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AUTHOR Elias, John E.; Smith, Clifton L.
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ABSTRACT

Instructions are provided for six simulations that are designed to hone the administrative and decision-making skills of future marketing instructors and program coordinators at community colleges. Each simulation is designed to last 45 minutes, with the final 15 minutes used for assessment and feedback. For each activity, participant instructions are presented first, indicating the competency to be practiced, establishing performance objectives, and describing a setting. Then instructions and suggestions are provided for the evaluator, who also plays a role in the simulation. Finally, structured assessment/feedback forms are presented. The simulations require the participant to: (1) describe to a business representative (played by the evaluator) the benefits of participation in the school's internship program; (2) convince an administrator of the importance of active program advisory committees; (3) explain the role of advisory committees to a potential member and solicit his/her involvement; (4) explain to a new counselor the type of student who would benefit from the applied marketing program; (5) develop guidelines for applied marketing internships and explain them; and (6) recommend that an academically oriented middle-management program become a vocational marketing program. (AYC)

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PROFESSIONAL SIMULATIONS IN MARKETING & DISTRIBUTIVE EDUCATION

John E. Elias and
Clifton L. Smith

November 14, 1980

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PROFESSIONAL SIMULATIONS IN
MARKETING AND DISTRIBUTIVE EDUCATION
by John E. Elias and Clifton L. Smith

The use of simulations and games in education is not a recent innovation. Perhaps the first structured simulation utilized as a learning tool was the game of chess, the original war game. Of course modern war games far surpass the game of chess in complexity and sophistication.

While the most extensive use of simulations and games is by the military, they are utilized to an extent in management training, medicine, law, and all levels of education. No matter what the setting, the purpose is the same.

The fun of these games lies in the combination of reality and make-believe. Players enjoy exercising power, negotiating, making decisions--especially in spheres of activity where their real-world influence is negligible. And it is all safe. The worst that can happen is that one goes bankrupt in a make-believe world, or one's make-believe country is defeated. In short, the penalty for errors of judgement is losing the game.

The professional simulations in Marketing and Distributive Education are based upon actual experiences of community college marketing and distributive education teacher-coordinators. The structured simulations were validated by professionals from the field and were field tested in workshop settings.

The purpose of the simulations is to provide the opportunity for decision making and performance demonstration on a realistic task in a "real" but safe environment. Feedback is provided in the form of both positive and constructive critique.

Approximately 45 minutes is provided for each simulation. Participants are allowed 15 minutes to preview the situation and plan their strategy. Fifteen minutes are provided for the demonstration. The remaining 15 minutes are utilized for the evaluators to complete the assessment-feedback form and to provide a verbal critique for the participant.

¹Alice Kaplan Gordon, "Games for Growth-Educational Games in the Classroom," Science Research Associates, Inc., 1972, page 3.

INSTRUCTOR-COORDINATOR DEMONSTRATION

Instructions to Participant

COMPETENCY AREA: Development of an Internship program with business and industry

COMPETENCY: Effectively describe to a potential business and industry representative the benefits of participating with your school's internship program.

PERFORMANCE OBJECTIVES: The instructor-coordinator should be able to demonstrate the ability to:

1. Introduce the internship program to a business and industry representative.
2. Present the benefits that are derived from the internship in terms of
 - A. Employer
 - B. Student-Learner
 - C. Community College (institution)
3. Obtain a commitment from the representative to work with you and the internship program

SETTING:

You are employed as the Applied Marketing instructor-coordinator at your local community college. As part of your responsibility and as part of your total instructional program at the community college, your students are to participate in a semester based internship program in business and industry.

This internship is based upon the student's career objective and curriculum. One of your students, Terry Baker, is ready to start his/her internship next semester. His/her objective is to enter the Hotel management area. You have scheduled an appointment with Chris Smith, Executive Manager of Hilton Inn in your community. You have scheduled this appointment to explain the purposes of the internship program at your community college. You have taken the resume (see attached) of your student and your appointment is scheduled for this afternoon.

Mr./Mrs. Smith is about to meet with you so that you can explain the program and answer any questions that they may have about the Applied Marketing program or internship.

