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AUTHOR Scanlan, Thomas J.: And Others  
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ABSTRACT

After a summary of accomplishments of phases I and II of the Methods and Materials for Entrepreneurship Education Project (identification of entrepreneurship skills and development of curriculum materials designed to develop these skills in community college level courses), this phase III report describes field testing, revision, and publication of the curriculum materials. Revision and reorganization of the materials into three volumes on learning entrepreneurship skills, applying them, and supplementary materials are discussed. After mention of student assessment and printing and binding of the materials, contents of the volumes are discussed. Following a discussion of adaptations of the materials for use in settings other than community colleges and for purposes other than preparing people to become self-employed, procedures for establishing an approved course at Illinois community colleges are presented. Preliminary dissemination and implementation activities are outlined as a prelude to phase 4 which will include summative evaluation. The major appendix is the formative evaluation report (60 pages) describing pilot and main field tests at four Illinois colleges. Another appendix (45 pages) contains pre-designed projects for human service occupations developed by one teacher who adapted the entrepreneurship materials for training human service paraprofessionals. (MN)

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METHODS AND MATERIALS  
FOR  
ENTREPRENEURSHIP EDUCATION  
PROJECT  
(MEE)

PHASE III REPORT

**BEST COPY AVAILABLE**

Project Staff:

Thomas J. Scanlan  
Henry J. Sredl

Nancy A. Flexman  
Christian F. Lettmayr

Department of Vocational and Technical Education  
University of Illinois at Urbana-Champaign

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Methods and Materials for Entrepreneurship Education -  
PHASE III

INTRODUCTION

The purpose of the Methods and Materials for Entrepreneurship Education (MMEE) project was to develop research-based curriculum materials for teaching entrepreneurship education at the community college level. The intended audience are evening students who already have or are presently acquiring knowledge or experience in an industry area and/or in business skills. The function of the entrepreneurship education materials is first, to introduce students to entrepreneurial skills, and second, to provide them with opportunities to integrate these skills with business and technical skills and knowledge.

To date, three phases of the project have been completed. A fourth phase will begin on July 1, 1980 for the purpose of dissemination. PHASE I of the project was devoted to a study of the personality characteristics of entrepreneurs. PHASE II was devoted to curriculum development. The outcomes of these two phases are summarized below. The purposes and outcomes of PHASE III form the central portion of this report.

## PHASE I: ACCOMPLISHMENTS

The study summarized below was completed during PHASE I of the MMEP project. This study provided basic information which was essential for the development of curriculum materials during PHASE II of the MMEP project.

TITLE: Self Employment as a Career Option: An Investigation of Entrepreneurship from the Perspectives of Holland's Theory of Career Development and Levenson's Measure of Locus of Control.

Principal Investigator: Thomas J. Scanlan

## PHASE II: ACCOMPLISHMENTS

The major task of PHASE II of the MMEP project was to develop curriculum materials for teaching entrepreneurship education. This task necessitated defining entrepreneurship. Conflicting results of research in entrepreneurship indicated that entrepreneurs are complex in character and difficult to analyze. Like the concept of intelligence, entrepreneurship seems to be a long way from a complete, generally accepted definition. Due to the experimental nature of the MMEP project, PHASE II was divided into the following parts:

- (1) Identification of Entrepreneurial Skills. Research conducted during PHASE I and the review of related literature was used as a basis for identifying a number of entrepreneurial skills during PHASE II. For the purpose of this project, entrepreneurship was defined as an integration of the following eight skills:

INNER CONTROL:

Exercising control over life situations rather than letting them be determined primarily by chance, fate, or other people.

INNOVATION:

Applying ideas, borrowed or original, to situations where they have not been used before.

DECISION MAKING:

Generating appropriate solutions to situations and carrying them out.

HUMAN RELATIONS:

Acting in ways which reflect an understanding of one's own and others' needs, values and goals.

PLANNING AND  
GOAL SETTING:

Designing and carrying out courses of action for the future.

REALITY  
PERCEPTION:

Seeing people, things or situations as they are rather than distorted by emotions, imagination or faulty assumptions.

RISK TAKING:

Taking informed action in situations where uncertainty exists.

USING  
FEEDBACK:

Collecting and using information for the purpose of confirming or changing perceptions; decisions; plans or goals.



While all eight skills were considered to be equal in importance, the second four were regarded as contributing skills. For example, risk taking, planning and goal setting, reality perception and using feedback may be regarded as contributing to decision making. Similarly, in order to exercise inner control, planning and setting goals, using feedback and taking risks are usually essential.

This definition of entrepreneurship served two purposes. First, it organized the complex concept of entrepreneurship into a reasonably simple, understandable form. Second, it acted as a structure on which to develop instructional materials.

(ii) Development of Curriculum Materials.

- a. Teaching materials for nineteen 50-minute classroom sessions for teaching entrepreneurial skills were developed. The materials were designed to help students become aware of entrepreneurial skills. Each session included objectives, activities, teaching aids and out-of-class activities. The teaching materials were organized into the following units:

- Orientation (1 session)
- Inner Control (6 sessions)
- Innovation (4 sessions)
- Decision Making (4 sessions)
- Human Relations (4 sessions)

While one of the four skills, as listed above was introduced at the beginning of a unit, the contributing skills of planning and goal setting, reality perception, risk taking and using feedback were addressed in individual sessions. In this way, the skills

were presented as an integral group, helping students to internalize the concept of entrepreneurship as an integration of skills.

- b. Nine predesigned projects and nine sets of project ideas were developed to introduce students to the project method. Projects were designed to give students opportunities to apply the entrepreneurial skills they have learned to business situations. Predesigned projects and project ideas were developed in the following areas:

- Deciding on Product or Market
- Selecting a Location
- Obtaining Initial Capital
- Choosing the Legal Form of Organization
- Record Keeping
- Credit and Collection
- Advertising and Sales Promotion
- Employee and Community Relations
- Insurance

Student projects are intended to be completed in conference with resource persons, who are self-employed persons and other business persons in the community who have agreed to participate in the program.

- c. Ancillary Materials

- An Instructor's Guide; containing full information on the use of the curriculum materials.

- A Student Information Brochure, which orients students to the entrepreneurship education course.
- A Resource Person's Guide, which explains the course and describes the role of resource persons in the course.

(iii) Contacts with Community Colleges in Illinois and other Institutions:

In order to facilitate adequate field-testing of the materials during Fall, 1979, a number of community colleges in Illinois were contacted. Project staff made personal visits to seven community colleges and provided a full set of materials to the business departments of each college. Business instructors in eighteen additional community colleges were mailed sample portions of the materials and were later contacted by phone.

Initially, six community colleges gave firm commitments to field-test the materials. Four additional community colleges promised to investigate the extent to which they might use the materials.

Generally, reactions to the materials were favorable. However, some instructors indicated that administrative difficulties interfered with attempts to implement new courses of instruction within a twelve-month period.

Other institutions which expressed interest in the materials were:

- The U.S. Small Business Administration, Washington, D.C.
- The National Federation of Independent Business, San Mateo, California

- The National Center for Research in Vocational Education at Ohio State University
- The Dept. of Health, Education, and Welfare, Division of Career Education, Washington, D.C.

Although the project staff had the primary responsibility for the project, they solicited suggestions and criticisms from a variety of sources. These sources included (a) self-employed persons in the community who expressed interest in the course, (b) community college educators serving as consultants (c) staff representatives of the Illinois Office of Education/AVTE and (d) staff members of the Department of Vocational and Technical Education at the University of Illinois at Urbana-Champaign. The suggestions and criticisms contributed significantly to the development of the curriculum materials.

(iv) Pilot Field Testing: Additional data regarding the content and design of the curriculum materials were obtained by means of a pilot field testing of the materials. This pilot field-testing was conducted at Parkland College by a member of the project staff. A new course, "Skills for Self Employment," was introduced in January, 1979 to conduct a preliminary field-test.

The course was favorably received by both students and business people in the community who acted as resource persons. Resource persons met with students on an individual basis to discuss class projects.

The pilot field testing was completed at the end of May, 1979.

The following are some evaluative comments made by students:

"Several more activities in class in innovation techniques might help us. I feel confident about these techniques."

"The Journal has helped organize my thoughts in a variety of areas of my life -- not just my career."

"I think the out-of-class assignments have been tremendous, particularly the goal-setting and the signing of contracts."

"Instructions were not always as clear at home as when they were given in class."

"I really liked the outlining of how to make goals."

"More case studies or personal experiences should be related."

"I need more reading materials relating to the skills."

The resource persons were very positive in their support of the program. Twenty-two business people in the community were asked to act as resource persons. All but two agreed to participate.

Students reported that their meetings with resource persons were fruitful and interesting. Three resource persons requested students to inform them of the outcome of the course at its conclusion.

Evaluative data collected from students and the instructor were considered in formulating objectives for PHASE III.



## PHASE III REPORT

### PURPOSES

The primary purposes of PHASE III (9/1/79 to 6/30/80) were to field test the curriculum materials in a variety of settings, evaluate the usefulness of the materials, and revise the materials on the basis of the feedback from the instructors and students. Additional purposes were to investigate alternative uses of the materials, to develop a Student Assessment inventory, and to prepare 500 copies of the revised materials for dissemination.

### OUTCOMES

- (1) Field Testing. Field tests were conducted in order to obtain formative evaluation data on which decisions about revising the materials could be based. The materials were tested at the following four sites:

Center	Format	Instructor	Credit	No. of Students
Danville Community College	lect.-disc.	J. O'Bryan	2 hrs.	13
Olney Central College	lect.-disc.	A. Mills	2 hrs.	7
College of Du Page	workshop	R. Grundy	-	20
YMCA Community University Champaign	lec.-disc.	T. Scanlan N. Flexman	-	7

Evaluative data were collected through visits made by the project staff to all field-test sites. During these visits, both instructors and students were interviewed on an individual basis.

The evaluative data were used as the basis of a formative evaluation conducted by Christian Lettmayr, who joined the project staff after the curriculum development phase. The fact that Christian Lettmayr was not involved in product development tended to enhance the objectivity of the report. The formative evaluation report is in Appendix A. The formative evaluation was used to revise the materials.

A. A one-day meeting between field test instructors and the project staff was held on November 8, 1979. This meeting provided an opportunity to exchange information, share experiences, and to discuss the materials once more. It also provided additional information for the revision of the materials.

Revision and Supplementation of the Curriculum Materials. As a result of the analysis of the feedback collected through formative evaluation, and criticisms and suggestions from AVTE personnel, curriculum specialists and a variety of other sources, the MMEE Curriculum materials were re-organized into the following three volumes:

Entrepreneurship Education: Learning the Skills

Entrepreneurship Education: Applying the Skills

Entrepreneurship Education: Supplementary Readings

A number of classroom sessions were rewritten and activities in the individual sessions were augmented and or modified. In particular the integration of management and entrepreneurial skills was emphasized in the revised materials. Readings related to management skills and questions on the out-of-class activities were added in order to emphasize the integration of the different skill areas.



Relevant sections from the Teacher's Guide in the field test version of the materials were incorporated into the book *Applying Entrepreneurial Skills*, including the session "Orientation to Planning and Completing Projects" and the section on community resources. The result is that all materials related to projects are now in one volume: *APPLYING THE SKILLS*.

An extensive search of magazines, books, and other media yielded readings related to entrepreneurial skills appropriate for inclusion as optional readings. These readings were reviewed by staff members and revised where necessary to simplify language and eliminate sex bias. Permission was obtained from over thirty publishers to reprint and adapt the readings. Appendix B contains a list of publishers from whom permission was received. The readings are bound in the volume *SUPPLEMENTARY READINGS*.

Cost constraints did not permit the binding of the "Ancillary Readings", originally consisting of about sixty Small Business Administration (SBA) pamphlets organized according to the nine project areas. However, a comprehensive list of them, together with instructions on how to obtain the pamphlets, free of charge, from the SBA is included in the *SUPPLEMENTARY READINGS*.

All the materials were revised to simplify the language and to provide readings and examples free of sex bias.

(iii) Student Assessment. The staff prepared a Student Assessment Inventory to assist instructors in evaluating students. It contains a number of true-false, multiple response, critical incident, essay and skill analysis questions related to the class sessions. These questions provide a

pool from which instructors can choose in preparing exams. The section "Evaluation of Students" which includes the Student Assessment Inventory and guidelines for use is in the volume LEARNING THE SKILLS.

(iv) Printing and Binding: Five hundred copies of the revised materials were prepared. Development, typing, reproduction and binding of the materials were accomplished through the combined efforts of the following:

Pamela Saalbach, design expert, Champaign, Illinois

Ian Warpole, artist, Champaign, Illinois

College of Education, Word Processing Center, U. of I.

College of Education, Print Shop, U. of I.

AVTE, Illinois State Board of Education, Springfield, Illinois

University Press, U. of I.

Union Bookbinding Company, Inc., Boston, MA.

The text was typed at the Word Processing Center. Layout, typesetting of headings, and pasteup were done by Pamela Saalbach. Artwork was supplied by Ian Warpole. The Printshop reproduced the text in two colors and did part of the collating. The cover design for the binders was supplied by AVTE. The binders were produced by Union Bookbinding Company. University Press produced the tab divider pages, did the final collating, and assembled the text and tab pages in the binders.

(v) Description of the materials. The final version of the curriculum materials ENTREPRENEURSHIP EDUCATION includes three books:

LEARNING THE SKILLS

APPLYING THE SKILLS, and

SUPPLEMENTARY READINGS

For the convenience of the user, they are in loose-leaf binders so that appropriate pages may be reproduced easily.

LEARNING THE SKILLS includes a general introduction for the instructor, nineteen 50-minute classroom sessions and a section on evaluation of students. The nineteen classroom sessions include an orientation to the class, and eighteen sessions divided into four instructional units:

- Inner Control (six sessions)
- Innovation (four sessions)
- Decision Making (four sessions)
- Human Relations (four sessions)

The section on evaluation of students was included as an aid to instructors who will be using some type of examination.

APPLYING THE SKILLS provides instructions and resources for planning and completing projects. A general introduction for the instructor is included. One classroom session, Orientation to Planning and Completing Projects is also included to help students become familiar with projects. Three kinds of resources for aiding students and instructors in planning and completing projects in nine management skill areas:

- Suggested project activities
- Issues for investigation, and
- Pre-designed projects for the instructors use

A section for the instructor's use in developing and maintaining community resources explains how to select, contact and maintain resource persons. These are self-employed and other business people in the community who agree to talk with students about their projects. Sample

letters, brochures, recruitment forms, and file cards are included for the convenience of the instructor.

SUPPLEMENTARY READINGS includes an introduction for the instructor, two types of readings related to entrepreneurial skills, and a listing of resources in the management skill areas. Reading materials related to entrepreneurial skills are Critical Incidents and Readings in Entrepreneurial Skills. Critical Incidents are examples of people using or failing to use entrepreneurial skills. Readings in Entrepreneurial Skills are intended for duplication and distribution to students; and may be used at the instructor's discretion.

Resources in Management Skill Areas include information on how to obtain pertinent literature from the Small Business Administration. Specific textbook chapters are also listed for use in each of the nine management skill areas. These resources are for use in introducing the management skill areas and for student use in planning and developing their projects.

(vi) Adaptations of the Materials. Through contacts made by the project staff, the materials are being adapted for use in settings other than community colleges and for purposes other than preparing people to become self employed.

Robert Scharsich of Wheaton North High School used the classroom activities in his Cooperative Work Training classes. He adapted the projects by having students work in groups of three to set up simulated businesses, with the help of resource persons and supplementary materials. Generally, Mr. Scharsich commented that the use of the materials "put education into some perspective with the students' lives."

Patricia Christell, who teaches paraprofessionals in human service occupations at the Moline Learning Center, adapted the entrepreneurship education materials to meet their needs. She worked with students from the basic premise that in order to function as an effective helper, one must also be an effective person. The materials met the need for a sequential program focusing on self awareness, and change when necessary. The units Inner Control and Human Relations were the most valuable to her students. Projects were adapted to complement a four-week field experience, which was a required part of the existing program. They were geared toward tying what students had been learning in the classroom activities to the world of human services. Areas or themes chosen for projects were: Brokering, Outreach, Advocating, Mobilizing, Counseling, Consulting, Rehabilitating, Information Collection, and Information Management. As a consultant to the project, Ms. Christell prepared a number of predesigned projects appropriate for use in this area. These are included in Appendix C.

Judy Clark Murashige at Southern Illinois University adapted the materials for use in a six week program for eighteen women who were returning to school. Most of these women had been out of school and the paid work force for a long period of time. Classroom activities from the entrepreneurship education materials were used to help the women explore possible careers, including self employment and nontraditional occupations. Sections on Inner Control and Decision Making were found to be the most applicable for this setting.

(viii) Procedures for Establishing an Approved Course at Community Colleges. One means of encouraging implementation of curriculum

materials is to assist potential adopters in completing the necessary administrative steps. Because the present curriculum materials were designed originally for community college settings, the procedures necessary for implementing new courses in community colleges were investigated. Larry Hinkle, Chairman of the Business Department at Danville Area Community College, assisted the project staff by investigating the procedures and preparing an outline of the necessary administrative steps. A synopsis follows:

The following is a brief description of procedures for the establishment of the course as an approved course in a community college in Illinois. There are two methods of implementation. First, if the college already has a Marketing Mid-Management program, it needs only to submit a Form 15 to the Illinois Community College Board (ICCB). Form 15 is a request to offer the course as an extension of the existing program.

Secondly, if the college does not have an existing management program it is necessary to first submit a Form 19 (Proposed New Units of Instruction) to the ICCB. Upon its approval by ICCB, i.e. the college has permission to go ahead, and the college submits Form 20 (Application for approval of a new unit of instruction) which is much more detailed than Form 15. (For Forms 15, 19, and 20 see Appendix D). Upon the approval of Form 20 by ICCB the proposal is sent to the Illinois Board of Higher Education. The latter procedure should be planned well in advance.

## PRELIMINARY DISSEMINATION AND IMPLEMENTATION ACTIVITIES

Preliminary dissemination activities are well under way at the time of this writing. Activities, contacts and presentations on the state, national and international levels are included in preliminary dissemination activities.

## PROMOTIONAL MATERIALS

A three-page informational flyer was developed and distributed. Design and printing of a brochure to be used in dissemination is in progress. Both the flyer and the brochure describe the materials briefly, give references for obtaining more information about the materials, and suggest the application of the materials to different settings.

## PRESENTATIONS

In order to promote the materials and facilitate future implementation the materials were presented and discussed at the conferences and workshops listed below. Concurrently with these presentations project staff members answered inquiries and compiled a list of people interested in using the materials.

- |               |  |
|---------------|--|
| Oct. 5, 1979  | IOE/Region IV Adult Education Service Center Fall Regional Conference, Champaign |
| Oct. 12, 1979 | Annual Pre-Employment and Placement Conference, Springfield                      |
| Jan. 14, 1980 | Inservice Workshop for Teachers at Fisher H.S.                                   |
| Feb. 22, 1980 | Annual Convention of the Illinois Vocational Association, Chicago                |

- Mar. 8, 1980 Career Development and Placement Service, University of Illinois, Career Alternatives Workshop, Champaign
- Mar. 12, 1980 Annual Meeting of Adult Education Administrators, Springfield
- Apr. 10, 1980 Illinois Liaison Council for Occupational Education, Champaign
- Apr. 18, 1980 Annual Meeting of the Illinois Adult and Continuing Education Association, Springfield
- May 9, 1980 Illinois Liaison Council for Occupational Education, Springfield
- May 15, 1980 Meeting with occupational and business education staff at Eastern Illinois University, Charleston
- May 19, 1980 Annual Regional Meeting of Career Education Deans (Community Colleges) at Lakeland College, Mattoon

Arrangements have been made for future presentations by project staff members.

