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State of Iowa
Board for Vocational Education
Des Moines

Coordination in the Part-time School

A Handbook on Coordination for Use by Supervisors,
Coordinators and Teachers of Part-time
Vocational School Students

Bulletin No. 29
Series T. I.-10

October, 1938

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Foreword

The success of any program of part-time education, which involves the cooperation of the public schools and industry or business, depends to a large degree upon the thoroughness of the coordination of the school work and the employment experience of the part-time worker. The person responsible for this correlation of instruction is usually designated as the coordinator and his duties include such activities as informing parents and employers of the importance and value of the part-time school and securing their active support and cooperation; of studying industrial conditions and occupations; of eliminating friction in the adjustment of hours of schooling and employment; of assisting in the placement of pupils temporarily out of work or transferring them from undesirable to better jobs; of following up the pupils in their out-of-school time; and of consulting with teachers and other school officials relative to any changes in the school program.

This handbook on coordination has been prepared by Professor A. P. Twogood, trade and industrial teacher trainer of Iowa State College. The purpose of this publication is to provide coordinators, teachers, principals, supervisors and teacher trainers with information and suggestions designed to assist in making the program of coordination more effective.

F. E. MOORE, *Director,*
Board for Vocational Education.

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Coordination in the Part-time School

I

GENERAL PRINCIPLES

STATEMENT OF PROBLEM

Under the cooperative part-time plan for vocational education the pupil receives his job training in business or industry, and his related instruction in the public schools. This arrangement requires that someone be responsible for both the job and the related instruction. Such a person is called a *coordinator*, and his job is one of *coordination* or correlation between business or industry and school. This bulletin deals with the work of the coordinator.

The major objective of the part-time program, as of all vocational education, is to produce an employable citizen. As such, he must have certain techniques or skills for which there is a market; he must have certain knowledge and information which are necessary to the performance of the job in an up-to-date manner; he must be able to work harmoniously with those with whom he comes in contact; he must have some concept of the organization of modern industry or business in order to understand his place in the picture as a whole; he must develop those qualities of character which will make him an asset rather than a liability to his employer. It is the coordinator's job to organize and supervise the program so as to produce these results to the highest degree possible in each pupil.

In the regular school program all activities are carried on within the school and under the direct control of school authorities. In the cooperative program half of the time is spent outside of the school and under conditions over which the school authorities do not have absolute authority. It is this division of responsibility which makes the work of the coordinator both necessary and difficult.

AGENCIES INFLUENCING COOPERATING PROGRAM

While there are many forces affecting the lives of our young people, the coordinator is directly concerned with the following: The school, including administration and teaching, is vitally

concerned with the highest possible development of the child. To this end the coordinator must study and recommend educational trends which are compatible with the best educational practices.

The employer, who provides job training opportunities and will be the ultimate consumer of our product, namely, trained workers, is another important factor. The coordinator must study occupational changes and trends in order that the job training may be most effective.

The child in training, and the parents, are still another force affecting the organization and conduct of the program. Children and parents alike must understand and be in sympathy with the training program if it is to function properly.

Labor must understand and cooperate in the vocational training program. To this end labor should be represented on the advisory committee. While the training agencies may be the school and the employer, the employee has much to do with the reception of the program by the community.

The advisory committee, made up of representatives of employers, employees, and the school, is the real agency which may make or break a program. It is the one agency which determines such questions as wages, hours, selection of trainees, standards of training, training schedules, related instruction materials, etc.

RELATION OF COORDINATOR TO ADVISORY COMMITTEE

The coordinator participates in the work of the advisory committee in an advisory capacity only. He has authority in the job training situations only insofar as it is delegated to him by the employers and their representatives, the advisory committee. Likewise, he has authority in the school situation only when it is delegated by school authorities. In spite of this situation, the coordinator must assume responsibility for the organization and supervision of the program and trust that the authority will be forthcoming.

