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ABSTRACT

This evaluation report encompasses two 3-day leadership development workshops conducted for state department staff and other vocational personnel in order to evaluate a simulation leadership training package. Prior to the workshops, the training package was developed, pilot tested, and revised. During the development phase, consideration was given to developing a training package that would: (1) provide a realistic learning environment in which the planning process could be experienced, (2) generate a high degree of participant involvement, (3) increase understanding and ability to apply the planning techniques, and (4) incorporate a strategy allowing implementation with large or small as well as local or state groups. During the workshops, four instruments were used to collect evaluative data, and a summarization of the data is provided for each research question. Specific conclusions were: (1) The simulation package is equally effective for state-level administrators, supervisors, and other state-level personnel, (2) The activities generated and maintained participants' involvement and enthusiasm throughout the experience, and (3) The package did provide a realistic learning environment in which the knowledge, skills, and techniques of vocational education program planning could be applied. (SB)

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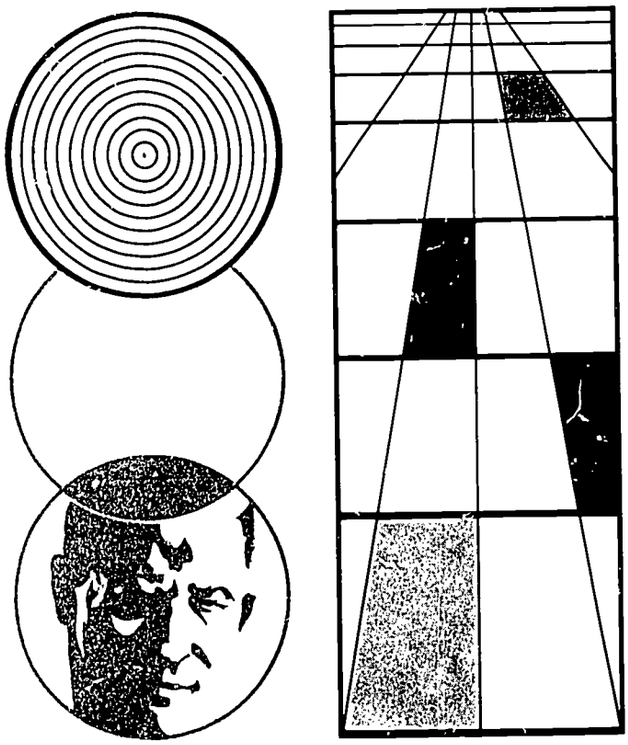

EVALUATION REPORT AN INTERACTION SIMULATION: Coordinated Local-State Vocational Education Planning

Jimmy G. Koeninger
Darrell L. Ward

THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

MISSION OF THE CENTER

The Center for Vocational and Technical Education, an independent unit on The Ohio State University campus, operates under a grant from the National Center for Educational Research and Development, U.S. Office of Education. It serves a catalytic role in establishing consortia to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach and interinstitutional in its program.

The Center's mission is to strengthen the capacity of state educational systems to provide effective occupational education programs consistent with individual needs and manpower requirements by:

- Conducting research and development to fill voids in existing knowledge and to develop methods for applying knowledge.
- Programmatic focus on state leadership development, vocational teacher education, curriculum, vocational choice and adjustment.
- Stimulating and strengthening the capacity of other agencies and institutions to create durable solutions to significant problems.
- Providing a national information storage, retrieval and dissemination system for vocational and technical education through the affiliated ERIC Clearinghouse.

RESEARCH AND DEVELOPMENT
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EVALUATION REPORT --
AN INTERACTION SIMULATION:
COORDINATED LOCAL-STATE
VOCATIONAL EDUCATION PLANNING

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U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
National Center for
Educational Research
and Development

PREFACE

One of the major strategies in The Center's Research and Development program is the improved performance of state leadership personnel in vocational-technical education. Vocational-technical education, in its continual thrust to revitalize American educational systems and more thoroughly capacitate a larger segment of the nation's potential working force, requires competent and dynamic leadership. The roles of state educational leaders enable them to materially influence and assist local program development. Thus, The Center engages in a number of activities to facilitate state leadership effectiveness, including the development of training materials. One class of Center-produced training materials is simulation training packages for both state and local leadership preparation.

To assure acceptable validity of these materials, The Center has conducted an assessment of the third simulation package, *An Interaction Simulation: Coordinated Local-State Vocational Education Planning*. The summarized results of the study are reported in this publication. It has been our objective to obtain relevant data which will indicate what our simulation packages can do for prospective users and which will also provide us guidance for the development of future training materials.

We are indebted to the several states and many individuals who contributed to the conduct of this validation study. We would particularly like to recognize the vocational-technical education staff of the U.S. Office of Education, Region VIII at Denver, Colorado, and the Department of Vocational Education faculty at the University of Arkansas, Fayetteville, Arkansas, for their sponsorship of the training workshops where the data were collected. Special recognition is given to the project's director, Darrell Ward, and the project associate, Jimmy Koeninger.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

INTRODUCTION

The need for effective leadership in the administration of vocational and technical education has become much more evident during recent years. As new and expanded vocational and technical programs preparing youth and adults for the world of work are inaugurated, it is reasonable to expect that the role of personnel in state divisions of vocational education, as well as that of local leaders, will continue to expand. State departments of education and local educational agencies must provide progressive, innovative leadership that will make the federal-state-local partnership a more effective reality.

The preparation of vocational and technical education administration and leadership personnel has not been accomplished in the past in a systematic and ordered manner. Present-day leaders seem to have evolved in a variety of manners and procedures--each bringing with him the particular strengths of his own background and preparation. By the same token, leadership weaknesses are apparent, at least partially because of a lack of well-defined and systematic programs for preparing vocational and technical education leadership.

Recently, increased emphasis has been given to formal and systematic preparation of vocational and technical education leadership by individual states, the U.S. Office of Education, and national organizations. One of the critical needs readily evident in the programs of formal in-service and preservice leadership preparation is for tested and effected training materials. Such training techniques and materials for the preparation of leadership personnel in vocational and technical education have either not been available or are not specifically designed for areas of critical personnel needs. Therefore, The Center for Vocational and Technical Education at The Ohio State University has attempted to determine training needs for vocational education leadership personnel and to develop simulation and other training materials to be used in training programs.

Of critical need are materials which provide the student a learning environment relevant to his existing or future leadership position. Materials which utilize the simulation technique can provide such an environment. Through the simulated experience the student can become involved in the decision-making and problem solving he is likely to encounter on the job. Materials which utilize simulation training techniques for leadership development in vocational and technical education are emerging as one very vital and meaningful instructional strategy. The Center has previously designed and developed two simulation training packages

for use with vocational education leadership personnel. The third package, *An Interaction Simulation: Coordinated Local-State Vocational Education Planning*, has been recently completed. The evaluation of its use in two leadership workshops is reported in this publication.

Objective

Potential users of Center-developed simulation materials, e.g., state divisions of vocational and technical education and teacher education personnel, have requested tangible verification data regarding the effectiveness of simulation materials. However, adequate verification data of this type have not been available since The Center's efforts to date have been concerned primarily with the operational efficiency of the simulation materials. This evaluation report provides guidance for future simulation development and verification data for one Center-developed simulation package, *An Interaction Simulation: Coordinated Local-State Vocational Education Planning*.

Scope

This evaluation report encompasses two state leadership development workshops. The first was the U.S. Office of Education, Bureau of Adult, Vocational and Technical Education, Region VIII Simulation Training Workshop for state department staff and other vocational personnel, conducted in Denver, Colorado, May 25-27, 1971. The second workshop, Local-State Coordinated Planning Simulation Training Program, was conducted at the University of Arkansas, Fayetteville, Arkansas, July 30-August 2, 1971.

These workshops were selected for evaluative purposes so that data could be collected on the effectiveness of the simulation materials for both state and local-level participants and for both preservice and in-service implementation.