RESUME

Name: Terry Baker
Address: 142 Sand Road
City/State: Raging Creek, Mo. 89770
Phone: (314) 537-0100

Age: 21
Marital Status: Single
Date Available: December 1980
Height: 5'9" Weight: 165 lbs.

CAREER OBJECTIVE: To enter into the field of hotel/motel management with an established chain.

EDUCATION: High School diploma from Raging Creek High School. Rank of 25th out of a class of 200.

Eligible for an Associate Degree from Missouri Community College in Applied Marketing. Courses included Sales, Advertising, Sales Management, Public Speaking, Retailing, and Merchandising. Grade average of 3.0 of a 4.0 scale.

ACTIVITIES: Vice President and Treasurer of Missouri Community College DECA Chapter, Delegate to the National DECA Junior Collegiate Conference (Miami, Florida, 1980). Sigma Alpha Eta Fraternity. Sales Manager, Yearbook, Raging Creek High School.

EXPERIENCE:

Summer, 1980 Sold dictionaries and children's story books for Middlewest Book Company, leading salesperson in section.

1977-1979 Sold men's clothing at retail for Tamm's Men's West, Raging Creek, during summers and vacation periods.

1976-1977 Sold ads for Raging Creek High School yearbook.

INTERESTS: Spector sports of all kinds, camping out, stamp collecting, and horseback riding.

REFERENCES: Furnished upon request.

COORDINATOR COMPETENCY DEMONSTRATION

COMPETENCY AREA: DEVELOPMENT OF AN INTERNSHIP PROGRAM WITH BUSINESS AND INDUSTRY

Instructions to Role Player/Evaluator

You are playing the part of Chris Smith, Executive Manager of the Hilton Inn in your local community. You have heard about the Applied Marketing program at the local community college and are somewhat familiar with the program in that the subject matter of the program deals with marketing and management.

The local instructor-coordinator has called and made an appointment with you to discuss their internship of which you have some questions about its educational value and your part in working with this program. There are several questions that you wish to ask.

Try to play the role as realistically as possible. Following are some questions that you might want to ask.

1. What benefits will my firm receive from participating in this internship program?
2. What are mine and my staff's responsibility in working with the program and student?
3. Will the student be paid--if so, who pays? Our firm, your school through work study money, or federal funds?
4. What requirements are there in regard to hours and wages?
5. How do I know that this student is interested in the hotel management?
6. What training does the student have to enable them to participate in this internship program?
7. I have heard about the target job credit act from our accountants--does this apply to this situation?
8. Do we have to provide any type of rotation to the student or do they remain in one position while they are with us?
9. Would the student possibly want full-time employment with our firm following their graduation? Are we committed to provide full-time employment after the internship?
10. What happens if the students does not work out--personality conflicts, poor work ethic, etc.?

Use this structured assessment/feedback form to identify additional questions. When the interview is completed, use the form to provide the instructor-coordinator with a constructive assessment of their performance.

Internship Program with Business and Industry

EVALUATION

Instructions: Encircle the number of points each participant is awarded for each item on this evaluation sheet. Use the following guidelines for awarding points:

- EXEMPLARY: Participant accomplished the task in a TRULY SUPERIOR manner.
- ABOVE AVERAGE: Participant accomplished the task in a VERY GOOD manner.
- AVERAGE: Participant accomplished the task in a FAIR manner.
- BELOW AVERAGE: Participant accomplished the task in a POOR manner.
- UNACCEPTABLE: Participant was INEFFECTIVE in this task and/or UNKNOWLEDGEABLE in the accomplishment of this task.
- NOT AT ALL: Participant DID NOT ACCOMPLISH this task.