II

DUTIES OF THE COORDINATOR

It is the purpose of this bulletin to present some of the problems or duties of the coordinator, along with suggestions for their solution. The list cannot be complete as problems vary in different communities because of local factors. However, the principles outlined here are fundamental and should be of service as a guide.

1. **Organization and Use of Advisory Committee**

The size of the advisory committee is a problem of considerable importance. If the number is too small it may not be a fair representation of employers' and labor organizations' interest in the program. It might even be said that the program was set up for the special benefit of the few represented, and thereby fails to secure the whole-hearted support of the community. On the other hand, a committee which is too large may be unwieldy and inefficient. Local conditions must determine the size, but a committee with five to ten members should be able to handle all the problems to the satisfaction of everyone concerned.

Selection of the committee members often proves a problem. Where there are local industrial and retail merchants associations, these organizations should name their representatives. If labor is organized they, too, should name their representatives. Such a procedure protects the school from any charges of *hand picking* the committee. However, in many cases proper organizations for selection of representatives do not exist and the advisory committee must be selected by school authorities. Under these circumstances, lists of suitable names should be prepared from which the superintendent of schools, the school board, or someone designated by them, should select the committee.

The term of appointment of committee members sometimes proves a problem. Since the general advisory committee is permanent some means is necessary to assure a membership which is in sympathy with the vocational objectives and program. In some cases members are appointed for one year subject to reappointment. In others, appointments are not for any specified period, the membership continuing indefinitely. Better than either of these plans is that of appointing members for three-year terms subject to reappointment. By alternating the terms not more than one-third of the committee membership could be new at

any time. This plan is conducive to more permanent planning. Special subcommittees may be appointed to perform a specified job and automatically go out of existence as such when the job is finished.

Three plans of committee organization are possible:

(1) In some cases the superintendent of schools acts as chairman of the advisory committee. With but few exceptions this has not proven successful as the superintendent is apt to dominate the program and conduct it in an academic way. Nothing will ruin a program quicker if allowed to continue over a period of time. (2) The coordinator may act as chairman. This plan is more successful than the first as the coordinator is closer to the program than the superintendent and therefore more conversant with it. (3) The committee may select the chairman from its membership. This, probably, is the best plan as the coordinator then has a relationship to the committee similar to that of the superintendent to the school board.

The duties of the advisory committee are many and varied. One of great importance is the setting of the wage scale for the cooperative pupils in job training. It must be remembered that these people are essentially school pupils; that they do not assume the status of regular full-time employees; that it is a training program in which the employer provides the job training in lieu of the schools; that the employer provides some supervision and instruction on the job, and that the pupils receive school credit for job training experience. The wage scale must be low enough that the employer can afford to make it a training program. It must be low enough to eliminate the pupil who is merely looking for pocket money and an excuse to get out of school half time. Whatever the scale adopted, it should be followed by all employers in the training program. Failure to do so will create many difficult problems.

The training schedule for those in training on the job is another problem for the advisory committee. While no single schedule will fit all cases, basically they should be the same with necessary variations to fit each individual case. An understanding of this part of the program will eliminate friction between employers of trainees.

Standards of training on the job are another problem for the advisory committee. Since these people are closer to business and industry than the schools are, it is evident that they can offer

many valuable suggestions which will help to make the instruction in school as well as on the job function more effectively.

The advisory committee should assist in the promotion and expansion of the cooperative training program through participation in local surveys, publicity campaigns, service club programs, etc. It is important that the committee be given something to do as active participation promotes interest. There should be regular meetings of the committee at which time the coordinator should report on progress of the program and any special problems which have arisen.

There are a few special precautions in handling an advisory committee to which the coordinator should give close attention: (1) The committee is *advisory* only with respect to the training program as the public school is by law responsible for the vocational program as a whole. It requires tactful handling to avoid difficulties here. (2) The coordinator must keep in contact with the committee as a whole at all times. To deal with members individually generally creates problems which will hinder the program. An exception might be some case in which the committee member was personally interested, but a complete report in writing should be made to the balance of the committee. However, such practice should be the exception rather than the rule. (3) The committee must be given something to do. It is a cooperative program in which all should participate actively. If it reaches the point where it becomes the coordinator's program many new problems will arise. (4) The coordinator should keep a careful and accurate record of all committee meetings. Such a record will prevent many misunderstandings. (5) He should avoid telling the committee what to do; let them help him solve the problems which frequently arise. (6) He should never quote committee members individually as all action taken should be the result of the committee's deliberation.

