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The purpose of this research was directed toward an examination of personnel resources in vocational education. More particularly, the study attempted to determine contributions made by personnel, to assess the procedures and processes utilized in making these contributions, and to identify strengths that need to be developed in future personnel.

Answers to three questions were sought: 1) What do selected leaders in vocational education do? 2) What common tasks are performed by personnel at different position levels? 3) How are these tasks performed? One null hypothesis was formulated to test the findings: There are no differences between tasks performed by personnel at the secondary, community college, state department of education and teacher education levels.

Sixty-four individuals from 28 states who held leadership positions were selected. Specific tasks performed by each were collected over a period of five weeks for a total of 181 man-days.

Reported tasks were assigned to 14 major functional categories. Total time devoted to each category (by position level) and the process utilized in performing each task were determined.

Analysis of data revealed a significant difference between the four position levels and therefore, rejected the hypothesis. The greatest similarity in rank order correlation existed between secondary and teacher education positions and the least similarity appeared between secondary and community college positions. Community college positions were decidedly different from the other three position levels.

Personnel development, researching, planning, and supervising were the highest ranking categories when all positions were compared. Lowest ranking task categories were promoting, consulting, budgeting and financing, policy formulating, and guidance and counseling in that order.

Processes utilized to accomplish tasks indicated that 66.8 percent of the time spent by the individuals was devoted to the four kinds of social interactions: group, face-to-face, written and telephone interaction. Group and face-to-face interactions accounted for 52.7 percent of the total time and 79.3 percent of the total interactions.

A Task Analysis of Selected Leaders
in Vocational Education

by

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A TASK ANALYSIS OF SELECTED LEADERS IN VOCATIONAL EDUCATION

CHAPTER I

INTRODUCTION

Vocational education faces a unique challenge in the years ahead - a challenge rooted in the social and economic welfare of people. In the contemporary social scene, with its large city problems, the ghettos, school dropouts, and a variety of disadvantaged groups, the need for vocational education stands out clearly. Never before in its history has vocational education had such an opportunity to reach out into the total population and serve the groups that society has passed by (91, p. v).

The above statement succinctly illustrates the opportunity and responsibility facing vocational education. One primary factor places a major limitation on success; that limitation is the quality and availability of educational personnel. Personnel at all levels, both horizontally and vertically on the organization scale must be available in sufficient numbers and must be able to cope with the instruction, planning and organization of effective programs for all the people who need, desire and can benefit from such programs. Such personnel are vocational education's greatest resource. Their recruitment, preparation and placement is one of the great challenges facing vocational education today.

Purpose of the Study

The purpose of this study is to examine personnel resources in vocational education. More particularly, the study attempts to determine contributions made by personnel, to assess the procedures and processes utilized in making these contributions, and to identify strengths that need to be developed in future personnel.

It is expected that these determinations and assessments will provide a task and process profile of leadership personnel. From these profiles, judgments can be made concerning competencies required to fulfill various position levels.

Focusing on the following three questions will permit this study to accomplish its purposes:

1. What do selected leaders in vocational education do?
2. What common tasks are performed by personnel at different position levels?
3. How are these tasks performed?

To assist in this central task one assumption and one null hypothesis are proposed.

Assumption

Tasks performed by personnel in leadership positions can be assigned to categories such as administrating, coordinating, supervising, consulting, teacher educating, and other similar categories.

Hypothesis

1. There are no differences between tasks performed by personnel at the secondary, community college, state department of education, and teacher education levels.

Statement of the Problem

In a world and nation deeply concerned with social problems and with the technology necessary to cope with many of these problems, vocational education stands as one critical ingredient in their solution. Recognition of the dignity of work and the psychological phenomena of the individual's goal seeking or movement toward self-actualization places the economic careers in a paramount position. It is critical that the individual have economic security which is self-earned to enable him to become and to maintain his role as a productive member of society. Because of the very real problems of unemployment, underemployment, school dropouts, pushouts, underachievers and the other socio-economic disadvantaged this nation has mounted a thrust designed to alleviate and improve these conditions.

Some recognition of these problems was attained in 1917 with the Smith-Hughes Act which provided federal assistance for vocational

agriculture, home economics and industrial education. Additional focus was placed on vocational education in 1936 and 1946 with the expansion of the Smith-Hughes Act and the establishment of federal assistance for distributive education, guidance services and fishery trades.

During the early 1960's it became obvious that this piece-meal approach was not meeting the needs of our growing society. In 1963, the President's Panel on Vocational Education provided realistic evidence that a national comprehensive thrust was necessary. The passage of the Manpower Development and Training Act in 1962, the Vocational Education Act in 1963, and the Economic Opportunity Act in 1964 focused heavily on this need. The Manpower Act in 1965, and the amendments to the Vocational Education Act of 1963 in 1968 reaffirmed the national commitment to this task. Other acts and amendments were passed during and after this period which have had and will continue to have significant impact on the youth and adults of this nation and upon the world of work.

During the past seven to ten years while Congress, the nation and the school systems were awakening and aligning themselves for the challenge of preparing citizens for careers, educational agencies have experienced a severe shortage of experienced and well-prepared educational personnel. This shortage has been felt at all levels. Lack of adequate and competent personnel who can function effectively

in teaching, planning, administrating and researching has seriously limited the implementation of effective long and short-range comprehensive vocational education programs.

Associate Commissioner of Education, United States Office of Education, Dr. Grant Venn (92), in his publication, "Man, Education and Work," noted that the preparation of teachers and administrative personnel for vocational and technical education is one of the major issues facing vocational education.

Concomitant with the need for expanded and improved vocational education programs is the need for competent and qualified personnel in administrative positions. The essence of the leadership problem in vocational education is summarized in the Report of the Panel of Consultants on Vocational Education:

The leadership of vocational education will determine both its quality and effectiveness. In a rapidly changing world, this leadership must be dynamic and forward looking, and able to adapt its thinking to the constantly changing situation which it faces. Capable leadership is always in short supply, especially in new fields (88, p. 163).

An illustration of the need for leadership personnel is provided by Stevenson (81) in his study of needs and supply of personnel in vocational-technical education above the local teacher level. The survey included 29 (54 percent) state departments of education and 179 (36 percent) teacher education institutions. A need was found for 1,276 individuals as supervisors, researchers, teacher educators

and subject matter specialists. The general supply of graduates above the bachelors degree level will only fill 50 percent of the need even if all were to move into these leadership positions. Stevenson further states:

As vocational education programs expand and as other programs are initiated, the need for personnel in supervisory, research, teacher education and subject matter positions expand concomitantly. Many are predicting that the supply of trained personnel at all levels may be the most critical limiting factor in meeting the new demands now facing vocational education (81, p. 7).

There is a consensus among vocational educators that if the goals of vocational education are to be achieved, potential personnel must be identified, selected and developed for leadership roles in vocational education. Concomitant with these efforts, the processes and content of what a leadership development program should include must be identified, planned and implemented.

Recognized national experts in vocational education have voiced their views and are in general agreement. Logan (47) identifies the major goal of leadership in vocational education as that of insuring fulfillment of vocational education's responsibility for preparing a large segment of the population for jobs in a technological age.

Wenrich (97) cites evidence supporting the idea that the quality of local programs is dependent upon competent leadership; Montgomery (53) emphasizes the scope of the problem, noting the need for developing roles of local, state, and national leadership.

The question of how personnel for vocational education can best be recruited, selected and prepared to assume the various leadership roles remains largely unanswered. Examination of the literature reveals that a great deal of study has been devoted to "leadership" and to the educational administrator, especially the principal and superintendent. Only limited research, however, has been conducted with respect to that "new breed," the vocational education leader, and the qualities he must possess to fulfill his role.

Available evidence suggests that the need for highly qualified personnel can best be met through a comprehensive and systematic program of preparation which focuses on competencies that are promoted and developed in a clinical and academic setting. Major programs, which have similarities, have been developed in Michigan, New Jersey, and Oregon.

Other methods have been used to develop vocational education personnel. Leadership development institutes and short-term seminars have been conducted by state and federal agencies. The vast majority of these programs have been proven successful in terms of their a priori conception. While most educators will recognize that these programs are pragmatically sound, little has been done to determine what experiences, cognitions and skills are essential for adequate preparation.

Conditions exist that create an urgent demand for competent leaders in vocational education. Few programs are presently operative on a sizeable scale to prepare educational personnel for effectively assuming the roles available. Many positions are now being filled through the in-house promotion of energetic, imaginative and adventuresome individuals who have proven to be technically competent as teachers but who have had no systematic preparation for their new role of the vocational education leader.

Due to the recentness of most leadership positions, program expansion, and the dynamic nature of the programs themselves, the roles and responsibilities of leaders have yet to be thoroughly analyzed and evaluated. The problem is that of defining the specific tasks and responsibilities performed by vocational education leaders and from these, generating programs to prepare them.

Limitations of the Study

The study is limited to sixty-four selected individuals holding recognized influential or leadership positions in vocational education. These individuals, representing 28 states, hold positions at various levels in local high schools, large school districts, vocational-technical schools, community colleges, state departments of education and teacher education institutions.

The study further limits itself to the collection of data over a five-week period representing five working days. This time period covered the final few weeks of the normal school year and the immediate period thereafter.

Definition of Terms

Consultant: A recognized expert in a specific field whose advice is sought in the improvement of a vocational education program and/or its facilities.

Coordinator: The professional individual responsible for coordination of one or more related programs or activities resulting in the articulation of efforts for the improvement of planning and instruction.

Director-administrator: A designated administrator within an educational system who is directly responsible to an executive officer for the administration and operation of the total vocational education program.

Occupational education: Educational preparation which emphasizes the exploration, preparation, placement and advancement of individuals within an occupation or economic career. For the purpose of this study no distinction was made between vocational and occupational education.

Process: The method or technique used to accomplish assigned or assumed tasks.

Task: The specific responsibility and action that takes place as the vocational educator fulfills the demands of his position.

Teacher educator: A qualified professional person responsible for the preservice and in-service preparation of teachers and other educational personnel.

Supervisor: The professional person responsible for promotion, development, maintenance and improvement of a vocational education program and/or a specific area within a vocational education program.

Vocational education: Educational preparation for a particular non-professional occupation, or a cluster of closely related occupations, which is designed to contribute to occupational choice, competence, placement and advancement. Preparation within established service areas of agriculture, home economics, industrial, business and health education, and other occupational programs are normally considered vocational education.

Vocational education leader: A professional educator who has assumed responsibilities for the maintenance, improvement and advancement of vocational/occupational programs. Position levels may include secondary, community college, state

departments of education or teacher education institutions.

Specific positions within these levels are primarily administrative or "change agent" roles such as directors, supervisors, coordinators, consultants and/or teacher educators.

CHAPTER II

REVIEW OF RELATED LITERATURE

Need for Educational Personnel

The Vocational Education Act of 1963 and subsequent acts and amendments have stimulated rapid growth and development of vocational education programs throughout the educational structure. Concurrently, an unprecedented interest in vocational education by non-public educational agencies had developed. Expansion of programs in comprehensive secondary schools, community colleges, state departments of education, institutions of higher education and specially funded public and private agencies has resulted in increased needs. These needs include, among others, local, state and regional supervision, teacher preservice and in-service, and educational research personnel. There is an urgent demand for competent individuals who can fill positions and serve as change agents in the development of vocational education programs within the total educational framework.

Existing conditions can be briefly summarized by three statements made in the 1968 General Report of the Advisory Council on Vocational Education.

The rate of growth in enrollment in vocational education changed sharply with the passage of the Vocational Education Act of 1963 from roughly four percent per year prior to the

act, to roughly fourteen percent per year after the act (p. xxx).

The total number of vocational education teachers in the United States was 124,042 for the fiscal year 1966. This number represents an increase of 13.7 percent over the previous year. The number of vocational education teachers is expected to increase by at least 150 percent during the next decade (p. xxxi).

Prior to the Vocational Education Act of 1963, leadership activities had received only token attention nationwide. It was left to the old theory that "the cream will rise to the top" to supply part of the need for leadership, but suddenly the demand for sophisticated personnel in leadership positions made the old practices unsatisfactory and new catalysts were needed (91, p. 101).