TASKS	EXEMPLARY	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNACCEPTABLE	NOT AT ALL
1. Introduce self appropriately	5	4	3	2	1	0
2. Gave a concise overview of the applied marketing program.	5	4	3	2	1	0
3. Described the education purposes of the internship program.	10	9 8	7 6 5	4 3 2	1	0
4. Identified the program benefits to the:						
A. Student-Learner	5	4	3	2	1	0
B. Business/Industry	5	4	3	2	1	0
C. Community College	5	4	3	2	1	0
5. Explained how the students are selected/trained in the applied marketing program.	5	4	3	2	1	0

6. Explained the purposes of the following:						
A. Training rotation of student	5	4	3	2	1	0
B. Student job evaluation	5	4	3	2	1	0
C. Coordination calls and purposes	5	4	3	2	1	0
7. Demonstrated a businesslike and professional manner.	5	4	3	2	1	0
8. Demonstrated communication skills	5	4	3	2	1	0
9. Responded attentively to executive's reaction both verbal and non-verbal	5	4	3	2	1	0
10. Showed interest in the executive's unique situation and needs	5	4	3	2	1	0
11. Answered questions to the satisfaction of the executive.	10	9 8	7 6 5	4 3 2	1	0
12. Handled objections of the executive	10	9 8	7 6 5	4 3 2	1	0
13. Stimulated a positive response from the executive to participate in the internship program.	5	4	3	2	1	0
TOTAL POINTS (100)						_____

- SCALE: 100 - 90 OUTSTANDING
- 89 - 90 BETTER THAN MOST
- 79 - 70 A LITTLE MORE WORK
- 69 - 60 SOME ASSISTANCE NEEDED

COMMENTS _____



INSTRUCTOR-COORDINATOR DEMONSTRATION

Instructions to Participant

- COMPETENCY AREA:** Establishing Need for Program Advisory Committee
- COMPETENCY:** Convince an administrator(s) of the importance of establishing an active advisory committee to the program.
- PERFORMANCE OBJECTIVES:** The instructor-coordinator should demonstrate the ability to effectively explain:
1. Purpose of the advisory committee.
 2. Benefits to the school and the program.
 3. Roles and responsibilities of the committee.
 4. Responsibility of the community college.
 5. Organizational structure of the committee: (qualifications of members, selection of members, terms of membership, number of meetings, recommended membership).
- SETTING:** You are the instructor-coordinator of an Applied Marketing program which has not previously used an advisory committee.
- SIMULATION:** You have arrived at the office of the dean for your appointment to discuss organizing an advisory committee for your program.

COORDINATOR COMPETENCY DEMONSTRATION

COMPETENCY AREA: ESTABLISHING NEED FOR PROGRAM ADVISORY COMMITTEE

Instructions to Role Player/Evaluator

You are playing the role of Mr./Mrs. Green, the dean of the community college. You recently hired a new instructor-coordinator for your Applied Marketing program who has requested permission to organize a program advisory committee.

The Applied Marketing program has been functioning for two years without an advisory committee. This is your first meeting with the new instructor-coordinator in regard to the advisory committee, the advantages and disadvantages of a program advisory committee, the role and responsibilities of an advisory committee member and the school, and the organizational structure of the committee including qualifications of committee membership, terms of membership, selection of members and chairperson, number of regular meetings.

Try to play the role as realistically as possible. Following are some questions that you might want to ask:

1. What is your purpose in establishing a program advisory committee?
2. Who does the committee benefit? How?
3. What will the committee do for the program? (Responsibilities)
4. In what way does the committee function?
5. What will be required of the college?
6. What role do you play in the committee?
7. How do you plan to organize the committee?
8. What type of criteria do you have as qualifications for membership?

Use the structured assessment/feedback form to identify additional questions. When the interview is completed, use the form to provide the instructor-coordinator with a constructive assessment of their performance.

Establishing Need for Program Advisory Committee

EVALUATION

Instructions: Encircle the number of points each participant is awarded for each item on this evaluation sheet. Use the following guidelines for awarding points:

- EXEMPLARY: Participant accomplished this task in a TRULY SUPERIOR manner.
- ABOVE AVERAGE: Participant accomplished this task in a VERY GOOD manner.
- AVERAGE: Participant accomplished this task in a FAIR manner.
- BELOW AVERAGE: Participant accomplished this task in a POOR manner.
- UNACCEPTABLE: Participant was INEFFECTIVE in this task and/or UNKNOWLEDGEABLE in the accomplishment of this task.
- NOT AT ALL: Participant DID NOT ACCOMPLISH this task.