2. Study the Community

It is highly important that the coordinator study carefully the community in which he is working in order that the cooperative program may be made to fit. In fact, this *made-to-measure* aspect of the program is one of its greatest assets. Obviously, it would be unfair to the pupil and the community to attempt training in any field in which there was little or no chance of employment upon completion of the course. Likewise, the firm hiring only one or two people might not be suitable as a training station unless

it was understood that someone else was willing to absorb the people trained. The best training points are those places which can reasonably expect to absorb the people they train.

A local survey, formal or informal, should be made as a basis for development of a vocational program. If a formal survey, it should be made under the supervision of the staff of the state board for vocational education. Within restricted fields, informal surveys may produce sufficient data to serve as a guide in setting up the program. Some of the questions which must be answered are: What are the industries and business houses large enough to conduct training programs? What are the various payroll jobs within these organizations? What is the length of training required for the various jobs? What is the rate of labor turnover in the various jobs? What is the absorption power of the various fields in terms of new workers annually? What are the training requirements of the various jobs? Other questions will present themselves as the program progresses.

While a great deal of data can be collected from census reports and local records, much more must be secured through personal interviews. The coordinator must make an effort to contact and make friends with all agencies in the community which can contribute in any way to the program. And, of course, social contacts must not be overlooked.

3. Select Pupils Carefully

While the principal or guidance official may direct into the program those people who are interested in the vocational training fields offered, it is the duty of the coordinator to designate those who will actually take up the work. To provide background for this selection the coordinator must use every available source of information concerning his pupils. It is a guidance function and as such plays a very important part in the training program. If selection has been wisely made, the employers or those directly in charge of the job training will be enthusiastic about the program. However, if selection is poor it may ruin the entire program within that particular plant or store.

The most satisfactory plan whenever possible is to send the employer a number of applicants from whom he can select the people he will train. However, this requires that the coordinator shall have previously made selections or classifications in order that all of the applicants sent out are capable of making good. Such a plan has in it certain values for the pupil as well as

elements of protection to the coordinator. The pupil is in the position of applying for a job, a position which should contribute materially to his efforts and interest.

There are circumstances under which the employer will insist that the coordinator select and send him his people to train. The employer usually argues in such cases that the coordinator is better able to make the selection because of better chances to secure and evaluate information concerning the pupil. Again, the employer may designate certain pupils whom he knows or who may be relatives. These requests must be recognized, but it is well to remember that such situations frequently are the foundations of many trying problems.

Closely associated with the selection of pupils is the adjustment or transfer of those who are obviously improperly placed. There should be a probationary or try-out period, at the end of which time a pupil can be transferred to other training or another employer if the facts seem to warrant. Personalities may clash, pupils may change their choice of work, or other factors may arise which will make transfers desirable. All of these experiences will prove of guidance value in finally arriving at the best solution in terms of the pupil.

Reference has been made to the first selection of the principal or guidance officer. The coordinator should provide such officials with what are called *job specifications*, setting up the requirements of the job. This material would furnish the guidance people with material for negative as well as positive guidance. If the specification calls for average or superior skill in arithmetic it is obvious that one who was below average would have little chance of mastering the job. We recognize that there are exceptions to all rules, but in the majority of cases this would be true. Some jobs may have special physical requirements which must be observed in selecting people to be trained. All of these factors contribute to better selection of trainees.