A comprehensive study by Stevenson (81) revealed the need for 1,276 individuals. These were identified as supervisors, teacher trainers, researchers and subject matter specialists. Compilation of those being prepared for these roles shows that 538 were completing masters degrees and 64 were completing doctoral degrees. The total of 602 is approximately one-half of those in demand. In addition, many of those completing degrees were going back to teaching or already held leadership positions and therefore would not alleviate the shortage. A complete review of Stevenson's findings points out another pertinent fact: advanced degrees were being obtained primarily in the established service areas. He arrived at the following conclusions: 1) there is an extreme shortage of qualified personnel to fill leadership positions in vocational education; 2) the shortage will become more severe as present programs are expanded and new

programs added; 3) programs designed to prepare persons for leadership positions must be initiated.

The challenge facing institutions of higher education in recruiting, selecting, preparing and placing individuals in leadership positions is focused upon by Montgomery.

In the mainstream of this educational awakening many new opportunities for leadership have been created. It is vital however, that emerging leaders in vocational education possess qualifications and skills commensurate with increased responsibilities that have resulted from developing technology and the enactment of needed legislation (53, p. 10).

Leadership Development

The Idea of Leadership

The importance of leadership in human affairs is a phenomenon which is noted by most social scientists. Reid (67) points to the current emphasis on management training and development as probably the greatest indication today of our concern for this subject. He stresses that the relationship between management, leadership and command has yet to be satisfactorily explained. He defines management as the science of employing men and resources in the economical and effectual accomplishment of a mission and defines leadership as the art of influencing human behavior to accomplish a mission in a manner desired by the leader.

Others have endeavored to define leadership with much the same results. Gouldner defines leadership by stating:

In leadership there is something of the same combination of imagination and experience that goes into the creative process; leadership indeed is one manifestation of the creative productivity. To draw organization out of raw materials of life is as much the objective of the leader as it is the artist (34, p. 413).

Bogardus approaches his definition on a modified trait theory basis:

Leadership is personality and action under group conditions. It includes dominant personality traits of one person and receptive traits of other persons. It is interaction between specific traits of one person and other traits of the many, in such a way that the course of action is changed by the one (10, p. 3).

Tead presents a similar view by pointing out the social process involved and the acceptance by the group. "Leadership is the activity of influencing people to cooperate toward some goal which they come to find desirable" (85, p. 20).

It becomes obvious that an acceptable abstract definition of leadership is still to be formulated. Dykes partially resolves this problem by qualifying his definition:

If leadership is to be understood and improved it must be related to discrete and describable behavioral patterns, tasks and responsibilities. There is far too much generalizing about leadership. What is needed is a concept of leadership as being related to specific kinds of activities in which persons in status leadership positions should engage (27, p. 23).

The study of leadership is apparently moving in this direction. Studies during the late 1940's examined types of leadership (74); autocratic, democratic and laissez faire. More recently, researchers have directed their studies toward the functions of leadership. Instead of asking, "What kind of a person makes a good leader?" they have been asking, "What does an effective leader do?" (74, p. 1).

Stogdill supports the preceding statement:

It is not especially difficult to find persons who are leaders. It is quite another matter to place these persons in different situations where they will be able to function as leaders. It becomes clear that adequate analysis of leadership involves not only a study of leaders but also of situations (82, p. 65).

In his review on leadership Reid (67) summarizes five of the elusive concepts surrounding leadership qualities:

The great man concept--that leadership is some quality or characteristic residing in the personality of the leader.

The hereditary concept--that leaders are born and not made.

The personality trait concept--that human personality is made up of a large number of different attributes, characteristics or traits.

The situation concept--that the leader emerges from the situation and is recognized.

The leader/follower/situation concept--the leader adapts his skills to different situations and motivates his followers to bring group effort to bear on desired goals (67, pp. 28-29).

The literature indicates a high degree of congruence concerning the study of leadership as it relates to vocational education and this

study in particular. Stogdill points out:

The most fruitful studies from the point of view of understanding leadership have been those in which leadership behavior was described and analyzed on the basis of direct observation or analysis of biographical and case history (82, p. 64).

Testing and developing leadership theory and principles must be conducted largely within a framework of observed behavior involving descriptive rather than what is usually thought of as basic research. Observation of leaders in action with as much relevant background as possible are basic criteria for conducting this type of research (19).

Who Will Lead

The study of leadership is rapidly coming into its own as a discipline with its own unique content (65). As research continues in the area of leadership, much emphasis has been placed on the analysis of leadership functions. While the characteristics of a leader cannot be accurately determined, the functions of leadership can be described. Logan (47) points out 12 functions as being relevant to vocational education. They are planning, organizing, guiding, communicating, integrating, initiating, producing, defending, identifying, representing, evaluating and recognizing.

Personal qualities and social conditions appear to be the two primary areas which determine the leadership role. Reid (67) points out that because there are very few "natural" leaders, prospective

leaders generally have to be either taught how to lead effectively or they must learn by trial and error while on the job. The effectiveness of a leader seems to be his personal qualities, the sincerity of his desire to help the group clarify and achieve its goals, his ability to make or to receive and implement acceptable suggestions for the group by which it can achieve its goals, and his ability to communicate his integrity and consistent desire to be of help to the group in achieving its purposes (8).

Reid lists six prerequisites for leadership role fulfillment:

Knowing the job thoroughly.

Establishing goals recognizable and acceptable to the group.

Identifying those who make the greatest contribution to the achievement of the group goals.

Self-development--the leader must analyze himself and identify his strengths and weaknesses and do something about them.

Grasping authority.

Leadership--catalyst that converts ideas into action (67, p. 37).

An exhaustive study by Stogdill (82) points out the following personal characteristics of a leader:

The average person who occupies a leadership position exceeds the average member of the group in 1) intelligence 2) scholarship 3) dependability in exercising responsibility 4) activity and social participation, and 5) socio-economic status.

The qualities, characteristics and skills required in a leader are determined to a large extent by the demands of the situation in which he functions as a leader.

The average person who occupies a position of leadership exceeds the average member of the group in the following respects: 1) sociability 2) initiative 3) persistence 4) knowing how to get things done 5) self-confidence 6) alertness and insight 7) cooperativeness 8) popularity 9) adaptability and 10) verbal facility (82, p. 63).

The traits having the highest overall correlation with leadership are originality, popularity, sociability, judgment, aggressiveness, desire to excel, humor, cooperativeness, liveliness and athletic ability in that order (82).

Though the concept of leadership is not well defined and the role of the leader difficult, the desire of persons to assume such roles is great. Leadership qualities are difficult to determine and even more difficult to teach. Ramsey points this out by stating:

Findings of many studies now support the view that preparation for successful leadership involves not so much the cognitive elements of the potential leader as it does the affective elements, i. e., to become the truly and successful leader, the attitudes of the leader must be changed. Unfortunately most preparation programs for leadership--in all avenues and enterprises--seem to focus most sharply on the academic, cognitive approach to preparation (66, p. 152).

Analysis of Tasks and Functions

The preparation of educational personnel has been both praised and criticized in reports made by the U. S. Congress Committee on

Labor and Public Welfare (87) and by the Panel of Consultants on Vocational Education (88). Both reports indicate that more personnel are needed at all levels and question certification requirements in relation to recruitment. The report to the U. S. Congress states:

The practice of structuring teacher education along traditional occupational category lines perpetuates fragmentation of vocational education, severs it further from general education, and hinders adaptation to labor market change. What is needed is "vocational teacher education" with specialization at advance levels, not separation by category throughout (87, p. 37).

Katz, as he discussed doctoral programs in vocational education, points out that:

Perhaps the most general conclusion that can be reached is that the leaders in technical and vocational education can no longer follow their specialized and narrow roles. They must be trained in doctoral programs which are as broad and deep as the other disciplines. They must be both specialists in vocational education and behavioral scientists as well. . . . They should be able to conceptualize the new emerging relationships and set new goals for their field (42, p. 37).

The problem persists: how to develop a coordinated and integrated personnel development program. While part of the problem rests with teacher educators and the institutionalization of preparatory programs, part also rests on the lack of sufficient data on the commonalities of programs and the various functions therein. Recent studies in the various service areas are resulting in the definition of commonalities for teacher preparation; however, only limited research

is available concerning vocational education personnel in administrative positions.

The determination of meaningful and functional educational objectives in relation to instructional programs for vocational education personnel is a many-sided task. Numerous alternatives exist relative to how these objectives can be derived. Objectives may be determined in the following ways: by analyzing what is currently being taught; by obtaining the opinions of students, teachers, educational agencies, employers and other individuals and agencies; by analyzing philosophical values; by analyzing job performance and competencies; and by analyzing the objectives of various professions and agencies concerned with training personnel (1).

Most of the research devoted to the identification of competencies, roles, functions or duties of personnel have directed themselves toward specific positions. If the assumption that there are many commonalities between position levels as well as within position levels is correct, it is possible to review the research and to begin defining the various functional categories that exist.

Role of the Supervisor

Studies focusing on the role of the supervisor indicate concern with the determination of functions and activities that relate to this study. Barr (6) in his analysis of duties and functions of the

instructional supervisor arrived at 13 functions based on the amount of time devoted to each activity.

- Selecting text books.
- Studying supplies, equipment and buildings.
- Selecting, appointing and assigning teachers.
- Participating in community activities.
- Conducting field work.
- Organizing and conducting training activities.
- Developing and conducting surveys, reports, and schedules.
- Preparing instructional materials.
- Conducting research.
- Participating in professional activities.
- Promoting educational activities.
- Surveying general educational progress.
- General administration.

The Association for Supervision and Curriculum Development (3) in its study of activities performed by general and special supervisors found six activities emphasized most. They were attending meetings and professional organizations, discussing educational philosophy or objectives with teachers, holding group conferences to discuss common problems, making classroom visits, holding conferences with teachers and discussing methods with teachers.

Thompson (86), in her self-analysis of the role of the supervisor, reported 11 activities in which she became involved. They were staff conferences, classroom observations, parental work, principal group work, desk work, committee work, conferences, recruitment, professional meetings, demonstration teaching, and resource person or speaker.

Six functions were reported by Lucio and McNeil (49) for which a supervisor is generally responsible: 1) planning--individually and in groups he helps to develop policies and programs in his field; 2) administrative--he makes decisions, coordinates the work of others and issues necessary directives; 3) supervision--through conferences and consultation he seeks to improve the quality of instruction; 4) curriculum development--he participates directly in the formulation of objectives, selection of school experiences, preparation of teacher guides and selection of aids; 5) demonstration teaching--he gives and arranges for classroom demonstrations of teaching methods; and 6) research--through systematic surveys, experiments and studies, he explores current conditions and recommends changes.

Role of the Director

The role of the director as that of the supervisor appears to have many common characteristics. The need for competencies which are broad and yet specialized becomes more and more evident.

Stanger (79), in his study of responsibilities of intermediate level directors of vocational education in California, placed the director's responsibilities in five general categories: administrative and executive, professional improvement, instructional programs, equipment and supplies, and housing. Stanger points to the following

specific functions based on his study:

Assisting administrators in the initiation and operation of vocational programs.

Interpreting the scope and purpose of vocational education to administrators and to others.

Interpreting pertinent legislation to school administrators.

Cooperating with county, state and federal agencies in developing vocational programs.

Making professional and community contacts to keep up with new methods and materials.

Providing assistance in writing proposals.

Collecting and making available instructional materials.

Seeking advise of employers and others knowledgeable about the occupational community.

Assisting with occupational surveys and studies.

Providing communication channels for showing ideas and information among teachers.

Fielding (30), in his study to ascertain the actual qualifications and duties of junior college vocational-technical education directors, surveyed 350 public junior colleges and located 152 directors who devoted at least half of their time to administrative functions. Findings concerning the most frequent duties of the director were reported as follows:

Curriculum: working with advisory committee; maintaining contacts with business and industry; and serving as a consultant for the development of program and course objectives.

Pupil personnel services: engaging in activities designed to recruit students.

Business management: approving requisitions for purchase of instructional equipment and materials.

Staff personnel: assisting in the recruitment of teachers; orienting of new teachers; and recommending the termination of employment of teachers.

Community and public relations: speaking to lay and professional groups.

In his analysis of the role of the director of vocational education in the local school districts in Michigan, Soule (77) identified the following functions in which the directors became involved: administration, counseling and guidance, professional activities, public relations, research, and supervision.