#### ARTICLES

In order to increase the visibility of the materials, a number of articles related to the materials and entrepreneurship have been written by project staff members. Three articles have been published at this writing, and one is in press. The articles already published have resulted in a number of inquiries from interested people. The articles are listed below:



- Scanlan, Thomas J. & Kazanas, H. Recent efforts of vocational education for self employment. Technical Education News, March - April, 1980.
- Cordova, Rose Mary & Scanlan, Thomas J. An entrepreneurial resource list. VocEd, Journal of the American Vocational Association, May, 1980.
- Scanlan, Thomas J. & Flexman, Nancy A. A new approach to teaching entrepreneurs. VocEd, May, 1980.
- Scanlan, Thomas J. Entrepreneurship and self-employment - New perspectives for career education. Illinois Career Education Journal, in press
- Flexman, Nancy A. Self employment as a career option for women. Illinois Career Education Journal, in press.

## CONTACTS

(i) State Level. Contacts have been made with other departments at the University of Illinois at Champaign-Urbana. One purpose of these contacts was to identify projects and programs to which the materials could contribute. Another purpose was to collect further information and suggestions for the evaluation of the curriculum.

Copies of the materials, as developed in Phase II, were distributed to six community college instructors, three community college deans, six adult educators, three four-year college instructors, three high school instructors, and one business owner.

Dissemination and implementation of the materials are of crucial importance at this point in the project. Such activities should not only include presentations, articles, and personal contacts but also the exploration of possible benefits of the curriculum materials in different pro-

grams and institutional settings. Interested institutions and instructors need further help in implementing the materials and advertising the availability of programs. (ii) National Level: The project staff has also been in contact with several national institutions which expressed their interest in the entrepreneurship education project:

- The U.S. Small Business Administration, Washington, D.C.
- The National Federation of Independent Business, San Mateo, Ca.
- The National Center for Research in Vocational Education at the Ohio State University
- The Department of Education, Division of Career Education, Washington, D.C.
- The National Advisory Council on Vocational Education, Washington, D.C.
- The American Vocational Association, Arlington, Virginia (A presentation at the annual convention of this organization is planned the fall of 1980)
- Division of Agricultural Education and the Research Coordinating Unit, University of Minnesota, St. Paul, Minnesota
- The American Institute for Research (AIR), Palo Alto, Ca. (This organization is working on a federally funded project to develop entrepreneurship education modules for thirty-six areas in Vocational and Technical Education. The project co-director, Thomas J. Scanlan, has arranged to make a presentation on the materials to AIR staff at Palo Alto in July, 1980.)

(iii) International Level. Contacts with international institutions concerned with similar or related research projects proved also to be important sources for information and feedback. In Phase III contacts were continued or established with the following organizations:

- The International Labour Office, Geneva, Switzerland (The ILO is engaged in entrepreneurship development programs for developing countries.)
- Shannon Project for Interventions for Relevant Adolescent Learning (SPIRAL), Shannon, Ireland. This organization is currently field testing the entrepreneurship education materials in an Irish setting in conjunction with a Junior-Achievement-type program. SPIRAL is one of twenty-eight European research centers affiliated with IFA PLAN, Cologne, West Germany, and is funded by the European Economic Community. A primary objective of IFA Plan is to study education-work relationships in European countries.
- Training Research and Development Station, Department of Manpower and Immigration, Prince Albert, Saskatchewan, Canada
- Wirtschaftsfoerderungsinstitut der Bundeskammer der Gewerblichen Wirtschaft, Vienna, Austria
- Institute for Small Business Research (Institut fuer Gewerbeforschung) Vienna, Austria (The project staff is negotiating an exchange of materials and information with the last two institutions in Austria through the agency of C.F. Lettmayr, graduate assistant)
- Education Resource Unit for the Youth Opportunities Programme in Jordanhill College of Education, Glasgow, Scotland (Director, Douglas Weir; this programme is affiliated with IFA PLAN in Cologne, West Germany.)

In addition, project codirector, Thomas J. Scanlan, presented the materials at the following workshops:

- Nov. 1979 Workshop on Small Enterprise Development. Turin Center for Vocational and Technical Training, Turin, Italy (ILO).
- Nov. 1979 Seminar at the Shannon Project of Interventions for Relevant Adolescent Learning (SPIRAL), Shannon, Ireland.



APPENDIX A

FORMATIVE EVALUATION REPORT

Compiled by: Christian F. Lettmayr

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## FORMATIVE EVALUATION REPORT

### INTRODUCTION

Formative evaluation is a diagnostic instrument to observe progress and to provide information for changes and adaptations. Cronbach (1963) viewed evaluation of this type as a fundamental part of curriculum development. Information resulting from such evaluation activities is used to improve the product.

The present formative evaluation report is divided into three parts. The first part discusses briefly the purpose of the project. The second part, deals with the field testing of the materials. Based on the information and experiences of the field test instructors, interviews with them and their students, and the outcome of a one-day workshop the field test edition of the materials was revised and brought into its final form. The third part includes comments from outside evaluations and instructors who have used all or parts of the materials in their classes.

With Phase III, the development of the product - the curriculum materials - was completed. The final edition of the materials was published in June 1980. Dissemination of the materials and summative evaluation by external evaluators will be the main activities of Phase IV. The final evaluation of the materials will be the level of acceptance by potential users. Acceptance of a new product is partly a function of the quality of a product and also a function of quality and quantity of implementation and dissemination activities. Therefore, Phase IV will be of crucial importance for the success of the project.

## Purpose

The overall purpose of the project was to develop, disseminate, and promote research-based curriculum materials for the teaching of entrepreneurial skills. At the beginning of the project entrepreneurs had been viewed as persons who see opportunities, marshal resources, and take actions to meet a need in business or community development. Although this view is already broader than the usual, strictly economic, definition, entrepreneurship can be seen in an even broader sense. Everybody can be enterprising at one point or another of their lives. People employ entrepreneurial skills in their personal, private lives as well as in their professional careers to master various situations, like transitional periods and career decisions. Entrepreneurship, for the purposes of this project, was defined as an integration of eight skills, as opposed to earlier definitions which are based on characteristics like profit-orientation, achievement motivation, or independence. As a result, it is open to the broadest interpretation, and consequently, possibilities for application of the materials are manifold.

The materials were developed for the teaching of entrepreneurship education at the high school and community college level. They are especially appropriate for students in vocational areas such as business, home economics, trade and industry, health, and agriculture. They are also applicable to students who are either already self employed or are considering this career choice and wish to improve their entrepreneurial skills. With a moderate amount of adaptation, the materials can also be used effectively in other teaching areas like adult and continuing education, cooperative education, counseling, and rehabilitation programs, mid-career change, and workforce reentry. In these areas, more emphasis

can be placed on the teaching of entrepreneurial skills as skills for the mastering of different life situations.

## FIELD TESTING

### PILOT FIELD TEST

In Phase II a preliminary field test was conducted by Thomas J. Scanlan, project co-director, at Parkland College. The course was entitled "Skills for Self Employment" and was offered for 3 hours credit (see Addendum 1 for the Course Outline). It was held during the spring term of 1979. The results of the pilot field test were used for the improvement of the first edition of the materials (June 1979) and to collect first practical teaching experience and feedback from students.

Due to time constraints and administrative necessities advertisement of the course was minimal. Since the catalogue for spring 1979 had at that time (December 1978) already been printed, the course was not included there. A news release (see Addendum 2) was issued on December 21st. In addition the instructor went to a number of business classes announcing the course.

Nine students, (four women and five men) enrolled. One of the students was already self employed. This number can be considered successful considering the minimal advertisement, short notice, and the innovative character of the materials. The course was received favorably by both students and business people in the community who acted as resource persons:

Instructor Feedback. The instructor found that the necessity of class sessions during Level II (applying the skills-project work) needs to be

emphasized more. His experience also supported the ideas that a) 2 to 3 sessions per week were appropriate in the beginning of the course; b) after beginning the third unit, Decision Making, the activities should be reduced to one session per week. The projects should be introduced at this time; and project themes, resource persons, and the relationship of projects to the entrepreneurial skills should be discussed with the students. Students need a detailed session to identify project themes and issues they are interested in addressing. (A specific session was written subsequently for this purpose); c) course requirements should include 4 mini projects each addressing 3 issues, or one large projects addressing 12 issues, or a combination of these; d) students should be stimulated to do background readings in their project areas, to fill in project sheets on their selected theme and issues; available resources should be offered by the instructor and discussed in class; e) student should be encouraged to set up interviews with the resource persons and to discuss the application of the skills; f) students should report on their projects, discuss them in class, and defend their positions.

Student Feedback. Students were asked to complete evaluation sheets for the units "Internal Control", "Innovation" and the projects. Table 1 summarizes student responses to the questions which had a Likert scale response format.

Responses to the Likert scale questions generally indicated that students had a positive attitude towards the content and presentation of the unit "Internal Control". The following comments to open-ended questions reflect students' attitudes toward specific aspects of the materials. Responses to the open-ended questions proved very helpful to the project staff at the materials revision stage.

TABLE 1

Table 1. Student Evaluation of the Unit "Internal Control"

Question	Average Evaluation	Min. Score	Max.*
How relevant was unit topic to you personally?	3.5	3	4
How relevant were the class activities to the unit topic?	3.8	3	4
How helpful were the class activities in understanding the skills?	3.5	3	4
How helpful were the out-of-class assignments in applying the skills?	4.0	4	4
How comfortable did your instructor seem to be with the activities?	3.5	3	4
How beneficial was the journal to you during your work on this unit?	2.5	1**	4
How valuable were class discussions of the out-of-class assignments to you?	3.0	2	4
How reasonable were the out-of-class assignments with regard to the time they required to complete?	3.5	3	4

\* Note: The scale used allowed an evaluation from 1 to 4. 1 = not at all, 2 = to a small extent, 3 = to some extent, 4 = to a great extent.

\*\* One student evaluated the journal as "not at all" beneficial because he was already keeping a personal journal.

student comments to unit 1-"Inner Control":

"Goal Planning was very helpful to me. The other objectives were good to review but seemed to be areas I had already examined."

"The exercise on personal contracts was most helpful."

"I liked the personal contracts."

"I think the class discussions of the out-of-class assignments supported us to make sure that we were on the right track."

"The out-of-class assignments were fine to me because I'm interested in acquiring the skills, some of which I've never thought of before."

"I only wish I had more time to spend (on the assignments)."

With regard to the readings:

"I would like to have more handouts that contain examples of topics i.e. reality perception examples."

"The reading material has been fine. I'm glad at this point that they are not too complicated as I do not have a business background."

"There were too few reading materials."

Tables 2 and 3; together with the accompanying student comments, provided similar feedback on the unit "Innovation" and on the student projects.

TABLE 2

Table 2: Evaluation of the unit "Innovation"

Question	Average Evaluation	Min. Score	Max. Score
How relevant was unit topic to you personally?	3.3	2	4
How relevant were the class activities to the unit topic?	3.3	3	4
How helpful were the class activities in understanding the skills?	3.1	3	4
How helpful were the out-of-class assignments in applying the skills?	2.9	2	4
How comfortable did your instructor seem to be with the activities?	3.7	3	4
How beneficial was the journal to you during your work on this unit?	2.7	1	4
How valuable were class discussions of the out-of-class assignments to you?	3.2	1	4
How reasonable were the out-of-class assignments with regard to the time they required to complete?	3.3	1	4

Note: The scale used allowed an evaluation from 1 to 4. 1 = not at all, 2 = to a small extent, 3 = to some extent, 4 = to a great extent.

Student comments to unit 2 "Innovation":

"The unit topic was very relevant. I thought the brainstorming was particularly good."

"Although I believe Innovation can be important to some it serves no major purpose in my own business at this time."

"The class activities brought out a lot of things I never thought about before."

"There could be more in-class exercise in innovation, perhaps quick ones."

"Much of the reading materials seemed irrelevant at first glance, but there was redeeming value as one worked on them, for the reason that they made one think and recognize areas which need improvement or where one has a strength or weakness. It allowed me to admit some things about myself which I did not care to see before."

"I could not effectively use the journal on a regular basis."

"The journal was a good place to keep track of new ideas, some of which might otherwise have been forgotten."



TABLE 3

Table 3: Student Project Evaluation

Question	Average Evaluation	Min. Score	Max. Score
How well did the project ideas meet your interests?	3.3	2	4
To what extent were you able to practice the entrepreneurial skills while working on the projects?	3.8	3	4
How useful were the suggested activities?	3.8	3	4
How helpful did you find the indication of entrepreneurial skills in the margin of the project ideas?	3.6	2	4
How helpful were the questions in making up your own activities?	3.5	2	4
How useful did you find the project planning worksheet?	3.5	3	4
How helpful was it to work with community resource people?	3.8	3	4

75% of the students carried out their own activities, other than those suggested in the project work.

Note: The scale used allowed an evaluation from 1 to 4: 1 = not at all; 2 = to a small extent; 3 = to some extent; 4 = to a great extent.

Student comments to the project work:

"I consciously tried to apply the entrepreneurial skills in my preparations for my interviews and in follow up evaluations of what I learned. Hopefully they were applied subconsciously during the actual interviews. During the interviews I was very aware of how the resource persons used entrepreneurial skill in carrying out their responsibilities."

"I would suggest that three (instead of two) persons be visited for each project. That way if one person proves not to be too interesting or informative, you still have information from two people."

"Because my service business is somewhat different from most businesses, I could not always find ways to use the resource people from your list. I did however contact other persons that I would have felt too timid to contact before the class and got much useful information."

"The work with the community resource people was invaluable. It was a super example of town and college working together cooperatively. I think to talk to people in the field who can share information that could save us many unnecessary mistakes is a terrific benefit of the course."

"I got to know a resource person, Sharon Lumsden, who has offered to help me further in the future."

## MAIN FIELD TESTS

During Phase III the materials were tested in four settings, three of which were community colleges. The remaining field test site was arranged through the Community of the YMCA/YWCA in Champaign. The project staff kept close contact with the instructors during the field testing. The field test sites were visited by the project staff. Instructors and students were interviewed on an individual basis during these visits. Finally, a one-day meeting was arranged between the field test instructors and the project staff. This meeting was held on November 8, 1979 at the University of Illinois at Urbana-Champaign. The meeting gave instructors and project staff an opportunity to discuss the materials, exchange information and experiences. The outcome was important for the formative evaluation process and the revision of design and content of the curriculum materials.

Danville Area Community College. The course was announced in the class schedule for fall 1979. It was also advertised in a local newspaper and on radio and described in an article in the college newspaper. In addition letters announcing the course were sent out to small businesses in the area. (A copy of the letter and the course outline are in Addendum 3). The response to the letters resulted in most of the students in the class being small business owners. Fourteen students enrolled in the course. One dropped out because of personal time constraints. Students attendance at class varied from 8 to 13 students. When the test site was visited by the project staff 9 students were attending, 5 women and 4 men. The course format consisted of twelve two-hour sessions. Two hours of credit were offered, applicable to the Marketing Mid-Management

program of the college. The setting of the classroom was rather informal. Students and instructor were grouped in an open circle. The project staff visited the fourth meeting of the class. Main presentation during these session was on "Innovation". The instructor appeared very familiar and comfortable with the materials. The general atmosphere was pleasant, and students participated actively.

Interview with the instructor: (Interview schedules for instructors and students are attached in Addendum 4).

Jerry O'Bryan ordinarily teaches marketing and has a broad background on small business from his personal experience. He thought the format should be extended to three-hour sessions to relieve him from some of the time pressure he felt. He perceived the materials as being useful for classroom presentation and enjoyed the teaching. As strongest points of the material he considered that it is applicable, practical, and relevant. Student responses were very positive although he found that some of the students were shy in discussions. In general, the instructor stated he was satisfied with the in- and out-of-class activities. At the time of the visit, four of the students had already started their projects. With regard to the applicability of the materials he felt that students who are either already self employed, or intend to become self employed, or are just interested are equally appropriate target groups.

After completion of the class in December 1979 the instructor prepared the following report.

"The materials developed were used consistently throughout the class. Student response to the materials was positive and helped build enthusiasm generated for the course. The students felt that the exercises were worthwhile and stimulated discussion of important topics.

Although some students entered the class with the idea of learning practical specific answers ("What do I do in this situation"), they changed their ideas during the course. Many felt that the focus of the course would be useful for all of their future business and personal life even though facts would change. In fact, during the Post-evaluation one student commented, "I heard a quote once, If you give a man a fish, you feed him for a day. If you teach him to fish, you feed him for a lifetime."

Because of the composition of the students, some of the materials were not as appropriate as others. Some of the exercises were aimed more at the novice, and the experienced business person perhaps needed some materials of a different nature or a higher level. As with any prepared curriculum, it is up to the instructor to effectively supplement the developed materials.

The first night I was asked what my qualifications and experience were for this course. From the very beginning it was necessary to provide additional examples, experiences, and exercises to complete the course effectiveness. Most of these supplementary materials were of the type applicable to the basic subject area classes such as Principles of Management, Fundamentals of Marketing, etc.

The class was an exciting experience for me. I enjoyed the materials as much as the students. I shall look forward to teaching this class to those who are not yet in their own business because I really feel there may be even more value in the materials when aimed at this group."

#### Interviews with students:

Student A together with her husband, runs a car repair station. She found out about the course through the advertisement in the Danville newspaper, the COMMERCIAL NEWS. She stated that her expectations were at that point not 100% fulfilled. However, she said that she felt stimulated by the course and found confirmation for former experiences and her self concept. "The materials increased my awareness, although I think it may be more valuable for people who have not gone into business yet." She liked the instructor and the relaxed atmosphere, although she felt there was occasionally not enough time. She liked both classroom and out-of-class activities but wished that fellow students would be more "open" in discussions. "The project work is very interesting and gives me the possibility to collect, for me personally, very valuable information, which I might not have done without this incentive. The course gives me further the possibility to think things over."

Student B, a black male, has been running a retail clothing business for four years and is considering expanding his business. He found out about the course from the class schedule. Although his expectations - basic, operational knowledge about the "hard facts" of business life - were not fully satisfied at that time, he felt that he was becoming more and more interested and involved. He, too, felt that his awareness was in-

creased considerably. He mentioned that there might be a possibility of meeting his needs for "hard facts" within the project work.

Students C and D are both in the Mid-Management program of the college. Student C is a part-time student, who works in the food industry. He is in his middle to late thirties, and is considering self employment. He suffered a little from personal time constraints, but mentioned that he might be using this partly as an excuse. He had no comments on materials, instructor, or set-up. Student D is a full-time student. He emphasized in particular the stimulating effect of the class for himself. He believed that he could not contribute (in discussions etc.) as much as the other students because he had had little practical experience. For the same reason, he found it difficult to decide on specific project areas.

Comments from other students: "I now realize that I need to evaluate my career, and set down my goals. This is necessary when you are thinking of starting a business."