In setting up a *job specification* the following points will indicate some of the data required. These deal with the job:

- (1) What are the duties of the worker?
- (2) What are the working conditions?
(Wet, dry, cold, hot, dusty, outside, inside, etc.)
- (3) What is the working posture?
(Sitting, stooping, standing, walking about, etc.)
- (4) What are motions involved?
(Arms, hands, fingers, legs, feet, eyes, etc. Does worker set his own working speed?)

- (5) Is the work high, medium or low skilled?
- (6) Is it one which requires some other job to be learned before transfer to it?
- (7) What job may it lead to in the way of promotion?

It is necessary to know also the kind of person required for the job. The following will suggest some personal requirements:

- (1) Male, female, or either one
- (2) Minimum for height, weight, strength, age
- (3) Minimum for hearing, voice, eyesight
- (4) Special requirements for hands or fingers
- (5) Good posture, good feet
- (6) Special ability in reading, writing and arithmetic
- (7) Special knowledge of English or foreign language
- (8) Any special knowledge not already indicated
- (9) Any previous experience required
- (10) Habit specifications
- (11) Ability to meet the public required
- (12) Any physical handicap which would not interfere with worker.

Most employers would prefer perfect physical specimens yet there are few such people. Where jobs can be handled by people with certain handicaps, these should not be held against them. It is often possible for a person with crippled legs to work in a sitting position and equal or excel those without such a handicap. Statistics indicate that such people as a group are more permanent in their employment once a suitable job is found. These suggestions are indicative of the many problems involved in selecting people for training.

4. Locate Job-training Opportunities

Through his study of local business and industrial organizations the coordinator will recognize many places in which job training can be arranged. It is important, however, that the right individual be approached in the proper manner. The coordinator must be sure, of course, that job-training opportunities really exist for otherwise he will find himself occasionally in an embarrassing spot.

In opening up a new training place in industry or business the coordinator must always approach first the highest person in authority in the organization. He may not be the individual who will direct the program on the job, but if not, he will direct you to the proper person. Let us take an illustration from industry.

Mr. A..... is president of the company, Mr. B. general manager, Mr. C..... factory superintendent, and Mr. D..... foreman of the department where training is to be offered. The entire proposal for training should be presented to the president, Mr. A....., who, if it met with his approval probably would refer the coordinator to Mr. B....., general

manager, where the explanation would be made again. He, in turn, might send the coordinator to Mr. C....., factory superintendent, and it is possible that he might refer the coordinator to the foreman, Mr. D....., who would be responsible for the actual training. This is called the *line of authority*, and all along the line different persons have passed upon the program favorably, a situation which leads to successful coordination.

Now let us reverse the procedure. Since Foreman D..... would be responsible for the training, the coordinator might approach him first. The wise foreman would send him to the superintendent who probably would remind the coordinator that his approach was entirely wrong. Either the superintendent or the coordinator would have to go on up to the general manager B....., and eventually to the president A..... before the program could be approved. By this procedure the coordinator has subjected himself to severe and just criticism, creating a situation which may not be soon forgotten. Lines of authority are important and must be followed from the top down. After the initial contacts some individual will be designated to direct the program within the store or plant with whom the coordinator can deal directly.

The coordinator must try to anticipate all possible questions or criticisms and be prepared to answer them. The advisory committee can be of great help here, but the major responsibility still rests with the coordinator. What are some of the situations which may arise?

An employer might request eight or ten half-time workers for a single department. This might indicate that the low wage scale had attracted the employer and he saw a chance to get a lot of help at a low total figure. It is then necessary to emphasize that it is a training rather than production program and the number requested is too large for most effective training.

Another employer might state that since it was training and not production the pupil should be willing to work without pay. Insurance protection for the employer, greater incentive for the learner, and greater incentive for the employer to really train the pupil are excellent arguments for the wage scale. The most successful program results where the employer looks upon the plan as an opportunity to train workers who will be of greater value to him in the future. Programs based upon the principle of *doing a favor* for the pupil or the school are generally unsuccessful.

employer, school, pupil and parent. Provision should be made for cancellation in case the pupil quits or is dropped. It is merely a device to assure better understanding of the program by all concerned. This agreement should be drawn up and agreed upon by the advisory committee. Suggestions and assistance can be secured from the state supervisor of trade and industrial education, state board for vocational education.