Mandry (52) examined the functions and training needs of adult education directors in public school systems and concluded that the following 12 functional areas encompass the position in which he exercises leadership.

- Organization and structure
- Program purposes
- Program planning and development
- Instructional services and development
- Student personnel services
- Staff personnel
- Facilities and equipment
- Finances and business management
- School-community relations and promotion

Community services
 Program evaluation
 Research

Other Position Roles

Mandry's and many of the previously mentioned categories resemble those determined by Lee (45) in his publication titled, "Format and Criteria for Self-Analysis of State Agencies for Vocational-Technical Education." Functional categories for state departments were identified as: researching, planning, policy formulating, staffing, financing, promoting, directing, coordinating, communicating, and facilities and equipment.

While most of the studies reviewed have dealt with positions in vocational education, one related study in particular should be noted. Duffy (26) conducted a study on the role of the director of instruction, and his findings and data collection procedures are of interest here. Duffy utilized a technique in which he "shadowed" four directors of instruction for a period of three weeks, noting their tasks, interactions and processes relative to their responsibilities. The primary question asked in this study was; "What does a director of instruction do?"

Duffy used ten categories to describe specific task areas:

Long range curriculum planning
 Continuous professional development of staff and program
 Instructional equipment and supplies

- Staff personnel
- Pupil personnel
- School-community relations
- Business and planned management
- Ex-officio functions
- Personal business
- Relating with observer

He found that the director of instruction spent approximately 80 percent of his time interacting, through direct verbal contact (65 percent), telephone contact (25 percent) and in written form (less than 10 percent). These data indicate that only 20 percent of the director's time is spent on specific task-oriented activities which do not require one of these three forms of interaction.

Behavioral Competencies and Qualifications

Extensive work is being conducted in educational programs in vocational education at the secondary and post-secondary levels to establish minimum performance and to state learning objectives in behavioral terms. However, very limited evidence appears available concerning the establishment of similar criteria for the preparation of instructional and administrative personnel. The most obvious reason appears to be the difficulty of defining behavioral changes in terms of human relations and affective domain. Examples of an apparent effort to achieve this definition are to be found in Mandry (52). He lists 33 competencies in order of importance. The following were at the top of his list:

Understanding of the philosophical foundations of adult education.

The ability to establish wholesome relations.

The ability to maintain a wholesome outlook on life.

The ability to express ideas effectively in person-to-person and small group situations.

The ability to communicate with others orally and by written media.

Mandry provides additional details which add insight into why competencies are usually not delineated to a greater degree. He discusses the inadequacy of trained personnel and points to four reasons how this shortcoming can be explained.

That the directorship for adult education lacks job definition. Very few studies have attempted to describe the job in detail, determine what priorities exist and what competencies he should possess.

Until recently only a few institutions expanded their departments of educational administration to include the area of adult education and its administration.

The assumption on the part of the public school systems that no special training is necessary for directors of adult education.

The assumption that training appropriate for formal education can be directly applied to adult education (52, p. 8).

While the preceding directs itself toward adult education directors, mute evidence implies that these generalizations hold true for many administrative positions in vocational education.

Another study, by Ward (95), which is in the final stages of completion, attempts to identify competencies needed by vocational

education leaders. He surveyed 134 leaders of vocational education in Oregon who held administrative positions in K-12 systems, community colleges, the Oregon Board of Education and Oregon State University. Procedures followed included respondents placing in rank order 150 competencies which had been determined by various panels of experts, related research and past experience. Respondents were also asked to identify the most effective means of teaching each competency--through course work, through internship or through a combination of course work and internship.

Of the 150 competency items, 50 were considered the most significant; the following 11 received the highest respondent rank order score:

Work with the educational administration to initiate and maintain occupational education programs.

Organize and use local occupational education advisory committees.

Establish and maintain effective working relationships with trade, labor, management, agricultural and manpower organizations.

Interpret the vocational program to teachers, parents, students and the community.

Coordinate the activities of the occupational education staff.

Conduct evaluations of vocational education programs.

Effectively express himself both orally and in writing.

Develop criteria for and evaluate facilities and equipment needs of occupational preparatory programs.

Relate the occupational education instruction program to other areas of school curricula.

Locate and use community resources in program planning and operation.

Identify and interpret into meaningful programs community labor market and student needs.

The following ten competencies received the lowest over-all rank order rating:

Conduct research leading to the establishment of new curricula and programs.

Prepare proposals for research, pilot and demonstration projects.

Plan special education for disadvantaged and handicapped students.

Use the information contained in professional journals for professional improvement.

Conduct pilot and demonstration projects of exemplary programs.

Conduct and interpret the results of vocational interest inventories.

Identify research problems for study.

Contribute to studies, commissions and investigations sponsored by professional organizations and governmental agencies.

Apply the history of vocational education to current problems.

Prepare articles for publication in professional journals.

Low ratings were obtained by those competencies that dealt with innovative and exemplary programs, programs designed for the disadvantaged, and research. This is noteworthy when one considers the emphasis placed on these areas through recent legislation and societal awareness.

Findings from this study indicated that an almost unanimous agreement exists that competencies can best be taught through a combination of course work and internship activities.

Leadership Development at a State University

One leadership program which has received national attention is at Rutgers, The State University. This program is in its third year, and results in an earned doctoral degree in vocational-technical education. A comprehensive examination was made of this program as representative of similar programs being developed at other institutions. This examination verified the commonalities and the unique differences of many leadership programs which are being developed throughout the nation.

The program incorporates a combination of academic course work and six semester hours of internship activities. The academic portion of the program includes 18 semester hours of core courses for all participants and 18 semester hours of selected coursework in one of three areas of emphasis; administration, research or college

teaching. An additional 12 semester hours are allocated to dissertation study.

At the time of the visitation, the program had approximately 90 doctoral candidates enrolled, of which 15 to 20 were in full-time residency. Their areas of emphasis were in administration (50), college teaching (30), and research (10). Nearly all of those in full-time residency were supported in part by various forms of assistantships and appointments. The average age of the candidates was approximately 41 years, and their previous experiences were in business and industrial management, vocational education, guidance, social studies, and other discipline areas.

Two major areas that make the program unique from others are the internship portion of the program and the lack of vocational service area emphasis. The internship is planned almost entirely by the candidate. It may be done in almost any area he chooses, although most work in high schools or community colleges. The internship lasts for approximately 15 weeks for which the intern is paid at a full-time rate. The service areas are reviewed in the required coursework, but no effort is made to provide direct instruction or experiences.

Participants in the program demonstrated enthusiasm and pride in it because they are involved and assist in determining the program's direction.

Summary

There is an urgent need for competent individuals to fill positions and to serve as change agents or leaders in the development of vocational education programs within the total educational framework.

Much effort has been given to defining and identifying leadership and the necessary competencies for leaders. Definitions of leadership range from "an inborn personality trait," to "the science of managing men and resources," to "an art of influencing human behavior."

Present trends in the study of leadership appear to follow the pattern of identifying describable behavior patterns, tasks, responsibilities and specific competencies necessary for various situations and positions. Following this pattern, educational researchers are endeavoring to analyze positions, identify functions and develop programs through which necessary competencies can be developed. There is general agreement that these competencies can best be achieved through broad-based instructional programs at the graduate level. These programs would include a greater understanding of the social sciences, an emphasis on all facets of education and vocational education and the use of internships.

CHAPTER III

PROCEDURES

Data Collection

Instrumentation

Data relative to what vocational education leaders do was collected over a five-week period with five separate mailings.

The instrument (Appendix A) developed for this study utilized a self-reporting technique and was divided into three parts. Part II requested specific statements concerning tasks performed and time spent is the critical portion. This part was similar to a diary. Tasks were reported in action terms and listed progressively according to time throughout the reporting day. Column C of Part II received inconsistent responses and therefore was not reported.

Parts I and III of the instrument provided limited information which served primarily for clarification of the responsibilities and a guide for categorizing reported tasks.

Population

Sixty-four individuals from 28 states were selected. Thirty, or 47 percent, of the total population had participated in a federally

sponsored institute titled "Curriculum Development in Vocational Education" which was held at Oregon State University for one month during the summer of 1967. The remaining 34, or 53 percent, of the population had participated in a second federally sponsored institute at Oregon State University during the summer of 1968. This institute was titled "Leadership Development Institute for Vocational-Technical Personnel in the Twenty Western States."

The two groups were considered to be a representative sample of generally accepted leadership positions in vocational education. Positions held by these groups were directors, supervisors, coordinators, consultants, teacher educators, and other administrative and instructional personnel.

The nature of the positions indicates concern for and responsibilities in vocational education program direction in local school districts, area vocational schools, community colleges, state departments of education and teacher education institutions. (Refer to Appendix B for further details.)

Biographical and demographical data concerning the population were obtained from records gathered previously from the two institutes referred to above and their respective follow-up studies.

Respondent Contacts

Data were collected for five weeks with five separate mailings. This procedure was utilized in order that the reporting task would not appear too burdensome, and to randomize the response period. Each mailing included a copy of the task analysis instrument, a personal letter and a stamped self-addressed envelope (Appendix A). Various formats of the cover letters were used depending on the promptness of response and the degree of acquaintance with the respondent. Data were collected during the final few weeks of the school year and the immediate period thereafter. Each individual was maintained on the mailing list until he either responded positively or stated he would not participate. A total of 273 mailings were made out of a total potential of 320.

Treatment of Data

Procedures utilized in analyzing the data included the assignment of each specific task to an unstructured series of 31 functional task categories. This initial assignment was determined on the basis of the following question about each reported task: What was the purpose of the task and/or why was it performed? Since each reported task was stated in action terms and explained in some detail, this categorization was simplified and usually followed logical patterns as

one became more familiar with the work schedule of the individual respondent.

Concurrent with the initial task category assignment, each response was assigned to one of five categories which described the process by which the task was performed. These five included the following:

1. Group interaction - small or large group sessions or meetings which required the individual to participate either as a member or leader.

2. Face-to-face interaction - confrontations with another individual or a very small group in which the individual's action or lack of action would have a significant impact on the course of the interaction.

3. Written interaction - all communication which expresses ideas, procedures or policy that is directed toward a specific individual or group. Includes letters, memos, and instructions but does not include planning, curriculum development, etc.

4. Telephone interaction - all communications and interactions which take place by telephone.

5. Task - all activities which are not included in the preceding four processes. This category includes desk work, setting up equipment and/or facilities, individual planning, travel, etc.

Assistance from Oregon State University's Computer Center

resulted in the tabulation of each coded response for the determination of the frequency of response and total time in minutes devoted to each task and process category. This procedure was followed for each of the four position levels and for the total combined population.

From the above data and tabulations, a consolidation, based on the literature, was made of those task categories having close relationships or similarities. This procedure reduced the original 31 categories to 14 major functional task categories. The 14 categories are described on pages 40-43, Chapter IV.

The null hypothesis was tested at the .05 level of significance to determine the association among all position levels. The Kendall coefficient of concordance W^* was used; the significance of "W" was tested using Chi Square (76).

To measure the degree of "no association" between each pair of position levels, the Spearman rank correlation coefficient** was used.

Findings are reported through combinations of histograms, showing two levels of visual axis, and a series of tables. The histograms illustrate various profiles of position levels, task performed and processes used according to the hours spent per forty-hour week.

$$* W = \frac{s}{\frac{1}{12} k^2 (N^3 + N)} \quad k = 4, s = 1529, N = 14$$

$$** r_s = 1 - \frac{6 \sum D^2}{N^3 - N}$$

CHAPTER IV

FINDINGS

Sixty-four selected persons who were defined as vocational educational leaders were requested to record specific tasks performed during five days over a five-week period. Fifty or 78.1 percent of the population, responded positively by returning 1,656 usable specific task items. The responses totaled 1,446.55 hours or 181 man-days based on an eight-hour day. Table 1 presents an analysis of the population and responses for the total group and each position level.

Table 1. Response to Data Collection Procedures.

Positions Levels	Population Total	Population Responding	Percent Responding	Response Frequency	Man Days Reported
Secondary	32	22	68.8	700	70
Community College	14	11	78.6	331	35
State Dept. of Education	13	12	92.3	435	53
Teacher Education	5	5	100.0	190	23
All Positions	64	50	78.1	1,656	181

What Leaders Do

Major task categories were established to which each reported specific task could be assigned. This procedure verified the initial assumption that tasks could be categorized into administrating, coordinating, supervising, consulting, teacher educating, and other similar categories.