TABLE OF CONTENTS

EVALUATION REPORT --

AN INTERACTION SIMULATION:

COORDINATED LOCAL-STATE

VOCATIONAL EDUCATION PLANNING

DEVELOPMENT OF THE SIMULATION PACKAGE

The developers' continuous consideration for the validation of the simulation package is evident when the developmental process is examined. As a tested procedure for developing simulation training materials, The Center's process is worthy of description.

Developmental Goals

Throughout the simulation package developmental process, the following goals provided directive guidance:

1. To develop a simulation package that will provide a realistic learning environment in which a vocational education program planning process and various planning tools and methods can be experienced,

2. To develop a simulation package that will generate and maintain a high degree of individual involvement and enthusiasm throughout the simulation experience,

3. To develop a simulation package that will increase participants' understanding of and ability to apply selected planning techniques to a given incident,

4. To incorporate an instructional strategy that will allow implementation with both large or small as well as state or local groups, and

5. To provide a simulation experience that will allow realistic exposure to the importance of the local-state partnership in providing effective vocational education programs.

Steps In The Developmental Process

1. Instructional problem defined

   In order to identify those learning experiences needed in state vocational leadership development, a planning meeting was held at The Center for Vocational and Technical Education on January 31, 1970, with the following in attendance: John Beaumont, USOE (retired); Joseph

Malinski, Director of Program Planning and Development, State Department of Education, St. Paul, Minnesota; Charles Nichols, Director, Vocational Education Services, Kent State University; Dick Rice, Vice-President of Farmington State College, Maine; Leon Sims, Director of Program Planning, Department of Education, Tallahassee, Florida; W. Wayne Scott, Director, Division of Field Support, State Committee for Technical Education, Columbia, South Carolina; and Darrell L. Ward, Coordinator, Product Utilization and Training, The Center for Vocational and Technical Education. Consensus at this meeting was that, in general, vocational leaders have not been provided training for "planning" and this simulation package should focus upon the local-state planning function.

2. Target population identified

So that vocational education can fulfill its role commitment, local and state planners must reach a greater level of sophistication in their analysis. The simulation materials, although designed primarily for state vocational-technical leadership personnel, were considered readily usable for local vocational education administrator training.

3. Selected simulation materials and related literature reviewed

Following the planning meeting, a thorough review of simulation exercises and related literature was undertaken. The project staff conferred with vocational planning leaders in Minnesota, Florida, Ohio, and other states. Case studies were collected upon which the simulations were to be built. As the materials were developed, they were analyzed and initial revisions were made.

4. Competencies identified on which the simulation was based

The purpose of the interaction simulation is to provide a realistic environment in which the participant is afforded the opportunity to relate theoretical concepts to practical situations. It is not the intent of the interaction simulation to provide instruction for the planning of a specific entity, e.g., an area vocational center, but to use the simulated situation as a method by which the planning process and various planning tools and methods can be experienced.

Essentially, the planning process for any developmental task will encompass similar components, many of which can be experienced when exposed to the simulation. Competency areas on which the simulation was based included: (1) local and state responsibility, (2) organizing for planning, (3) needs assessment, and (4) socio-economic knowledge.

5. Behavioral objectives and criterion measures specified

Specific behavioral objectives are dependent upon the workshop director and the instructional needs of the group. The following behavioral objectives, however, are representative of behavioral outcomes which the simulation can facilitate:

Local and state responsibility

Describe local and state levels of responsibility for vocational and technical education with respect to program development, organization, implementation, and evaluation.

Project future roles of local and state vocational and technical educators in meeting the total needs of the community.

Organizing for planning

Devise a PERT network for the purpose of program development and organization.

Identify alternative courses of action toward program planning and develop criteria by which alternatives might be assessed.

Construct a rating chart in which course offerings can be considered for adoption or deletion from program planning.

Develop articulation patterns with and between secondary and post-secondary institutions offering vocational and technical education programs.

Needs assessment

Devise a community survey that will depict local conditions that can be used to:

-- Describe the types and levels of vocational and technical programs demanded.

-- Identify the priority relationships among the needs.

-- Identify the impact of influencing factors on needs.

-- Project indicators of needs with explanation of major fluctuations.

-- Identify data resources necessary to permit better measurement and evaluation of needs and their priorities.

Socioeconomic knowledge

Identify socioeconomic influences that have either a positive or negative effect on the development of vocational and technical education programs of instruction.

Identify information sources and describe methodology useful in determining and projecting influences.

6. Simulation strategy identified

The initial simulation technique employed was the in-basket technique. The purposes of in-basket exercises are:

1. To provide information and guidance as the participants progress through the simulation activities.

2. To expose the participants to those types of communications that might be received by administrators in their particular role.

3. To simulate administrative desk-oriented work activity.

The initial instructional strategy was based upon a single-role concept in which all participants were assigned an identical role--Mr. Jim Reed, District Planning Coordinator, Bureau for Vocational and Technical Education, State of Lafayette. Revision and subsequent development of simulation exercises led to the development of a multiple-role concept to simulate more realistically the actual working situation.

7. Package specifications constructed

The demographic setting for the simulation includes three neighboring school districts in Washington County, State of Lafayette. Lafayette is a midwestern state with a variety of topographical features and an extensive river system. The state is highly industrialized but is also a prime producer of agricultural products. Washington County is nearly typical of the state.

The simulation involves the participants in decision-making activities. With knowledge of the State of Lafayette and Washington County, participants should be able to make decisions leading to development of a vocational education program which meets the needs of the people and is also within the financial capabilities of the community.

8. Prototype developed

In this step, the simulation development proceeded from general instructional materials design to actual simulation production.

9. Prototype pilot tested

The pilot test of the materials was conducted in August, 1970, using as the test population 16 interns in the Ohio Program of Vocational Education Leadership Development at Kent State University, Kent, Ohio.

10. Simulation strategy modified

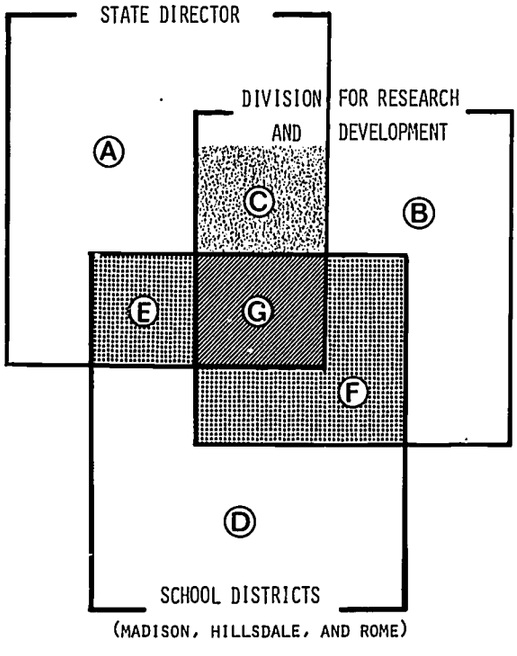
Revisions were made on the basis of the pilot test findings. Although the prototype pilot test was considered adequate, expert reviewers and evaluators felt that individual involvement was lacking. Therefore, the simulation developers employed a multiple-role strategy in which each participant would be assigned a different role. Local and state roles were provided so that the simulation would allow local-state confrontations.

In addition to utilization of the in-basket simulation technique, interaction sessions were also employed to complement the multiple roles. The interaction sessions allow the participants the opportunity to interact behaviorally. Three group contexts have been provided: local planners only, state planners only, and combined local-state planning conferences. The three interaction groups provide the simulation director with a variety of opportunities for exploitation and interaction analysis

of the dynamics of human interaction in a particular group context.