The coordinator should, if possible, escort the pupils to their first work contact with the store or plant. If that is impossible the pupil should be given a letter of introduction to the person in charge of the training, to be followed up as soon as possible with a call from the coordinator. In general this type of initial contact with the job will result in a better start for the pupil. It is a new experience for him, one which may cause considerable uneasiness, and he needs the encouragement of his coordinator.

6. Meeting the Job Instructor

Meeting with the instructor on the job requires tact if the program is to be successful. Unlike the school where the coordinator and teacher have considerable authority, the job training must be supervised by suggestion only. The coordinator has responsibility for the job training, but no authority to make any changes without the approval of the management. It is this responsibility without authority that makes the job difficult.

The coordinator must win the respect and confidence of the job instructor, fellow workers, and the management to the extent that they will ask for and welcome suggestions. When this stage is reached coordination is greatly simplified. How can it be done? By being sincere, by always placing the pupil's welfare first, by overlooking no opportunity to make friends with organizations, managers, and workers. Coordination is a personal job to the extent that the coordinator must sell himself and his program. However, it goes farther than that—he must give real assistance to the job instructor in solving the problems of teaching and management which constantly arise. The coordinator is a teacher trainer on the job, constantly trying to upgrade the instruction given. Where the related instruction in school is taught by someone other than the coordinator, the same problems are encountered. The most satisfactory plan is for the coordinator to teach the related instruction in the school.

7. Meeting the Class

The relationship between the related subjects teacher and the class is less formal than that of the regular school class. Certain basic fundamentals must be taught, but the problems of adapting this material to job-training experiences differ with each individual. Therefore, the teacher is in the position of an advisor. If the pupils have been selected on the basis of their interest in and desire for training for the job there should be no problems of discipline. Trouble-makers and loafers should be weeded out to make room for those who mean business. However, none should be dropped until an earnest effort has been made to arouse their interest in the job training.

A very brief discussion of some of the fundamental principles of good teaching is appropriate at this time. The basis of all learning is interest, without which instruction is wasted. If the pupil's interest cannot be aroused, it is a waste of time for all concerned to carry him farther.

A brief discussion of a few of the causes of interest may be of value:

Activity is one of the important causes of interest. This activity may be mental, physical, or both. The pupil must be kept busy at all times else the mind wanders, time drags, and interest drops. The activity, however, must be of a challenging nature, not just busy work. In it the pupil must recognize at least some of the values to be derived, and he must gain satisfaction through the acquisition of some new ability or useful knowledge.

Curiosity is another great interest builder. When we see something unfamiliar our curiosity is aroused and questions are formulated to which we desire the answers. This new interest demands satisfaction in the form of knowledge or the ability to do something. If George Washington could walk down any street today he would see many unfamiliar sights to arouse his curiosity and stimulate learning. His mind would formulate questions and demand answers. His education would progress rapidly, and everyone who answered a question would be his informal teacher. The successful teacher must arouse curiosity on the part of his pupils and then see to it that they derive satisfaction in the knowledge or ability gained.

Still another interest builder is creativeness, a desire to produce something different or better. The informality of the vocational class organization stimulates creativeness and it can be of great value to teacher and pupils. Business and industry are look-

ing constantly for people with new and better ideas, and the young person who can come through with worth-while suggestions will soon find his place. It should not be necessary to add that the ideas must be worth-while. There always has been a plentiful supply of the other kind.

Future ownership also may be an interest builder if properly handled. If your pupils are looking ahead ten, fifteen, twenty-five years, and many of them are, they are picturing themselves as possessors of good jobs, good homes and other things which people desire. This desire for future ownership may be the incentive for better accomplishment now. Coupled with this is the desire for self-advancement, for progress into better jobs.