All tasks performed by leadership personnel were listed within the five assumed categories. Three of the categories, administrating, coordinating and teacher educating, were enlarged to 12 to be more descriptive. The other two, supervising and consulting, were sufficiently descriptive to be included in the final 14 task categories.

These final categories and their descriptors are as follows.

Personnel Development

Workshop and conference planning: developing materials, coordinating facilities and resources.

Staff development: preparing teachers or prospective teachers and other personnel for more effectiveness. Assisting in the development of graduate programs, disseminating workshop and institute information.

Professional improvement: reading professional materials, taking professional course work.

Attending conferences and workshops: attending meetings as a participant with roles other than supervisor, consultant or teacher.

Researching

Research activities: working and advising others on research projects, filling out questionnaires, searching for information or writing research materials.

Proposal writing: writing various proposals for funds or program approval, reviewing proposals, state plan writing.

Planning

Group planning: staff planning which is primarily for coordination and not specifically supervision or curriculum development.

Individual planning: planning work schedules, preparing materials not in other categories.

Curriculum planning: planning instructional programs individually, with staff, advisory committees and others.

Meeting planning and arrangements: planning agendas, arranging for facilities and materials, notifying participants.

Supervising

Supervising personnel: observing instruction, coordinating staff resources and planning.

Staff evaluation and certification: evaluating staff and their preparation, reviewing certification requirements, assisting staff to become certified.

General and Routine Activities

General correspondence and communication: not specific enough to be placed in other categories.

Clerical: filing, sorting, instructing secretary, usually of general nature.

Reporting and Evaluating

Reports: final program reports, reimbursement reports, reports on conferences or workshops.

Program evaluation: formal evaluation of programs other than general supervision.

Staffing

Staff recruitment and placement: interviewing applicants, reviewing applications and writing letters of recommendations.

Staff assignment: assigning staff responsibilities.

Teaching

Conducting classes, instructing students, preparing class materials, correcting papers, issuing grades, evaluating student performance.

Facilities and Equipment

Major facilities and equipment: construction and maintenance of facilities, working with contractors, architects.

Minor facilities and equipment: ordering supplies and equipment, signing requisitions.

Promoting

Public relations: all public relation activities, newspaper displays, attending service club meetings, speaking to lay groups, distributing materials.

Legislation: review, synthesis and interpretation of legislation, developing and promoting legislation.

Consulting

Presenting information at meetings as an expert, conseling others on procedures and/or programs.

Budgeting and Financing

Determining and planning budgets, bookkeeping, coordinating finances and handling funds.

Policy Formulating

Staff and department meetings for policy decisions, planning and issuing directives, establishing and interpreting state plan policy, policy meetings called by superiors.

Guidance and Counseling

Scheduling and registration: determining program schedule, working on computer and actual registration of students.

Counseling: selection and placement of students, all counseling and advising of students, selecting of students for classes and placement of graduates.

The preceding task categories describe what selected leaders in vocational education do. Figure 1 is a profile of how their time was spent during one forty-hour week.

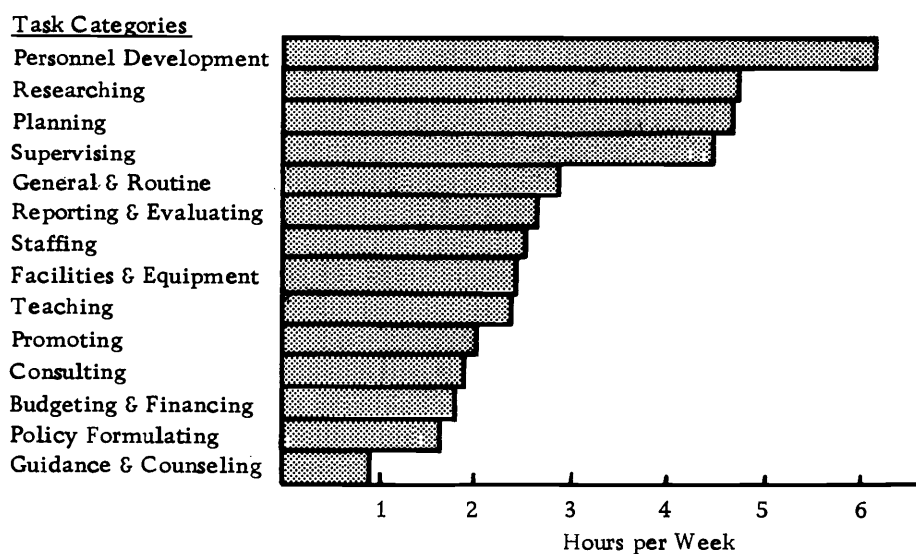


Figure 1. A Profile of All Positions by Task Category and Time. Data from Table 9, Appendix C.

Common Tasks Performed

The second question asked by this study was: What common tasks are performed by personnel at different position levels?

Figures 2 to 5 (page 45) illustrate profiles of the common categorical tasks performed by each position level. Variation, both within and between positions, is reflected in these profiles.

Similarities and Differences Between Positions

The null hypothesis, that there are no differences between tasks performed by personnel at the secondary, community college, state department of education, and teacher education levels, was tested at the .05 level of significance. The formula shown in Chapter III for the Kendall coefficient of concordance W applied to these data yielded $W = .42$. The significance of " W " was tested by computing Chi Square which equaled 21.84 (76). This value was less than the critical value of Chi Square at the .05 level, therefore, any apparent association could be attributable to chance; thus the null hypothesis was rejected.

A second test was applied to measure the degree of "no association" between each pair of position levels using the Spearman rank correlation coefficient. The following test results were computed:

	<u>C. C.</u>	<u>S. D.</u>	<u>T. E.</u>
Secondary Schools	-.033	.455	.503
Community Colleges		.143	-.147
State Dept. of Ed.			.433

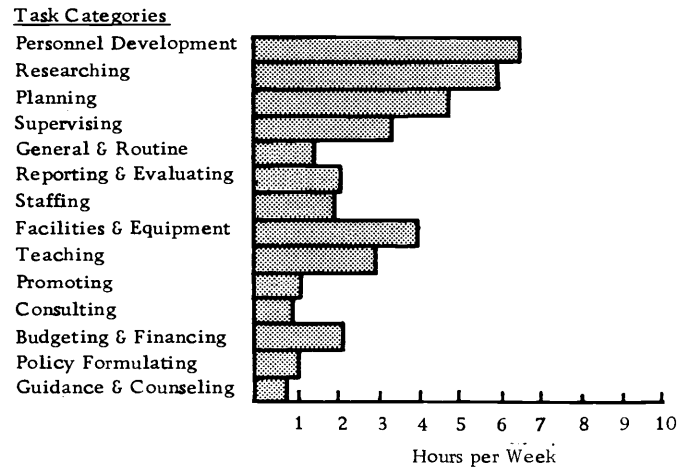


Figure 2. A Profile of Secondary School Positions by Task Category and Time. Data from Table 10, Appendix C.

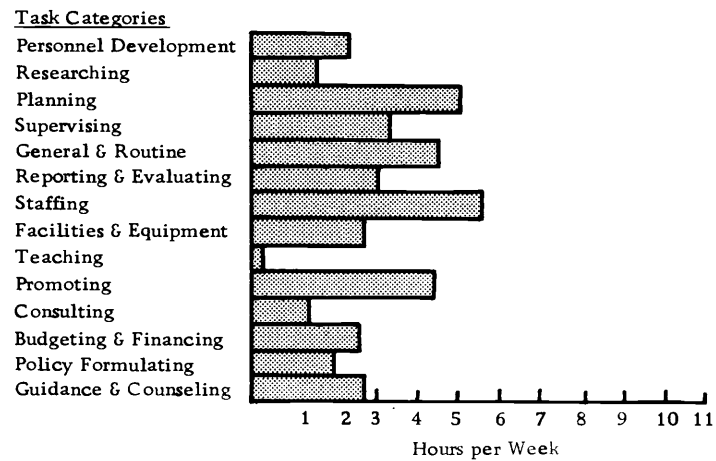


Figure 3. A Profile of Community College Positions by Task Category and Time. Data from Table 11, Appendix C.

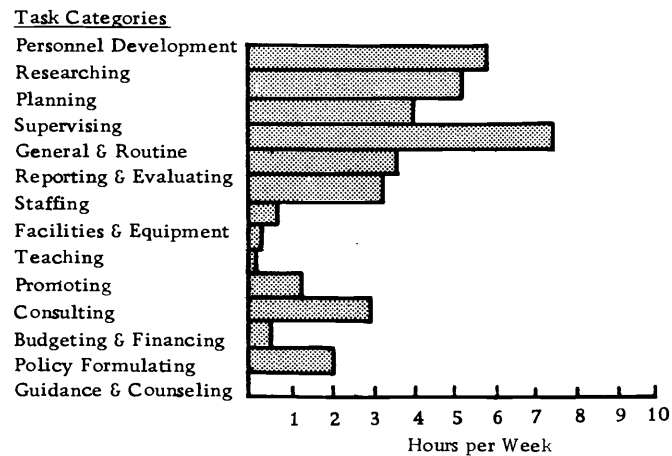


Figure 4. A Profile of State Department of Education Positions by Task Category and Time. Data from Table 12, Appendix C.

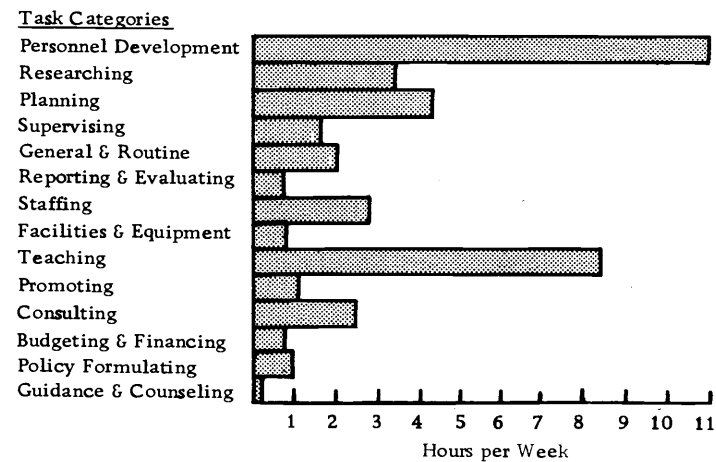


Figure 5. A Profile of Teacher Education Positions by Task Category and Time. Data from Table 13, Appendix C.

The association between secondary school and teacher education positions was the highest among the various relationships tested. However, this was not significant at the .05 level. Of the six comparisons between the four positions, three were found to be approaching significance; secondary and teacher education, secondary and state department, and state department and teacher education. The other relationships (community college vs. secondary, state department, and teacher education) were all near zero order. From these findings it can be seen that community college positions are decidedly different from the other three position levels.

Visual comparisons (Figure 6) illustrate six task categories, according to hours spent per week, which were found to be substantially similar in each position level; researching, planning, general and routine activities, consulting, budgeting and financing, and policy formulating.

Figure 7 illustrates the major dissimilarities in time per week which exists in eight of the fourteen task categories; personnel development, supervising, reporting and evaluating, staffing, facilities and equipment, teaching, promoting, and guidance and counseling.

