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ABSTRACT
        This guide is intended to provide assistance in
developing, organizing, and operating vocational instructional
program (VIP) advisory committees. It is designed to be useful for
secondary or postsecondary programs that offer training for an
occupation or cluster of occupations. The guide is a compilation of
suggestions, illustrations, and problem-based examples of procedures.
It begins with a content overview outlining chapter purposes and
audience and a self-assessment checklist that can help readers
determine the usefulness of each chapter. The first section, "The
Mission,' explains what a VIP committee is, why it is important, what
its functions are, and how to organize one. The second second, "The
Structure," addresses committee structure, including charter; member
qualifications, skills, and responsibilities; and officers. The third
section, "The Activity," is composed of a chapter on effective
operation, including typical problems faced by a VIP committee; a
chapter on strategies and techniques for meetings, orientation,
recordkeeping, recognition, reporting, self-evaluation, conflict
resolution, technical assistance, and public relations; and a chapter
comparing group activity techniques and assessing their
effectiveness. Appendixes include an informational brochure for
prospective members, an outline of a new member handbook, resources
available from the states, addresses of state vocational directors
and advisory committees, instructions on the use of six group
management tools, descriptions of exemplary programs, and references.
(SK)

VOCATIONAL INSTRUCTIONAL PROGRAM ADVISORY COMMITTEE RESOURCE GUIDE

International Management and Development Institute

VOCATIONAL INSTRUCTIONAL PROGRAM ADVISORY COMMITTEE RESOURCE GUIDE

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VOCATIONAL INSTRUCTIONAL PROGRAM ADVISORY COMMITTEE

RESOURCE GUIDE

ACKNOWLEDGEMENTS

THE FOWLER-McCRACKEN COMMISSION IN BRIEF

The Fowler-McCracken Commission is a nonpartisan national and inter-
national effort directed toward improving government-business cooperation in
the conduct of international economic policy. Cochaired by former Secretary
of the Treasury Henry H. Fowler and former Chairman of the President's Council
of Economic Advisers Paul W. McCracken, the Commission has undertaken a joint
venture with the Department of Education designed to strengthen the Nation's
educational system in order to maintain our international competitiveness and
a sound defense industrial base.

The International Management and Development Institute (IMDI) is
directing the Fowler-McCracken Commission in cooperation with over 30
governmental, business, economic, foreign policy, and educational groups.

READER'S GUIDE

WHAT IS THE PURPOSE OF THE GUIDE?

This document is intended as a self-contained reference for members of Vocational Instructional Program (VIP) Advisory Committees. However, the materials may be useful to other audiences because the Guide provides specific answers to a wide range of questions. For example, it describes:

. what VIP Advisory Committees are and what they do;

. how to organize a VIP Advisory Committee;

. how to manage the work of a VIP Advisory Committee; and -

. what better practices from effective VIP Advisory Committees can be replicated.

The purpose is to provide assistance in developing, organizing, and operating new or existing VIP Advisory Committees. Portions of the Guide should be useful to state education officials, local education agency or institution officials, vocational administrators, vocational instructors, VIP Committee officials, VIP Committee members and teacher trainers/educators. Since these are very different audiences, not all sections of the Guide will be useful to each audience. Read only that material which may be useful to you and disregard the rest. Further, please read selectively; as a Resource Guide, it is not necessarily intended to be read from cover-to-cover, in one reading, or by a single audience. Some of the materials are written about basic Committee activity for an audience of Committee members or new Committees. If what you are reading does not fit your needs, please recognize that the material was written for a variety audiences and move ahead to other materials or topics.

The content focuses on VIP Advisory Committees for vocational/technical instructional programs, programs that offer training for an occupation or cluster of occupations. It does not address to general Local Advisory Councils for Vocational Education (LACVE's). Even so, some of the materials about committee operations should be useful resources for operating any kind of committee or council.

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Additionally, the Guide is designed to be useful either for secondary or postsecondary level programs. Sometimes examples or illustrations for each level are included; other times you must adapt the material to your own situation. Also notice that in two cases terms have been used interchangeably: (1) "occupational" and "vocational" and (2) "trainee" and "student." Use of these terms does not denote a distinction between high school and community college/technical institute levels. Moreover, the terms "institution" and "local educational agency" are used as general descriptions for the educational unit in which the training program is located.

Two other terms used in the materials also need definition. First, "economic employment community" and "business community" are used interchangeably and mean all work settings in which program graduates are or might be employed. Second, "governing board" refers to the board of trustees, school board, or board for vocational-technical educational -- whichever is the governing board or final authority for the local educational agency or institution.

HOW IS THE GUIDE DESIGNED?

The Guide is a compilation of suggestions and "how to's" derived from descriptive materials prepared by the states, empirical studies, training materials, and printed materials from a sample of exemplary VIP Advisory Committees. Suggestions are exactly that -- suggestions. They are neither prescriptive nor proscriptive, but rather illustrations and ideas. Adapt and use whatever is applicable to your situation and disregard the rest.

The format was selected to help you use the materials. It offers step-by-step directions for using the included tools and techniques, and contains illustrations and problem-based examples of what procedures might be used and how. Moreover, references have been kept to a minimum and often are presented in separate sections called "Additional Information" at the end of units or the Guide. Further, the loose leaf style is intended to allow you to select and reproduce single pages or entire chapters of the materials.

Given the different audiences that may use portions of these materials, refer to the following illustration to assist you in selecting material that may be appropriate to your situation.

CONTENT OVERVIEW

	CHAPTERS	PRIMARY PURPOSES	PRIMARY AUDIENCE
1.	An Introduction to VIP Advisory Committees	• Explains what a VIP Advisory Committee is and why it is important.	Every reader
2.	Functions of VIP Advisory Committees	• Explains what a VIP Committee should do. • Explains role in terms of involved parties. • Suggests a planning system that can be used as a model program activity.	Every reader
3.	Advisory Committee Structure	• Describes/suggests Committee organization. • Emphasizes how to charter and how to select a Committee.	Governing Boards and Program Administrators
4.	Effective Advisory Committee Operation	• Describes empirically how Committees function and what others can learn from their experience.	Program Administrators and Committee Officers
5.	Strategies and Techniques For Supporting the Work of Advisory Committees	• Provides suggestions about major operational issues that must be faced by effective Committees. Includes step-by-step directions for using successful procedures that resolve the target problem.	VIP Committee Officers
6.	Tools For Managing Group Activity	• Provides instruction and suggests how to manage task activity. • Assists decision-making by comparing techniques to use in Committee work.	VIP Committee Officers
7.	Appendix	• Supplemental materials.	As needed

WHAT PARTS OF THE GUIDE MAY BE OF PARTICULAR INTEREST TO YOU?

There follows a brief self-assessment for a VIP Advisory Committee. When a Committee answers "no" to one of three questions, the materials in the chapter under which the question is grouped may be of value to members.

VIP COMMITTEE SELF-ASSESSMENT

Issues Discussed in Chapter Two

YES NO

___ ___ 1. Is the role and responsibility of the Committee in relation to the program administration explained clearly?

2. Does the Committee advise or assist the instructional program in the areas of:

___ ___   a. evaluating items such as instructional materials, competency levels, and program outcome?
___ ___   b. planning and remodeling facilities?
___ ___   c. working with trainees?
___ ___   d. securing resources?
___ ___   e. providing instructional assistance?
___ ___   f. planning courses of instruction and generating support for the current program?

3. Does your Committee have an annual work plan that specifies:

___ ___   a. goals and objectives?
___ ___   b. timelines for activities?
___ ___   c. assignments of responsibility?
___ ___   d. suggested strategies?

___ ___ 4. Are members aware of the specifics of the Committee's work plan?

___ ___ 5. Does the work plan provide both for short-time goals/activities and for the long-range focus of the Committee?

___ ___ 6. Do all Committee members participate in developing and revising the work plan at the beginning of each new year?

Issues Discussed in Chapter Three

___ ___ 1. Is provision made for Committee permanence and continuity?

2. Are members selected because of their:

___ ___   a. interest?
___ ___   b. knowledge and experience?
___ ___   c. reputation?
___ ___   d. willingness to serve?
___ ___   e. employment in the target trade, craft or occupation?

YES   NO

3. Are members recruited from occupations in the employment community that are served by the program?

4. Is there a charter or constitution for the VIP Advisory Committee that specifies:

    a. term of service?
    b. number of members?
    c. reappointment of members?
    d. role and responsibility of the Committee?
    e. qualifications of members or officers?

5. Are members officially appointed by institutional authorities?

6. Are current trainees or recent graduates of the program included as Committee members?

7. Is there a specific provision in your charter or by-laws that provides for the replacement of members who do not contribute?

8. Are the responsibilities of Committee officers clearly delineated?

Issues Discussed in Chapters Four and Five

YES   NO

1. Are Committee members involved and eager to contribute to the work effort?

2. Is the work atmosphere of your Committee supportive?

3. Is the time spent during Committee meetings focused on tasks related to the work planned and specific agenda?

4. Are members reminded of upcoming meetings well in advance?

5. Do the discussions at meetings follow the agenda?

6. Are background materials made available for all issues that the Committee must address?

7. Is publicity provided for important Committee activities?

8. Are dates, locations, and times established for meetings at the beginning at each year?

9. Are specific orientation and training activities provided for new members?

10. Are Committee recommendations presented in writing?

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YES   NO

___ ___   11. Are members recognized for outstanding service to the Committee?

___ ___   12. Are officers elected from among the experienced Committee
                 members who are private sector representatives?

___ ___   13. Does the instructor (or other school personnel) serve as
                 ex-officio member of the Committee?

           14. Does your Committee evaluate its own activities in terms of:

___ ___   a. meetings?
___ ___   b. work process?
___ ___   c. work product?

           15. Does your Committee establish and operate under its own by-laws
                 that specify:

___ ___   a. rules of operation within meetings?
___ ___   b. numbers of meetings per year?
___ ___   c. rules on how decisions and/or consensus will be reached?

___ ___   16. Is conflict used and dealt with positively within the Committee?

Issues Discussed in Chapter Six

___ ___   1. Are group task management and decision-making techniques used
                in the Committee?

___ ___   2. Does the Committee have a systematic, successful method for
                reaching a decison and involving all Committee members in the
                decision-making process?

CHAPTER ONE:
AN INTRODUCTION TO VOCATIONAL INSTRUCTIONAL
PROGRAM (VIP) ADVISORY COMMITTEES

WHAT ARE VIP ADVISORY COMMITTEES?

Vocational Instructional Program (VIP) Advisory Committees are formally constituted groups of volunteers who share an expert, working knowledge of the job tasks and competency requirements for specific target occupations. Drawn primarily from the private sector (but with appropriate public sector employer representation), the principal purpose of this officially appointed body is to maintain and improve the quality and impact of instruction in programs that prepare workers for the target occupations. The Committees provide advice in areas such as occupational performance specifications, instructional objectives, equipment selection, facility layout and modification, job requirements, credentials, program articulation, labor market needs/trends/opportunities, instructor competencies and retraining strategies, and student recruitment and orientation.

WHAT DO WE KNOW ABOUT VIP ADVISORY COMMITTEES, AND WHY ARE THEY IMPORTANT?

While much useful data is available on federally-mandated advisory groups such as State and Local Advisory Councils for Vocational Education, there is limited knowledge about VIP Advisory Committees because they have received little systematic study or attention in vocational education literature of recent vintage. One purpose of the effort that produced this Resource Guide was to collect and summarize available printed information on the operation, organization and number of VIP Advisory Committees across the nation. It must be emphasized that this is a first effort at compiling significant census data on the quantity and nature of VIP Committees. This effort is not meant to be exhaustive, but rather provided as a useful beginning in the process of identifying private sector participation in vocational education. The following generalizations are the results of this process:

- VIP Advisory Committees are one of the oldest forms of assistance to vocational-technical education. VIP Advisory Committees operated as "trade," "advisory," or "craft committees" for most of the 20th century. As enrollments in all vocational education programs grew, so too did the need to generate a name for instructional advisory committees that would include all trades, occupations and crafts. As a result, the name Vocational Instructional Program (VIP) Advisory Committee was coined. Its focus is to advise instructional programs on the necessary skills, attitudes and knowledge that entry-level workers and/or retrained workers must have in order to function effectively on the job. Its goal is to improve the effectiveness of the instructional programs themselves.

- VIP Advisory Committees focus on specific instructional programs that prepare workers for particular target jobs or clusters of related occupations. They are concerned with maintaining and improving the instructional programs, making sure instruction is job specific, current, and competency based.

- VIP Advisory Committees are community-based, with membership drawn from the employment community. Employment community is broadly defined as any local business, industry, or organization that hires instructional program graduates to fill the program's target jobs. Often Committee members are the "consumers" of the instructional program; employers or work supervisors of graduates.

- VIP Advisory Committees are officially authorized by the governing bodies of the local educational agency or institution in which the instructional program is located. Authorization usually includes a formal statement of mission, authority, responsibility and role.

- VIP Advisory Committees are advisory in nature. They provide suggestions, recommendations, information and assistance to the instructional program as it relates to the job site. Advice more often concerns what is taught rather than how it is taught. Moreover, the advice carries the weight of carefully considered suggestion; VIP Committees do not administer programs, nor do they set program policy.

- VIP Advisory Committees produce tangible benefits. Students receive more effective training and have smoother school-to-work transitions; employers hire better prepared workers; and the training programs enjoy the support of the local employment community and operate more effectively and efficiently as a result of Committee activity.

- VIP Advisory Committees create partnerships between schools and the employment community. They facilitate communication, which improves training programs, enhances community awareness of and support for the programs, and promotes the employment of well-trained program graduates.

- VIP Advisory Committees are improvement-directed. They promote constructive and necessary change within a training program or institution. They generate and transmit new ideas to the program from the employment community and from the program to the employment community. Suggestions are conveyed as carefully considered recommendations.

- VIP Advisory Committees are goal-oriented. Not only do they operate from an annual work plan that sets forth the Committee's primary purpose and specific objectives for the year, but they also focus on the overall goal of promoting the highest quality vocational education programs.

- VIP Advisory Committees are used by the majority of vocational instructional programs. Estimates and actual counts of programs with Committees suggest that 75 to 100 percent of all secondary and post-secondary instructional programs use Committees. Additionally, this data suggests that a higher percentage (almost 100 percent) of instructional programs located in vocational high schools, area vocational schools, technical institutes, and community colleges use VIP Advisory Committees than do programs located in comprehensive secondary schools.

- VIP Advisory Committees are not mandated by federal legislation but are required by State law or regulation in several states.

- VIP Advisory Committee size ranges from 3 to 40 members. The average number of members ranges from 5 to 8 persons per Committee. Larger Committees seem to be associated with area vocational schools, technical institutes, and community colleges, and especially those instructional programs located in more densely populated areas. Smaller Committees seem to be associated with comprehensive high schools located in less densely populated areas.

- VIP Advisory Committees are composed of members whose terms of service range from one to five years. The tendency appears to be a term of one to three years. Some programs, especially in rural areas, seem to appoint members to terms of indefinite length.

- VIP Advisory Committees serve all types of vocational instructional programs. However, because of the number of programs, the greater portion Committees serve technical and industrial programs.

- VIP Advisory Committees usually serve a single instructional program such as data processing, tool and die making, or X-ray technician. However, sometimes single Committees serve instructional programs for a cluster of occupations such as automotive, metal work, or personnel services. Often, when Committees advise a cluster of instructional programs, the programs seem to be located in areas with limited numbers of target occupation employers and employees who are available to serve.

Two other variations were noted regarding the generalization that VIP Advisory Committees serve a single instructional program. First, sometimes a single Committee serves two separate but content-similar instructional programs in the same institution; for example, the same Committee may advise both post-secondary and adult welding programs in the same institution. Second, occasionally the Local Advisory Council for Vocational Education serves both as a general committee and a VIP Committee. In such situations, the work for a particular instructional program seems to be done by a specialized subcommittee of the general committee.

. VIP Advisory Committees are composed primarily of private-sector
employers, employees, and supervisors, with the usual range falling
between 65 to 100 percent of the total membership drawn from these
categories. The mean for Committees from states with available public
data is 83 percent. Committee members who are not private-sector repre-
sentatives include representatives of public sector employers, represen-
tatives of labor unions or trade associations, parents, students, and
instructors. Parents seem to serve most often on secondary level
programs, while public sector employers seem to serve most often on
post-secondary programs. Students and instructors may be involved at
any level. However, often when instructors are counted as Committee
members, they are included on the membership roll, but serve in an
ex-officio capacity.

. VIP Advisory Committees involve thousands of persons in the vocational
education enterprise. For programs in the 16 states and territories for
which reliable* printed data were available, approximately 240,950 per-
sons served on VIP Advisory Committees. Of this total number, approxi-
mately 207,150 persons were private sector employees, employers, or
supervisors. Other members were students, public sector employers,
union and trade association representatives, parents, and instructors.
The state-by-state estimates are illustrated in Table 1.

. Useful data available from 17 other states and territories -- New
Hampshire, Colorado, Missouri, Iowa, New Mexico, Michigan, Georgia,
Oklahoma, New Jersey, District of Columbia, Ohio, Hawaii, Kentucky,
Washington, Idaho, Arkansas, and Kansas -- suggest that an estimated
256,700 persons serve on VIP Advisory Committees in those states. Using
the mean percentage of members who are private sector representatives
(83 percent) from states where more complete information is available,
one estimates that approximately 213,100 of the total number of members
are private sector representatives. Thus, for the 33 states and terri-
tories with available data, approximately 420,250 private sector repre-
sentatives serve on secondary and post-secondary VIP Advisory Committees.

Through data collection, states and territories were divided into two
groups, one group with estimates of VIP Advisory Committee membership and one
group without such information. In order to generate an estimate of total VIP
Advisory Committee membership, and private-sector membership, one must compare
the two groups of states and extrapolate from that comparison. Comparing the
two groups requires making the following assumption: that in any data that
enters into the extrapolation there is no difference between the states that
reported VIP Advisory Committee data and the states that did not.

Once having made this assumption, if one examines enrollment data, one
finds that 58 percent of the secondary vocational enrollees and 60 percent of

* Reliable data means data that could be cross-referenced.

the post-secondary vocational enrollees are served in programs in 33 states and
territories for which there is some informaton on VIP Advisory Committees.
Therefore, approximately 40 percent of the secondary and postsecondary enrol-
lees are served in the remaining 24 states and territories. This also means
that approximately 40 percent of the total VIP Committee membership should be
located in these 24 states and territories. Converted to number of members,
this means that approximately 280,150 private sector members serve on VIP
Advisory Committees in these 24 states. This brings the estimate of the total
private sector membership estimate to approximately 700,400 persons, nation-
wide. While this number is tentative at best, extrapolated from a variety of
data and data sources, it nevertheless suggests the size of the VIP Advisory
Committee enterprise.

Table 1:

VIP COMMITTEE MEMBERSHIP*

| | STATE | COMMITTEES | APPROXIMATE NUMBER OF** | |
			COMMITTEE MEMBERS	PRIVATE SECTOR COMMITTEE MEMBERS
1.	Maine	650	4,550	4,550
2.	Massachusetts	1,050	6,200	4,950
3.	Maryland	1,800	10,350	8,600
4.	Virginia	850	4,250	3,550
5.	South Carolina	1,900	10,350	9,300
6.	Tennessee	3,200	19,300	18,950
7.	Illinois	9,450	56,550	53,750
8.	Indiana	9,900	59,400	49,300
9.	Oregon	1,400	11,000	6,000
10.	Alaska	1,200	5,850	3,850
11.	South Dakota	2,000	9,850	8,200
12.	North Dakota	650	9,000	7,050
13.	Utah	2,150	10,650	8,850
14.	Virgin Islands	25	250	200
15.	Nebraska	600	3,750	3,750
16.	Florida	2,000	19,650	16,300
	TOTALS	38,825	240,950	207,150

* Data sources include projections, estimates, and count from: (1) the
  Annual Staff Plans for Vocational Education, (2) the National Center for
  Educational Statistics, (3) the State Vocational Education Agencies, and
  (4) mailing lists/rosters of VIP Advisory Committees.

** The numbers in the table may understate the actual counts in some cases due
   to incomplete data.

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CHAPTER TWO:
FUNCTIONS OF VIP ADVISORY COMMITTEES

WHAT IS THE NATURE OF ADVICE?

Vocational Instructional Program (VIP) Advisory Committees inform, assist
and advise on the operational aspects of vocational-technical education pro-
grams for target occupations. This involves studying instructional-related
issues and recommending courses of action on topics ranging from necessary
outcome competencies to instructor trade skills.

Because Committee members have expert knowledge about target trades, occu-
pations, and crafts and because the Committee has chartered authority granted
by the governing board of the local education agency or institution, Committee
advice is taken seriously by training program officials. However, as advice,
Committee activity is limited to suggestions, recommendations and assistance.
Committee authority does not include administrative or fiscal control of the
program; these responsibilities are reserved for the local education agency or
institution. More specifically, only the institutions governing board can
establish policy for the training program, adopt text books for courses, and
hire/fire instructors.

IN WHAT AREAS IS ADVICE APPROPRIATE?

Any aspect of the instructional program that deals with job requirements
for target occupations is the legitimate concern of a VIP Advisory Committee.
Recommendations and advice should be provided to institutional or local educa-
tion agency officials in the following areas of concern:

Planning Courses

VIP Advisory Committees usually take an active role in planning course out-
lines and instructional outcomes. While school officials do most of the detailed
planning, VIP Committees often assist with activities such as:

- Identifying specific skills, attitudes and knowledge required for target occupations;

- Determining proficiency levels or competence standards and suggesting testing methods;

- Reviewing and recommending instructional materials;

- Establishing target outcomes and objectives for training;

- Suggesting specific cooperative or production work to be included in the instructional program;

- Designating target occupations for instructional programs; and -

- Recommending methods for certifying the skills, knowledge and attitudes of program graduates.

The VIP Advisory Committee's particular concern should be ensuring that training materials accurately reflect changing technology, and that competencies reflect actual work requirements. Emphasis is placed on what to teach, not how to teach.

Planning Facilities

Given their business perspectives, VIP Advisory Committees provide valuable assistance in designing and remodeling school-based training facilities. Among typical Committee activities are:

- Suggesting needed equipment equivalent to those of community work places;

- Determining the type and quantity of tools, supplies and materials needed or training activities;

- Recommending and locating cooperative training stations in work settings as alternatives to school facilities;

- Recommending an appropriate lay-out of shop or laboratory facilities to simulate work experience and enhance training; and -

- Reviewing safety training aspects of the instruction program.

Working with Trainees

VIP Advisory Committees can provide assistance in working with program enrollees. Possible activities include:

- Helping establish selection criteria for students, especially when training involves on-the-job experiences in the community;

- Assisting with guidance and placement of program graduates;

- Recruiting trainees for the program; and -

- Supporting student organizations, competitions, scholarships and awards.

Securing Resources

Often VIP Advisory Committees directly and indirectly assist training programs in securing financial support. Some of the resource activities in which Committees participate are the following:

- Securing donations or loans of equipment, materials, supplies and samples;

- Providing in-kind services related to on-the-job training and supervision of students;

- Providing direct funding for program expenditures and/or trainee scholarships;

- Providing classroom space and training sites in production areas so that enrollees can receive and on-the-job instruction;

- Supporting requests for local appropriations; and -

- Recruiting assistance from other members of the employment community.

Supplementing Instruction

Often VIP Advisory Committee members play active roles in student training, including:

- Serving as guest lecturers, substitute instructors or consultants to demonstrate occupationally specific skills;

- Providing facility tours and field experience for trainees;

- Establishing on-the-job training stations for cooperative vocational education; and -

- Suggesting guest lecturers.

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Assisting Instructors

VIP Advisory Committees often aid instructors in relating instruction to community needs by:

- Suggesting and arranging for appropriate in-service training for instructors and program administrators;

- Providing technical assistance and information on new production methods, items and techniques; and -

- Showing interest in particular problems and providing suggestions for solutions.

Planning Program

VIP Advisory Committees can provide great assistance in overall program planning because they often have more specific and useful information about the trends in the local community than do the school officials or representatives of Local Advisory Councils for Vocational Education (LACVE's). Among the specific program-planning services performed by Commitees are the following:

- Evaluating and recommending improvements in program elements such as objectives, instructional materials, outcomes, work procedures, and follow-up on program graduates;

- Establishing labor market, human resource and manpower needs, trends and opportunities for target occupations;

- Defining necessary occupationally-related competencies and experiences for instructors; and -

- Recommending potential instructors with appropriate educational, business and industrial experience.

Coordinating and Supporting Programs

In addition to direct support services, VIP Advisory Committees also can generate a great deal of community support for the program. The Committee can help by:

- Serving as a communication channel between the training program, local educational agency or institution and the employment community;

- Facilitating the linking of the instructional program with emerging computerized national information networks;

- Assisting in bringing about agreements between the vocational program and similar programs at other institutions within the economic community;

- Speaking on behalf of employers and employees of/from target occupations;

- Helping the local education agency or institution inform the community of new and/or needed occupational programs;

- Generating interest and support for the program within the employment community;

- Networking the program into existing community trade, crafts, and occupational associations and groups; and -

- Representing a particular occupation and instructional program on the institution's Local Advisory Council for Vocational Education.

HOW DO SUCCESSFUL VIP ADVISORY COMMITTEES ORGANIZE THEIR EFFORT?

Successful VIP Advisory Committees are the result of careful planning, hard work, focus and commitment on the part of all members. The Committee's annual work plan is the vehicle through which it organizes responsibilities and directs its work toward common goals.

A written work plan is the first product of Committee activity each school year. In preparing the work plan, Committee members decide together on the focus, goals, and objectives of the Committee, in addition to time commitments and resource needs for the year. The work plan's degree of formality will vary from Committee to Committee. At a minimum, the focus, goals and general strategies for implementation should be recorded and distributed to all Committee members. Furthermore, the work plan should be used by the Executive Committee to monitor and direct the Committee's work throughout the year. Figure 2.1 illustrates a suggested format for an annual work plan.

Because planning is a rational process, the steps Committees take in developing their work plans should be similar.

Step 1: Establish Priorities, Goals and Objectives for the Year

Each VIP Advisory Committee focuses its responsibilities on several
priority issues relating to the instructional program it serves. Within each
priority area, the Committee will set·specific goals reflecting what it hopes
to accomplish. Objectives represent specific actions that will be taken in
achieving those goals. A statement of objectives contains measurable indices
and time limits in order to.direct the actions and·assess progress.

Figure 2.1:

FORMAT FOR ANNUAL WORK PLAN

Specific priorities and goals for year 1984-85:

- Secure new press equipment for print shop.

- Improve the skills of program graduates by updating the curriculum and
  making the training more job specific.

Objectives related to goal #2:

- Establish six additional work/training stations in the community for
  cooperative work-study.

- Review instructional materials to assess their degree of congruence
  with identified on-the-job knowledge competency requirements.

OBJECTIVE	EXPECTED QUALITY OUTCOMES	REQUIRED ACTIVITIES	TIME PERIOD FOR ACTIVITIES	REQUIRED RESOURCES	RESPONSIBILITY FOR ACTIVITY
Establish 6 new industry-based work/training stations	. Training position	. Contact trade associations, unions, civic clubs to spread word	. September 15 - 30	0	Subcommittee on industry relations: R. Brown
	. Improved skills of program graduates	. Contact 20 private businesses	. October 1 - 15	0	W. Green B.D. Smith
	. Improved community support	. Follow-up businesses and contacts with visit and letter	. October 15 - 30	0	
	. Improved placement	. Secure letters offering positions for trainees	. November 1 - 30	Secretarial/ postage	

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The VIP Advisory Committee will set its priorities based upon a systematic study and discussion of the needs of both the instructional program and the job. Work plans from previous years, as well as descriptions and perceptions provided by instructors, administrators and employers, will suggest a number of issues or topics for the Committee to consider.

Once a set of priorities has been suggested, the Committee must decide on which to concentrate during the upcoming year. Often the Committee may use a group management procedure such as the Nominal Group or Decision Matrix techniques in order to select the two issues of greatest importance and interest to the membership. These techniques are described in Appendix E of this Resource Guide.

After settir priorities, the Committee should develop one or two written "goal statementk for each priority issue. Among the action verbs that VIP Advisory Committees commonly use in goal statements are: provide, promote, increase, decrease, suggest, change, offer, train, establish, and review. Figure 2.2 suggests a goal statement rmat.

Objectives are more specific statements that suggest strategies and interim targets for accomplishing goals. Moreover, because they are measurable, they facilitate assessing the degree to which goals are achieved. Figure 2.2 includes a structure for writing Committee objectives.

Figure 2.2:
GOAL STATEMENT FORMAT

The ___(name of VIP Advisory Committee)___ will ___(action verb)___ ___(what)___
for ___(what general purpose)___ .

* * * * *

STATEMENT OF OBJECTIVES FORMAT

To ___(action verb)___ ___(what event or activities)___ for achieving
___(goal)___ by ___(when)___ .

VIP Advisory Committees often use action verbs such as prepare, develop, charge, increase, improve, present, reduce, decrease, stimulate, assess, involve, and create in writing statements of objectives.

Remember, the Committee must discuss thoroughly each issue before developing goals and objectives. It must decide both what will be accomplished and why it is important. The anticipated results must justify the activity.

Step 2: Identify Necessary Tasks and Activities

After the Committee has developed its goals and objectives, attention must be directed toward the tasks, activities or strategies that will be used to accomplish the objectives. An open Committee discussion will generate a list of reasonable activities for each objective. Consider using a Brainstorming session or the Nominal Group Technique to focus attention and stimulate ideas. (Both techniques are described in Appendix E of this Guide.)

Step 3: Select Committee Members to Serve on Subcommittees

Establish Subcommittees responsible for specific tasks within the Committee's work plan, and select members for each Subcommittee whose skills, knowledge and experience match the goals of each Subcommittee. These individuals most likely will be committed to the work activity associated with the goal. However, remember to involve all Committee members in developing and deciding upon the overall goals, objectives and strategies of the annual work plan.

Step 4: Choose Leaders for Each Subcommittee

Subcommittee leaders either may be chosen by a vote of the Subcommittee membership or may be designated by the Executive Committee of the VIP Advisory Committee. The advantage to having the Subcommittee membership choose a leader is that the members will feel a greater commitment to follow the directives of that leader. The advantage to the Executive Committee of choosing a leader is that often the individual chosen will possess the best organizational and delegation skills.

Step 5: Distribute Tasks and Activities

Allow time during Committee meetings for each Subcommittee to meet to dis-
cuss its goal, objectives and activities. Encourage each Subcommittee to allo-
cate responsibility for suggested activities among members. This effort should
include a discussion of what must be done, by when, and by whom. Indicate on
the work plan under the heading "Responsibility for Activity," who will
perform each activity.

Step 6: Identify and Secure Resources Needed to Complete Activities

Subcommittee members should caucus to identify the resources they need to
complete their assigned tasks. Resources may include clerical assistance,
postage, phone use, background materials, time from other members, and author-
ity to represent formally the training program. A member of the Executive
Committee should meet with each Subcommittee to collect its comments on
resource needs, and should record the needs on the master work plan.