Praise sometimes may be used to stimulate interest and the desire to learn. However, it is a dangerous device when used improperly, for some people cannot stand much praise. A word of commendation, not overdone, when the work merits it goes far in stimulating interest and learning.

The first step in teaching is called *preparation*. It does not refer to the teacher's preparation but rather to the problem of creating interest and getting pupils into the frame of mind where they want to learn. While this is essentially interest building, and has already been discussed briefly, there is an additional factor of importance. When a class assembles probably no two are thinking the same thing. Until their minds are focused upon the desired subject they are not ready for instruction. This step covers the collection of scattered thoughts into a generalization. Then, by means of a series of questions, they are focused upon a specific point.

The second step in teaching, *presentation*, grows naturally out of the preparation step. Here the real instruction is given using such devices as demonstration, illustration, and lecture. Models, drawings, pictures, movies, as well as actual articles from stock may be used. This step must be thorough and complete in order that the pupils may have as near a life situation as possible.

The third step, *application*, is a combination teaching and testing step. The pupil attempts to do the thing he has been taught, but under direct teacher supervision. This is necessary to indicate what the pupil has not learned in order that re-instruction may take place. It is a waste of time to re-teach that which has been learned. When re-instruction has progressed to the point where the pupil can perform the complete job under supervision he is then ready for the fourth or *testing* step.

In this step, where the pupil must perform the job entirely on his own without supervision, the whole lesson sometimes breaks down through lack of confidence or fear. Some good illustrations are the public speaker who develops stage fright or the radio performer who suffers *mike fright* even though rehearsals have been perfect. An actual case from industry shows how a job instructor contributed to the failure of a pupil and the loss of valuable material. The boy, in training for tool making, had just had instruction on the grinding of a reamer. The lesson had progressed satisfactorily to the testing stage and the foreman left him with this remark, "Don't spoil any of them, they're worth \$40.00 apiece." The first four the boy ground were ruined and there is no doubt but that the foreman was to blame. Injection of fear at the testing step has spoiled many lessons which were otherwise very good. A pupil in training in a woodworking plant was once turned out because the foreman said he never could learn to operate machinery. Investigation showed that every lesson on machine operation had been preceded by stories about the men who had lost their fingers on that machine. The boy was too scared to learn.

8. Organization of Instructional Materials

It is a part of the coordinator's job to prepare instructional materials for both job instruction and related instruction in the classroom. This should be based upon a job analysis of what the worker must do and what he must know. In making this analysis the coordinator must draw upon the knowledge and experience of the job instructor and all others who have something worth while to contribute. It would be unwise for anyone to think he could sit at his desk and prepare such material unaided by those experienced in the field of work. This has been attempted entirely too often and with disastrous results.

From the experience of many people the following form of job analysis has been developed and proved satisfactory:

Type of Job	Skills or Abilities	Knowledge Required	Additional Information
Basic job; typical of many jobs of similar kind	What the worker must be able to do	What the worker must know to perform the job satisfactorily	Nonessential to performance of job but contributes to higher job intelligence

All employees have certain classifications for payroll purposes such as clerks, stenographers, bookkeepers, filing clerks, machine operators, tool makers, mechanics, etc. These are spoken of as jobs but are too broad and general to provide definition of the work which the employee does. Each must be broken down into the things which the worker actually does in each of the payroll jobs in the classification. Carried to the extreme a job would mean any assignment which is complete in itself. For illustration let us use the sales clerk and five complete *jobs*. As a customer approaches the counter it is the sales person's *job* to greet him and find out what he wants; another *job* to show the merchandise; another *job* to make out the sales ticket on this specific purchase; another *job* to make proper change on this sale; and still another *job* to wrap the merchandise. Another customer would present a new set of jobs each complete in itself. Such an analysis would be impractical for many reasons.

Now let us approach these five jobs from another angle. Since all customers have certain qualities in common a *typical customer* can be pictured and the problems involved analyzed with assurance that the approach will fit all but a very few people. The clerk's "Good morning, may I help you?" illustrates a standardized greeting which is acceptable to all but a very few customers.