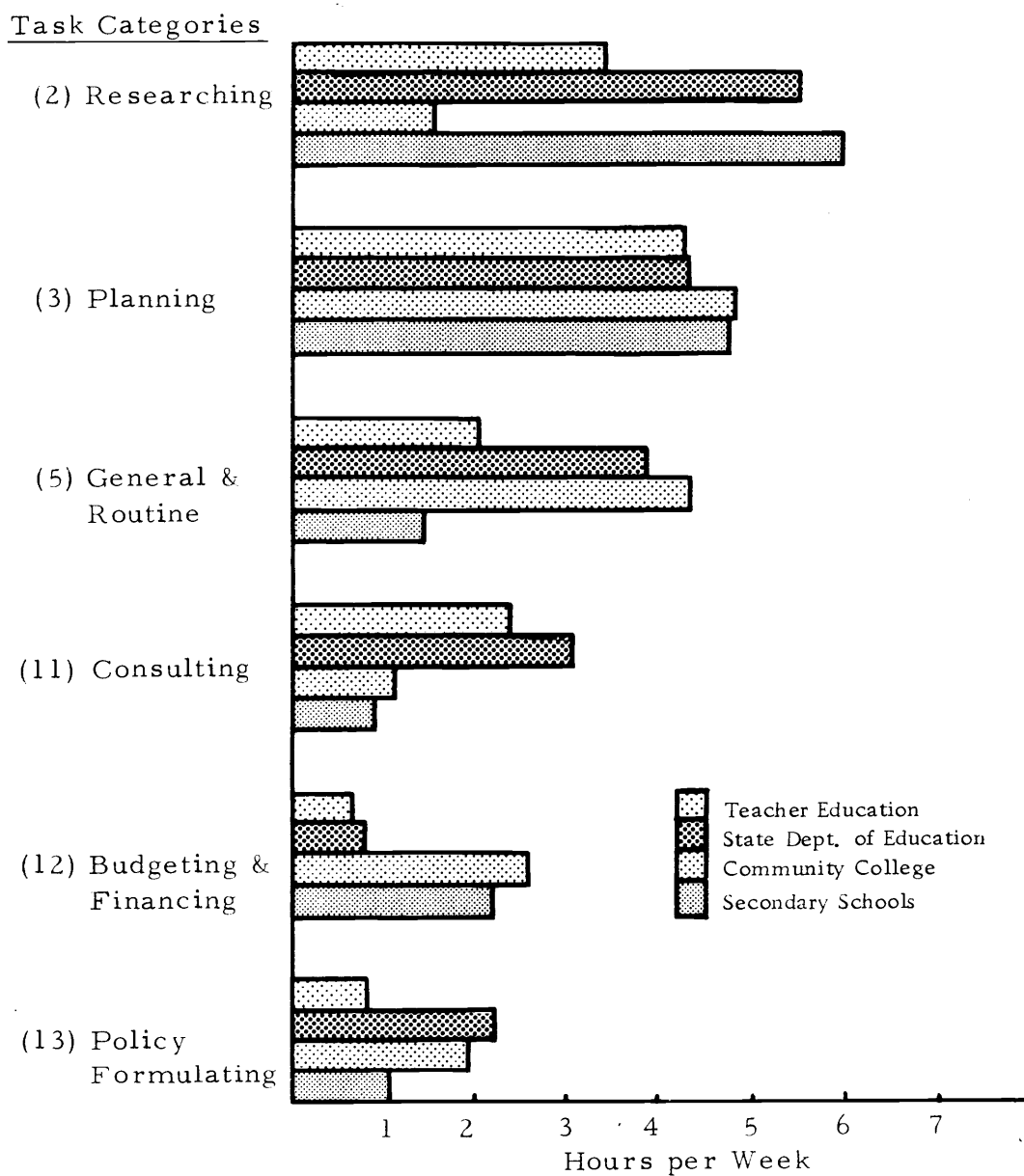


Figure 6. A Comparison of Task Categories in Rank Order Showing Greatest Similarities Between Position Levels. Data from Tables 10 to 13, Appendix C.

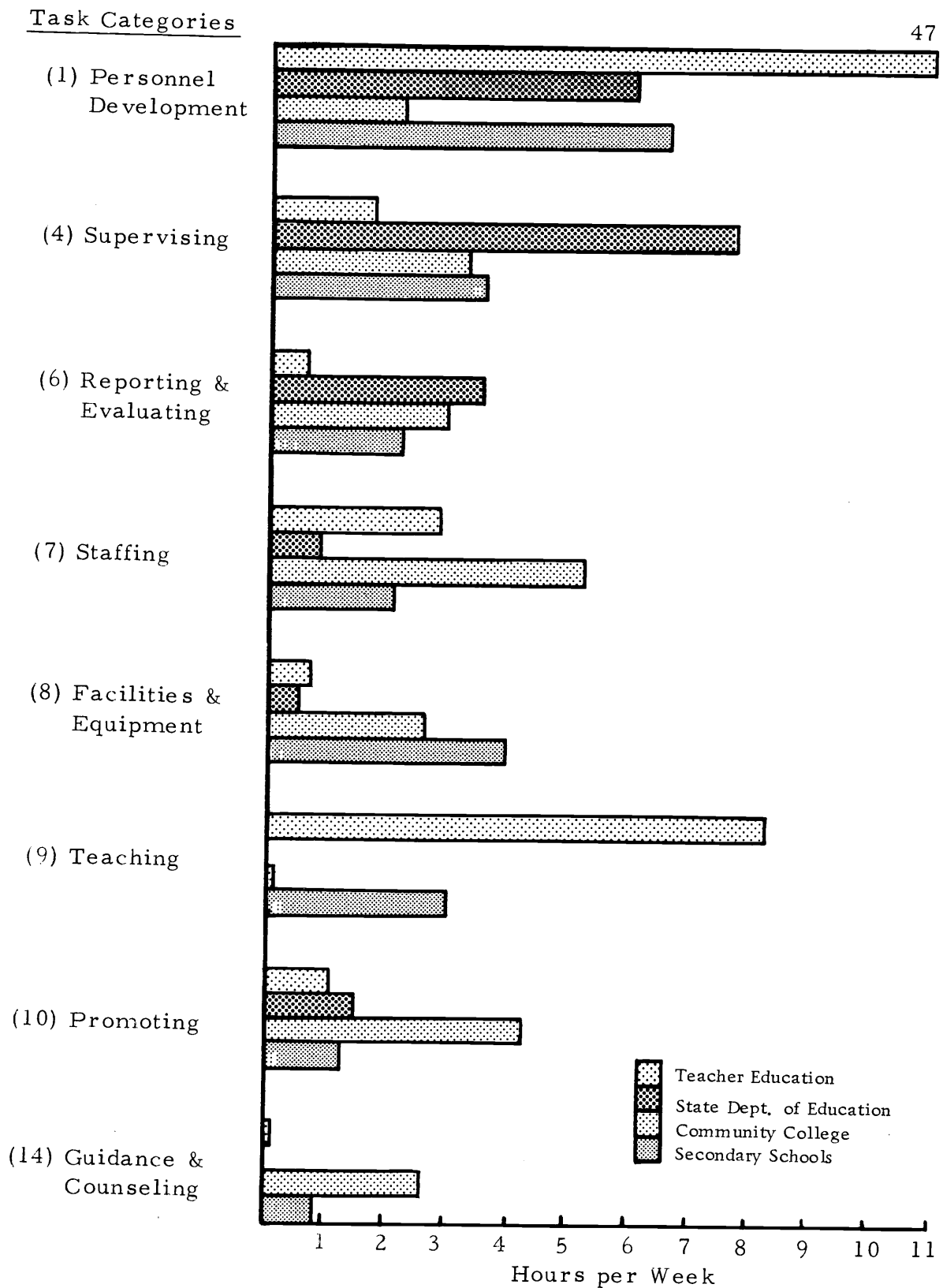


Figure 7. A Comparison of Task Categories in Rank Order Showing Least Similarities Between Position Levels. Data From Tables 10 to 13, Appendix C.

How Tasks are Performed

The processes utilized to accomplish the responsibilities of leadership personnel were computed and compared to answer the third question; how are these tasks performed?

Findings indicated that social interactions, through group, face-to-face, written, and telephone interactions, accounted for 66.8 percent of the time devoted to processes. Group and face-to-face interactions accounted for 52.7 percent of the forty-hour week and 79.3 percent of the total interactions. Tasks, those activities which did not involve interactions, accounted for 33.2 percent.

The following set of figures (8 and 9) compare processes in one figure and positions in the other.

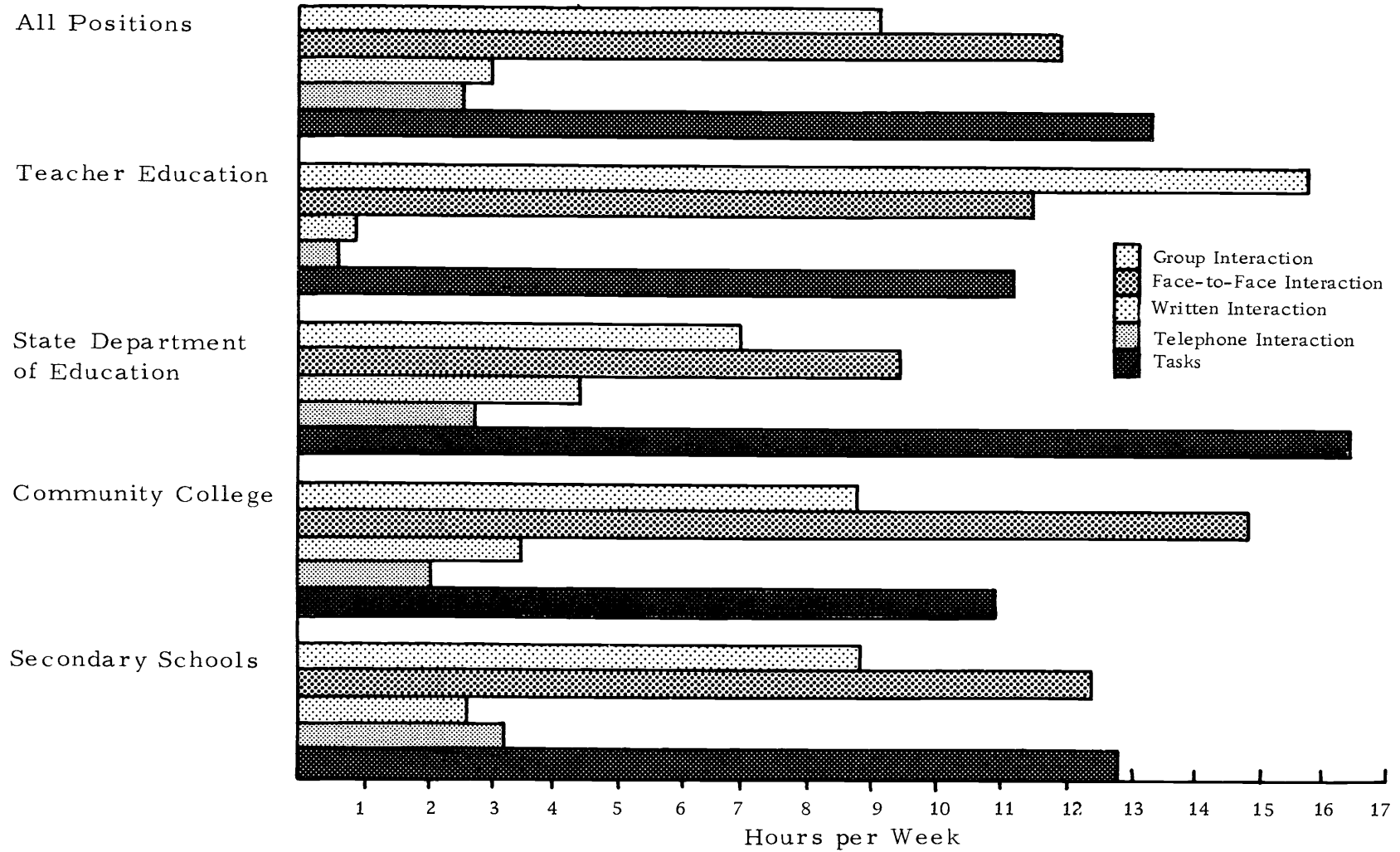


Figure 8. A Profile of Position Levels and Processes Utilized. Data from Table 14, Appendix D.

