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Vaughan, E. Rose Tate

**THE IDENTIFICATION OF CERTAIN COMPETENCIES APPROPRIATE FOR
SECONDARY SCHOOL BUSINESS TEACHERS**

The University of North Carolina at Greensboro

Ed.D. 1982

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THE IDENTIFICATION OF CERTAIN COMPETENCIES
APPROPRIATE FOR SECONDARY SCHOOL
BUSINESS TEACHERS

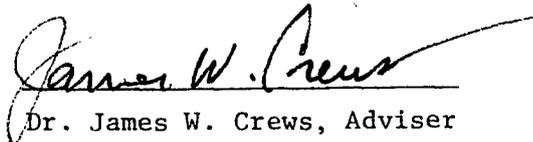
by

E. Rose Tate Vaughan

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Doctor of Education

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Approved by


Dr. James W. Crews, Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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VAUGHAN, E. ROSE TATE. The Identification of Certain Competencies Appropriate for Secondary School Business Teachers. (1982) Directed by: Dr. James W. Crews. Pp. 233.

This study was conducted to develop a comprehensive list of competencies deemed necessary for secondary school business teachers in North Carolina for use in certifying pre-service teachers and in determining the training needs of in-service teachers.

A list of 197 competency statements was compiled and grouped into fourteen categories according to overall knowledge of business and professional skills/techniques/methodologies. A reactionnaire was designed and submitted to a class of business teachers at UNC-Greensboro. Resultant revisions created a 161-competency-statement instrument.

This 161-item reactionnaire was sent to 30 randomly selected state/local supervisors of business education from the 12 states in the Southern Business Education Association (SBEA) and to 75 randomly selected North Carolina secondary school business teachers. Revisions resulted in the retention of the 161 items and the addition of one in Data Processing.

The revised 162-item instrument was mailed to 88 randomly selected state/local supervisors of business education from the 12 states in the SBEA and to 224 randomly selected secondary school business teachers in North Carolina; 127 completed instruments were returned.

The competencies (rated on a scale from one [competency is of little or no importance] to five [competency is essential]) yielded overall mean value of 4.21, with Business Work Experience and Business Mathematics categories rated highest by supervisors and teachers, respectively.

Economic and Legal Environment was rated lowest by both groups.

Except for Marketing, the supervisors' ratings were higher than those of the teachers. Of the 162 competency statements, supervisors rated 69 essential, 91 above average, 2 average. Of the same 162 statements, teachers rated 34 essential, 122 above average, 6 average.

The MANOVA test revealed (at 0.05 level) overall significant differences between the ratings assigned by supervisors and teachers. Of the fourteen categories of competencies, seven were rated differently.

Seventy-five randomly selected North Carolina secondary school business teachers were asked to express their need for in-service training relative to the revised list of competencies. The rating scale (ranging from one [little or no need for in-service training] to five [critical need for in-service training]) yielded overall mean value for in-service training needs of 3.51, with highest need in Data Processing. Of the 162 competency statements, teachers indicated 73 above average and 89 average need for additional training.

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CHAPTER I
INTRODUCTION

Because the problems of society inevitably become the problems of education, the many forces that are changing society today significantly impact upon our nation's educational system. According to Grant, "Once Americans decide to call something a problem, we tend to turn to education with the assumption that every problem has a solution."¹ Societal problems associated with technological developments, with the taxpayers' demands for evidences of their investments in education, and with the increased commitment to provide equal educational opportunities for minorities and handicapped persons have resulted in a realization that teachers must be kept abreast of and made competent to cope with change.

Since the competence of the teacher is of paramount importance to the instructional delivery system, one of the responses of education to this concern has been to intensify the focus on the preparation and certification of teachers. How teacher education and certification programs can be made more effective is a basic problem to which educational leaders have advanced many new theories and terms, one of the

¹Gerald Grant et al., On Competency: A Critical Analysis of Competency-based Reforms in Higher Education (San Francisco: Jossey-Bass, Inc., 1979), p. 24.

most recurring of which is Competency-Based Teacher Education (CBTE) Programs.

In citing the context in which the interest in the competency-based movement has developed, Goldsmith and Pottinger stated that:

Much has been written about the crises facing higher education in the late 1970s, when pressures of inflation, declining student enrollment, and demand for accountability are beginning to force college and universities to make changes in curriculum, admissions, policies, scheduling, and modes of instruction. . . . the educational institutions which have not yet felt the pressures outlined above have not been in the forefront of the competency-based movement; competency-based models have become popular particularly in institutions which have seen the need to recruit non-traditional students or to reform the undergraduate liberal arts curriculum so that their students will be more competitive.²

Competency-Based Teacher Education Programs, which provide a systematic process for designing, implementing, and evaluating instructional systems, have the potential to revolutionize teacher education.

According to Grant:

In their various manifestations, competency-based reforms have attempted to subordinate the traditional disciplines to some conception of competence, to be responsive to the concern for greater efficiency and cost effectiveness, to seek a closer fit between an even more costly system of higher education and the needs of a technological society for highly skilled workers, and to place more emphasis on developing social and cooperative skills.³

²Joan Goldsmith and Paul S. Pottinger, "Future Directions," in Paul S. Pottinger and Joan Goldsmith (eds.), Defining and Measuring Competence (San Francisco: Jossey-Bass, Inc., 1979), p. 95.

³Grant, pp. 10-11.

Unlike experience-based programs, which assume that once a student has experienced a number of specified courses and has completed a student teaching experience (s)he is ready to begin teaching, the emphasis in competency-based programs is on what the student can demonstrate upon the completion of the program. The essential elements of a Competency-Based Teacher Education Program as outlined by Elam⁴ are that:

1. competencies (knowledge, skills, behaviors) to be demonstrated by the student are: derived from explicit conceptions of teacher roles; stated so as to make possible assessment of a student's behavior in relation to specific competencies; and made public in advance;
2. criteria to be employed in assessing competencies are: based upon, and in harmony with, specified competencies; explicit in stating expected levels of mastery under specified conditions; and made public in advance;
3. assessment of the student's competency: uses his performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behaviors; and strives for objectivity;
4. the student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion;
5. the instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

Most new strategies for effecting change encounter difficulties in the planning and implementation stages; CBTE is no exception. There are five generally agreed upon components in a competency-based learning system which must be carefully planned if the system is to be

⁴Stanley Elam, Performance-Based Teacher Education: What Is the State of the Art? (Washington: American Association of Colleges for Teacher Education, 1976), pp. 6-7.

successful: competencies must be identified, criterion levels must be specified, criterion-referenced tests must be designed, instructional modules must be developed, and the program must be evaluated. The first, and perhaps the most important of the components is the identification of essential competencies, for they determine the context for all other elements of the program. This study was designed to identify and validate a list of competencies which would be useful in the development and implementation of a CBTE program for business teachers in North Carolina.

Statement of the Problem

The major problem of the study was to develop a comprehensive list of competencies which are deemed necessary for secondary school business teachers in North Carolina. A secondary problem was to determine the in-service training needs of North Carolina's secondary school business teachers based on the competencies identified.

The study was designed to answer the following questions:

1. What are the competencies needed by business teachers in the secondary schools of North Carolina?
2. What are the differences in perceptions between (a) state and local supervisory personnel in business education in the twelve states which comprise the Southern Business Education Association and (b) selected in-service business teachers in North Carolina relative to the importance of the competencies identified?

3. What are the expressed needs of in-service secondary school business teachers in North Carolina relative to the competencies identified.

Purpose of the Study

The purposes of the study were to help to improve the preparation of pre-service secondary school business teachers and to help to improve the effectiveness of in-service secondary school business teachers in North Carolina. The purposes were realized by identifying those competencies deemed essential for secondary school business teachers and by determining the needs of in-service teachers based on the competencies identified.

Need for the Study

Traditionally, teacher certification has been dependent upon the student's matriculating at an accredited teacher education institution, obtaining acceptable grades in a specified series of courses, completing a student teaching experience, and receiving a recommendation for certification from the teacher education institution. Currently, there is widespread belief that there is a need for a method of certification that is more effective than the traditional one. According to Tonne:⁵

⁵Herbert A. Tonne, "Competency--Performance Based Business Teacher Education," The Journal of Business Education, 49:186-187, February, 1974.

Many, including those who have been in the field of teacher education and responsible for the selection and conduct of such courses have been suspicious for many years of the notion that teacher competency is a consequence of course taking. I have had considerable subjective proof that those who have not had education courses, business subject matter courses, or even a degree do just about as well as those who have had a full collegiate exposure.

Let us therefore certify on the basis of proved competency rather than course taking.