"The course has helped me to brush up on skills I was lacking."

"I think this course is very practical - people should be taught in school how to sell themselves, their skills, and their products."

"It helps me to put it all together."

"Contents were a little different than I expected."

"I have attended one or two-day workshop with excellent presenters. They got you really 'hyped up!' but after a week or two you are back to the usual old routine. The advantage of the present course is that it helps to maintain the change over a longer period of time."

"I have been in business for myself for about eleven years. I will finish this course, but I expected something different. I wanted more 'nuts and bolts', how to go about expanding my business, how to get additional capital."

College of DuPage The course was announced in the "Quarterly" of the college, which also contained the class schedule for fall 1979. A short description of the course content under the heading "Small Business" was included under the heading "Small Business" was included in the section "Potpourri of classes." A copy of the description is included in Addendum 5. The course was held as a series of four workshops each about 3 hours long. The set up of the classroom was formal. The instructor stood in front of the class, students were sitting in straight rows facing the instructor. Members of the project staff visited the third workshop. Twelve students, three men and nine women, attended this session. During the three hours, four sessions on "Innovation" and two on "Decision Making" were covered. In addition a guest speaker talked for about 10 minutes on the importance of a process approach to decision making. In the two earlier workshops a small business owner had spoken about his experiences, and an attorney had spoken on legal forms of organization.

The course description in the "Quarterly" addressed the following topics: characteristics of successful entrepreneurs, determining product and market, obtaining capital, choosing the legal form of organization, managerial planning, record keeping, financial management, advertising and promotion, employee and community relations, and sources of information and assistance. This goes far beyond the content of the curriculum materials. Since the content of the curriculum materials seems to be already more than could be covered in a series of four three-hour workshops, it was not surprising that the presentation suffered under an extreme time pressure. This accounted for some tension, short-cut discussions, and generally little student participation. The instructor showed some obvious bias about the materials. When his attitude was positive as



e.g. about brainstorming he contained examples from his own experience with examples from the materials; when negative or less prepared he seemed to be ill at ease with details and the ideas included. Due to time constraints an interview with the instructor was not possible.

However, he was contacted later by telephone. He commented that the materials are basically good although more appropriate for other target groups than the participating students who were mostly already self-employed:

#### Interviews with students:

Student A was at that time a teacher of pottery in a community high school and considered becoming self employed. She found out about the course from the class schedule. Her expectations were to get an overview about the details of starting a business, especially details about legal and financial procedures. Accordingly she found the presentation by the attorney most useful. Although she stated that she liked the goal planning sessions, her expectations were not met at this point. She expressed disappointment that the instructor had never been in business himself: "The material is presented too concentrated, too much in a hurry. Discussions and lectures by guest speakers are very much affected by time pressure. This goes for other classroom activities as well. Out-of-class assignments are not encouraged. Too much reading materials are handed out without being followed up by discussions. Project work was mentioned but not encouraged or required. None of the students is working on a project." In a final statement she said, "As far as I can see the materials are good but too much for 4 sessions and quite different from what I expected after reading the announcement."

Information obtained from interviews with eight other students was consistent with the statements above. All found out about the course from the "Quarterly" and said they were disappointed. Although they had positive remarks about the materials - e.g. "the material is excellent, but for a course, not a workshop" - they found that the intense time pressure did not allow follow-through on activities or follow-up on assignments.

In conclusion, the field test at the College of DuPage encountered problems for a number of reasons:

- the announcement of the course was misleading;
- too much material was covered. A reduction in the number of sessions from the curriculum materials would have decreased the time pressure somewhat;
- the lack of follow-up on the out-of-class assignments and the omission of the project work seem to have been unfavorable to the acceptance of the course by the students. These are important features of the materials;
- students did not receive personal feedback and time pressure prevented opportunities for adequate discussions from occurring.

Olney Central College: The course was announced in the class schedule for fall, 1979, and was also advertised in the local paper. The course was held in twelve two-hour sessions, and was offered for two hours of credit. The set-up of the classroom was formal. The course was attended by six students, three men and three women. Members of the project staff visited the ninth session of the course. The session dealt with motivation.

Despite the formal set-up, the atmosphere was relaxed. Five students attended the session.

Interview with the instructor: Art Mills, the instructor, commented that he liked the materials and thinks they are good. He stated that he regretted that preparation took more time than he could afford. He expressed that as a result, he was not always as well prepared as he would have liked. He also stated that he wished that some of the readings and activities were more "challenging", "academic" and that more activities were included. He got very positive responses from business persons in the community who were willing to serve as resource persons. Although he offered support to the students in their project work, students acted quite independently in choosing their project areas. During the interview it became clear that some of the suggestions in the materials had been overlooked. This indicated that guidelines for instructors and these suggestions in particular should be made more accessible to the instructor.

#### Interviews with the students:

All five students in attendance were interviewed. Four of them were already self employed, either part time or full time. One was planning to become self employed in the near future. Three found out about the course from the class schedule, one from the advertisement, and one was advised by the instructor. They expressed that the materials seemed to be good and worthwhile, but the parts of them were too general. It was suggested that more case studies and occupation-related information would be helpful, as well as more lectures by guest speakers. Some found that the outcomes of some of the tests and activities were not explained adequately. Of the assignments, the "obituary" was received especially favorably. One of the critical incidents was perceived as being un-

realistic. Some of the students expressed disappointment because they expected a business management orientation. However, all of them were enthusiastic about their project work, although they described it as time consuming and work-intensive.

Communiversality at the YMCA/YWCA at the University of Illinois at Champaign-Urbana. The class, Skills for Self Employment was offered on an experimental basis at the YMCA-YWCA through the Communiversality program. Communiversality is a program sponsored by the YMCA-YWCA designed to integrate and bridge the gap that often occurs between the community and the university. Independent people who have different skills offer a number of courses for a period of weeks. The courses appeal to recreational, avocational and personal growth pursuits of people in the community. They are attended mostly by university students. At the outset the instructors were advised that attendance generally decreases as the work pressure in university classes increases during the later part of the semester.

The class was announced in an attachment to the communiversality class schedule brochure for fall 1979. The course was held in weekly 2½ hour sessions. Eight students registered for the course. Class attendance varied greatly. The setup was in conference room style. While the activities and other materials were received enthusiastically by students, attendance became erratic as had been advised at the outset.

The Communiversality does not seem to be a generally favorable setting for this type of course. The activities require commitment and follow-through from students. This cannot be expected in a setting which attracts students likely to have other priorities.

Workshop. In November 1979 a workshop was held at the University of Illinois which was attended by Jerry O'Bryan (instructor, Danville Area Community College), Art Mills (instructor, Olney Central College), Arthur Miller (instructor, Olney Central College), Thomas Scanlan (instructor, project-coordinator), Nancy Flexman (instructor, project staff member), Christian Lettmayr (project staff member-evaluator). The purpose of the meeting was to discuss the experiences of the field tests and their impact on the revision of the curriculum materials.

It was generally agreed that the announcement and description of the course are very important. Since it is a new course, students might come to class with wrong expectations if the course description is inaccurate or ambiguous.

Some of the instructors had difficulty with the organization of the materials resulting in some omissions and misunderstanding. This was the reason for the reorganization of the materials and the introduction of graphic symbols in the revised edition.

Different methods of student evaluation were discussed. Consequently a student assessment inventory was incorporated into the final edition of the materials.

The instructors agreed that including examples from their own personal experience helped to liven up the course. Because of the personal character of the skills, instructors should be able to find adequate examples. Their effect of livening up the course seems to be very much dependent on the instructor.

It was decided that the desire for more technical information mentioned by some students could be best satisfied by emphasizing the integration of management and entrepreneurial skills. As a result readings

in management skills and questions relating to the out-of-class activities have been added in the revised materials.

The discussion of the materials, session by session, led to the reformulation of some parts and improvement of the explanations of some of the activities and their evaluation.

All instructors attending found their experience with the materials and the students in the course a predominantly positive one. All of them intend to teach it again and to promote its implementation in their colleges.

## REACTIONS, EXTERNAL VALUATIONS AND CRITIQUES

Exerpts and questions from letters regarding the field test version of the materials are included below. The comments from ten sources represent a sampling of evaluative feedback received by the project staff. Many more reactions have been received verbally. These comments assisted project staff in revising the materials, and considering possible audiences for dissemination.

From: Edwin W. Berg  
Professor of Business  
Moraine Valley Community College  
Palos Hills, Illinois

"Many thanks for allowing me to take part in critiquing your proposed course in Entrepreneurship. I think the idea is an exciting one and particularly today when so many students feel that they are being squeezed out by the system. The following may be of some help having taught a similar course at Moraine, and having taught a Graduate Course in Marketing at the University of Chicago.

"I think your outside resource material is far too inadequate to really dig into the nature of a good entrepreneur. Two-one hour sessions with a single resource person will give an inkling of the nature of entrepreneurship and may give a few promises and caveats but I think it would be a better and give a broader base if the student were to see at least four different entrepreneurs for one hour each. In selecting the entrepreneurs it would be a good idea to get a variety of businesses and a variety of

entrepreneurs, particularly by a groups. If this is not feasible then it would be a good idea to bring more businessmen to class for the benefit of all. Another possibility is to take your TV recording equipment out and to interview entrepreneurs so that several students may benefit.

"In doing outside research it might be a good idea for students to look for the duties of an entrepreneur. Perhaps they could trail an entrepreneur around for one day and keep a diary on their activities. It would give a more realistic picture of the obligations of an entrepreneur than a brief interview.

"Further, it should be made clear to the student that all jobs involve a responsibility and accountability to someone. I have enclosed a brief outline of some of the groups (individuals) that any entrepreneur would have to deal with in a typical business. The freedom is in taking the good or bad results of ones own activities. Perhaps this could be incorporated into your section on decision making. I frequently use this myself in outlining a general business or small business class."

From: Erna O'Connor  
 Coordinator  
 Marketing and Management  
 Kishwaukee College  
 Malta, Illinois

"Thank you for including me in your project on Entrepreneurship Education. You certainly have a great project -- it is exciting to be a part of the implementation. When an idea is right -- it seems to be developing simultaneously across the country. We are happy to share our materials and ideas with you.



"Following are suggestions for additional materials, ideas for activities, and some of our experiences....."

2. Developing and Maintaining Community Resources: . . .

I feel it is wise to bring community resource people on campus to address a group whenever possible -- rather than asking them to do it as a one-to-one situation. Most of the people serving as resource personnel make \$35,000 - \$50,000 a year -- this is about \$17.50 to \$25.00 an hour. If their information can possible be shared by a group and they receive a small honorarium for the visit -- you are more apt to have them on a repeat basis. When it is necessary for one-to-one, I feel they should be paid a good hourly rate and that the student be made well aware of not abusing the privilege.

3. Preplan Your Visit to Resource Person:

a) Sample resume and cover letter enclosed. When it is appropriate to send the student to visit a business office, we send a resume with the letter of introduction. It is helpful to the business person to know 'where the student is coming from.' The resume, of course, has many useful purposes for the student after this visit: . . .

4. Other Recommended Materials, Suggestions, Etc.:

I have included a newspaper story 'Time runs down for family dream,' Dorothy Collin, Chicago Tribune, Sunday, March 11, 1979. This story might be an interesting case -- does this family really have the internal control at this time to start in a business or are these misfortunes really stalling devices? Could they have their "act together" and be in business rather than spend so much time on the appointments if they were really ready to go?

5. Entrepreneurship Advisory Committee -- each program adopted should have an advisory committee. Their functions could include: recruiting speakers for LEVEL I, finding resource people for LEVEL II, promoting the program in the community, advising on course content and materials used, and evaluation of the program. . . .
6. Evaluation: LEVEL I and LEVEL II. Today, with mal-practice suits so popular, a course outline should be looked at as a quasi-contract between student and institution. It is wise to spell out methods of evaluation and policies on attendance, tardiness, and participation. Some suggestions for evaluation:

LEVEL I:	Student Journal . . . . .	40%
	Out-of-Class Assignment . . . . .	50%
	Class Participation : : : : : . . . . .	<u>10%</u>
		100%
LEVEL II:	Self Evaluation Sheet . . . . .	10%
	Student Project (Question) . . . . .	70%
	Class Participation : : : : : . . . . .	10%
	Community Resources . . . . .	<u>10%</u>
		100%

7. Small Business Administration -- whenever possible, use Small Business Administration materials and resource people. If you refer to SBA specifically in outlines, catalog descriptions, newspaper promotions, etc., it will supply you with a great amount of material -- films, workbooks, speakers on latest legislation, etc.: . . .
- Peter Drucker is an advocate of developing entrepreneurial talents in executives of large organizations. So few will be "managers" today --far more will be doers -- the real entrepreneurs! Out of every ten

college students, Peter Drucker says, nine will work for the large organization. Of this group, only two or three will be "managers" -- getting work done through other people. This is why your program is so exciting -- we must prepare a great many more people to find fulfillment in being doers -- entrepreneurs -- that's where the excitement is!

Your program has tremendous potential -- I hope to keep in touch!"

From: Sidney M. Bernstein  
 Professor of Business  
 Chicago City College  
 Chicago, Illinois

"I am interested in such material because I visualize it as an adjunct to work study or coop courses which have a dearth of text material suitable to such a course.

"I think you should change the term 'Internal Control'. When I first read it I perceived it - in the context of entrepreneurship - to be control within the firm. What the content covers, of course, is personal self control.

"Page 3 of the instructor's guide presents the traditional parts of management theory as does the presentation of material concerning goals. This probably will be familiar to some students in a business-oriented curriculum Level I; however, seems to emphasize personal attributes the student should learn.

"I must compliment you on the organization of the material. Because of the pioneering aspect, I would expect faculty to expect much assistance. The provision of transparencies, handouts, and class activity

guides are valuable here. Will there be offered session by session as you have done, or prepared in-kind clusters, i.e. an activity book for all sessions made available to the students? I like the idea of a student activities/readings text.

"Level II, it seems to me, will be the level on which the course will succeed or fail. When you indicate the textual material in "small business" area you probably recognize that the community college student will probably be exposed - at least - to topics listed in level 2 in other classes. If this course is also a co-op or work-study related, as well as for those in their own businesses, the materials here will have to be closer to the personal situation of the student than is usually found in such texts.

"I would encourage caution in the area on Level II which may relate to entrepreneurial risk taking (a topic equally as important as internal control and risk). If the resource person(s) play too strong a role (employers?) entrepreneurial risk never becomes the student's problem. Also I would hope the program - and its relation to resource persons - does not become an older Junior Achievement.

"Yes, I would be interested in what happens next on this project."

From: Grant Moon  
Advocate for International Relations  
Small Business Administration  
Washington, D.C.

"Your 'Methods and Materials for Entrepreneurship Education' arrived this afternoon and I was fascinated by the format and the content. Some years ago as a university professor I assigned a pragmatic project to retailing students to go through the steps of establishing a retail store:

This was received by some students as a terrific opportunity and by others as a headache; but when the projects were completed most of the students were enthusiastic about it.

"It seems to me that the procedures, format and content of your materials, while voluminous, present a bridge between the classroom and the business world: the special assignments, the resource persons and the application of the materials by the student to meet his own interests and background.

"With reference to my comment on the package, I would offer the following:

a. There are some duplications - for example the list of areas related to starting and operating a business are found in three places. (Repetition may be desirable) and also they are in different segments.:

b. The illustrations are very good that these could be expanded or added to as experience dictates.

c. The format is preliminary and could be made easier readings by use of headings, different colors, different and size of type, and other methods which you are undoubtedly planning for the final printing.

d. The workbook approach has appeal and the student responses are an interesting addition."

From: Patricia Christell,  
Instructor  
Moline Adult Learning Center  
Moline, Illinois

"Entrepreneurship Education has provided a well-structured addition to my program in paraprofessional training for human services. Working from

the basic premise that in order to function as an effective helper, one must also be an effective person, created a need for sequential program to focus on self-awareness and when necessary, change. The availability of the materials for this exact purpose was invaluable to me and my students. Many of my students were very weak in their written communication skills and the journal requirement tended to make them more comfortable with writing in general and this was clearly demonstrated in a marked improvement in their written assignments for this aspect of the program as well as the other portions of the course.

"Although the entire program was important in the developmental progress of the students, I feel that the two most valuable sections in Stage 1 were the sections on Inner Control and Human Relations. I found it very revealing to see how the students became aware of their own power to control their lives, something quite foreign to most. The defeatist or defensive attitudes in many seemed to break down as they began to be accountable for their own lives and the accompanying successes or failures. Mistakes became a means of learning rather than an excuse for quitting. They became aware of these tendencies in themselves and others as well. They learned to confront each other when negative games were played. These confrontations were at times gentle and at other times quite brutal. The common feature however, was always care and concern that the individual was not sabotaging his own life and giving up his inner control to others or the fates. The activities themselves served to give the student a concrete manner in which to evaluate himself and provided excellent material for further discussions.

"The materials in human relations had a weakness as far as our program was concerned. If communication was to be verbal, the nature of the activities tended to focus more on reading and not as much on actual practice at becoming better. Although the articles were interesting, they tended to be a bit too theoretical and the students did not respond as well as I felt they should. Many of the gaps were filled in by other parts of the program in paraprofessional training and perhaps this return to a theoretical approach was what caused the students to be uninterested. In the area of leadership, most of the class was far from this refined ability and they were simply emerging as individuals at this stage and were not yet ready to take on the responsibilities of leadership. Within the class, leaders did develop, however these leaders tended to be the older students of the class, who were given this role more out of respect than leadership abilities. (The students ranged in age from 19 to 52). In addition, one student had worked for several years in the field of human services and his expertise became a living textbook for the students. His recollections of case studies became more relevant than the material in the entrepreneurial education chapter. I feel that I may change the order of the program for the next class, placing Human Relations after Inner Control. Perhaps this will eliminate some of the difficulties we encountered this first time.

"Innovation was difficult for the students to apply for they continuously attempted to associate the material with concrete materials. It was difficult to see how they would apply this aspect to their work with individuals. Eventually, they were able to see how when they were helping an individual determine alternatives for problem solving that they were indeed having to use their skills in innovation. It was interesting

for me to see how limited the students were in their ability to brainstorm and come up with new ideas. As their own self-confidence increased however, there was an accompanying increase in this ability as well.

"Decision making was an excellent means for the students to become more aware of themselves. I intend to spend more time in the next class on the attitudes and approaches to decision making in order that students can recognize these qualities in their clients in the future as well as themselves. This will of course help them make decisions on what method will be most valuable in helping others.

"Stage 2 of Entrepreneurship Education was very valuable to me. The students were required to spend four weeks in a field experience, working four days each week, six-hours a day in a human service agency. Rather than making it a simple work experience, students were able to tie the materials they had learned in class to what was happening in the human services world. I felt more confident about what they were doing, and it gave them some direction in their practical project. The areas they chose to focus on for themes included: Brokering, Outreach, Advocating, Mobilizing, Counseling, Consulting, Rehabilitating, Information Collection, and Information Management. The specific types of field experiences available this time were (specific agencies) Rock Island County Council on Alcoholism, Freedom House (drug abuse clinic), Skip-a-Long Daycare, SKILLS, (Rehabilitation workshop for the handicapped), Project Now (Elderly Services and Food Stamp program assistant), Lincoln-Irving School (working with the Hearing Impaired child). The agencies were very supportive of putting students to work in fulfilling jobs and not in time-consuming busy work. They were given responsibilities and were able to do well in their jobs. At this time, one student has been asked to



apply for a job in the agency due to the performance during this field experience. Hopefully, other students will be offered similar applications.