TASKS	EXEMPLARY	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNACCEPTABLE	NOT AT ALL
The instructor-coordinator:						
1. Explained the purpose of the advisory committee:	10	9 8	7 6 5	4 3 2	1	0
2. Described benefits of the advisory committee:	5	4	3	2	1	0
A. To the community college	5	4	3	2	1	0
B. To the program	5	4	3	2	1	0
C. To the community	5	4	3	2	1	0
D. To the students	5	4	3	2	1	0
3. Identified responsibilities of the committee:						
A. Advisement	5	4	3	2	1	0
B. Placement	5	4	3	2	1	0
C. Public Relations	5	4	3	2	1	0
D. Program Review and Evaluation	5	4	3	2	1	0
E. Resources	5	4	3	2	1	0

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4. Described responsibilities of the college:						
A. Provide administrative support	5	4	3	2	1	0
B. Establish goals and objectives	5	4	3	2	1	0
C. Provide meeting place	5	4	3	2	1	0
5. Explained the role of the instructor-coordinator:						
A. Secretary	5	4	3	2	1	0
B. "Spark-Plug"	5	4	3	2	1	0
6. Identified the organizational structure of the committee:						
A. Qualifications of committee membership	5	4	3	2	1	0
B. Selection of members	5	4	3	2	1	0
C. Selection of chairman	5	4	3	2	1	0
D. Number of regular meetings	5	4	3	2	1	0

TOTAL POINTS (100) _____

- SCALE: 100 - 90 OUTSTANDING
- 89 - 80 BETTER THAN MOST
- 79 - 70 A LITTLE MORE WORK
- 69 - 60 SOME ASSISTANCE NEEDED

COMMENTS _____

INSTRUCTOR-COORDINATOR DEMONSTRATION

Instructions to Participant

COMPETENCY AREA: Recruitment of Advisory Committee Members

COMPETENCY: Effectively explain the individual's role as a vocational program advisory committee member and persuade him/her to accept the invitation to be a member of the committee.

PERFORMANCE

OBJECTIVES: The coordinator should demonstrate the ability to effectively explain and persuade the individual to accept appointment to the advisory committee. Included in the explanation should be:

1. The purpose of an advisory committee
2. The importance of the advisory committee to the program
3. Why the individual has been selected
4. Background of other members serving or selected
5. What the individual will be expected to do
6. The term of the appointment, number of meetings a year
7. How the committee's recommendations are used
8. The responsibility of the school representative
9. The benefits to the individual serving
10. Why the individual should accept

SETTING: You are in the process of selecting members for your advisory committee.

You have studied the composition of your program and determined the most effective occupational mix of individuals for your committee.

Your major task is to persuade your prospect to serve on your committee.

SIMULATION: You have arrived at your appointment with a prospective advisory committee member. You are to explain the advisory committee purpose, functions, and other information necessary to inform the prospective member of his/her role as a new member and to persuade the individual to serve on the committee.

COORDINATOR COMPETENCY DEMONSTRATION

COMPETENCY AREA: RECRUITMENT OF ADVISORY COMMITTEE MEMBERS

Instructions to Role Player/Evaluator

You are a business person who has been invited to serve on a program advisory committee. This is your first meeting with the coordinator in regards to serving on the advisory committee.

Try to play the role as realistically as possible. Following are some questions that you might want to ask:

1. What type of activities is an advisory committee involved in?
2. Why do you need an advisory committee?
3. What am I expected to do if I accept the appointment to your advisory committee?
4. How did you determine who to have on this committee?
5. What relationship does the advisory committee have to the total education program?
6. How is the information or input from the advisory committee or members used?
7. What is your responsibility to and for the advisory committee?
8. How long is the appointment?
9. How often do we meet?

Use the structured assessment/feedback form to identify additional questions. When the interview is completed, use the form to provide the instructor-coordinator with a constructive assessment of their performance.