The Executive Committee is responsible for attending to resource needs. It
should compile a master list of needs and present it to the program administra-
tors. Executive Committee members also hold the responsibility of distributing
the resources to the Subcommittees.

Step 7: Follow Up on Subcommittee Activity

Once the annual work plan has been developed and implemented, the Chairper-
son must monitor the progress of the Subcommittee's work -- checking whether
the activity is on schedule, if the objective is manageable, and if additional
resources are needed to facilitate or complete the work. Also, the Chairperson
will need to report on the progress and outcomes of Subcommittee activities to
the full Committee and to solicit useful suggestions from the entire group.

Step 8: Present Findings/Results and Generate Recommendations

When the Subcommittee has completed its tasks/activities, it should
present its results to the full VIP Committee. The presentation may be as

informal as a discussion, but it should provide a detailed picture of the Subcommittee's work.

The entire Committee must then discuss and decide what actions should be taken as a Committee regarding the issue. List all suggestions during the discussion and develop a Committee recommendation to send forward to the governing body of the local education agency or institution.

Close the discussion on the issue by calling for a Committee vote on the proposed recommendation. Follow the Committee's by-laws on voting procedure. Once the recommendation is passed by the full Committee, prepare a written memo and present it to the administration. The most useful format for such a memo contains the following information:

- Recommendation(s);

- Implications of each recommendation for the training program; and -

- Justification of findings.

The Chairperson should monitor the recommendation's progress and report to the Committee on its outcome -- acceptance, reject and implementation.

CHAPTER THREE:
ADVISORY COMMITTEE STRUCTURE

INTRODUCTION

A first consideration in the effective use of a VIP Advisory Committee is its formation, authority and structure. Especially important are the Committee charter and the membership selection criteria, because these factors affect the functions of the Committee. Remember, not every Committee will perform effectively in every situation. Committees created for the purpose of informing a program about entry-level skills for a local job market may not be of equal assistance in informing a program about high tech retraining needs for a state-wide job market. Therefore, you must decide on the general purposes of your VIP Committee and choose members accordingly.

WHAT PRELIMINARY CONSIDERATIONS MUST BE ADDRESSED?

Good administrative planning is essential in creating VIP Advisory Committees. Their need must be considered along with realistic expectations of what such Committees will accomplish. The preliminary steps below should be followed in establishing a VIP Advisory Committee. They are in most cases performed by program administrators and local employers; however instructors, trainees, or organized labor representatives also have been responsible for creating VIP Committees.

- Investigate the need for a VIP Advisory Committee, identify potential benefits to be gained, and estimate cost and time requirements for establishing and operating the Committee.

- Determine institutional and employment community attitudes concerning the need for a Committee. A negative attitude may be based upon the memory of a previous failed attempt at organizing a Committee. In this case, determine the reasons for failure. Work slowly and carefully to remove negative attitudes before formally proposing Committee formation. If the initial attitude is favorable, inform all affected persons and organizations (administrators, board, instructors, LACVE's, employer associations, unions) of the desire to form a Committee.

. After gaining support from the involved parties prepare a written proposal. Include the following information:

-- anticipated purpose, outcomes, and responsibilities for the Committee;

-- proposed relationship of the Committee to program administration; and -

-- suggested procedures (steps, time lines, and resource needs) for organizing the Committee.

. Encourage (and involve, if possible) the instructor in Committee planning. This is important since the instructor probably will be most directly responsible for implementing the Committee's advice/ recommendations.

. Present the proposal to the appropriate administrative officials or the governing board and request written authorization to form the Committee.

. Upon obtaining authorization from the governing board or administrative officials, form the Committee by following the procedures outlined in your proposal. Consider involving an ad hoc group of employment community representatives and educators in recruiting members. The ad hoc group might be a group of volunteers from the institution's local or general advisory committee.

HOW SHOULD THE COMMITTEE BE CHARTERED?

Effective VIP Committees are authorized, approved and supported by the governing body of the local educational agency or institution by means of a charter or constitution. In the charter or constitution, the governing board sets forth guidelines and policy for the Committee in the following areas:

. Name of the Committee and its governing board;

. Purpose of the Committee;

. Relationship of the Committee to the educational governing board;

. Committee membership;

. Organizational structure; and -

. Procedural rules.

The charter or constitution must be a written document, to be included as part of the official policy guidelines of the local educatio . agency or

institution. Once created and approved, the charter can be amended only by the governing board; the Advisory Committee cannot alter its charter unilaterally. However, the Committee does develop its own by-laws and operational rules, as described in Chapter Five of this Guide.

A written charter serves three important purposes:

. It provides legitimacy and importance to the Advisory Committee since it is authorized by a board. Likewise, authorization demonstrates to the employment community that the Committee is considered to be important by the local educational agency or institution. This helps in recruiting members.

. It is a useful "training tool" for new VIP Advisory Committee members, setting forth the specific duties and expectations of the Committee.

. It eliminates many potential management problems for the Committee by establishing policy guidelines on length of term, the development and adoption of by-laws and Committee structure.

Figure 3.1 is a sample charter or constitution for a VIP Advisory Committee. The example is not intended to be exhaustive; rather, it is only an illustration.

Figure 3.1:
SAMPLE VIP ADVISORY COMMITTEE CHARTER

Charter for Vocational Instructional Program Advisory Committee

I. Name

The Committee will be called the __(name of committee)__ . It is authorized by the __(name of governing body)__ and will serve at the pleasure of the governing body.

II. Purposes

The Committee is created for the purpose of working with the __(name of vocational program)__ and shall limit its activities to advising on matters that directly concern the instructional program. The specific purposes of the Committee may include the following responsibilities:

. assist in placing students at work-sites;

- determine necessary entry-level skills, attitude, and knowledge competencies and performance levels for target occupations;

- facilitate cooperation and communication between the training program and the economic community;

- assist in program evaluation by comparing training outcomes with training claims for entry level competencies;

- study number of workers needed by target occupation in the community and offer recommendations to keep the program up-to-date and successful;

- assist the program in setting training priorities, including participating in ongoing planning activities of the program; and -

- facilitate instructor in-service training through arranging exchanges with industry personnel.

III. Relationship of Committee to Educational Governing Board

It is the role and sole prerogative of the Board to enact policy. The VIP Advisory Committee is expected to offer recommendations for instructional programs and to provide policy-relevant information about the instructional program to the Board administration and instructors.

IV. Membership

- Composition -- The VIP Advisory Committee shall consist of __(number)__ members. Members will be selected and appointed by the Board from a list of nominees provided to the Board by the Membership Subcommittee of the Advisory Committee. VIP Committee members will constitute a cross-section of the employment community, with special emphasis on private sector employees and employers. Moreover, at least 60 percent of the Committee membership should be employees in the target jobs or supervisors of such employees. Membership shall include representation of minority and target groups whose interests must be served in vocational education.

- Term -- A term of office shall last for three years, with 1/3 of the membership appointed each year. Terms shall not be renewable within eleven (11) months after conclusion of an earlier term. Terms will begin on August 1.

V. Organizational Structure

- Officers -- Each committee will have a chairperson, a vice chairperson and recording secretary who are elected for one (1) year terms by the membership. A majority vote is required for election. The chairperson must have served on the Committee at least one (1) year prior to election. Each position will be filled from nominations offered by the entire Committee. Elections for the next term will be held at the last meeting of the present term.

- Subcommittees -- The following standing subcommittees will be appointed annually by the officers and will function continuously for a one-year period: (1) Membership, (2) Entry Level Competency, (3) Employment Projections, (4) Equipment; and (5) Curriculum.

VI. Procedural Rules

- By-laws -- The Committee will draft and adopt a set of written by-laws on or before September 1 of each year. The by-laws govern Committee operation. By-laws require a two-thirds vote for adoption or change.

- Meetings -- The Committee will meet at least six (6) times per year. Written notices of upcoming meetings will be mailed to members at least ten (10) days before meeting. Dates and actions will conform generally with the yearly work plan developed each year.

- Minutes -- Minutes of each meeting will be kept. Copies will be mailed to the Governing Board, local administrator, instructors, and Committee membership within two weeks after a meeting.

- Recommendations and Reports -- Committee recommendations ar   eports will be submitted in writing to the Governing Board. Docu   ts will include both suggested action and justification for sugge   ns. The governing body will respond/react to any such recomme.   ions/ reports in written form.

- Dismissal -- Members who are absent without reasonable cause from three successive meetings will be considered to have resigned their seat. The Committee will move to refill the position.

- Public Announcements -- While members are expected and encouraged to discuss the instructional program within the community, members shall not report opinions expressed in meetings, nor shall they report independently on Board action.

WHAT KINDS OF COMMITTEES ARE USED?

States and locales exercise discretion over the kinds of Committees organized within their jurisdictions. In general, the following three types of Committees operate at the local level:

- Local Advisory Council for Vocational Education (LACVE) -- This Co mittee is created to provide general advice and direction for the entire vocational/technical program of the local education unit and is specifically mandated under Federal vocational law. LACVE's assist in developing long-range goals, recommend the overall vocational program design, help develop the need for new programs and committees, and develop community support. Often they are composed of the chairpersons of program (VIP) committees, together with other community citizens.

- Ad Hoc Committee -- This Committee is created for a short period of time to address a specific problem or concern. Both the task and the time-period are well defined and narrowly focused. Membership is based strictly on which individuals and skills are needed to complete the task under consideration.

- VIP Advisory Committee or Program Committee -- Working at the classroom level, this type of committee serves vocational programs within a single occupation, occupational area, or cluster of occupations at a single institution. Membership is drawn primarily from target occupations in the community. The function, membership, and work activity of this type of Committee is the content of this Resource Guide.

Any or all of these committees will best meet the needs of your program. However, the VIP Advisory Committee provides the best opportunity for developing vocational and technical programs and keeping them current.

WHAT QUALIFICATONS AND SKILLS SHOULD MEMBERS HAVE?

Effective Committees have skilled, responsible members. You must select members who have leadership skills, who are respected within the community, and who can represent the views both of the employment community and the training program.

As you determine desired membership qualifications and skills, seek busy, productive people who enjoy responsibility; such people generally are expert in managing their time and will not feel overburdened by accepting Committee responsibilities. The truth is that the busiest people get the most done.

The following skills and qualifications should be sought in recruiting Committee members:

- Interest -- Choose motivated persons who express a sincere interest in the program. Members must be willing to devote the energy and attention required to do a good job. Often this means being dedicated both to their craft and to the training process.

- Availability -- Seek out members who will be available in terms of time, health, and location. Members must attend meetings, work on projects, and work ' the employment community on behalf of the training program.

- Character -- Seek members who have earned the confidence of their asso-ciates in the employment community; a good reputation will enhance the program's standing within the business community. Members must have

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the courage to express their own ideas and must respect, tolerate and work with ideas expressed by others. Cooperative, responsible, civic-minded, unselfish individuals will focus on the vocational program rather than themselves.

. Skill/Experience -- Most important, seek members who are knowledgeable about the target occupations of the training programs. Usually this means selecting members who have work experience in the occupation. Additionally, seek members who demonstrate good communication skills, administrative skills, social vision, intelligence and leadership. Strive to select a cross-section of the employment community.

The Membership Subcommittee, in conjunction with the governing board, must decide on the actual desired skills and character traits and the relative importance of each.

Strive to find members who qualify in all areas. Discuss the desired skills and qualifications with prospective members during their screening interviews with the Subcommittee. Ask probing questions about time commitments, their commitment to training, and their priorities for the training program.

Once the interviews have been completed, the Membership Subcommittee must reach consensus on the potential of each prospective member and offer its recommendations to the entire Committee and to the governing board. It is most helpful if the Subcommittee actually presents a briefing on the candidates.

HOW SHOULD COMMITTEES BE COMPOSED?

The governing board creates each VIP Advisory Committee to reflect the mission, needs, size, and complexity of the training program, as well as the employment community. The board must determine the types of members/represen-tatives that should serve on the Committee. Consider the following types of members/representatives:

. employees in target jobs;

. business, industry, and occupational industry employers;

. supervisors of target job employees;

. current and former trainees;

- professional and technical people;

- representatives of organized labor;

- entrepreneurs;

- representatives from employer and business associations;

- personnel and training directors;

- representatives from other training institutions associated with the program;

- school personnel (instructor, counselor, administrator, personnel officer); and -

- community political leaders or their representatives;

In deciding on the composition of the Committee, the following concerns should be represented:

- both large and small businesses that are involved with target occupations;

- proportional representation of geographic areas served by the program;

- a balance of management and employee interests;

- a balance of age and socio-economic status in the community; and -

- appropriate representation of both sexes, handicapped individuals, and racial and ethnic minorities found in the area served by the program.

Create a Committee composition matrix for recruiting and selecting members as illustrated in Figure 3.2. The matrix suggests a way to merge desired composition characteristics. Note that emphasis has been placed on target job employees, employers and supervisors.

Strive to create VIP Advisory Committees with the majority of members selected from the target occupations. Then add labor union representatives (if appropriate), representatives from trade/employer associations, trainees, and other interested parties. Remember, the Committee membership should emphasize private sector representatives. However, if the state or federal government is a major employer in your area, you should include representatives of those agencies.

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Figure 3.2:
COMMITTEE COMPOSITION MATRIX

Representational Factors	Legal & Rational Factors in Numbers					
	Gender		Race/Ethnicity		Business Type	
	Male	Female	Minority	Non-Minority	Large	Small
Target Job Employees	X	X	X	X	X	X
Target Job Employers	X	X	X	X	X	X
Employer Associations		X		X	X	
Labor Unions	X			X	X	
Supervisors	X	X	X	X		X
Current/Former Trainees	X	X	X	X		

Total Number on Advisory Committee = 15

Percent of Population of Community Minority = 11%

Number of Small Businesses in Community = 2,500

Number of Large Businesses in Community = 30

Number of Members

Effective VIP Advisory Committees must be large enough to reflect the diversity of the employment community, yet small enough to be managed effectively. The exact size cannot be mandated, but membership should reflect the number of employers, number of trainees and number/diversity of targeted jobs addressed through the training program.

Most importantly, representatives of all job specialties addressed in the training should be included. Membership should represent a mix of employers, supervisors and employees in target jobs who can address the issue of required skills, attitudes and knowledge for particular occupations.

An effective Committees will have anywhere from 5 to 18 members, depending upon the size of the training programs and the community it serves. Committees with fewer than five members are less effective because they have limited perspective, inadequate information on a number of target jobs, and too few employers represented. Conversely, Committees with more than 18 members become unmanageable, since it becomes difficult for any single member to feel totally involved and to make a significant contribution. Committees of 5 to 18 members afford opportunities for individual contributions, do not suffer from occasional drop-outs or absences, enjoy a diversity of opinion and perspective from the employment community, and have relatively fewer management problems.

Term of Service

Staggered terms of service for VIP Advisory Committee members ensure both the Committee's continuity and its ability to accommodate change. At any given time, the majority of members will have served at least one year on the Committee, thus ensuring continuity. Change is accommodated as new members with new ideas are added to the Committee each year.

A rotational, three-year term of service most easily allows for continuity and change. One-third of the total membership will be appointed beginning each year after the first year of operation. To establish this rotation with a new VIP Advisory Committee, the original Committee members draw lots that set the length of their terms at one, two or three years, with one-third of the Committee in each category. Then, new members are appointed as terms expire.

The Committee charter must establish a policy for reappointment of members whose terms expire. Relatively few effective Committees reappoint members to successive terms without some "time off." Consider establishing guidelines in the Committee charter or by-laws requiring at least a 12-month absence before reappointment. Establishing the length of term as policy will clarify the time demands for members at the outset.

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Recruitment

Consider appointing a three- or four-person standing Membership Subcommittee. Charge this Subcommittee with soliciting nominations and screening potential Committee members. The Subcommittee can then present recommendations to the entire Committee, the program administration and the governing board.

If a new VIP Advisory Committee is being formed, the board or administration should appoint an ad hoc committee of business representatives and educators to serve as the membership committee for the new Committee. This ad hoc committee should function in the same manner as a standing Membership Subcommittee, using the selection technique described above. Once membership recommendations have been made to the governing board, the ad hoc committee's work has been completed and it can be disbanded.

When recruiting members for the Advisory Committee, the Membership Subcommittee must follow these guidelines:

. Establish and maintain personal contact with each prospective member. The flyer included as Appendix A of this Guide can help in this regard.

. Explain in detail the expected time commitments, activities and responsibilities of all members.

. Identify each candidate's qualities that are needed for the Committee.

Selection Process

Committee members may be elected, appointed, or volunteer, depending upon the policy of the institution or local educational unit. While initial Committee members often are volunteers, a system of selection is recommended.

Selection involves two groups, the Membership Subcommittee of the Advisory Committee and the governing board. First, the Membership Subcommittee seeks out and recommends qualified candidates. The governing board makes the final decision and issues the invitations.

The invitation must be in writing. Figure 3.3 is a sample invitation letter.

Figure 3.3:

SAMPLE INVITATION LETTER

Mr. Don Busher
Welder
4M Limited
Anywhere, U.S.A. 99999

Dear Mr. Busher:

Your experience and demonstrated competence as a welder has led the Membership
Subcommittee of the VIP Advisory Committee of the ___(name of program)___
Vocational Program to recommend you for membership on the Committee. The
Committee is composed of craft, trade, business, and industry representatives
from our community. It works to forge closer cooperation between business and
education by continually improving the vocational training for students in the
welding trade. Your insight into training needs and competencies would be of
great value.

We invite you to become a member of the Committee; your three-year term would
begin on July 15. Please consider this invitation and inform us of your deci-
sion by May 15.

We look forward to working with you!

Sincerely,

Note that the letter is short, to the point, and sets a time-frame for the
invitee's response.

Upon acceptance by invited members, the governing board must issue an
appointment letter. A sample appointment letter is illustrated in Figure 3.4.

After formal appointment, the VIP Advisory Committee officers should
contact the new members to welcome them to the Committee and to provide them
with material such as the Handbook for New Members outlined in Appendix B of
this Guide.

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Mr. Don Busher
Welder
4M Limited
Anywhere, U.S.A. 99999

Dear Mr. Busher:

Congratulations on your appointment to the ___(name of program)___ VIP Advisory
Committee. Thank you for your willingness to serve. Your contribution will
keep the program effective and up-to-date and will help to make our community
a better place to live and work.

We realize your time is limited; we will make every effort to keep our meetings
prompt, precise and purposeful. There should be five meetings a year for each
of the three years of your term. Your first meeting as a member is scheduled
for August 1 at 7:00 p.m. at Anywhere Area Vocational-Technical School. Mr.
H.V. Green, the Advisory Committee Chairperson, will contact you soon to pro-
vide you with a tentative agenda and other Committee materials.

We look forward to working with you. If you have any questions, please call.

Sincerely,

/s/ Chairman of the Board

WHAT RESPONSIBILITIES DO MEMBERS HAVE?

Member responsibilities for any specific VIP Advisory Committee are
established in the Committee's charter and by-laws. Responsibilities will
differ among Committees; however, the following general categories of
responsibility are consistent for most effective Committees:

- Attendance -- Members are expected to attend meetings regularly and to
  be punctual.

- Participation -- Members are expected to participate in discussions, to
  offer their considered opinion on issues, to serve on affiliated subcom-
  mittees/study panels upon request, and to help the Committee reach
  final conclusions and make recommendations.

- Conduct -- Members must respect other Committee members and not discuss
  opinions or actions outside the VIP Committee meetings; publicity
  should be handled through established channels.

The specific work agenda for each Committee is set by the Committee and its governing board. However, the categories f responsibility establish general rules of conduct for all commitees. Since these expectations are rules that each Comm_ttee member must understand and follow, they must be discussed during the interview with each prospective committee member. Additionally, they should be part of the orientation and training program for all new Committee members.

End of Term and Dismissal

As described above, it is recommended that terms of service be rotational, with one-third of the Committee completing its term each year. Members leaving the Committee must be thanked for their efforts. Effective recognition strategies are discussed in Chapter 5 of this Guide.

Occasionally a Committee member simply refuses to contribute to Committee activity. When this happens, it is reasonable, beneficial, even necessary, for the Committee to dismiss and replace that member. Replacement is important because:

   . Given the term of membership, if a person fails to contribute for that period of time, then opportunity for action is lost to the Committee; and -

   . The Committee works as a group, and non-contributing members diminish morale and make work more difficult and burdensome for others.

Grounds and procedures for dismissal must be established in the charter and by-laws. Grounds must be justifiable; if members do not attend meetings or refuse to work constructively on the Committee, they should be replaced.

Dismissal must be official. It must be acted on by the Committee and the governing board, and dismissed members must be notified of the action in writing. When writing a dismissal letter, convey the bad news in a way that does not insult or overtly embarrass the former member. Further, be sure the action complies with the written standards and procedures; it is not a measure to be taken lightly.

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WHEN ARE OFFICERS SELECTED AND WHAT DO THEY DO?

Committee officers are responsible for managing Committee activity. In large measure, the success of the Committee depends on the leadership ability of the officers.

Although election of officers may take place at any time, many effective Committees hold elections either at the last regular meeting of the school year or at the first meeting of the school year. Consider holding elections during the last regular meeting of the school year, for three reasons:

- Officers should be selected from among the experienced membership, based upon past performance. Holding elections at the end of the year allows members to draw upon their recollections of nominees' performance during the year.

- By holding elections at the end of the school year, the new officers can plan for the next year during the summer. This way the Committee starts the year ready to work rather than ready to organize.

- By holding elections at the end of the year, the first meeting of the new year can be reserved for training and orienting new members and for establishing the work agenda for the new year.

Officers should be elected from among the experienced membership of the VIP Committee. The Membership Subcommittee can function as a nominating body, soliciting and presenting candidates for each position. Moreover, the Subcommittee can conduct the election activities.

Consider electing three officers for VIP Advisory Committees: a chairperson, vice chairperson, and secretary-treasurer. Procedures, characteristics and duties for each position follow.

Chairperson

The chairperson's leadership is the key to the Committee's success. The chairperson should be selected from among the private sector members and should possess the following skills and characteristics:

- Experience as a Committee member for the past one or two years;

- Experience as a business person in the community served by the vocational program;

- Ability to manage meetings, plan and adhere to schedules, involve members in ongoing activities, and reach closure and consensus on issues;

- Skills in managing group activity and in responding to (accepting, building on, modifying, and rejecting) contributions of members;

- Interest and willingness to work with school and community representatives;

- Skills in oral and written communication as well as willingness to make appearances before school and community representatives to present, explain and justify recommendations;

- Ability to delegate responsibility as well as willingness to accept responsibility for the Committee's actions;

- Ability to build on past experience and to remain objective; and -

- Personal characteristics such as empathy, fairness, tolerance, sound judgment and attentiveness.

The responsibilities of the chairperson include the following:

- Work with others to plan and carry out the Committee's work agenda;

- Prepare meeting agendas and manage logistics;

- Preside at meetings;

- Orchestrate activity, keeping group efforts focused, involving all members in tasks, and making smooth transitions in the meetings;

- Delegate tasks and follow-up work;

- Work with other Committee officers (Executive Committee), school officials, community members, Committee members, and outside constituents;

- Maintain clear communication channels with all interested and involved parties;

- Prepare background information for the Committee and reports on outcomes;

- Create a relaxed, productive, work-oriented atmosphere; and -

- Represent the Committee at official meetings and functions.

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Vice Chairperson

Many Committees, especially larger ones, elect a vice chairperson to supplement the activities of the chairperson. The skills and responsibilities of the vice chairperson are identical to those of the chairperson. If anything, the vice chairperson must be even more team-oriented because he or she must work closely with the chairperson and must serve as the facilitator for much of the Subcommittee work.

Secretary-Treasurer

The secretary-treasurer of an Advisory Committee has responsibilities that frequently require additional contributions of time in order to facilitate the work of the Committee. The secretary records meeting minutes and performs many clerical duties. Many Committees use a representative of the local educational unit (such as the instructor) in this position because of the person's access to typing and reproduction facilities.

The needed qualifications and skills for the secretary-treasurer are the following:

. Experience on the Committee and an understanding of the program, a sense of the importance of the issues, and familiarity with the typical work schedule of the Committee;

. Ability to organize detailed material into a meaningful whole;

. Willingness to contribute extra time and effort to make the Committee work;

. Experience in keeping accurate budget and expenditure records;

. Facility for writing;

. Sensitivity to the viewpoints of others;

. Ability to work with school personnel, employment representatives and Committee members.

The responsibilities of the secretary-treasurer include the following:

. Take minutes at meetings; transcribe and distribute minutes;

- Work with Executive Subcommittee (officers) to set agendas;

- Mail agenda, announcements, minutes and other information to members (including necessary correspondence);

- Help present Committee actions to school and community;

- Keep the books and pay bills; and -

- Help assemble and distribute necessary background information to the membership.

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CHAPTER FOUR:
EFFECTIVE VIP ADVISORY COMMITTEE OPERATION

Why and how are VIP Advisory Committees effective? What distinguishes more effective Committees from less effective ones? What general strategies help to increase their effectiveness? These general questions are addressed in this chapter. The information was collected from published literature; printed, publically-available minutes and materials furnished by successful Committees; and comments from representatives of effective Committees.

WHAT IS THE RELATIONSHIP BETWEEN EFFECTIVE COMMITTEES AND INSTRUCTIONAL PROGRAMS?

'A successful relationship has at least three basic characteristics: (1) it is equitable; (2) it acknowledges the potential for change; and (3) it has clearly-defined roles.

An Equitable Relationship

Most VIP Advisory Committee-instructional program relationships are characterized by a sense of equity, with both parties sharing substantial benefits from the arrangement. The instructional programs benefit from:

- current and practical advice on instructional matters;

- increased credibility within the business community;

- student training and placement opportunities in work settings;

- increased availability of resources such as time, equipment, supplies, and materials;

- contacts with influential individuals in businesses and organizations; and -

- support and publicity for the program and the institution.

Benefits received by the VIP Advisory Committee are:

- personal and corporate satisfaction with and recognition for improving the educational experience of students;

- tax write-offs and credits on donations of equipment, materials, supplies, and time;

- an opportunity to shape the curriculum and outcome of the training effort so that the skills, knowledge and attitudes of program graduates match those needed for performing successfully on the job; and -

- a relatively stable supply of inexpensive but committed labor through student training stations in the work place.

Additionally, training stations serve as "low-risk" proving grounds for students.

Acknowledgement of Potential for Change

In a successful relationship, both the VIP Advisory Committee and the instructional program acknowledge that the Committee is a powerful, positive force for change because it:

- is positioned exactly where it can make a difference -- at the level of practice where students learn skills;

- has no bureaucracy; instead, it has a professional and personal relationship with those who provide instruction and who employ graduates;

- possesses knowledge about the content, equipment, and practices that are the most important parts of the curriculum; and -

- is formally chartered and authorized by the governing board of the institution.

The vocational instructor who is involved in the Committee work should not feel threatened by an effective VIP Advisory Committee. Four specific strategies are especially effective in reducing the potential threat to an instructor's autonomy by a VIP Advisory Committee:

- The Committee must emphasize that everyone is working toward the common goal of ensuring that program graduates are competent in the skills, knowledge and attitudes needed to perform effectively in target occupations. All discussions and recommendations should be focused on the common goal of improving instructional outcomes. Any issue not directly related toward this goal should be discounted.

- An effective Committee is aware that the instructor implements change at the educational/training level and should be involved in Committee work.

Successful Committees provide personal support for the instructor in such ways as arranging for summer jobs, offering suggestions to resolve problems, and providing equipment, supplies, and informational material for classroom use.

. The Committee must focus its evaluations and recommendations on the entire instructional program, not on specific individuals or person- alities. Further, Committee commend as well as offer constructive criticism and suggestions/means for improvement.

. The Committee work plan should be limited to instructional issues. It should not encompass program administraton or institutional policy.

Clearly-Defined Roles

The effective VIP Advisory Committee has a clearly-defined role in advising the instructional program and administration. The role of the Committee is established formally in the Committee's charter and by laws.

Based upon printed information and minutes received from a sample of successful Committees, the following activities occupy the majority of Committee time and effort:

. advising on appropriate instructional outcomes by helping identify appropriate skills, knowledge, and attitudes and by establishing proficiency levels for each;

. suggesting and helping secure necessary equipment, tools, materials, and supplies;

. supporting student activities and competitions;

. arranging training and work placements for students; and -

. publicizing the instructional program throughout the employment community.

WHAT TYPICAL PROBLEMS DO LESS EFFECTIVE COMMITTEES FACE, AND WHAT STRATEGIES CAN BE USED TO PREVENT OR RESOLVE THEM?

VIP Advisory Committees are subject to operational problems -- as are many organizations involving people with different perspectives, . However, problems within VIP Advisory Committees can be especially costly, since an ineffective Committee adversely affects not only its members, but ultimately the students in the training program. This can result in a poorly-trained

labor pool and a tarnished reputation for the vocational program and institution. Therefore, it is very important to avoid or overcome those problems that potentially plague poorly-managed Committees.

There follows a list of time-proven strategies for preventing and/or overcoming typical problems. Each strategy is presented in the context of a specific problem. Suggestions about how to implement many of these strategies are found elsewhere in the Guide.

PROBLEM   STRATEGY

Problem: (1) Perception that the   Strategy: Include members with
Committee is a "rubber stamp" commit-   diverse opinions, then set common
tee; (2) The existence of alienated   goals. Disagreement can be con-
groups within the employment community   structive as long as all parties work
that are not represented on the   toward common goals.
Committee.

Problem: Information generated is   Strategy: Make certain that the
not directly relevant to the actual   members represent specific target
or desired outcomes of the training   occupations -- as employees,
program.   supervisors, and employers.

Problem: A "we-they" attitude   Strategy: Continually seek the
between educational officals and the   cooperation of school officials and
VIP Advisory Committee.   the instructors; share ideas and
                                          information on a regular basis.

Problem: Impression that the VIP   Strategy: Do not focus on fault
Advisory Committee is an adversary of   finding; rather, seek out areas in
the instructor, administration, or the   which the program can be commended as
training program.   well as improved.

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Problem: Unrealistic recommendations, often based on decisions drawn from partial or biased information.

Strategy: Seek all available and useful sources of information by performing Committee studies, using consultants, interviewing knowledgeable people, and using statistical information.

Problem: Perception that Committee is not objective or systematic in carrying out its work plan.

Strategy: Base activities and recommendations on factual, carefully-collected and complete information, coupled with sound logic.

Problem: No action taken or discussion of Committee's recommendations on part of governing board or instructor.

Strategy: Develop effective strategy for presenting and justifying recommendations. Ask for written responses to recommendations.

Problem: Ill will among a mis- or uninformed Committee membership.

Strategy: Notify members by phone and letter of date, time. and location of upcoming meetings and activities. Also provide all necessary background information for Committee's discussion topics.

Problem: Frustration resulting from unfocused activity and wasted time.

Strategy: Respect the members' time in all matters. Distribute work equitably. Hold meetings only when needed. Develop, distribute, and follow agenda and time schedule.