"Because I am required by one department to administer tests, I found the variety of evaluation materials equally invaluable. When you have students six hours a day, the amount of time and energy available for out of class preparation becomes limited.

"As a general evaluation of the program, I felt it excellent and very easy to adapt to the specific needs of my program. I feel that any teacher could adapt it with similar ease. The reading level is appropriate. Although it is not too difficult, it does not offend the student as being too easy. I feel the critical incidents and the supplementary readings fall into the same category.

"In conclusion, I found the program to be extremely helpful in my program and will be using it again with my next class beginning 5-12-80.

"Below are some specific comments given by participants in the last class.

'The materials forced the surfacing of old hostilities within myself which I was forced to openly deal with. It was time to learn who is in control of my life.'

Reactions to obituary activity:

'I would not write this assignment because it was like putting out a contract on myself.'

'I wrote the obituary on the wall in the linen closet where no one can see it. On paper, my own death became too real to me.'

'Reality perception has caused me to look at old goals, evaluate them, and decide whether or not to change those goals. I never bothered before.'

'Goals to me are responsibilities. They do not need to be written. They need to be done.'

'I live one day at a time since my heart surgery. I don't see a need to plan far ahead. I make my decisions based on past experiences and deal with life one day at a time.' (Student is 50).

'The contract forced me to do something that I hadn't followed through on before. It was nice to see the job accomplished.'

'If assumptions are a 2-word for common sense, it is easy to understand how faulty assumptions get in the way.'

'You can't learn without mistakes, and you don't make mistakes unless you take risks, so if you want to learn, you MUST risk.'

'I used to think so much, I never did decide.'

'I always used my gut reaction, and those reactions were not always too wise.'

"Thanks to the program, I am not a shy little girl who always let every-one else make all the decisions in her life. I now am not afraid to say what I think and make my own decisions. I am now responsible for me, my life, and what happens. Good or bad, it is my decision, and now I am strong enough to live with what happens and learn from it."

"I think the students speak for themselves. The program works."

From: Judy Murashige  
 Project Assistant  
 Department of Secondary Education  
 Southern Illinois University  
 Edwardsville, Illinois

"Thank you very much for the materials on Entrepreneurial Skills. They are excellent. In studying them from the perspective of teaching women entering school after a prolonged absence I find the sections on Inner Control and Decision Making the most applicable. Generally these women need guidance and support in dealing with these fundamental issues before they are prepared to expand their horizon to include the kind of thinking necessary in the sections on Innovation and Human Relations. Frequently the skills and talents they perceive themselves as having fallen into a somewhat typical "homemaker" category. In exploring possible use of their talents in the business area they are likely to select areas such as craft, knitting, or material shops. After deeper insights into themselves have developed, they are more able to consider untraditional areas in business.

"A smaller audience which I deal with involves the woman, often a displaced homemaker, who has her own business. (example: A beauty

shop) As programs develop nationally for the displaced homemaker I see a real need being met for this audience with the use of your materials.

From: Robert Scharsich  
 Cooperative Work Training  
 Wheaton North High School  
 Wheaton, Illinois

"I feel it has been my privilege and honor to be able to use your Entrepreneurial skills books. I have tried to break some of the units down to specifics:

"Inner Control - The Levenson's attitude statement was hard to follow in the scoring. The students enjoyed the stories about taking calculated risks; it brought a realism about calculating risks.

"Long Term Goals - This section we shortened because the high school students are not ready for placing goals that far in the future; the short range goals were realistic. The guidelines for setting goals made it easier for the students and it put goals in a perspective that the students were able to understand.

"Confidence Building was one of the better units for the students. We brought in some outside information along with the material for the book. The question of what is a contract came up so we spent time explaining what a contract was. This was a short unit but I felt it proved to be beneficial.

"Reality and Innovation were lumped as the same unit. After going through the exercises in the book, some of the students were asking "how do I get to where I want to go". It created some good discussions in class.

"Decisions - The questionnaire on decision making seemed to go flat. I thought I would be able to draw some students into a class discussion with this, but it didn't work. After we got into the unit the discussion picked up and questions came out, especially on the four approaches to making decisions and the five step guide for making decisions. We started the decision making work sheet but dropped it; either the high school students weren't ready or I didn't approach the material correctly.

"In the Human Relations section, the students related to it very easy, the handout on perceptions of self seemed to go over big. In some cases it was the first time a student looked at themselves as others saw them. We took the "Hollands" test and pinned on their forehead if they were IRA or whatever. It was fun and was also informative to the students.

"The Communication Skills was informative but it wasn't received with a loud applause. I feel the next time I present this material, I will approach it in a different manner.

Supplementary - A group of three students had to set up their own business. They first had to decide on what type of business and why - site selection, finances, how many employees, what their duties would be, budget for the first year, yearly income projection and how they arrived at this. The students used the supplementary material supplied and found valuable information. They spoke with resource people from the community.

"Overview - I feel the material was excellent. I made some mistakes which I will correct next time I go through this material. One mistake was having too large a group. I was working with two groups; the first group was thirty and the second was twenty-five. I feel that 15 to 20 would be a nice size group to handle.

"The positive points that came out of this material was that some of the students now have a goal to work toward; it has put education into some perspective with the students' lives. I feel that this material can be used with people from 16-60. There is enough information to go into depth on a subject or it can be spread into parts.

"Again, I wish to thank you for sharing your information and material with me and I can assure you I will continue to use with my classes in the future."

From: Philip A. Neck  
 Chief  
 Small Enterprise Development Section  
 Business Management Division  
 International Labor Office  
 Geneva  
 Switzerland

"This project proposal as outlined is both interesting and timely since the International Labour Office is presently reviewing national training methods and materials which could have applications for promoting entrepreneurial behaviour through vocational training programs. In particular, the proposal appeals since it appears to lend itself to a modular approach which would blend with the I.L.O.'s current modules of employable skills program. In many respects, this approach recommended in your proposal should supplement other training aspects which the I.L.O. is also presently reviewing. Furthermore, the field of entrepreneurship education is unquestionably a much neglected one. In spite of requests from virtually all member states the I.L.O., until now, has not been able to suggest

appropriate training materials and methods for educating in entrepreneurship. Additionally, this particular proposal merits encouragement because it focuses on developing appropriate curricula which seems a logical place to start in this relatively new field. I note that teaching methods will follow as a later phase in this overall program.

"As suggested earlier, the main feature of the project, to my mind, is that it goes a good way to overcoming many of the problems posed by the 'missing link' thrown up in previous entrepreneurship studies, namely the supply of entrepreneurship training materials. Although much research has been carried out to identify the characteristics of entrepreneurs, the literature sadly neglects this important aspect of how to develop people to become entrepreneurs. I am confident that this project is a step in the right direction to help remove the obvious gap in vocational and management development programs.

"Whereas this approach of presenting entrepreneurship education materials is for the post-secondary level, may I also suggest that because so much present emphasis on entrepreneurship development seems to be a post education phenomenon where attempts are made to promote entrepreneurship qualities in people presently in the labour force and long since departed from the more formal educational activities; then if entrepreneurs are in their formative stages, namely during their formal education years.

"I certainly agree that the central theme of personal causation must be taken as the focal point of the whole project proposal, by emphasizing it continuously.

"The proposal has at least one novel approach in that it builds from the conceptual to the practical level. This differs from approaches adopted by others in this field who seem to be sold on the idea that con-

ceptual activities should be drawn from real-life or experimental situations with a result that practical instances are emphasized with only a few conceptual ideas being drawn from the experience so gained. I don't think it is at all illogical that the conceptual stage could or should precede the practical application as proposed in this project.

"Throughout this project proposal the logical sequencing of events provides the overall impression of a balanced research proposal which ought to bring to light many useful applications for entrepreneurship educational programs. I believe and hope they will not be confined to post secondary education levels only, but should find further application in secondary and even primary levels in helping to develop the particular entrepreneurial qualities required by a future workforce, be they in public or private employment."

From: Nick Heald, Director  
Career Guidance Center, Region 5  
Oregon, Illinois

"I have been using much of the materials in my business/management internship. This is a work-related class where students are placed in training stations. . . . The supplementary materials and some of the activities have provided some basic structure for these seminars. The students have had many favorable comments - especially on the readings. Next semester I want to use even more of the "Entrepreneurship Materials" in this class. Many of my interns are employed in Small Businesses so I think the materials are especially useful here."



From: David Pierceall  
Business Management Instructor  
Kaskaskia College  
Kaskaskia, Illinois

"(The materials) would prove useful in clarifying my thinking and studying of the career development process, particularly as it finds fruition in 'self-placement'. I am excited and encouraged by the work you are doing."

The formative evaluation included a pilot field test, field tests, and review by outside people. The evaluation methods revealed certain strengths and weaknesses in the materials. Data from the formative evaluation were used for diagnostic purposes to provide information for changes, improvements resulting in an improved product. The summative evaluation, which will be complete during Phase IV will judge the value of the final product.

ADDENDUM 1

PARKLAND COLLEGE  
COURSE OUTLINE

It is the responsibility of the faculty, working with the administration, to develop general course outlines. These outlines describe courses, identify course objectives, and are used as guides to help insure that the students enrolled in multi-section and sequential courses will have an equal opportunity to reach designated goals. (This applies to all courses.)

Course Prefix and Number GSII 711 Class Hours 3 Lab Hours 0 Credit Hours 3

Course Title Skills For Self Employment

I. Description of Course:

A. Catalog description of course (may be less, but not more than 40 words).

Decision making, risk taking, reality perception, and other entrepreneurial skills, are explored and applied to the different aspects of small business. Successful business owners will cooperate with students to provide first-hand knowledge and experience in specific area of small business management.

B. Prerequisites (and special conditions for enrollment, if any).

None although BUS 117 is recommended. (*Small Business Management*)

II. Textbooks and Materials required:

Siropolis, Nicholas C., Small Business Management - A Guide to Entrepreneurship  
Houghton-Mifflin, 1977

III. Methods of Presentation: (Special facilities and equipment needed to support course.)

Classroom Activities

Student Projects

Involvement of community business people on a voluntary basis. *25*

Lecture-Discussion

Small Group discussions

IV. Methods of Evaluation:

1 large or 4 mini projects (Depending on student needs) graded on newly learned skills applied to project

Quizzes

Class participation

Final paper

Name: Paul C. ... 12-18-78

Paul C. ...

12-18-78

Grade: ...

Grade: ...

Date: ...

BEHAVIORAL OBJECTIVES	TOPICAL OUTLINE	SCHEDULED TIME
<ol style="list-style-type: none"> <li>1. Students will become aware of their current beliefs in internal control, control by powerful others, and control by chance.</li> <li>2. Students will clarify their long term goals by comparing two self-written "obituaries".</li> <li>3. Students will develop their goal setting skills by becoming familiar with guidelines for setting goals.</li> <li>4. Students will learn and practice a technique for building self confidence.</li> <li>5. Students will distinguish between assumptions which are useful and those which can impair reality perception.</li> <li>6. Students will analyze their risk-taking styles.</li> </ol>	<p>I. Internal Control</p>	
<ol style="list-style-type: none"> <li>1. Students will consciously practice the "listing" method for stimulating new ideas.</li> <li>2. Students will produce innovative ideas to solve a problem through the brainstorming technique.</li> <li>3. Students will practice the "checkerboard" technique to generate innovative combinations.</li> <li>4. Students will practice the "part-changing" method of producing new ideas.</li> </ol>	<p>II. Innovation</p>	
<ol style="list-style-type: none"> <li>1. Students will examine their present styles of decision making.</li> <li>2. Students will examine how collecting and organizing information can improve their effectiveness in making decisions.</li> <li>3. Students will identify and apply four approaches in making decisions.</li> <li>4. Students will practice using a step-by-step guide for making decisions.</li> </ol>	<p>III. Decision Making</p>	

BEHAVIORAL OBJECTIVES

TOPICAL OUTLINE

SCHEDULED TIME

1. Students will develop an understanding of how their career aspirations relate to their needs.
2. Students will gain an openness of the tendency to be more critical of other people than they are of themselves.
3. Students will identify ways of improving their communications skills.
4. Students will become familiar with the advantages and disadvantages of three different patterns of communication.

The students will apply self employment skills in the community by planning and completing one major product or 4 mini projects in one or more of the following areas:

- a. Deciding on a product and market
- b. Selecting a location
- c. Obtaining initial capital
- d. Choosing a legal form of organization
- e. Recordkeeping
- f. Credit and collection
- g. Advertising and sales promotion
- h. Employee and community relations
- i. Insurance

IV. Human Relations Ability

V. Application of Skills For Self Employment

ADDENDUM 2

Marcia Reed, Coordinator  
Community Information Office  
(217) 351-2238  
December 21, 1978

**PARKLAND COLLEGE**  
2400 WEST BRAULEY AVENUE CHAMPAIGN, ILLINOIS 61820 217/351 2200

FOR IMMEDIATE RELEASE

**NEWS RELEASE**

**COURSE FOCUSES ON SELF EMPLOYMENT SKILLS**

Parkland College is offering a special general studies course during the spring semester entitled "Skills For Self Employment." This course complements the Small Business Management course already being offered.

Decision making, risk taking, reality perception, and other entrepreneurial skills will be explored and applied to the different aspects of small business. Successful business owners will cooperate with students to provide first-hand knowledge and experience in specific areas of small business management. The course is designed for both those people already in business and those who are considering starting their own business.

The class will meet on Mondays from 7-9:45 p.m. in X227 at Parkland College beginning January 22.

Registration by mail is possible until January 8. Forms are available in the Spring Timetable which was mailed to every household in District 505 or by calling the Parkland College Office of Admissions and Records. Registration on campus for part-time students is on January 16-17 from 11:30 a.m.-2 p.m. and 6-8:30 p.m.; and January 18 from 4-8:30 p.m.

ADDENDUM 3





**Danville Area Community College**

September 24, 1979

The Electric Service Company  
R.P. 1  
Ridgefarm, IL 61870

Dear Manager:

Have you felt the need for better control of the personal skills necessary for your business operations? If so, we have a course that can help you improve your business skills. The Business Department of DACC is offering a new class in skills for self-employment.

Skills for Self-Employment is a course for people who are considering going into business or improving their skills in time-management. You will learn the personal skills needed in order to be an effective entrepreneur. Examples of these skills are innovation, decision making, planning and setting goals, human relations, and risk taking.

Your course will include opportunities to learn and practice entrepreneurial skills. In addition to classroom activities, you will meet and talk with experienced business owners in the community.

Your class will meet on Wednesdays from 6:00 - 8:15 P.M. starting September 26, 1979 in Room 9-205 on campus. You may register in the Administration Building, DACC or by calling the registration office at 443-1811 Ext. 339. The course, BUSEM 200 NZ, is a college credit course carrying 2 semester hours of credit with tuition being \$13.50 per credit hour. The college credit is applicable toward an associate degree in Business.

If you would like further information, please call us at 443-1811 Ext. 330 or 314. Remember, an investment in YOURSELF is the best investment you can make.

Sincerely,

Larry Hinkle, Chairman  
Business Department

Jerry O'Bryan, Course Instructor  
Business Department

bd



Danville Area Community College

Course Outline

<u>Enterprising Skills for Self-Employment</u>	<u>3</u>
Course Title	Credit (Lec/Lab)

I. Course Description (subject matter covered):

This course compliments the small business management course. Decision making, risk taking, reality perception, and other entrepreneurial skills, are explored and applied to the different aspects of small business initiation. Successful business owners will cooperate with students to provide first-hand knowledge and experience in specific areas of small business management.

II. Course aims and objectives:

Entrepreneurship education is concerned with developing and applying a number of personal skills, such as internal control, innovation, human relations ability, planning and decision making. While these skills are assets in many walks of life, they are of special significance to those interested in owning and operating their own businesses.

The entrepreneurship education course is designed to facilitate the learning and application of entrepreneurial skills at two levels. At both levels, the cognitive, affective and behavioral aspects of entrepreneurship are addressed.

At the first level, students are involved in both class and out-of-class activities. The purpose of the class activities is to introduce students to the concepts and skills of entrepreneurship. The out-of-class activities provide students with an opportunity to apply entrepreneurial skills to specific events in their personal lives. The skills are treated as an integrated group rather than as a collection of isolated items. As each new skill is introduced, it is related to previously learned skills.

At the second level, students are given an opportunity to apply entrepreneurial skills to start-up phases of owning and operating a small business. Students help design and carry out a number of projects. Examples of project themes are: determining a product or market, selecting a location, obtaining initial capital and credit and collections. While one important outcome of these projects is the gaining of information regarding business start-up, primary emphasis is on applying the skills introduced at the first level.

Projects are community oriented in that they are implemented by students with the help of resource persons in the community. Prior agreement is obtained from the resource persons to take in the program. Contact between resource persons and students is on a one-to-one basis. The weekly class sessions at the second level are used to discuss project development and implementation, to give assistance to students in solving problems they encounter and to carry out additional learning activities related to business start-up.

A number of projects are pre-designed to familiarize students with the project method. However, the focus of the course is to go from a situation which is structured for the students to a situation which the students structure for themselves. In this way, students gradually take responsibility for their own learning; an important element in entrepreneurship education.

### III. Objectives & outline of course:

#### A. Internal Control

1. Students will become aware of their current beliefs in internal control, control by powerful others, and control by chance.
2. Students will clarify their long term goals by comparing two self-written "obituaries".
3. Students will develop their goal setting skills by becoming familiar with guidelines for setting goals.
4. Students will learn and practice a technique for building self confidence.
5. Students will distinguish between assumptions which are useful and those which can impair reality perception.
6. Students will analyze their risk-taking styles.

#### B. Innovation

1. Students will consciously practice the "listing" method for stimulating new ideas.
2. Students will produce innovative ideas to solve a problem through the brainstorming technique.
3. Students will practice the "checkerboard" technique to generate innovative combinations.
4. Students will practice the "part-changing" method of producing new ideas.

#### C. Decision Making

1. Students will examine their present styles of decision making.
2. Students will examine how collecting and organizing information can improve their effectiveness in making decisions.
3. Students will identify and apply four approaches to making decisions.
4. Students will practice using a step-by-step guide for making decisions.

#### D. Human Relations Ability

1. Students will develop an understanding of how their career aspirations relate to their needs.
2. Students will gain an openness of the tendency to be more critical of other people than they are of themselves.
3. Students will identify ways of improving their communications skills.
4. Students will become familiar with the advantages and disadvantages of three different patterns of communication.

#### E. Application of Skills for Self Employment

The students will apply self employment skills in the community by planning and completing one major product or 4 mini projects in one or more of the following areas:

- a. Deciding on a product and market
- b. Selecting a location
- c. Obtaining initial capital
- d. Choosing a legal form of organization
- e. Recordkeeping
- f. Credit and collection
- g. Advertising and sales promotion
- h. Employee and community relations
- i. Insurance

IV. Instructional techniques utilized (lecture, labs, films, outside reading, etc.):

Classroom Activities

Student Projects

Involvement of community business people on a voluntary basis.