It is generally believed that the purpose of teacher education systems is to develop teachers who possess the knowledge, skills, and attitudes which facilitate the learning processes in youth; competency-based education offers the theoretical constructs and practical approaches which can develop such teachers and thereby improve the education of youth. That specifying teaching competency in terms of desired outcomes would improve the overall competence of teachers is a position advanced by Schalock⁶ who stated that:

Defining teaching competency in terms of being able to bring about the outcomes expected of a teacher in a certified position should do much to enhance the overall competence of teachers as they enter the teaching profession. Such a definition should also enhance the general quality of persons in the profession by keeping from it those who are not able to demonstrate such competence.

While there is as yet no evidence to support the validity of such an argument, it carries the weight of sensibility. It requires a level of performance on the part of the prospective teacher that would appear, on the surface at least, to be a better predictor of ultimate teaching success than course grades, global ratings of performance in student teaching, and character references.

⁶H. D. Schalock, "Impact of Competency Definition on Teacher Preparation," Educational Leadership, 31:321, January, 1974.

At least 17 states have based their certification requirements on competencies.⁷ As teacher education institutions and state certification divisions become more interested in competency-based instruction as a means of establishing consistent student performance criteria and improved teacher competency, that number will likely increase. Concurrently, the need to state precisely what is to be learned as a consequence of completing a teacher education program has increased.

Having recognized the importance of increasing teacher competency and effectiveness, the North Carolina State Board of Education and The Board of Governors of the University of North Carolina initiated a Quality Assurance Program, which is competency based. J. Arthur Taylor,⁸ the Director of the Division of Teacher Education Standards and Certification in North Carolina asserted that:

We are convinced that present procedures used to evaluate programs of teacher education and the product of approved programs are inadequate. This basic conviction led to the development and adoption of the Quality Assurance Program for Professional Personnel which is now being implemented in North Carolina.

According to Taylor, the Approved Program Approach, which is being replaced by the Quality Assurance Program, focused attention on program process but did not provide adequate information about the performance of the product; quality controls were limited.

⁷ Allen A. Schmieder, The State of the Scene, Performance-Based Teacher Education Series No. 9 (Washington: AACTE, 1973), p. 10.

⁸ J. Arthur Taylor, "A Better Way to Teach Teachers," reprint from The Interstate COMPACT, Fall, 1979.

The Quality Assurance Program, which calls for a systematic, continuous approach to quality assurance in initial programs of preparation and for continuing conditions of service for professional personnel, is written in terms of seven areas. One of the areas, quality assurance through comprehensive exit evaluation, is of major significance to this study.

The transition to the Quality Assurance Program requires a succession of carefully planned and well-executed steps. Therefore, in 1980 an eight-member committee, composed of secondary school business teachers, business teacher educators, and the Chief Consultant for Business and Office Education in North Carolina, met on three occasions to develop a list of competencies deemed necessary for secondary school business teachers in North Carolina. Such a list of competencies is to provide the basis for developing criterion-referenced exit evaluation measures as stipulated in the Quality Assurance Program. Because of the small number of persons who served on the committee and because of the short time spent on developing the list of competencies, it was determined that there was a need to refine and validate the list, allowing input from a larger number of business educators and supervisors. That a continuous need exists for validating existing competencies is supported by the Policies Commission for Business and Economic Education,⁹ which issued the following statement: "A continuous effort

⁹Policies Commission for Business and Economic Education, "This We Believe about Competency-Based Education," Business Education Forum, 31:68, October, 1976.

is needed to validate existing competencies for teacher education and to formulate additional teaching, technical, personal adjustment, and attitudinal competencies."

According to Dodl,¹⁰ as teacher preparation programs become more field based and more oriented toward the problems and needs of the schools, a needs assessment approach to specifying teacher competencies will become an accepted practice. Dodl cited needs assessment as being well suited to merging pre- and in-service programs for teacher preparation. Such assessment requires diagnosing the competency needs of the practitioners who implement the schools' programs. According to the Chief Consultant for Business and Office Education in North Carolina, there has never been a successful assessment of the training needs of North Carolina's in-service business teachers. Therefore, it is apparent that a need exists for determining from these teachers the expressed degree of in-service training needed in the areas of the competencies identified as essential for business teachers.

The problem of how to most effectively prepare teachers for their roles is a formidable one. The identification of competencies is needed in order to provide specificity in teacher education programs, and an assessment of the training needs of in-service teachers is required in order to assure continuous standards of excellence. This study was designed to identify a valid list of competencies on which the North

¹⁰Norman R. Dodl, "Selecting Competency Outcomes for Teacher Education," The Journal of Teacher Education, 24:196, Fall, 1973.

Carolina State Board of Education might base its Quality Assurance Program's exit evaluations in business education and to identify the training needs of North Carolina's in-service secondary school business teachers in order to provide a basis for structuring effective in-service courses, workshops, and seminars.

Scope and Limitations

This study was limited to a survey of the state and local supervisory personnel in business education in the twelve states which comprise the Southern Business Education Association of the National Business Education Association and to a random sample of 25 percent of the secondary school business teachers in North Carolina. The list of supervisors surveyed was compiled from the 1980 Business Education Professional Leadership Roster published in the December 1980 Business Education Forum. The secondary school business teachers surveyed were randomly selected from a roster obtained from the Chief Consultant for Business and Office Education for the State of North Carolina.

The literature reviewed for this study included only that which was published, and research studies conducted, between 1970 and 1980.

Although it is recognized that there is more to the act of teaching and to teacher preparation than the ability to successfully perform a list of competencies and that it is difficult to measure certain desirable traits of teachers, this study was designed only as an initial step

toward the improvement of teacher education programs and in-service training programs through the identification and verification of certain competencies which are deemed appropriate for business teachers. No extensive attempt was made to identify and verify competencies in the affective domain.

Definition of Terms

In order to assure clarity and facilitate understanding, the following terms are defined:

Reactionnaire

This term refers to the printed form consisting of a list of competency statements used to solicit the ratings of selected business education supervisors and teachers. The standard term "questionnaire" was not used because the survey instrument contained a list of competency statements rather than a list of questions.

Business Teacher Education

This term is used to refer to the professional program of preparation for prospective business teachers who will teach at the secondary school level in business and office education.

Competency-Based Teacher Education¹¹

This term is used to refer to programs which specify the competencies to be demonstrated by the student, make explicit the criteria to be applied in assessing the student's competencies, and hold the student accountable for meeting those criteria.

Competencies¹²

Competencies are the knowledge, skills, and judgments that will be demonstrated at a pre-determined level of proficiency before a student is recommended as a graduate of a specific program.

Quality Assurance Program¹³

The North Carolina State Board of Education and the Board of Governors of the University of North Carolina adopted for the State a Quality Assurance Program predicated upon quality control as the key to improvement in the preparation and service of professional personnel. Essential elements of the program include:

¹¹Wilford A. Weber, James M. Cooper, and W. Robert Houston, A Guide to Competency-Based Teacher Education (Texas: Competency-Based Instructional Systems, 1973), p. 1.

¹²Calfrey C. Calhoun, "Competency-Based Programs and Individualized Instructional Systems," Journal of Business Education, 54:151, January, 1973.

¹³State Board of Education and The Board of Governors of the University of North Carolina, "Concurring Resolution: Quality Assurance for Professional Personnel," 1978. (Mimeographed.)

1. Comprehensive evaluation and reassessment of requirements for entrance to institutions of higher education as they apply to future candidates for admission to teacher education programs.
2. The development and implementation of a pre-teacher education screening procedure which will examine the basic skills required of all teachers, and which will be a prerequisite for admission to professional teacher education programs.
3. Assurance of strong supervision of student teaching experiences through the close coordination of campus-based and field-based program activities.
4. A structure established whereby there will be a means of clarifying the competencies required for inclusion in professional and academic programs.
5. The development, validation, and implementation of a system of criterion-referenced tests covering the various disciplines and program areas, which would serve as a part of the first pre-service evaluation.
6. The development and implementation of an evaluation and education support system designed to assess the performance during professional employment of all individuals qualifying for initial certification as a prerequisite to continuing certification beyond an initial three-year period.
7. Establishment of a number of pilot centers to develop and evaluate the competency-based approach to certification.

Organization of the Study

This study is divided into five chapters. This chapter has presented an introduction to and statement of the problem. The need for the study was explained, limitations were cited, and terms were defined.

The second chapter presents a review of related literature. The review includes a summary of research and literature grouped into two

categories: competency-based teacher education and competency-based business teacher education.

The third chapter contains a detailed explanation of the methods and procedures used to identify a list of competencies deemed essential for secondary school business teachers in North Carolina and to determine the in-service training needs of business teachers in North Carolina relative to the competencies identified.

The fourth chapter includes an analysis of the data which were collected for the study.

The fifth chapter contains a summary of the findings, the conclusions drawn from the findings, and the recommendations based on the conclusions.

Summary

Many forces in our society influence the directions of teacher education programs. Competency-based teacher education is only one approach which attempts to respond to the challenges of society for educational institutions to design and implement productive programs. The identification of competencies requisite to successful teaching is a practical approach that can improve teacher education programs and thereby improve the education of the children in today's schools.