In the interaction sessions, the participant will be called upon to make decisions and persuade his associates of the viability of his decision. Thus, oral communicative skills and techniques are emphasized within the interaction sessions whereas written communicative skills are applied in the in-basket responses. The simulation facilitates personal as well as group evaluation so that existing strengths are encouraged, weaknesses are identified, and self-motivation to acquire new skills, knowledge, and techniques is intensified.

Figure 1 graphically presents the major planning spheres and combinations portrayed in the simulation experience.



LOCAL-STATE PLANNING SPHERES

Figure 1

Planning Sphere	Representation
A	Dr. M. P. Conroy, State Director
B	Division for Research and Development Staff (Dr. Williams and the District Coordinators)
C	Interaction between Dr. Conroy (Area A) and the Research and Development Staff (Area B)
D	Local School Districts
E	Interaction between State Director (Area A) and the Superintendents (Area D)
F	Interaction between Research and Development Staff (Area B) and Superintendents (Area D)
G	Total interaction of all participants during local-state planning conferences

11. Package components and scenario constructed

The demographic setting remained the same as in Step 7. In the simulation, personnel involvement and the activity setting began four months ago when the superintendents of the Madison, Rome, and Hillsdale school districts requested that the state director of vocational education survey Washington County and ascertain the needs for an expanded program in vocational and technical education. The survey was made by the Division for Research and Development of the Bureau of Vocational and Technical Education. The Washington County Survey Summary Report has recently been made available to local and state planners. Recommendations for future action were not included; however, the Bureau of Vocational and Technical Education offered further assistance if desired by the local districts.

In previous planning sessions the three school districts' superintendents have discussed the possibility of an interdistrict cooperative program in vocational education. They have reviewed a case study report concerning the development of such a jointure in the neighboring state of Buchannan. Now with the Summary Report of the Washington County Vocational-Technical Survey available, they have concluded that there is a definite need for providing additional vocational and technical education in their school districts.

12. Modified prototype developed

Although the state department staff in the simulation is anxious to see vocational education develop and expand, they have not previously developed a policy for inaugurating an area vocational school. In the past, members of the staff have expressed their own views and have been able to take as well as suggest constructive criticism. The democratic process has worked successfully.

The three superintendents have successfully worked together in the past. They have found that many problems can be solved by working cooperatively, bearing in mind, however, that they are first responsible to the people in their own school district. They have come to recognize the assistance that the State Department of Education in general and the Bureau of Vocational and Technical Education specifically can be to them. However, they also recognize that the state personnel will not always be able to predict the needs and desires at the local level.

Roles identified were:

State Roles

M. P. Conroy, State Director
J. D. Williams, Assistant State Director
J. T. Reed, District Coordinator
_____, District Coordinator

Local Roles

R. A. Miller, Supt., Madison School District
D. R. Drake, Supt., Rome School District
F. D. Terry, Supt., Hillsdale School District
L. C. Foster, Vocational Director, Madison School District

13. Modified package pilot tested

The second pilot test was conducted in December, 1970. The testing population consisted of eight vocational education interns participating in the Education Profession's Development Act Fellowship Program at The Ohio State University.

14. Additional package modifications incorporated

The instructional strategy employed was considered quite successful by expert observers and evaluators. Additional

modifications were employed. However, modifications dealt basically with operational considerations and were quite minor.

15. Package field tested in workshop setting

The first field test workshop was the Region VIII Simulation Training Workshop for state department staff and other vocational personnel in Region VIII, held in Denver, Colorado, May 25-27, 1971.

16. Package reviewed by consultants

Expert reviewers were employed by The Center to provide guidance for additional modifications.

17. Additional package modifications incorporated

On the basis of the field test (step 15) and the expert reviewers' recommendations, suggested package modifications were implemented.

18. Additional field testing conducted in workshop setting

The second field test was conducted during the Arkansas Extern Workshop at the University of Arkansas, Fayetteville, Arkansas. A three-day Local-State Coordinated Planning Simulation Training Program was part of the extern workshop, July 30-August 2, 1971.

DESCRIPTION OF THE WORKSHOPS

Region VIII of the U.S. Office of Education, Bureau of Adult, Vocational and Technical Education conducted the first workshop for state department staff and other vocational personnel in Denver, Colorado, May 25-27, 1971. The in-service training workshop was sponsored jointly by Region VIII and The Center for Vocational and Technical Education. Each state in Region VIII selected state-level supervisory personnel to participate in the leadership development workshop. The only criterion specified by The Center for selection of participants was that continuous attendance would be necessary for a successful simulation experience. Forty-two state-level personnel attended the Region VIII workshop; however, only 37 participants completed the three-day simulation training program.

The workshop instructional staff members were selected on the basis of their prior involvement in simulation training and their state-level experience in vocational education. They were:

Simulation Director

Charles N. Nichols, Director
Vocational Education Services
Kent State University
Kent, Ohio 44240

Instructional Staff

Marvin Rasmussen, Coordinator
Career Education
Portland School District
Portland, Oregon 97208

D. R. Purkey, Assistant State Director (Retired)
Vocational Education
State Department of Education
Columbus, Ohio 43215

Jerome C. Levendowski
Program Planning Unit
State Department of Education
Sacramento, California 95814

The second three-day Local-State Coordinated Planning Simulation Training Program was held during the Arkansas Extern Workshop at the University of Arkansas, July 30-August 2, 1971. Eighteen local vocational education leaders participated in the simulation training program. This workshop was selected so that the simulation package could be evaluated when implemented in a preservice training program. With the exception of three persons, all were employed at the secondary level in one of the larger school districts in Arkansas. One of the participants was from the post-secondary level and another had recently been employed at that level. Only one person, the state director of health occupations, was employed at the state level. Most of the secondary-level persons had teaching experience in only one field of vocational education or practical arts.

The workshop instructional staff were: Darrell L. Ward, Coordinator, Product Utilization and Training, The Center for Vocational and Technical Education, Columbus, Ohio, and D. R. Purkey, Assistant State Director (Retired), Vocational Education, State Department of Education, Columbus, Ohio.

Workshop Structure

The Center's suggested agenda was used for both the Region VIII and Arkansas workshops (Appendix C). The interaction simulation lends itself to a three-day workshop in which the participants can devote eight hours a day to training sessions.

Evaluation Procedure

The intent of this evaluation study was to provide guidance for future simulation development and verification data for the simulation package--*An Interaction Simulation: Coordinated Local-State Vocational Education Planning*.

Research Questions

The study provided evaluative data for determining the effectiveness of the simulation training package and for making package modifications by seeking answers to the following questions:

1. Does the simulation package provide a realistic learning environment in which the knowledge, skills, and techniques of vocational education program planning can be applied?

2. Do the simulation activities, i.e., in-basket exercises and interaction sessions, generate and maintain

participants' involvement and enthusiasm throughout the simulation experience?

3. Do the simulation activities and content materials increase participants' self-confidence regarding their understanding and ability to apply specified planning techniques, e.g., PERT techniques?

4. Will varying the number of participants in the local-state combination group affect participants' reaction to the simulation experience?

5. Will those participants who are assigned an "unnamed" district coordinator's role react significantly different to the simulation experience than those assigned a "named" role, e.g., Dr. Conroy?

6. Will those participants who are assigned a local role react significantly different to the simulation experience than those assigned to a state role?

7. Will participants' age have a differential effect upon their reaction to the simulation experience?

8. Will participants' years of experience have a differential effect upon their reaction to the simulation experience?

9. Will participants' sex have a differential effect upon their reaction to the simulation experience?

10. Will participants' functional job responsibility have a differential effect upon their reaction to the simulation experience?

11. Will the simulation experience lose its effectiveness if participants are unable to fulfill the continuous attendance responsibility?

12. Is the operational and instructional structure of the simulation package capable of facilitating the simultaneous operation of multiple local-state combination groups?