The principles involved in showing merchandise do not change with the article. All of us as customers want to *feel the material* and examine the merchandise in our own way. Thus, a basic principle in showing merchandise is to get it into the customer's hands. We can take a piece of merchandise and organize a *typical job* of showing it.

There are several kinds of sales tickets such as cash tickets, charge tickets, C. O. D. tickets, delivery tickets, etc., all of which have much in common. The name, address, date, clerk identification, merchandise, etc. must appear on all of them. Therefore, a *typical job* can be made involving all variations of the sales ticket.

Certain fundamental principles in making change can be grouped together to form another *typical job* for our analysis. Likewise, the wrapping of merchandise in most stores has been somewhat standardized and thus forms another *typical job*. Where making change and wrapping merchandise are centralized with a cashier and wrapping clerk, such items are of less importance to the counter clerk.

This grouping together of small jobs on the basis of their common factors is sometimes called *blocking*, and from the block is selected a typical job for detailed analysis.

Having selected the typical job it is next necessary, in the column "Skills or Abilities" to list the things which the worker must be able to do to handle the job successfully. This has sometimes been called the *doing* or performance side of the job. The difference between ability and skill is primarily one of practice and experience. Techniques or methods are taught resulting in an ability to do something. This ability, practiced over a period of time, should result in skill or skillful performance.

In the column "Knowledge Required" there should be listed the things which the worker *must* know in order to do the things listed under "Skills or Abilities." The two columns are inseparable in content and should be worked out together.

In the last column "Additional Information" there should be listed those items which contribute to the upgrading of the general job intelligence of the worker. Such items are not essential to the performance of the job but do contribute to a better understanding of many problems. A clerk might consistently lead the force in sales without knowing anything about the store's policies, but an understanding of them would result in a more intelligent worker. Such things are frequently discussed outside of the store and the clerk who knows the policies can prevent or clear up many misunderstandings.

The cabinetmaker may be able to produce perfect joinery and finishing without any knowledge of how trees grow, but having such information will help to explain some of the problems of grain, etc., and result in a greater appreciation and understanding of his job as a whole. If the buying public had this information from the consumer angle it would save them many dollars. It is this "Additional Information" which makes the difference between the worker with minimum qualifications and the superior worker.

In addition to the technical side of the job there is need for instruction of a personal nature which sometimes may be handled in class discussion, and frequently must be handled in a more personal conference. An employer of many people recently said that the greatest criticism he had to make of his people was that they were lacking in courtesy. Fundamental principles of good manners may be discussed in a group but individual cases must

be handled personally. Appropriate dress, neatness, cleanliness, punctuality, habits, attitudes, etc., are indicative of the many problems which the successful coordinator must assist in solving.

9. Placement and Follow-up

One of the advantages of the cooperative type of training lies in the fact that the majority of pupils are absorbed by the company which trained them. If the program is geared to the needs of the community this should always be true. However, there generally are some who, for one reason or another, must find employment elsewhere. It is part of the coordinator's work to assist these people in every way possible consistent with the pupil's record. Some companies which do not have job training opportunities available still must occasionally employ workers. They should be encouraged to look to the school for assistance at such times.

Many employers are willing and anxious to train a few beyond their own needs to provide some selection for themselves when it comes to full-time employment. The extras may be absorbed elsewhere. Sometimes a pupil will decide to enter other fields of work after his training program has been finished. In such cases the guidance afforded has been negative and the time has not been wasted. Occasionally transfers will be requested because of clashes in personality. Certain types of people cannot work well together and although there have been no outward signs of friction, it is wise for them to seek other opportunities.

Follow-up records should be kept over a period of about five years in order that satisfactory service may be rendered the pupil. During this time there may be a number of changes in employment, all tending to discourage him if he does not have someone competent to advise. The vocational school or department does not turn out its graduates with good wishes and little more. It follows them through the adjustment period with every possible service it can render. Evening and dull season courses can be arranged whenever there is a group to be helped. The successful coordinator renders to the community a service far greater than just the supervision of some classes. He becomes a vocational advisor whose help is needed and used by adults as well as young people.