This study was designed to identify the competencies which are deemed essential for secondary school business teachers in North Carolina and to determine the in-service training needs of North Carolina's business teachers based on the competencies identified.

CHAPTER II
REVIEW OF THE LITERATURE

Few issues in education have been more debated than that of the identification of the qualities of a "good teacher" and the definition of "good teaching." Among the more currently researched trends relative to the preparation and certification of teachers is Competency-Based Teacher Education (CBTE) Programs. Business teacher education has followed the basic patterns of change and development as have other teacher education programs. The preparation of "good" business teachers for today's classrooms is a critical task.

This review of literature is divided into two sections: Competency-Based Teacher Education and Competency-Based Business Teacher Education.

Competency-Based Teacher Education

"Teacher certification," according to Olson and Freeman,¹ "as it is linked to institutional accreditation, is based on a standard

¹Paul A. Olson and Lawrence Freeman, "Defining Competence in Teacher Licensing Usage," Defining and Measuring Competence (San Francisco: Jossey-Bass, Inc., 1979), p. 1.

which fails to distinguish training from competence." Accordingly, increased numbers of teacher educators are becoming involved in the movement to revise the methods of preparing teachers. Houston and Howsam² stated that:

Some see competency-based teacher education as the vehicle through which teacher education itself may approximate the model of individualized and personalized instruction that long has been held forth as ideal for education in the schools.

Most educators agree that one of the most crucial elements in the planning of a competency-based teacher education program is the identification and specification of teacher competencies. In citing the importance of the process Lawrence³ stated that:

One would hope that developers of PBTE programs would start at the latter end of the continuum in delineating competencies. That is, they would identify and organize competencies on the basis of a solid theory or rationale and an analysis of relevant educational research findings.

Cooper, Jones, and Weber⁴ proposed that four different bases should be used in specifying teacher competency: (1) a philosophical base whereby assumptions are made regarding the purpose of education

²W. Robert Houston and Robert B. Howsam, Competency-Based Teacher Education (Chicago: Science Research Associates, Inc., 1972), p. viii.

³Gordon Lawrence, "Delineating and Measuring Professional Competencies," Educational Leadership, 31:298, January, 1974.

⁴J. M. Cooper, H. L. Jones, and W. A. Weber, "Specifying Teacher Competencies," Journal of Teacher Education, 24:17-19, Spring, 1975.

and the nature of learning and instruction; (2) an empirical base whereby teacher competencies are derived from experience or experiment; (3) a subject-matter base whereby competencies are primarily cognitive in nature but may deal with some performance skills; and (4) a practitioner base which involves job analyses of the competencies of effective practitioners.

Dodl⁵ along with colleagues at Florida State University developed a Catalog of Teacher Competencies. The project staff analyzed teacher education program documents from institutions across Florida and the nation. The information gathered constituted the basic source of statements of teacher competency and served as input for developing an Index System for classifying the more than 1,100 competencies identified.

The seven categories in the Teacher Behavior Index are:

1. Assessing and Evaluating Student Behavior
2. Planning Instruction
3. Conducting or Implementing Instruction
4. Performing Administrative Duties
5. Communicating
6. Developing Personal Skills
7. Developing Pupil Self.

Brown and Okey⁶ identified and classified competencies into three levels of training:

⁵Norman Dodl (ed.), A Catalog of Teacher Competencies: A Working Document (Tallahassee: Florida State University, 1972).

⁶Jerry Brown and James Okey, Identifying and Classifying Competencies for Performance-Based Teacher Training, U. S. Educational Resource Information Center, ERIC Document ED 076 565.

- Level 1: competencies to be obtained before entry into the classroom
- Level 2: competencies to be obtained after entry into the classroom and most likely found in experienced teachers
- Level 3: competencies that would be expected of master teachers but which ordinarily would not be required of beginning or experienced teachers.

Pharr and Starr each conducted significant studies to determine competencies which are useful to the first-year teacher. The major focus of the study by Pharr⁷ was based on the assumption that many first-year teachers lack certain skills and competencies which are desirable for successful teaching and that these skills and competencies should be developed in teacher education programs. The source of data and information for the study was the responses given by 232 secondary school teachers to items which appeared on a questionnaire. The study produced a list of 21 competencies, listed in descending order, which from 76.7 to 50.0 percent of the beginning teachers indicated extreme and/or high degrees of difficulty and 42.6 to 17.0 percent of the experienced teachers indicated difficulty. Among Pharr's recommendations were that undergraduate education should be experientially based to include the identified areas of difficulty and that in-service training should be provided for beginning teachers.

Starr⁸ conducted an investigation to determine the profile of essential teaching competencies of a coping first-year teacher. The

⁷George Ray Pharr, "The Study of Certain Skills and Competencies Which Are Useful to First-Year Secondary Teachers," Dissertation Abstracts, 34:4066-A, December, 1973.

⁸Warren William Starr, "A Study to Determine the Profile of Essential Teaching Competencies of a Coping First-Year Teacher," Dissertation Abstracts, 35:234, July, 1975.

Delphi Technique was modified and used as the research tool. The sample population consisted of 20 university professors, 20 public school teachers, and 20 public school principals who remained anonymous to each other throughout the study. A profile of essential teaching competencies of a first-year teacher was determined and summarized as follows:

Knowledge. A coping first-year teacher must have demonstrable knowledge of: 1. instructional materials; 2. instructional methods; 3. classroom management techniques; 4. human learning processes; 5. child growth and development; 6. school building policy; 7. motivational techniques; 8. positive disciplinary techniques.

Skill. A coping first-year teacher must: 1. set reasonable behavior standards; 2. effectively enforce behavior standards; 3. maintain personal health and vitality; 4. be truthful when communicating with parents; 5. be considerate of individual learning rates and styles; 6. be self-confident; 7. demonstrate courteous and moral behavior; 8. demonstrate interest in pupils and their progress; 9. be enthusiastic when working with children.

Behavior. A coping first-year teacher must be able to: 1. assess student achievement levels; 2. provide for individual learning; 3. organize for instruction; 4. be flexible in use of plans; 5. relate well with others; 6. think of students as individuals.

Because of the demand for accountability in education and because of the availability of analytic tools in teacher education, the trend toward research in and the establishment of competency-based teacher education programs is growing. For the teacher educator, specifically identified competencies can be an asset in curriculum planning. In the general area of education, the business teacher requires the same competencies as all other teachers if (s)he is to help students develop to their maximum capacities. In addition, the business teacher needs specific competencies in business education if (s)he is to help students who desire training in the business field.

Competency-Based Business Teacher Education

A number of studies have been completed and numerous opinions advanced in an effort to improve business teacher education. According to Johnson,⁹ research in the area of CBTE should result in the preparation of more highly qualified teachers whose emphasis is focused on performance standards instead of grades, on individuals rather than on groups, and on educational programs and achievement rather than on maintaining the status quo.

Because of the varied subject-matter areas in which the business teacher is expected to be adept, the specification of competencies that should be mastered could be a vital part of business teacher education programs. Efforts to identify competencies in business education have taken two directions: the identification of competencies for individual courses and the identification of general competencies. Studies by Rossetti, Broder, Hebert, Prather, and Sherman are in the former category, while studies by Johnson, Lima, Newsham, and Byorek are in the latter category.

⁹Vermelle Jamison Johnson, "An Analysis of Congruence Between Competencies Requisite for Secondary School Business Education Teachers and Preparation Received in Teacher Education Programs in South Carolina" (unpublished dissertation for the Ph.D., University of South Carolina, 1976), p. 37.

Rossetti¹⁰ identified competencies for which additional knowledge and/or understanding was needed by secretarial teachers in the secondary schools of New Jersey. Each of the 174 competencies identified was rank-ordered based on the degree of understanding and/or ability of the total group of teachers used in the study. The investigation also identified the relationship between the responses for each competency and selected personal and professional characteristics of the teachers. Rossetti classified the 174 competencies in the following categories: Professional and Community; Methodology and Techniques of Teaching; Understanding the Student and Learning Situation; Curriculum Planning; Selecting, Developing, and Using Instructional Materials and Equipment; Classroom Organization and Management; and Tests and Evaluation. Rossetti concluded that secondary school business teachers need more information and/or ability in the areas of Professional and Community competencies, Curriculum Planning competencies, and Selecting, Developing, and Using Instructional Materials and Equipment competencies.

Broder¹¹ also conducted an investigation to identify competencies for undergraduate office teacher educators as perceived by office

¹⁰Albert D. Rossetti, "Identification of Teaching Competencies for Which Additional Information and/or Understanding is Needed by the Secretarial Business Education Teachers in the Public Secondary Schools of New Jersey," Dissertation Abstracts 34:4067-A, December, 1973.