Recruitment of Advisory Committee Members

EVALUATION

Instructions: Encircle the number of points each participant is awarded for each item on this evaluation sheet. Use the following guidelines for awarding points:

- EXEMPLARY:** Participant accomplished the task in a TRULY SUPERIOR manner.
- ABOVE AVERAGE:** Participant accomplished the task in a VERY GOOD manner.
- AVERAGE:** Participant accomplished the task in a FAIR manner.
- BELOW AVERAGE:** Participant accomplished the task in a POOR manner.
- UNACCEPTABLE:** Participant was INEFFECTIVE in this task and/or UNKNOWLEDGEABLE in the accomplishment of this task.
- NOT AT ALL:** Participant DID NOT ACCOMPLISH this task

TASKS	EXEMPLARY	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNACCEPTABLE	NOT AT ALL
1. Introduce self appropriately	5	4	3	2	1	0
2. The Coordinator did explain:						
A. The purpose of an advisory committee	10	9 8	7 6 5	4 3 2	1	0
B. The importance of the advisory committee to the program	10	9 8	7 6 5	4 3 2	1	0
C. Why the individual has been selected	10	9 8	7 6 5	4 3 2	1	0
D. Background of other members serving or selected	5	4	3	2	1	0
E. What the individual will be expected to do	10	9 8	7 6 5	4 3 2	1	0
F. The term of the appointment, number of meetings a year	5	4	3	2	1	0
How the committee's recommendations are used	10	9 8	7 6 5	4 3 2	1	0

H. The responsibility of the school representative	10	9 8	7 6 5	4 3 2	1	0
I. Benefits to the individual serving on the committee	10	9 8	7 6 5	4 3 2	1	0
J. Convince the individual to serve on the committee	10	9 8	7 6 5	4 3 2	1	0
K. Close the interview effectively	5	4	3	2	1	0

TOTAL POINTS (100) _____

SCALE: 100 - 90 OUTSTANDING
89 - 80 BETTER THAN MOST
79 - 70 A LITTLE MORE WORK
69 - 60 SOME ASSISTANCE NEEDED

COMMENTS _____

INSTRUCTOR-COORDINATOR DEMONSTRATION

Instructions to Participant

COMPETENCY AREA: Explanation to a new counselor of the type of student who would benefit the most from the applied marketing program.

COMPETENCY: Demonstrate the ability to effectively describe to a new counselor at your local community college the characteristics of the students for which the applied marketing program is most appropriate.

PERFORMANCE OBJECTIVES: The instructor-coordinator should be able to demonstrate the ability to:

1. Introduce the applied marketing program to the counselor and explain the purposes and intent of the program.
2. Present the benefits of the applied marketing program in terms of benefits to:
 - A. The marketing community
 - B. The students
 - C. The total program within the community college
3. Describe the type of characteristics of potential students who could benefit from instruction in the program in terms of:
 - A. Academic achievement
 - B. Over-all school record
 - C. Out-of-school record
 - D. Career objective of student
 - E. Standardized tests or inventories
4. Obtain a commitment from the counselor on assisting you in identifying potential students for the applied marketing program.

SETTING: You are employed as the applied marketing instructor-coordinator at your local community college. Your community college has just hired a new vocational counselor and as part of your responsibility you have decided to introduce yourself and program to him/her. You have scheduled this appointment to explain the purposes of your program and the type of student who could benefit from participating in your program. You are looking for certain types of students based upon their career objectives and their school/academic records.

You are about to meet with the counselor so that you can explain the program and answer any questions they may have about the applied marketing program.

COORDINATOR COMPETENCY DEMONSTRATION

COMPETENCY AREA: EXPLANATION TO NEW COUNSELOR OF STUDENT TYPE THAT WOULD BENEFIT MOST FROM APPLIED MARKETING PROGRAM

Instructions to Role Player/Evaluator

You are playing the part of the new vocational counselor for the community college. You have some idea about the applied marketing program at the local community college and are somewhat familiar with the program in terms of subject matter and the course descriptions catalog.

The local instructor-coordinator has called and made an appointment with you to discuss their program and the type of students they would like to see in the program. There are several questions that you wish to ask.

Try to play the role as realistically as possible. Following are some questions that you might want to ask:

1. It is my understanding that any student who wants to enroll in any program and pays the fees is eligible for the program--is this correct?
2. What are some of the characteristics of students that I should be aware of if a student is undecided about a major?
3. We have students take certain standardized tests and inventories--are there certain items on these tests that would help identify the applied marketing area to prospective students?
4. I anticipate seeing many students who are somewhat undecided about a major --do you have any activities in the realm of promotional that I could send to students or they could attend to find out more about the program?
5. A major question that most students want to know about is--"Will I be able to find a job after graduation? What are the employment outlooks in your field and what is your placement rate for graduates of the program?"