13. Is the simulation package equally effective for both in-service and preservice training programs?

Instrumentation

In order to seek answers to the above stated research questions, four data collection instruments were designed and employed

in this evaluation study. No attempt was made to validate these instruments. The data collected were based upon the respondents' attitudes toward the particular question of concern.

Pre-workshop Evaluation

The pre-workshop evaluation instrument (Appendix D) was administered to the participants during the workshop registration period prior to the simulation experience. The instrument was divided into two distinct parts. Demographic data were collected in part one, which provided a basis for blocking variables. Part two consisted of a confidence inventory regarding selected tasks on which the simulation package was designed.

Post-workshop Evaluation

The post-workshop evaluation instrument (Appendix E) was administered immediately following the simulation experience. This instrument was designed to determine the participants' attitudes toward the effectiveness of the simulation materials and workshop activities. A confidence inventory, identical to the one presented in the pre-workshop evaluation, was included for comparative purposes.

Follow-up Evaluation

The follow-up evaluation instrument was administered to the workshop participants approximately two weeks following the workshop (Appendix F). This instrument was mailed to each participant to determine attitudes toward the simulation materials and workshop activities.

Simulation Directors' Evaluation

This instrument was administered to the simulation directors approximately two weeks following the workshop (Appendix G).

SUMMARY OF RESULTS

This evaluation report will not provide the detailed statistical data that were derived from the four data collection instruments (these can be examined upon request). Summarization of data is provided for each research question. Scaled data relate to a 5-point scale, with 5 being the high agreement response.

Research Question 1. -- Does the simulation package provide a realistic learning environment in which the knowledge, skills, and techniques of vocational education program planning can be applied?

Both the Region VIII and the Arkansas workshop participants were in agreement regarding the realism generated in the simulation experience.

The following data were derived from the post-workshop evaluation.

Question C-1: Are simulation in-basket materials based upon realistic situations?

Response Summary

Workshop	Mean
Region VIII	4.3
Arkansas	4.3

Question C-2: Did simulation in-basket materials provide for a realistic learning experience?

Response Summary

Workshop	Mean
Region VIII	4.2
Arkansas	4.2

Question D-1: Are interaction sessions based upon realistic situations?

Response Summary

Workshop	Mean
Region VIII	4.0
Arkansas	4.3

Question D-2: Did interaction sessions provide for a realistic learning experience?

Response Summary

Workshop	Mean
Region VIII	4.1
Arkansas	4.3

In the simulation directors' evaluation, the Region VIII workshop instructional staff were in total agreement that the in-basket exercises were realistic and provided a realistic learning environment. The realism of the interaction sessions and their ability to provide for a realistic learning environment were also applauded by the simulation directors.

Conclusion: On the basis of the opinions of both the participants and the instructional staff, it was concluded that the simulation package did provide a realistic learning environment in which the knowledge, skills, and techniques of vocational education program planning can be applied. The extensive developmental process also insured a high degree of realism regarding the in-basket items and interaction sessions, since they were based on actual case studies.

Research Question 2. -- Do the simulation activities, i.e., in-basket exercises and interaction sessions, generate and maintain participants' involvement and enthusiasm throughout the simulation experience?

The following data were derived from the post-workshop evaluation.

Question E-1: Did workshop participants evidence a high degree of interest in the simulation activities?

Response Summary

Workshop	Mean
Region VIII	3.9
Arkansas	4.3

Question E-2: Were participants actively involved throughout the simulation activities?

Response Summary

Workshop	Mean
Region VIII	3.9
Arkansas	4.3

The Region VIII instructional staff were also cognizant of the high degree of interest evidenced by the participants and participant involvement that was maintained throughout the simulation experience. In the simulation directors' evaluation, several candid remarks were provided, including:

> In my group the folks really worked and really immersed themselves in the roles they played and the problems they faced.
>
> . . . in answering your question concerning the degree to which all participants participated--the answer is easy--100%.
>
> . . . every effort was made to involve each participant in some aspect of the exercise. The simulation exercise has built in this involvement.

Follow-up evaluations of the Region VIII participants reinforced previous responses regarding the degree of involvement and enthusiasm exhibited by the participants. When requested to identify the strengths of the simulation package, the respondents repeatedly offered "individual involvement" as the most outstanding characteristic of the simulation workshop experience.

Conclusion: The simulation activities generated and maintained participants' involvement and enthusiasm throughout the simulation experience.

Research Question 3. -- Do the simulation activities and content materials increase participants' self-confidence regarding their understanding and ability to apply specified planning techniques, e.g., PERT techniques?

In the pre-workshop evaluation the participants were requested to rate their self-confidence in being able to accomplish certain tasks (Items 1-9).

Following participation in the simulation experience, the participants were again requested to rate their self-confidence in being able to accomplish certain tasks (Items 1-9).

The ratings for the Region VIII workshop are as follows:

Response Summary

Task	Pre-workshop	Post-workshop
1	3.8	4.4
2	3.8	4.6
3	3.0	4.4
4	3.7	4.5
5	3.6	4.4
6	3.9	4.3
7	3.8	4.0
8	3.5	4.1
9	3.5	4.1
Total	3.6	4.3

A t-test was calculated to examine if significant differences existed among the self-confidence ratings before and after the workshops. Although no significant differences were detected, a definite linear trend was visible in examining the ratings.

The pre-workshop and post-workshop ratings for the Arkansas workshop are as follows:

Response Summary

Task	Pre-workshop	Post-workshop
1	3.6	4.1
2	3.8	4.1
3	3.2	3.8
4	3.6	3.8
5	3.6	3.7
6	3.5	4.1
7	3.8	3.8
8	3.7	3.8
9	3.4	3.8
Total	3.6	3.9

A t-test did not detect any significant differences among the self-confidence ratings before and after the workshop. However, an upward linear trend was evident between the pre-workshop and post-workshop ratings for all tasks.

Conclusion: For both the Region VIII and the Arkansas workshops, the post-workshop ratings were greater than the pre-workshop

ratings except for one task (Item 7--Arkansas workshop). It can be concluded, therefore, that the simulation activities generally increased the participants' self-confidence in being able to complete certain tasks.

Research Question 4. -- Will varying the number of participants in the local-state combination group effect participants' reaction to the simulation experience?

In order to effectively implement the simulation package in a workshop setting, a minimum of seven participants is required per simulation group. However, the instructional design also allows expansion to 13 participants per local-state combination. Additional groups can be added to accommodate the total workshop participants.

Prior to the Region VIII workshop, the participants were randomly assigned to the five groups with a maximum number placed on each group. The group sizes were as follows:

Group	Number of Participants
A	7
B	7
C	7
D	10
E	11

Analysis of variance was employed to determine if a significant difference existed among the average ratings of the participants on the post-workshop evaluation according to the local-state group to which they were assigned. No significant differences were detected.

Conclusion: Since no significant differences were detected, it is noted that the size of the local-state combination group did not affect the participants' reaction to the simulation experience.

Research Question 5. -- Will those participants who are assigned an "unnamed" district coordinator's role react significantly different to the simulation experience than those assigned a "named" role, e.g., Dr. Conroy?

For both the Region VIII and the Arkansas workshops, role assignments were used as blocking variables and an analysis of variance was employed to test for significant differences. No significant differences were detected at the .05 level.

Conclusion: Since no significant differences were detected, it can be assumed that role assignment, unnamed district coordinator vs. a "named" role, will not cause a differential reaction to the simulation. This result was vital to the instructional design of the simulation package, since several reviewers felt that the expansion role of the district coordinator would generate a differential effect.

Research Question 6. -- Will those participants who are assigned a local role react significantly different to the simulation experience than those assigned to a state role?

For both the Region VIII and the Arkansas workshops, the participants were pooled into groups--local and state--according to their role assignments. A t-test was employed to test for significant differences; however, no significant differences were detected at the .05 level.

Conclusion: Participants assigned to local roles did not react significantly different to the simulation experience than those assigned to a state role.