Problem: Confusion over procedures when dealing with problems or contingencies.

Strategy: Clearly define the operational procedures in the Committee's by-laws.

Problem: Confusion over purpose, priorities, and plans for Committee work activity.

Strategy: Involve entire Committee in clearly defining the year's work plan. Circulate the plan as a written document.

Problem: Confusion and/or resentment among members resulting from being rushed into a study or position too quickly or without enough structure or information.

Strategy: Allow time early on to organize activities; this will result in less time wasted later.

Problem: Too few members do the majority of the work.

Strategy: Provide time for leaders to emerge within the group. This applies both to tasks and overall group activities. Use Subcommittees and assign tasks evenly.

Problem: Loss of interest or resentment among membership.

Strategy: Constantly seek to involve each member. Capitalize on members' specific knowledge, experience, commitment and enthusiasm. Establish supportive discussion environment. Recognize and reward members for their efforts.

Problem: Appearance that Committee officers do not have appropriate skills.

Strategy: Have chairperson learn and use management techniques, many of which are discussed in the Guide. Anticipate potential problem areas and devise contingencies to deal with them in advance.

Problem: Frustration associated with time-consuming, routine meetings, or meetings managed in a haphazard fashion.

Strategy: Arrange site and meeting logistics for entire semester several months in advance.

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Problem: Idealistic and unrealistic recommendations, creating frustration and loss of Committee's credibility.

Strategy: Offer realistic problem- and resource-based recommendations. Tie recommendations explicitly to proposed outcomes. Address only those subjects provided for in the Committee charter.

Problem: Misunderstanding and resentment caused and/or exacerbated by lack of communication.

Strategy: Regularly and routinely circulate Committee minutes, information, ideas and recommendations to educators and Committee members.

CHAPTER FIVE:
STRATEGIES AND TECHNIQUES FOR
SUPPORTING THE WORK OF ADVISORY COMMITTEES

HOW SHOULD YOU ORCHESTRATE COMMITTEE MEETINGS?

The role of VIP Advisory Committee officers, especially that of the chair-person, is critical to the success of the Committee. Officers direct, coordi-nate, and facilitate the work of the Committee. Both planning for meetings and the actual conduct of meetings must be attended to carefully to ensure that the time is well spent and that the work effort is focused.

Planning The Meeting

Successful Committees meet regularly, at least four or five times per school year. Meeting dates are established by group decision during develop-ment of the annual work plan. Each meeting lasts about two hours; is focused on particular content or issues; is held in a comfortable, central location; and is planned well in advance of the proposed meeting date. The general planning process involves an Executive Committee which reviews minutes of the last several meetings and the annual work plan in order to create the new meeting agenda. The latter will include discussion of pertinent old and new business within the alloted time period. A typical sample agenda is illus-trated in Figure 5.1.

In addition to developing the agenda, one Executive Committee member also must arrange meeting logistics such as space, refreshments and equipment. Even though it is most efficient to arrange for most of these a semester at a time, arrangements must be confirmed before each meeting. The social aspects of the meeting, such as simple refreshments, contribute to group morale and commit-ment. Try to hold most meetings away from the school in order to encourage an employment community atmosphere. Among the logistical items that should be arranged and confirmed for each meeting are the following:

. Establish time, date and location of each meeting;

- Arrange for meeting room and equipment;

- Notify Committee members in writing of meeting date and agenda;

- Notify school officials of meeting information and agenda;

- Arrange for reserved parking;

- Arrange for social amenities (refreshments, meals, special presentations, etc.);

- Confirm all arrangements several days before meeting;

- Call Committee members and staff to remind them of meeting; and -

- Secure and prepare necessary background materials for issues to be addressed.

Figure 5.1:
SAMPLE AGENDA FOR REGULAR MEETINGS

EVENT: Meeting of Robotics Advisory Committee

TIME: 6:00 p.m. - 8:15 p.m.

PLACE: Oasis Restaurant, 1111 Dodsen Avenue

DATE: 17 September, 1985

AGENDA: 6:00 Social hour

        6:30 Call to order

        6:35 Reading, discussion and approval of last meeting's minutes

        6:45 Continuing Business

- Report of Subcommittee on Trainee Competencies

- Develop recommendations

- Update on Work Plan for year

        7:30 New Business

- Establish Subcommittee on New Technology

- Present and discuss background materials on technology changes

- Other business

        8:15 Adjourn

By emphasizing attendance and participation in Committee work, you will build commitment and interest. Therefore, as soon as the agenda and logistics are set, notify or remind members of the approaching meeting by letter and/or phone conversation. Mail the notice together with the proposed agenda and a copy of the minutes from the last meeting. Also include background materials necessary for performing the work of the upcoming meeting. A sample notice of a Committee meeting is illustrated in Figure 5.2.

Figure 5.2:
SAMPLE NOTICE OF COMMITTEE MEETING

Dear (member);

Just a reminder that our next meeting of the ___(name)___ Advisory Committee will take place on ___(date)___ at __:__ p.m. in the ___(place)___. Enclosed is a copy of the agenda for the meeting. Notice that the primary objectives for the meeting will be (1) to begin our study of the emploment needs in our craft in the community and (2) to plan student cooperative work experience summer jobs.

Looking forward to seeing you! Please notify me by the ___(date)___ if you cannot attend.

Sincerely,

Conducting The Meeting

Once the Committee has assembled, you must direct the meeting so that it is a productive expenditure of time and effort. The following guidelines have been demonstrated to be useful for managing group activity and interaction:

- State the purpose of the meeting and review the agenda at the outset. Some Committees even set goals or objectives for each meeting as a way of focusing on purposes.

- Encourage all members to speak and respect the rights and opinions of each individual.

- Ask clarifying questions.

- Periodically summarize discussion and point out the connections and contradictions between points.

- Use parliamentary procedure for decisions; otherwise, encourage open and informal discussion. Remember that the majority rules but that the minority opinion must be heard.

- Consider and resolve one issue at a time.

- Give every idea, proposition and issue a full and free discussion.

- Explore and encourage all points of view in working toward consensus.

- Allow productive silences.

- Show strong interest in attendance, ideas, and work agenda.

- Distribute work assignments (and Subcommittee membership) throughout the group.

- Make assignments and work tasks clear and specific; explain expectations, time lines, and products. Discuss background of issues so that everyone shares a common understanding of the terms and importance of the problems.

- Involve members in the planning process.

- Keep members informed of activities and progress by sharing minutes, notes and telephone information.

- Arrange contact with trainees and tour the program facilities.

- Recognize and reward Committee members. Even a simple thank you is an effective reinforcement.

- Evaluate Committee work regularly.

- Structure the meeting so as to avoid wasted time. This conveys a sense of organization, purpose and productivity.

- Generate a supportive rather than defensive atmosphere for group interaction. This is especially important for the Committee chairperson.

The atmosphere for interaction is especially critical because discussion is the medium through which members present views and develop findings while moving toward consensus. The most productive atmosphere in a group meeting is a supportive atmosphere, and the least productive atmosphere is a defensive one.

Defensive behavior occurs when individuals perceive or anticipate threats. Persons who behave defensively, even though they are attending to the common task, devote appreciable energy to non-productive activities such as worrying about how they appear to others, trying to dominate or impress their peers, or avoiding a perceived or anticipated attack or punishment.

Defensive behavior results in an atmosphere that can distort ideas, communication, and values. Moreover, it can lead to cynicism, scepticism, loss of enthusiasm, and reduced productivity.

Speech, especially from the chairperson, can induce defensive or supportive atmospheres. It is not so much what you say but how you say it. The following list illustrates speech patterns that cause defensive and supportive behaviors. Examine and use the right-hand column in working to establish a supportive atmosphere in your Committee (Gibb, 1970).

Defensive Atmosphere	Supportive Atmosphere
Evaluation: Speech in which the speaker seems to be evaluating or judging the listener.	Descriptive: Speech that the listener perceives as genuine requests for information without evaluative overtones.
Control: Speech in which speaker attempts to change an attitude or to influence behavior. The greater the suspicion of hidden motives the more defensive the listener.	Problem Orientation: Speech that conveys the message that the speaker has a true desire to define a mutual problem and seek a solution. This tends to create the same desire in the listener.
Strategy: Speech that makes the listener feel like he or she is being used as a guinea pig or role player without being told.	Spontaneity: Speech that is spontaneous, without predetermined motivation of an underlying nature.
Neutrality: Speech which gives the listener the impression that the speaker does not care about the listener's welfare.	Empathy: Speech and non-verbal communication that conveys empathy and respect for the listener.
Superiority: Speech which communicates the attitude that the speaker is somehow superior to the listener in areas such as wealth, power, position, or intellectual ability.	Equality: Speech that indicates the speaker's genuine interest in feedback. The speaker conveyes that he or she does not wish to reduce the power, status, and worth of the listener.
Certainty: Speech in which the speaker demonstrates that he or she regards himself or herself as the person with all the answers.	Provisionalism: Speech that indicates that the speaker is willing to reexamine his or her attitude, behavior, and ideas.

WHAT SHOULD BE THE FOCUS OF THE FIRST SEVERAL MEETINGS?

The first meeting should be held within 60 days from appointment of new members and not later than the first or second week of the training term. The

agenda should be devoted entirely to member orientation and Committee organization. Notices of the meeting should be mailed to members several weeks in advance of the meeting. Include in the notice not only information about the date, time and place, but also a copy of the agenda. On the agenda, list discussion topics and the person responsible for each topic. Sample agendas for the first two meetings are illustrated in Figure 5.3. Notice that the emphasis is organizational and informational. While this focus takes time, it is worth the initial time investment because the activities help develop commitment and a constructive atmosphere.

Figure 5.3:
SAMPLE AGENDAS

Agenda for First VIP Advisory Committee Meeting

6:30	Social hour or meal	
7:00	Call to Order	VIP Committee Chairperson
7:05	Welcome	Local Education Agency or School Chief Administrator
7:10	The Role of the VIP Advisory Committee	Guest Speaker (Former Chair or Employment Community Member)
7:30	Overview of vocational program	Local Director-Instructor or School Representative
7:45	Description of total educational program	School or Board Official
8:00	Introduction of members	VIP Committee Chairperson
8:15	New Business	VIP Committee Chairperson
	. Appoint By-laws Subcommittee	
	. Establish time, date and location of next meeting	
8:35	Adjourn	VIP Committee Chairperson

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Agenda for Second VIP Committee Meeting

6:15	Call to Order	VIP Committee Chairperson
6:30	Tour program facility	Instructor or Staff
7:30	Discuss and adopt By-laws/Procedure	VIP Committee Chairperson
8:00	Begin work on Annual Work Plan (topics and time-lines)	VIP Committee Chairperson
8:30	Adjourn	VIP Committee Chairperson

Several general suggestions about conducting the first meeting or two will help you establish the tone for the year. Specifically, consider the following ideas:

- Concentrate initially on establishing a friendly atmosphere, coupled with a seriousness of purpose and the background information necessary to begin the job.

- Emphasize that the members' knowledge and experience is unique and of great potential value to the program.

- Tour the facilities.

- Meet students enrolled in the training program.

- Provide the opportunity for members to begin to know each other in a social context -- perhaps provide a meal or social hour.

- Discuss the expectations for Committee work and for member behavior.

- Discuss the program's future meetings, program needs, and past work.

- Provide background and introductory materials on the project.

- Call meeting to order and adjourn at the appointed times.

HOW CAN NEW MEMBERS BE ORIENTED?

New VIP Advisory Committee members should be oriented to their responsibilities and tasks because the Committee's success depends on how well Committee members understand their role. Orientation should continue on an "as needed" basis throughout the school year, and should include a tour of the program; descriptive presentations about the program by the instructor, program graduates, and current trainees; discussions of previous Committee work plans;

conversations about current issues within the program; observations regarding effective Committee functions; discussions about employer responsibilities in work-related activities; and reminders about expectations. The sample agendas in Figure 5.3 suggest an order for providing this information and for stimulating discussion as the Committee establishes its yearly work plan.

In addition to orientation activities, consider preparing and distributing a handbook to each member with his/her appointment letter. An outline of such a Handbook for New Members is included in Appendix B of this Resource Guide. Add specific information on your program where applicable to this material, reproduce the pages, and distribute them to members. The handbook will facilitate discussion as well as shorten the orientation period.

Other valuable information for the orientation and training process includes a copy of the course description, curriculum, and syllabus. Also useful would be a statement of the proposed outcomes or objectives toward which the program works. In addition, you should provide new members with an organizational chart for the vocational program and institution, an overview of the efforts and composition of other VIP Advisory Committees at the institution, a brief description of vocational-technical education at the institution, and a fact sheet of duties and responsibilities of each group or individual serving the vocational program, i.e. Advisory Committee, instructors, and program administrators. Further, you should provide a copy both of the Committee charter and of the previous year's by-laws to each member. The by-laws are especially helpful as the Committee establishes and adopts its own operational rules.

Three other training and orientation procedures have been used successfully in a number of programs:

- Conduct exchange visits with other VIP Advisory Committees within the institution or within the general employment community; such visits suggest new ideas and new procedures for Committees to pursue.

- Invite as guest speakers members of particularly successful committees to address your VIP Advisory Committee.

- Involve individual Committee members in trade association activities for the target occupations. This strategy is a very effective way of generating current information on the most recent technology in an occupation beyond the experience of any single craftsperson.

WHAT ARE BY-LAWS AND HOW ARE THEY DEVELOPED?

The by-laws that govern VIP Advisory Committee work are important for the following reasons:

- They establish, inform and remind Committee members about their responsibilities and the methods of Committee operation.

- They ensure that meetings will be conducted in an efficient and orderly manner so that work is completed and so that members feel that their time is well-spent.

- They generate support for Committee work among the membership by allowing Committee members to place specific, regular meeting dates on their calendars well in advance of meetings and thus avoid time conflicts.

- They generate support for the Committee work among the school community by establishing/reinforcing the role, focus and operation of Advisory Committee work.

- They generate good-will and support from Committee Membership because they ensure that everyone will be treated equitably and that the work is important and worthwhile.

By-laws are operational rules. They are formally-stated guidelines ruling the selection of officers, the appointment of Subcommittees, the responsiblities of members, the conduct of meetings, and the implementation of the work program.

Because the rules of operation may need to change as the work plan or Committee membership changes, the by-laws must be discussed, revised and adopted at the beginning of each new school year. Usually a copy of the previous year's by-laws can serve as a basis for group discussion. Rules that did not work as intended can be disregarded or rewritten. Additionally, new Committee members can question the rules and gain an understanding of what is expected of them. By-laws differ from the Committee charter in that by-laws establish behavioral expectations of Committee members while the charter is establshed by the school policy-makers. There can be some overlap.

Figure 5.4 illustrates a typical set of Committee by-laws. This example is not intended as a presciptive example; rather, it is an illustration.

SAMPLE OF VIP ADVISORY COMMITTEE BY-LAWS

By-laws

(name of Committee or program)

(name of local education agency or institution)

(date)

A. COMMITTEE OPERATION

1. Meetings will be held at 7:00 p.m. on the first Thursday of every month unless otherwise specified in the work plan.

2. At least six meetings will be held each school year. The exact number of meetings will be determined by the yearly work plan.

3. The Executive Committee will develop the agenda for each meeting.

4. The work plan will be used to set the agenda for each meeting.

5. Meeting sessions will be limited to approximately two hours.

6. Discussion toward consensus of member opinion will be the prevailing procedure used at meetings. Parliamentary procedure will be used when a decision is to be recorded and transmitted as a recommendation.

7. A quorum will consist of a simple majority of appointed members, excluding the chairperson.

8. Meeting minutes will be recorded for each meeting. They will be distributed to each member and appropriate school officials.

B. SUBCOMMITTEE

1. Standing Subcommittees will be established for membership, curriculum, equipment, employment projections, and entry-level competencies.

2. Subcommittees may be of any size, but usually will number three or four members each.

3. Subcommittee will elect their own chairperson.

4. The VIP Advisory Committee will establish Subcomittees by majority vote. Moreover, the Committee will charge Subcommittees with their tasks.

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C. OFFICERS

1. Officers will be elected for Committee membership. A simple majority of member votes is necessary for election. Officers will serve a one-year term, but may be reelected.

2. Officers will include at least a chairperson and a secretary-treasurer.

3. Officers will be elected at the first meeting of each new year.

D. MEMBER RESPONSIBILITIES

1. Each member is expected to attend meetings and to participate in Committee work activities.

2. Each member is expected to study the issues or problems which come before the Committee in order to contribute to the resolution process.

3. Each member is expected to reach a personal decision on the problem after studying the data; moreover, each member is expected to contribute toward Committee resolution of the issue.

4. Each member is expected to respect the rights of other members. There will be no reporting or discussing of individual opinions outside the Committee meeting.

E. PROGRAM OF WORK

1. The VIP Advisory Committee will plan and conduct an annual work plan. Topics, goals, activities, timeliness and responsibilities will be noted in the plan.

2. The program will be established during the first two meetings of the Committee each year.

WHY AND HOW SHOULD YOU RECORD COMMITTEE ACTIVITIES?

Minutes are the official record of Committee activities. They keep interested individuals and groups informed about the Committee's concerns, decisions, and activities; they remind Committee members of the group's progress; they demonstrate and reinforce the reasoning process and information upon which Committee recommendations and decisions are based; and they document the productivity and contribution of the Committee to the training program.

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The minutes are taken, transcribed, distributed and maintained by a designated Committee officer, usually the Secretary or Recorder. This officer can be elected or appointed. Sometimes this office is filled by the program instructor or a representative of the institution or local educational agency because: (1) school-related persons usually have access to transcribing, typing and reproduction equipment and supplies; (2) school personnel often can use a portion of their paid time to participate in Committee functions; and (3) often the permanent files of past minutes for the Committee are maintained in the Vocational Office, a location to which the educator has the easiest access.

Keeping the minutes takes time, skill and persistence. Minutes must be accurate and thorough; they must be maintained promptly and continuously; they must be stylistically uniform; and they must document the information processing and recommendation efforts of the Committee.

Usually, at the conclusion of a meeting, the Secretary/Recorder and the other members of the Executive Committee review the minutes for accuracy. Then the Secretary/Recorder transcribes or types the minutes and distributes copies. Often the distribution list will include not only Committee members, but also school officials, members of the governing board, corporate sponsors, trade/professional organizations within the community, and interested citizens.

The minutes should be recorded in a uniform style. Figure 5.5 illustrates a general format that has worked successfully for many programs. Note that it highlights the objectives and products of each Committee meeting in a way that sets them apart from the regular text. This allows for quicker, more focused reading, yet preserves detail about decisions, background, and suggested actions.

Figure 5.6 illustrates a typical set of minutes for a VIP Advisory Committee. Note that the minutes closely approximate the sample outline in Figure 5.5. Critical points are easy to find yet detail is preserved. Also note that specific comments and ideas are attributed to individual members. When don in a supportive fashion, crediting individuals with specific ideas in the minutes is a very effective method for reinforcing active member participation.

Figure 5.5:
SAMPLE OUTLINE OF VIP ADVISORY COMMITTEE MINUTES

Date:

Topic: Minutes of (Name) Advisory Committee

Members Present: _____

_____

Members Absent: _____

_____

Others Present: _____

_____

Specific Objectives or Focus: _____

Decisions Reached:

1. _____

2. _____

3. _____

Future Plans or Business:

1. _____

2. _____

3. _____

Notes:

_____

_____

_____

_____

_____

Figure 5.6:
SAMPLE SET OF MINUTES

Date: 15 November 1984

Topic: Minutes of Health Occupatons Advisory Committee

Members Present: Lane Nelson, Mattie Walk, Helen Chen, Kris Kristoph, Chuck Dunn, Cecilia Gay, Carrie Johnson, Karen Lopez, Carl Philips, Lawrence Higaski, Betty Lou Poe, Juan Salas, Joan Wagner, Art Warner, Irene McNamara

Members Absent: Elizabeth Alexander, Brad Luftus

Others Present: Phyllis Beckman, Principal of Easton Area Health Occupations Center

Specific Objectives or Focus: Open Discussion on Training Priorities

Decisions Reached:

1. Upgrade classes with computer training;

2. Stress need for good math skills related to health science; and -

3. Form subcommittee on equipment to investigate possible computer purchase.

Future Plans or Business:

1. Find ways to work specific skills into curriculum; and -

2. Equipment Subcommittee report on possible computer purchase and potential of other equipment.

Notes:

The meeting of the Advisory Committee for Careers/Medical was held in Room 8 at the Health Occupations Center on November 9, 1983.

The meeting was called to order at 12:15 p.m., by Chairperson Karen Lopez; Carl Philips acted as rec ding secretary in the absence of Recorder Elizabeth Alexander. Helen Chen was official caterer, par excellence.

Welcome:

A warm welcome was extended by Chairperson Lopez to all. She expressed how much the Committee's attendance and participation was appreciated. She stated how important the Committee's continuing support, assistance and input are to keeping our program viable and up to date so that we can fullfil the needs and requirements of the health field.

Greetings and Minutes:

Dr. Phyllis Beckman, Principal of Easton Area Health Occupations Center, greeted the Advisory Committee. Her greetings further assured the Advisory Committee of its importance to educational goals and program vitality. Carl Philips read the minutes of the last meeting and they were approved.

Open Discussion on Training Priorities:

Chairperson Lopez asked the Committee to make suggestions about how it might improve or upgrade the program. Specific concerns addressed were:

- What new requirements does the health field ask of entry-level employees?

- What revisions or additions to training do new requirements suggest?

- What assistance in the form of donations of equipment or supplies could be found from health professionals and institutions?

Mr. Nelson indicated that a computer or data processing background would be helpful for emp yees of the M.L. King Medical Center, given that most tasks require the use of a central computer connecting all county hospitals. The need for computer training was further emphasized by Ms. Johnson of the Royal Medical Group, Inc. She indicated that an employee would be better skilled with prior computer knowledge. Ms. Wagner indicated that Hewlett-Packard would train an entry-level employee if the employee had a good basic math background. Ms. McNamara of the AMA Medical Association indicated that the association's offices use computers. This point was stressed by Ms. Poe of the Pharmacy department at Hepz Hospital; her department recently has added computer terminals. It was, therefore, the consensus of the Committee that computer or CRT data entry training should be added to Health Occupations Center programs as soon as possible.

Having agreed upon the need to add computer training to the instructional program, the discussion turned to those systems most commonly found in various facilities. Brands suggested were Hewlett-Packard, IBM, and Wang; however, the group agreed that training students and allowing them to become familiar with com- puters was more important than the system.

More specifically, a less expensive printer or monitor could serve the purpose of training the students. Because many companies or hospitals would have different systems and later would train students on their own system, the basic training and computer knowledge was felt to be more important than the choice of a single system.

Dr. Beckman next expressed a need for assistance in obtaining donations of usable equipment and/or supplies. She indicated that a donation of equipment or supplies from a computer center or hospital would be appreciated; furthermore, the donation could be used as a tax write-off by the donor. She volunteered to initiate a letter to this effect if a donor of equipment or supplies was located. The idea of donations was further emphasized by Chairperson Lopez.

Then Chairperson Lopez asked for volunteers to serve on a new Subcommittee for Equipment. Members Kristoph, Johnson, Salas and Gay volunteered and were charged with determining the equipment needs, availability and cost for a small computer training system. The report is due at the January meeting.

Recommendations:

1. Upgrade classes with computer training;

2. Stress the need of good mathematical skills for students preparing for health careers;

3. Use a Subcommitte, investigate several kinds of computers and software before purchasing; and -

4. Check further for donations of equipment and/or supplies.

For The Good Of The Order:

The meeting was vital, informative and enthusiastic. Each member provided input and participated in discussions. The atmosphere was invigorating and constructive. Many good exchanges and recommendations were brought forth. The food was appetizing and very delicious.

Adjournment

Meeting was adjourned at 1:05 p.m.

HOW CAN YOU KEEP MEMBERS INVOLVED AND ACTIVE?

Advisory Committees, like individuals, have fluctuating periods of activity; sometimes members are enthusiastically involved with little prompting and supervision, while at other times the Chairperson may have to make a great effort to get or keep members actively involved. Member inactivity or resistance can reduce Committee effectiveness. It can be caused when members substitute other outlets for their energy, when they assume that someone else will do the work, or when they believe that the program does not want or value their input.

How can you identify early a potential problem among the membership, and what can you do about it? Based upon the operation of successful VIP Advisory Committees, the following procedures and techniques may help.

First, be mindful of problem indicators and the areas in which they typically arise. When you notice symptoms, check for the existence and extent

of the problem. Often simply identifying the problem will resolve the issue; if not, the information gained will help you decide on appropriate action.

Figure 5.7 illustrates symptoms, causes and remedies for difficulties that sometimes plague VIP Advisory Committees. While this list is not exhaustive, it does contain those problems most frequently noted and may give you some ideas to help prevent difficulties before they occur.

Good group management will help to avoid problems in the first place. The following strategies have been used in effective VIP Committees. You can use or adapt them to your own situation.

Establish a Clear Role for the Committee

- Ensure that the role, mission and authority of the Committee are clearly understood by the membership.

- Construct and follow a work plan for the year. Be sure the problems to be dealt with are real. Establish manageable goals for dealing with them. Base the work plan and goals/objectives on the concerns of members and program.

- Establish a free, non-threatening exchange of ideas; support and build on ideas of all members.

- Respect member time, but encourage each member to invest effort and expertise in making a contribution toward completing Committee work.

- Arrange for appropriate clerical support for member work.

- Ensure that all members have a chance to participate, that all concerns and points of view are aired, and that the Committee works for majority rule and consensus.

- Evaluate periodically the work and progress of the Committee (and Subcommittee).

Directly Involve Committee Members

Most of us want to do something worthwhile -- something about which we can feel good when it is complete. By involving Committee members directly in the program they gain satisfaction, make a growing commitment to the cause, and improve the training effort. Among the strategies used by effective programs are the following:

Problem	Symptom	Cause	Remedy
1. Loss of Interest	a) High Absenteeism. b) Few constructive comments.	a) Too little is being asked of Committee. b) Work is perceived as meaningless or undervalued.	Discuss problem openly to air feelings/perceptions and to get suggestions. Set short-term goals. Revise/establish work plan. Begin and monitor activity.
2. Frustration with Role	a) Continual offering of inappropriate comments. b) Negative, disruptive, non-productive or antagonistic statements by members.	a) Lack of clarity about role and mission of Committee and members. b) Discrepancy between role and its practical application.	Offer an in-service training effort. Revise, restate role with open discussion among involved parties. Visit with other programs.
3. Failure To Produce Constructive Results	a) Difficulty reaching consensus or solution, or even understanding the problem. b) Confusion about purpose, mission, goals, etc. c) Recommendations do not get completed, accepted, or work.	a) Failure to set useful goals. b) Problems, tasks and issues poorly defined. c) Continual disagreement and lack of direction. d) Poor data/information. e) Lack of clarity about role. f) Failure to address valid issues.	Reconsider and revise work plan. Use group task management techniques.
4. Negative or Resentful Attitude	a) Combative attitude surfaces often. b) Negative or disruptive statements predominate.	a) Poor communication. b) Failure to consider recommendations.	Keep members informed continually. Ask for specific feedback on recommendations. Confront administration. Redefine roles.
5. Reluctance to Participate	a) Lack of volunteers b) Failure to commit time, energy, and expertise.	a) Poor communication. b) Lack of specific type of needed expertise. c) Timelines or resource needs are inappropriate.	Keep members informed. Bring in consultants and new members with needed expertise. Rework time schedules and available resources.

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- Bring the members into the classroom or work-site to view the results of their advice.

. Invite members into the class as guest lecturers. Topics may include:

-- What skills are required to work in the occupation?

-- How can you write a resumé and interview for a job?

-- What types of jobs are available in the job market at present and what are the future trends?

For example, if the Committee was instrumental in acquiring new equipment, show members the equipment as well as some of the products that result from its use. Another example may be to show an improvement of placement statistics that resulted from the Committee's involvement. Other examples of success might include a new curriculum or increased demand to take certain classes.

Recognize Effort

Everyone likes to be recognized for what he has done that is worthwhile. VIP Advisory Committee members have the opportunity to contribute a great deal, and recognition should be given accordingly. Ways of showing appreciation are described elsewhere in this chapter.

Implement Committee Recommendations

This is probably the single most important factor that can make a Committee member feel useful and consequently be motivated to do more. If a Committee understands its role and makes realistic recommendations, then some recommendations will be accepted and implemented. By seeing that their advice is taken seriously, members feel a sense of worth and will continue making contributions. The following suggestions help ensure that Committee recommendations are accepted:

. Make feasible recommendations. It does no good to recommend purchasing a multi-million dollar piece of equipment when that kind of money is not available. Unless the Committee can help offset the costs or find a donor for the equipment, this type of recommendation can be of little value.

- Present recommendations before the school board or proper authorities in a professional manner. Come to the board meeting prepared with graphs and charts, if necessary, and anything else that can help present a clear case. Put yourself in the school board's place and anticipate questions it might have.

- Present recommendations in writing and request a written response from the board.

HOW SHOULD YOU PRESENT REPORTS AND RECOMMENDATIONS?

As previously mentioned, VIP Advisory Committees assist instructional programs in planning, operating and evaluating the program; however, they do not make policy. Rather, they study the situation and recommend reasonable courses of action. Recommendations must express suggested ideas/actions and explain the reasons for the actions.

When offering recommendations, submit them in writing through appropriate communication channels within the local education agency or institution. Often you can reinforce the written message with verbal encouragement, explanations or presentations. Moreover, Committee members should make themselves available as a group to answer questions about the proposal. Additionally, Committee members may need to assist with public meetings that the board may call to deal with proposals. Regardless, the Committee's report or recommendations should be presented and discussed with the board well in advance of any public disclosure or discussion of the ideas.

Recommendations should express a consensus view of the Committee or, at least, the majority opinion. The written recommendations must express clearly the suggested action or idea and provide the justification that supports the action. Additionally, the recommendations should show how implementing the suggestions could benefit -- both directly and indirectly -- the trainees, the program, and the employment community. Committee minutes and pertinent data may accompany the written recommendation.

Since reports and recommendations are the major products of Committee efforts and often require a semester to a year's effort, the Committee will be eager for the board's response. Request written feedback or an oral debriefing

from the board. Even though you must allow enough time for the board to act, it is appropriate to let them know that the Committee perceives the issue as a priority and is committed to the idea.

Once the board has acted on the recommendation, promptly inform the Committee of the outcome -- whether implemented as suggested, implemented with modifications, or rejected. Further, you might wish to schedule a meeting with the board either to offer assistance in implementation or to probe for reasons for its rejection. You also may wish to discuss the outcome at the next VIP Advisory Committee meeting. Effective Committees often invite program officials to Committee meetings to announce decisions and answer questions.

Keep your written reports and recommendations short and to the point. Consider using the following organization for maximum effectiveness.

- A one-paragraph statement of the problem and purpose;

- A list of recommendations with a one or two-line justification for each;

- A one-paragraph discussion of the benefits that will accrue from implementation;

- A more elaborate statement of the need for action;

- A report on the data or study from which conclusions were drawn; and --

- A list of conclusions drawn from the findings.