Use the structured assessment/feedback form to identify additional questions. When the interview is completed, use the form to provide the instructor-coordinator with a constructive assessment of their performance.

Explanation to new counselor of student type that would most benefit...

EVALUATION

Instructions: Encircle the number of points each participant is awarded for each item on this evaluation sheet. Use the following guidelines for awarding points:

EXEMPLARY: Participant accomplished the task in a TRULY SUPERIOR manner.

ABOVE AVERAGE: Participant accomplished the task in a VERY GOOD manner.

AVERAGE: Participant accomplished the task in a FAIR manner.

BELOW AVERAGE: Participant accomplished the task in a POOR manner.

UNACCEPTABLE: Participant was INEFFECTIVE in this task and/or UNKNOWLEDGEABLE in the accomplishment of this task.

NOT AT ALL: Participant DID NOT ACCOMPLISH this task.

TASKS	EXEMPLARY	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNACCEPTABLE	NOT AT ALL
Introduced self appropriately	5	4	3	2	1	0
Gave concise overview of the applied marketing program	10	9 8	7 6 5	4 3 2	1	0
Explained the benefits of the applied marketing programs in terms of the:						
A. Marketing community	5	4	3	2	1	0
B. The students	5	4	3	2	1	0
C. The total program within the local community college	5	4	3	2	1	0
Described the type of student that could benefit from instruction in the applied marketing program.	10	9 8	7 6 5	4 3 2	1	0

Explained and described the following components as part of identifying potential students for the program:

A. Academic achievement	5	4	3	2	1	0
B. Over-all school record	5	4	3	2	1	0
C. Out-of-school record	5	4	3	2	1	0
D. Career objective of the student	5	4	3	2	1	0
E. Standardized tests or inventories	5	4	3	2	1	0
Demonstrated a businesslike and professional manner	5	4	3	2	1	0
Demonstrated effective communication skills	5	4	3	2	1	0
Answered all questions to the satisfaction of the counselor	5	4	3	2	1	0
Handled objections presented by the counselor	10	9 8	7 6 5	4 3 2	1	0
Obtained a commitment or a positive response from the counselor in assisting with the identification of students for the applied marketing program.	10	9 8	7 6 5	4 3 2	1	0

TOTAL POINTS (100) _____

SCALE: 100 - 90	OUTSTANDING	COMMENTS _____
89 - 80	BETTER THAN MOST	_____
79 - 70	A LITTLE MORE WORK	_____
69 - 60	SOME ASSISTANCE NEEDED	_____

INSTRUCTOR-COORDINATOR DEMONSTRATION

Instructions to Participant

COMPETENCY AREA: Development of Internship Guidelines

COMPETENCY: Identify appropriate guidelines for Applied Marketing Internships and effectively communicate them to the college administrator.

PERFORMANCE OBJECTIVES: The instructor-coordinator will demonstrate the ability to:

1. Identify standards for an internship program which are designed to insure quality control in the operation of the internship.
2. Communicate these standards to an administrator.
3. Justify each of the proposed standards.

SETTING: You have just accepted a position as Applied Marketing instructor in a community college. The program does not have an internship feature at the present time, but the dean has indicated in previous conversations that he/she believes it would be desirable. You have an appointment with the dean to informally discuss your plans for initiating an internship for the applied marketing students.

You have arrived for your appointment and are shown into the dean's office.

COORDINATOR COMPETENCY DEMONSTRATION

COMPETENCY AREA: DEVELOPMENT OF INTERNSHIP GUIDELINES

Instructions to Role Player/Evaluator

You are dean of a community college. A new instructor has been employed to head the Applied Marketing program. You are aware that most programs of this type feature an internship component. Because of this and because it was strongly recommended in a recent evaluation you are very interested in initiating an internship. However, you are also aware of the importance of good relationships with the community and want to be assured that the internship will function so as to improve and not harm these relationships.