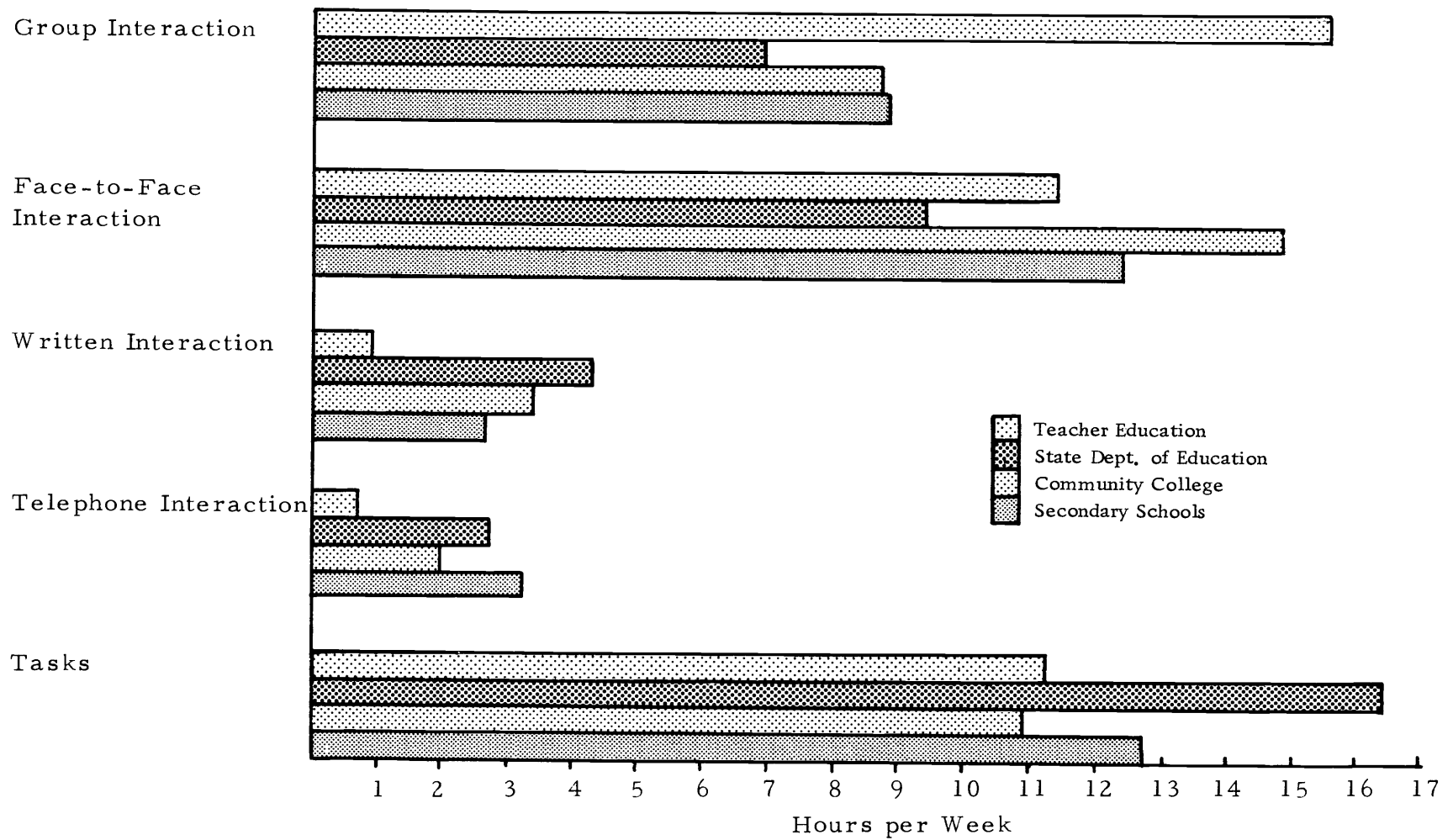


Figure 9. A Comparison of Processes Utilized by Each Position Level According to Hours Spent per Week, Data from Table 15, Appendix D.

Comparisons of the processes utilized to accomplish each task category, combining all position levels, are made in Figures 10, 11 and 12. Figure 10 compares the four task categories which ranked the highest based on hours spent per week. These categories accounted for 19.8 hours or 49.5 percent of the forty-hour week.

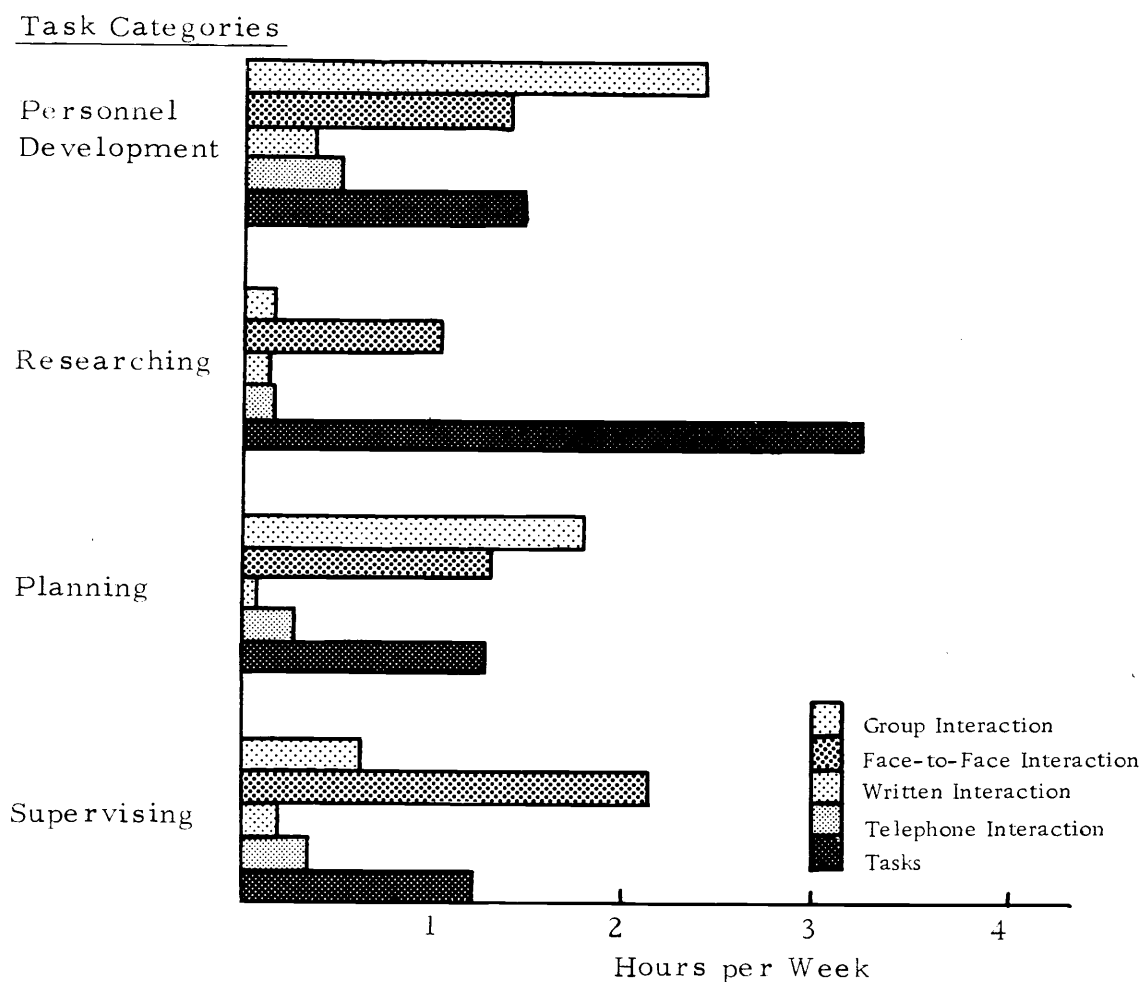


Figure 10. A Comparison of Processes Used by All Positions to Accomplish the First Four Ranked Task Categories, Data From Table 15, Appendix D.

The following five task categories in Figure 11 are considered the middle group. The time ranged from 2.32 to 2.76 hours and represents 12.45 hours or 31.1 percent of the week.

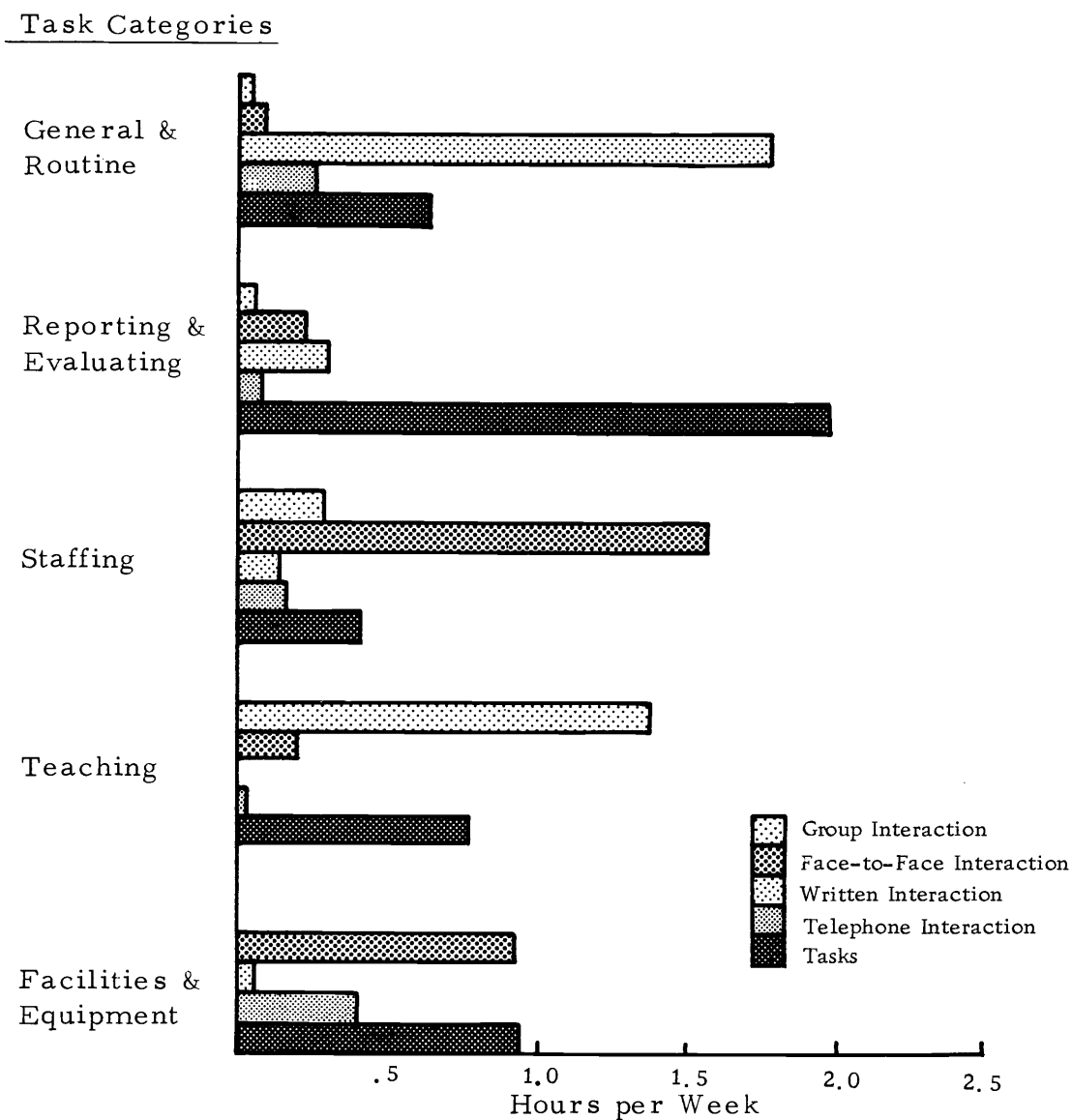


Figure 11. A Comparison of Processes Used by All Positions to Accomplish the Five Task Categories Ranked Fifth to Ninth of the Fourteen. Data from Table 15, Appendix D.

The final five tasks categories which received the least time allocation, only 7.85 hours or 19.4 percent of the forty-hour week, are compared in Figure 12.