Lecture-Discussion

Small Group discussions

Homework required:

V. Methods of evaluation (tests, projects, discussion, etc.):

1 large or 4 mini projects (Depending on student needs) graded on newly learned skills applied to project

Quizzes

Class participation

Final paper

VI. Reference materials (Text, films, magazines, newspapers, etc.). Please list:

Deciding on a Product or Market

MA 187, SBB1, SBB2, SBB9, SBB12, SBB13, SBB42, SBB55, SBB64, SBB66, SBB77, SBB89.

Selecting a Location

MA201, SMA143, SMA152, SMA154.

Obtaining Initial Capital

MA170, MA235, SMA147, OPI-18.

Choosing a Legal Form of Organization

MA223, MA231.

Recordkeeping

MA220, MA229, SMA126, SMA130, SMA142, SMA144, SMA155, SMA166, SBR15.

Credit and Collection

MA232, SMA139, SBB31.

Advertising and Sales Promotion

MA194, MA199, MA203, MA230, SMA111, SMA121, SMA124, SMA160, SMA161, SBR79.

Employee and Community Relations

MA191, MA197, MA208, MA238, SMA128, SMA145, SMA162, SMA163.

Insurance

MA222, SMA148.

Business Planning

MA218, MA221, SMA150, SMA153.

This list will help students refer to materials when planning and completing projects:

VI. Reference materials: (continued)

Other materials required:

University of Illinois - DAVTE - IOE Entrepreneurship Education Project materials

Gerald O'Bryan

Instructor Preparing This Outline

11/15/79

Date

ADDENDUM 4

Continued

Interview - ScheduleInstructors

1. How was the course announced? (Advertisement, paragraph of the Timetable, personal letters, etc.)
2. In which format is it held? (Seminar, Workshop, etc.; Number of hours, weeks):
3. How many students did sign up for the course?
  - 3.1 Characteristics of the students?
  - 3.2 How many students dropped th course? (Reasons?)
4. How useful did you find the material for classroom presentation?
  - 4.1 What did you consider as the strongest, what as the weakest points of the program?
5. How do you evaluate the performance of the students?
6. How do you perceive the responses of the students?
  - 6.1 To the presentation?
  - 6.2 To the classroom-organization?
  - 6.3 To the material itself?
  - 6.4 To the discussions?
  - 6.5 To other classroom activities?
  - 6.6 To the out-of-class assignments?
  - 6.7 To the project-work?
  - 6.8 General remarks?

Type of School

Instructor (major subjects in the past):

Interview ScheduleStudents

Personal data:

1. How did you find out about the course?
2. Why did you sign up for the course and what were your expectations?
  - 2.1 Are your expectations, so far, fulfilled?
3. What was, so far, most valuable, what most disappointing for you personally?
4. Please criticize in detail:
  - 4.1 Teachers performance
  - 4.2 Classroom organization (format, time, room, fellow students)
  - 4.3 The material itself
  - 4.4 Discussions
  - 4.5 Other classroom-activities
  - 4.6 Out-of-class-assignments
  - 4.7 Project-work
  - 4.8 General remarks
5. Do you have any further suggestions?



ADDENDUM 5

# College of DuPage

# QUARTERLY

including Fall 1979 Class Schedule

## Potpourri of classes.....

### Small business

**YOU HAVE PROBABLY** had visions of one day being able to operate your own business. If you could, how would you rate as an entrepreneur? Do you know what the advantages and disadvantages are of owning a small business; and what are the factors that affect success and failure?

These and other questions will be the basis for a series of workshops to be offered this fall at College of DuPage. The planning of the new series has been made in conjunction with a committee consisting of small business owners and managers.

**INDIVIDUAL WORKSHOPS** will deal with such topics as: characteristics of successful entrepreneurs, determining product and market; obtaining capital; choosing the legal form of organization; managerial planning; record keeping; financial management; advertising and promotion; employee and community relations; and sources of information and assistance.

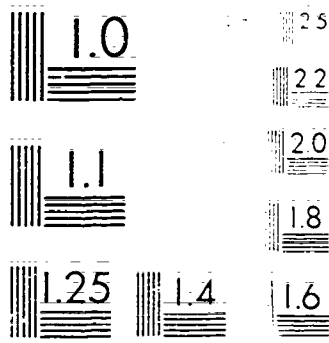
Registration material and additional information may be obtained by calling 855-2800; ext. 2047 or 2048.

APPENDIX B

<u>Publishers</u>	<u>Material</u>	<u>Location</u>	<u>Conditions</u>
A & W Publishers, Inc. 95 Madison Avenue New York, N.Y. 10016 (212) 725-4970	"Obituary" from Simon, Howe & Kirshenbaum <u>Values Clarification</u> , 1972, pp. 311-314	<u>Learning the Skills</u> , Inner Control, Session 2	fee: \$60:00 one-time usage only send 3 copies
Argus Communications 7440 Natchez Avenue Niles, Illinois 60648 (312) 647-7880	Cambell, David: <u>Take the Road to Creativity and Get Off Your Dead End</u> , 177, pp. 9-14.	<u>Learning the Skills</u> Innovation, Session 1	no fee send copy
Changing Times The Kiplinger Washington Editors, Inc. 1729 H Street Northwest Washington, D.C. 20006	"Assert Yourself! It Pays!" <u>Changing Times Magazine</u> , sept. 1976	<u>Supplementary Readings</u> 43-47	no fee one-time usage only no charges; deletions, adaptations send 1 copy
Chicago Tribune Tribune Tower Chicago, Illinois 60611	Collin, Dorothy "Time Runs Down for Family Dream," <u>Chicago Tribune</u> , March 11, 1979	<u>Supplementary Readings</u> p. 24	no fee
Consulting Psychologists' Press 577 College Avenue Palo Alto, CA (415) 326-4443	Holland, John "Vocational Preference Inventory," 1977	<u>Learning the Skills</u> Human Relations, Session 2	no fee 500 copies
T. Nelson & Co., Inc. 9600 Stony Ave. South Minneapolis, MN 55431	Albert, Dora: "How to Improve Your Luck" from <u>You're Better than You Think</u> , 1966.	<u>Supplementary Readings</u> 49-53	no fee

<u>Publishers</u>	<u>Material</u>	<u>Location</u>	<u>Conditions</u>
Doubleday Publishing Co. 245 Park Avenue New York, N.Y. 10017	Lair, Jess K. & Lair, Jacqueline Carey Hey God, What Should I Do Now? 1973.	<u>Supplementary Readings</u> p. 22	no fee
Enterprising Women Artemis Enterprises, Inc. 217 E. 28th Street New York, N.Y. 10016 (212) 699-1919	Lane, Jane F. "Gilded Grace: Harnessing A Dream," <u>Enterprising Women</u> ; Vol. II No. 6; February, 1977.	<u>Learning the Skills</u> <u>Inner Control</u> ; Session 5	no fee
	Herrick, Casey I. "Teaching Tots: A Business Education," <u>Enterprising Women</u> ; Vol. II No. 6; February, 1977.	<u>Supplementary Readings</u> 8, 30	no fee
	Calkins, Janet L. "Small Business Failure Part III: First Hand Stories," <u>Enterprising Women</u> , Vol. II, No. 7, March 1977.	<u>Supplementary Readings</u> p. 29	no fee
Field Enterprises, Inc. 401 N. Wabash Avenue Chicago, Illinois 60611 (312) 321-3000	"Small Businessmen Reap Profit from Student Aid," <u>Chicago Daily News</u> , May 4, 1977.	<u>Supplementary Readings</u> p. 14	no fee
Brent Grossman Wry Roofing Urbana, Illinois 61801	Grossman, Brent. "Sympathetic Vibrations," 1979.	<u>Learning the Skills</u> <u>Innovation</u> ; Session 4	no fee send copy
Hanna Levenson Psychology Dept. VA Hospital 450 Clement Street San Francisco, CA 94121	Levenson, Hanna; "Attitude Statement Survey."	<u>Learning the Skills</u> <u>Session 1</u>	no fee

<u>Publishers</u>	<u>Material</u>	<u>Location</u>	<u>Conditions</u>
Los Angeles Times Times Mirror Square Los Angeles, CA 90053 (213) 973-5000	Shaw, David. "Getting Lucky: It's More Than Stars and Fate," August 29, 1974	<u>Supplementary Readings</u> p. 19	no fee 500 copies only
	Larsen, David: "Mismates Find Happiness in Shoe Swaps," July 4, 1977.	<u>Learning the Skills</u>	no fee
McGraw-Hill Book Co. 1221 Avenue of the Americas New York, New York 10020 (212) 512-2000	Hjelle & Ziegler, <u>Personality Theories</u> , p. 250-251.	<u>Supplementary Readings</u> p. 25	no fee
Nation's Business 1615 H. Street N.W. Washington, D.C. 20062 (202) 659-6012	Tiernan, Robert J. "Ideas: 10 Ways to Sell Them," June, 1965.	<u>Supplementary Readings</u> 33, 49-53	no fee send copy one-time use
	Arnold, John D: "Six Steps to Effective Decision Making," November, 1976.	<u>Supplementary Readings</u> p. 85-93	
	Rosenbaum, Bernard L. "How Good People-Handlers Motivate Others," March, 1978.	<u>Supplementary Readings</u> p. 107-112	
	Douglas & Poorman; "Why Customers Come Back to Buy Again," November 1973.	<u>Supplementary Readings</u> p. 114-116	
	Pennington, Malcolm W. "How to Make the Least of Planning," June 1971.	<u>Supplementary Readings</u> p. 145-148	
	Burger, Chester: "How to Find Enough Time," September, 1974.	<u>Supplementary Readings</u> p. 150-155	



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Chris, Karen. "Shedding the Burden of Your Firm's Future," p. 157-16  
April 1976. Supplemental Readings

DeLong, James J. "Don't Stop Picking - Prevent  
Crisis," Catalog 1971. Supplemental Readings

Sherrill, "How to  
Letter-Steener,"  
1975. Supplemental Readings

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1971. Supplemental Readings

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<u>References</u>	<u>Material</u>	<u>Location</u>	<u>Conditions</u>
Nightingale-Conant Corporation 2730 N. Devon Ave. Chicago, Illinois 60659 (312) 877-100	"Nightingale, Earl. "It Isn't the Job - It's You," Success Unlimited, February, 1975.	<u>Supplementary Readings</u> p. 13	no fee
J.C. Penney Company 1301 Avenue of the Americas New York, New York 10019	Parnes, Sidney J. "Creativity as a Skill," Penneys Forum, Fall-Winter 1973	<u>Supplementary Readings</u> p: 55-60	no fee
Prentice-Hall, Inc. Englewood Cliffs, N.J. 07632	Edwards, William E. 10 <u>Days to a Great New Life,</u> 1963	<u>Learning the Skills</u> <u>Inner Control,</u> Session 2	no fee 500 copies only
Psychology Today Ziff-Lavi Publishing Co. One Park Avenue New York, NY 10016	Janis & Wheeler. "Thinking Clearly About Career Choices, May 1978	<u>Supplementary Readings</u> p: 95-105	no fee send copy
Reader's Digest Hightstown, N.J. 10570	Steward-Gordon, James. "Monopoly Marches On," May 1978.	<u>Learning the Skills</u> <u>Innovation, Session 1</u>	no fee
	Ellis, William D. "The Rewards of Risking It " March 1973.	<u>Supplementary Readings</u> p: 188-191	
The Sunday Evening Post 1100 Gateway Blvd. Indianapolis, IN 46202	Illustration similar to painting by Norman Rockwell	<u>Learning the Skills</u> <u>Human Relations,</u> Session	fee \$15
Stern & Schuster 1230 Avenue of the Americas New York, NY 10020 (212) 215-6505	Viscott, David <u>Fishing, 1977.</u> p. 73-75, 209-217	<u>Supplementary Readings</u> p: 179-186	fee \$30 send 2 copies
	Thomas, Bob. <u>Walt Disney: An American Original</u>	<u>Supplementary Readings</u> p. 18	

<u>Publishers</u>	<u>Material</u>	<u>Location</u>	<u>Conditions</u>
The Single Parent 7910 Woodmont Washington, DC 20014 (202) 732-1000	Leah. "Those Excusable Excuses" 1978.	<u>Supplementary Readings</u> p. 35-36	no fee
Success Motivation International, Inc. 5000 Lakewood Waco, Texas 76797 (817) 776-1200	Leah, Paul J. "Natural Make Mistakes." Success Unlimited, May 1978.	<u>Supplementary Readings</u> p. 17-18	no fee send copy
Success Unlimited 401 North LaSalle Chicago, Illinois 60610 (312) 828-1800	Leah, Jean Z. "Don't Stop Being a Success Story;" 1971	<u>Supplementary Readings</u> p. 37-38	no fee
Success Unlimited 401 North LaSalle Chicago, Illinois 60610 (312) 828-1800	Leah, Mike "Creativity and You," 1971.	<u>Supplementary Readings</u> p. 75-76	
Success Unlimited 401 North LaSalle Chicago, Illinois 60610 (312) 828-1800	Leah, Kay. "Many-eyed Herring;" 1971.	<u>Supplementary Readings</u> p. 153-154	
13-30 Corporation 505 Market Street Knoxville, TN 37902 (615) 637-7621	Leah, Cona. "Get Personal," Men's Insider, 1978.	<u>Supplementary Readings</u> p. 82-83	no fee
University Associates Inc. 8017 Production San Diego, CA 92121 (619) 591-1100	Leah & Pfeiffer, The Jonari Window: Model for Soliciting and Giving Feedback;" 1978-1979 Annual Handbook for Group Facilitators, p. 114-119	<u>Supplementary Readings</u> p. 19-194	no fee send 2 copies

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"Person Perception Feedback," Learning the Skills  
A Handbook for Structured  
Experiences for Human Relations,  
Vol. V, p. 131-135.

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1973 Annual Handbook for  
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102; Learning the Skills  
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Woman's Day  
1515 Broadway  
New York, N.Y. 10036  
(212) 975-4321

Maynard, Fredelle. "How  
Problems Like an Expert,"  
1976

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James M. Black  
University of South Carolina  
Columbia, S.C. 29208  
(803) 777-2231

Black, James M. "Let  
George Do It,"  
How to Grow in Management  
1956;

Supplementary Readings  
p. 118-129

send copy

West Virginia University  
College of Business & Economics  
Bureau of Business Research  
Martinsburg, West VA 26106  
(304) 293-5037

Timmons, Jeffrey A.  
"Goal Setting and the  
Entrepreneur," Journal  
of Small Business Management,

Supplementary Readings  
p. 133-144

no fee

APPENDIX C

## PREDESIGNED PROJECTS FOR HUMAN SERVICE OCCUPATIONS

The first three sections of this appendix show an instructor how simple it can be to adapt any program regardless of focus around the Applying Entrepreneurial Skills portion of the course. By simply substituting key terms, (business = agency; product = services, for example), an instructor can create several project suggestions:

The remaining five projects are samples of projects pursued by students in a paraprofessional training course in human services taught at the Moline Adult Learning Center, Black Hawk College, Moline, Illinois. The variety of issues available for investigation and resources available in the community serve as a nearly unlimited source of material. With very little trouble, an instructor can also teach the students to adapt materials they find as easily as the instructor himself.

Happy Innovation, Problem-Solving, Decision Making, ETC. The extent of your curriculum is only as limited as your imagination.

Patricia Christell  
Moline Adult Learning Center  
Black Hawk College  
Moline, Illinois

## SUGGESTED PROJECT ACTIVITIES

## 1. The Consumers

- \* Choose a type of agency which interests you. Generate three lists in reference to that particular agency:

Human relations  
Reality perception

people who need or want the service and can't afford it

people who are able to afford the service of private agencies or individuals

people who are unaware of their need or the available service

Discuss the differences between the lists.

- \* Ask an agency representative to describe the kinds of consumers who utilize the services of the agency. Summarize in writing. Think of possible ways to make the services more effective or expand them.

Innovation

- \* Analyze five potential services for an agency of your choice with regard to needs of consumers. Some needs might be:

Food

Housing

Security

Health

Alcohol/Drug Abuse

Education/Training

Employment

First, write down your own perceptions of the needs of consumers for each service. Then survey several people about their needs. Compare your own perceptions with the results of your survey. Summarize the similarities and differences, and possible reasons for any differences.

Human relations  
Using feedback  
Reality perception

- Decision making
- Planning
- Human Relations
- Planning
- Using feedback
- Reality perception
- Using feedback
- \* Discuss with an agency representative a specific consumer need he or she has frequently experienced, or is currently experiencing. Use the problem solving process to analyze the problem and suggest possible solutions. Be sure to use as many sources of information as possible. Plan how the suggested solutions should be carried out.
  - \* Prepare a profile describing potential consumers of a particular agency in terms of such characteristics as:
    - Age
    - Sex
    - Marital and Family Status
    - Employment
    - Income
 Compare this profile with characteristics and trends of people in a particular area in which you might wish to work. Summarize your conclusions about the need for the service on the basis of this comparison.
  - \* Using information from Human Services Directory of Scott and Rock Island Counties, and your own survey research, summarize the following in regard to a particular type of agency:
    1. What services do consumers request?
    2. Are most consumers self-referrals or other agency referrals?
    3. At what stage of need do consumers come (crisis, problem, disability, worry, or stress)?

4. How long do consumers generally remain on the case load?

5. What percentage of consumers return again for services?

Draw conclusions which are relevant to the agency. Make recommendations on the basis of your conclusions.

Decision making

Risk taking

- \* Talk to agency representatives about the risks they took when starting up the agency. Did they consider the potential consumers when taking the risk? What support did they have in the community? What new services could they provide to justify another agency?

## 2. The Agency

- \* Develop a list of possible services which might be provided by a particular agency. Reduce this list to basic services which would be necessary to start the agency. Write the reasons why each was included or excluded from the second list. Use information from at least three sources (for example, an agency director, a publication, and a potential client). Develop a tentative plan for expansion, using the items which were excluded from the second list as a guide.

Decision making

Risk taking

- \* Analyze and describe the services of an existing agency. Imagine yourself to be the director of that agency. What additional services would you include, and why? Imagine yourself to be a competitor

Planning

Decision making



of the agency. Describe the services you would choose, and the reasons for your choice.

## Innovation

- \* Look in newspapers and magazines for a story about someone providing an unusual service for special need clients. Discuss whether the service would be appropriate to clients in your community.

Although human services should not be looked at as being competitive, duplication of services between agencies often becomes competitive. Agencies dependent upon the number of clients serviced to generate funding tends to force agencies to sometimes see the consumers in terms of generated dollars which will in turn create additional services.

## 3. The Competition

- \* Look at an area in which you might wish to start an agency providing specialized services. Describe:

1. The extent of the competition you would face.

2. The size of the community.

Draw conclusions about the ability of the community to support another agency of the same type or the necessity of altering the agency in order to provide a unique service. Decide under what circumstances you would take the risk of starting your agency there.

## Feedback

## Reality Perception

## Decision making

## Risk taking

## ISSUES FOR INVESTIGATION

### SERVICE

- \* How do agencies decide on a particular service?
- \* What services might be provided by a new agency starting up and how could this be expanded?
- \* What are the advantages and disadvantages of starting up an agency from "scratch"? Of reprioritizing an existing agency?

### CONSUMER/CLIENT

- \* What are consumer/client motives for requesting services and how can this be used?
- \* What are the characteristics (age, sex, family status, employment, income, education, etc.) of potential clients of the service that interests me?
- \* How do these characteristics compare with those of the people in the area where I might serve in the agency?
- \* For a particular type of agency what do consumers want? How severe are their needs? How capable are they of solving their own problems? To what extent can the problems be "solved" permanently?