¹¹Thomas N. Broder, "An Identification of Teaching Competencies Necessary for Office Education," Dissertation Abstracts 35:7764-7765-A, April, 1975.

teachers in the field. The respondents were drawn from the office teacher population of Wayne, Oakland, and Macomb counties, Michigan, and were stratified by years of experience (1-3) and by university attended. Of the list of 75 competencies sent to respondents, five were identified as having high positive correlation with utilization. Those five were as follows: demonstrates good physical appearance; demonstrates a commitment to teaching; determines students' needs and goals; selects and develops instructional content for a lesson; and, monitors student progress and provides constructive feedback. No competencies were identified as being unique for office education. Broder recommended the use of field-centered approaches which allow the students to practice those skills deemed appropriate.

The studies by Hebert, Prather, and Sherman were each completed at the University of Houston and each used the identical statistical analyses in computing the data. Hebert¹² designed and executed a study to develop a list of competencies believed to be needed by beginning typewriting teachers. A list of competencies was developed and a reactionnaire was constructed to obtain the appraisals of beginning typewriting teachers in Texas and of business education authorities. The categories of competencies used were these: Planning, Administration, Instruction, Communications, Evaluation, Development of Pupil Self, and Development of Personal Skills. The modified Delphi technique was used in gathering data; three reactionnaires were sent to the two groups for their ranking

¹²Margaret Hebert, "An Analysis of Competencies Needed by Typewriting Teachers as Perceived by Business Teachers and by Authorities in Business Education" (unpublished dissertation for the Ed.D., University of Houston, 1973).

of the competencies. The results of the study produced a set of 174 competencies which may be used in initiating a program of competency-based teacher education for teachers of beginning typewriting. An analysis of the differences in perceptions of business education authorities and classroom teachers was also reported in the study.

Prather,¹³ in a study similar to that of Hebert, conducted an investigation designed to develop a list of competencies believed to be essential for teachers of shorthand and to determine the differences in perceptions of shorthand authorities and practicing teachers in Texas concerning the importance of the competencies listed. The modified Delphi technique was used in gathering the data. The study produced a list of competencies rated crucial by the groups and categorized as follows: Planning, six competencies; Instruction, seven competencies; Communications, two competencies; Development of Pupil Self, two competencies; and Personal Skills, two competencies. A second set of competencies, which should be considered when planning a competency-based teacher education program was also listed.

Sherman,¹⁴ executed a study to compile a rank-ordered list of competencies which introductory data-processing teachers should possess

¹³Helen Prather, "An Analysis of Competencies Needed by Shorthand Teachers as Perceived by Business Teachers and by Authorities in Business Education" (unpublished dissertation for the Ed.D., University of Houston, 1974).

¹⁴Nora Jo Martin Sherman, "An Analysis of Competencies Needed by Introductory Data Processing Teachers as Perceived by Authorities and Teachers of Data Processing," Dissertation Abstracts 36:5755-A, January, 1976.

and to analyze those competencies as perceived by data-processing teachers and authorities in the field of data processing. A modified Delphi technique was used as the tool for gathering, organizing, and sharing opinions of the participants in the study. Based on the data, three lists of competencies were developed. One list was rated crucial and highly desirable by business data processing authorities and Texas junior college teachers. The second list was rated crucial and highly desirable by business data processing authorities and Texas high school teachers. The third list was rated crucial and highly desirable by the three groups to be given immediate consideration in the planning and implementation of a competency-based teacher education program in business education.

The preceding research studies are significant in that they each provide a list of competencies for business teachers; however, these studies are specialized, while it is believed that preparation for business teacher education should be comprehensive. The studies by Johnson, Lima, Newsham, and Byorek are of wider scope.

Johnson¹⁵ conducted a study to analyze the degree of congruence between teaching competencies perceived by business educators as necessary for teaching in the public secondary school of South Carolina and the preparation received in teacher education programs in the State. A list of 150 competencies was compiled and categorized as follows: Professional; Instructional (Curriculum Planning, Teaching, and Evaluation); Organization and Management; and Communications and Guidance.

¹⁵ Johnson, pp. 1-197.

The original list was validated by twelve business educators in teaching and administrative positions in the schools, colleges, and the South Carolina State Department of Education. A list of 92 competencies resulting from the validation process was used in a questionnaire distributed to secondary school business teachers in South Carolina.

Teachers were asked to rate each competency according to its importance to teaching success and to specify the degree of preparation they felt they received from their college programs. The study revealed that all competencies listed in the questionnaire were considered by both groups to be important to successful teaching in business education. An analysis of preparation scores given by teachers revealed that they believed that they received adequate preparation for 56 of the 92 competencies and moderate to no preparation for the remaining 36. The teachers expressed the lowest degree of preparation in the areas of professionalism and curriculum planning. The areas of teaching and communications and guidance received the highest ratings.

From a grant provided by the Business Education Section of the Division of Vocational Education in the Florida State Department of Education, Lima¹⁶ coordinated a project to develop a Catalog of Business Education Teacher Competencies with Accompanying Performance Based Units. An eight-member advisory board composed of classroom teachers developed a list of competencies which was refined, revised, and categorized as follows:

¹⁶Judy Lima, Project Coordinator, A Project to Develop a Catalog of Business Teacher Competencies with Accompanying Performance Based Units, (Tampa: Department of Vocational and Adult Education, University of South Florida, 1972). (Mimeographed.)

1. Planning Instruction
2. Executing Instruction
3. Evaluating Instruction
4. Classroom Management--Administrative Duties
5. Human Relations
6. Guidance
7. Personal/Professional Skills
8. Business Education Professional Knowledge.

A total of 65 competency statements was compiled in the Catalog which was sent for validation purposes to all business teacher educators at the nine state universities, to 100 business education classroom teachers throughout the state, to 50 business education student teachers, and to all business teachers in Hillsborough County, Florida. As no statement received a rating of "unimportant," no competencies were deleted from the Catalog.

Newsham¹⁷ designed and executed a study to identify competencies needed by secondary school business and office education teachers in Louisiana. An opinionnaire, containing 147 items, was mailed to 790 business and office education teachers. The items related to the competency areas of: Planning, Developing, and Evaluating the Program; Planning and Implementing Instruction for the Classroom; Evaluating Instruction; Guiding and Understanding the Student; Managing the Classroom; Developing the Professional Role; Communicating with the Public;

¹⁷Janie Newsham, "Competencies Needed by Secondary Teachers in Business and Office Education in Louisiana" (unpublished dissertation for the Ed.D., Louisiana State University, 1979).

Sponsoring Student Business and Office Education Organizations; and, Coordinating On-The-Job Work Experiences. Within the context of the study Newsham concluded that:

the population of business and office education teachers in Louisiana agreed that all 147 competencies listed on the opinionnaire were of importance to their teaching;

competency area three, "Evaluating Instruction," comprised the largest number, 73 percent, of the total items within the nine competency areas considered to be of major importance by the teachers;

competency area nine, "Coordinating On-The-Job Work Experience," comprised the smallest number, 19 percent, of the total items within the nine competency areas considered to be of major importance by the teachers.

Among the recommendations made by Newsham were the following:

in-service workshops should be provided by local education agencies and/or professional organizations; topics for in-service workshops conducted by the Business and Office Section within the State Department of Education should be selected from the list of competencies identified as being important by the teachers; and, curriculum planners at the state and local levels should use the comprehensive list of competencies for the development of competency-based business teacher education programs.

The purpose of a study by Byorek¹⁸ was to identify the competencies desirable for public secondary school business education teachers in the United States. A list of 206 competencies was generated from the literature and submitted to a group of 26 business education experts

¹⁸Joan B. Byorek, "Competencies Needed by Secondary School Business Education Teachers in the United States" (unpublished dissertation for the Ph.D., New York University, 1978).

for review. The original list was revised and a final list of 178 competencies was compiled in a questionnaire. The competencies were classified under nine clusters as follows: Instruction (15); Planning (31); Evaluation (15); Execution (32); Human Relations (14); Administration and Supervision (13); Guidance (11); Professional Role (26); and Professional Skills (21). The main body of data was collected by means of a questionnaire mailed to a random sample of 300 persons selected from the 1975-1976 membership of the National Business Education Association (108 teachers, 108 supervisors, and 84 administrators). Based on mean scores, the five most important competencies identified were these: demonstrates knowledge of the subject matter; treats all students fairly; shows interest and is enthusiastic toward the subject matter he/she teaches; is enthusiastic, interesting, and motivating; and, encourages students to ask questions about phases of the work that they do not understand.

The importance of competency-based programs in business teacher education was cited in a policy statement issued by the Policies Commission for Business and Economic Education,¹⁹ which stated as follows: "[We Believe] That the primary emphasis in teacher preparation should be on teacher competencies rather than on completion of specified courses." The Commission listed four minimum competencies as essential for initial certification of business teachers as follows:

¹⁹ Policies Commission for Business and Economic Education, "This We Believe About the Preparation and Certification of Business Teachers," Business Education Forum, 26:61-62, April, 1972.