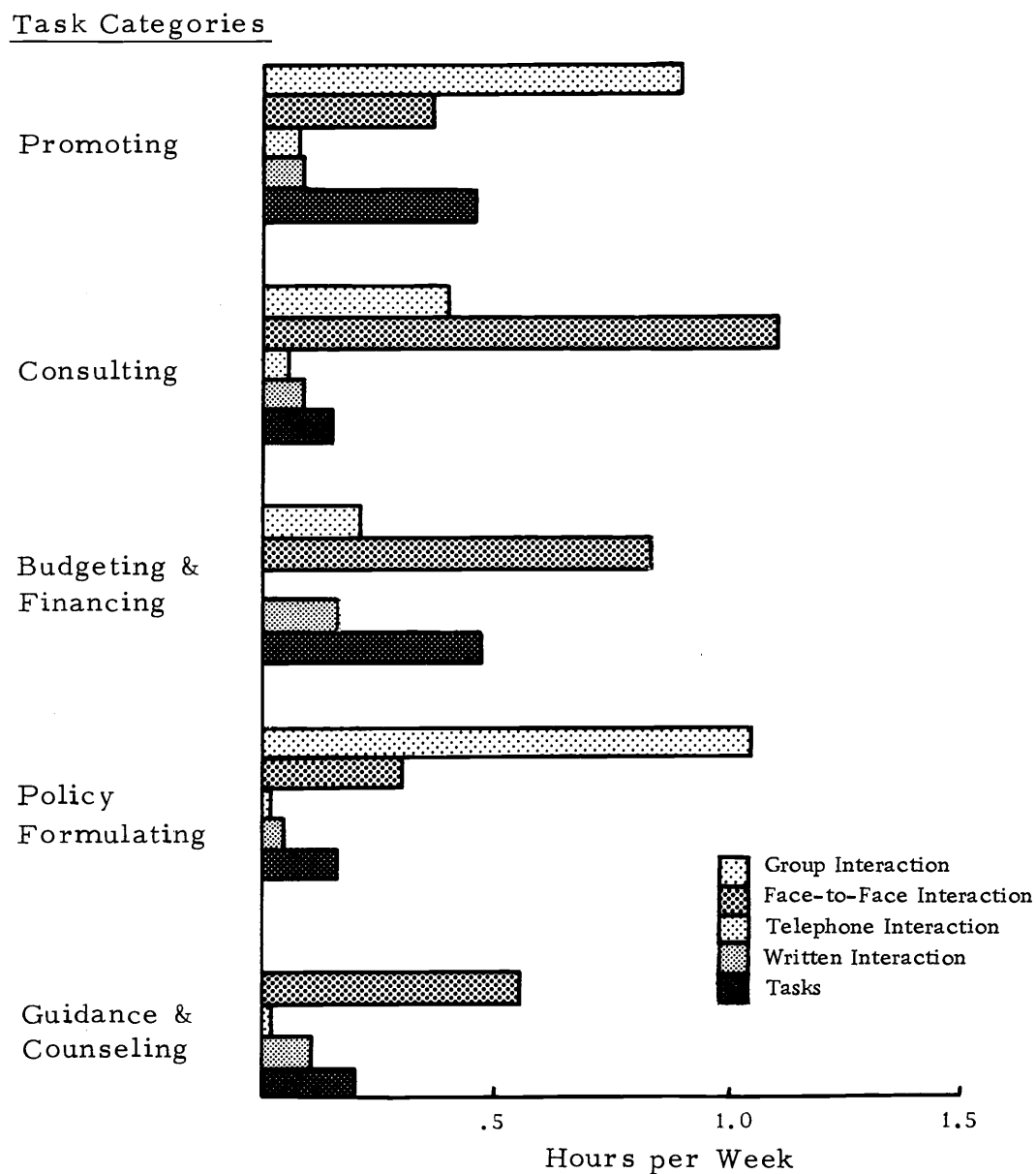


Figure 12. A Comparison of Processes Used by All Positions to Accomplish Each of Five Task Categories Ranked Tenth to Fourteenth of the Fourteen Total Categories. Data from Table 15, Appendix D.

Chapter V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

The null hypothesis, proposed to test the significance of the findings, was that there are no differences between tasks performed by personnel at the secondary, community college, state department of education and teacher education levels. As a refinement of the above hypothesis, three questions were asked: 1) What do selected leaders in vocational education do? 2) What common tasks are performed by personnel at different position levels? 3) How are these tasks performed?

Tasks were categorized into 14 major task categories. Total time devoted to each task category, by position level, and the process utilized in performing each task were determined. The Kendall coefficient of concordance W and the Spearman rank correlation coefficient were used to test the null hypothesis. The null hypothesis was rejected at the .05 level of significance.

Personnel development, researching, planning, and supervising were the highest ranking task categories, according to time (in hours per week). Lowest time allocations were obtained in the task categories of promoting, consulting, budgeting and finance, policy

formulating, and guidance and counseling in that order.

Of the five categories used to describe the process by which each task was performed, the four identified as social interactions (group, face-to-face, written and telephone interaction) required two-thirds of the leader's time. The remaining one third was devoted to tasks not requiring social interactions.

Conclusions

Pertaining to the null hypothesis:

1. There was a significant difference at the .05 level in the rank order correlation of tasks, based on time distribution, between the four position levels.

2. Three rank order correlations, according to time, were approaching significance (.545) at the .05 level. They were: secondary schools and teacher education ($r = .503$), state department and secondary schools ($r = .455$), and state department and teacher education ($r = .433$).

3. The lowest rank order correlation existed between secondary school and community college positions ($r = -.033$).

Pertaining to what common tasks were performed:

1. Leadership personnel devoted one-half (49.6%) of their time to the task categories of personnel development, researching,

planning, and supervising.

2. Secondary school personnel spent slightly more than one-half (53.6 %) of their time on personnel development, researching, planning, and facilities and equipment.

3. Community college leaders spent nearly one-fourth of their time (23.9%) on staffing and promoting which was much greater than the total combined time spent by the other three position levels.

4. State department of education personnel devoted nearly one-half (47.7%) of their time to supervising, personnel development, and researching.

5. Teacher educators spent nearly one-half (48.3%) of their time on personnel development and teaching.

6. Guidance and counseling received the lowest time allocation of the 14 categories when comparing all positions. Community college personnel devoted 6.72% of their time to this category while the amount of time spent by the other three positions was negligible (0.86%).

Pertaining to how tasks were performed:

1. Group and face-to-face interactions account for more than three-fourths (78.9%) of the four social interaction process categories.

2. Group and face-to-face interactions represented over one-half (52.7%) of the time devoted to all five process categories.

3. State department of education personnel spent the least amount of time in group and face-to-face interactions (41.0%), while teacher education spent the most time (67.9%).

Implications

Based upon the preceding review of the literature, the findings of this study and subsequent conclusions, the following implications are proposed:

1. Curricular offerings for leadership development programs should stress competencies in the social sciences of psychology, sociology and personnel relations.

2. Competency development in group dynamics and interpersonal relations should be included in leadership development programs.

3. Programs to prepare individuals for leadership positions should provide opportunities for: a) Development of competencies in personnel development, researching, planning and supervising; b) Vertical and horizontal mobility in a variety of leadership positions; and c) The application of theory through such activities as internships and similar field-oriented programs.

4. Additional studies of this nature should be conducted with direct focuses on: a) Validating the 14 task categories identified in this study; b) Further refining and clarifying specific position levels and/or position titles; and c) Identification of specific behavioral competencies of leadership personnel.

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APPENDICES

APPENDIX A

Questionnaire
Cover Letters

A TASK ANALYSIS

Procedures: The procedures utilized for data collection are highly dependent on your cooperation. The following explanation and forms will clarify the procedures for data reporting.

Part I - Job Description: Please attach your job description as provided by your educational agency or briefly state in a paragraph specific points that describe your position's duties and responsibilities.

Part II - Tasks: This portion of the instrument is to record tasks and activities you perform during the next full working day following the receipt of this instrument. Include any professional activities conducted after normal working hours e. g. advisory committee meetings, staff meetings, professional improvement, etc. Column A serves as a guide to record the approximate time each task was performed. Column B provides space for specific description of tasks and activities conducted. Each statement should begin with a verb or other action terms as illustrated. (Part II Column B). Following completion of Part II Columns A and B, please go back and place in rank order the five most important tasks conducted during the day, with 1 the most important and 5 the least important.

Part III - Other Critical Tasks and/or Activities: This portion of the form is for you to list those tasks or activities you feel are critical in either time or importance that are not reflected in Part II due to time of year or other conditions.

PART I - JOB DESCRIPTION:

PART II - TASKS:

A		B	C	
Time of Task	Tasks:	Describe in detail the task or activity conducted including seemingly routine activities. Begin each statement with a verb or other action terms such as: wrote, called, planned, discussed, instructed, met, etc.	Rank Order of Import. 1, 2, 3, 4, 5	Leave Blank

EXAMPLES

[illegible]

May 15, 1969

Dear

Greetings from Oregon State University. Over the past year it has been a pleasure working with you on the Leadership Development Institute. The week here in Corvallis and the various follow-up activities have been personally and professionally rewarding.

We are presently undertaking another task for which we would like your assistance. This study directs itself towards determining the specific tasks and activities leaders in vocational education engage in as part of their job responsibilities. This study along with similar research is expected to provide further evidence from which future programs for preparing vocational education leaders can be developed and improved. As an identified leader or potential leader in vocational education, we feel you are in a position to assist us in developing such programs.

Enclosed is a form which we are requesting you to complete and return via the enclosed envelope. In order to obtain a composite of tasks and activities we are asking you to complete four other daily task forms which will be sent at approximately one week intervals. Each of the next four mailings, will consist of the same form, however, you are to complete only Part II and any portion of Part III that was incomplete during the previous mailings.

We fully recognize the scope of this request and hope you will assist us in the endeavor. In the event you are unable to complete the entire questionnaire (especially Part II) for each mailing, please return what has been completed.

Be assured that your individual responses will be kept confidential. Those of you desirous of a summary of findings please indicate so on the bottom of the last page. If you have any questions concerning the study and/or procedures, use your own judgment on the first questionnaire, enclose your question and return. Clarification will be returned to you in the next mailing.

Thanks for your assistance, it is a pleasure working with you.

Sincerely,

Cas F. Heilman - Dr. Henry Ten Pas
Leadership Development
102 Benton Hall
Oregon State University
Corvallis, Oregon 97331

Enclosures

May 15, 1969

Dear

Greetings from Oregon State University. We are pleased to have you working with us in the follow-up activities of the Vocational Education Curriculum Development Institute which took place two summers ago. We in the Division of Vocational, Adult and Community College Education find it personally and professionally rewarding to associate with you in mutually beneficial endeavors.

We are presently undertaking another task for which we would like your assistance. This study directs itself towards determining the specific tasks and activities leaders in vocational education engage in as part of their job responsibilities. This study along with similar research is expected to provide further evidence from which future programs for preparing vocational education leaders can be developed and improved. As an identified leader or potential leader in vocational education, we feel you are in a position to assist us in developing such programs.

Enclosed is a form which we are requesting you to complete and return via the enclosed envelope. In order to obtain a composite of tasks and activities we are asking you to complete four other daily task forms which will be sent at approximately one week intervals. Each of the next four mailings, will consist of the same form, however, you are to complete only Part II and any portion of Part III that was incomplete during the previous mailings.

We fully recognize the scope of this request and hope you will assist us in the endeavor. In the event you are unable to complete the entire questionnaire (especially Part II) for each mailing, please return what has been completed.

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Thanks for your assistance, it is a pleasure working with you.

Sincerely,

Cas F. Heilman - Dr. Henry Ten Pas
Leadership Development
102 Benton Hall
Oregon State University
Corvallis, Oregon 97331

Enclosures

May 23, 1969

Dear

A few days ago you were sent a letter and questionnaire requesting your cooperation and assistance in a study to determine the specific tasks and activities leaders in vocational education engage in as part of their job responsibilities.

The responses received thus far have been most gratifying and are providing valuable data for this study. If you have not returned your first questionnaire, please do so even though it may not be complete.

Enclosed is the second task analysis form. Should this letter reach you early in the day please begin immediately, if not, begin the following work day. It is important that the responses should reflect one entire working day including those professional activities conducted in the evening.

Please omit Part I and complete Part II as thoroughly as possible. Add any comments to Part III you feel relevant to your position that are not reflected in Part II.

Again thanks for your help. We will be looking forward to your response.

Yours truly,

Cas Heilman
Leadership Development
102 Benton Hall
Corvallis, Oregon 97331

CH:ms
Enclosure

June 4, 1969

Dear

On about May 19 and May 27 you received a letter and questionnaire requesting your assistance in a research study concerning leaders in vocational education. Thus far we have not heard from you.

You were selected to participate in this study because you had been identified as a leader in your educational agency and subsequently participated in the Institute at Oregon State University. We feel your understanding of the vocational education leader's role will strengthen future programs.

We recognize the leaders role is a busy one and especially this time of year. This fact will enhance the value of the data returned. The questionnaire appears long, however, pilot work indicated that 10-15 minutes is adequate for sufficient detail.

