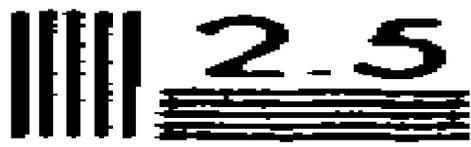


3  2.5

 2.2

 2.0

 1.8

 1.6

DOCUMENT RESUME

ED 057 232

VT 014 333

AUTHOR Budke, Wesley E.; Magisos, Joel H.  
TITLE Answers to Questions on Vocational Education;  
Administration, Opinion Leaders, Residential Schools,  
and State Advisory Councils.  
INSTITUTION Ohio State Univ., Columbus. Center for Vocational and  
Technical Education.  
NOTE 8p.  
AVAILABLE FROM Center for Vocational and Technical Education, 1900  
Kenny Road, Columbus, Ohio 43210 (no charge)  
EDRS PRICE MF-\$0.65 HC-\$3.29  
DESCRIPTORS Administrator Responsibility; \*Advisory Committees;  
Educational Change; \*Educational Innovation; \*Program  
Administration; \*Residential Schools; \*Vocational  
Education  
IDENTIFIERS Opinion Leaders

ABSTRACT

This short booklet contains questions and answers concerning aspects of vocational-technical education, including the (1) skills and expertise requirements for program administrators, (2) identification of opinion leaders, (3) adoption of an innovation, (4) role of residential schools, and (5) membership and responsibilities of state advisory councils. The publications from which the answers were drawn review and synthesize research in the field. Information about them and how to order them is included. Related documents are available as VT 014 332 and VT 014 334 in this issue. (SB)

Answer  
on Vo

ED057232

Admin  
Oper  
Res  
Sta

YT014333

ERIC



## *Questions and Answers*

### **WHAT SPECIAL SKILLS AND EXPERTISE DO ADMINISTRATORS OF VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS REQUIRE?**

Research on the administration of vocational-technical education consistently confirms the specialized nature of the duties and responsibilities of vocational administrators. It is generally found that persons preparing to become general school administrators have little opportunity to obtain professional instruction relative to vocational education. Some of the recommended areas of expertise are: (1) the administration and supervision of vocational education; (2) occupational analysis and curriculum development; (3) current and projected concepts of vocational education; (4) laws, regulations, and policies affecting vocational education programs; (5) planning vocational education facilities; and (6) organizational and financial management of vocational education programs. The vocational education administrator should also be knowledgeable about counseling and guidance, labor economics, social psychology and group dynamics, the sociology of work, industry and minority groups, labor-management relations, industrial organization, and industrial training. (See IN 14)

### **HOW CAN OPINION LEADERS BE IDENTIFIED AMONG A GROUP OF TEACHERS?**

Although it is difficult to identify opinion leaders among teachers, research identified several personal and social characteristics of the teacher which may be used as general selection guidelines: (1) Opinion leaders are older than their peers, usually in the 35-45 year age group. (2) Opinion leaders have had more total years of teaching experience. (3) Opinion leaders among teachers are those who have enrolled in a greater number of in-service training programs. (4) Opinion leaders among teachers participate in more social and professional organizations and activities in their local community. (See IN 25)

## **WHAT MUST BE CONSIDERED IN PLANNING FOR ATTAINMENT OF MASS ADOPTION OF AN INNOVATION, CHANGE, OR IMPROVEMENT IN VOCATIONAL AND TECHNICAL EDUCATION?**

When planning for attainment of mass adoption of any innovation in vocational and technical education, three components of change must be considered. These components are the teacher, the school, and the innovation. First, opinion leaders among teachers should be identified through district or state supervisors or other key informants. Other groups of teachers such as early adoptors, early majority, late majority, and laggards must also be identified. Second, school systems which seem most likely to "sanction" the change should be located as well as those school systems which adopt innovations more slowly. All school systems must be provided for in the overall adoption plan. The third major component for consideration is the innovation, change, or improvement itself. Change agents must consider the overload that the change might impose on teachers, stresses that may be involved in the change, and the cost and rewards connected with the innovation. The relationships among all three components must be carefully considered by the change agent in developing a plan or strategy for attainment of mass adoption. (See IN 26)



## **WHAT IS THE ROLE OF THE RESIDENTIAL SCHOOL IN VOCATIONAL EDUCATION?**

Residential vocational schools are of two basic types. The first serves a wide geographical area where the sparsity of population necessitates a residential center to provide a diversity of vocational programs. These schools are required when the distances are greater than reasonable travel for one day. The other type of school provides the residential feature in order to furnish a positive and new environment for learning. The home surroundings of many disadvantaged youth limit and restrict learning. Their vocational competence may be improved by a residential school environment. (See IN 31)

## **WHY HAVEN'T RESIDENTIAL SCHOOLS BECOME MORE POPULAR?**

The need for residential vocational schools has been recognized, and was highlighted in the Third Report of the National Advisory Committee on Vocational Education (1970). In the past, the main problem faced by the experimental residential school programs has been the lack of funds. Funding should be of a sufficient amount and for a long enough period of time to firmly establish these schools. Federal funds have never been appropriated to create and operate such schools and most state governments have not considered residential schools of a high enough priority to include them in their state plans for vocational education. (See IN 31)



## WHO SHOULD SERVE ON A STATE COUNCIL ON VOCATIONAL EDUCATION

Research emphasizes the importance of including members of the State Advisory Council who have a high degree of prestige in their community, are well known in the state, and holding roughly similar positions in their companies and organizations. The members can usually be grouped into four categories: first, those who are or should be serving in the field of technical education, persons who have practical experience with the needs and problems of management and production; second, persons closely involved with the administration of vocational programs, but not directly involved in the day-to-day administration. Third, representatives of various agencies within which much of vocational education exists (e.g., representatives of secondary or adult education institutions, labor unions, and persons representing the interests of large numbers of disadvantaged students); fourth, members from the Comprehensive Area Management System of the State and from the State Board of Technical Education Commission. Appointment of special members should be made from the groups they are representing.

• -





**ORDERING INFORMATION**

Answers to questions in this brochure were obtained from the publications listed below. To obtain these publications, complete the order form and mail to:

**Dissemination Specialist  
The Center for Vocational and Technical Education  
1900 Kenny Road  
Columbus, Ohio 43210**

Please send me the publications checked.

Series	Title	Price	<input checked="" type="checkbox"/>
IN 14	Review and Synthesis of Research on the Administration of Vocational and Technical Education	\$2.25	<input type="checkbox"/>
IN 22	Review and Synthesis of Research and Developmental Activities Concerning State Advisory Councils on Vocational Education	\$1.75	<input type="checkbox"/>
IN 26	An Application of Research: Working with Opinion Leaders to Accelerate Change in Vocational-Technical Education	\$1.50	<input type="checkbox"/>
IN 31	Review and Synthesis of Literature on Residential Schools in Vocational and Technical Education	\$1.50	<input type="checkbox"/>

Enclosed is \$ \_\_\_\_\_ (check payable to The Center for Vocational and Technical Education) or an institutional purchase order.

Mail to:

Name \_\_\_\_\_

Title \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_