1. The business teacher can show the relationships of individuals, businesses, government, labor and professional groups in the economic decision-making process in our society.
2. The business teacher can assess accurately the progress that learners are making, diagnose learning difficulties, and prescribe appropriate study activities, including the use of general and specialized educational technology and resources.
3. The business teacher can plan learning activities that are motivating to the learners and can manage the learning activities in such a way that the maximum amount of learning occurs.
4. The business teacher is knowledgeable about career education and the role that business education has in this concept.

To the extent that they each identified a list of competencies deemed essential for business education teachers, the research studies reviewed in this section are similar to the present one. A significant difference is that five of the studies developed competency lists for specific areas--secretarial/office, typing, shorthand, and data processing; this study is inclusive of all areas of business education. The major difference between the present study and all others reviewed is that this one couples an assessment of the needs of in-service teachers with the identification of competencies; no other study was found which did so.

Summary

In order to reduce the numbers of inferior programs and inferior teachers in today's schools, numerous research studies have been conducted and many articles have been written which advocate identifying

and utilizing criteria for teacher competency as a basis for teacher certification. In order to establish a foundation for the present study, literature was reviewed in two categories: competency-based teacher education and competency-based business teacher education.

In the area of competency-based teacher education, Dodl and colleagues developed a catalog of teacher competencies; Brown and Okey identified and classified competencies into three levels of training. Pharr and Starr each conducted studies to determine competencies necessary for first-year teachers.

In business education, studies conducted by Rossetti, Broder, Hebert, Prather, and Sherman identified competencies needed by secretarial, office education, beginning typwriting, shorthand, and data-processing teachers, respectively. Johnson analyzed the degree of congruence between competencies perceived as necessary for successful business teachers in South Carolina and the preparation received in teacher education programs in that state. Lima developed a catalog of business teacher competencies with accompanying performance-based units. Newsham identified competencies needed by secondary school business and office education teachers in Louisiana, while Byorek identified competencies desirable for secondary school business teachers in the United States.

The identification of the characteristics of successful teachers through identifying the competencies which they possess is basic to competency-based teacher education programs and is the task of many educators and researchers who view the competency-based approach as a viable alternative to the approved-program approach of certification.

CHAPTER III
METHODS AND PROCEDURES

The major problem of this study was to develop a comprehensive list of competencies deemed essential for secondary school business teachers in North Carolina. A secondary problem was to determine the in-service training needs of North Carolina's secondary school business teachers based on the competencies identified.

To solve the problems, the survey method of investigation was used to ascertain the answers to the following questions:

1. What are the competencies needed by business teachers in the secondary schools of North Carolina?
2. What are the differences in perceptions between (a) state and local supervisory personnel in business education in the twelve states which comprise the Southern Business Education Association and (b) selected in-service business teachers in North Carolina relative to the importance of each competency?
3. What are the expressed needs of in-service secondary school business teachers in North Carolina relative to the competencies identified?

This chapter contains a description of the methods and procedures used in this study. Included in the chapter are the following major

divisions: (1) The Compilation of a List of Competencies and the Development of the Reactionnaire, (2) The Validation of the Competencies, (3) The Selection of the Sample and the Distribution of the Reactionnaire, (4) The Selection of the Sample and the Needs Assessment, (5) The Treatment of the Data, and (6) The Summary.

The Compilation of a List of Competencies and
the Development of the Reactionnaire

An original list of 197 (36 competencies and 161 supporting performance indicators) teacher competencies in business and office education was compiled by reviewing the literature; by examining secondary school business textbooks and teacher's guidebooks; and by revising the list of competencies drafted by an eight-member committee composed of North Carolina business teachers, teacher educators, and North Carolina's Chief Consultant for Business and Office Education. Because the business educator is expected to be able to teach successfully a variety of business subjects and because teaching is a professional activity which requires that the teacher be able to make rational decisions relative to such matters as curriculum design and methods of instruction, the list of competencies was comprehensive in scope. The competencies focused on what the teacher should know, feel, and be able to do in order to facilitate learning. With one exception, the addition of the Business Mathematics category, the categories of competencies used were the same as those selected and used by the committee of business teachers, teacher educators, and the Chief Consultant

for Business and Office Education in North Carolina. The following Table shows the categories of competencies and the original number of competencies in each category.

Table 1
Categories of Competencies and the Original
Number of Competencies in Each Category

Category	Number of Competencies
I. Content and Overall Knowledge of Business:	
Business Communications	10
Economic and Legal Environment	11
Accounting	8
Business Mathematics	6
Data Processing	10
Clerical/Secretarial	22
Management	13
Marketing	15
Finance	18
II. Professional Skills/Techniques/Methodologies:	
History and Philosophy	11
Organization and Administration	25
Curriculum Design, Implementation, and Evaluation	13
Methods of Instruction	29
Business Work Experience	6
Total	197

From the original list of competencies, a reactionnaire was designed (Appendix A) and submitted to a graduate class of 11 business teachers at the University of North Carolina at Greensboro. The

teachers were asked to make any criticisms or comments which they believed would be helpful in refining the instrument. Based on their suggestions, a significant change was made in the format; specifically, the 36 broad competency statements were eliminated. A few minor changes were made in the wording of some of the competency statements. Table 2 shows the distribution of the competencies listed on the revised reactionnaire.

Table 2
Distribution of the Revised List of Competencies
Among the Original Competencies

Category	Number of Competencies
I. Content and Overall Knowledge of Business:	
Business Communications	9
Economics and Legal Environment	9
Accounting	6
Business Mathematics	5
Data Processing	8
Clerical/Secretarial	20
Management	10
Marketing	10
Finance	14
II. Professional Skills/Techniques/Methodologies:	
History and Philosophy	10
Organization and Administration	19
Curriculum Design, Implementation, and Evaluation	10
Methods of Instruction	26
Business Work Experience	5
Total	161

The Validation of the Competencies

The revised list of 161 competencies (Appendix B) was sent to a population which consisted of 30 state and local supervisors from the 12 states which comprise the Southern Business Education Association and 75 North Carolina secondary school business teachers. The state and local supervisors were randomly selected from the directory of State and Local Supervisory Personnel in Business Education, which appeared in the December, 1980, issue of the Business Education Forum. The distribution of the sample of supervisors by states was as follows: Alabama, 3; Arkansas, 1; Florida, 10; Kentucky, 2; Louisiana, 4; Mississippi, 1; North Carolina, 2; South Carolina, 1; Tennessee, 1; Virginia, 4; West Virginia, 1. The business teachers were randomly selected from a computer print-out of North Carolina business teachers, which was obtained from the Chief Consultant for Business and Office Education in North Carolina.

The supervisors and teachers were asked to rate each competency based on their perception of its importance to teaching according to the following scale:

- 1 = the competency is of little or no importance
- 2 = the competency is of moderate importance
- 3 = the competency is of average importance
- 4 = the competency is of above-average importance
- 5 = the competency is essential.

Space was provided at the end of each category so that additional competencies could be written in. Participants were also asked to write comments which would improve the instrument. Copies of the covering letters are found in Appendixes C and D.

On March 31, 1981, follow-up postal cards (Appendixes E and F) were mailed to those who had not returned the reactionnaire. By April 6, 53 instruments, which represented 50 percent of the 105 mailed, had been returned (33 of the 75 sent to teachers [44 percent], and 20 of the 30 sent to supervisors [67 percent]). It was felt that a 50 percent return was sufficient, and no further follow-up was made:

The mean value for each competency was calculated. Since no competency had a mean of 2.500 or less, none was eliminated from the list. Minor changes were made in the wording of some competencies according to suggestions given. One new competency was added to the data processing category.

The validation process, which resulted in a list of 162 competencies, was completed by April 13, 1981.

The Selection of the Sample and Distribution of the Reactionnaire

The total population of the study (312) consisted of 88 (75 percent) of the state and local supervisors in business education selected from the 12 states which comprise the Southern Business Education Association and 224 (15 percent) of the secondary school business teachers in North Carolina.

The 88 state and local supervisors selected were those whose names were listed in the Directory of State and Local Supervisory Personnel in Business Education which appeared in the December, 1980, issue of the Business Education Forum, but who were not used in the validation process. The numbers of supervisors selected from each of the 12 states were as follows: Alabama, 6; Arkansas, 4; Florida, 19; Georgia, 5; Kentucky, 5; Louisiana, 9; Mississippi, 1; North Carolina, 7; South Carolina, 5; Tennessee, 9; Virginia, 16; West Virginia, 2.

The 224 business teachers selected represented 15 percent of the total number of secondary school business teachers in North Carolina during the 1980-1981 school year. From a computer print-out of a list of business teachers, a random sample was selected through the use of a Table of Random Digits.