A third questionnaire is enclosed in the hope that you will still assist us in this task. If you decide not to participate, please return the form with a brief statement indicating this. If you will participate, please send any completed parts of forms 1 and 2, sent earlier and start on number 3.

We fully recognize the degree of professional dedication and commitment a study of this nature requires and we are confident that your contribution will be of value.

Thanks for your understanding. We will be looking forward to your response.

Sincerely,

Cas Heilman
Vocational Education Leadership

CH:ms
Enclosure

June 10, 1969

Dear

Enclosed is the fourth of five daily task analysis forms which you have been asked to complete and return via the enclosed, stamped, self-addressed envelope. Past responses have been excellent and your contribution worthwhile.

Summer is here and for many school is out; this will be reflected in some responses depending on the leadership position held. We hope to become aware of this based on the tasks performed.

Please complete Part II of this form as soon as possible and return. Upon receipt of your response I will immediately send the fifth and last form of this study.

Again, thanks for your help and continued assistance.

Sincerely,

Cas Heilman
Leadership Development

CH/sm
Enclosure

June 17, 1969

Dear

Enclosed is the fifth and final task analysis form. Please complete Part II as soon as possible and return via the enclosed, self-addressed envelope.

Responses from other participants continue to be gratifying. We anticipate your task reporting will add another step in the continual development and implementation of programs in vocational education leadership development.

Again, thanks for your assistance; it has been a pleasure working with you. May our paths cross often as we work to improve educational programs.

Sincerely,

Cas F. Heilman
Leadership Development

CFH/sm
Enclosure

APPENDIX B

Description of the Population

Table 2. Educational Agency Represented.

Agency	No. in Population	Percent
High Schools*	32	50.0
Community Colleges**	14	22.0
State Department of Education	13	20.0
Teacher Education Institutions	5	8.0
Totals	64	100.0

* Area vocational programs under the administration of public school and serving high school students were included in the high school grouping.

** All post secondary vocational education programs were included as community colleges due to their similarities of function.

Table 3. States from Which the Population Was Located.

State	No. in Population	State	No. in Population
California	7	Oregon	6
Idaho	6	Hawaii	5
Washington	4	Oklahoma	3
Texas	3	Wisconsin	3
Nevada	3	Kansas	2
Arizona	2	Montana	2
New Mexico	2	Colorado	2
Minnesota	1	North Dakota	1
Massachusetts	1	Washington D. C.	1
Wyoming	1	Michigan	1
Alaska	1	Illinois	1
Connecticut	1	Ohio	1
Utah	1	Nebraska	1
South Dakota	1	North Carolina	1
Totals		28 states	64 Participants

Table 4. A Summary of Position Titles.

Title	No. in Population	Percent
Director	13	20.6
Supervisor	10	15.6
Coordinator	10	15.6
Consultant	9	14.0
Others*	22	34.2
Total	64	100.0

* Includes the following positions: teacher, principal, superintendent, president, dean, administrative assistant, specialist, chairman and counselor.

Table 5. Years Spent in Present Position.

Years	No. in Population	Percent
1 - 2	23	36.0
3 - 5	29	45.3
6 - 8	5	7.8
9 - 10	1	1.4
11 - 12	4	6.3
13 - 15	2	3.2
Total	64	100.0

Median: 3 years, Mean: 4 years.

Table 6. Area of Major Academic Preparation.

Area	No. in Population	Percent
Industrial Education	24	37.5
Business Education	16	25.0
Agricultural Education	12	18.7
Home Economics Education	2	3.2
Education	5	7.8
Others	5	7.8
Total	64	100.0

Table 7. Age of Population.

Age Range	No. in Population	Percent
25 -30	6	9.2
31 -35	14	22.0
36 -40	17	26.6
41 -45	15	23.4
46 -50	9	14.0
51 -55	3	4.8
Total	64	100.0

Median age: 39 years, Mean age: 39 years.

Table 8. Years of Experience in Education.

Years	No. in Population	Percent
1 - 5	3	4.8
6 -10	19	29.7
11 -15	19	29.7
16 -20	15	23.4
21 -25	6	9.2
26 +	2	3.2
Total	64	100.0

Median years: 12, Mean years: 13.6.

APPENDIX C

Responses and Time Spent in Task Categories by Positions

Table 9. All-Positions Response According to Frequency and Time for Each Task Category. Hours Adjusted to a Forty-hour Week.

Task Categories	Response Frequency	Total Time in Minutes	Mean Time Per Response	Hours Per Week
Personnel Development	215	13,336	62.03	6.146
Researching	131	10,030	76.56	4.616
Planning	163	10,016	61.45	4.622
Supervising	184	9,603	52.19	4.426
General & Routine	163	5,990	36.75	2.761
Reporting & Evaluating	116	5,464	47.10	2.518
Staffing	135	5,315	39.37	2.450
Facilities & Equipment	160	5,036	31.48	2.320
Teaching	74	4,988	67.41	2.299
Promoting	76	4,163	54.78	1.919
Consulting	64	3,888	60.75	1.792
Budgeting & Financing	81	3,665	45.23	1.689
Policy Formulating	49	3,365	68.67	1.550
Guidance & Counseling	45	1,935	43.00	.892
Totals	1,656	86,793	52.41	40.000

Table 10. Secondary School Positions Response According to Frequency and Time for Each Task Category. Hours Adjusted to a Forty-hour Week.

Task Categories	Response Frequency	Total Time in Minutes	Mean Time Per Response	Hours Per Week
Personnel Development	93	5,515	59.30	6.615
Researching	58	4,965	85.60	5.955
Planning	81	4,031	49.77	4.835
Supervising	67	2,938	43.85	3.524
General & Routine	42	1,165	27.74	1.397
Reporting & Evaluating	35	1,800	51.43	2.159
Staffing	50	1,735	34.70	2.081
Facilities & Equipment	115	3,336	29.01	4.001
Teaching	41	2,535	61.83	3.040
Promoting	26	1,075	41.35	1.289
Consulting	15	760	50.67	.912
Budgeting & Financing	48	1,850	38.54	2.219
Policy Formulating	11	875	79.55	1.049
Guidance & Counseling	18	770	42.78	.924
Totals	700	33,350	47.64	40.000

Table 11. Community College Positions Response According to Frequency and Time for Each Task Category. Hours Adjusted to a Forty-hour Week.

Task Categories	Response Frequency	Total Time in Minutes	Mean Time Per Response	Hours Per Week
Personnel Development	13	930	71.54	2.206
Researching	11	655	59.55	1.554
Planning	39	2,060	52.56	4.887
Supervising	30	1,360	45.33	3.227
General & Routine	47	1,840	39.15	4.366
Reporting & Evaluating	23	1,245	54.13	2.954
Staffing	45	2,235	49.66	5.303
Facilities & Equipment	28	1,110	39.64	2.634
Teaching	1	60	60.00	.142
Promotion	26	1,805	69.42	4.283
Consulting	8	510	63.75	1.210
Budgeting & Financing	20	1,094	54.70	2.596
Policy Formulating	14	820	58.57	1.945
Guidance & Counseling	26	1,135	43.65	2.693
Totals	331	16,859	50.93	40.000

Table 12. State Department of Education Positions Response Frequency and Time for Each Task Category. Hours Adjusted to a Forty-hour Week.

Task Categories	Response Frequency	Total Time in Minutes	Mean Time Per Response	Hours Per Week
Personnel Development	65	3,816	58.71	6.012
Researching	44	3,465	78.75	5.459
Planning	32	2,730	85.31	4.301
Supervising	79	4,840	61.25	7.624
General & Routine	58	2,425	41.81	3.820
Reporting & Evaluating	54	2,239	41.46	3.527
Staffing	14	540	38.57	.851
Facilities & Equipment	10	370	37.00	.583
Teaching	3	60	20.00	.095
Promoting	17	988	58.12	1.556
Consulting	31	1,958	63.16	3.084
Budgeting & Financing	8	520	65.00	.819
Policy Formulating	20	1,440	72.00	2.269
Guidance & Counseling	0	0	0.00	.000
Totals	435	25,391	58.37	40.000

Table 13. Teacher Education Positions Response According to Frequency and Time for Each Task Category. Hours Adjusted to a Forty-hour Week.

Task Categories	Response Frequency	Total Time in Minutes	Mean Time Per Response	Hours Per Week
Personnel Development	44	3,075	69.89	10.989
Researching	18	945	52.50	3.377
Planning	11	1,195	108.64	4.271
Supervising	8	465	58.13	1.662
General & Routine	16	560	35.00	2.001
Reporting & Evaluating	4	180	45.00	.643
Staffing	26	805	30.96	2.877
Facilities & Equipment	7	220	31.43	.786
Teaching	29	2,333	80.46	8.337
Promoting	7	295	42.14	1.054
Consulting	10	660	66.00	2.359
Budgeting & Financing	5	200	40.00	.715
Policy Formulating	4	230	57.50	.822
Guidance & Counseling	1	30	30.00	.107
Totals	190	11,193	58.91	40.000

APPENDIX D

Time Spent in Process Categories by Positions and Tasks

Table 14. Total Time Devoted to Each Process Category by Position Levels. Hours Adjusted to a Forty-hour Week.

Process Categories	Position Levels									
	Secondary Schools		Community College		State Dept. of Education		Teacher Education		All Positions	
	Minutes	Hours*	Minutes	Hours	Minutes	Hours	Minutes	Hours	Minutes	Hours
Group Interaction	7,330	8.79	3,670	8.71	4,415	6.96	4,390	15.69	19,805	9.13
Face-to-Face Interaction	10,407	12.48	6,289	14.92	5,995	9.44	3,208	11.47	25,899	11.94
Written Interaction	2,245	2.69	1,455	3.45	2,769	4.36	255	.91	6,724	3.10
Telephone Interaction	2,718	3.26	850	2.02	1,751	2.76	180	.64	5,499	2.53
Tasks	10,650	12.78	4,595	10.90	10,461	16.48	3,160	11.29	28,866	13.30
Totals	33,350	40.00	16,859	40.00	25,391	40.00	11,193	40.00	86,793	40.00

* Minutes - Total time in minutes per week.

Hours - Total time in hours per week.

Table 15. Total Time Devoted to Each Process Category by All Position Levels in Accomplishing Each Task Category. Hours Adjusted to a Forty-hour Week.

Task Categories	Process Categories											
	Group Interaction		Face-to-Face Interaction		Written Interaction		Telephone Interaction		Tasks		Totals	
	Minutes	Hours*	Minutes	Hours	Minutes	Hours	Minutes	Hours	Minutes	Hours	Minutes	Hours
Personnel Development	5,270	2.43	2,985	1.38	834	.38	1,097	.51	3,150	1.45	13,336	6.146
Researching	315	.15	2,220	1.02	265	.12	290	.13	6,940	3.20	10,030	4.616
Planning	3,760	1.73	2,806	1.29	145	.07	530	.24	2,775	1.28	10,016	4.622
Supervising	1,285	.59	4,695	2.16	390	.18	631	.29	2,602	1.20	9,603	4.426
General & Routine	60	.03	205	.09	3,850	1.77	535	.25	1,340	.62	5,990	2.761
Reporting & Evaluating	90	.04	390	.18	575	.27	125	.06	4,284	1.97	5,464	2.518
Staffing	465	.21	3,385	1.56	230	.11	315	.14	920	.42	5,315	2.450
Facilities & Equipment	0	.00	2,011	.93	85	.04	880	.40	2,060	.95	5,036	2.320
Teaching	2,985	1.38	328	.15	0	.00	20	.01	1,655	.76	4,988	2.300
Promoting	1,980	.91	800	.37	175	.08	208	.10	1,000	.46	4,163	1.919
Consulting	855	.39	2,405	1.11	105	.05	203	.09	320	.15	3,888	1.792
Budgeting & Financing	470	.22	1,829	.84	10	.00	340	.16	1,015	.47	3,664	1.689
Policy Formulating	2,270	1.05	635	.29	20	.01	90	.04	350	.16	3,365	1.550
Guidance & Counseling	0	.00	1,205	.56	40	.02	235	.11	455	.21	1,935	.892
Totals	19,805	9.13	25,899	11.94	6,724	3.10	5,499	2.53	28,866	13.30	86,793	40.000

* Minutes - Total time in minutes per week.

Hours - Total time in hours per week.