Research Question 7. -- Will participants' age have a differential effect upon their reaction to the simulation experience?

For both the Region VIII and the Arkansas workshops, the participants' ages were used as blocking variables. An analysis of variance was employed to test for significant differences. No significant differences were detected at the .05 level.

Conclusion: Participants' age did not have a differential effect upon their reaction to the simulation experience.

Research Question 8. -- Will participants' years of experience have a differential effect upon their reaction to the simulation experience?

The Region VIII workshop participants were grouped according to their years of state-level experience in vocational education. An analysis of variance was employed to test for significant differences. No significant differences were detected at the .05 level.

Conclusion: Years of state-level experience did not cause a significant difference; therefore, the simulation experiences can be employed with groups with varying levels of experience without reduction of effectiveness.

Research Question 9. -- Will participants' sex have a differential effect upon their reaction to the simulation experience?

For both the Region VIII and the Arkansas workshops, participants' sex was used as a blocking variable. A t-test was employed to test for significant differences. No significant differences were detected at the .05 level.

Conclusion: The simulation package can be employed with males and/or females without reduction of effectiveness.

Research Question 10. -- Will participants' functional job responsibility have a differential effect upon their reaction to the simulation experience?

The Region VIII workshop participants were divided into two groups according to their functional job responsibility: (1) administration and supervision, or (2) all others; i.e., research and development, program evaluation, manpower analysis, etc. A t-test was employed to test for significant differences. No significant differences were detected at the .05 level.

Conclusion: The interaction simulation package is equally effective for state-level administrators, supervisors, and other state-level personnel.

Research Question 11. -- Will the simulation experience lose its effectiveness if participants are unable to fulfill the continuous attendance responsibility?

Initially, 42 participants were in attendance at the Region VIII workshop; however, five participants withdrew before the workshop had concluded. Although these participants had been assigned a major role assignment, the workshop instructional staff did not contribute any adaptation problems to their absence. It was felt that the absence of planners was quite realistic. In addition, for Research Question 4, an analysis of variance was employed to test for significant differences among groups. Since no significant differences were observed, it was assumed that all groups were equal even though two of the five groups had lost key planners before the workshop concluded.

Conclusion: Although continuous attendance is desirable, if participants are unable to fulfill the attendance requirement, absences do not affect the simulation experience of the remainder of the group.

Research Question 12. -- Is the operational and instructional structure of the simulation package capable of facilitating the simultaneous operation of multiple local-state combination groups?

Based upon the observations of the instructional staff during the Region VIII workshop, it was apparent that the simulation package was capable of facilitating the simultaneous operation of multiple local-state combination groups.

Conclusion: Simultaneous operation of multiple local-state combination groups is quite possible if the following workshop elements are present: (1) an instructional staff of adequate size and knowledgeable in both the simulation package and planning skills, knowledge, and techniques, and (2) adequate facilities and equipment, including separate rooms for each local-state combination group.

Research Question 13. -- Is the simulation package equally effective for both in-service and preservice training programs?

A t-test was employed to compare the responses of the Region VIII and the Arkansas workshop participants in the post-workshop evaluation. No significant differences were detected at the .05 level.

Conclusion: The simulation package can be employed for both local and state-level personnel on either an in-service or preservice basis.

RECOMMENDATIONS

The following suggestions for improvement have been extracted from the post-workshop evaluations, the follow-up evaluation, and the simulation directors' evaluation from the Region VIII workshop.

A. Pre-workshop Communication

The Region VIII participants were provided with Book Two for review during the workshop registration. Approximately one hour was allotted for review of the compendium of background information. The Arkansas workshop participants were provided Book One approximately two weeks prior to the workshop and were requested to read it. The participants responded to the following question:

A-1: Was sufficient time provided for review of Section I: A Compendium of Background Information?

Response Summary

Workshop	Mean*
Region VIII	1.8
Arkansas	3.6

Recommendation: Book One should be distributed to the workshop participants at least one week prior to the workshop. In addition, an extensive presentation should be offered which would encompass the contents of Book Two. A great amount of demographic background information and operational procedures are provided in Book Two and may be difficult to digest without some explanation and clarification.

B. Workshop Environment

The participants and instructional staff were requested to evaluate the workshop environment.

B-1: Was space allocation for each participant adequate?

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*Scaled data relate to a 5-point scale, with 5 being the high agreement response.

Response Summary

Workshop	Mean
Region VIII	4.5
Arkansas	4.2

B-2: Were sufficient equipment, materials, and supplies provided to participants?

Response Summary

Workshop	Mean
Region VIII	4.5
Arkansas	4.3

B-3: Did room arrangements facilitate the simulation experience?

Response Summary

Workshop	Mean
Region VIII	4.3
Arkansas	4.3

Recommendation: Since the workshop environment of both the Region VIII and the Arkansas workshops adhered to the guidelines presented in the Simulation Director's Manual regarding facilities, equipment, and supplies (Book One, pp. 31-33*), it is recommended that potential users of the simulation materials adhere to such guidelines to provide an effective workshop environment.

C. Simulation In-basket Materials

The simulation in-basket materials were considered realistic, clear, concise, and were easily understood. In addition, The "Key Points to Remember" sections were considered adequate for providing direction for accomplishing the assigned activities.

Response Summary

Workshop	Mean
Region VIII	4.1
Arkansas	4.1

(Composite for C-1, C-2, C-3, and C-4)

*Darrell L. Ward and Jimmy G. Koeninger, *An Interaction Simulation: Coordinated Local-State Vocational Education Planning (Book One, Simulation Director's Manual)* Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1971, pp. 31-33.

Recommendation: The in-basket materials appear to be adequate and do not require modification.

D. Interaction Sessions

The responses to the following questions provide evidence of the effectiveness of the interaction sessions.

D-1: Were the interaction sessions based upon realistic situations?

Response Summary

Workshop	Mean
Region VIII	4.0
Arkansas	4.3

D-2: Did the interaction sessions provide for a realistic learning experience?

Response Summary

Workshop	Mean
Region VIII	4.1
Arkansas	4.3

D-3: Did the interaction sessions provide immediate, meaningful, consequential response to decisions?

Response Summary

Workshop	Mean
Region VIII	3.8
Arkansas	4.1

D-4: Were the interaction sessions dominated by the workshop instructional team?

Response Summary

Workshop	Mean
Region VIII	2.0
Arkansas	1.9

Recommendation: The interaction sessions are effective simulation training devices which should remain incorporated in the simulation package.

E. Participant Involvement

The following responses indicate the participants' attitudes toward the simulation package and participant involvement.

E-1: Did workshop participants evidence a high degree of interest in the simulation activities?

Response Summary

Workshop	Mean
Region VIII	3.9
Arkansas	4.3

E-2: Were the participants actively involved throughout the simulation activities?

Response Summary

Workshop	Mean
Region VIII	3.9
Arkansas	4.3

E-3: As a participant, would you recommend that these materials be used in future leadership development workshops?

Response Summary

Workshop	Mean
Region VIII	4.2
Arkansas	4.5

E-4: As a participant, would you be greatly interested in being involved in similar simulation experiences in the future?

Response Summary

Workshop	Mean
Region VIII	4.2
Arkansas	4.1

Recommendation: The simulation package should be implemented in additional leadership development workshops.

F. Workshop Instructional Team

The workshop instructional team is vital to the success of an effective workshop. The following characteristics were considered in selecting the instructional staffs for the workshops:

a. Enthusiasm
b. Courtesy and poise
c. Demonstration of mastery of the simulation package
d. Agreement to allocate time for adequate workshop preparation

e. Organization
f. Resourcefulness in unanticipated situations
g. Articulation of ideas in a clear and correct manner
h. Knowledge of planning concepts to support content presentations and provide directive guidance to participants.