### COMPETITION

- \* What are the advantages and disadvantages of competition? Accountability?
- \* What is the extent of the competition I would face in starting up an agency?
- \* What is the size of the community and can it support another agency?
- \* What is the proportion of public to private agencies? Are funding sources available to finance another agency?

STUDENT PROJECT PLAN

(Cover Sheet)

Section 1: To be completed at the planning stage.

Student's Name:

Project Title or Theme: *Outreach Worker: Meeting Emergency Client Needs*

What issues do you wish to investigate? (Put in question form.)

1. *What is expected of the outreach worker?*
2. *What myths exist about outreach?*
3. *What does an outreach worker do?*

Time Element. Starting Date:

Planned Completion Date:

Section 2: To be completed at the end of the project.

Summary of Completed Project

How many entrepreneurial skills did you apply? *8*

How many resource persons did you work with? *3*

What other types of resources did you use? *Agency Annual Report*

Planned time for completion of project: *20 days*

Actual time taken to complete project: *19 days*

What have you gained from completing this project? *Knowledge of the job of the outreach worker and understanding of the difficulty of the job.*



Issue: *What is expected of the outreach worker?*

Target date for completing activities:

What activities have you planned to address this issue?

1. *Read books from library*
2. *Talk to co-workers and Supervisors*
3. *Work with clients*

Identify resource people who will be of help.

Name(s): *Terri Driver*  
*Ly Bell*  
*Chris Peoples*

Identify other resources and readings.

(Give titles, authors and subject matter.)

*Project Outreach - 10th Annual Report, 1979*

Describe how you will present your findings.

*Written report*

Which entrepreneurial skills will you emphasize?

Skill	Check below	How will it be used?
Inner Control	<input checked="" type="checkbox"/>	<i>actively pursue information about the work of the outreach worker.</i>
Innovation		
Decision Making	<input checked="" type="checkbox"/>	<i>Decide what area of outreach I wish to explore and contact those resource people.</i>
Human Relations		
Planning & Goal Setting		
Reality Perception	<input checked="" type="checkbox"/>	<i>Help people coming into the agency to see the complexity of their problems.</i>
Using Feedback		
Risk Taking		

Issue: *Myths about outreach*

Target date for completing activities:

What activities have you planned to address this issue?

*Discuss the question with supervisors. In visiting clients, assess their understanding of outreach workers and compare that perception with my own months ago.*

Name(s): *Terri Driver  
Flora Velazquez, Head of Outreach*

Identify other resources and readings.

(Give titles, authors and subject matter.)

*"Reaching out to Individuals in the Community"  
from Delivering Human Services, Harper & Row, 1977*

Describe how you will present your findings.

*Written report and oral report at weekly class meeting.*

Which entrepreneurial skills will you emphasize?

Skill	Check below	How will it be used?
Inner Control		
Innovation		
Decision Making		
Human Relations	x	<i>Discussing the subject with clients should be done informally so as not to make them feel as if they are being tested or made to look stupid.</i>
Planning & Goal Setting		
Reality Perception	x	
Using Feedback	x	<i>Realize that outreach workers are not mini-gods who run around in the community solving problems. They spend many frustrated hours behind a desk and deal with sometimes uncooperative clients whose</i>
Risk Taking		<i>needs the correct mix of</i>

Issue: *What does an outreach worker do?*

Target date for completing activities:

What activities have you planned to address this issue?

*Discuss responsibilities of outreach worker with co-workers and outreach workers from other agencies.*

Identify resource people who will be of help:

Name(s): *Hora Velazquez*

Identify resources and readings.  
(Give titles, authors and subject matter.)

Describe how you will present your findings.

*Oral report to class at weekly meeting.*

Which interpersonal skills will you emphasize?

Skill	Check Below	How will it be used?
-------	-------------	----------------------

Inner Control

Innovation

Decision Making

Human Relations

Planning & Goal Setting

Reality Perception

Using Feedback

Risk Taking

*Based upon information I receive, I will decide if outreach work in social services is the area I wish to pursue.*

*Plan my schedule to pursue a four-year degree in social work rather than be a paraprofessional in the field. I see many things that can be done by the paraprofessional, but I also see the power of a degree when real change in the system is demanded. The degree may or may not make me more qualified, but at this point the reality is that it does command some influence. I may try for my MSW.*

PART 3. YOUR VISIT TO RESOURCE PERSON (R.P.)

(This is an opportunity to practice human relations ability and other entrepreneurial skills.)

Resource's Name:	Address:	Phone:	Appointment: (Date/Time)
Jesse Brewer	Project Outreach		4/16/80

Issues) to be investigated:

Responsibilities of outreach worker, Responsibilities of in-house worker, procedures of the agency, Procedures - food stamps, circuit breakers, etc.  
Identify, in advance, the topics you wish to discuss with the resource person. List some questions that you will ask.

Questions:

Comments:

What would be expected of me if I become an outreach worker.

To work with the people and perform all the assigned duties

Why would I be expected to do this?

To improve the quality of life in our community. The goals of Outreach.

What are the advantages of working in this field?

Dealing with people. Self-satisfaction at knowing you are doing your part to help disadvantaged, regardless of age, sex, race, or background.

(List entrepreneurial skills to be applied. Keep these in mind.)

Human relations, using feedback, reality perception, inner control.

Overall Comments, after interview:

Motivational experience. I want to get started practicing what Jesse has told me.

Page 1 of 2PLAN YOUR VISIT TO RESOURCE PERSON: (R.P.)

(This is an opportunity to practice human relations ability and other entrepreneurial skills.)

R.P.'s Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_ Appointment: \_\_\_\_\_  
(Date/Time)

*Flora Velazquez*

*4/17/80*

Issue(s) to be investigated:

*What are the myths of outreach?*

Identify, in advance, the topics you wish to discuss with the resource person. List some questions that you will ask.

Questions:

Comments:

*It seems as though being an outreach worker would be a very rewarding job, appreciated by the client. Is this true?*

*No, very often clients will be distrustful of you, because you represent the establishment they resent. You need a lot of self-confidence and will power to fight burnout and the frustration that comes with dealing with people who have problems.*

*People know what they need. Why is it so hard to match needs with services?*

*People are not always aware of their needs. Many get so discouraged that they stop trying to solve their problems, and they may not believe you are willing to try.*

(List entrepreneurial skills to be applied. Keep these in mind.)

*Reality perception, human relations, using feedback.*

Overall Comments, after interview: *I am much more aware of the difficulties of the job. I will be conscious of the need to avoid coming on too strong so I avoid alienating clients and failing to meet their needs. I must learn to listen very carefully to what they are saying both verbally and nonverbally.*



SELF EVALUATION ON COMPLETION OF PROJECT

Project Title or Theme: Outreach Meeting Emergency Client Needs

What entrepreneurial skills did you apply?

All, especially reality perception both for myself and clients. Planning and goal setting helped me to work with clients too, as I show them how they can take control of their own lives if they are willing to accept the responsibility and challenge.

How well do you feel you applied these skills? Explain.

I'm better than I was. I still must learn to listen more carefully and understand what clients are saying rather than assuming I know more than they do. When I do that, I am taking control of their lives and not allowing them to exercise their own inner control.

What did you learn that would help you apply these skills to your greater satisfaction?

Reality perception is essential when working with people in need. Many things that exist in society are very easy to ignore or not see unless you must deal with someone who is in pain.

What entrepreneurial skills did you observe being used?

All

What have you learned that will help you fulfill your career goals?

People in need rely on others who are aware of their problems and possible solutions, but they must be treated with respect in order to build self-esteem which may have been damaged in the past. The outreach worker must be aware of herself first and then aware of the client in order to create a successful atmosphere for helping.

Number #1

Page 1 of 6

STUDENT PROJECT PLAN

(Cover Sheet)

Section 1: To be completed at the planning stage:

Student's Name:

Project Title or Theme: *Children and Their Problems:  
Daycare Dilemmas*

What issues do you wish to investigate? (Put in question form.)

1. *How does the aide deal with the advanced child?*
2. *How do you deal with a child who is hyperactive?*
3. *How do you deal with a child who steals things habitually?*

Time Element. Starting Date: *3/26/80* Planned Completion Date: *5/5/80*

Section 2: To be completed at the end of the project:

Summary of Completed Project

How many entrepreneurial skills did you apply? *5*

How many resource persons did you work with? *3*

What other types of resources did you use? *books*

Planned time for completion of project: *1 month, 9 days*

Actual time taken to complete project: *1 month, 8 days*

What have you gained from completing this project? *I understand more about the differences between children.*

Issue: *How to deal with an advanced child.*

Target date for completing activities:

What activities have you planned to address this issue?

*Read a variety of books and discuss topic with instructor and supervising teacher*

Identify resource people who will be of help.

Name(s): *Barbara Kirk  
Ann Weaver  
Susan Stoner*

Identify other resources and readings:  
(Give titles, authors and subject matter.)

*Working with Exceptional Children Joanne Kendrick*

Describe how you will present your findings.

*Written report*

Which entrepreneurial skills will you emphasize?

Skill	Check below	How will it be used?
Inner Control		
Innovation		
Decision Making	✓	<i>Deciding on appropriate activities for the gifted child</i>
Human Relations	✓	<i>A nursery school teacher has two primary responsibilities to exceptional children.</i>
Planning & Goal Setting	✓	<i>1. screening - identify problems: physical, emotional, mental.</i>
Reality Perception		<i>2. integrating children into mainstream of school and help in relationships between students.</i>
Using Feedback		
Risk Taking		

Issue: *How to deal with a child who steals*

Target date for completing activities:

What activities have you planned to address this issue?

*Read available materials*

*Discuss problem with supervising teachers*

Identify resource people who will be of help.

Name(s): *Barbara Lirk*  
*Ann Weaver*

Identify other resources and readings.

(Give titles, authors and subject matter.)

*Helping Children with Problems June Marie Schosre*

Describe how you will present your findings:

*Written report and oral report in class.*

Which entrepreneurial skills will you emphasize?

Skill	Check below	How will it be used?
Inner Control	✓	<i>Learning to deal with the child in a firm but not judgmental way.</i>
Innovation		
Decision Making		
Human Relations	✓	<i>Learning to deal with the child's parent in a concerned manner in a way which will not alienate them.</i>
Planning & Goal Setting		
Reality Perception	✓	<i>Looking at the problem of stealing realistically as being multi-faceted and complex. Help child understand what is happening and how she or he can change.</i>
Using Feedback		
Risk Taking		

Issue: *How do you deal with a child who is hyperactive?*

Target date for completing activities:

What activities have you planned to address this issue?

*discuss topic with supervising teacher*  
*Read pertinent literature*

Identify resource people who will be of help.

Name(s): *Barbara Kirk*  
*Ann Weaver*

Identify other resources and readings:

(Give titles, authors and subject matter.)

*Helping Children With Problems Jane Marie Schoore*

Describe how you will present your findings.

*Written report*

Which entrepreneurial skills will you emphasize?

Skill	Check below	How will it be used?
Inner Control	✓	<i>Learn how to help children do what they want to do and not let hyperactivity take control of their actions.</i>
Innovation		
Decision Making		
Human Relations		
Planning & Goal Setting	✓	<i>Setting a plan of action in dealing with a hyperactive child</i>
Reality Perception		
Using Feedback	✓	<i>Asking appropriate questions of supervisors in order to learn most about the problem.</i>
Risk Taking		

PLAN YOUR VISIT TO RESOURCE PERSON (R.P.)

(This is an opportunity to practice human relations ability and other entrepreneurial skills.)

R.P.'s Name:	Address:	Phone:	Appointment: (Date/Time)
<u>Barbara Lark</u>	<u>Happy-Way Nursery</u>	<u>As scheduled</u>	<u>at</u>
<u>Ann Weaver</u>			<u>work during field</u>
<u>Susan Stoner</u>			<u>placement allows</u>

Issue(s) to be investigated:

exceptional, hyperactive, stealing children

Identify, in advance, the topics you wish to discuss with the resource person. List some questions that you will ask.

Questions:

Comments:

How often do you get involved with these specific problems?

Are parents receptive to the type of evaluations which must be shared about their children with these problems?

Is mainstreaming the child the best means of instruction?

(List entrepreneurial skills to be applied. Keep these in mind.)

All skills will be applied, if not during the interview, surely during the process of learning to handle these problems.

Overall Comments, after interview:

SELF EVALUATION ON COMPLETION OF PROJECT

Project Title or Theme: Working with Children with Specific Problems

What entrepreneurial skills did you apply?

Inner control, decision making, human relations, planning / goal setting, risk taking.

How well do you feel you applied these skills? Explain.

I think I applied them well because I thought about the problems realistically and then sought different means of tackling the difficulties.

What did you learn that would help you apply these skills to your greater satisfaction?

I learned that there are a lot of things you can do to help a child with problems, but that it is the paraprofessional's role to become as informed about the specific child as possible.

What entrepreneurial skills did you observe being used?

Inner control, decision making, human relations, planning / goal setting, risk taking.

What have you learned that will help you fulfill your career goals?

I have learned a lot of activities that may help children with their problems.

Entrepreneurship #1

Page 1 of 7

STUDENT PROJECT PLAN

(Cover Sheet)

Section 1: To be completed at the planning stage.

Student's Name:

Project Title or Theme: *Brokering: Matching Client Needs with Available Services*

What issues do you wish to investigate? (Put in question form.)

1. *How do you keep informed about services presently available to clients from different agencies?*
2. *How can intake procedures and eligibility procedures be streamlined yet kept valid?*
3. *How can you help a client identify reasons behind a present need which may be greater than the emergency need and aid them in solving those problems too?*

Time Element. Starting Date: *4/15/80* Planned Completion Date: *5/9/80*

Section 2: To be completed at the end of the project.

Summary of Completed ProjectHow many entrepreneurial skills did you apply? *8*How many resource persons did you work with? *3*What other types of resources did you use? *Directory of Human Services*Planned time for completion of project: *20 days*Actual time taken to complete project: *19 days*What have you gained from completing this project? *Awareness of the range of services available locally.*



Page 2 of 7

Issue: *How do you keep informed of services from different agencies presently available to clients?*

Target date for completing activities:

What activities have you planned to address this issue?

*Interview workers from at least 3 agencies - public & private  
Talk to director of information & referral agency of real estate*

Identify resource people who will be of help.

Names:

*Jeri Driver*

*Marcia Mason - Referral Specialist, Adult Learning Center*

*Jennifer O'Brien - Director, Information & Referral*

Identify other resources and readings:

(Give titles, authors and subject matter.)

*Local Directory of Human Services*

Describe how you will present your findings.

*Your information collected with class during weekly meeting.*

Which entrepreneurial skills will you emphasize?

Skill	Check below	How will it be used?
Inner Control		
Innovation		
Decision Making		
Human Relations	<input checked="" type="checkbox"/>	<i>Encouraging people to share their sources for updating community service information.</i>
Planning & Goal Setting		
Reality Perception	<input checked="" type="checkbox"/>	<i>Become personally aware and encourage others to be aware of sources available and the difficulty of keeping track of changes.</i>
Using Feedback		
Risk Taking	<input checked="" type="checkbox"/>	<i>Take the chance that workers may become aware of the duplication of services as well as gaps. These program weaknesses may cause workers to become defensive rather than active in solving problems.</i>

Page 3 of 7

Issue: *How can you help a client identify reasons behind a present need which may be greater than the emergency need?*  
 Target date for completing activities:

What activities have you planned to address this issue?

*Interview workers at social service agencies, esp. emergency centers*

Identify resource people who will be of help.

Name(s): *Peggy Hart - Township Relief Office*  
*Bobbie Silver - Public Aid Office*  
*Donald C. Brien - Information and Referral Service*

Identify other resources and readings.  
 (Give titles, authors and subject matter.)

Describe how you will present your findings.

*written & oral reports to class*

Which entrepreneurial skills will you emphasize?

Skill	Check below	How will it be used?
Inner Control		
Innovation		
Decision Making	<input checked="" type="checkbox"/>	<i>Determining if client is able to handle self-analysis approach to solving problems, or if the immediate problem is too concerning.</i>
Human Relations		
Planning & Goal Setting		
Reality Perception	<input checked="" type="checkbox"/>	<i>Helping clients determine reality of their situations. Learning from experienced workers how this can be accomplished.</i>
Using Feedback	<input checked="" type="checkbox"/>	
Risk Taking		

Page 4 of 7

Issue: *How can intake procedures and eligibility procedures be streamlined and yet kept valid?*  
 Target date for completing activities:

What activities have you planned to address this issue?

*Interview workers and discuss their intake forms.  
 Compare intake reports and eligibility requirements  
 Identify resource people who will be of help: and judge their efficiency.*

Name(s): *Peggy Dart*

*Lynne Smithers - CETA short term training program*

Identify other resources and readings.

(Give titles, authors and subject matter.)

Describe how you will present your findings.

*Report including graphs and samples of intake forms.  
 I will try to consolidate the form into a shorter working model in order to simplify the process.  
 Which entrepreneurial skills will you emphasize?*

SECI

check below

How will it be used?

Inner Control

Innovation

✓

*Revising intake forms*

Decision Making

Human Relations

Planning & Goal Setting

Reality Perception

Using Feedback

✓

*From information gathered during interviews, learn of some revisions that have already been made in forms to eliminate bureaucracy of paperwork needed during intake.*

Risk Taking

PLAN YOUR VISIT TO RESOURCE PERSON (R.P.)

(This is an opportunity to practice human relations ability and other entrepreneurial skills.)

R.P.'s Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_ Appointment: \_\_\_\_\_  
(Date/Time)

Fuzzy Hart Adult Learning Center 4/22/80

Issues to be investigated:

Intake paperwork, revisions, eligibility, reality perception with clients.

Identify in advance, the topics you wish to discuss with the resource person. List some questions that you will ask:

Questions:

Comments:

How do you determine if a client is genuinely in need of services?

Conversation, experience & the right to make a mistake.

Must you complete any official form when referring a client to another agency?

During the course of an interview I may make a phone referral to another agency, but they are usually not written.

How do you keep communications between agencies favorable to learn about available services?

I make my services available to them as a matter of professional respect. We make each other aware of what we offer.

(List entrepreneurial skills to be applied: Keep these in mind.)

Human relations, planning & goal setting, feedback, decision making.

Overall Comments, after interview:

Received a lot of pertinent information and was encouraged to see how a paraprofessional can ~~be~~ be involved in truly meaningful work with clients and not simply paperwork.



Page No. : 7PLAN YOUR VISIT TO RESOURCE PERSON (R.P.)

(This is an opportunity to practice human relations ability and other entrepreneurial skills.)

R.P.'s Name:

Address:

Phone:

Appointment:  
(Date/Time)

Mr. J. Brien Information & Referral Service

4/29/80 2:30 pm.

Issues to be investigated:

Helping clients to identify the complexity of their problems and design some solutions.

Identify in advance, the topics you wish to discuss with the resource person. List some questions that you will ask.

Question:

Comments:

Do you keep strict records of services provided to clients?

Do you see patterns of repeated emergency clients?

Do you have any guidelines in place to protect you from fraudulent clients?

How do you deal with clients who don't try to solve problems by any means but your agency's generosity?