A covering letter and the revised reactionnaire were mailed to the 312 supervisors and teachers who had been selected as the population for this study (Appendixes G, H, and I). They were asked to rate each competency, based on their perception of its importance to teaching, according to the following scale:

- 1 = the competency is of little or no importance
- 2 = the competency is of moderate importance
- 3 = the competency is of average importance
- 4 = the competency is of above-average importance
- 5 = the competency is essential.

Participants were asked to write in additional competencies and to make pertinent comments if they desired.

The first mailing yielded a response from 67 teachers and 20 supervisors, a 28 percent return. On May 7, 1981, follow-up postal cards

(Appendixes J and K) were mailed to non-respondents. An additional 42 responses were received (23 from teachers and 19 from supervisors). The total return of 129 reactionnaires (90 of the 224 sent to teachers [40 percent], and 39 of the 88 sent to supervisors [44 percent]) represented 41 percent of the total sample (312) and was considered adequate for the study. No other follow-up was made.

Of the 90 returns received from teachers, two were not completed and were, therefore, not usable. The reasons cited for not completing the reactionnaire were (1) that on March 20, 1981, the teacher acquired a position in a non-educational field and did not think it feasible to respond to the reactionnaire; (2) that the teacher is no longer working in North Carolina; her replacement returned the instrument.

As a result of the elimination of the two instruments, 127 reactionnaires, received from 88 teachers and 39 supervisors (40 percent of the total sample) were used in the study to determine the competencies deemed necessary for business teachers.

The Selection of the Sample and the Needs Assessment

From the computer print-out of business teachers in North Carolina, 75 teachers were selected, using a stratified random sample, from regions I (Northeast), V (Northcentral), and VIII (West). (See Figure 1.) As can be observed in Table 3, 35 secondary schools which offer business courses in Region I represented 23 percent of the 151 schools in the three regions; 23 percent of the desired number (75)

resulted in the selection of 17 schools from Region I. Region V had 79 secondary schools which offer business courses, or 52 percent of the schools in the three regions; 52 percent of the desired number (75) resulted in the selection of 39 schools from Region V. The 37 secondary schools which offer business courses in Region VIII, 25 percent of the total schools in the three regions, resulted in the selection of 19 schools (29 percent of 75) from Region VIII.

Table 3

Stratified Sample Selection of Business Teachers from
Seventy-Five Schools in Three Regions

Region	Number of Schools in Region	Percent of Total Schools	Number of Schools/ Teachers Selected
I	35	23	17
V	79	52	39
VIII	37	25	19
Total	151	100	75

The selection process was completed by randomly selecting one business teacher from each of 17 schools in Region I, one teacher from each of 39 schools in Region V, and one teacher from each of 19 schools in Region VIII.

A reactionnaire was designed to assess the need for in-service training of business teachers in North Carolina. The instrument was

composed of the list of competencies identified earlier in this study and revised according to the suggestions of business education supervisors and business teachers.

On May 19, 1981, the reactionnaire and covering letter (Appendixes L and M) were mailed to the sample of 75 business teachers. The teachers were asked to rate each competency according to their perception of the need for in-service training according to the following scale:

- 1 = there is little or no need for in-service training
- 2 = there is a moderate need for in-service training
- 3 = there is an average need for in-service training
- 4 = there is an above-average need for in-service training
- 5 = there is a critical need for in-service training.

By June 1, 1981, 17 reactionnaires, or 23 percent of the total distributed, had been returned. A follow-up postal card (Appendix N) was mailed to non-respondents on June 3, 1981. As a result of the follow-up, 20 additional responses were received. The total of 37 responses represented a 49 percent return and was considered sufficient for the study; no other follow-up was made.

The Treatment of the Data

The data were collected for this study by means of a survey (reactionnaire) which was mailed to a randomly selected population of business education supervisors and teachers. In phase one of the study, the supervisors and teachers were asked to react to a validated list of

competencies deemed necessary for secondary school business teachers by rating each competency using a five-point scale. In phase two of the study, business teachers were asked to react to the revised list of competencies by indicating, on a five-point scale, their perception of the need for in-service training.

A multivariate analysis of variance test was performed to ascertain the differences between category scores given by supervisors and those given by teachers. A one-way analysis of variance test was performed to determine the differences between the individual competency scores given by supervisors and teachers. The mean score and rank order for the importance of each competency were determined. The mean scores for the amount of in-service training needed for each competency were calculated, and the competencies were ranked according to the computed mean scores.

Summary

This study was designed to identify a list of competencies deemed necessary for secondary school business teachers and to assess the needs of in-service business teachers relative to the competencies identified. Specifically, the following questions were addressed:

1. What are the competencies needed by business teachers in the secondary schools of North Carolina?
2. What are the differences in perception between (a) state and local supervisory personnel in business education in the 12 states which comprise the Southern Business Education

Association and (b) selected in-service business teachers in North Carolina relative to the importance of each competency?

3. What are the expressed needs of in-service secondary school business teachers in North Carolina relative to the competencies identified?

To answer the first two questions, an original list of 161 competencies for secondary school business teachers was compiled and validated by a sample of 53 business education supervisors and teachers. The validation process resulted in a list of 162 competencies, which was utilized in a reactionnaire mailed to 312 randomly selected business education supervisors and teachers. The supervisors and teachers were asked to rate each competency on a five-point scale ranging from "The competency is of little or no importance" to "The competency is essential."

To answer the third question, the list of 162 competencies which resulted after revisions were made as suggested by the supervisors and teachers was compiled and used in a reactionnaire sent to 75 business teachers. The teachers were asked to rate each competency on a five-point scale ranging from "There is little or no need for in-service training" to "There is a critical need for in-service training."

A multivariate analysis of variance test was performed to determine the degrees of differences in perceptions between category scores assigned by supervisors and those assigned by teachers, and a one-way analysis of variance test was performed to determine the degrees of differences in perceptions between the individual competency scores assigned by the supervisors and the teachers. Statistically, mean

scores were calculated and rank orders were determined for each competency according to its importance. The mean score and rank order for the importance of each competency were determined. The mean scores were calculated for the amount of in-service training needed, and the competencies were ranked according to the mean scores received.

CHAPTER IV

FINDINGS

The findings of this study, based on data collected from returned reactionnaires, are presented in this chapter in two parts. The first part presents an analysis of each competency statement according to ratings given by business education supervisors and teachers. The results of the multivariate analysis of variance test, performed to determine if there were significant differences between the category ratings by supervisors and teachers, is also presented in part one. The questions answered in part one are:

1. What are the competencies needed by business teachers in the secondary schools of North Carolina?
2. What are the differences in perceptions between (a) state and local supervisory personnel in business education in the twelve states which comprise the Southern Business Education Association and (b) selected in-service business teachers in North Carolina relative to the importance of the competencies identified?

The second part of the chapter contains a ranking of the competency statements according to scores given by North Carolina secondary school business teachers, expressing their need for in-service instruction. The question answered in part two is this:

What are the expressed needs of in-service secondary school business teachers in North Carolina relative to the competencies identified?

An Analysis of Competencies

The 162 competency statements which made up the reactionnaire used in this study were grouped into 14 categories according to specific subject matter content and to professional skills, techniques, and methodologies. Supervisors and teachers were asked to rate each statement relative to their perception of its importance to teaching.

The following rating scale was used:

- 1 = the competency is of little or no importance
- 2 = the competency is of moderate importance
- 3 = the competency is of average importance
- 4 = the competency is of above-average importance
- 5 = the competency is essential.

The results of the multivariate analysis of variance (MANOVA) test criteria for the determination of the overall group effect for the 14 categories of competencies are shown in Table 4.

Table 4

Multivariate Analysis of Variance Test Criteria
Comparing Ratings of Supervisors and Teachers

Number of Items	F-Value	Degrees of Freedom	Prob > F
14	4.25	14,112	0.0001

The 0.05 level of significance was selected for use in this study. The MANOVA test revealed that there were overall significant differences among the ratings assigned by the supervisors and the teachers. Table 5 presents the analysis of variance for the categories which were responsible for the significant differences at the 0.05 level.