WHAT METHODS ARE USEFUL FOR RECOGNIZING AND REWARDING MEMBERS?

Reward mechanisms are important to every organization because they encourage attendance and involvement. Moreover, recognition efforts attract the attention and interest of other qualified people who may someday serve in the organization. Additionally, they bring public attention and good will to the organization because they demonstrate that the organization appreciates the efforts of its members.

Reward and recognition are especially important to VIP Advisory Committees because Committee members are not paid for their efforts, which can absorb substantial amounts of time. Committees should take every opportunity to thank

members for their contributions. However, rewards should not be given indis-
criminately; instead, they should be based on actual contribution to the Com-
mittee's activity. They must be distributed equitably; must compare favorably
with recognition available from other similar organizations; and must focus on
individuality or recognize individual efforts.

The best types of non-compensatory rewards or recognition are those that
can increase productivity, improve Committee interaction, and increase member
satisfaction. The strategies need not be overly elaborate; often the most
effective forms of recognition are those that provide members with more direct
control over their activities and demonstrate that member efforts are used.
Analyses of effective VIP Advisory Committees demonstrate that most members are
willing to work hard as long as their talents are used in tasks that involve
them in the program, their recommendations are seriously considered, and they
are given feedback about their recommendations and efforts. Such requirements
conform to general findings about intrinsic rewards in organizations -- namely,
the best rewards are those that increase feelings of personal growth, responsi-
bility, and accomplishment.

Among the strategies and techniques that have been used effectively by VIP
Advisory Committees to reward and recognize members are the following:

- Publicly recognize members by name and introduce them at meetings.

- Issue press releases to the media, announcing member appointments.

- Send members personal letters of appreciation upon completion of tasks
  and at the conclusion of the terms of service.

- Award members framed certificates of appreciation or plaques at the
  conclusion of their service.

- Hold a recognition dinner each year to thank members.

- Recognize the contributions of individual members or subcommittees in
  the media or at school assemblies.

- Reword Committee minutes so that the member's name is included with
  significant ideas offered by that person.

- Invite members to tour the school program during regular hours to see
  the results of their efforts and to meet trainees.

- Send holiday and birthday greetings to members.

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. Provide members with reserved, convenient parking.

. Send a letter of appreciation to the Advisory Committee member's super-
  visor and/or company, explaining the good job being done by the member
  and thanking the company for its support.

. Occasionally schedule regular meetings that the local education agency's
  or institution's chief administrator (and other officials) can attend.
  Similarly, encourage officials to make personal visits to Committee
  members.

. Discuss member and Committee contributions in public forums.

. Invite members to special school and program events such as ground
  breaking ceremonies.

. Send personal letters of thanks in reporting outcomes of Committee
  efforts.

. Place member's names on the training program's stationery and/or in the
  school catalogue.

. Place member's names on a display board or plaque at the training pro-
  gram and/or school.

. Ensure that announcements and reports about the program made by adminis-
  trators include reference to the Committee and/or Committee members.

. Involve all Committee members in planning the work program for the year
  and in setting priorities. Indeed, often establishing a small budget
  for the Committee helps to reinforce the sense of importance and
  autonomy.

. Provide members with written feedback about Committee recommendations.

Among the most effective strategies for recognition are mentioning members
in public forums, including names in the minutes, providing feedback, and
sending individual letters of appreciation. Figures 5.8 and 5.9 illustrate a
sample letter and sample certificate of appreciation, respectively. Notice
that the letter refers to specific contributions made by the member and the
Committee. Further, it focuses on the member, not on the school or program.
The certificate is more general, but still effective.

WHAT SELF-EVALUATION ACTIVITIES MUST THE COMMITTEE PERFORM?

Self-evaluation is the only way to assess and to improve Committee work; it
is critical to keeping Committee work vital and on target. Since evaluations
are ongoing, they allow for readjustment of activities during the year.

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Figure 5.8:

SAMPLE LETTER OF APPRECIATION

Dear Mr. Busher:

Thank you for your help with the ___(name of program)___ . Your contribution
has been very important to the success of the Committee. Because of your
efforts, each graduating trainee completed the program with excellent entry
level skills. Moreover, all graduates have found jobs in the trade. Also,
the Committee's efforts to begin a long-term evaluation of the curriculum
should result in further upgrading of effective training.

The continuation of a superior program in the _____ trade is
possible only with the support of knowledgeable and enthusiastic Committee
members like yourself.

Thank you again. Best wishes for your continued success and dedication.

                                        Sincerely,

                                        Chairperson
                                        Board of Governors

Figure 5.9:

SAMPLE CERTIFICATE OF APPRECIATION

THE ___(name of best education agency or institution)___
                         Town,   State

CERTIFICATE OF APPRECIATION

Be it known that

___(NAME OF INDIVIDUAL)___

has served as a member of the VIP Advisory Committee for the

___(NAME OF VOCATIONAL PROGRAM)___

for the 19.. - 19.. school year.

We gratefully acknowledge your assistance.

(Chairman of Governing Board)   (Chairperson of VIP Advisory Committee)

Evaluating the Meeting

Feedback from Committee members regarding the success of a meeting is a quick and simple method of evaluation. However, it is not always effective. New members are often reluctant to offer critical comments before the entire membership during the first few meetings; unfortunately, the responses of all members to the first few meetings is particularly important in determining the effectiveness of the new work plan and of the Committee's efforts. Therefore, consider coupling general verbal discussions with written evaluations as illustrated in Figure 5.10.

Figure 5.10:
MEETING EVALUATION FORM

Advisory Committee Meeting Evaluation

Circle the number that best describes your feelings about each statement listed below (with "5" indicating "Excellent" and "1" indicating "Poor").

ITEM	EXCELLENT				POOR
1. I clearly understood the agenda and actions to be accomplished.	5	4	3	2	1
2. The agenda was planned and organized thoroughly and received in advance of the meeting.	5	4	3	2	1
3. The meeting was productive -- with a stated objective and visible results.	5	4	3	2	1
4. Committee members understood their role and assignment.	5	4	3	2	1
5. Committee members made active contributions.	5	4	3	2	1
6. I am satisfied with the activities and accomplishments of the meeting.	5	4	3	2	1
7. My time and energy are well spent as a member of this Committee.	5	4	3	2	1

Notice that while the form is brief, it addresses critical meeting concerns. It also requires minimum time to complete and to score. To score, average the responses of each item. Any item with an average score below 3.0 should be given attention by the Executive Committee.

Evaluating the Committee

Committee evaluation seeks to determine the success of each activity. The Committee must decide how it can more efficiently advise the instructional program, what activities should be emphasized, and what mistakes should be avoided in the future. In doing so, the Committee must evaluate its decision-making processes. The evaluation will be successful if both strengths and limitations have been noted, all aspects of the program have been assessed, and recommendations for improving the Committee effort have been noted.

Evaluating the Process

Among the issues that should be addressed when evaluating the effectiveness of the Committee's work are the following:

- To what degree is there group cohesiveness?

- To what degree does everyone understand the role, purpose and goals of the Committee?

- Did every member actively participate in deciding the yearly work plan?

- Does every member participate in carrying out required activities of the work plan?

- Is member morale good and do members interact freely, enthusiastically and positively?

- Do the officers perform effectively? (How or how not?)

- How does the Committee interact with the rest of the employment community, the instructor, the program administration, the governing board, and the general public?

- What is the level of member satisfaction?

- What suggestions for improvement are available?

Evaluating the Product

The VIP Advisory Committee must assess the value of its recommendations. This assessment not only requires that Committee members compare perceptions among themselves, but also that members seek responses from the school and employment communities with which they work. The following questions should be addressed:

- Were Committee goals and objectives clear, realistic, and attainable?

- Were the strategies and processes used to pursue goals realistic and effective?

- Did the results obtained fulfill goals?

- Have unintended results occurred? How do they affect goals and objectives?

- Have recommendations and suggestions been acted upon; were they accepted?

- Have they been implemented? What has been their effect?

- How can product performance be improved?

HOW CAN YOU DEAL EFFECTIVELY WITH CONFLICT?

Type of Conflict

VIP Advisory Committees are subject to internal and external conflict. Internal conflict occurs when members disagree over Committee work. External conflict occurs when the VIP Committee attempts to create or resist change and is opposed by someone outside the Committee, such as an educational official.

VIP Advisory Committees should experience little external conflict because of the nature of their mission. The purpose of a VIP Advisory Committee is to advise a program and/or governing board on matters pertaining to the instructional program. To advise means to offer an opinion, recommend, or inform; therefore, the Committee, being advisory in nature, should not be in a position for conflict to take place. Only the governing body of the institution or local educational agency is empowered to make policy; it has the responsibility of considering, accepting or rejecting, and implementing Committee suggestions.

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Occasionally external conflicts arise, usually when Committee members misinterpret their role. When asked to serve on a Committee, members rightly assume that they must examine the current instructional situation and advise accordingly. This process implies an evaluation of program activities; however, the Committee's role is to evaluate operations, not the instructors. Personal evaluations are inappropriate. Moreover, since the instructor's cooperation is necessary in implementing Committee recommendations, ill feelings between the instructor and the Committee can stall implementation of the Committee's recommendations.

The Pattern of Conflict

When conflicts arise, Advisory Committees can use a six-step procedure for conflict resolution (Porter, Lawler, and Hackman, 1975).

1. Antecedent Conditions: These are the conditions correlated with conflict.

   . Unclear roles in which the expectations of one or both parties regarding their own or the other's behavior are not written or understood.

   . Desire for scarce resources, which parties seek to increase or protect.

   . Distancing mechanisms that separate or define two or more parties into categories like "us" and "them."

   . Unifying mechanisms that highlight differences as groups seek greater unity; the more you know about each other the more issues you have to take conflict with.

2. Perceived Conflict: Parties often perceive that there are few alternatives to a situation when, in fact, this usually is not the case. Sometimes conflict is accentuated when both parties have a limited knowledge of the other's position.

3. Felt Conflict: This is the effect of individual feelings and attitudes on objectivity in dealing with potential conflict situations. For example, if a person distrusts the other party, the likelihood for conflict is increased.

4. Manifest Behavior: This is where the actual conflict begins. It occurs when the parties physically begin to react or deal with the problem.

5. Conflict Resolution or Suppression: The resolution of the conflict typically takes one of three forms:

   . Victory for one side and defeat for the other (win/lose);

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- Compromise where each side concedes (lose/lose); or -

- Problem solving where each side is satisfied (win/win).

6. Resolution Aftermath: With resolution of the conflict comes a set of attitudes and conditions that defines the bounds for future interactions.

If you understand these six steps, you as Committee Chairperson can recognize an emerging conflict, follow its course, help to resolve the problem, and have insight into how resolution can affect future group interaction.

Means of Resolution

It is fortunate that VIP Advisory Committee members are working toward the common goal of improving vocational education. Given this common goal, conflicts tend to arise over the means of achieving the goal rather than over the goal itself. This makes resolving conflict somewhat easier than if the goals were the major area of dispute.

Many conflicts result from a misunderstanding of the other party's objectives and/or a tendency for conflicting parties not to realize that there is a range of alternatives. Lack of complete and clear communication often causes conflict. Therefore, a critical step in conflict resolution is to systematically share all pertinent information so that each party knows the other's interests and so that an open atmosphere is established from the outset. Then, together, the parties can work for resolution.

The following conflict resolution exercise is designed to help in situations where parties share a common objective. You as Committee Chairperson must direct the effort.

1. Emphasize to conflicting parties that they are all working toward the same objective: to improve vocational education. This should help defuse possible antagonism and set the stage for a cooperative effort at finding a solution to the conflict. Try to maintain an atmosphere of friendliness and trust by keeping the parties focused on the issue and not on each other. The disagreement is not personal.

2. Have each party describe its position and interests so that the conflict is clearly understood. In many cases this procedure will solve the conflict, since many conflicts arise over a misunderstanding of interests or intents.

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3. Brainstorm alternatives that encompass both parties' interests. Encourage positive brainstorming, where no evaluation of the ideas is permitted until the session is over. Directions for using the tool are included in Appendix E.

4. Attempt to reach a consensus on a solution or combination of solutions developed in the brainstorm. Each idea should be discussed with the knowledge that if agreement on an alternative action cannot be reached, inaction will result. Consider using techniques such as the Decision Matrix or the Nominal Group procedure to achieve this end.

In most cases a solution will be found that is acceptable to all parties. This exercise helps to maintain positive relations in the Committee while providing a framework for handling conflict productively.

HOW CAN YOU INVOLVE INSTRUCTORS AND OTHER EDUCATIONAL PERSONNEL?

The vocational instructor must be included in the work of the VIP Advisory since he or she will have the most direct responsibility for implementing the Committee's recommendations. In addition, the instructor has the most comprehensive knowledge of the program; working with the instructor will bring needed information about the instructional program to the Committee and will diminish potential resistance that an instructor may have to the Committee's suggestions. Moreover, the instructor should grow to recognize that the Committee is a powerful, positive resource that can be used to improve the instructional program.

The specific role that the instructor can play in Community activity must be defined on a state-by-state and program-by-program basis. In some locations, the instructor serves as a full Committee member and even an officer; in others the instructor is a non-voting, ex-officio Committee member; and sometimes the instructor (or other school official) serves as liaison to he Committee from the institution -- a non-voting but critical member of the Committee.

Based on information from a sample of exemplary programs, instructors consistently seem to perform the following tasks for VIP Advisory Committees:

. Provide background information on the programs or problems;

. Provide information on trainees, as needed;

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- Present and seek advice on issues related to the program; and -

- Implement Committee recommendations that have been approved by the governing board.

Each of these tasks suggests that the instructor's appropriate role is that of "resource" to the Committee. The instructor has valuable insight and information to share. Moreover, as the manager of the instructional process, he or she is a powerful agent of change, with the capacity to "make or break" Committee recommendations in practice.

In some cases, instructors serve as a liaison between the school and the Committee. A word of caution: this situation creates the potential for a real or perceived conflict of interest when the instructor is both a part of the Committee and the vehicle for information between the Committee and the institution. A presentation to the institution's governing board by a member of the economic community will have a greater likelihood of influencing change than will a presentation by an instructor. However, the instructor's action and vocal support of Committee recommendations is a powerful influence for change.

There are other roles that, in general, instructors should not play. Specifically, the instructor should not be in a position to manipulate Committee activity or output. This means that they should not serve as Committee chairpersons or as voting members. The idea of the VIP Advisory Committee is to involve the employment community in the task of upgrading the instructional program. This mission requires that the economic community take the lead in addressing employment community needs. Instructors, by definition, simply cannot represent the employment community.

Instructors should take part in the decision-making process or the studies on which decisions and recommendations are based. Indeed, the more the instructor contributes to the problem-solving tasks of the Committee, the greater the likelihood that the Committee's recommendations will be carried out faithfully in practice.

A good relationship between the Committee and the instructor benefits the Committee, the instructor and the trainees. Recognize that instructors may sometimes be wary of Committee activity. Therefore, you must keep the

instructor involved and informed about Committee activity. Remember, the instructor and the Committee are working tow'rd the same goal -- helping trainees acquire needed skills.

Sometimes VIP Advisory Committees adopt a technique used by many Local Advisory Councils on Vocational Education (LACVE's) -- including an institutional representative as an ex-officio member. Appointed by the governing board, this person serves as liaison between the institution, the Committee, and the instructional program. His/her role is to seek advice and present information from the institution's perspective. The liaison may serve in an ex-officio capacity with the Executive Committee, helping establish the meeting agenda and securing background information on problems or issues to be considered. This person may sometimes arrange clerical services for the Committee. Often the institutional representative carries recommendations to the governing board, either to reinforce suggestions or to officially present them.

HOW CAN YOU USE CONSULTANTS AND AD HOC COMMITTEES TO OBTAIN TECHNICAL ASSISTANCE?

Suppose your VIP Advisory Committee is new and no member has experience working with groups to reach consensus; suppose your VIP Committee recognizes a need to evaluate (and improve) the training experience, but has no member with experience in undertaking such tasks; or suppose your VIP Committee is aware of a power battle within the institution that is affecting the public image of the program. When these types of situations arise, VIP Advisory Committees may choose to seek technical assistance from experts. An expert is anyone who has acquired special experience and knowledge of the problem, issue or task under consideration.

Experts used on an individual basis are consultants; experts used as a group function as ad hoc committees. Both forms of consultancy may be useful to VIP Committees and have certain advantages: (1) they offer objectivity because they are not affiliated with the organization; (2) they may be able to work more effectively within the power structure; and (3) they may work more quickly and thoroughly because often they can devote full time to the effort. Moreover, consultants can collect and process information from all available sources by means of their particular expertise.

There are disadvantages to using consultants and <u>ad hoc</u> committees,
including the following: (1) consultants are sometimes expensive; (2) con-
sultants sometimes do not necessarily build commitment within the program to
resolve the problem; (3) consultants sometimes have their own biases that may
be difficult to identify; and (4) sometimes consultants may have difficulty
understanding the nuances and intricacies of a particular training program.

Whether you use consultants or <u>ad hoc</u> committees, their value to the VIP
Committee will be based on the skills of the consultants, the quality of
information supplied to them, and the ability of the Committee to oversee the
work of the consultant or <u>ad hoc</u> committee. The following set of guidelines
and suggestions should help your VIP Committee effectively manage the effort
of consultants.

Select consultants carefully. Remember that there is no time for on-the-
job training, and the outcome can affect the program for many years. Among
the points to consider in choosing consultants are the following:

- They must have qualifications directly relevant or transferable to the
  tasks to be performed;

- They must provide a list of references and you must check them;

- They must be able to explain proposed tasks, times, and resource needs
  for whatever they are to do; and -

- They must be able to describe their own positions (biases) related to
  the issues.

Contract for the services of the consultants. This means that a formal
agreement between consultants and Committee should be developed. The agreement
should specify the following items:

- The specific problems to be addressed and the purpose of the effort;

- The types of products expected -- as well as their timing, general con-
  tents and numbers of copies;

- How information will be gathered, when and from where. Also, it should
  suggest several ways data could be processed;

- Amount of money involved in the effort as well as how, when and under
  what circumstances it will be paid;

- How and when monitoring will occur;

- The degree of confidentiality and the amount of access available to school officials; and -

- Explanation of how specifications can be changed.

Provide all available and necessary background materials. Anything related directly or indirectly to the issues under consideration may be of value. Rely especially on written materials. Remember that consultants do not inherently understand all that is happening.

Orient involved parties with the consultant and with the consultant's purpose. Often you will need to provide opportunities for interaction and for data collection.

Finally, monitor and evaluate efforts. This should be a joint, continuing effort. Continually consider how you can improve the process.

WHAT PROCEDURES ARE USEFUL FOR PUBLIC RELATIONS?

Suppose your VIP Advisory Committee undertakes to enlarge the work study component of the training program and must secure new work stations in community businesses; suppose your Committee recognizes the need for a new training program and must convince education officials of the need and opportunity to offer the program; or suppose your Committee wants to determine entry-level attitude competencies in the target occupations in several dozen settings, but has only about ten different employers represented on the Committee? Each of these situations will involve the VIP Committee in public relations activities.

A set of guidelines or principles for effective public relations follows. Most of the suggestions apply to using the media to inform the community; however, the same ideas also usually apply to Committee interaction with educational officials.

- Never lie. It is unnecessary and will come back   .aunt you.

- Avoid technical jargon. Use terms y ir audience will understand.

- Do not jeopardize your credibility by engaging in personal attacks or by using less than scrupulously accurate facts. Once lost, credibility cannot be regained.

- Anything you say outside the Committee meeting is "on the record." Therefore, carefully choose your comments.

- Establish your public relations effort based on Committee goals. This means that you will focus on instruction, skills and jobs of program trainees and graduates. By dealing with people and people issues, you focus on the reasons for the training program and on the common denominator for everyone.

- When providing news about the program to the employment community, be sure that the news is current, that it affects a fairly large segment of the community, and that it emphasizes the unique value of the program or event.

- Establish a public relations effort with long-range goals. Get to know media representatives over time rather than just when you need to "use" them. This means that you will establish and maintain contact to deal with favorable and unfavorable news rather than just react to unfavorable publicity or ask for resources.

- Do not expect all your public relations efforts to work, but keep trying. If necessary, ask local media representatives for help preparing information.

- Keep those who need to know informed about Committee activities, plans, and outcomes. Further, actively seek their involvement in Committee efforts, if desired.

- If you make a mistake, own up to it. Do not blame anyone, but rather describe what is being done to correct the problem.

- If you do not know something, do not be afraid to say so. Then get the answer and provide it as soon as possible.

- Be courteous and polite. Say thank you. Be "up front" and honest; even if you cannot answer a question, explain why you cannot.

- Publicize newsworthy events like upcoming events, human interest stories, and stories of successes. Attend to the "who, what, where, when, and why" of the story. Also be sure to place the most important information in the first lead paragraph of the story.

Among the public relations and information-sharing tools you might choose to use are: news releases, minutes, joint meetings with other community groups, presentations, newsletters, brochures, flyers, surveys, formal reports, decals, etc.

Figure 5.11 illustrates a sample news release of the type you may wish to create and use.

Figure 5.11:

SAMPLE NEWS RELEASE

Local Vocational Program
436-1110

For Release on 15 November

Local 617 and Algamated Electric Co. today announced a contract with the (Name of Program) to retrain up to 100 employees on new laser equipment. Signing of the contract occurred after nearly a week of efforts to prevent the layoff of employees as a result of recent equipment purchases.

Algamated Vice President for Operations D.J. Wilson expressed his pleasure with the contract, saying, "Algamated is proud to do what's best not only for the company, but also for the community, for organized labor and our employees. This contract is a partnership among all of us."

The contract was provided as part of an expanded training program for business and industry offered by the school. Conducted at the work site, training will emphasize safety and maintenance of the newest laser equipment. The training institution will tailor the training program for Algamated through consultation with plant officials to ensure that company and employee needs are met. Institutional staff and consultants from the manufacturer will teach the 12-week course.

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*Source: Adapted from Tools That Work to Build Public Support for Vocational Education (Indianapolis: Indiana State Board of Vocational and Technical Education; 1982).

CHAPTER SIX:
TOOLS FOR MANAGING GROUP ACTIVITY

Sometimes, in a desire to solve problems quickly, a VIP Advisory Committee will suggest remedies before it has taken the opportunity to define clearly the problems and to investigate all alternatives. In order for Committees to function effectively in making careful decisions, they must follow a systematic procedure.

Several formal procedures exist for group planning, idea generating, decision-making, and information processing that can be used by VIP Advisory Committees in performing their tasks. These include the following techniques:

- Nominal Group

- Delphi

- Decision Matrix

- Charrette

- Community Impressions

- Brainstorming

This chapter will introduce and compare these six procedures; for more specific information on how to use the techniques, refer to Appendix E of this Guide.

HOW DO THE TECHNIQUES COMPARE?

How do you decide which technique to use in a given situation? What are the advantages and limitations of each technique when compared to the others? The techniques vary according to the following five characteristics:

- <u>Type of information produced by using the technique</u> -- Is the information easily understood and used?

- <u>Complexity</u>   How difficult is the technique to administer? How knowledgeable or skilled must the participants be in order to use the technique?

- <u>Resources</u> -- How much time, money and equipment is necessary in order to use the technique?

- <u>Effectiveness</u> -- How valid is the information that is generated?

- <u>Flexibility</u> -- Under what circumstances is the procedure most useful? How closely must one follow all the prescribed steps when using the procedure?

Figure 6.1, "Technique Comparison Chart," summarizes each procedure in terms of these characteristics. Under the column entitled "Information," a brief description of each technique's products is presented. Then each technique is rated "high," "moderate," or "low" for the remaining four characteristics. You will note each procedure has advantages in certain situations. The choice of procedure is yours; in fact, you may decide to use a combination of two or more.

A brief description of each suggested technique follows. After reading the descriptions and the comparison chart, you should be able to determine which techniques and procedures will work best in your situation. Refer to Appendix E for more specific information on how to use the procedure.

WHEN ARE THE TECHNIQUES USEFUL, AND HOW DO YOU USE THEM?

<u>Nominal Group Technique</u>

Suppose your VIP Advisory Committee's task is to determine the relative importance of a dozen entry-level competencies or to reach a consensus on the goals and objectives for its annual work plan, or to identify and decide on the relative importance of the community's occupation-specific training needs. In such instances, the Nominal Group Technique (NGT) may be most useful as a decision-making tool.

The Nominal Group Technique employs a prescribed sequence of problem-solving steps, enabling a small group (seven to twelve members) to generate and rank by importance a variety of quality ideas about a topic. It begins with the group leader presenting the question or issue to be considered. The group members then consider the question by writing down their ideas individually and silently. Afterwards, the group leader asks each participant to share one idea at a time in a "round-robin" fashion. The leader records each answer on a flip

chart and goes around the group several times to elicit all ideas. Next, participants discuss each suggested idea to clarify and combine ideas. Then each member is asked by the leader to select and rank privately the five or ten most important items remaining on the list. The tallied rankings represent the group's consensus on the best alternatives discussed.

The Nominal Group Technique is appropriate for determining the relative importance of various issues or problems, identifying elements of a problem, and establishing a priority listing of these elements. The resulting group decision represents the combined judgments of many individuals.

The Nominal Group Technique is particularly appropriate when individuals from different backgrounds and representing different perspectives participate in generating information or making decisions. NGT was designed to ensure equal participation and effective dialogue among group members so that the planning process is not dominated by a few assertive individuals. Moreover, the technique encourages group members to generate ideas, to feel responsible for the group's success, and to present potentially important but unpopular ideas.

The technique has been found to produce more creative and acceptable solutions than other types of group management procedures. Further, the technique reduces conflict and tension, can be used with almost any group and for almost any issue, and stimulates group commitment. NGT has been used successfully in vocational education to address a number of education problems.

Compared with the other techniques presented here, NGT requires a moderate amount of time and a relatively small expenditure. It requires approximately two hours of the participants' time and a day of the leader's time.

The Nominal Group Technique is particularly useful for stimulating ideas from Committee members on problems or solutions. Moreover, it is a quick and effective way for the Committee to decide on the relative importance of a series of options or alternatives. Two particular applications for which NGT might be used by a VIP Advisory Committee are: 1) identifying points of view on issues such as competency requirements, or 2) prioritizing different spending options.

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Figure 6.1. Technique Comparison Chart

Techniques	Information	Complexity
Nominal Group Technique	Produces group consensus about whatever issue or information is under consideration. Moreover, ideas about problems, issues, or solutions are ranked according to their perceived importance. As a by-product generates both interest and commitment among participants.	*Low to Moderate:* Relatively simple and easy to use. Must require participants to abide by rules. Must construct problem statement (about the issue under consideration) very carefully. Tallying the score can be confusing. Relatively simple for participants although they must follow the directions.
Delphi Technique	Produces large list of problems, issues, solutions, etc. that are ranked according to their importance. Also can generate novel ideas and group interest.	*Moderate to High:* Questionnaires require careful wording, attention to the process, and conscientious management. Perhaps greatest care must be exercised when categorizing and merging responses. Must exercise some care in choosing respondents. Relatively simple for participants although they must keep on time.
Decision Matrix	Produces a numerical rating of various options or alternatives for any situation or issue. Also generates group consensus and commitment.	*Low:* It is fairly simple for participants as long as leader follows the rules. The most difficult part of the process is deciding on the relative importance of each criteria. Otherwise, the process is straightforward.
Charrette	Produces one or more solutions to a problem or set of problems. Also can be used to identify and clarify issues and problems as well as alternative solutions. Generates interest as by-product.	*Moderate:* Leader must exercise care and skill in selecting participants to ensure that participants are knowledgeable and that they represent all critical points of view. Participants must have some expertise and must be willing to be task and goal directed during the exercise.
Community Impressions	Produces a general list of issues, problems, or solutions. The list can be refined by using other tools. Moreover, the technique can generate interest in the community.	*Moderate:* Requires knowledge of available information, skill in conducting meeting, and care in selecting/recruiting participants. Also must be able to interpret and use findings. Very easy for participants because they simply provide their considered opinions.
Brainstorming	Produces a list of ideas, issues or opinions. If conducted properly, results in items on that list of ideas being ranked according to their relative importance.	*Low:* Requires that the group leader know and follow the rules; however the rules are relatively simple. Participants must be willing to interact and must be familiar with the issue under consideration.

Characteristics

Resources	Effectiveness	Flexibility
Low: Administrative preparation is low. Requires time only to contact persons, plan meeting and conduct meeting. Required resources include a meeting room, flip-pad, paper, magic marker, and time.	*High:* Much better than loosely structured or unstructured groups although sometimes the effort may lack some precision. Selection of participants is critical. Discussions can be highly beneficial, both for information and for support for the program.	*High:* Can be used to address almost any issue or problem. Useful with any group as long as they can communicate. Time and numbers of people also can be varied.
Moderate: Whereas the materials are inexpensive (paper and reproduction), it requires a moderate amount of time to coordinate questionnaire development, record responses, and prepare each new round of questionnaire. While no equipment other than a hand-held calculator is required, postage can be expensive.	*High:* Very effective technique both to generate information and interest. Must be careful in selecting people, adhering to schedule, and working with information in order to gain maximum effectiveness.	*High:* Can be used to address almost any issue or question. Also highly flexible in terms of who uses it and how many people participate. Time and timing requirements must be followed.
Low: Requires no money or special equipment although a handheld calculator can be helpful. Requires 2-4 hours of time from each participant. Leader must spend an additional 20 hours to prepare materials for meeting and to send thank you notes to participants after it is over.	*Moderate to High:* Helps to systematize decision making. Effectiveness is high as long as key variables are identified and ranked according to their importance.	*High:* Applicable in almost any setting and for almost any kind of issue or decision. Time required and number of people involved can be varied.
Moderate: The technique requires 10-20 hours per participant, given over several days. Sometimes the time and knowledge of outside experts also must be purchased. Moreover, the leader must contribute an additional 40 hours organizing it. Using the procedure also means securing rooms, furniture, supplies, and meals for the duration.	*Moderate:* Can be effective means for generating solutions to problems and for focusing attention of participants of varying backgrounds and skills.	*High:* Can be used in almost any setting and to address almost any type of issue. Requires time and a number of people to use.
Low: Little equipment other than a room is required. Tape recorder is a help. Also need time in advance of meeting to publicize the event, set up room, and recruit specific community members to be available. Must send thank yous and summaries at end of meeting.	*Low to Moderate:* The procedure is only as good as the participants. It is also dependent upon the skills of the administrator. Usually list must be refined and further developed.	*Low to Moderate:* To use this procedure, the administrator must have collected some preliminary information, must have generated a good bit of interest on the topic within the community, and must have choosen well, the participants.
Low: Requires 1-2 hours of time on part of each participant and some additional leader time to summarize and distribute the findings. In terms of equipment, requires only a room, chairs, flip-chart, and magic marker.	*Low to Moderate:* It is much more effective than unstructured groups, but not as effective as other techniques included in this comparison.	*High:* Can be used to address many problems or issues. Can be used with virtually any group. It is the easiest technique to use of all those included in this comparison.