The instructor has an appointment to discuss his/her plans for operating the internship. You are positive about the internship concept, but are sensitive to the following:

1. That it will expand education opportunities for students
2. That it will improve relationships with the community
3. That it can be operated in a cost-effective manner

Try to play the role as realistically as possible. Following are some questions you might want to ask:

1. How will an internship benefit the students?
2. Will employers cooperate by employing our students and in offering training opportunities for them?
3. How will students be selected for the internship?
4. What will be the criteria for selecting employers?
5. How can we be sure the position is a bonafide internship and not just a job?
6. How will students be evaluated?
7. Should credit be granted for the internship?
8. What requirements and responsibilities should be placed on the students for their internship?
9. Do the students locate their own jobs for the internships?
10. Are the students paid?

Use the structured assessment/feedback form to identify additional questions. When the interview is completed, use the form to provide the instructor-coordinator with a constructive assessment of their performance.

Development of Internship Guidelines

EVALUATION

Instructions: Encircle the number of points each participant is awarded for each item on this evaluation sheet. Use the following guidelines for awarding points:

EXEMPLARY: Participant accomplished the task in a **TRULY SUPERIOR** manner

ABOVE AVERAGE: Participant accomplished the task in a **VERY GOOD** manner

AVERAGE: Participant accomplished the task in a **FAIR** manner

BELOW AVERAGE: Participant accomplished the task in a **POOR** manner

UNACCEPTABLE: Participant was **INEFFECTIVE** in this task and/or **UNKNOWLEDGEABLE** in the accomplishment of the task

NOT AT ALL: Participant **DID NOT ACCOMPLISH** this task

TASK	EXEMPLARY	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNACCEPTABLE	NOT AT ALL
1. Identified benefits of an internship to:						
A. Students	10	9 8	7 6 5	4 3 2	1	0
B. The applied marketing program	10	9 8	7 6 5	4 3 2	1	0
C. The community College	10	9 8	7 6 5	4 3 2	1	0
D. Employers	10	9 8	7 6 5	4 3 2	1	0
2. Identified described and justified internship standards including:						
A. Selected employers	5	4	3	2	1	0
B. Selected students	5	4	3	2	1	0
C. Training agreements	5	4	3	2	1	0
D. Training plans	5	4	3	2	1	0
E. Cooperative Evaluation of student's performance by coordinator & employer	5	4	3	2	1	0
F. Related class or seminar scheduled with the internship	5	4	3	2	1	0
G. Feedback on their performance provided to students	5	4	3	2	1	0

H. Credit and grade given to students for the internship	5	4	3	2	1	0
I. Coordination of the internship	5	4	3	2	1	0
3. Answered all questions to the satisfaction of the administration	5	4	3	2	1	0
4. Answered any and all objections	5	4	3	2	1	0
5. Presented himself/herself as a positive, persuasive and enthusiastic professional	5	4	3	2	1	0
TOTAL POINTS (100)						_____

- SCALE: 100 - 90 OUTSTANDING
- 89 - 80 BETTER THAN MOST
- 79 - 70 A LITTLE MORE WORK
- 69 - 60 SOME ASSISTANCE NEEDED

COMMENTS _____

INSTRUCTOR-COORDINATOR DEMONSTRATION

COMPETENCY AREA: Recommendation to make an academically oriented (business administration) middle-management program truly vocational.

COMPETENCY: Analyze and evaluate an academically oriented middle-management community college program and effectively articulate recommendations for making it a vocational marketing program.

PERFORMANCE OBJECTIVES: The instructor-coordinator will demonstrate the ability to:

1. Differentiate between an academically oriented (business administration) middle-management program and a vocational applied marketing program.
2. Develop recommendations for changes in the program which will transform it into a vocational program.
3. Present, justify, and defend the recommendations.

SETTING: You are a member of a team evaluating a middle-management program in a community college. Following is a list of the courses offered in the program.

MIDDLE MANAGEMENT PROGRAM *

<u>Freshman Year</u>	<u>Credit</u>	<u>Average Enrollment</u>
Salesmanship	3	34
Sales Promotion	3	21
Advertising	3	24
Merchandising	3	28
Retailing	3	29
**Internship	1-3	11
 <u>Sophomore Year</u>		
Business Management	3	38
Physical Distribution	3	22
Professional Selling	3	25
Personnel Management	3	30
Marketing Research	3	21
**Internship	1-3	see below

* students would also complete the general education courses required for graduation

** offered each semester

INSTRUCTION-COORDINATOR DEMONSTRATION

COMPETENCY AREA: Recommendation to make an academically oriented (business administration) middle-management program truly vocational.