Table 5

Analysis of Variance Comparing Ratings of
Supervisors and Teachers

Category	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F - Prob Value > F
Economic and Legal Environment	Between Groups	2.497	1	2.497	4.81 0.0301
	Within Groups	64.827	125	0.519	
Data Processing	Between Groups	3.011	1	3.011	5.34 0.0225
	Within Groups	70.484	125	0.564	
Management	Between Groups	3.714	1	3.714	7.69 0.0064
	Within Groups	60.337	125	0.483	
History and Philosophy	Between Groups	6.305	1	6.305	13.39 0.0004
	Within Groups	58.850	125	0.471	

Table 5 (continued)

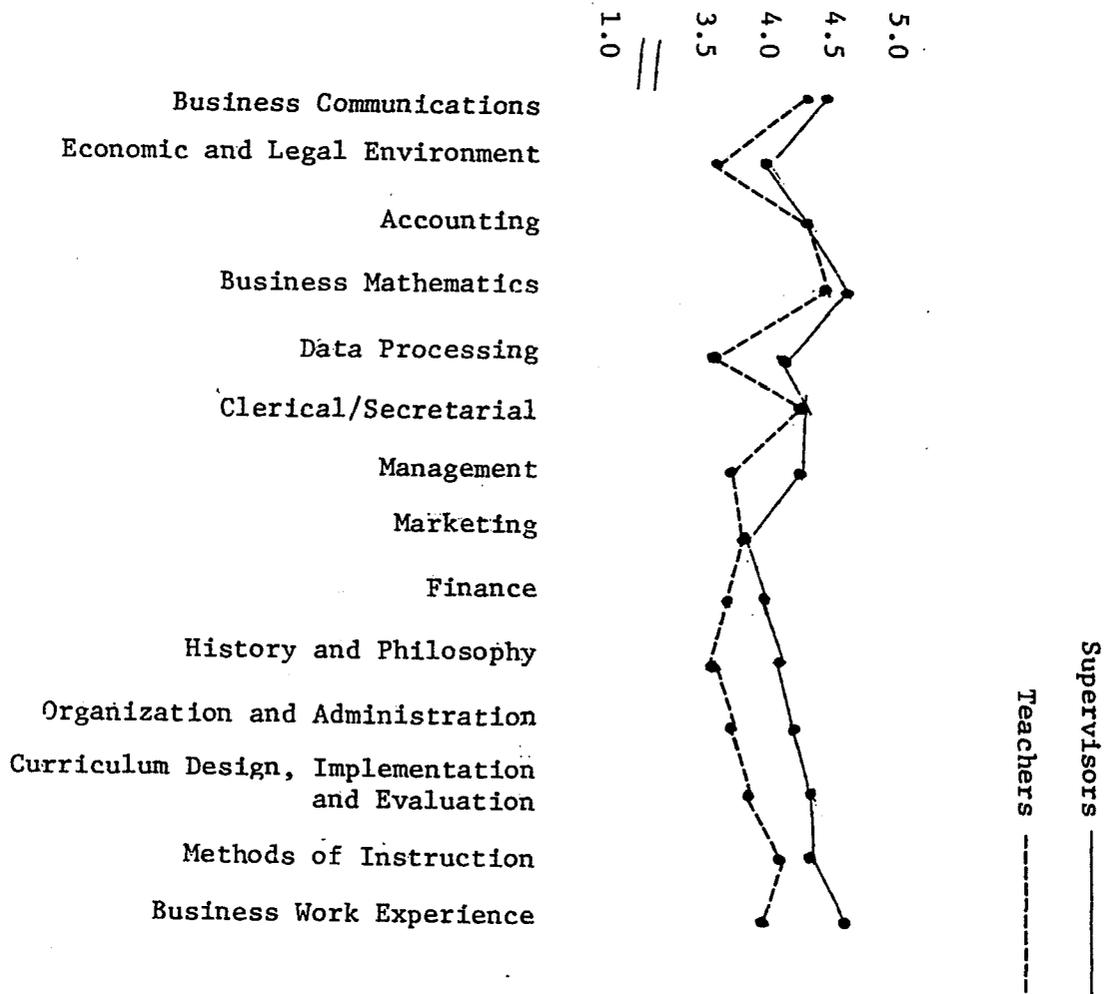
Category	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F - Value	Prob > F
Organization and Administration	Between Groups	5.106	1	5.106	11.38	0.0010
	Within Groups	56.105	125	0.449		
Curriculum Design, Implementation, Evaluation	Between Groups	3.315	1	3.315	9.41	0.0026
	Within Groups	44.042	125	0.352		
Business Work Experience	Between Groups	2.871	1	2.871	11.36	0.0010
	Within Groups	31.599	125	0.253		

There were no significant differences between the perceptions of the supervisors and the teachers at the 0.05 level in the remaining categories: Business Communications (Prob > F = 0.45); Accounting (Prob > F = 0.50); Business Mathematics (Prob > F = 0.09); Clerical/Secretarial (Prob > F = 0.80); Marketing (Prob > F = 0.95); Finance (Prob > F = 0.61); and Methods of Instruction (Prob > F = 0.09).

Figure 2 displays the mean values of the 14 categories according to the ratings given by the supervisors and the teachers. In all but one category, Marketing, supervisors' ratings were higher than those given by the teachers. When the mean values were rounded off for the purposes of Figure 2, the values were identical for supervisors and teachers in three categories: Accounting, Clerical/Secretarial, and Marketing.

Figure 2

Comparison of Mean Values of 14 Categories of Competencies
According to Ratings Given by Supervisors and Teachers



Based upon the ratings given by the supervisors and the teachers, the mean value and the standard deviation for each competency were determined, and a rank order was assigned to each statement according to its mean value. Tables 6-19 present the rank order, mean value, and standard deviation for each competency statement within each of the categories. In the process of analyzing mean values for each competency and/or each category of competencies, a decision had to be made regarding the interpretation of mean values above and below each of the numbers used in the rating scale. The following scheme was used to report, in narrative form, the analysis of mean values:

- 0.00 - 1.50 = the competency is of little or no importance
- 1.51 - 2.50 = the competency is of moderate importance
- 2.51 - 3.50 = the competency is of average importance
- 3.51 - 4.50 = the competency is of above-average importance
- 4.51 - 5.00 = the competency is essential.

There was no significant difference between the perceptions of business education supervisors and teachers in the Business Communications category of competencies (Prob > F = 0.45), as revealed in Table 6. Further, no single statement within the Business Communications category was rated differently by the supervisors and teachers to be considered statistically significant at that level.

Table 6

Rank Order of Competencies Within the Business Communications Category Based on Levels of Importance Assigned Each Competency by Business Education Supervisors and Teachers

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
The teacher should be able to:									
1. Use correct English grammar and punctuation.	5.00	0.00	1	4.98	0.21	1	4.98	0.18	1/1
2. Compose effective business letters, reports, memorandums, and other kinds of business communications.	4.87	0.34	2	4.73	0.52	3	4.77	0.47	2/7.5
3. Use a clear, concise writing style.	4.77	0.48	3	4.75	0.46	2	4.76	0.47	3/9
4. Identify and demonstrate effective oral, nonverbal, and listening skills.	4.72	0.51	4	4.55	0.62	4	4.60	0.59	4/25.5

Table 6 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
5. Adapt the communication to the readers' level of understanding.	4.54	0.72	5	4.49	0.76	6	4.50	0.74	5/39
6. Identify and explain the major types of business letters and the circumstances which determine their use.	4.49	0.76	6	4.51	0.68	5	4.50	0.70	6/39
7. Determine the appropriate communication tool (telephone, mail, etc.) to be used in a given business situation.	4.38	0.75	7	4.33	0.78	7	4.35	0.77	7/64
8. Make decisions involving the selection and organization of content and the choice of format.	4.28	0.76	8	4.15	0.77	8	4.19	0.76	8/84.5
9. Describe basic psychological concepts applicable to effective communication.	3.41	0.99	9	3.51	1.09	9	3.48	1.06	9/158.5

*The number preceding the diagonal (/) is the overall rank order of the statement within the category; the number following the diagonal (/) is the rank order of the competency in the list of 162 competency statements.

The statement, "[The teacher should be able to:] use correct English grammar and punctuation," was not only ranked highest within the Business Communications category, but it was also ranked highest among the 162 statements. With one exception, "[The teacher should be able to:] describe basic psychological concepts applicable to effective communications," all of the statements within the Business Communications category were rated as being above average or higher in importance. Supervisors rated five of the nine competencies in the Business Communications category as essential, three as above average in importance, and one as average in importance. In the overall rating, five competencies were considered essential, three above average in importance, and one of average importance. The standard deviation appeared to increase as the competency was considered less important.

As can be observed in Table 7, overall, the difference between the perceptions of the business education supervisors and teachers relative to the importance of the competencies in the Economic and Legal Environment category was significant at the 0.05 level (Prob > F = 0.03). Three of the nine statements accounted for that difference: competencies Number 1 (Prob > F = 0.01), Number 2 (Prob > F = 0.00), and Number 7 (Prob > F = 0.01).