The Delphi Technique

How can your Committee determine the necessary entry-level skills, know-
ledge, and attitude competencies for an occupation that is highly specialized
and that has work sites scattered over a thousand-square-mile area? How can
it analyze labor market needs and trends for the entire geographic area served
by your program? How can it ascertain what equipment is currently in use in
the occupations served by your program? The Delphi Technique is a method of
combining individual expert opinions into a collective view through a series
of questionnaires. The experts in this context are chosen by the administrator
of the procedure; they are people with a particular knowledge of the subject
under consideration.

This procedure employs a sequence of carefully designed questionnaires to
collect and evaluate opinions of knowledgeable respondents who never physically
meet. The procedure begins with a general question to which participants
respond. Replies are sorted, analyzed, and constructed into a follow-up ques-
tionnaire. Upon receiving the second questionnaire, respondents are asked to
agree or disagree with the compiled comments, to clarify items, and to rank
items by importance. Responses are again compiled and a third questionnaire
is prepared and mailed in order to arrive at a final consensus.

The Delphi Technique has been used successfully in vocational education
planning. Expenditures include time, postage, paper, and reproduction costs.
Usually the process is understood easily and is appropriate whenever expert
opinion can be elicited. The most difficult and time-consuming portion of the
technique is creating appropriate response categories on subsequent mailings
of the questionnaire.

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Decision Matrix

Often VIP Advisory Committees must make difficult choices on very complex issues -- for instance, choosing between two good alternatives in solving a problem, suggesting which of four important priorities deserves resource support, or recommending which four of eight possible program outcomes should be emphasized. When this type of problem is faced by the Committee, a Decision Matrix can be used to make the choice more clear.

Decision Matrix is a technique that ranks by importance alternative strategies by ordering and displaying information in a form in which the consequences and implications of strategies can be evaluated. A Decision Matrix works best when the number of alternative strategies is relatively small and the selection criteria are finite. Tasks include specifying criteria, determining the relative importance of each criterion, calculating point values for each criterion's potential strategies and comparing the total point values for each potential strategy. The entire process requires only a few hours; it is suitable for individual or group decision-making and produces a useful record of the comparison process for future reference. It costs nothing but a little time. The most difficult task in using the Decision Matrix is that of deciding on the criteria for judging alternatives. It requires a decision as to whether considerations such as cost, feasibility, usefulness, and accuracy are the most important reasons for making a choice. Once the criteria have been chosen and their importance determined, the steps of this procedure are elementary.

Charrette

Suppose your VIP Committee is helping to plan or remodel a vocational facility and you want to involve all affected segments of the employment community in the effort. In this case, you may choose to use the Charrette activity. It is a procedure through which community members, experts, and the Advisory Committee are brought together for a limited time period in order to suggest solutions to a specific problem or to identify and clarify all the issues within a problem.

Effective use of Charrette requires careful planning to ensure that background information is available, logistics are arranged and that all appropriate employers from the community will attend. The actual activity involves an introduction of background information and expectations, a general discussion session to identify goals, followed by small working groups on specific problems or parts of problems, and finally a jury or panel to react to proposals generated by the small groups. The technique requires anywhere from one to several days, depending on the problems to be addressed.

Community Impressions

Often VIP Advisory Committees become involved in helping generate community interest in and support for vocational programs by serving as a communication channel to and from the community on program activities. The Community Impressions Technique can help a VIP Committee perform this task. The Community Impressions Technique is an open meeting for all members of a designated community. The group may be assembled to furnish information or to react to previously collected information about the issue under consideration. The format resembles a "hearing" but is more open and flexible since any person present may express his/her views. The meeting usually lasts from three to four hours.

The major advantage in using the Community Impressions Technique is that spontaneous opinions from many people can be obtained quickly. Key people, referred to as "key informants," and people representing special populations (such as consumers and providers of services) must attend the meeting. The technique is inexpensive and relatively quick; however, the resultant information may be less specific and complete than desired.

Brainstorming

Suppose your VIP Advisory Committee is called upon to generate a number of recommendations, such as the list of trade skills needed by instructors, suggestions for the physical layout of the training shop, or selection criteria for potential trainees? Any of these situations could be addressed by using Brainstorming.

A Brainstorming session involves 8 to 15 persons who are called together to generate as many ideas as possible about a particular problem during a very short period of time. It begins with an initial period of idea generating during which no member is allowed to criticize the proposals of another member. This rule is enforced by the leader, whose task is to call the meeting together and keep the ideas coming as fast as possible from the group.

After the session the group may revise, combine and rank order various ideas or solutions. The idea generating session lasts a maximum of one-half hour; introductory and follow-up activities may increase the time to one-half day for participants and even longer for the group leader. Normally no cost other than time is involved.

APPENDIX A:

VOCATIONAL INSTRUCTIONAL PROGRAM ADVISORY COMMITTEE

INFORMATION BROCHURE FOR PROSPECTIVE MEMBERS

INTRODUCTION

When the membership subcommittee, program administrator, Executive Commit-
tee or instructor contacts and interviews potential members, oral and written
contact should be maintained with that person. The function of the Advisory
Committee and performance expectations must be emphasized to each prospective
member. One tool that can be of assistance in performing this task is an
informational flyer that can be given or mailed to candidates. This Appendix
contains a draft of such a flyer. Adapt this flyer to your own program and use
it. The brochure is designed to fit on the front and back of a single 8-1/2"
x 11" sheet of paper, as demonstrated in the Appendix copy. The sheet then
should be folded twice so that there are six separate panels of text. Addi-
tional blank space will thus be left on several pages so that you can customize
the flyer for your own program. No graphic borders or illustrations have been
included so that your local education agency, institution, or training program
can substitute its own design or information.

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WHAT IS A VOCATIONAL INSTRUCTIONAL PROGRAM (VIP) ADVISORY COMMITTEE?

A VIP Advisory Committee is a formally constituted group of volunteers who have expert, working knowledge of the job tasks and competency requirements for occupations that are the target occupations of instructional programs. Drawn from the private sector employment community, the purpose of this officially appointed body is to maintain and improve the instructional program.

Committees advise already existing programs; they help develop programs and facilitate their operation. They do not establish or administer programs, nor do they set policy.

WHAT TYPES OF ADVISORY COMMITTEES ARE THERE?

In general, there are three types of local Advisory Committees:

- **VIP Advisory Committees.** Working at the instructional program level, these committees serve an occupation or cluster of occupations at a single school or institution. Membership is drawn primarily from target occupations. Committee Members advise on instructional matters such as competencies, equipment, work techniques, and so forth.

- **Ad Hoc Committees.** These short-term committees serve for a short time to address a single specific problem. Usually, members are experts in the problem area under consideration. For example, an ad hoc committee may be established to investigate employment trends in that program area.

- **General Committees.** These are citizen committees that serve all programs within an institution. Often general committees deal with planning and may be called a Local Advisory Committee for Vocational Education (LACVE).

WHAT WILL I BE ASKED TO DO?

As a VIP Advisory Committee member, you may be asked to help accomplish any of the following objectives:

- Determine job requirements (attitudes, skills, knowledge);
- Set occupational performance specifications and criteria for program completion;
- Generate instructional objectives;
- Identify equipment, supply and material needs;
- Identify new technologies to include in training;
- Assist with facility layout and modification;
- Help with training and job placements;
- Determine labor market needs, trends, and opportunities;
- Help with trainee selection and orientation;
- Identify instructor retraining opportunities; or -
- Assist with instruction and/or supervision.

WHAT EXPECTATIONS DO OTHER MEMBERS HAVE OF ME?

As a Committee member, your peers will expect the following from you:

- **Participation** -- to offer advice, opinions and considered judgments about the work agenda of the Committee. This includes studying the problem under consideration and helping to reach a Committee consensus on appropriate action.

- **Attendance** -- to attend the meetings regularly.

- **Conduct** -- to concentrate first on Committee needs before representing other constituencies; also to respect other members by avoiding bickering or public expressions of disapproval.

WHAT MUST I CONTRIBUTE?

You have been asked to serve as a member because you have particular skills and expertise that your peers feel will be of great value to the training program. You will be providing advice, time and energy in order to improve the training effort and ultimately to ensure that graduates acquire the skills, attitudes and knowledge that are needed in order to be effectively employed in your trade. You will contribute your ideas and expertise about training-related issues, your energy to establish and carry out a work plan for the Committee, your willingness to work with your peers toward the common goal of improving the instructional program, and your time to get the job done.

WHAT WILL I GET OUT OF THE EXPERIENCE?

The benefits you will derive from participating as a VIP Advisory Committee member will depend upon your perspective -- among the possible benefits are:

- Personal satisfaction of knowing you have contributed both to the education program and to the growth of the economic community.

- Satisfaction of knowing you have helped students.

- Personal and company recognition and prestige for having participated.

- Satisfaction of knowing you can and have made a difference and that your ideas have been heard and used.

- Knowledge of having helped spend tax money wisely to build a skilled labor pool for your industry.

BEST COPY

WHAT WILL BE THE BENEFITS OF MY EFFORTS?

Your partipation as a member of the Committee will benefit the following:

- **Instructional Program**. The training process should become more efficient and effective as a result of your participation. It will be based on current job needs, with a focus on specific outcome competencies, knowledges and attitudes.

- **Trainees**. Students should find jobs for which they are trained. Moreover, their transition from school to work should be smoother due to their training program's ties with the employment community. Most important, they should have the types and level of skills needed to perform effectively on the job.

- **Employment Community**. The employment community should derive a trained labor pool upon which to build economic growth.

- **School**. The school should receive increased community support as well-trained graduates perform effectively on the job and as the school's reputation grows.

- **General Community**. The general community is benefited by citizens who are able to make a contribution to the health and well being of the community.

WHY HAVE VIP ADVISORY COMMITTEES?

VIP Advisory Committees are critical for several reasons. First, they are the most efficient and effective way for public vocational training programs to meet the needs of the economic community. Without Advisory Committees, schools would be forced to operate without critical industry information. Second, schools are public property and VIP Advisory Committees comprise one of the relatively few ways in which the public can influence and direct the educational process. Third, Advisory Committees offer one of the best tools for ensuring that training programs reflect the skills, attitudes and knowledges needed by workers in the target occupations.

SO,

YOU HAVE BEEN ASKED

TO SERVE ON A

VIP ADVISORY COMMITTEE ...

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APPENDIX B:
OUTLINE OF HANDBOOK FOR NEW MEMBERS

INTRODUCTION

Once a person has been appointed to a VIP Advisory Committee, it is
important to clarify the member's role and familiarize the new member with the
specific responsibilities he or she has taken on. One strategy for
accomplishing this is a Handbook for Members. There follows a skeletal
outline and text of such a handbook. Adapt and add to this material in
developing a handbook for your own VIP Advisory Committee.

this voluntary effort to be a learning and growing experience. The greatest benefit may be internal -- the satisfaction of knowing that your participation has created a first-rate vocational/technical program that will enable students from your community to enter the American work force.

Thank you for accepting the challenge and offering your help.

WHAT ARE VIP ADVISORY COMMITTEES?

Vocational Instructional Program (VIP) Advisory Committees are formally constituted groups of volunteers with expert working knowledge of the job tasks and competency requirements for the occupations targeted by specific instructional programs. Drawn from the employment community -- both private and public sectors -- the principal purpose of this officially appointed body is to maintain and improve the quality and impact of instruction. Committees advise programs by assisting the instructors and administrators and by providing training opportunities; however, they do not establish or administer programs, nor do they set policy.

VIP Advisory Committees, commonly called "craft committees," have advised vocational programs in training students for years. Today as many as one-half million Americans like you serve on such Committees.

HOW CAN VIP ADVISORY COMMITTEES HELP?

Your VIP Advisory Committee is a major link between a vocational training program and the employment community. It is a way for employers to influence the training program in better meeting the employment requirements of a particular craft or industry. Moreover, it is a way for the training program to keep abreast of new developments in the target occupations. Additionally, the Committee helps to publicize and generate support for the training program.

When advising an instructional program, the VIP Advisory Committee should focus on the following activities:

. helping to determine the minimum requirements for employee skills, attitudes, and knowledge in target occupations;

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- helping to determine the minimum requirements for employee skills, attitudes, and knowledge in target occupations;

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- assessing needs and securing resources for physical facilities and equipment;

- reviewing and recommending improvements in instructional content and materials;

- providing occasional instruction and/or arranging for on-the-job experiences, if appropriate;

- assisting the development of student selection criteria;

- promoting the program;

- conducting an analysis of labor market trends, needs, and opportunities;

- suggesting appropriate instructor competencies (from the employment perspective) and arranging appropriate retraining and in-service training for instructors;

- participating in student recruitment and orientation; and -

- facilitating the placement of program graduates.

An effective VIP Advisory Committee will produce the following results:

- The training program will be more effective, efficient and current -- based on actual industry needs. It will benefit from the use of more effective, up-to-date equipment, better informed instructors, a highly publicized program, and, ultimately, will produce better skilled trainees.

- Trainees will benefit from acquiring appropriate types and levels of skills, and will thus be able to make a smooth transition from the program to an actual work environment.

- The employment community will acquire an abundant, better-skilled labor pool.

- VIP Advisory Committee Members will gain personal satisfaction from knowing they have used their skills in providing vital assistance to a vocational education program; as potential employers of program graduates, members might benefit through an improved training program.

HOW ARE MOST VIP ADVISORY COMMITTEES ORGANIZED AND OPERATED?

Since VIP Advisory Committee work progresses through discussion, interaction, and communication directed toward the common purpose of improving vocational education programs, it needs a structured work plan and agenda.

Authority: Usually Committees are organized and operated according to a charter or constitution, which establishes the authority and responsibility for the Committee. The charter also will set some operational rules and guidelines regarding the length of members' terms of service and will set forth general expectations of what the Committee will do.

Committee Structure: At minimum, a chairperson and recorder are necessary for the effective operation of a VIP Advisory Committee. Most Advisory Committees establish a formal organization, with a chairperson and secretary elected from the Committee membership.

Planning: Many Advisory Committees convene an "Executive Committee" (Chairperson, Vice-Chairperson, Secretary) prior to Committee meetings in order to establish the agenda and determine issues to be discussed. The Executive Committee will collect necessary background information as needed from appropriate educators (instructors and administrators).

Agenda: VIP Advisory Committee meetings are most effective when topics to be considered are established and communicated to members prior to the meeting. However, each meeting should allow time for the Committee members to suggest items for future meetings, or to request explanations of the issue under deliberation and current topics of concern.

Meetings and Attendance: VIP Advisory Committee meetings should be conducted in a businesslike manner. Your attendance is of vital importance since the meetings' discussions/deliberations result in decisions and courses of action. Members should plan to attend all meetings of the Committee.

By-laws: Each VIP Advisory Committee must develop and write its own by-laws. These are procedural rules and expectations that govern membership selection, conduct of meetings, and the work plan to be undertaken.

Work Plan: Each VIP Advisory Committee must set forth a yearly work plan which identifies issues of concern, activities to be undertaken, and the general schedule for such activities.

WHAT DOES AN ADVISORY COMMITTEE DO THROUGHOUT THE YEAR?

Work Agenda: Some VIP Advisory Committees de. gnated specific dates each year for particular activities or discussions, while at the same time retaining a regular schedule of general meetings with unassigned agendas.

SAMPLE CALENDAR OF ADVISORY COMMITTEE'S ACTIVITIES

MONTH	MAJOR TOPICS
September	. Discuss role of Advisory Committee . Establish new organization of Advisory Committee (election of officers) . Tour and review vocational program facilities/equipment . Examine student enrollment for current year
October:	. Plan to relate with local economic development leaders . Initiate competency review of occupational tasks and instructional materials . Leave time for discussion of current issues
November:	. Discuss ideas for program development and improvement . Establish on-the-job work stations for trainees
March:	. Conduct survey of local employment projections and needs . Devise plan for strengthening community relations and public information on vocational and technical education . Review findings of competency study and develop recommendations
April:	. Arrange instructor retraining workshops . Assist with trainee placement . Leave time for discussion of new business
May:	. Review overall program . Collect graduate or placement statistics . Develop year-end report and summary of recommendations for vocational administrative body

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RESOURCES PERTAINING TO ADVISORY COMMITTEES
AVAILABLE FROM THE STATES

INTRODUCTION

In addition to the materials presented in this Resource Guide, a number of states have developed materials for or about Advisory Committees. Prepared by State Departments of Education and/or State Advisory Councils for Vocational Education, these materials include handbooks for Committee members, evaluation reports, promotional materials, public relations suggestions, and explanations of specific state laws. While most were prepared for and about Local Advisory Committees (LACVE), some of them may be useful to VIP Advisory Committees.

There follows a list of materials prepared within the states and territories. Each item is identified by name, state of origin, and date of publication. Only those items clearly related to the structure and function of local advisory committees are included on the list; materials such as annual evaluation reports, program explanations and state-sponsored studies have been excluded. A list of addresses for State Departments of Education and State Advisory Councils for Vocational Education is included in Appendix D.

MATERIALS

STATE	NAME OF PUBLICATION	DATE*
ALABAMA	Guide for Organizing and Utilizing Local Vocational Education Advisory Councils	1977
	A Message to Local Advisory Councils on Vocational Education	n/a
	Local Advisory Councils on Vocational Education	n/a
ARIZONA	Advise for Action (A Handbook for Local Advisory Councils)	1979
ARKANSAS	Key to Community Involvement	1983
CALIFORNIA	The Vocational Agricultural Advisory Committee	1981

COLORADO	Colorado Handbook for Local Advisory Councils for Vocational Education	1981
	Colorado Handbook for Program Advisory Committees for Vocational Education	1981
CONNECTICUT	Connecticut Vocational Agriculture Resource Center Consulting Committee Information Bulletin	1982
DELAWARE	Local Advisory Councils on Vocational Education	n/a
FLORIDA	Vocational Education Advisory Committees: An Organization and Function Handbook	1982
GEORGIA	Including Georgia Citizens in Vocational Education -- A Manual to Assist Local Schools in Developing Advisory Committees	n/a
HAWAII	Vocational Education Advisory Committees	1979
IDAHO	Committee for Action	1980
	A Handbook for Local Advisory Committees	1982
ILLINOIS	Advisory Council Member	n/a
	Guide for Local Advisory Councils on Vocational Education	1982
	Vocational Programming and Services for Handicapped Individuals in Illinois	1981
	A Guide for Planning, Organizing, and Utilizing Advisory Councils	n/a
INDIANA	Speak Up, Speak Out for Vocational Education	1980
	Handbook for Members of Vocational Education Advisory Committees	1983
	Local Advisory Committee Workshops -- Handbook for Members	1980
	Tool Box -- Tools that Work -- Vocational Education	1982
IOWA	A Resource Guide on Local Vocational Education Advisory Councils	n/a
	Guidelines for Area Planning Councils in Iowa	1983
	Partnership for Economic Development	1983
KANSAS	A Proposed Model for Local Advisory Committee Involvement in Program Improvement	n/a
KENTUCKY	Kentucky Vocational Education Craft Advisory Committee Handbook	n/a
	Using Citizen Advisory Groups in Vocational Education	1983
MAINE	Craft Committees (Occupational Advisory Committees): Can They Work?	1977

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MARYLAND	Trade/Occupational Advisory Committee Guidelines	n/a
	Guidelines for Local Advisory Councils	1983
MASSACHUSETTS	An Informational Handbook for Organizing and Operating a Community Advisory Council	1983
MICHIGAN	Local Advisory Councils: A Handbook for Operation	1978
	Vocational Education Advisory Committees: A Guide for Effective Utilization of Advisory Committees	n/a
	P.R. Materials	n/a
MINNESOTA	Advisory Committees	n/a
MISSISSIPPI	Organization and Utilization of Advisory Groups in Vocational Education	n/a
MISSOURI	Handbook for Local Advisory Committees in Vocational Education	1981
MONTANA	Vocational Education Advisory Committee Handbook	1981
	The Art of Listening (and Meeting Analysis)	1977
NEBRASKA	Handbook for Local Vocational Education Advisory Councils	n/a
NEW JERSEY	Making the Most of Your Advisory Committee	n/a
NEW MEXICO	Advisory Committees and Councils	1978
	Making Education Work Through Local Advisory Councils	1981
	Legislative Input and Public Relations Guide for Vocational Educators	n/a
NEW YORK	A Handbook for Members of Advisory Councils for Occupational Education	n/a
	A Handbook for Members of Consultant Committees for Occupations	n/a
	Manual for the Evaluation of Occupational Education Programs	1983
	Handbook -- Goals, Policies, Processes, and Outcomes of Vocational Education	1978
	Supplying Policy Information on Advisory Councils on Vocational Education	1978
NORTH CAROLINA	Citizen Participation in Vocational Education Programs	n/a
NORTH DAKOTA	Advise for Action: Vocational Education Advisory Committee Handbook	n/a
OHIO	Effective Advisory Committees for Vocational Education in Ohio	n/a
OKLAHOMA	Guidelines for Local Advisory Councils on Vocational Technical Education	1983

OREGON	Helping Shape Tomorrow's Work Force	1984
PENNSYLVANIA	How to ... Approach ... Develop ... Vitalize ... Improve ... Structure ... Establish ... Local Advisory Councils on Vocational Education	1982
	Supporting Economic Development: A Guide for Vocational Education	1983
SOUTH CAROLINA	How Your Advisory Committee Can Work for You	1982
SOUTH DAKOTA	Guidelines for Local Advisory Councils	n/a
TENNESSEE	Involving Tennessee Citizens in Vocational Education	n/a
TEXAS	Organization and Effective Use of Advisory Committees	1978
	Effective Use of Vocational Advisory Committees: A Handbook for Technical/Vocational Education	n/a
	VEH Handbook [Vocational Education for the Handicapped]	1978
	Utilization of Local Vocational Education Advisory Committees	1983
VIRGINIA	A Guide for Local Advisory Councils for Vocational Education	n/a
WASHINGTON	Advise for Action -- A Pocket Guide on Advisory Committees	n/a
	Orientation Exercises for Advisory Committee Members	n/a
WEST VIRGINIA	Handbook for Local Advisory Councils for Vocational Education	1981
WISCONSIN	Handbook on Occupational Program Advisory Committees	1983
	Occupational Program Advisory Committee	
	Curriculum Ad Hoc Advisory Committee	
	Community Advisory Committee	
	New Program Development Ad Hoc Advisory Committee	
	Joint Apprenticeship Program Advisory Committee	
	Developmental Program Advisory Committee	
	Advisory Committee Membership Roster 1983-84	
	Wisconsin Occupational Program Advisory Handbook	
WYOMING	How to ... Approach ... Develop ... Vitalize ... Improve ... Structure ... Establish ... Local Advisory Councils on Vocational Education	n/a
GUAM	Craft Committee Handbook for Occupational Programs	n/a
PUERTO RICO	Puerto Rico Advisory Council on Vocational and Technical Education Guidelines	n/a

* n/a means that no publication date was included in the materials.

APPENDIX D:
ADDRESSES FOR STATE DIRECTORS
AND STATE ADVISORY COUNCILS

INTRODUCTION

There follows a list of addresses for each State Department of Education and each State Advisory Council For Vocational Education. Use the information to secure materials and technical assistance from the appropriate sources.

STATE DEPARTMENTS OF EDUCATION

Alabama Department of Education
887 State Office Building
Montgomery, AL 36130

Alaska Department of Education
Gold Belt Place
801 West 10th Street
Pouch F
Juneau, AK 99811

Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007

Arkansas Department of Education
Education Building West
State Capitol Grounds
Little Rock, AR 72201

California Department of Education
4th Floor
721 Capitol Mall
Sacramento, CA 95814

Colorado Department of Education
Room 214
Centennial Building
1313 Sherman Street
Denver, CO 80203

Connecticut Department of Education
P.O. Box 2219
Hartford, CT 06145

Delaware Department of Public
    Instruction
The Townsend Building
P.O. Box 1402
Dover, DE 19903

District of Columbia
    Career Development Programs
Room 904
415 12th Street, N.W.
Washington, DC 20004

Florida Department of Education
Knott Building
Tallahassee, FL 32301

Georgia Department of Education
Office of Vocational Education
17th Floor
1776 Twin Towers East
Atlanta, GA 30334

Guam Community College
Box 23069
Main Postal Facility
Agana, GU 96921

University of Hawaii
Administrative Office
2327 Dole Street
Honolulu, HI 96822

Idaho Department of Education
Len B. Jordan Building
650 West State Street
Boise, ID 83720

Illinois State Board of Education
Mail Code: E-439
100 North First Street
Springfield, IL 62777

Indiana Board of Vocational and
  Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, IN 46204

Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, IO 50319

Kansas State Department of Education
Kansas State Education Building
120 East 10th Street
Topeka, KS 66612

Kentucky Department of Education
Room 2011
Capital Plaza Tower
Frankfort, KY 40601

Louisiana Department of Education
P.O. Box 44064
Baton Rouge, LA 70804

Maine State Department of Educational
  and Cultural Services
State House, Station 23
Augusta, ME 04333

Mariana Islands Department of
  Education
Headquarters
Saipan, Mariana Islands 96950

Maryland State Department of
  Education
200 West Baltimore Street
Baltimore, MD 21201

Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

Michigan Vocational-Technical
  Education Service
P.O. Box 30009
Lansing, MI 48909

Minnesota Board for Vocational
  Education
Capitol Square Building, 7th Floor
500 Cedar Street
St. Paul, MN 55101

Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205

Missouri Department of
  Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Montana Department of Vocational
  Education
State Capitol
Helena, MT 59620

Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509

Nevada Department of Education
Capitol Complex
Carson City, NV 89710

New Hampshire Department of Education
105 Loudon Road
Concord, NH 03301

New Jersey Department of Education
225 West State Street, CN 500
Trenton, NJ 08625-0500

New Mexico Department of Education
300 Don Gaspar Street
Santa Fe, NM 87503

New York State Education Department
Room 1624
99 Washington Avenue
Albany, NY 12234

North Carolina Department of
  Public Instruction
Room 535
Education Building
Raleigh, NC 27611

115

North Dakota Board of Vocational
Education
State Capitol Building, 15th Floor
Bismarck, ND 58505

Ohio Department of Public Instruction
Room 808
Ohio Departments Building
65 South Front Street
Columbus, OH 43215

Oklahoma Department of Education
1500 West 7th Avenue
Stillwater, OK 74074

Oregon Department of Education
700 Pringle Parkway
Salem, OR 97310

Pennsylvania Department of Education
Box 911
333 Market Street
Harrisburg, PA 17108

Puerto Rico Department of Education
P.O. Box 759
Hato Rey, PR 00919

Rhode Island Department of Education
22 Hayes Street
Providence, RI 02908

Samoa Department of Education
Government of American Samoa
P.O. Box 324
Pago Pago, Samoa 96799

South Carolina Department of
Education
Room 908
Rutledge Building
Columbia, SC 29201

South Dakota Division of
Vocational Education
Richard F. Kneip Building
Pierre, SD 57501

Tennessee Department of Education
Room 200
Cordell Hull Building
Nashville, TN 37219

Texas Education Agency
201 East 11th Street
Austin, TX 78701

Utah Department for Public
Instruction
250 East 500 South Street
Salt Lake City, UT 84111

Vermont Department of Education
State Office Building
Montpelier, VT 05602

Virgin Islands Department of
Education
P.O. Box 6640
Charlotte Amalie, VI 00801

Virginia Department of Education
P.O. Box 6Q
Richmond, VA 23216

Commission for Vocational Education
Building 17
Airdustrial Park MS LS-10
Olympia, WA 98504

Bureau of Vocational, Technical and
Adult Education
State Office Bulding 6-B221
Capitol Complex
Charleston, WV 25305

Wisconsin Board of Vocational,
Technical &
Adult Education
P.O. Box 7874
Madison, WI 53707

Wyoming Department of Education
Hathaway Building
Cheyenne, WY 82002

STATE ADVISORY COUNCILS FOR VOCATIONAL EDUCATION

Alabama Advisory Council on
  Vocational Education
P.O. Box 27
Auburn, AL 36830

Alaska State Advisory Council on
  Vocational and Career Education
Room 2
205 North Franklin Street
Juneau, AK 99801

Arizona Advisory Council for
  Vocational-Technical Education
Suite 2
4725 North 19th Avenue
Phoenix, AZ 85015

Arkansas Advisory Council for
  Vocational-Technical Education
511 Continental Building
Little Rock, AR 72201

California Advisory Council on
  Vocational Education
1900 S Street
Sacramento, CA 95814

Colorado State Advisory Council for
  Vocational Education
Room C-0954
3645 West 112th Street
Westminster, CO 80030

Connecticut Advisory Council
61 Woodland Street
Hartford, CT 06105

Delaware State Advisory Council on
  Career and Vocational Education
P.O. Box 1401
Dover, DE 19901

District of Columbia Advisory
Council on
  Vocational Education
2nd Floor
Jefferson Jr. High School
801 7th Street, S.W.
Washington, DC 20024

Florida State Advisory Council on
  Vocational and Technical Education
W.V. Knott Building
Tallahassee, FL 32301

Georgia Advisory Council for
  Vocational Education
18 Executive Park Drive, N.E.
Atlanta, GA 30329

Guam Advisory Council on
  Vocational Education
P.O. Box CK
Agana, GU 96910

Hawaii Advisory Council on
  Vocational Education
Room 354
335 Merchant Street
Honolulu, HI 96811

Idaho Advisory Council on
  Vocational Education
Suite 1
409 West Jefferson
Boise, ID 83702

Illinois Advisory Council for Adult,
  Vocational and Technical Education
100 Alzina Building
100 North First Street
Springfield, IL 62702

Indiana Advisory Council on
  Vocational Education
524 Illinois Building
17 West Market Street
Indianapolis, IN 46204

Iowa Vocational Education
  Advisory Council
Room 305
1209 East Court
Des Moines, IO 50319

Kansas Advisory Council for
  Vocational Education
120 East 10th Street
Topeka, KS 66612

Kentucky Advisory Council for
  Vocational Education
Depot Place
119 West Broadway
Frankfort, KY 40601

Louisiana Advisory Council on
  Vocational Education
201 Lafayette Street
Baton Rouge, LA 70802

Maine Advisory Council on
  Vocational Education
Box 17
One Memorial Circle
Augusta, ME 04330

Maryland Advisory Council on
  Vocational-Technical Education
Jeffrey Building, Third Floor
16 Francis Street
Annapolis, MD 21401

Massachusetts Advisory Council on
  Vocational-Technical Education
Room 353
294 Washington Street
Boston, MA 02108

Michigan Advisory Council for
  Vocational Education
715 West Willow Street
Lansing, MI 48913

Minnesota State Advisory Council for
  Vocational Education
700 Wayzata Boulevard
Warren Building
Minneapolis, MN 55403

Mississippi Advisory Council on
  Vocational Education
P.O. Box 771
Jackson, MS 39205

Missouri Advisory Council on
  Vocational Education
P.O. Box 545
Jefferson City, MO 65102

Montana Advisory Council on
  Vocational Education
1228 11th Avenue
Helena, MT 59620

Nebraska Advisory Council for
  Vocational Education
East 532 Nebraska Hall
University of Nebraska - Lincoln
Lincoln, NE 68588

Nevada State Advisory Council for
  Vocational-Technical Education
300 Hot Springs Road, #19
Carson City, NV 89701

New Hampshire Advisory Council on
  Vocational Education
163 Loudon Road
Concord, NH 03301

New Jersey Advisory Council on
  Vocational Education
Suite 105B
6 Quakerbridge Plaza
Trenton, NJ 08619

New Mexico Advisory Council on
  Vocational-Technical Education
Suite 810
600 Second Street, N.W.
Albuquerque, NM 87102

New York State Advisory Council on
  Vocational Education
89 Washington Avenue
Albany, NY 12234

North Carolina State Advisory
Council on
  Vocational Education
530 Wilmington Street
Watson House
Raleigh, NC 27604

North Dakota Advisory Council for
  Vocational Education
State University Station
Box 5405
Fargo, ND 58105

Ohio Advisory Council for
  Vocational Education
Suite 105
750 Brooksedge Boulevard
Westerville, OH 43081

Oklahoma Advisory Council on
  Vocational Education
Suite 201
4010 North Lincoln
Oklahoma City, OK 73105

Oregon Advisory Council on
  Vocational Education
715 Summer Street, N.E.
Salem, OR 97310

Pennsylvania Advisory Council on
  Vocational Education
Suite 410 City Towers
301 Chestnut Street
Harrisburg, PA 17101

Puerto Rico Advisory Council on
  Vocational and Technical Education
P.O. Box 759
Hato Rey, PR 00919

Rhode Island Advisory Council on
  Vocational Education
Regency West
Two Jackson Walkway
Providence, RI 02903

South Carolina Advisory Council on
  Vocational and Technical Education
Suite 420
2221 Devine Street
Columbia, SC 29205

South Dakota Advisory Council on
  Vocational Education
3905 South Western Avenue
Sioux Falls, SD 57105

Tennessee Advisory Council on
  Vocational Education
Room 206
Cordell Hull Building
Nashville, TN 37219

Texas Advisory Council for
  Technical-Vocational Education
P.O. Box 1886
Austin, TX 78767

Utah Advisory Council for
  Vocational Education
624 East Wilmington Avenue
Salt Lake City, UT 84106

Vermont Advisory Council for
  Vocational-Technical Education
P.O. Box 1088
Montpelier, VT 05602

Virginia Advisory Council on
  Vocational Education
P.O. Box U
Blacksburg, VA 24060

Washington Advisory Council on
  Vocational Education
Room 207
120 East Union
Mail Stop EK-21
Olympia, WA 98504

West Virginia Advisory Council on
  Vocational Education
Suite 303
812 Quarrier Street
Charleston, WV 25301

Wisconsin Advisory Council on
  Vocational Education
105 1/2 West Main Street
Madison, WI 53703

Wyoming Advisory Council on
  Vocational Education
410 Grand Avenue
Room 311
Banner Building
Laramie, WY 82070

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INTRODUCTION

A detailed explanation of each of the six tools for managing group activity is included in this section. Each procedure is described, its strengths and limitations pointed out, and its resource requirements noted. Also included are step-by-step instructions for using the techniques and suggestions about where to find additional information about the techniques.