The participants rated the workshop instructional team according to the above characteristics. A summary of their responses follows:

Response Summary

Workshop	Mean
Region VIII	4.3
Arkansas	4.4

(Composite for F-1 through F-9)

Recommendation: The above stated characteristics should be used in selecting a workshop instructional staff. Although these materials are being distributed for general use, we strongly urge that, because of their somewhat unique nature, any individual or organization contemplating their use obtain "training for use" of the materials. "Training for use" might be accomplished in the following manner(s):

1. Through attendance at a Center-sponsored workshop utilizing the materials at which there is provided special instructor preparation.

2. Through apprenticeship with an experienced instructor who is conducting a workshop utilizing the materials.

3. Through extensive consultation and individual instructor preparation with an individual approved by the state leadership and/or dissemination specialist at The Center.

4. Through previous experience in conducting simulation training sessions.

Operational Recommendations

The following recommendations have been extracted from comments provided by both the workshop participants and the instructional staff:

1. Consideration should be given to the reduction of the number of in-basket exercises because of the severe time constraints placed on the participants. For this simulation the in-basket items have been color-coded to identify those items which are necessary and which may be deleted. (Refer to Book One, page 19, for additional information.)

2. Content presentations should have a direct bearing upon the exercises being experienced. The presentations should be presented at that point when the participants recognize that they will need the information to complete their assignments. Thus, presentations that do not directly contribute to the participants' competencies to complete the required assignments should be deleted. Presentations should be scheduled so that they do not disrupt the group activities.

3. Since participants have demanded more time to complete their assigned activities, perhaps the three-day workshop format should be expanded to a four-day agenda.

4. Since the participants respond to the in-basket items, the instructional staff should review, critique, and provide feedback to the participants.

5. Those persons who play identical roles should be provided the opportunity to meet together to discuss alternative solutions to the perceived problem.

6. A variety of formats for the interaction sessions should be provided to insure variety of routine.

7. Utilization of the Problem Analysis and Communication Forms has the tendency to become merely time-consuming "busy work." It is not recommended that these forms be deleted from workshop use; however, the participants should be instructed to refrain from detailed and unnecessary writing wherever possible.

8. The distribution of the in-basket items tends to become a tedious, difficult, and time-consuming process for the instructional staff. The participants also experienced difficulty in maintaining an organized work area with the number of in-basket items received. For this simulation the in-basket items for each role have been combined into a single volume with a programmed instruction format.

The effectiveness of the simulation training workshops is evident in view of the participants' responses to the data collection instruments. The responses by the instructional staff to the simulation directors' evaluation also provide evaluative information and directive guidance for package improvement. The letters from the organizers of the training programs present additional evidence of the workshops' impact and effectiveness.

APPENDIX A

DEFINITION OF TERMS

In-basket Technique

A simulation technique in which the learner's task is to consider a stimulus item, such as a letter from a local school superintendent requesting information, and respond to the item in an appropriate manner, e.g., by writing a letter, making a telephone call, scheduling a personal interview, etc.

Interaction Sessions

Those opportunities which allow the simulation participants to interact behaviorally according to the role (state or local) which they are assigned. Three group contexts have been identified: local planners only, state planners only, and combined local-state planning conferences. The participants are called upon to make decisions and persuade their associates of the viability of their decisions.

Local Role

Those simulation role assignments in which the participant assumes the role of a local school district leader, e.g., superintendent or vocational director.

State Role

Those simulation role assignments in which the participant assumes the role of a state leader, e.g., state director of vocational education, assistant state director, or district coordinator.

Local-State Combination Group

Those simulation sessions in which all participants, local and state, are actively involved.

Simulation

An operating representation of the central features of a real circumstance aimed at providing the learner with a relatively safe, simplified, and germane learning environment.[1]

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[1]Darrell L. Ward and Jimmy G. Koeninger, *An Interaction Simulation: Coordinated Local-State Vocational Education Planning (Book One, Simulation Director's Manual)* Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1971, p. 4.

Simulation Package

A mix of materials which may include: (1) introductory materials to simulation itself; (2) introductory materials to the simulation exercise, instructional objectives, and modified behaviors of the training package; (3) background data to acquaint the student with the actual situation he is dealing with, including written text, films, slides, tapes, and records; (4) student exercises to be dealt with by the learner; (5) an instructor's guide for using the materials; and (6) student working papers for use in completing the exercises.[2]

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[2]*Ibid.*, p. 6.

APPENDIX B

LETTERS OF EVALUATION

FROM WORKSHOP SPONSORS

DEPARTMENT OF HEALTH. EDUCATION. AND WELFARE
REGION VIII
FEDERAL OFFICE BUILDING
19TH AND STOUT STREETS
DENVER. COLORADO 80202

August 3, 1971

OFFICE OF EDUCATION

To: Robert E. Taylor, Director
Center for Vocational Education

From: Director, Adult and Vocational Education

Re: State Staff Training Workshop

We would like to again report to you on the many favorable reactions to the inservice Simulation Training Workshop of state department staff and other vocational personnel in Region VIII held in Denver, May 25-27.

As our staff has visited the states and we have had many telephone conferences with state staff, there continue to come complimentary and positive responses to the workshop. Thank you very much for your cooperation and that of the Center staff.

We shall indeed look forward to other opportunities of working with you and the personnel of the Center.

LeRoy H. Swenson

cc:
Wayne Schroeder

UNIVERSITY OF ARKANSAS
FAYETTEVILLE

COLLEGE OF EDUCATION
DEPARTMENT OF VOCATIONAL EDUCATION

ZIP CODE 72701
PHONE 501 575-4758

August 20, 1971

Dr. Darrell Ward, Coordinator
Product Utilization & Training
Center for Vocational & Technical Education
1900 Kenny Road
Columbus, Ohio 43210

Dear Dr. Ward:

This will serve to summarize the reactions of the Arkansas Externs and Staff to the three day Local-State Coordinated Planning Simulation Exercises which you and Mr. Purkey directed as part of our extern workshop, July 30, 31 and August 2, 1971.

First it should be kept in mind that our group of eighteen persons were, with the exception of three persons, all employed at the secondary level in one of Arkansas' larger school districts. One of the participants was currently working at the post-secondary level and another recently had worked at that level. Only one person, the state director of health occupations was employed at the state level. Most of the secondary level persons have had only teaching responsibilities in a single field of vocational education or practical arts.

The staff of the extern program was highly pleased with the direction provided the externs and the way in which they very seriously went through the simulated experiences. Enthusiasm for this mode of learning, which was new to all of them, was very evident. The role playing and opportunity to view realistic problem situations from another perspective, provided insights into the constraints that confront administrators and why they often react as they do.

On an open-ended questionnaire administered at the close of the workshop, all participants indicated a positive feeling toward the simulation exercises and most were very complimentary of it. A few of the verbatim comments were as follows:

1. "This was an excellent device to encourage thinking of leadership roles. It was the most valuable experience I had."

2. "Realistic, helpful, and should be continued and expanded upon."

3. "Excellent. The consultants were very capable and performed the almost impossible task of covering a unit of material in such a short time."

4. "Good, but also much too time consuming. Some things could have been assumed. More verbal preparation should be given to allow for concentration on key issues."

5. "I really enjoyed this part of the workshop. It also helped round up many of the points that had been presented to us earlier in the seminar."

On behalf of the participants and staff, I wish to thank you and Mr. Purkey for the excellent training materials and experiences provided during your portion of the workshop. The simulation exercises were very appropriate, and I feel very effective, for our participants whom we expect will be assuming across the board leadership roles in vocational education in Arkansas.