We must keep valid records to justify the agency's expenditures. We do see some repeaters. Unfortunately, some of these clients do not have the ability to solve their problems, and making needed changes is simply beyond their capability.

(List entrepreneurial skills to be applied. Keep these in mind.)

Human relations, reality perception, risk taking, using feedback

Overall Comments; after interview:

SELF-EVALUATION ON COMPLETION OF PROJECT

Project Title or Theme: Brokering Matching Client needs with Available Services

What entrepreneurial skills did you apply?

*All*

How well do you feel you applied these skills? Explain.

*Healthy perception became important because once I was aware of client needs it was tempting to become overly emotional. This reaction can affect my inner control and resulting effectiveness.*

What did you learn that would help you apply these skills to your greater satisfaction?

*In order to be effective in any of the entrepreneurial skills in this area, I do have to accept the challenge to stay informed about changes in the community both in the clients and the agencies.*

What entrepreneurial skills did you observe being used?

*All*

What have you learned that will help you fulfill your career goals?

*I learned that human services, especially brokering meet my needs to help people in need. But more importantly, I learned the dangers of becoming too involved and burning out before I have a chance to be of any help.*

ENTREPRENEURSHIP

Page 1 of 7

STUDENT PROJECT PLAN:

(Cover Sheet)

Section 1: To be completed at the planning stage.

Student's Name:

Project Title or Theme: *Rehabilitation: Working with the Deaf Client and the Community*

What issues do you wish to investigate? (Put in question form.)

1. *How do you help parents understand their deaf child and deal with unique problems appropriately?*
2. *How does one help the community deal with deaf citizens appropriately?*
3. *What special problems are encountered by blind-deaf citizens?*

Time Element: Starting Date: *4/12/80* Planned Completion Date: *5/19/80*

Section 2: To be completed at the end of the project.

Summary of Completed Project

How many entrepreneurial skills did you apply?

How many resource persons did you work with?

What other types of resources did you use?

Planned time for completion of project:

Actual time taken to complete project:

What have you gained from completing this project?

Issue: *How do you help parents understand their deaf child and deal with unique problems appropriately?*  
 Target date for completing activities:

What activities have you planned to address this issue?

*reading,  
 discuss problems with agency supervisor  
 Contact speech/hearing clinic at local college.  
 identify resource people who will be of help.*

Names: *Rhoda Dickerson - Washington School  
 David Dunn - State College Speech/Hearing Clinic*

Identify other resources and readings.

(Give titles, authors and subject matter.)

*Psychology for Deaf; - They grow in Silence, Mendel & Vernon;  
 The Families of Hearing Impaired Children, Albert J. Murphy*  
 Describe how you will present your findings.

*Presentation to class during weekly class meeting*

Which entrepreneurial skills will you emphasize?

Self  Check below  How will it be used?

Inner Control

Innovation

Decision Making

Human Relations

Planning & Goal  
 Setting

Reality Perception

Using Feedback

Risk Taking

*Each family must be recognized as having a different reaction to the deaf child. Must be able to create a variety of approach.*

*Families must realize reality of their problems and neither ignore nor overcompensate for the problem. The child can be taught to function "normally" if not handicapped by family hang-ups.*



Issue: *How do we help the community learn to deal with deaf citizens appropriately?*

Target date for completing activities:

What activities have you planned to address this issue?

*Deal with deaf adults employed in the work force to discuss community reactions they must deal with.*

Identify resource people who will be of help:

Names: *Rhoda Pickerson*  
*Gulie Price*  
*Anna Griffith*

Identify other resources and readings.

(Give titles, authors and subject matter.)

*Stay True to Silence*

Describe how you will present your findings.

*Oral presentations at weekly class meetings*

Which entrepreneurial skills will you emphasize?

Skill	check below	How will it be used?
Inner Control		
Innovation		
Decision Making		
Human Relations	<input checked="" type="checkbox"/>	<i>In working with deaf citizens &amp; workers with the deaf to assess community reactions.</i>
Planning & Goal Setting		
Reality Perception	<input checked="" type="checkbox"/>	<i>To help non-deaf citizens understand the frustration of the deaf and to aid in the communications between citizen groups.</i>
Using feedback		
Risk Taking		



15. What special problems are encountered by blind-deaf citizens?  
 List date for completing activities:

What activities have you planned to address this issue?

Talk with citizens who have multiple handicaps.  
 Also speak with their families, physicians, and teachers.  
 Identify resource people who will be of help.

Findings Notes

Identify your resources and readings.  
 (Give titles, authors and subject matter.)

Psychology of Auditory Impairment

Describe how you will present your findings.

Set up panel discussions for class sessions

Which professional skills will you emphasize?

Skill	Check below	How will it be used?
Inner Control	✓	In talking with a variety of people about a sensitive topic.
Innovation		
Decision Making	✓	Decide to invite speakers to class to help break down barriers within the class. Misconceptions are everywhere.
Human Relations		
Planning & Goal Setting		
Reality Perception		
Using Feedback		Asking sensitive questions in order to understand the abilities as well as the limitations of multiply handicapped citizens.
RISK TAKING	✓	

Page 5 of 7NEXT YOUR VISIT - RESOURCE PERSON: (R.P.)

(List any opportunity to practice human relations ability and other entrepreneurial skills.)

R.P.'s Name:

Address:

Phone:

Appointment:  
(Date/Time)

*Shada Peterson Washington School 5/2/80 1:30pm*

Issue(s) to be investigated:

*Helping family of dead child*

Identify, in advance, the topics you wish to discuss with the resource person. List some questions that you will ask:

Questions:

Comments:

*What is the biggest difficulty  
for parents to overcome?*

*Guilt, trying to make up  
to child for handicap.*

*Do teachers signing to parents  
difficult?*

*Does it help the child if*

(List entrepreneurial skills to be applied: keep these in mind.)

Overall Comments; after interview:



PLAN YOUR VISIT TO RESOURCE PERSON (R.P.)

(This is an opportunity to practice human relations ability and other entrepreneurial skills.)

R.P.'s Name:	Address:	Phone:	Appointment: (Date/Time)
<i>Anna Gulfelt</i>	<i>Employ-Ability</i>		<i>5/15/80 9:30 am</i>

Issue(s) to be investigated:  
*How deaf citizens are accepted in the working community*

Identify, in advance, the topics you wish to discuss with the resource person. List some questions that you will ask.

Questions:	Comments:
<i>How difficult is it to place deaf clients in the workplace?</i>	<i>Much depends upon the attitude of client and employer. Many companies are now becoming more comfortable in hiring the deaf. Of course, the laws have aided the transition, but attitudes are also beginning to change.</i>
<i>Do clients receive paternalistic protection from co-workers?</i>	
<i>How are attitudes changed?</i>	

(List entrepreneurial skills to be applied. Keep these in mind.)

*Human relations, reality perception, decision making, inner control, risk taking*

Overall Comments, after interview:

*Super! Anna agreed to speak to the class.*

SELF EVALUATION ON COMPLETION OF PROJECT

Project Title or Theme: Rehabilitation Working with the Deaf Client  
and the Community

What entrepreneurial skills did you apply?

*All*

How well do you feel you applied these skills? Explain.

*I improved as I practiced. I was most proud of my decision to have speakers come to class. I had to arrange schedules, etc. to make it work.*

What did you learn that would help you apply these skills to your greater satisfaction?

*Risk taking became the most important, because without it I would not have attempted other skills.*

What entrepreneurial skills did you observe being used?

*All.*

What have you learned that will help you fulfill your career goals?

*I have increased my understanding of deaf clients. I have also improved my signing ability and have decided to go to college to study to become an interpreter.*

Entrepreneurship #1

Page 1 of 7STUDENT PROJECT PLAN

(Cover Sheet)

Section 1: To be completed at the planning stage:

Student's Name:

Project Title or Theme: *Choosing an Area of Human Services and the Specific Services to Offer Clients*

What issues do you wish to investigate? (Put in question form.)

1. *How do agency directors decide on a particular service?*
2. *What services might be provided initially by a new agency?*
3. *How could the basic agency be expanded?*

Time Element. Starting Date: *4/15/80* Planned Completion Date: *5/9/80*

Section 2: To be completed at the end of the project.

Summary of Completed Project

How many entrepreneurial skills did you apply?

How many resource persons did you work with?

What other types of resources did you use?

Planned time for completion of project: *20 days*Actual time taken to complete project: *19 days*

What have you gained from completing this project?

Page 2 of 7Issue: *How do agency directors decide on a particular service?*

Target date for completing activities:

What activities have you planned to address this issue?

*Interview agency directors to find out how they decided on their service  
Collect samples of original grant proposals for establishing agencies.*

Identify resource people who will be of help.

Name(s): *Ed Roberts - Project Help*  
*Kevin Murphy - Council on Alcoholism*  
*Pat LaVerne - Drug Abuse Center*

Identify other resources and readings.

(Give titles, authors and subject matter:)

*Delivering Human Services*  
*Where to Go, Who to See, What to Do (Steele Laughlin)*

Describe how you will present your findings.

*Written report of my findings along with my own  
 reasons for choosing a particular agency. I will  
 add a comment on the similarities and differences*

Which entrepreneurial skills will you emphasize? *among the reasons given  
 by agency directors.*

Skill	Check below	How will it be used?
Inner Control		
Innovation		
Decision Making	<input checked="" type="checkbox"/>	<i>Based on information collected, begin to make my decision on which agency services best meet my particular need to help</i>
Human Relations	<input checked="" type="checkbox"/>	<i>Encouraging agency directors to talk freely about their reasons for providing certain services</i>
Planning & Goal Setting		<i>checking my ideas on the agency-client relationships, choose which program best meets my needs.</i>
Reality Perception	<input checked="" type="checkbox"/>	
Using Feedback		
Risk Taking		

Page 3 of 7

Issue: *What services might be provided initially by the agency?*  
 Target date for completing activities:

What activities have you planned to address this issue?

*Find out from agency directors what basic services they provided when they started up.*

Identify resource people who will be of help.

Name(s):

*Jim Johnson - Developmental Education Center  
 Charlotte Colbert - Senior Aide Program*

*Anna Black - Workshop Training Center for the Developmentally Disabled*

Identify other resources and readings.

(Give titles, authors and subject matter.)

*Public relations pamphlets published by individual agencies. Annual reports.*

Describe how you will present your findings.

*Determine what basic services I would like to provide  
 Summarize of my decision and defense of it in class.*

Which entrepreneurial skills will you emphasize?

Skill

Check below

How will it be used?

Inner Control

Innovation

Decision Making

Human Relations

Planning & Goal  
 Setting

Reality Perception

Using Feedback

✓

*Using the experiences of agency directors to help me decide on basic services.*

Risk Taking

✓

*Defending my decision before class members.*



Issue: *How could the basic agency be expanded?*

Target date for completing activities:

What activities have you planned to address this issue?

*List additional services that could be provided by an agency based on a specific clientele. Select from this list those which seem most likely to help the identify resource people who will be of help. Expansion of the agency and meet community needs.*

Name(s):

*Community Social Services Conference*

*People living in low income areas and in residential facilities for people having special needs.*

Identify other resources and readings.

(Give titles, authors and subject matter.)

*Delivering Human Needs - "Identifying Unmet needs of the Community"*

Describe how you will present your findings.

*a list of additional services in order of priority with reasons for my choice. I will present the list to class for feedback.*

Which entrepreneurial skills will you emphasize?

Skill	Check below	How will it be used?
Inner Control	-	<i>Planning how I want things to develop rather than depending on others or leaving things to chance.</i>
Innovation		
Decision Making		
Human Relations		
Planning & Goal Setting	✓	<i>Setting priorities for agency expansion.</i>
Reality Perception		
Using Feedback		
Risk Taking		

Page 5 of 7PLAN YOUR VISIT TO RESOURCE PERSON (R.P.)

(This is an opportunity to practice human relations ability and other entrepreneurial skills.)

R.P.'s Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_ Appointment: \_\_\_\_\_  
(Date/Time)

*Jim Johnson Developmental Education Center*  
*4/24/80 1pm*

Issue(s) to be investigated:

*How do agency directors decide on a particular service?  
What services might be provided initially by an agency?*

Identify, in advance, the topics you wish to discuss with the resource person. List some questions that you will ask.

Questions:

Comments:

*How did you decide on your agency?  
Is this the only type of agency you have started?  
When you first opened, what services did you offer?  
How did you decide on them?  
What additions have you made since?  
How did you decide what to add?  
Would you do anything differently if you could  
do it again?*

(List entrepreneurial skills to be applied. Keep these in mind.)

*Decision making, reality perception, human relations, using feedback.*

Overall Comments, after interview:



PLAN YOUR VISIT TO RESOURCE PERSON (R.P.)

(This is an opportunity to practice human relations ability and other entrepreneurial skills.)

R.P.'s Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_ Appointment: \_\_\_\_\_  
(Date/Time)

clients living in low income areas of community  
clients living in residential facilities for special needs

Issue(s) to be investigated:

Unmet needs - how an agency might be expanded to address unmet needs  
Identify, in advance, the topics you wish to discuss with the resource person. List some questions that you will ask.

Questions:

Comments:

what are some of the things you are unable to do because of unmet needs?

do you feel that the help you need is available?

do you know whom to contact if you have a problem?

do people respond in a manner you would expect?

do you receive the help you need?

(List entrepreneurial skills to be applied. Keep these in mind.)

Reality perception, human relations, risk taking, inner control, using feedback

Overall Comments, after interview:

I gained an important insight into the needs of the community by talking to clients and listening to their stories first hand. I am much more pleased to make judgments about the availability and success of services.

SELF EVALUATION ON COMPLETION OF PROJECT

Project Title or Theme: Choosing an Area of Human Services and  
the Specific Services

What entrepreneurial skills did you apply?

*all*

How well do you feel you applied these skills? Explain.

*I improved my human relations ability a great deal because I practiced talking to people from many different backgrounds.*

What did you learn that would help you apply these skills to your greater satisfaction?

*I realize the importance of reality perception both for an agency worker and client. Without a good grasp of the reality of the situation a good deal of energy can be wasted in fruitless activities.*

What entrepreneurial skills did you observe being used?

*all*

What have you learned that will help you fulfill your career goals?

*I realize the diversity of needs and services in the world of human services. The problems are complicated and the services are varied.*

*One must really stay informed in order to avoid gaps in services regardless of what agency by which a worker might be employed.*

Wanda H. H.

Page 1 of 8

STUDENT PROJECT PLAN

(Cover Sheet)

Section 1: To be completed at the planning stage.

Student's Name:

Project Title or Theme: *Outreach: The Elderly - Their Needs and Needs*

What issues do you wish to investigate? (Put in question form.)

1. *What are the fears that keep the elderly confined in their homes?*
2. *What are the needs most common to elderly living in low-income housing projects?*
3. *How do meal sites meet needs of the elderly?*

Time Element. Starting Date: *4-15-80* Planned Completion Date: *5-9-80*

Section 2: To be completed at the end of the project:

Summary of Completed Project

How many entrepreneurial skills did you apply? *8*

How many resource persons did you work with? *6*

What other types of resources did you use? *Talking to clients*

Planned time for completion of project: *20 days*

Actual time taken to complete project: *19 days*

What have you gained from completing this project?

*Confidence and motivation to get involved*

Page 2 of 8

Issue: *What are the fears that keep the elderly confined to their homes?*

Target date for completing activities: *4-19*

What activities have you planned to address this issue?

*Visit elderly residents of low-income housing projects. Interview and survey them about their fears. Define possible solutions.*

Identify resource people who will be of help.

Name(s): *Dr. Mary Thatcher, Director  
Eldering Services Project*

Identify other resources and readings.

(Give titles, authors and subject matter.)

Describe how you will present your findings.

*Present report to class during weekly meeting*

Which entrepreneurial skills will you emphasize?

Skill	Check below	How will it be used?
Inner Control		
Innovation	✓	<i>Create an appropriate atmosphere of trust in order to convince elderly of my desire to help</i>
Decision Making		
Human Relations	✓	<i>Make them at ease in discussing the problems that keep them confined</i>
Planning & Goal Setting		
Reality Perception	✓	<i>Help elderly see that the world is not totally bad, that people do care about them</i>
Using Feedback		
Risk Taking		

Issue: *What are the needs most common to elderly living in low-income housing projects?*

Target date for completing activities? *4-27*

What activities have you planned to address this issue?

*Visit elderly in their homes and survey their needs. Discuss with Housing Authority how needs are being met or perpetuated.*

Identify resource people who will be of help.

Name(s): *Dr. Mary Thatcher*

*Head of Housing Authority - Mr Fisher*

Identify other resources and readings.

(Give titles, authors and subject matter.)

Describe how you will present your findings:

*Class report at weekly meeting*

Which entrepreneurial skills will you emphasize?

Skill	Check below	How will it be used?
Inner Control	<input checked="" type="checkbox"/>	<i>When discussing the matter with the Housing Authority, I must retain control of the interview in order to obtain important information in a non-threatening manner.</i>
Innovation	<input type="checkbox"/>	
Decision Making	<input type="checkbox"/>	
Human Relations	<input type="checkbox"/>	
Planning & Goal Setting	<input type="checkbox"/>	
Reality Perception	<input type="checkbox"/>	
Using Feedback	<input type="checkbox"/>	
Risk Taking	<input checked="" type="checkbox"/>	<i>Talking to Housing Authority who may be rather defensive</i>

Page 4 of 8

Issue: *How do congregate meal sites meet needs of the elderly?*  
 Target date for completing activities: 5-6

What activities have you planned to address this issue?

*Visit meal sites and talk to elderly, workers at site*

Identify resource people who will be of help.

Names: *Meal site director, staff*  
*Head of Committee for Action on Problems of the Elderly*

Identify other resources and readings:  
 (Give titles, authors and subject matter.)

Describe how you will present your findings.

*Oral report at class meeting.*

Which entrepreneurial skills will you emphasize?

Skill	Check below	How will it be used?
Inner Control		
Innovation		
Decision Making		
Human Relations	✓	<i>Set up plan for involving other elderly in meal sites. Provide opportunities for involved participants to visit self-conferred elderly in their homes to invite them to participate</i>
Planning & Goal Setting	✓	
Reality Perception		
Using Feedback		
Risk Taking		



Page 5 of 8PLAN YOUR VISIT TO RESOURCE PERSON (R.P.)

(This is an opportunity to practice human relations ability and other entrepreneurial skills.)

R.P.'s Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_ Appointment: \_\_\_\_\_  
(Date/Time)

*Elderly clients living in low-income housing projects*

Issue(s) to be investigated:

*What are the issues that keep the elderly confined in their homes? What are the needs most common to elderly living in low-income housing projects?*  
Identify, in advance, the topics you wish to discuss with the resource person. List some questions that you will ask.

Questions:

Comments:

*Do you feel hesitant to leave your apartment? Why?  
What are the problems of living in this housing project?*

*Can you think of any ways these problems could be solved?*

*What services are available to help you with problems you may have?*

*What other services would be helpful.*

(List entrepreneurial skills to be applied. Keep these in mind.)

*Human relations, using feedback, reality perception.*

Overall Comments, after interview:

*This was a good experience it helped me develop my reality perception by looking at a situation from a number of points of view.*

PLAN YOUR VISIT TO RESOURCE PERSON (R.P.)

(This is an opportunity to practice human relations ability and other entrepreneurial skills.)