The procedures are presented in the following order:

NOMINAL GROUP TECHNIQUE

WHAT IS THE NOMINAL GROUP TECHNIQUE?

The Nominal Group Technique, developed by Andre Delbecq and his colleagues, is particularly appropriate for VIP Advisory Committees to use when solving problems, generating ideas, and setting priorities. The Nominal Group Technique (NGT) ensures equal participation of all persons involved in the planning process; dialogue cannot be dominated by a few assertive or particularly knowledgeable (or biased) individuals.

The NGT is a structured group meeting in which participants are encouraged first to generate their own ideas or solutions to problems, without pressure toward consensus from other participants. Then, through a process of alternate discussion and anonymous voting, a rank-ordered list of problems or solutions is obtained. All steps of the technique can be completed at a regular Committee meeting.

The technique can be used to achieve the following goals:

. identify various elements of an issue or problem;

. identify elements of a solution;

. establish a priority listing of these elements; and -

. determine the relative importance of various issues or problems.

NGT is particularly helpful when judgments of many individuals must be combined and a group decision made. Is also is very useful when a ranking of options is desired.

WHAT ARE THE STRENGTHS AND LIMITATIONS OF THE NOMINAL GROUP TECHNIQUE?

Advantages of the Nominal Group Technique are as follows:

. It allows for equal participation of all participants and inhibits any specific individual from dominating the group;

- It encourages group members to generate ideas and elicits feelings of responsibility for the group's success;

- It allows members to share personal concerns and to suggest potentially unpopular ideas while avoiding "hidden agendas" of interacting group members;

- The discussion period following the "round-robin" guarantees that views are clarified and ideas are sharpened;

- It produces more creative and acceptable solutions than other types of interacting groups (Dunnette, Campbell and Jarstad, 1963); and -

- When group members are varied in status, roles, views or opinions, NGT procedures reduce the amount of conflict and tension sometimes found in groups with varied backgrounds.

Although the Nominal Group Technique has many advantages, there are aspects of the process that may limit its use under certain circumstances. First, the structured format demands a single-topic meeting since it is difficult to change topics in the middle of discussion. If, after some discussion, it becomes apparent that more than one problem or goal needs attention, then either the NGT should not be employed or it will need to be used more than once. Try to eliminate this problem in the initial selection and phrasing of the questions and objectives for the meeting.

A second potential limitation is a lack of precision. The ideas offered during the first round of the NGT may not be defined precisely and therefore may appear to overlap when in fact their sponsors had in mind different aspects of the issue. Likewise, similar ideas are not always combined before the ranking process. This results in repetition in the final list.

WHAT RESOURCES AND MATERIALS ARE REQUIRED TO USE THE NOMINAL GROUP TECHNIQUE?

The physical requirements for holding an NGT meeting are minimal. Each participant needs paper, a pen or pencil, and several 3" x 5" note cards for recording ideas or voting. The person leading or directing the group needs a flip chart on which to record ideas or votes. The leader also needs a felt-tip pen and a roll of masking tape for recording and displaying responses.

HOW DO YOU CONDUCT A NOMINAL GROUP TECHNIQUE SESSION?

The Nominal Group Technique follows a prescribed sequence of problem-solving steps. It is designed for a small group of seven to twelve members whose goal is to generate a variety of quality ideas about a topic. Therefore, you must divide larger groups into smaller groups of this size.

Prior to scheduling the nominal group meeting, the leader must clarify the objectives of the meeting and must write the question(s) to which participants will respond. Remember, questions should encourage individual expression on the issue.

As the leader, you must prepare an opening statement to begin the meeting. The statement must convey a sense of the importance of the task, clarify each member's role in the meeting, and identify the mission of the group. As part of this activity, you must pose and explain the issues to be addressed, questions to be answered, or problems to be solved. The explanation should include necessary background information. Entertain no questions from participants at this time; your explanation should be sufficiently clear and such questions might inhibit initial responses from participants. After explaining the mission and question, initiate the group activity according to the following schedule.

Activity 1: Silently Generate Ideas in Writing.

After presenting background information and reading the nominal question aloud to the group, do the following:

- Instruct the group members to write their ideas in brief phrases or statements on the provided worksheets;

- Ask the group to work silently and independently;

- Write down your own ideas silently and independently at this time;

- Answer clarifying questions but avoid making statements that might focus the group's attention unduly on a particular idea or area; and -

- Allow five to ten minutes to generate ideas.

Your performance as leader can be made more effective by:

- Presenting the question in writing and displaying it in full view of participants;

- Resisting clarifying non-related questions that might direct or impede the group;

- Serving as a model of good group behavior by writing in silence; and -

- Discouraging individuals from disrupting the silent independent activity.

Activity 2: Record Ideas through Round-Robin.

After participants have completed the silent generation of ideas, record all ideas on a flip chart visible to the entire group, using the following procedure:

- Go around the table asking for one idea from one member at a time;

- Write each idea on the flip chart as it is suggested; proceed to ask for another idea from each group member in turn until all ideas are listed on the chart; and -

- Simply record ideas; do not allow participants to discuss or defend their ideas. Time will be provided la to discuss and clarify generated items.

This activity provides for equal participation among group members in the presentation of ideas, focuses thinking on the problem, helps to separate ideas from personalities, and provides a written record of the group's thinking. The written list is an important early group reward.

As the leader, you must describe the procedures for this step clearly; solicit ideas from the group members in brief words or phrases in a round-robin fashion; communicate to the group that variations on a theme are desirable; and record on the flip chart the suggested ideas as quickly as possible. Discourage any type of disruptive behavior that may occur during this step. An example of disruptive behavior would be an individual trying to discuss ideas rather than simply listing them; other disruptive behavior might include arguing as ideas are presented, asking the leader to rule on duplications or engaging in side conversations.

Remember, the goal of this step is a rapid, accurate list of ideas in brief words or phrases, recorded in writing on a flip chart in front of the entire group.

Activity 3: Clarify Listed Items Through Serial Discussion.

Serial discussion means addressing in order each idea listed on the flip chart and allowing a short period of time for the discusssion of each idea. Point to item #1, read it aloud, and ask the group if there are any questions, clarifications or statements of agreement and/or disagreement that members would like to make about that item. Allow a brief period of time for discussion of each item before moving to the next listed item. Remember, the major objective of the discussion is to clarify the meaning, logic and importance of each item, not to win arguments.

Allow no lobbying, aggressive interaction or disruptive argumentation during this step. If there are differences of opinion on a particular item, both points of view must be aired before shifting group attention to the next item. Further, do not allow the discussion to focus unduly on any particular idea or to degenerate into argument. Make sure that each person has an opportunity to comment on every item.

Individual members should not be required to clarify their own items. Instruct group members not to ask individuals to explain or justify their ideas. Although most individuals will volunteer to clarify their own items, establish the rule that clarification is a group task and not necessarily the responsibility of the person who suggested the item.

Activity 4: Conduct Preliminary Voting on the Priority Strategies.

The next task is to determine the relative importance of each item through a combination of individual judgments. In order to make this determination and to increase judgmental accuracy, have group members make individual judgments and express these judgments mathematically. Distribute or call attention to the 3" x 5" index cards that each member has been given. Ask group members to select the five most important items from the entire list of solutions or

strategies on the flip chart. Instruct participants to write out each of the
five items on a separate 3" x 5" card and to include the item number and
statement on the card.

After all group members have selected five solutions and written each on a
separate card, ask them to choose the card on which the item they consider to
be most important is written. Instruct members to write the number "5" in the
lower right corner of the card and underline that number three times. Turn
this card over. Next, instruct participants to look at the remaining four
cards and select the card on which the least important item is written; write
the number "1" in the lower right corner, underline that number three times and
turn the card over. Have each group member choose the most important item
listed on his/her remaining three cards. Rank this item as "4", underline the
number three times and turn the card over. Then, select the least important
item of the remaining two cards, rank this item "2" and underline it. Instruct
the group to write "3" on the last card and underline the number. Figure E.1,
"Index Card Indicating Voting Process", illustrates a sample index card.

<div align="center">

Figure E.1:

INDEX CARD INDICATING VOTING PROCESS

</div>

Number from original group
flip chart list

_____

3) The vocational program lacks
   modern diagnostic equipment

5
≡

_____

Number
indicating
ranking or vote

Have members reexamine their rankings before passing the cards forward.
Collect and shuffle the cards to preserve anonymity and to ensure that no
individual's voting pattern can be identified.

Next, make a balance sheet on the flip chart by numbering the left side of the sheet in accordance with the number of items from the round-robin listing.

Ask one member of the group to read each item number and the rank number from the collected stack of voting cards. With one group member reading and the leader recording, tally the vote as shown in Figure E.2, "Sample Tally Sheet for Recording Rankings and Calculating Priority Items."

Figure E.2:
SAMPLE TALLY SHEET

Item Number*	Rank	Times Ranked	Sum of Ranks	No. of Ranks x Sum of Ranks	Priority
1	3,2,2,2,1	5	10	50	6
2	4,5,5,5,	4	19	76	1
3	5,5,5,3	4	18	72	2
4	2,1,3,4,2	5	12	60	4
5	5,4,4,3	4	16	64	3
6	4,4,3,4	4	15	60	4
7	3,1,1,2	4	7	28	7

* List as many items as necessary.

At this point, the Nominal Group Technique process can be concluded.

Actitivities 5 and 6: Discuss Preliminary Vote and Take a Final Vote.

When you want to increase accuracy or combine the output of several small groups, use two additional activities: (1) discuss the preliminary vote and (2) revote. In situations where you are working with only one group, discuss the preliminary vote (Activity 5) and take a final vote (Activity 6) in a manner similar to Activities 3 and 4 described earlier.

Look for inconsistent voting patterns and discuss items that are perceived as receiving too many or too few votes. In Activity 5, define the discussion task as clarification rather than social pressure to change members' minds.

The goal of clarification also ensures that the discussion remains brief so as not to distort perceptions of items which are not discussed. Please follow the discussion procedures of Activity 3.

In Activity 6, Final Voting, the final vote determines the outcome of the meeting, provides a sense of closure and accomplishment, and documents the group's judgment. Voting follows the procedures followed in Activity 4.

Also use activities 5 and 6 when the Advisory Committee has been split into several small groups in order to conduct the Nominal Group Process. For example, if the meeting includes 22 people, divided into two groups of 11, then at the end of Activity 4 there would be two sets of items that need to be combined into a single set. Integration of the lists can be accomplished through procedures identified in Activities 5 and 6. After concluding Activity 4, assemble participants of the different groups and write a single list of items. Then proceed with serial discussion of each item for clarification. While conducting this serial discussion, eliminate or combine duplicate items. Discuss each item sufficiently to encompass all points of view; however, try to keep the amount of time devoted to each item roughly the same.

After the group has clarified the items, instruct the membership to vote on the entire list following the procedure outlined in Activity 4. As described above, this procedure calls for each group member to select the five most important strategies from the list of items, to write each of those strategies on a single 3" x 5" card, and to rank each of the items by importance with the most important item receiving a rank of "5" and the least important item receiving a rank of "1." Collect and tally the votes as explained. The items with the highest overall scores are the most important items.

At the end of Activity 4 or Activity 6, the Nominal Group Technique process will be completed. At this point the most important issues, strategies or solutions will have been identified and there will be consensus among involved personnel about the solutions. Note that implementation of the NGT takes at least two to three hours. Because the activities of the process are structured, a break for participants is possible. After completing the session,

you as the leader should summarize the procedures and results in a written report and distribute it to all participants.

WHERE CAN YOU FIND ADDITIONAL INFORMATION ABOUT THE NOMINAL GROUP TECHNIQUE?

For more information about the Nominal Group Technique, refer to the following materials:

Delbecq, A.H., A.H. Van de Ven, and D.H. Gustafson. Group Techniques For Program Planning: A Guide To Nominal Group And Delphi Processes. Glenview, Illinois: Scott, Foresman and Company, 1975.

Feiss, C. "The Nominal Group Process: Its Uses In Comprehensive Health Planning." Unpublished paper, 1977.

Rice, E., J. Hughes, B. Lowman, R. Etheridge, B. Laslett and R. Mace. Access to Vocational Education. Washington, DC 1980.

Soudre, W.E. "Effectiveness of Nominal and Interacting Gro iscussion Processes for Integrating R&D and Marketing." Management Servi   1977, 23(6) 1595-605.

Van de Ven, A.H. and A.J. Delbecq. "The Effectiveness of Nominal, Delphi and Interacting Group Decision-making Processes." Academy of Management Journal, 1974, 17:605-621.

Vroman, H.W. "An Application of the NGT in Education System Analysis." Eductional Technology, 1975, 15(6):51-53.

Vroom, V.H., L. De Grant and T.S. Cotton. "Consequences of Social Interaction is Group Problem Solving." Organizational Behavior and Human Performance, 1969, 4:77-95.

DELPHI TECHNIQUE

WHAT IS THE DELPHI TECHNIQUE?

Developed by Helmer and Daley at the Rand Corporation in the late 1940's, the Delphi Technique can be used by VIP Advisory Committees to identify needs and goals, to generate strategies, and to determine priorities. The Delphi Technique is a series of carefully designed questionnaires that is distributed to a group of persons who have special knowledge and/or interest in a topic. The group never actually meets, but the results of each questionnaire are reported to all participants before they answer the subsequent questionnaires. Each set of questions is based on responses from the previous questionnaire. The final questionnaire in the series usually requires voting or rank ordering so that a conclusion or consensus of the participants is reached.

Among the possible group planning and decision-making tasks for which Delphi has been used are the following objectives:

. identify and rank needs;

. develop program alternatives;

. collect expert opinions;

. explore the basis of opinions;

. share opinions on a topic; and -

. identify other informati.n which aids the group in reaching consensus (Delbecq, 1975).

The method most often is used to collect the opinions of respondents who would be difficult and expensive to assemble for a group meeting. However, it is appropriate for any group with knowledge about the problem under consideration.

WHAT ARE THE STRENGTHS AND LIMITATIONS OF THE DELPHI TECHNIQUE?

The D .. Technique has the following advantages:

. It is relatively easy to use;

. It can be used to address many types of issues;

- It transcends geography; participants do not have to meet to use the process;

- It involves participants of many different backgrounds and skills;

- It is relatively easy to learn to use;

- It assures anonymity of participants, thus encouraging free exchange of ideas and eliminating uncomfortable or conforming behavior;

- At no time is a group member required to defend his or her position, ensuring that differing opinions will be welcomed without threat and used in working toward a common goal; and -

- All participants are treated equally; it prevents domination of the group by its more vocal members.

The limitations of the technique are as follows:

- The Delphi Technique cannot be used when time is limited; the complete procedure will take a minimum of 45 days (Delbecq et al., 1975). Since the process requires ongoing analysis and feedback until its completion, staff time also is required.

- Postage and follow-up phone calls to participants (if necessary) may make this technique moderately costly as well as time-consuming.

- The effectiveness of the Delphi Technique is a direct function of participants' willingness to stay involved with the project. You must work to avoid "drop-outs." Drop-out rates, if high, will affect results in ways that cannot be measured after the fact.

WHAT RESOURCES AND MATERIALS ARE REQUIRED TO USE DELPHI?

The physical requirements for the Delphi Technique are minimal. Personnel time to compose the questionnaires is the greatest cost. Postage and reproduction costs are secondary. If mailed questionnaires are followed up with telephone calls, additional expenses are incurred.

The cost of using the Delphi procedures depends on two factors: (1) whether someone writes, administers, and summarizes the questionnaires along with his/her regular job responsibilities, and (2) the distances separating group members. Extra personnel costs, as well as the cost of postage, make the method more expensive. Van de Ven (1974) reported the real costs of a Delphi which appears in Figure E.3. Note the date of the information and

estimate the inflation rate over the last few years to obtain a rough idea of
what a Delphi procedure would cost today.

Figure E.3:

ADMINISTRATIVE TIME, COST, AND EFFORT IN
CONDUCTING THE DELPHI PROCESS

		# Responses Received Between Follow-up Reminders	# of Follow-up Reminders Made	# Respondents Refusing to Participate	Administrative Time in Man Hours	Administrative Salary ($2.50 per hour)	Cost of Supplies, Equipment, Stamps & Miscellaneous Items	Total Cost
Delphi Questionnaire # 1								
2/8/71	Preparation of Questionnaire #1 & distribution to 140 respondents				20	50.00	14.00	$ 64.00
2/22/71	Follow-up #1 (Mailed)	42	96	0	5	12.50	9.80	23.30
3/1/71	Follow-up #2 (Mailed)	22	74	1	2½	6.25	7.40	13.66
3/8/71	Follow-up #3 (Mailed)	12	61	1	2½	5.50	6.10	11.60
3/11/71	Follow-up #4 (Mailed)	7	52	2	2	5.00	5.20	10.20
3/15/71	Follow-up #5 (Phone)	11	36	5	9	22.50		22.50
3/18/71	Follow-up #6 (Phone)	9	22	5	5½	13.75		13.75
3/20/71	Follow-up #7 (Phone)	10	9	3	2	5.00		5.00
3/23/71	Follow-up #8 (Phone)	3	4	2	1	2.50		2.50
3/26/71	Follow-up #9 (Phone)	3	1	0	½	55		55
3/29/71	Follow-up #10 (Phone)	0	1		½	55		55
		120	366	20	48.75	124.35	42.35	196.35
Delphi Questionnaire # 2:								
3/29–31/71	Preparation of Feed-back							
3/29–31/71	Preparation of Feed-back Reports & Questionnaire #2 & Distribution				30	67.50	14.00	$ 81.50
4/12/71	Follow-up #1 (Mailed)	46	94	1	4	10.00	9.40	19.40
4/19/71	Follow-up #2 (Mailed)	14	80	2	3½	8.75	8.00	16.75
4/26/71	Follow-up #3 (Mailed)	11	69	1	3	7.50	6.90	14.40
5/3/71	Follow-up #4 (Mailed)	9	60	1	3	7.50	6.00	13.50
5/12/71	Follow-up #5 (Phone)	10	49	5	12	30.00		30.00
5/17/71	Follow-up #6 (Phone)	8	29	5	7	17.50		17.50
5/21/71	Follow-up #7 (Phone)	7	16	4	4	10.00		10.00
5/27/71	Follow-up #8 (Phone)	5	7	6	2	5.00		5.00
6/2/71	Follow-up #9 (Phone)	4	4	3	1	2.50		2.50
		104	410	36	71½	166.25	44.30	210.55
Total Two-Round Delphi		324	866	56	121½	290.60	86.50	366.90

From:
Van de Ven, Andrew. *Group Decision Making and Effectiveness, An Experimental Study.* The
Comparative Research Institute of the Center for Business and Economic Research, Kent State
University, Kent, Ohio, 1974.

HOW DO YOU CONDUCT A DELPHI PROCESS?

Using the Delphi procedures means following a logical sequence of steps
which are summarized in Figure E.4, Diagram of a Delphi Procedure. Note that
the number of questionnaires may depend on the problem addressed. Usually
three or four rounds of questions suffice. The activities boxed in the figure
are described in more detail in the following discussion.

Activity 1:   Enlist the Assistance of Officials and Select the Delphi
Participants.

Three groups of people must be involved in the Delphi process:

- decision-makers such as superintendents and program coordinators;

- Advisory Committee members who will guide the process, develop and
  coordinate mailing of the questionnaires, and analyze and use the
  questionnaire responses; and -

- selected respondents to the questionnaires.

Respondent group size will vary with the problem under consideration. The
larger the group of qualified participants, the more representative will be
the opinions generated. Consider the cost, amount of paperwork involved, and
anticipated drop-out rates in deciding how many participants to select.

Use the following guidelines to select qualified group members:

- Select participants willing to commit adequate time to fill out several
  sets of questionnaires.

- Select participants who are skilled in written expression.

- Select participants who are knowledgeable in the areas of concern
  and/or who represent critical groups or perspectives.

Contact selected participants by telephone or letter to ask for their
cooperation. Explain the process and outline what is expected of them. Also,
express appreciation for their cooperation and involvement. If many refuse,
obtain additional names.

Activity 2:   Develop the First Questionnaire.

Develop the first questionnaire by posing carefully the question under
consideration. Remember, the purpose of this question is to focus and to stim-
ulate thought about the issue of concern. Consider the wording carefully; it
is critical. Avoid double negatives and intensifier words such as "never,"
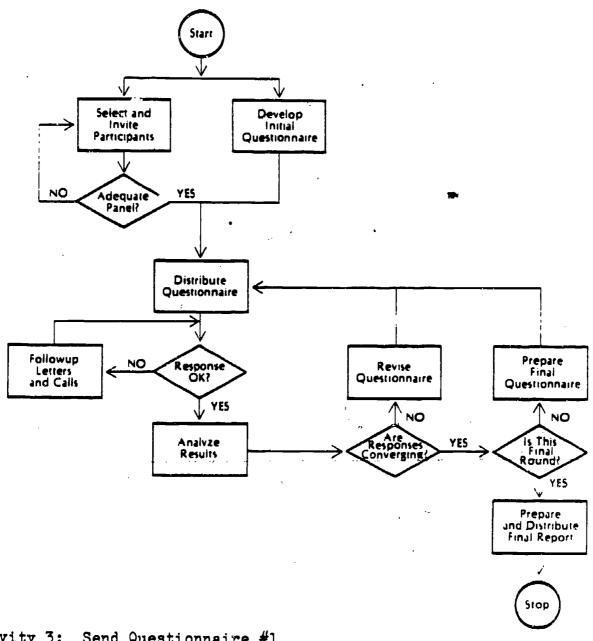"always," and "only"; limit use of negative terms altogether.

In addition, prepare a letter that explains the project, anticipated time-line, expectations and goals for participants. Mail this letter with or in advance of the first questionnaire.

Figure E.4:

DIAGRAM OF THE DELPHI PROCEDURE

Activity 3: Send Questionnaire #1.

Write clear, simple instructions for the first questionnaire. Mail these, together with the questionnaire and a stamped, self-addressed return envelope to each participant. Try to send the questionnaire to each participant the same day the participant agrees to help with the project. Indicate a specific deadline for receiving responses, usually about two weeks from the date of the first mailing.

Activity 4: Analyze the Responses to Questionnaire #1.

List participant responses on cards; if necessary, divide responses into important topic areas. Repetition is permissible and probable -- even from the same respondent. Make a set of cards for each of the decision-makers and staff members who are helping with the Delphi project -- probably a subcommittee of the Advisory Committee.

Assemble the subcommittee in order to begin work on the responses. First, sort the cards, stacking like responses together. Label the stacks with a word or phrase identifying the contents.

Next, generate a set of labels by having each member list his/her labels on a flip chart. Discuss the list and condense it into a smaller number. Divide the subcommittee into two-person teams and assign each team one or two labels. Direct members to develop these labels into complete sentences; these become the content items of the next questionnaire.

Assemble the subcommittee immediately after you receive the responses to the questionnaire. They must sort and label responses as quickly as possible, since speed in analyzing responses and mailing the next questionnaire is critical for maintaining respondents' interest and motivation. The faster the second and subsequent questionnaires are dispatched, the better.

Activity 5: Develop and Send Questionnaire #2.

The purpose of the second questionnaire is to have respondents agree or disagree with the issues identified in Questionnaire #1 and to allow them to offer clarifications of items. Ask participants to rank-order these issues by selecting the ten most important items and assigning the number "10" to the most important, "9" to the second most important, and so on. Request that they return the questionnaire by a particular date, usually within ten working days. A copy of a sample questionnaire for this activity is included in the illustration, Figure E.5, "Sample Questionnaire."

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SAMPLE QUESTIONNAIRE # 2   Code _____

Instructions: Please examine each of the following items that were iden-
tified in Questionnaire #1 as important problems or priorities of vocational
education. Comment on whether you agree or disagree with the importance of
each item. Further, clarify the item in the provided space. Also feel free to
add items. Finally, please rank-order the ten most important items as you per-
ceive them at this time. Assign a score of "10" to the most important, "9" to
the second most important, and so on. Rank only the ten most critical items.

Rank	Items (from Questionnaire #1)	Agree Disagree	Comments or Clarification
_____	1) New High-Tech Training Programs are Needed to Meet Job Demands In Our Area		
_____	2) *		

---

* List as many as needed

Activity 6: Tally Responses of Questionnaire #2.

As you receive questionnaires, tally responses in terms of number of
respondents voting for an item, the individual vote values and the total vote.
Also, record new issues that have been added as well as clarifications of
existing ideas that respondents will have offered. A sample tally sheet is
depicted in the following illustration; it suggests a simple format for
counting votes.

Figure E.6:

SAMPLE TALLY SHEET

Questionnaire #1

Item	Number of Respondents Voting for Item	Individual Votes	Vote Count	Total Vote (# Votes x Vote Count)
1)	5	10-9-5-9-6	39	195
2)	3	10-9-7	26	78
3)	7	2-7-6-7-8-1-8	39	273

Activity 7: Analyze the Results of Questionnaire #2.

Reconvene the subcommittee to review vote tallies and to generate a summary of comments about the items. Decide whether the respondent group is moving toward consensus. If consensus is apparent, develop Questionnaire #3. However, if respondents are divided and/or still unclear about the issues, develop and mail another exploratory questionnaire. Word the questions on the supplemental questionnaire either in more specific or more general terms. Repeat Activities 5, 6, and 7 as many times as necessary to reach consensus.

Activity 8: Compose Final Questionnaire.

The purpose of the final questionnaire is to generate consensus on the important issues that remain after several rounds. First send respondents summaries of all previous votings so they can see how group opinion is shifting. Then ask respondents to vote one final time on items and offer opportunity for final comments. Allow two weeks for returning this questionnaire.

Activity 9: Analyze Final Questionnaire.

The analysis of the final questions is similar to analyses of the second and subsequent questionnaires, except that you may prepare this final summary yourself rather than as part of the subcommittee. Expect more agreement among responses. Focus on the average rank-ordering rather than the pattern of responses as in prior analyses.

Activity 10: Prepare a Report of Findings.

Prepare a final summary of the rankings of the ten or so most important
issues. Include with the summary a commentary on the items as well as the
whole procedure. Also indicate how the information will be used. Circulate
the report to those who responded to the questionnaire, to decision-makers,
and to subcommittee and Advisory Committee members who might be interested in
the results.

WHERE CAN YOU FIND ADDITIONAL INFORMATION ABOUT THE DELPHI TECHNIQUE?

For more information about the Delphi Technique, refer to the following
materials:

Cone, J.C., Delphi: "Polling for Consensus." Public Relations Journal,
February 1978, 12-13.

Cypert, F.P. and W.L. Gant. "The Delphi Technique: A Case Study." Phi
Delta Kappan, January 1971: 272-273.

Delbecq, A.H., A.H. Van de Ven and D.H. Gustafson. Group Techniques for
Program Planning: A Guide to Nominal Group and Delphi Processes. Glenview,
IL: Scott, Foresman and Company, 1975.

Rasp, A. Jr. "A New Tool for Administrators: Delphi and Decision-making."
North Central Association Quarterly, 1974, 48(3):320-325.

Rice, E., J. Hughes, B. Lowman, R. Etheridge, B. Wislett, and R. Mace.
Access to Vocational Education. Washington, DC, 1980.

Sackman, H. Delphi Critique: Expert Opinion, Forecasting Group Process.
Lexington, MA: Lexington Books, D.C. Herth and Co., 1975.

Sirois, H.A. and E.F. Iwaniki. "Delphi-discrepancy Solution: a Model for
Quality Control of Mandates Programs." Educational Technology, September
1978; 33-40.

Terseve, R.J. and W.E. Riggs. "The Delphi Technique: a Long-range
Planning Tool." Business Horizons, 1976, 19(2):51-56.

Van der Ven, A.H. Group Decision Making and Effectiveness. Kent, OH:
Kent State University School of Business Administration, 1974.