Sincerely yours,

Robert E. Norton

Robert E. Norton,
Project Director

REN/js

APPENDIX C

BASIC WORKSHOP AGENDA

First Day		Time Allotment
A.M.:	Welcome and Introductions	1/4 hour
	Orientation and Background Presentation	3/4 hour
	In-basket Exercises (T1)	1 hour
	Interaction Sessions	1 hour
	Local and State Planning Conferences	
	In-basket Exercises (T1) continued	1/2 hour
	Discussion Period	1/2 hour
	Program Planning for Vocational Education	
	Lunch	1 hour
	In-basket Exercises (T2)	1 hour
	Interaction Sessions	1 hour
	Local-State Planning Conference	
	Discussion Period	1 hour
	The Occupational Cluster Approach to Curriculum Development	
	Project Planning and Control Through PERT	
	A Guide to Systematic Planning for Vocational and Technical Schools	
	Adjournment for the Day	

Second Day		
A.M.:	Orientation	1/4 hour
	In-basket Exercise (T3)	1 hour
	Interaction Sessions	1-1/2 hours
	Local and State Planning Conferences	
	In-basket Exercise (T3) continued	1/2 hour

Second Day (con't)		Time Allotment
	Discussion Period	3/4 hour
	Communications--Oral and Written	
	Lunch	1 hour
P.M.:	In-basket Exercise (T4)	1 hour
	Interaction Sessions	1 hour
	Local-State Planning Conference	
	Discussion Period	1 hour
	The Delphi Technique	
	Program Articulation: Secondary and Community College	
	Community College	
	Regional Planning Structure	
	Adjournment for the Day	

Third Day		
A.M.:	Orientation	1/4 hour
	In-basket Exercise (T5)	1 hour
	Interaction Sessions	2 hours
	Local and State Planning Conferences	
	In-basket Exercise (T5) continued	3/4 hour
	Lunch	1 hour
P.M.:	In-basket Exercise (T4)	1 hour
	Interaction Sessions	1 hour
	Local-State Planning Conference	
	Discussion Period	1 hour

Third Day (con't)

The Delphi Technique

Program Articulation: Secondary and Community College

APPENDIX D

PRE-WORKSHOP

EVALUATION QUESTIONNAIRE

REGION VIII SIMULATION TRAINING WORKSHOP

STATE LEADERSHIP DEVELOPMENT

MAY 25, 26, 27

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

THE OHIO STATE UNIVERSITY

COLUMBUS, OHIO

B034____1
(1-8)

Directions: Please provide the following information. All responses will be held in strict confidence.

NAME

1 - Mr.
2 - Mrs.
3 - Miss
(9)

Last (10-23)

First (24-35)

Middle (36-37)

MAILING ADDRESS

ORGANIZATION (38-80)

JOB TITLE (9-23)

STREET ADDRESS (24-53)

CITY (54-68)

STATE (69-75)

ZIP (76-80)

49

For each item, A-G, please write (on the line to the left) the numbers of the most appropriate answers.

_____ (10) A. Age

1. 35 or under
2. 36 - 45
3. 46 - 55
4. 56 - 65
5. 66 and over

_____ (11) B. Sex

1. Male
2. Female

_____ (12-13) C. Present employer

1. County Government
2. State Government
3. Federal Government
4. Private Research Foundation
5. Private Business and Industry
6. Private Business College
7. Local School System
8. Area Vocational-Technical School
9. Community College or Technical Institute
10. College or University
11. Self-employed
12. Other _____ (specify)

_____ (14-15) D. My primary duty is:

1. Consulting
2. Teaching at the graduate level
3. Teaching at the undergraduate level
4. Research and development
5. Curriculum development
6. Supervision
7. Administration
8. Teaching and research
9. Teaching and administration
10. Consulting and teaching
11. Consulting and research
12. Supervision and administration
13. Other _____ (specify)

(15-16)

E. The area of specialization in which I am currently working is:

1. Agriculture
2. Business and Office
3. Distributive
4. Guidance
5. Health Occupations
6. Home Economics
7. Industrial Arts
8. MDT
9. Technical Education
10. Trade and Industrial
11. Vocational Education
12. Academic
13. Other _____ (specify)

(17)

F. Highest degree completed:

1. Associate
2. Bachelors
3. Masters
4. Education Specialist
5. Doctorate
6. None of these

(53-65)

G. The "functional" area in which I am currently working is:

1. Research and Development
2. Administration and Supervision
3. Program Planning and Development
4. Program Evaluation
5. Curriculum Development
6. Personnel Development
7. Program Finance
8. Facilities and Equipment
9. Cooperative Education
10. Exemplary Programs
11. Manpower Analysis
12. Other _____ (specify)

51

H. Self-evaluation

I feel confident in being able to accomplish the following identified tasks:

Directions: Rate each statement according to the following scale: (circle that rating which best represents your opinion)

1 Strongly disagree

2 Disagree

3 No opinion

4 Agree

5 Strongly agree

		SD	D	NO	A	SA
1.	Describe local and state levels of responsibility for vocational-technical education to the local community with respect to program development, organization, implementation, and evaluation.	1	2	3	4	5
2.	Project future roles of local and state vocational-technical educators in meeting the total needs of the community.	1	2	3	4	5
3.	Devise a PERT network for the purpose of program development and organization.	1	2	3	4	5
4.	Identify alternative courses of action toward program planning and develop criterion by which alternatives might be assessed.	1	2	3	4	5
5.	Construct a rating chart in which course offerings can be considered for adoption or deletion from program planning.	1	2	3	4	5

		SD	D	NO	A	SA
H.	Self-evaluation (continued)					
	6. Develop articulation patterns with and between secondary and post-secondary institutions offering vocational-technical education programs.	1	2	3	4	5
	7. Devise a community survey that will depict local conditions.	1	2	3	4	5
	8. Identify socioeconomic influences that have either a positive or negative effect on the development of vocational-technical education programs of instruction.	1	2	3	4	5
	9. Identify information sources and describe methodology useful in determining and projecting influences.	1	2	3	4	5

53

I. State in your own words what you think the aims of the workshop are as viewed by the planners.

J. What do you personally hope to gain by attending this workshop?

54

APPENDIX E

POST-WORKSHOP

EVALUATION QUESTIONNAIRE

REGION VIII SIMULATION TRAINING WORKSHOP
STATE LEADERSHIP DEVELOPMENT
MAY 25, 26, 27

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

THE OHIO STATE UNIVERSITY

COLUMBUS, OHIO

B034 4
(1-8)

In order to determine the effectiveness of this simulation training workshop, each participant is requested to evaluate various factors. The Center is sincerely interested in your evaluation so that improvement can be made.

NAME Mr. Mrs. Miss

Last

First Middle

Directions: Rate each statement according to the following scale: (circle that rating which best represents your opinion)

1 Strongly disagree

2 Disagree

3 No opinion

4 Agree

5 Strongly agree

		SD	D	NO	A	SA
A.	Pre-workshop Communication					
	1. Sufficient time was provided for review of Section I: A Compendium of Background Information.	1	2	3	4	5
	2. Section I: A Compendium of Background Information provided sufficient information to facilitate active participant involvement in the simulation activities.	1	2	3	4	5
	3. Section I: A Compendium of Background Information was clear, concise, and easily understood.	1	2	3	4	5
B.	Workshop Environment					
	1. Space allocation for each participant was adequate.	1	2	3	4	5
	2. Sufficient equipment, materials and supplies were provided participants.	1	2	3	4	5
	3. Room arrangement facilitated the simulation experience.	1	2	3	4	5
C.	Simulation In-basket Materials					
	1. Are based upon realistic situations.	1	2	3	4	5
	2. Provided for a realistic learning experience.	1	2	3	4	5
	3. Were clear, concise, and easily understood.	1	2	3	4	5
	4. The Key Points to Remember provided adequate direction for accomplishing the assigned activities.	1	2	3	4	5