10. Use of Conference Method

While some of the things to be taught in the vocational course can be handled with the usual classroom method, many can be

handled better by the conference method using specific cases. It is a device using actual cases in which the pupils discuss the points involved and draw their own conclusions under the directions of the leader. Let us set up a case from the commercial field and organize it on the conference basis.

Case: A customer complained to the manager that a certain clerk was discourteous. (Statement of details)

Causes of Discourtesy	Remedies
(To be developed by group) Illness Misunderstanding Carelessness Ignorance (Didn't know better) Customer's attitude Lack of tact Dissipation Discontent Improper training Failure of superiors to recognize clerk's good qualities, etc., etc.	(To be developed by conference group)

The causes of discourtesy should be developed by the group under direction of the leader. When the causes appear to be all listed, then the "Remedies" column should be filled out in the same manner. The conference can be brought to a focus by a series of questions: What was the cause of discourtesy in the case stated? How would you have handled the situation? Is there a single standard of courtesy? Who is the judge of courtesy? Does courtesy pay dividends? In what way?

All of this leads the group to make their own decisions that (1) the customer is the judge of courtesy; (2) the customer's standard of courtesy may be right or wrong; (3) the customer's continued patronage depends upon the satisfaction he receives; (4) the clerk must study the customer in order to please him; (5) "The customer must be satisfied" is not an idle slogan but statement of fact. Other points are also brought out and the leader has put across an important lesson without *preaching*. Remember, the teacher's most powerful question is "why?"

11. Keeping Records

The coordinator must guard against turning himself into a bookkeeper, yet he must have adequate records concerning the program. To avoid an excessive use of time all records must be

reduced to the minimum and then condensed as much as possible.

There must be records to show age of pupils, classification, their schedule, placement, progress in school and on the job, hours of work, rate of pay, etc. From these the state board for vocational education draws material for its reports, and the local school for its permanent records. Special aptitudes and interests, along with other information, must be recorded for guidance and employment purposes.

The coordinator should keep a daily record or report on his own activities including conferences with employers, job training instructors, pupils, fellow teachers, the school administration, and the advisory committee. In short, he must be able to supply almost any data and answer almost any question on short notice. Failure to do so may be misinterpreted by critics of the program.

The pupil should keep a daily report of his activities on the job which should be examined periodically by the coordinator, checked with the job instructor, approved and filed as a part of the pupil's record. Such records frequently provide the coordinator with a good insight into the pupil's character. There may be records which the pupil has to keep on the job. These should be open to the coordinator if he so desires. As the coordinator gains experience he will be able to condense his records, thus eliminating the nonessential data.

12. **Planning Ahead**

As the contact official between the school and business or industry the coordinator is in excellent position to study conditions and plan for the future. He can anticipate employment trends and adjust the program accordingly. He should discuss such trends with the employers and school officials, bringing them closer together in their thinking on vocational education. Just as business and industry make long-range plans, so should the coordinator be planning over a period of years. Even though it has to be altered frequently to meet existing conditions the program is better for having a definite plan.

There are a number of specific uses or purposes of a definite plan for vocational education. It sets up the essential policies and standards under which the program is to operate. This part should be worked out by the advisory committee and school authorities in order that all may know exactly what the objectives are. It also provides a safeguard for the coordinator in that he knows better what his duties and responsibilities are.

The plan provides a standard by which the program as a whole, or parts of it, can be measured for efficiency. Frequent revision to meet changing conditions is necessary but this does not alter the basic plan if it has been prepared properly. The plan also forms the basis for all publicity and promotional work. In order to serve the needs of the community the coordinator must be alert to new opportunities for job training, and if publicity and promotion have been developed consistently many of these training opportunities will knock at the coordinator's door without personal solicitation. No program can run far on its own momentum. It must be promoted constantly, administered impartially, and result definitely in the upgrading of its pupils from an employment point of view.

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