Van der Ven A.H. an A.J. Dolbecq. "The Effectiveness of Nominal Delphi,
and Interacting Group Decision Making Processes." Academy of Management
Journal, 1974, 17:605-621.

DECISION MATRIX

WHAT IS THE DECISION MATRIX TECHNIQUE?

Decision Matrices evolved from a branch of management science called decision theory. Turban and Meredith (1977) define decision theory as "... a systematic quantitative and normative approach to the study of decision making. It seeks methods for selecting possible alternatives." Although determining the "best" course of action 's judgmental, the Decision Matrix allows this judgment to be quantified as a means of simplifying the choice among alternatives. It is a device for ordering and displaying small pieces of information in a form that enables their consequences to be evaluated. After using the procedure, the Committee will have developed a list of criteria for evaluating alternatives and will have evaluated each alternative based on these criteria.

Generally, the technique is most appropriate for selecting among alternative strategies, for managing diverse inputs, for establishing resource allocation priorities, and for providing justification for decisions to those persons to whom the Committee is accountable.

WHAT ARE THE STRENGTHS AND LIMITATIONS OF DECISION MATRICES?

The advantages of the Decision Matrix Approach are the following:

. Aspects of the decision-making process, alternatives (issues, strategies, decisions) are organized and considered systematically. This enables committees to order their thinking logically and to use the technique to select and justify rationale and decisions.

. Using the technique creates an awareness of the complexity of a situation while offering a framework for managing the diverse elements of choice. Since each strategy is broken down into component parts, the decision process often seems less overwhelming.

. The Decision Matrix Approach can be implemented with equal effectiveness by groups or individuals. The richer variety of input provided by a group often increases the power of the technique. Further, it helps to build individual commitment to the choice that the group makes.

The major limitation of the technique is that the decision is only as good as the information upon which the decision is based. If participants are not

insightful in identifying the relevant dimensions of a problem, the technique
will not be worthwhile. Moreover, Decision Matrix works best when the numbers
of considered alternatives is small and when the selection criteria are finite.
Sometimes it is necessary to think about a problem as having a finite set of
feasible alternatives, although it may not be true.

WHAT MATERIALS AND RESOURCES ARE REQUIRED TO CONDUCT A DECISION MATRIX?

If the procedure is used by an individual, resource expenditures are
minimal. If the relevant dimensions of the strategies are thought through
before using the procedure, the process could require as little as one hour.
If a group uses the technique, the process requires about three hours.

For individual use, no more than paper and pencil are required. Although
a calculator would be helpful, it is not essential. For group use, newsprint,
easel and markers or a blackboard in addition to paper and pencils are useful.
Groups also should meet in a room where they can work undisturbed for the one-
to three-hour period. Keep the group relatively small since large numbers of
people make mathematical calculations time-consuming and cumbersome.

HOW DO YOU CONDUCT A DECISION MATRIX?

Activity 1: Define the Problem and State Objectives.

Identify the problem/issue and objectives to be addressed by using the
technique. Write out the objectives so they serve as a guide for Committee
activity. Be clear about what the Committee hopes to achieve so that efforts
can be evaluated at the conclusion of the activity.

Activity 2: Review Issues or Strategies Under Consideration.

Review the information about each alternative issue, problem, or strategy
under consideration. As the Committee considers the information, eliminate
those alternatives that clearly are not feasible. Strive to establish a list
of three to seven alternatives to consider at any given time. It is possible
to consider more than seven, but as the number increases, so too does the

difficulty of comparing them. Weigh the advantages of including extra items against the time required to evaluate them.

Sometimes, when using this technique with a group -- especially if members do not know each other -- it may be necessary to use a modified group decision-making technique such as the Nominal Group Procedure or a modified Delphi Procedure as a means of narrowing the list of alternatives under consideration.

Activity 3: List Criteria.

Once the Committee has decided which alternatives to compare, develop a list of criteria upon which to judge the alternatives under consideration. The criteria the Committee should consider depend upon whether the alternatives under consideration are issues/problems or strategies. For example, if the alternatives under consideration are strategies for dealing with important problems, then several of the following eight criteria should be of use to the Committee:

. Effectiveness or the technological validity of the strategy -- will the alternative work? Has the alternative been tested before? If so, is this a situation in which it is likely to work?

. Cost -- Are the alternatives within feasible cost parameters?

. Congruence with standards and philosophy -- Are the alternatives consistent with legal requirements, policy, and other related decisions?

. Administrative feasibility -- Can the alternative be implemented within the structure of the program and the institution?

. Usefulness over time -- Will the alternative be effective over time as well as immediately?

. Secondary benefits -- Will the benefits, especially the by-product or non-primary effects, be positive?

. Personnel -- Are the personnel that will deal with the alternative trained to deal with it? Are they capable of dealing with it? Can they be trained, and at what cost?

. Physical -- Can the alternative be dealt with within the physical (building and equipment) structure of the institution?

If the alternatives are problems or issues, then several of the criteria for the Committee to consider include the following:

- Accuracy -- Is the alternative a precise statement of the problem or issue?

- Comprehensiveness -- Is the alternative sufficient in scope?

- Importance -- Is the alternative the most important aspect of the people affected, cost, long-term outcomes, and so forth?

- Scope -- Is the alternative understandable as it is written?

As the Committee works through this activity, it may have difficulty keeping the list of criteria small enough to be manageable. If this happens, combine several criteria under one heading or under one of the suggested criteria.

Remember, the Committee must develop/select its own criteria. As the Committee selects and lists criteria, the final list of criteria with the questions each might look like the strategy alternatives illustrated in Figure E.7, "Sample Criteria."

Figure E.7:
SAMPLE CRITERIA

TECHNOLOGICAL VALIDITY

- How effective is the strategy in doing what it was designed to do?

- How effective is the strategy by the standards the school uses to evaluate it and similar alternatives?

ADMINISTRATIVE FEASIBILITY

- How many major changes would be required to implement the strategy? (The more start-up costs and resource build-up required, the less feasible.)

- How much coordination and consensus is required? (The more effort required, the less feasible.)

- How much time is required to implement the strategy? (The more time required, the less feasible.)

COST

How much money for items such as buildings, materials, supplies, equipment, personnel, renovation and transportation does the strategy require? (The more money required, the less feasible.)

Activity 4: Determine the Relative Importance of the Criteria.

Rank the criteria in terms of importance from most to least important. Usually no two criteria are given the same ranking. After ranking the criteria, assign each criterion a number which expresses its relative importance. The Committee may take the number of criteria and use these sequentially as weights. For example, if there are four criteria, the rankings might range from 1 to 4 with the most important receiving a "4" and the least important a "1." If the Commmittee wishes to weigh some criteria more heavily than others, use a different numbering system. For example, after ranking the items, the Committee may decide that criterion #1 is four times as important as criterion #2. In this case, weightings would look something like this:

Criterion #	Weights
1	12
2	3
3	2
4	1

When a group is involved, each member assigns a rank privately and all weights or ranks for each criterion are averaged to arrive at a single weight for each criterion. The weightings for each criterion listed below have been averaged to arrive at a single weight for each criterion.

Criterion	Smith	Brown	Barnett	Average Weight
1	6	4	2	4.0
2	4	3	1	2.7
3	2	2	3	2.3
4	4	6	5	5.0

Activity 5: Rate the Strategies According to Criteria.

Examine each alternative on the basis of how well it meets each of the criteria. This procedure is similar to the procedure used in Activity 4 to

assign weights. Use Figure E.8, "Sample Decision Matrix," as an example for displaying calculations.

One of several rating systems is appropriate. One system that has been used successfully is that of judging the merit of each alternative on a scale from -10 to +10, with -10 being the worst possible score and +10 the best. Using such a wide range of rates increases the different final values among alternative strategies more than does using a 1 to 3 scale.

When the entire Advisory Committee is involved in using the Decision Matrix Technique, develop an average rating of each criterion for each strategy. The procedure is the same as that used for calculating average weights.

Figure E.8:
SAMPLE DECISION MATRIX

STRATEGY	CRITERIA			TOTAL SCORE
	③ Technological Validity	① Administrative Feasibility	② Effectiveness/ Cost Ratio	
#1	3 — 9	8 — 8	1/1 — 1 — 2	19
#2	6 — 18	4 — 4	3/1.5 — 2 — 4	26
#3	-3 — -9	-2 — -2	2/.75 — 2.7 — 5.6	-5.4

Legend:

E/C Ratio	
# of points	Product of weights x # of points

◯ = Weight of criterion

Activity 6: Calculate Point Values.

For each criterion and each alternative, multiply the rating by the weight
for the criterion. In the sample Decision Matrix, the point value is displayed
in the block in the lower right corner of each cell. For example, the number
of points for alternative #3 on the criterion, "technological validity," is
determined by multiplying the rating of that criterion (-3) by the weight of
the criterion (3), yielding a product of -9; the point value is displayed in
the lower right corner of the cell.

Activity 7: Calculate Total Points for Each Alternative.

Add points contained in the lower right corner of each cell for each alter-
native; display totals at the end of each row. Notice that in the sample
Decision Matrix, strategy #3 has a total of -5.5. This indicates its inferior
status relative to the other two alternatives.

Activity 8: Compare Alternatives and Set Priorities.

Compare the point totals of the alternatives and assign priorities or ranks
to the alternatives on the basis of the totals. Notice in the sample Decision
Matrix, that alternative #2 has the highest point value with 26 points, thus
giving it first priority. Alternative #1 has the next highest point value with
19 points, giving it second place priority. Alternative #3 is the least impor-
tant item with a point value of -5.4.

Strategy	Rank	Point Value
1	2	19
2	1	26
3	3	-5.4

The problem of selecting among alternatives may not be resolved completely
by this process -- especially if the issue to be addressed is to compare stra-
tegies for resolving some problems. In this instance, the outcome will depend

upon a comparative analysis of the strategies, and of the feasibility of allo-
cating resources proportionately among two or more alternatives. For example,
suppose the Committee decides to recommend allocating 75 percent of available
resources to strategy #1 and the remaining 25 percent to strategy #2.

When the entire Advisory Committee is involved in assigning point values,
the total should be divided by the number of individuals in the group, thereby
arriving at an average total point value for each alternative. The rationale
for using the technique with groups is that group members will arrive more
easily at a decision on a complex issue if there is an analytical tool avail-
able to direct their efforts. Through such a process that forces consensus,
the final decison should be more acceptable to all concerned.

WHERE CAN YOU FIND ADDITIONAL INFORMATION ABOUT THE DECISION MATRIX TECHNIQUE?

For more information about the Decision Matrix, refer to the following
materials:

Brauers, W.K.M. Systems, Analysis, Planning, and Decision Models.
Amsterdam, The Netherlands: Elsevier Scientific Publishing Co., 1976.

Jantsch, E. Technological Forecasting In Prospective. Paris, France:
Organization For Economic Cooperation and Development; 1969.

Rice, E., J. Hughes, B. Lowman, R. Etheridge, B. Laslett, and R. Mace.
Access To Vocational ucation. Washington, DC, 1980.

Spiegel, A.D. and H.H. Hyman. Basic Health Planning Methods. Germantown,
MD: Aspen Systems Corporation, 1976.

Turban, E. and J.R. Meredith. Fundamentals of Management Science.
Dallas, Texas: Business Publications, Inc. 1977.

WHAT IS THE CHARRETTE TECHNIQUE?

"Charrette," a French word for an "intensive group planning effort in an open forum format to achieve creative solutions" (Holt, 1974), is a method of group planning or decision-making. Useful for VIP Advisory Committee work as a means of addressing many types of problems, the Charrette differs from the Community Impressions Technique (described in the following section) in two ways. First, the Charrette requires that all interested groups within the community be represented at the meeting. Second, the technique uses a structured meeting with prescribed steps. The Charrette also relies more heavily on outside experts for information and group management than do other techniques.

Charrette brings together Advisory Committee members, community representatives, educators, and experts for a limited time to suggest solutions to a specific problem. The most effective ingredients for using a Charrette include: (1) a problem which has not been solved but has been specified, (2) interested members of the community who will participate, (3) group management and technical experts who can be involved, and (4) a commitment from the education agency to use the plans and recommendations the Charrette produces. A planning Charrette logically involves the employers, teachers, parents, and students who will be affected by the resulting programs. Often the most valuable outcome of the process is the sense of commitment and cohesiveness that develops during the planning and resolution process (Sanoff and Barbour, 1974).

WHAT ARE THE STRENGTHS AND LIMITATIONS OF CHARRETTE?

The major advantages of the Charrette are the following:

. Participants develop positive feelings toward involvement in the activity and are disposed to support the program long after the Charrette is concluded;

. The process permits input from more than just the local Advisory Committee or individuals;

. Very broad and complex problems can be effectively considered;

- More output can be generated with a Charrette than with some other group planning and decision-making procedures because the problem is broken down, with small groups considering unique aspects of the problem; and -

- Flexible time and costs are possible with Charrette.

Charrette has several limitations. Its success hinges on the sensitivity and skill of the Charrette manager. Usually a trained manager must be hired and there is no guarantee that a particular human relations expert will be able to meet the needs of a particular group, despite past successes. A second potential limitation can occur when an Advisory Committee fails to develop sufficiently clear goals or fails to relate the solutions suggested in the initial Charrette meeting to those goals; if this occurs, small groups will waste time identifying issues and produce relatively little useful information. A third caution about Charrettes is that relatively little research has been done on its effectiveness. Architects who have employed the method advocate its use in building design, but little or no systematic research has been reported on the Charrette when used to address human social and educational problems.

WHAT RESOURCES AND MATERIALS ARE REQUIRED TO USE CHARRETTE?

Charrettes require relatively few resources. A room large enough to assemble all participants at tables and chairs is necessary for two to five sessions. Smaller work areas for committee meetings are desirable in order to control noise; if the large room can be divided comfortably, all the better. Each individual needs paper and pencil for note-taking; charts that everyone can see also are handy. Since Charrettes sometimes take several consecutive days to complete, some arrangements for meals or snacks also must be considered.

How much should a Charrette cost? Riddick (1971) estimates the cost of a Charrette at a few hundred to a few thousand dollars, depending upon its duration, whether people are employed full-time to organize it, and how much time, supplies, and facilities are donated by local groups. The major expense, representing over half the budget, is the cost of outside professional consultants. However, free consultants sometimes can be obtained from government agencies or from universities.

Additional operating costs for Charrettes vary depending on the size of the planning effort and the number of program consumers whose interests are represented. Participants use paper and many pencils as they work. The use of photocopy machines and a secretary to compile up-to-the-minute reports of all activities of every committee is helpful, especially with large Charrettes.

HOW DO YOU CONDUCT A CHARRETTE?

Before conducting a Charrette, the VIP Advisory Committee must meet several times to ensure that the information to be presented in the session is immediately useful. The Advisory Committee Chairperson also must arrange for facilities and any needed outside experts; likewise, transportation, food, and child care must be arranged in advance. Advance publicity about the event through the local media and even a house-to-house announcement of the upcoming event is another possible function of the Advisory Committee.

How long should a Charrette take? One day is sufficient if the problem is well-defined and limited in scope (Riddick, 1971). Four days is recommended when the problem is complex and involves groups with similar goals and backgrounds. For a total community Charrette, eight to ten days might be required. Most problems addressed by Advisory Committees would fall somewhere between the first and second cases described above, since it would be important to include students, teachers, parents, community agency representatives and business representatives in the process.

The Charrette includes a variety of activities, usually arranged in the following manner.

Activity 1: Introduce Activity.

Begin the Charrette with a sensitizing activity for participants; use a role-play, film or personal testimony that all participants view together. The purpose of the activity is to present, even accentuate conflicting interests and views about the issue or problem. This gets participants involved.

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Activity 2: Begin Discussion.

Follow the sensitizing activity with a large-group "open discussion" to
focus upon and air conflicting views. A human relations expert should manage
this exchange to prevent impasse and to ensure that all participants finish
with a positive attitude toward the objectives of the Charrette. The discus-
sion may last for several hours (or even days). End the discussion when j u
feel that all points of view have been expressed.

Activity 3: Identify Goals.

While in the large group, identify the problem or goals that the group will
address. List specific problems, goals and objectives on chalkboards or large
posters. Have members elaborate, combine, specify, or further divide the prob-
lems, goals and objectives until most participants are satisfied with the list.
Consider rank ordering by importance the problems or objectives before giving
them to smaller participant groups to "brainstorm" ways of dealing with the
issue; however, this is not required as long as you address each identified
goal, objective, or problem.

Activity 4: Initiate Small Group Workshops.

The major work of the Charrette is accomplished in small group meetings.
Divide participants into small groups, charging each group with the task of
finding solutions to at least one problem. Appoint one member as the recording
secretary. Assign each small group an outside "adviser" to act as facilitator
for the group or as technical adviser if the problem is a technical one.
Require the group to report back to the larger group at the close of each day
(or session). Also begin each day or session with a brief large group meeting
to make announcements and report on progress.

Activity 5: Activate the Jury.

Last, begin the jury activity. Orchestrate the activity of each small
group so that they present their ideas to a discussion panel. Establish a
schedule and time limit for presentation and reaction. Also schedule time, as

necessary, for additional committee work. Additionally, prepare and distribute a written report of Charrette findings. The jury is a panel of officials who control resources and who must react and respond to proposals of each small group in terms of financial and political feasibility. After further discussion between the panel and participants, the proposals may be reworked by each small committee. A follow-up committee may then be appointed to implement the recommendations of the Charrette.

WHERE CAN YOU FIND ADDITIONAL INFORMATION ABOUT THE CHARRETTE?

For more information about the Charrette Technique, refer to the following materials:

Holt, J. "Involving the Users in School Planning." School Review, 1974, 82(4):706-730.

Rice, E., J. Hughes, B. Lowman, R. Etheridge, B. Laslett and R. Mace. Access to Vocational Education. Washington, DC 1980.

Riddick, W. Charrette Processes: A Tool in Urban Planning. York, Pennsylvania: George Shunung Publishers, 1971.

Sanoff, H. and G. Barbour. "An alternative Strategy for Planning and Alternative school." School Review, 1974, 82(4):731-748.

BRAINSTORMING

WHAT IS THE BRAINSTORMING TECHNIQUE?

Brainstorming is an information processing method through which a group can generate a large number of ideas. Although useful, it has become less popular in recent years as newer techniques have been developed. Even so, often Brainstorming is incorporated as one step in these newer procedures or is used in addition to other procedures.

The product of a Brainstorming session generally is a list of workable ideas numbering five or six times the number of people in the group. As a by-product of the effort, participants correctly feel that they have made a positive contribution to the solution of the problem. Moreover, the technique is said to enhance individual creative potential that is carried over to other facets of the participants' involvement on the Advisory Committee.

WHAT ARE THE STRENGTHS AND LIMITATIONS OF BRAINSTORMING?

The advantages of Brainstorming are the following:

- Brainstorming groups have been described as fun, interesting and stimulating by those involved in them (Clark, 1969);

- The operational rules of "suspended judgment" and "building on the ideas of others" encourage all members to participate;

- Participants are comfortable when using the technique;

- The list of ideas that a Brainstorming group produces has been found to be superior to the nebulous reports issued by unstructured committees (Taylor, Berry & Block, 1958); and -

- Most often a large number of ideas or solutions are generated, of which eight or ten will be totally appropriate. If the follow-up ranking by importance of ideas by group members is carried out, the resulting idea is the "best-course" of action.

The disadvantages of Brainstorming are the following:

- Newer techniques have been found to be somewhat better for group decision-making than Brainstorming (Dunette, Campbell & Justad, 1963; Bouchard and Hane, 1970; Madsen & Finger, 1978);

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. Opinion leaders or persons in authority sometimes dominate the group
process despite rules prohibiting such influence; and -

. Brainstorming works better than other group information processing tech-
niques for simple and familiar problems but worse than other techniques
for more complex, unfamiliar problems.

WHAT RESOURCES AND MATERIALS ARE REQUIRED TO USE BRAINSTORMING?

The materials and resources needed to conduct a Brainstorming group are
minimal. The greatest "cost" is the time of a group leader who accepts respon-
sibility for describing the problem, convening the group, conducting the ses-
sion, and compiling the output in readable form. The leader should have
experience in Brainstorming groups, preferably in leading them.

The meeting itself uses about one-half hour of each participant's time plus
a small amount of time -- not more than one-half hour -- for followup proce-
dures. One session requires up to four hours of secretarial time to record
the session, type and circulate the final list, and tabulate and circulate the
rank orderings of strategies or solutions.

In addition to time costs, Brainstorming requires several physical sup-
plies. The group needs a comfortable room with tables and chairs. Paper and
pencils for participants are optional but are necessary for the leader and
secretary. Paper and reproduction facilities to circulate the list of sugges-
tions for ranking is a critical final cost.

HOW DO YOU CONDUCT A BRAINSTORMING SESSION?

Activity 1: Assemble Participants.

Select and assemble participants for the session. Any number can parti-
cipate but 12 people is considered ideal. Make sure members are of equal or
nearly equal organizational status; having a person with authority over other
members in a Brainstorming group has been found to restrict the group's pro-
ductivity. Also be certain that each participant has some understanding of
the problem. Issue written invitations to the meeting in which you state

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completely and concisely the problem or topic to be considered at the meeting. Also arrange scheduling space and supplies for the meeting.

Activity 2: Provide Warm-Up or Practice.

For groups undertaking Brainstorming for the first time, provide a warm-up exercise. Practice on a very simple problem. For example, consider having participants suggest as many ways as possible to do something like the problem you want to address. Encourage novel solutions in practice and the actual session. Suggestions should not be bound by historical or traditional constraints. Limit practice sessions to five minutes.

Activity 3: Initiate Formal Session.

First, set a time limit for the session, usually a 25-minute maximum. Also, provide a secretary or tape recorder to collect all ideas.

Second, if the problem to be considered is very broad, define or refine it before beginning the session. Consider as a preliminary step having all participants write down what the topic means; then discuss with the group several aspects of the problem -- such as who, what, when, where, why, and how. Several more specific problems should emerge. The group can be divided in o der to consider each of the specific problems or it may focus on one topic at a time as an entire group.

The first "sitting" of the group should not exceed 25 minutes; if the preliminary steps take a long time, or if further definition, as described above, is to be undertaken, you might adjourn the group before beginning the Brainstorm session. When two sessions are needed, one for clarifying issues and one for Brainstorming, ask group members to switch chairs between sessions. This practice facilitates idea production by indicating a change in activity and thought patterns.

Third, restate the problem to be Brainstormed to begin the session. Also indicate the time limit (20-25 minutes is recommended), and ask for suggestions

about how the problem can be resolved. Group members spontaneously and voluntarily offer their ideas. If they wish to build upon another's idea, ask them to signal their desire by using the "clickers" you should provide. The desire to build on another's ideas also can be indicated by hand signals.

Activity 4: Manage Activity.

If silence occurs, wait until someone suggests another idea, add an idea of your own, or have the secretary read out every third item on the list. You may ask, "What if you added something to the problem or took something away from it? How would that affect possible solutions?" Also consider discussing the "Who-what-when-where-why-how" aspects of the problem or solution. If these methods fail, end the session, even if the time has not expired. Consider a session that produced 15 ideas or less unsuccessful; if this happens, initiate another practice session and try the Brainstorming procedure again.

Reminder: Explain and enforce the following rules:

. Allow no criticism of anyone's ideas, actual or implied.

. Welcome and encourage "free-wheeling" (spinning wilder and wilder ideas).

. Generate as many ideas as possible in the time allowed. Urge members to "come up with just 10 more ideas."

. Encourage combinations, improvements, or refinements of other ideas.

Activity 5: Complete Follow-Up.

Thank each participant for his or her contribution, either in person or in writing. Because Brainstorming only starts the individual creative process, it is often fruitful to contact group members within 24 hours after the session to elicit additional ideas. Moreover, you must compile a list of non-redundant ideas and circulate it to participants for them to categorize the ideas as being usable, questionable or unusable. Compose a final summary and list of suggestions and circulate it to participants to have them rank usable solutions. (Omitting these concluding steps has contributed to the discrepancy in productivity between this procedure and others with the same purposes.)

WHERE CAN YOU FIND ADDITIONAL INFORMATION ABOUT BRAINSTORMING?

For more information about the Brainstorming technique, refer to the following materials:

Bouchard, T. and M. Hane. "Size, Performance and Potential in Brainstorming Groups." Journal of Applied Psychology, 1974, 54(1):51-55.

Clark, C.H. Brainstorming, the Dynamic Way To Create Successful Ideas. Garden City, NY: Doubleday and Co., Inc., 1969.

Dunnette, M.D., J.P. Campbell and K. Jaastad. "Effect of Group Participation on Brainstorming Effectiveness for Two Industrial Samples." Journal of Applied Psychology, 1963, 47:30-37.

Madison, D. and J. Finger. "Comparison of a Written Feedback Procedure, Group Brainstorming Effectiveness for Two Industrial Samples." Journal of Applied Psychology, 1978, 63(1):120-123.

Rice, E., J. Hughes, B. Lawman, R. Etheridge, B. Laslett and R. Mace. Access to Vocational Education. Washington, DC, 1980.

Richards, T. and P. Freedman. "Procedures for Managers in Idea-deficient Situations: an Examination of Brainstorming Approaches." Journal of Management Studies, 1978, 15:43-49.

Taylor, D.W., P.C. Berry and C.H. Block. "Does Group Participation When Using Brainstorming Facilitate or Inhibit Creative Thinking"? Administration Science Quarterly, 1958, 3:23-47.

COMMUNITY IMPRESSIONS

WHAT IS THE COMMUNITY IMPRESSIONS TECHNIQUE?

The Community Impressions Technique is a combination of two other procedures, the Community Forum and the Key Informant. By combining the two procedures, the limitations of each individual procedure is overcome. Moreover, they can be combined since each uses the opinions and ideas of people in the community and school as well as the Advisory Committee.

The Community Forum Technique has been used in many social service fields, particularly mental health (Siegel et al., 1975). It is an open meeting in which all members of a community are given the opportunity to share views or feelings about a particular issue. It resembles a "hearing" but is more open and flexible. Any attending person may express his or her views on the subject. The meeting usually lasts three to four hours with some time used to disseminate information on new programs and to introduce community members. However, the major thrust of the forum is to elicit as many views from as many people as possible on a single issue. It also provides publicity for the Committee's efforts to listen to the people it serves and informs the community of the schools' intents and actions. Although administrative decisions may be improved by the views expressed at the forum, it is rare that the forum information is the sole basis for a decision.

The Key Informant Technique is an interview method that involves the Advisory Committee ininterviewing the most important and knowledgeable people in the community about an issue. It can provide a broad view of community needs and present services. Advisory Committees can use it to assess existing or needed services within a community. This technique is particularly appropriate when better relations and more support is sought among influential members of a community. It can be used to develop support for program change or new program development.

The criteria for selecting "key people" to interview is the individual's knowledge of the community needs and services. Key people representing special populations either as providers or consumers should be included.

Personal interviews, telephone interviews, or mailed questionnaires may be used to collect information from key informants, though the personal interview is much preferred by users of the technique.

Interviews may use pre-selected questions, open-ended questions, or simply discussion. Open-ended questions stimulate broader thinking, but require more time and often provide less compelling information. Committee members who conduct interviews should be provided with materials and with instruction about proper use of forms, coding responses, asking "leading questions," and probing responses.

The results of the interviews should be summarized and put into a table so that the interpretations may be discussed in a Committee meeting after the interviews have taken place. At such a meeting, the key informants may establish priorities and make recommendations about the program. A final report summarizing the method, purpose, findings and recommendations of the study should be prepared and mailed to all participants to foster interagency cooperation and communication.

The Community Impressions Technique is a method which combines existing data with community opinion techniques. Developed in the field of community mental health planning, it involves using existing information to identify groups with the greatest service needs and gathering impressions of service needs and program options.

With the Community Impressions Technique, Advisory Committees can collect data about educational needs in a community and combine this information with impressions gathered from interviews of key individuals and/or groups of persons identified as having the greatest unmet needs in the community. The approach is quick and inexpensive. A Committee that seeks to involve people identified as having the greatest needs and those with the authority/ideas to alleviate these needs will find this method well suited to its purposes.

WHAT ARE THE STRENGTHS AND LIMITATIONS OF THE COMMUNITY IMPRESSIONS TECHNIQUE?

The advantages of the technique are as follows:

. It does not require much money or time. Comm   ty Impressions requires
  little preparation and can be used when time _s limited.

. The data usually are available in schools.

. The required interviews are relatively few.

. The expertise required to apply the method most probably is available
  within the Committee or school organization and, therefore, would not
  need to be hired from outside.

. It provides a unique combination of information from two distinct
  sources -- existing data and community members. For instance, explana-
  tions for unusual attendance patterns reflected by attendance statistics
  may be offered by the people who are interviewed. Likewise, statistics
  on the growth rate of the whole system or of certain school catchment
  areas may provide clues about why consumers in particular areas are
  more dissatisfied with services than consumers in other areas.

The disadvantages of the technique are as follows:

. There is no guarantee that all issues will be identified or addressed.

. It does not ensure that persons with the most urgent needs will be
  involved in the process.

WHAT RESOURCES AND MATERIALS ARE REQUIRED TO USE COMMUNITY IMPRESSIONS?

Statistical information on populations, programs and facilities for the
school and community are needed, in addition to paper and pencils for recording
the interviews. If the Advisory Committee chooses to hold a community forum
at the conclusion of the exercise, a large assembly hall must be available.

Costs depend on several factors. For example, if statistical data is
readily available, then this method would be equal in cost or slightly cheaper
than most methods. If many hours have to be spent collecting and organizing
information, then the cost would rise. The personal interviews would cost
staff time but would be few in number. For all these reasons, the Community
Impressions Technique would be average or slightly below average in cost for a
Committee to use.

HOW DO YOU USE THE COMMUNITY IMPRESSIONS TECHNIQUE?

The Community Impressions Technique involves three distinct activities.
Interviews with key informants in the community must be conducted, and relevant
information from school records must be collected. These activities may be
conducted simultaneously or in either sequence. Having finished these steps,
community forums with various consumer groups are conducted.

Activity 1: Conduct Key Informant Interviews.

Arrange interviews with three to fifteen persons who live or work in the
community. Select participants using criteria such as longevity and type of
involvement with the education agency and the community. The interviewee need
not be an "expert;" long or intensive involvement with programs or services is
sufficient.

Ask "key informants" the same set of informal, open-ended questions.
Choose and write the questions before the interviews. One or more persons may
conduct the interviews, and they should be held in person. Telephone contact
is acceptable if the person being interviewed is well-known to the interviewer.

Activity 2: Collect Existing Data.

Collect and organize existing information about the vocational programs or
issues under consideration.

Activity 3: Conduct Community Forum.

Plan and hold the forum for each group in the community identified by the
foregoing steps as having significant unmet educational needs by the foregoing
steps. The purpose of the forum is to validate the needs which have been iden-
tified, to explore the causes of the problems which consumers perceive, and to
solicit solutions. Sometimes the problem is merely a misunderstanding between
the educational agency and the community; it can be corrected by information.
If clear solutions are not evident, at least some compromise or temporary
arrangement to alleviate the problem may be devised cooperatively. Most

community forums conclude with participants feeling more positive about the problem, because they have contributed in a significant way to its possible solution.