R.P.'s Name:	Address:	Phone:	Appointment: (Date/Time)
<i>Ms. Mary</i>	<i>Elderly Service Project</i>		<i>4-18-80 - 1:00 pm</i>

Issue(s) to be investigated:

*care of self-confined elderly  
needs of elderly*

Identify, in advance, the topics you wish to discuss with the resource person. List some questions that you will ask.

Questions:

Comments:

*How is your project attempting  
to meet needs of the  
elderly?*

*Meal sites, transportation  
services, social inter-  
action & involvement.*

*What plans do you have  
for the future?*

*Elderly Activity Center  
to help elderly feel  
important and useful  
again.*

List entrepreneurial skills to be applied. (Keep those in mind.)

*Innovation, planning & goal setting, human  
relations, reality perception.*

Overall Comments: after interview:



PLAN YOUR VISIT TO RESOURCE PERSON (R.P.):

(This is an opportunity to practice human relations ability and other entrepreneur skills. P. 13.)

R.P.'s Name:	Address:	Phone:	Appointment: (Date/Time)
<i>Mr. Fisher</i>	<i>Housing Authority</i>		<i>4-26 11:30am</i>

Issue(s) to be investigated:

*How Housing Authority aids or contributes to fears and needs of elderly.*

In advance, the topics you wish to discuss with the resource person. List some questions that you will ask.

Questions	Comments
<i>Elderly citizens express fears that the apartments are too easy to break into. How are you addressing this problem? What do you plan to do?</i>	<i>Install additional locks and lighting when funds become available.</i>

<i>Harassment by? nage residents is another problem. Can the Housing Authority do anything?</i>	<i>Parents responsibility, not Housing Authority's</i>
---	--

At the time, remember to keep in mind:  
*Inner control, reality perception, risk taking, human relations.*

Overall Comments, after interview: *Not too receptive to fears of elderly. Protected himself with bureaucratic jargon. I empathized with elderly fears & concerns.*

SELF EVALUATION ON COMPLETION OF PROJECT

Project Title or Theme: Outreach The Elderly Their Needs & Fears

What entrepreneurial skills did you apply?

*All*

How well do you feel you applied these skills? Explain:

*I feel that human relations and reality perception were most important to me, because I talked to so many people of different status I had to break down communication barriers and convey my genuine concern and interest.*

What did you learn that would help you apply these skills to your greater satisfaction?

*Active involvement and taking a stand with a problem makes it easier to be effective. Standing on the periphery encourages inactivity.*

What entrepreneurial skills did you observe being used?

*All especially in Mary and her staff. They are really actively involved in helping the elderly. They also respect the elderly and see them as being important resources.*

What have you learned that will help you fulfill your career goals?

*I have seen a need and how people are helping to solve problems. I have developed contacts in social service agencies, and I know how to contact for information and advice.*

APPENDIX D

This Application Request is For:

Adding a New Course

A Change in Existing Course, Other than Prefix and Number

A Change in Course Prefix and Number

(See Instruction 11)

Attachment of a C.S.F.S.

Note - The Number of Illinois Course Code (including prefix) are Annotated in Parenthesis.

Course Prefix	Course No.	(1)	Course No.	(2)	Course Title	(3)
	3-5		4-7		(A-AB); (C-CA); (D-DA); (E-EA); (F-FA); (G-GA); (H-HA); (I-IA); (J-JA); (K-KA); (L-LA); (M-MA); (N-NA); (O-OA); (P-PA); (Q-QA); (R-RA); (S-SA); (T-TA); (U-UA); (V-VA); (W-WA); (X-XA); (Y-YA); (Z-ZA)	
Course Prefix	Course No. <td>(4)</td> <td>Course No. <td>(5)</td> <td>Course Title <td>(6)</td> </td></td>	(4)	Course No. <td>(5)</td> <td>Course Title <td>(6)</td> </td>	(5)	Course Title <td>(6)</td>	(6)
	19-34		19-35		19-36	

19-34, 19-35, 19-36, 19-37, 19-38, 19-39, 19-40, 19-41, 19-42, 19-43, 19-44, 19-45, 19-46, 19-47, 19-48, 19-49, 19-50, 19-51, 19-52, 19-53, 19-54, 19-55, 19-56, 19-57, 19-58, 19-59, 19-60, 19-61, 19-62, 19-63, 19-64, 19-65, 19-66, 19-67, 19-68, 19-69, 19-70, 19-71, 19-72, 19-73, 19-74, 19-75, 19-76, 19-77, 19-78, 19-79, 19-80, 19-81, 19-82, 19-83, 19-84, 19-85, 19-86, 19-87, 19-88, 19-89, 19-90, 19-91, 19-92, 19-93, 19-94, 19-95, 19-96, 19-97, 19-98, 19-99, 19-100

Course Prefix	Course No.	(4)	Course No.	(5)	Course Title	(6)
	19-34		19-35		19-36	

Course Prefix	Course No.	(4)	Course No.	(5)	Course Title	(6)
	19-34		19-35		19-36	

The Official Course Number should be applied until the date (lines 30 and 35 on back of form)

Course Prefix	Course No.	(4)	Course No.	(5)	Course Title	(6)
	19-34		19-35		19-36	

Course Prefix	Course No.	(4)	Course No.	(5)	Course Title	(6)
	19-34		19-35		19-36	

I hereby certify that the new course or change in course listed above is an extension of a previously approved course of instruction and meets the instructional criteria as contained in the following rules as approved by the Illinois Community College Board: Rules 21.11, 21.12, 21.13, 21.14, 21.16, 21.17, 21.19, 21.20, 21.21, 21.22, 21.23, 21.24, 21.25, 21.26, 21.27, 21.28, 21.29, 21.30, 21.31, 21.32, 21.33, 21.34, 21.35, 21.36, 21.37, 21.38, 21.39, 21.40, 21.41, 21.42, 21.43, 21.44, 21.45, 21.46, 21.47, 21.48, 21.49, 21.50, 21.51, 21.52, 21.53, 21.54, 21.55, 21.56, 21.57, 21.58, 21.59, 21.60, 21.61, 21.62, 21.63, 21.64, 21.65, 21.66, 21.67, 21.68, 21.69, 21.70, 21.71, 21.72, 21.73, 21.74, 21.75, 21.76, 21.77, 21.78, 21.79, 21.80, 21.81, 21.82, 21.83, 21.84, 21.85, 21.86, 21.87, 21.88, 21.89, 21.90, 21.91, 21.92, 21.93, 21.94, 21.95, 21.96, 21.97, 21.98, 21.99, 21.100

CONTACT: College Official Requestor DATE

SIGNED: Chief Academic Officer of District

1978 Staff Signature



- 1. The first step in the process of identifying a problem is to recognize that a problem exists. This is often done by comparing current performance with a desired state or goal.
- 2. Once a problem is identified, the next step is to define the problem more precisely. This involves determining the scope of the problem and the specific areas that are affected.
- 3. The third step is to analyze the causes of the problem. This is done by identifying the factors that contribute to the problem and determining how they are related to each other.
- 4. The fourth step is to develop a plan of action. This involves identifying the specific steps that need to be taken to solve the problem and determining the resources that will be needed.
- 5. The fifth step is to implement the plan. This involves putting the plan into action and monitoring the progress of the solution.
- 6. The sixth step is to evaluate the results. This involves comparing the actual results with the desired results and determining whether the problem has been solved.
- 7. The seventh step is to take corrective action. This involves identifying any areas where the solution did not work and taking steps to correct them.
- 8. The eighth step is to document the solution. This involves recording the steps that were taken and the results that were achieved.
- 9. The ninth step is to communicate the solution. This involves sharing the solution with others who may be affected by the problem.
- 10. The tenth step is to review the process. This involves reflecting on the steps that were taken and determining what was learned from the experience.

1. Algebra & Geometry  
 A change in definition of the term  
 "Algebra" is suggested.  
 The term "Algebra" is used  
 to describe the study of  
 the properties of numbers  
 and the operations on them.  
 The term "Geometry" is used  
 to describe the study of  
 the properties of shapes and  
 the relationships between them.

The following are the main points of the report:

1. The term "Algebra" should be defined as the study of the properties of numbers and the operations on them.
2. The term "Geometry" should be defined as the study of the properties of shapes and the relationships between them.
3. The term "Algebra" should be used to describe the study of the properties of numbers and the operations on them.
4. The term "Geometry" should be used to describe the study of the properties of shapes and the relationships between them.
5. The term "Algebra" should be used to describe the study of the properties of numbers and the operations on them.
6. The term "Geometry" should be used to describe the study of the properties of shapes and the relationships between them.
7. The term "Algebra" should be used to describe the study of the properties of numbers and the operations on them.
8. The term "Geometry" should be used to describe the study of the properties of shapes and the relationships between them.
9. The term "Algebra" should be used to describe the study of the properties of numbers and the operations on them.
10. The term "Geometry" should be used to describe the study of the properties of shapes and the relationships between them.



Illinois Community College Board

Division NEW WORK OF INSTITUTIONS  
(Form 13)

1. Name of Institution: \_\_\_\_\_ School Year: \_\_\_\_\_

2. Name of Division: \_\_\_\_\_ Title Subject: \_\_\_\_\_

3. Title of the Unit of Study: \_\_\_\_\_

4. Unit Code: \_\_\_\_\_

5. Credit Hours: \_\_\_\_\_ Conditions: \_\_\_\_\_ (Credit Hours) \_\_\_\_\_

6. Prerequisites: \_\_\_\_\_

7. Name of the Instructor: \_\_\_\_\_

8. Name of the Department: \_\_\_\_\_

9. Name of the College: \_\_\_\_\_

10. Name of the Division: \_\_\_\_\_

11. Name of the Unit of Study: \_\_\_\_\_

12. Name of the Unit of Study: \_\_\_\_\_

13. Name of the Unit of Study: \_\_\_\_\_

14. Name of the Unit of Study: \_\_\_\_\_

15. Name of the Unit of Study: \_\_\_\_\_

16. Name of the Unit of Study: \_\_\_\_\_

17. Name of the Unit of Study: \_\_\_\_\_

18. Name of the Unit of Study: \_\_\_\_\_

ILLINOIS COMMUNITY COLLEGE BOARD, 1100 N. WASHINGTON ST., CHICAGO, ILL. 60610

The information contained in this report of need to establish a new category of  
the state college system for a particular college staff to provide with planning for  
the state college system in the area of administrative services of the state college  
system for the purpose of determining whether to provide program and to create a state  
board of administrative services to coordinate the state college system.

\_\_\_\_\_ Sign: \_\_\_\_\_  
Chief Administrative Officer of College District

\_\_\_\_\_

The information contained in this report of need to establish a new category of

\_\_\_\_\_ Sign: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Sign: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Sign: \_\_\_\_\_  
Executive Director, Illinois Community College Board



ILLINOIS BOARD OF HIGHER EDUCATION

ADMINISTRATIVE FORM FOR THE REVIEW OF NEW PROGRAMS  
AND CURRICULA

College (Campus) \_\_\_\_\_

Program Title \_\_\_\_\_

Proposed Date of Implementation \_\_\_\_\_

Program Administrator \_\_\_\_\_

A. Program Description

1. Check as many as appropriate: indicate type of degree, cert., etc.:

\_\_\_\_\_ Associate's Degree  
\_\_\_\_\_ Certificate  
\_\_\_\_\_ Bachelor's Degree  
\_\_\_\_\_ Master's Degree  
\_\_\_\_\_ Doctoral Degree

2. Write, as it would appear in the catalog, an outline of brief program description giving particular attention to the need for student development to be developed; state major objectives of the program in state, national, and international prospective students can understand with description of the program.

B. QUALIFICATION OF PERSONNEL

- 3. Study the table based on your 1995-96 survey data and complete the following enrollment data for the particular program. Enter the program in the table below:

<u>Enrollment</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>
Full-time	_____	_____	_____
Part-time	_____	_____	_____
Full-time equivalents	_____	_____	_____

Source of Information:

- 4. Check the category to which the program will be assigned:
   
 District     Area     State     Other

- 5. Check of the following cooperation arrangements that are used to meet the needs of out-of-district students. Check the boxes for each are listed in ICCS by type of program.

- Interdistrict Agreement     Enrollment Transfer
- Reciprocity Agreement     Non-district students
- Consortium Agreement     Exchange students
- Attachment Agreement     Other (specify \_\_\_\_\_)



C. ARTICULATION

5. List contacts made with (a) local secondary schools; (b) secondary, educational institutions; (c) the state university; (d) other professional groups or organizations for the purpose of program articulation. Are detailed agreements or contracts have been made. In addition, attach to this report files into the mission and scope of the program.

6. List similar programs within the district including proprietary schools, area vocational centers, other post-secondary institutions, etc.

Institution or School	Program Title	Location	Contact Person

7. Describe efforts made to work out agreements with agencies or institutions contacted with any institution listed above. Please describe any agreements made as well as reasons for failure to do so, if applicable.



College (campus)

Project Title

3. Does the proposed program include a curriculum plan?

Yes \_\_\_\_\_ No \_\_\_\_\_

D. FINANCIAL INFORMATION

9. Estimated additional costs for the 1 year and 2 years.

	1st Year	2nd Year	3rd Year
a. (1) Number of man-years (staff) needed each year to implement the program, both part-time and full-time.			
(2) Anticipated salary.			
b. Amount needed for instructional equipment each year.			
c. Will present facilities be adequate each year?	Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
d. (1) Is present facilities not adequate, what amount is needed for construction, equipment, etc. of capital expenditures?			
(2) Anticipated repair costs.			
(3) Will the facility expansion costs included in the capital expenditures reported?	Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
e. Rental cost of facilities, if any, covered and how did it change during the year.			

10. a. Will the proposed program be completed in the first year, or will it be completed in subsequent years? If completed in subsequent years, for what fiscal year? b. Will the program be completed in the first year, or will it be completed in subsequent years? If completed in subsequent years, for what fiscal year?

\_\_\_\_\_



b. Please list three instructional units for the unit with brief descriptions (by their description):

Instructional Unit	Number of Credits	Prerequisites	Other Notes
Major description:			
related instruction:			
Electives:			
General instruction:			
miscellaneous:			
Total credit			

E. What is the name and title of the person who should be contacted for information on this proposed program?

Name \_\_\_\_\_ Title \_\_\_\_\_



College (Campus) \_\_\_\_\_

\_\_\_\_\_

F. This proposed program was approved by the college board on \_\_\_\_\_  
\_\_\_\_\_. State approval of this board is hereby registered.

Date \_\_\_\_\_ Signed \_\_\_\_\_  
\_\_\_\_\_

G. Approval of this program has been \_\_\_\_\_ of the Illinois Community  
College Board.

Date \_\_\_\_\_ Signed \_\_\_\_\_  
\_\_\_\_\_

H. Approval of this program has been \_\_\_\_\_ by the Illinois Board  
of Higher Education.

Date \_\_\_\_\_

I. The granting of approval of this application by the Illinois Community College Board  
and the Illinois Board of Higher Education is predicated upon the institution's compliance with  
and Form 157 for all such courses.

NOTE: If the program is denied the benefits to be granted the reasons therefor shall  
be stated in terms of (1) unnecessary duplication of content, (2) failure to establish need,  
(3) failure to establish need, (4) inadequacy of curriculum, or (5) any other pertinent reason.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The Board has approved this document as being correct and complete.

If additional copies are needed they may be obtained from the Board of Higher Education,  
necessary.



ILLINOIS COMMUNITY COLLEGE BOARD

\_\_\_\_\_

1. List the job titles and/or organizational affiliations of all persons who served on the project advisory committee for this project. (Indicate the number of the \_\_\_\_\_ of the \_\_\_\_\_)

_____	_____	_____
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____
d. _____	_____	_____
e. _____	_____	_____
f. _____	_____	_____
g. _____	_____	_____
h. _____	_____	_____
i. _____	_____	_____

2. Manpower Needs. Based on information available to the Illinois Community College Board for community colleges from various federal and state agencies, give estimates of national and state manpower needs appropriate to the proposed program. (Number of new and replacement job openings per year.) Also list sources of information.

<u>Projected Employment Opportunities</u>	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
State	_____	_____	_____
Regional	_____	_____	_____
Local	_____	_____	_____

Sources of Information:



College (Campus) \_\_\_\_\_

Program (Title) \_\_\_\_\_

3. Give examples of job titles and location of jobs held by recent graduates of program (indicate 2) work and 1) and date (provide address of 1st type of program graduate).

4. List the beginning salary for a graduate in this program:

a. Projected beginning salary: \_\_\_\_\_

b. Average after two years' employment: \_\_\_\_\_

5. Are there any unique requirements (in addition to general college educational requirements) that the student must meet for admission to this program?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If Yes, please list requirements.

6. Are program graduates required to meet conditions or license require. prior to employment?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If Yes, please give details.

7. Can part of this program be completed by the student through advanced placement, credit by examination, or prior experience?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If Yes, please give details.

8. Can this program be provided by participants who are not faculty members?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If No, please explain:

9. Give evidence that this program responds to the needs of a specific and diverse group (RACE, SEX, AGE, ONE AND FIVE YEAR PLANS, etc.) developed for NCA and ICS.

10. What evaluation or review guidelines and/or procedures will be used to assess the program as implemented? Identify the criteria for success or failure of the program.

11. Will the proposed program require a suspension of any current activities on the campus?



12. a. In each of the following, list the main idea of the paragraph.

=====

If the main idea is not clear, write "not clear" in the space provided.

b. List the main idea of the entire passage. Write the main idea in the space provided.

Please read the entire passage carefully before you begin to answer the questions. Write your answers in the spaces provided.

Course	Section	Author	Title	Topic	Question	Answer	Grade

NOTE: This test is for the purpose of determining the level of reading ability of students. It is not a test of knowledge. The test is based on the reading ability of students in the 10th grade. The test is based on the reading ability of students in the 10th grade. The test is based on the reading ability of students in the 10th grade.



STATE OF ILLINOIS  
**ILLINOIS COMMERCE COLLEGE BOARD**

OFFICE OF THE CHIEF CLERK  
100 SOUTH WASHINGTON STREET  
SPRINGFIELD, ILLINOIS 62762

QUESTIONS AND ANSWERS TO THE ILLINOIS COMMERCE COLLEGE BOARD

1977  
APRIL  
1977

CLASSIFICATION

1117

THIS  
COPY  
TO

ILLINOIS COMMERCE COLLEGE BOARD  
100 SOUTH WASHINGTON STREET  
SPRINGFIELD, ILLINOIS 62762

ILLINOIS COMMERCE COLLEGE BOARD  
100 SOUTH WASHINGTON STREET  
SPRINGFIELD, ILLINOIS 62762

QUESTIONS AND ANSWERS TO THE ILLINOIS COMMERCE COLLEGE BOARD

1. What is the purpose of the Illinois Commerce College Board?

2. What are the powers and duties of the Illinois Commerce College Board?

3. How is the Illinois Commerce College Board organized?

4. What are the responsibilities of the Illinois Commerce College Board?

5. How is the Illinois Commerce College Board funded?

6. What are the major programs of the Illinois Commerce College Board?

7. How can I contact the Illinois Commerce College Board?

8. What are the contact information for the Illinois Commerce College Board?

9. How can I obtain more information about the Illinois Commerce College Board?

10. What are the contact information for the Illinois Commerce College Board?

11. What are the contact information for the Illinois Commerce College Board?