Instructions to Role Player/ Evaluator

You are a member of a team evaluating a middle-management program. Your role is to wait for the instructor-coordinator performing the simulation to present his/her proposals for recommendations. You should then ask questions regarding the proposals for the purpose of requiring the individual performing the simulation to fully explain and justify his/her recommendations. Play the "devil's advocate" if necessary in order to get the individual to completely explain and justify each recommendation.

Included in the information you have discovered is:

1. There is one staff member in the program.
2. There is no youth organization.
3. It is difficult (impossible) to identify program majors since all offerings are electives with no requirements. Any student in the college may enroll in any of the courses. The instructor-coordinator's approval is required for enrollment in internship.
4. Neither training agreements nor training plans are utilized in the internship.
5. The majority of the students find their own employment for internship. Most of the students who find their own jobs have had these jobs prior to the internship.
6. At the present time, internships are limited to part-time employment.
7. Employers complete a general evaluation each grading period of each internship student whom they employ.
8. Student follow-up information is sketchy since what constitutes a program major has never been clearly defined.
9. There is no formal advisory committee.
10. The students, faculty, and administrators with whom you have discussed the program report that it is "ok" and that the instructor-coordinator is doing a fine job.

You are meeting with your team members to report your observations to them and to discuss recommendations the team should make.

Recommendations to make an academically oriented middle-management program truly vocational

EVALUATION

Instructions: Encircle the number of points each participant is awarded for each item on this evaluation sheet. Use the following guidelines for awarding points:

EXEMPLARY: Participant accomplished the task in a TRULY SUPERIOR manner

ABOVE AVERAGE: Participant accomplished the task in a VERY GOOD manner

AVERAGE: Participant accomplished the task in a FAIR manner

BELOW AVERAGE: Participant accomplished the task in a POOR manner

UNACCEPTABLE: Participant was INEFFECTIVE in this task and/or UNKNOWLEDGEABLE in the accomplishment of the task

NOT AT ALL: Participant DID NOT ACCOMPLISH this task

TASK	EXEMPLARY	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNACCEPTABLE	NOT AT ALL
1. Identified the following weaknesses in the program:						
A. Program structure	5	4	3	2	1	0
B. Youth organization	5	4	3	2	1	0
C. Curriculum limited to only general marketing	5	4	3	2	1	0
D. Internship structure including						
1. training agreements	5	4	3	2	1	0
2. training plans	5	4	3	2	1	0
3. criteria for students or employers	5	4	3	2	1	0
4. related courses or seminar	5	4	3	2	1	0
2. Recommendations include the following:						
A. Study of student interest to determine potential for specialized curricula	5	4	3	2	1	0
B. Conducting a needs assessment for marketing employers in the area served by the community college	5	4	3	2	1	0

C. Identification of course sequence with appropriate prerequisites	5	4	3	2	1	0
D. Employer survey to determine opportunities for internships	5	4	3	2	1	0
E. Structuring the internship to include:						
1. provision for block-time internships	5	4	3	2	1	0
2. criteria for selection of employers and specific jobs for internship	5	4	3	2	1	0
3. utilization of training agreements and training plans	5	4	3	2	1	0
4. class/seminar related to internship	5	4	3	2	1	0
F. Formation of a program advisory committee	5	4	3	2	1	0
G. Formation of steering committee to assist in determining feasibility of specialized programs	5	4	3	2	1	0
H. Formation of a Junior Collegiate DECA Chapter	5	4	3	2	1	0
3. Fully and completely explained and justified each recommendation	10	9 8	7 6 5	4 3 2	1	0

TOTAL POINTS (100) _____

- SCALE: 100 - 90 OUTSTANDING
- 89 - 90 BETTER THAN MOST
- 79 - 70 A LITTLE MORE WORK
- 69 - 60 SOME ASSISTANCE NEEDED

COMMENTS _____

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