WHERE CAN YOU FIND ADDITIONAL INFORMATION ABOUT THE COMMUNITY IMPRESSIONS TECHNIQUE?

For more information about Community Impressions, refer to the following materials:

Miller, F.T. "Need Identification and Program Planning in the Communication Context," in Evaluation of Human Service Programs. Ed by. Attkisson, Hargreaves, and Horowitz. New York: Academic Press, 1976.

Rice, E., J. Hughes, B. Lowman, R. Ethridge, B. Laslett, and R. Mace. Access To Vocational Education. Washington, DC, 1980.

DESCRIPTIONS OF PROGRAMS THAT EXEMPLIFY
PRIVATE SECTOR-VOCATIONAL EDUCATION COORDINATION

INTRODUCTION

The following are brief descriptions of eight vocational education projects exhibiting excellent partnerships between vocational education and the private sector. These programs each provided demonstrations at the First National Leadership Conference on Private Sector Involvement in Vocational Education, October 9-11, 1984, in Washington, DC. The programs share a number of common features that account for their success, among them the following:

- They involve the business and industry community in the process of identifying specific skills and attitudes necessary for successful employment. Moreover, student participants in work-study employment experiences are screened on these skills and attitudes to help ensure that they will be successful on the job.

- They involve local business associations as vehicles for mobilizing city-wide resources and publicizing the programs. Moreover, the programs often receive supplemental in-kind services, equipment, contracts, and funds from corporate supporters.

- They develop the program based on thorough planning prior to start-up. The planning is focused on employment needs and projections, necessary skills training content, and identification of potential resources.

- They include evaluation designs focused on trainee performance and other outcome measures.

- They utilize combinations of classroom instruction and on-the-job experience for teaching entry-level competencies (skills, attitudes, and knowledge). The work-study situation provides trainees with a realistic work setting and a wage; it provides the host business with conscientious, inexpensive labor. The company also has an opportunity to work with a number of potential employees without obligation.

The following projects are described in this Appendix:

- Partners for Advancement of Electronics, Brooklyn, New York

- Laser Technician Program, North Central Technical Institute, Wausau, Wisconsin

- Graphics and Communication Industry Advisory Council, Chicago, Illinois

- Southeast Institute of Culinary Arts, St. Augustine Technical Center, St. Augustine, Florida

- Philadelphia High School Academy Association, Philadelphia, Pennsylvania

- The St. Louis Work-Study Program, St. Louis, Missouri

- Montgomery County Vocational Trades Program, Silver Spring, Maryland

- Regional Occupational Centers and Programs, Los Angeles, California

Each project is summarized briefly, with emphasis on the major points of collaboration between the vocational program and the employment community. Sources for additional information also are noted. Material for the descriptions was drawn from information provided by the selected programs, by the U.S. Department of Education, and by The Private Sector Youth Connection by H. Schilit and R. Lacey (1982).

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PARTNERS FOR ADVANCEMENT OF ELECTRONICS
Brooklyn, New York

What do you call a training program that to ʼ ʼ e has:

- placed 350 high school juniors and seniors per year, mostly economically disadvantaged students, in summer jobs with more than 40 electronics firms;

- created a spring program for 30 seniors that combines half-day work experience with the regular school agenda; and -

- enabled 26 seniors -- 30 percent of the participants -- to obtain full-time employment in the firms where they worked during the summer?

You cal it a SUCCESS, and in this particular instance, an extremely successful partnership.

Partnership is a Prime Ingredient of a Successful VIP Advisory Committee ...

The Partners in this successful VIP Advisory Committee are the New York City Private Industry Council (PIC), the New York City Board of Education, and 45 area electronic firms. Specifically, the Partners advise the electronics program of George Westinghouse Vocational Technical High School in performing the following activities:

- Assessing and revising the curriculum materials and methods;

- Updating equipment to industry standards;

- Providing on-the-job work experience for juniors and seniors enrolled in the school's electronic specialization;

- Placing students who complete successfully the training program;

- Assisting students in the transition to work and/or higher education by increasing their vocational and human relations skills;

- Marketing the program and concept to others in the industry;

- Updating teachers on new vocational specializations; and -

- Securing additional resources.

The Committee has grown as the program has expanded, adding new Partners each year since its inception in 1981. It is composed of company managers, supervisors, electronics technicians, principals, and department chairpersons. The Committee operates both as a series of subcommittees and as a committee-of-the-whole. Meeting on a monthly basis, Committee members visit classrooms, consult with department heads, talk with trainees, observe instruction, inspect equipment and materials, and recommend needed changes and improvements. To date, well more than $100,000 of time has been donated by the Advisory Committee.

Program Is Mutually Beneficial ...

Both the school and the industry benefit from this partnership. The training program benefits from the association through information exchange, improved services to students, and through opportunities to upgrade instructor skills. Industry benefits from the association in that it ensures the availability of a steady pool of trained, skilled and willing employees, and it actually increases productivity. As an example, Control Data Corporation found that by reserving basic tasks for student trainees, regular technicians could be freed to perform other tasks. This increased productivity and actually saved money as production output was compared to costs incurred in training and supervising students. RCA Corp., another Partner, summarized feedback from branch managers this way:

> Our three branch managers found that it was the most successful program they have run; ... students were well-motivated, interested, willing to learn-to-do. They reported on time, many of them early.

Industry also benefits from being able to influence the curriculum and training outcomes (knowledge, skills and attitudes) that are the focus of the program. By ensuring that the competencies of successful trainees conform to state-of-the-art job needs, industry guarantees a labor pool of skilled and willing workers. Moreover, through the work-study arrangement, many employers earn the opportunity to work with a potential employee -- the student trainee -- on a trial basis before the actual investment of hiring.

Careful Planning Standards and Oversight Are Another Key ...

In addition to VIP Advisory Committee assistance, the program also benefits greatly from good project management, careful planning and high standards. A project manager, supported jointly by the PIC and the School Board, coordinates and oversees project operation. Among the manager's major responsibilities are: coordinating schedules and activities; planning; working with consultants, labor union representatives, and company representatives; and developing the work-study jobs.

Students who participate in the program must adhere to high performance standards that roughly approximate on-the-job requirements. For example, students are selected not only on the basis of academic standards, but also for their level of technical skill and school attendance record. Energy is directed at selecting students with and training students in appropriate work behaviors and attitudes, as well as technical skills, in order to ensure that the program benefits industry as well as the student trainee. Administrators rightly realize that sending students into a work situation who are not capable of doing a good job damages the program's relationship with the affected company.

Resources are provided by the PIC, the School Board, member companies of the Advisory Committee and private foundations. Students attend class and work on the job. They are paid a stipend or wage at an entry-level job rate for their participation. Public expenditures for 1982 were $906 per student for the summer session and $1,485 per student for the spring session, all costs included. Much of the money covered the students' wages.

Information Is Available ...

For more information on the Partners for Advancement of Electronics, please contact Melvin Mungin, New York City Private Industry Council, 10th Floor, 19 Rector Street, New York, NY 10006, or call him at (212) 742-1000.

LASER TECHNICIAN PROGRAM
Wausau, Wisconsin

Laser technicians should have an above average ability in mathematics
and problem solving ... and ⌊be⌋ adept with tools. They should enjoy
working with electronic equipment and should have patience in working
with fine, delicate adjustments. The ability to analyze and interpret
data and work independently is also very important.

This is the interest and aptitude challenge presented to applicants who
wish to train as laser technicians through the North Central Technical Insti-
tute. Attracting students from throughout the State of Wisconsin, the program
is one of a relatively few post-secondary laser programs in the United States,
training students to operate, maintain, and repair laser equipment. Trainees
are taught to use instruments, analyze test data and report the data to super-
vising engineers. Further, by developing the math-science aptitude necessary
for electronics, trainees gain wide-ranging electrical, mechanical and optical
skills that they can apply to laser use.

Advisory Committee Performs Many Functions ...

The VIP Advisory Committee is composed of 17 private sector advisors, drawn
not only from the geographic area but also from the entire employment community
served by program graduates. Each Committee member has a special contribution
to make to the program. For example, the Committee includes program graduates
who work in the laser industry and who offer advice/information on entry level
competencies; it includes health specialists who advise on safety-related
issues; it includes training specialists in instructional materials design,
performance testing and competency development; and it includes employers who
provide information on employment demand, equipment, new and emerging tech-
nology, and actual job definition.

The target jobs for the program include laser technician, laser research
technician, laser operator, laser sales and service representative, laser
engineering assistant, opto-mechanical technician, and optical inspector.
The VIP Advisory Committee works with program specialists in performing task
analysis, developing job occupational descriptions and identifying requisite

competencies for training. Equally important, the Committee also has taken the lead in exploring issues such as laser safety, and has published a Laser Safety Manual.

Competencies, Methods and Outcomes Attest to Program Effectiveness ...

The laser training program is a comprehensive, experience based, intensive, two-year program. Training emphasizes "hands-on" experience, using the wealth of equipment available within the program to solve real problems presented to the program by industry, business and medical groups employing laser technology for their own purposes. In addition, training includes a core of mathematics, electronics, and communication courses, as well as training in on-the-job attitudes and behaviors. The several competencies the graduate acquires are expressed as follows:

- Ability to function at an entry level job with a broad base of electrical, mechanical and optical technical skills related to lasers, electro-optic systems, and the applications of these systems;

- Personal/social development necessary to function as part of a team;

- Self-discipline and direction necessary to work effectively with only moderate amounts of direct supervision;

- Written and oral communication skills in assimilating instruction and communicating technical data;

- Proficiency in technical mathematics commensurate with the broad needs of entry level technician employment;

- A good working knowledge of the essential tooling and equipment required to assemble, disassemble, align, and repair laser elements, assemblies, units and systems;

- Knowledge and skill to position properly and interrelate numerous moveable precision parts, mechanisms, and optical assemblies which must be held to exacting tolerances;

- Skills to clean optical elements and their related hardware utilizing prescribed techniques without degrading the surface quality of the optical element;

- Ability to operate optical, mechanical, and electrical diagnostic equipment and related accessories;

. Ability to analyze diagnostic and test data to recommend rework or adjustments as required to meet specifications of lasers or electro-optic systems; and -

. Complete familiarity with normal safety policies, standards, practices and procedures as related to laser systems.

The outcomes of the training program attest to its effectiveness. Four years of data collected from students six months after program completion indicates that graduates earn entry level salaries in the range of $8.50 + per hour; that an average of at least three quarters of graduates have been employed in jobs directly related to their training; and that the majority of graduates find work outside the immediate geographic area but inside the employment area served by the program.

<u>Information is available ...</u>

For more information on the Laser Technician Program, please contact Marvin D. Bausman, Jr., High Technology Coordinator, North Central Technical Institute, 1000 Campus Drive, Wausau, WI 54401, or call him at (715) 675-3331.

GRAPHICS AND COMMUNICATIONS INDUSTRY ADVISORY COUNCIL
Chicago, Illinois

The Graphics and Industry Advisory Council is a single industry work-study program that is replicable in other industries. Initially begun by Ogilvy and Mather, Inc. in 1976 to train enough people, particularly economically disadvantaged students, to fill the local industry hiring needs, the program has grown to involve a consortium of 15 firms. The program is, in effect, run by the Council rather than the school.

Program Is Exemplary Work-Study Effort ...

Working with the Chicago School System, participating firms provide on-the-job training and part-time work experience for students. The Ogilvy and Mather, Inc. effort exemplifies the program. There, ten to 20 students from Robert Clemente High School work in the business plant to receive hands-on training, school credit and the minimum wage for their efforts during each school semester. Students work in the photostat, audio visual, typesetting, paste-up and photography departments from 1:00 to 5:00 p.m. anywhere between two and five days a week. Further, they can work full time on school holidays, spring breaks, Christmas vacation and during the summer. Initially, a regular employee is assigned a student to supervise. As the student acquires skills and demonstrates increasing levels of competence and responsibility, the student moves toward independent work. Student work, behavior and performance is evaluated by supervisors. Moreover, students must learn and abide by the same rules, standards and safety requirements that govern the activity of regular employees.

Selection Process Is Very Competit: ...

The selection process for students emphasizes talent, attitude, ability, potential and interest, with the scale tipped slightly in favor of interest. Each fall the more able graphic arts students are identified by their teachers as candidates for the program. Next, a formal interview process that approximates the same process followed by professional graphic artists in search of work is initiated. Students make up a portfolio of their work -- both from

school and other experiences. They present their work to Ogilvy and Mather professionals and explain their work in terms of the art process used, the desired effect, and the reasoning underlying the decisions. From these candidates, participating students for the program are selected.

Success Demonstrates Effectiveness ...

To date, the program has trained, graduated and placed more than 300 persons with entry level or better skills in the graphic arts area. Many of these trainees have been disadvantaged, minority students. Moreover, the program has proven so successful that Ogilvy and Mather, Inc. has established an identical program in New York City and is developing one in Houston.

Council Provides Other Services As Well ...

In addition to the work-study arrangements, the Council provides guest lecturers to classrooms, up-to-date equipment for laboratories and shops, curriculum advice, and teacher retraining/updating. For example, representatives from several participating firms helped to revise, organize and update the curriculum and instructional materials for graphic arts training in several high schools. Additionally, firms regularly invite graphic arts instructors from participating schools to visit their plants and observe new equipment and techniques in use. Further, firm representatives conduct training seminars for teachers on the topics of design, preparation, production and bindery.

Information is Available ...

For more information on the Graphics and Industry Advisory Council, please contact Marcia Cooper, Senior Vice President, Ogilvy and Mather, 200 East Randolph Drive, Chicago, IL 60601, or call her at (312) 861-1166.

St. Augustine, Florida

The Southeast Institute of Culinary Arts training program is based on business interests, demands and needs. Working with an active VIP Advisory Committee, the Bureau of Apprenticeship and Training, and businesses throughout the region, the program trains students in scores of competencies for about a dozen separate job titles. Program graduates have little difficulty finding work; further, by virtue of the program's reputation and large private sector involvement, graduates find positions throughout the United States rather than only in the local area.

Program Design Is Comprehensive Effort ...

The Commercial Foods and Culinary Arts training program is an individualized, competency-based course of instruction with a suggested length of 2160 hours. Instructional programs are designed either for a trainee to acquire entry-level skills or for a trainee who has been in the work force to upgrade (or retrain) his/her skills. Skills requisite for the following entry-level jobs are taught: Pastry Person & Salad Maker; Baker's Assistant; Breakfast, Preparatory, Vegetable, Fry or Short Order Cook; Cook's Helper; Busperson; Dining Room Attendant or Waiter/Waitress. Upon mastering these skills, students may enter the work force or they may continue with their training to learn the skills required for the following jobs: Kitchen Steward; Receiving Clerk; Garde-manger, Baker; Sauté, Broiler, Sauce or Fine Cook; Sous Chef; Cake Decorator; Head Waiter; or Dining Room Captain.

Training is a combination of classroom instruction and specialized laboratory experiences, some of which involve off campus food preparation. Laboratory experiences provide hands-on experience in fast foods/cafeteria; pantry and garde; bake and pastry shop; service and epicurean service; à la carte/ gourmet cooking; buffet catering; purchasing and receiving; and culinary arts theory.

Degree-seeking students are rotated through the instructional areas on a four-week cycle. Certificate-seeking students may concentrate on one or more

instructional areas for extended periods of time in order to master a certain set of skills. During each instructional interval, students are exposed to theory and production of food items in that classification. Individual student progress is evaluated each day and a formal report is maintained on each trainee.

The program also provides apprenticeship training registered through the Florida Bureau of Apprenticeship and the Office of Employment Security. The training uses guidelines developed by the American Culinary Federation Educational Institute and is authorized by the St. Augustine Chefs and Culinary Association, a chapter of the American Culinary Federation. Forty-two local employers participate in the program by establishing jobs and on-the-job training opportunities, providing on-site instructors/supervisors, monitoring trainee progress, and maintaining individual records.

The program also operates a pre-apprenticeship program in conjunction with the Florida Bureau of Apprenticeship, the Private Industry Council, the Florida Job Service, and the Grumman Corporation of St. Augustine. The project takes persons of low socio-economic status, registers them in a pre-apprenticeship training program, provides them with 90 days of on-the-job training under the direction of a certified chef-instructor, then graduates them to a full apprenticeship program for cooks.

Advisory Committee Takes Active Role in Program Operations ...

The VIP Advisory Committee has been essential in the initiation and supervision of all training programs at the Institute, providing enthusiastic, dedicated leadership. The Committee recommended and helped design the Pre-Apprenticeship program. Committee members continue to help determine the employment and employer skills needs of local businesses; plan the instructional program; recommend the content of instruction; serve as guest instructors in the program, lecturing in their areas of expertise and providing workplace information; and assist with placement. Further, the Committee evaluates the program, based on placement follow-up information and recommends needed changes.

Placement and employment community advice also is provided by the American Culinary Federation. Its national headquarters is located in St. Augustine due to the collaboration of the Building Construction and Trades Division of the St. Augustine Technical Institute and the Southeast Institute of Culinary Arts. The headquarters building was constructed as a school training program at only the cost of materials to the American Culinary Federation. Catering services are now supplied for regional and national meetings as part of a training program in off-premises catering. As a result, students receive not only training but also an opportunity to discuss jobs with potential employers who would not otherwise be available to them.

Information is Available ...

For more information on the Southeast Institute of Culinary Arts program, please contact Chef Louis R. Oakes, SICA Coordinator, Southeast Institute of Culinary Arts, Collins Avenue at Del Monte Drive, St. Augustine, FL 32084, or call him at (904) 824-4401.

THE PHILADELPHIA HIGH SCHOOL ACADEMY ASSOCIATION
Philadelphia, Pennsylvania

In June 1973, Moses H. Warsley graduated from the Philadelphia High School Academy Association. Today he works for American District Telegraph Company, installing and servicing security systems. Moses, his wife, Linda, and their two children own their own home in Philadelphia.

When Moses speaks of his work, he says he "enjoys the challenge and likes the problem-solving aspects." He loves his work and credits the Philadelphia Academies for giving him the background to get started. Like many other graduates, Moses describes a former teacher as "being a parent to me." The Academies program has provided career opportunities to many inner-city youths such as Moses.

Fifteen years ago, the Urban Coalition of Philadelphia realized that business and education partnerships were necessary to train and educate effectively young people who wish to enter the working world. The Philadelphia High School Academies is the coalition's answer to this need. It is a system of academies -- schools within schools -- designed to help potential drop-out students by providing them with the reason and resources to stay in school and learn. Hendrick Koning, an Episcopal priest and an electrical engineer, has been "on loan" from Philadelphia Electric Co. for 12 years in order to implement and develop the initial idea. With help from business in the form of money, personnel, and equipment, Koning has developed six academies in the Philadelphia area: The Academy of Applied Electrical Sciences, three Philadelphia Business Academies, an Academy of Applied Automotive and Mechanical Sciences, and a Philadelphia Health Academy.

The Academies target the potential drop-out student--those with low basic academic skills, poor attendance records, or other circumstances that ordinarily might disqualify them from vocational education programs. The students spend part of their day in the comprehensive high school learning mathematics, reading, and writing. The rest of the day is spent in the Academy portion of the high school, learning a vocational skill and reinforcing basic skill training. By giving the students vocational assignments that incorporate mathematics, English,

and reading, trainees not only learn basic skills, but also gain an appreciation of the need for them in the world of work. Additionally, students often are placed in part-time jobs where they earn a wage, credit, and work experience. As a result, they graduate from high school with a basic liberal arts education and a vocational skill. This gives the students an opportunity either to further their education or to seek employment in their particular vocation.

Local Business is the Key ...

The Academies could not exist without active and continuing support from local business. At this time more than 100 businesses provide technical assistance, curriculum development, after-school jobs, and summer employment. Each Academy is run by a Board of Directors comprised predominantly of local business leaders. Board responsibilities are to

- hire the Executive Director of the Academy;

- oversee the overall operation of the individual Academy;

- provide fiscal support; and -

- assume legal responsibility for each individual Academy under the articles of incorporation.

Moreover, Sun Company, Inc., Girard Bank, and the Electrical Association of Philadelphia have provided executives as full-time managers of Academies.

Overseeing all of the Academies is a Board of Directors comprised of chief executive officers of major corporations, the head of the local Chamber of Commerce, chairpersons of each Academy board, the Executive Director of the High School Academies, top school district and teacher union personnel, and university administrators. This oversight group, called the Executive Board, is responsible for:

- making policy decisions for all the High School Academies;

- hiring an Executive Director; and -

- providing resources and prestige for major fund raising drives.

The diverse composition of the Executive Board provides a vast reserve of knowledge and resources from which Academies programs draw. Moreover, the Board takes an active role in the planning and decision-making process.

Investments Pay Dividends ...

The success rate is outstanding: more than 500 youths are enrolled in the program each year. In schools where the average attendance is below 70 percent, the attendance of Academy students is 90 percent. In a school system where many students do not finish high school and the drop-out rate in the tenth grade is almost 50 percent, the drop-out rate for the Academies is near zero. Upon graduation, 85 percent of Academy students have found jobs. All this is accomplished at an extra cost of only $450 per student per year.

The success rate has helped to encourage wider private sector involvement. At this time, there are more than 100 local businesses participating in the Academies program. Business contributions of funds and in-kind services have exceeded $1.2 million. Moreover, the intitial success of the Applied Electrical Sciences Academy spurred the program to create the Philadelphia Business Academy and the Automotive Academy. The program plans to expand to serve 1,500 students as soon as enough paid work slots can be found for that number of students.

The Philadelphia High School Academy Association has proven that an effective partnership between education and the private sector can be beneficial for business, students, and the community. Business gets a work force trained to enter immediately the field upon graduation. Students get a chance to learn skills that can help raise their standard of living. The community gets lower unemployment, citizens who work for a living and a higher tax base.

Information is Available ...

For more information about the Philadelphia Academies, please contact Hendrik B. Koning, Executive Director, Philadelphia High School Academy Association, Philadelphia Electric Co., 2301 Market Street, Philadelphia, PA 19101, or call him at (215) 841-5568.

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THE ST. LOUIS WORK-STUDY PROGRAM
St. Louis, Missouri

The Ralston Purina St. Louis Work-Study Program is a prototype for work-study programs and private sector-vocational education linkages. As a work-study program, the effort trains scores of youths in company classrooms and on-the-job instruction. As a private sector-vocational education linkage, business and industry provide energy and resources to the program in terms of project management, space, instruction and advisory committee assistance.

Program Design Maximizes Training Efficiency ...

Both academic and on-the-job instruction take place at the business locations. Academic subjects -- business English, social studies and two sessions of business practices -- are taught each morning in classrooms provided by the company; and taught by public school teachers who are assigned full-time to the program by the St. Louis Public Schools. The content of the academic lessons relate to the students' on-the-job wo experience as explained by the student's supervisors. The academic training, like the work experience, is performance-based and standards of performance are established jointly by the instructor and the job supervisor.

In the afternoon students work at their part-time jobs in the company, and teachers help to maintain student-work progress. Jobs are 20-hour-per-week paid positions that rate at least the minimum wage. However, they are called training stations in order to emphasize the learning rather than the production nature of the position. Training stations are positions that have been developed and volunteered by work supervisors. In order to qualify, the supervisor must build a training outline for each station that details the t s to be learned, the amount of time to be spent on the task, and the machines/equipment that will be used. Additionally, the supervisor must evaluate the acquired skills, work-related knowledge, attendance, work habits, attitudes and personal characteristics of each student every ten weeks. Students also rate their training experience every ten weeks. Both sets of ratings are used to revise specific curriculum and intructional materials. Academic credit is earned both for the academic subjects and for the work experience portions of the program.

Advantages of the design include:

- the combination and obvious relevance of academic and occupationa'
  experiences for students;

- the common sense of ownership and excellent communication shared by the
  academic instructor and work supervisor;

- the individualized attention provided to trainees; and -

- the highly focused curriculum that makes for an intensive learning
  experience.

Program Success Attests to Its Viability ...

Approximately 2500 students have been trained in this program since its
beginning more than eight years ago. Findings from follow-up efforts with
program graduates suggest that more than 80 percent of them find jobs; the
other 15-20 percent are reported to attend college or be otherwise unable to
work. The attrition rate within the program is reported to be less than 5
percent.

A second testimony to program effectiveness is its growth. Originally
begun by Ralston Purina with about 40 training slots, the program now involves
16 more companies/organizations and trains about 200 students per year, many
of them inner city and disadvantaged students.

Information is Available ...

For more information about the St. Louis Work Study Program, please contact
Peter C. Rein, Supervisor of Work-Study Programs, St. Louis Public Schools,
5101 McRee Avenue, St. Louis, MI 63110, or call him at (314) 772-6100.

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MONTGOMERY COUNTY VOCATIONAL TRADES PROGRAMS
Silver Spring, Maryland

Montgomery County's vocational program features construction and automotive projects that feature live-work projects directed by the business community for several hundred students per year. These "hands-on" experiences support classroom instruction and are entirely self-supporting, with costs being paid from proceeds of the sale of finished products. Students receive school credit for work experience and can receive training in any of 13 occupations: horticulture, bookkeeping, bricklaying, journalism, public relations, marketing, architectural training, interior design, accounting, carpentry, plumbing, auto body repair, and auto mechanics.

Advisory Committees Largely Responsible For Success ...

Two Advisory Committees -- one for the construction trades and one for the automotive trades -- serve the program. Each Board is established as a foundation and operated as a not-for-profit corporation. Each Board averages more than a dozen members and handles program finances, advises on curriculum content, supervises trainees, contributes professional services, and assists with placement of graduates. While Board membership changes annually, many former board members remain active within the program by serving as consultants.

Board composition reflects the target occupations and related professional skills for the training program. For example, the Construction Trades Foundation Board is composed of tradesmen in heating, air-conditioning and plumbing; architects; developers; appraisers; bankers; lawyers; designers; and realtors. The Auto Trades Foundation Board is composed of dealership representatives, oil company representatives, automotive/business associati n representatives, and tradesmen.

The Boards meet monthly and provide direct technical assistance as well as secure contributions to the program from community businesses. For example, a typical agenda of the Construction Trades Board might include:

- review building progress to date;

- outline task from present plans through sale of house;

- secure an outside review of student drawings by an architectural firm;

- arrarge for interior design technical assistance and a loan of furniture;

- arrange for floor installer to demonstrate and instruct students on how to install a hardwood floor;

- help plan and promote open houses to assist with the sale;

- help develop or draft sales contract;

- help establish a reasonable price range for sale, based on materials, labor, costs, market prices, financing, and future program needs; and -

- review the skills taught and student progress during the most recent training segment.

Program Design Reinforces Classroom Instruction And Gets Positive Results ..

For participation in the program, students receive training and work experience supervised by tradesmen, school credit toward graduation, and leads for potential employment. Indeed, 90 percent of the coursework for the year takes place "on-the-job" as work experience. Moreover, the on-the-job program continues in the summer as the School Board hires seven teams of students from class enrollment to maintain school buildings.

Success is measured in several ways. First, a total of more than 400 students per year are trained through the foundation program. Most program graduates find work in the industry; indeed, with the help of the foundation, about 80 percent of the annual 60-65 students in the automotive program find work directly through the Board.

Success also can be measured in business terms, an appropriate indicator since the foundations operate as businesses. Each foundation remains self-sustaining, and each has grown in size. Moreover, each provides several continuing training opportunities to participating students throughout the school year; the automotive program works on 50-70 cars per year from restoration through sale; the construction program builds at least one house per year beginning with permit acquisition (sometimes from land requisition) and concluding with the sale of the residence.

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Information Is Available ...

For more information on the Montgomery County Vocational Trades Program please contact Michael Wilson, coordinator of Vocational Trades, 590 Stonestreet Avenue, Rockville, MD 20850, or call him at (301) 279-3434.

REGIONAL OCCUPATIONAL CENTERS AND PROGRAMS
Los Angeles, Calfiornia

Visualize a school with ⌐ campus that covers 710 square miles. That is a big school; in fact, it is the largest in the world. This "school," the Los Angeles Unified School District, is large not only geographically but also in the number of students enrolled. For example, there are more than 48,850 secondary and post-secondary students taking courses in a multitude of vocational specialties ranging from aircraft maintenance to pet grooming.

This is a massive cooperative education program involving more than 200 industries from the employment community. One of the keys to the school's success is that experienced teachers give close attention to training done at the job site whenever possible. This provides occupational training in a classroom with state-of-the-art technology available. In some cases students who are unsure which career to choose move through different occupational programs so they can get a flavor of the opportunities available to them.

Great importance is given to developing good work attitudes. The students are briefed at the outset of the program on attendance requirements; poor attendance results in the student being dropped from the program. Many participating businesses stress the importance of a good work attitude in the hiring process. The lesson is learned because in many cases program graduates are hired.

Enrollment is open both to adults and youth, and entry is available almost any time of year. Students continue in the course until they are "job ready." Upon graduation the student receives a certificate of completion on which is listed the specific job skills the student has attained. Through counseling and job placement, the student is given help in finding employment.

The Industry Link is Vital

The scope of the Los Angeles Unified School District would not be possible without the assistance of 1500 representatives from ⌐ _ness, industry, and labor. Sixty-seven vocational business ivisory committees provide guidance and support in areas such as:

. helping to establish course prerequisites;

. donating equipment and supplies;

. reviewing course outlines and student objectives;

. recommending potential tea .er candidates;

. participating in graduation and student recognition ceremonies; and -

. offering text book recommendations.

Many local businesses provide instructors, laboratories, and materials. For example, at Northrop Corp. seniors are trained on-site for entry level positions in accounting ¬d computers. Each student spends a total of 160 hours with a skilled employee. The program has proved to be a success for the students and Northrop; Northrop hires an average of ten percent of the trainees who participate in the program.

Another example of close cooperation between local business and education are the Security Pacific National Bank programs. Security Pacific holds classes at 32 different locations for more than 1500 students a year. The students are taught a variety of subjects with instructional contact time ranging from 70 to 180 hours. Students receive a certificate of completion from the bank vice president to demonstrate that they have successfully completed their training. Security Pacific hires 25 percent of the students it graduates from the program.

Linkage Benefits Both Business and Education

The business and education link benefits both parties. The school gets classrooms with the latest equipment in a multitude of occupational areas at the cost of student transportation, liability insurance, and in some cases, teacher stipends. The businesses benefit by getting the opportunity to train the students so they are prepared to start work immediately in entry level positions without further training costs. Further, the businesses have an opportunity to observe the students' work habits. The costs to the businesses result from the teaching time involved. There are material costs but the local industries that participate on one of the 67 advisory committees find

involvement beneficial for them, the students, and the overall employment community.

Information Is Available ...

For more information on the Los Angeles Regional Occupational Centers and Programs, please contact Loretta Walker, Room 905, Los Angeles Unified School District, 1320 West Third Street, Los Angeles, CA 90017, or call her at (213) 625-6673.

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