/ community to assist in facilitating change.	Sounds like a repeat of second and third competencies on page 9. Be active and responsive.
Support your professional associations.	They represent us, we need to support them.
Participate in faculty activities.	One of the group!
Ask for constructive criticism regarding the program.	Evaluation is important! A must for growth.
Maintain good grooming habits and professional appearance.	Walk the walk! Always!

CURRICULUM SPECIALIST ROLE

Use library resources.	In the media center? When appropriate.
Describe the relationship between lesson planning and curriculum.	Know the relationship. Know the relationship.
Develop curriculum which is industry driven and validated.	This idea is increasingly out of date. Myopia needs to be avoided. Develop? or do we mean "utilize" since this is already available through resources.
Collaborate across curriculums and between levels.	When possible.

Plan for integration of
the curriculum into non-
classroom components.

I need an
example.
Show practical
use.

Differentiate between
curriculum and instruction.

All that gray
area.

Describe curriculum
functions, strategies and
foundations.

Who do I describe
it to?
I teach it, but
is it really
important? I
sometimes wonder.
What? You mean
marketing func-
tions, strategies
and foundations.
If worded that
way, circle 5.

Understand the role
curriculum plays in
vocational-technical
education.

Base of
knowledge
competencies.
Refer to a
definition of
curriculum,
then rewrite or
delete this item.

Understand the content areas
in vocational-technical
education.

This is changing
significantly.
Are we broadening
horizons or
teaching new
curriculum?

Understand the nature of
occupational research
for curriculum development.

Keep up to date.

Use technology in
curriculum development
and delivery.

Where available.
Must we... this
is too broad -
"delivery" means
instruction it
shouldn't be
here.
This item has 2
separate parts.
Critical.

TECHNICAL SKILLS

Conduct a marketing
research project
including appropriate
math applications.

Math
applications?
Why math?
Is this trendy?
Good justifi-
cations are
important.
Nice but timely.

Apply math, science and
language arts skills to
lessons and evaluate them.

The social
sciences are our
"natural" alies.
If change to
"in to lessons
where
appropriate" - 4.

Identify the foundations
and functions of marketing
in relation to modern
society.

Hasn't MarkED
already done
this for us?
This is been
identified.
Relating them is
an important
activity.
Item not clear.

Construct a strategic plan.

Of what?

Interpret financial reports.

Why? Which ones?
Got to avoid fad
and get a solid
philosophical
understanding.

Interpret market information.

Understand the importance of
international marketing.

Why?

Use a computer.

Student use or
teacher use?
Basically more
necessary each
year.

Use desk top publishing software.	Money. Basically more necessary each year.
Use multi-media technology.	Money. Basically more necessary each year. When available. Becoming more important.
Use word processing software.	As a means to an end. Basically more necessary each year.
Attain first hand experience working at a marketing business.	Experience is useful! Need to do this every 3 - 5 years.
Operate a calculator.	Does this need to be on the list - is it technical and necessary today? Isn't this taught on the job? I'm really moving away from this skill.
Operate a cash register.	Does this need to be on the list - is it technical and necessary today? Retail programs, yes, other programs, no.
Create a display arrangement.	Retail programs, yes, other programs, no.

Implement security
precautions.

How would our
teachers
"implement"
security
precautions?
Teach?

Apply computer technology
to market research.

Apply computer technology
to inventory procedures.

If software is
available.

Apply computer technology
to general market analysis.

What is this?

Utilize current electronic
communication equipment.

Use graphic software
packages.

Operate a modem.

Prepare POS for daily
operations.

What's a POS?

Develop resumes.

Complete job applications.

Develop interviewing
skills.

Write a letter of
application.

Write a follow-up letter.

Up-date business experience.

Like one on
previous page.

Develop training materials.

Explain difference between
micro marketing and macro
marketing.

Explain the product life
cycle.

Describe the new-product
development cycle.

Explain the importance of
customer service.

Plan an advertising
campaign.

Pretty much the
same as next two.

Design an advertisement.

Pretty much the
same as the above
and below
competencies.

Write copy for an
advertisement.

Pretty much the
same as the above
two.

Explain how primary
objectives guide strategy
planning for primary
decisions.

Vague.

Understand basic
forecasting approaches.

Understand how marketing
careers can be rewarding,
pay well, and offer
opportunities for growth.

List the many marketing
careers there are to
choose from.

This is very
important for
those interested
in marketing
careers.

Introduce students to
problem solving techniques.

<u>OVERALL COMMENTS</u>:

DECA is a great tool of the Marketing Education Program and should be used to a greater extent!

Smart girl!

These will result from local evaluation of needs plus a good base curriculum for a variety of marketing course offerings.

I think your list is pretty much complete.

Professional role - these don't happen all at one time. A good coordinator grows and develops in this role.

DECA is very important for leadership skills, but don't let it take over its is just one more tool for delivering marketing skills.

If we are going to teach marketing - we have to know marketing!

Change the verb "develop" throughout.

Is a two week turnaround conductive to sound research?

Has flagged curriculum specialist role as knowledge base/ educational based vs. what the teacher does with the problem.

VITA

Trellys A. Morris

Candidate for the Degree of

Doctor of Education

Thesis: A DELPHI STUDY OF TEACHER COMPETENCIES FOR SECONDARY MARKETING EDUCATORS

Major Field: Occupational and Adult Education

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OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 06-30-94   **IRB#:** ED-95-001

Proposal Title: A DELPHI STUDY OF TEACHER COMPETENCIES FOR SECONDARY MARKETING EDUCATORS

Principal Investigator(s): Ray Sanders, Trellys A. Morris

Reviewed and Processed as: Exempt

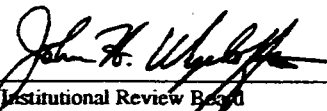**Approval Status Recommended by Reviewer(s):** Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APP VAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature: _____   Date: July 7, 1994

Chair of Institutional Review Board