	SD	D	NO	A	SA
D. Interaction Sessions					
1. Are based upon realistic situations.	1	2	3	4	5
2. Provided for a realistic learning experience.	1	2	3	4	5
3. Provided immediate meaningful consequential response to decisions.	1	2	3	4	5
4. Were dominated by the workshop instructional team.	1	2	3	4	5
E. Participant Involvement					
1. Workshop participants evidenced a high degree of interest in the simulation activities.	1	2	3	4	5
2. Were actively involved throughout the simulation activities.	1	2	3	4	5
3. As a participant, I would recommend that these materials be used in future leadership development workshops.	1	2	3	4	5
4. As a participant, I would be greatly interested in being involved in similar simulation experiences in the future.	1	2	3	4	5
F. Workshop Instructional Team					
1. Exhibited enthusiasm throughout the workshop.	1	2	3	4	5
2. Were courteous and well-poised.	1	2	3	4	5

		SD	D	NO	A	SA
F.	Workshop Instructional Team (continued)					
	3. Demonstrated mastery of the simulation activities.	1	2	3	4	5
	4. Were adequately prepared for this workshop.	1	2	3	4	5
	5. Exhibited a high degree of organization throughout the simulation workshop.	1	2	3	4	5
	6. Were resourceful in meeting unanticipated situations.	1	2	3	4	5
	7. Articulated instructions clearly and correctly.	1	2	3	4	5
	8. Provided beneficial content presentations.	1	2	3	4	5
	9. Encouraged active participant involvement throughout the workshop.	1	2	3	4	5

G. Self-evaluation

The purpose of the interaction simulation is to provide a realistic environment in which the participant is afforded the opportunity to relate theoretical concepts to practical situations. Due to my participation in this simulation training workshop, I feel confident in being able to accomplish the following identified tasks:

	SD	D	NO	A	SA
1. Describe local and state levels of responsibility for vocational-technical education to the local community with respect to program development, organization, implementation, and evaluation.	1	2	3	4	5
2. Project future roles of local and state vocational-technical educators in meeting the total needs of the community.	1	2	3	4	5

		SD	D	NO	A	SA
G.	Self-evaluation (continued)					
3.	Devise a PERT network for the purpose of program development and organization.	1	2	3	4	5
4.	Identify alternative courses of action toward program planning and develop criterion by which alternatives might be assessed.	1	2	3	4	5
5.	Construct a rating chart in which course offerings can be considered for adoption or deletion from program planning.	1	2	3	4	5
6.	Develop articulation patterns with and between secondary and post-secondary institutions offering vocational-technical education programs.	1	2	3	4	5
7.	Devise a community survey that will depict local conditions.	1	2	3	4	5
8.	Identify socioeconomic influences that have either a positive or negative effect on the development of vocational-technical education programs of instruction.	1	2	3	4	5
9.	Identify information sources and describe methodology useful in determining and projecting influences.	1	2	3	4	5

H. Recommendations:

Please look back over the workshop and identify three activities which seemed most valuable to you. For what reasons were they valuable?

If you had to eliminate any activities from your next workshop, which ones would you drop? Why?

What constructive suggestions do you have to offer that will help us improve future workshops? (Timing, planning, activities, resource personnel, working arrangements, etc.)

APPENDIX F

WORKSHOP PARTICIPANTS'

FOLLOW-UP EVALUATION QUESTIONNAIRE

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

Questionnaire

1. Would you be willing to attend future simulation training workshops of this nature? ☐ Yes ☐ No

   Please specify your reason. _____

   _____

2. Would you be interested in conducting a similar workshop in your state? ☐ Yes ☐ No

   Please specify your reason. _____

   _____

3. The Center intends to develop a brochure publicizing the simulation package used at the Denver Workshop. Identify three areas which you would suggest we emphasize as strengths of the simulation.

   a. _____

   b. _____

   c. _____

4. Identify three areas within the materials which you feel should be revised before the simulation is employed at future workshops.

   a. _____

   b. _____

   c. _____

5. What insights, if any, that have changed your behavior did the workshop help you to develop?

   a. _____

   b. _____

   c. _____

6. Listed below you will find extracted from your pre-workshop questionnaire your responses to the question: "What do you personally hope to gain by attending this workshop?" Please read each statement and indicate in the space provided if your objectives were attained (yes or no). If you respond with "no," indicate why it was not attained.

a. _____ ☐ Yes ☐ No

_____

Why? _____

_____

b. _____ ☐ Yes ☐ No

_____

Why? _____

_____

c. _____ ☐ Yes ☐ No

_____

Why? _____

_____

7. What additional knowledge, skills, attitudes, and/or understandings were attained due to your participation in the workshop that you had not anticipated prior to the workshop?

a. _____

b. _____

c. _____

d. _____

8. The Center is currently attempting to identify instructional areas in which additional simulation materials might be designed. Would you have any suggestions for the topics of new simulation packages?

a. _____

b. _____

c. _____

d. _____

APPENDIX G

WORKSHOP DIRECTORS'

FOLLOW-UP EVALUATION QUESTIONNAIRE

A. Pre-workshop Communication

1. Do you feel that sufficient time was allocated for review of Section I: A Compendium of Background Information? ☐ Yes ☐ No

   Recommendations: _____

   _____

   _____

   _____

   _____

2. Do you feel that Section I provided sufficient information to facilitate active participant involvement in the simulation activities? ☐ Yes ☐ No

   Recommendations: _____

   _____

   _____

   _____

   _____

3. Do you feel that Section I was clear, concise, and easily understood? ☐ Yes ☐ No

   Recommendations: _____

   _____

   _____

   _____

   _____

B. Workshop Environment

1. Do you feel that space allocation was adequate? ☐ Yes ☐ No

   Recommendations: _____

   _____

   _____

2. Please identify equipment, materials, and supplies that you would recommend being provided participants.

   • Equipment--_____

   _____

   _____

   • Materials--_____

   _____

   _____

   • Supplies--_____

   _____

   _____

3. Do you feel the individual group room arrangement facilitated the simulation experience? ☐ Yes ☐ No

   Recommendations: _____

   _____

   _____

C. Simulation In-basket Exercises

1. Do you feel that the simulation in-basket exercises are based upon realistic situations? ☐ Yes ☐ No

   Recommendations: _____

2. Do you feel that the simulation in-basket exercises provide for a realistic learning environment? ☐ Yes ☐ No

   Recommendations: _____

3. Do you feel that the simulation in-basket exercises are clear, concise, and easily understood? ☐ Yes ☐ No

   Recommendations: _____

4. Do you feel that the Key Points To Remember provide adequate direction for accomplishing the assigned activities? ☐ Yes ☐ No

Recommendations: _____

_____

_____

_____

_____

D. Interaction Sessions

1. Do you feel that the interaction sessions are based upon realistic situations? ☐ Yes ☐ No

Recommendations: _____

_____

_____

_____

_____

2. Do you feel that the interaction sessions provide for a realistic learning environment? ☐ Yes ☐ No

Recommendations: _____

_____

_____

_____

_____

E. Participant Involvement

1. Describe the degree of interest evidenced by the participants in the simulation activities.

2. Describe the degree of participant involvement throughout the simulation activities.

F. Workshop Instructional Team. What recommendations would you offer regarding the following:

1. Instructor pre-workshop preparation--

2. Content presentations--

3. Additional comments regarding workshop instructional team, e.g., selection, training, etc.

G. Additional Concerns

1. Would you recommend this simulation package be used in future workshops? ☐ Yes ☐ No

Recommendations: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. What additions or modifications would you recommend be made in the simulation package?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. Identify those activities which seemed valuable to the effectiveness of the workshop.

4. Identify those activities which you would delete from the next workshop.

5. Were you satisfied with the group outcomes in T^6? ☐ Yes ☐ No

Recommendations: _____

_____

_____

_____

_____

_____

6. What would you recommend be done with the materials placed in the participants' out-basket?

_____

_____

_____

_____

_____

_____

7. Did the Simulation Director's Manual provide adequate background information and orientation to the simulation?

_____

_____

_____

_____

_____

_____

8. What suggestions would you offer that will help us improve future workshops?

9. Additional comments regarding workshop and/or simulation materials.

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