Table 7

Rank Order of Competencies Within the Economic and Legal Environment Category Based on Levels of Importance Assigned Each Competency by Business Education Supervisors and Teachers

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
The teacher should be able to:									
**1. Describe the major components of the American free enterprise system as they relate to the roles, rights, and responsibilities of the individual consumer/wage earner/producer/voter.	4.62	0.63	1	4.20	0.90	1	4.33	0.85	1/67.5
**2. Describe the major functions, roles, and operations of business organizations in the American free enterprise system.	4.54	0.68	2	4.02	0.86	2	4.18	0.84	2/86.5
3. Describe the general principles which relate to laws governing: negotiable contracts, buying and selling goods, insurance, and property rights.	4.21	0.83	3	3.93	0.98	3	4.02	0.94	3/112.5

Table 7 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
4. Identify the effects of international trade and activity on the American economy.	4.00	0.83	4	3.67	0.88	4	3.77	0.37	4/145.5
5. Contrast the roles of individuals, business firms, and governments in different economic systems.	3.95	0.72	6	3.65	0.94	5	3.74	0.88	5/149
6. Describe the significant provisions of the American legal system that relate to the creation, regulation, and operation of business organizations.	3.85	0.81	7	3.63	0.98	6	3.69	0.94	6/151.5
**7. Analyze the role of the American legal system in business; integrate legal principles into the total curriculum.	3.97	0.96	5	3.50	1.05	7.5	3.65	1.04	7/154

Table 7 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
8. Utilize statistical techniques and economic theories to analyze business activities associated with production and the environment, supply and demand, price and value.	3.51	0.94	6	3.50	0.93	7.5	3.50	0.93	8/157
9. Describe the fundamental factors operating in a micro- and macro-economic analysis.	3.33	0.98	9	3.14	0.98	9	3.20	0.98	9/162

*The number preceding the diagonal (/) is the overall rank order of the statement within the category; the number following the diagonal (/) is the rank order of the competency in the list of 162 competency statements.

**There were significant differences at the 0.05 level between the perceptions of supervisors and teachers relative to the importance of the competency.

The supervisors rated two of the competencies in the Economic and Legal Environment category as being essential, six as being above average, and one as being of average importance. The teachers rated six of the competencies as being of above-average importance and three as being of average importance. Overall, seven of the competencies were rated as being above average, and two were rated as average in importance. Competency Number 9 was ranked lowest within the category and lowest of the 162 competency statements.

The overall difference between the perceptions of business education supervisors and teachers relative to the importance of the competencies in the Accounting category was not statistically significant at the 0.05 level ($\text{Prob} > F = 0.50$) as revealed in Table 8.

Table 8

Rank Order of Competencies Within the Accounting Category Based on Levels of Importance Assigned
Each Competency by Business Education Supervisors and Teachers

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
The teacher should be able to:									
1. Prepare and analyze financial statements.	4.64	0.71	1	4.63	0.63	2	4.63	0.65	1/22
2. Record, summarize, and analyze transactions as they occur throughout the accounting cycle including the cycle with the combination journal and subsidiary ledgers.	4.54	0.85	2.5	4.65	0.59	1	4.61	0.68	2/23.5
3. Prepare and analyze financial records as used in activities associated with banking, payroll systems, taxes, and depreciation.	4.54	0.76	2.5	4.47	0.73	4	4.49	0.73	3/42.5
4. Analyze the importance of the accounting function in the overall operation of a business.	4.41	0.79	4	4.51	0.68	3	4.48	0.71	4/44.5

Table 8 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
5. Utilize computerized accounting systems and explain how they are integrated into the accounting process.	4.28	0.83	5	4.03	0.85	5	4.11	0.85	5/97
6. Compare the accounting systems, problems, and procedures of various types of business organizations.	4.18	0.79	6	3.86	0.86	6	3.96	0.85	6/118.5

*The number preceding the diagonal (/) is the overall rank order of the statement within the category; the number following the diagonal (/) is the rank order of the competency in the list of 162 competency statements.

Of the six statements in the Accounting category, three were rated by both the supervisors and teachers as being essential, and three were rated by both groups as being of above average in importance. The standard deviation in the overall ratings appeared to increase as the competencies were considered less important.

As can be observed in Table 9, the Business Mathematics category of competencies did not show a significant difference between the opinions of supervisors and teachers at the 0.05 level (Prob > F = 0.09). However, competency Number 5 did show a difference at that level (Prob > F = 0.00).

Table 9

Rank Order of Competencies Within the Business Mathematics Category Based on Levels of Importance Assigned Each Competency by Business Education Supervisors and Teachers

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
The teacher should be able to:									
1. Demonstrate proficiency in the fundamental skills in math: addition, subtraction, multiplication, division, fractions, percentages, and metric conversions.	4.87	0.47	1	4.86	0.41	1	4.87	0.42	1/2
2. Perform accurate calculations to solve problems associated with financial records and reports: payrolls, commissions, petty cash and inventories.	4.77	0.54	2	4.63	0.63	3	4.67	0.60	2/15.2
3. Perform accurate calculations in problems associated with the math of money and banking: computing interest, discounting notes and drafts, and deferred payments and charges.	4.72	0.56	3	4.64	0.59	2	4.66	0.58	3/17.5

Table 9 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
4. Accurately solve math problems associated with personal finance in matters dealing with taxes, insurance, credit, and savings and investments.	4.62	0.63	4	4.59	0.67	4	4.60	0.66	4/25.5
**5. Demonstrate proficiency in the use of various types of calculators in solving problems in business math.	4.46	0.64	5	3.97	0.90	5	4.12	0.86	5/95

*The number preceding the diagonal (/) is the overall rank order of the statement within the category; the number following the diagonal (/) is the rank order of the competency in the list of 162 competency statements.

**There were significant differences at the 0.05 level between the perceptions of supervisors and teachers relative to the importance of the competency.

Except for Number 5, which was rated as being of above-average importance, all of the competencies in the Business Mathematics category were considered to be essential. The competency that was ranked highest within the category was ranked second among the total 162 competency statements.

As shown in Table 10, there was a significant difference between responses given by supervisors and teachers at the 0.05 level in the Data Processing Category (Prob > F = 0.02). However, only four of the nine competency statements in the category showed significant differences between the perceptions of the two groups; those four were numbers six through nine.

Table 10

Rank Order of Competencies Within the Data Processing Category Based on Levels of Importance Assigned Each Competency by Business Education Supervisors and Teachers

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
The teacher should be able to:									
1. Identify business applications which might be appropriately processed by a computer.	4.41	0.72	1	4.13	0.80	1	4.21	0.78	1/78
2. Analyze and interpret the results of processed data, evaluating methods used and validity of results.	4.23	0.71	2	4.03	0.84	2	4.09	0.80	2/101
3. Distinguish between purposes and types of computer hardware (including mini-computers) and software.	4.18	0.76	3	3.90	0.84	3	3.98	0.83	3/117
4. Describe the various data storage and retrieval systems.	4.05	0.89	6	3.77	0.91	5	3.86	0.91	4.136

Table 10 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
5. Demonstrate proper techniques and skills in using various pieces of computer equipment.	3.87	1.03	7	3.84	0.99	4	3.85	1.00	4/139
**6. Demonstrate the ability to execute packaged programs common to business.	4.05	0.94	5	3.64	1.02	6	3.76	1.01	6/147.5
**7. Identify the features of a management information system.	4.08	0.74	4	3.51	0.91	7	3.69	0.90	7/151.5
**8. Identify the features of a teleprocessing environment.	3.79	0.86	8	3.34	0.98	8	3.48	0.97	8/158.5
**9. Demonstrate the ability to write and run programs in at least two computer languages.	3.77	1.09	9	3.27	1.16	9	3.43	1.16	9/160

*The number preceding the diagonal (/) is the overall rank order of the statement within the category; the number following the diagonal (/) is the rank order of the competency in the list of 162 competency statements.

**There were significant differences at the 0.05 level between the perceptions of supervisors and teachers relative to the importance of the competency.

The supervisors rated each of the nine statements in the Data Processing category as being of above-average importance; the teachers rated seven as being above average and two as being average in importance. Competency Number 9, ranked lowest within the Data Processing category, was ranked 160 among the total of 162 competency statements; many of the supervisors and teachers questioned the necessity of being able to write and run programs in two computer languages.

As shown in Table 11, there was no significant difference between the opinions of supervisors and teachers at the 0.05 level ($\text{Prob} > F = 0.80$) for the overall group of competencies in the Clerical/Secretarial category. However, there were significant differences between perceptions in five of the twenty competency statements: Numbers 5, 7, 9, 11, and 17.

Table 11

Rank Order of Competencies Within the Clerical/Secretarial Category Based on Levels of Importance Assigned Each Competency by Business Education Supervisors and Teachers

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
The teachers should be able to:									
1. Establish interpersonal skills, work habits and attitudes that are acceptable in an office.	4.82	0.45	1	4.76	0.53	1	4.78	0.50	1/6
2. Plan and organize work by setting priorities for effectively accomplishing job tasks.	4.72	0.60	5.5	4.69	0.57	2	4.70	0.58	2/11
+3. Transcribe dictated material into mailable form, including correct grammar, punctuation, and format.	4.74	0.79	4	4.67	0.56	3	4.69	0.56	3/12.5
4. Make effective decisions involving human relations situations in an office setting.	4.69	0.52	7	4.67	0.56	3	4.68	0.55	4/14
**5. Demonstrate proper techniques and skills in the operation of keyboarding equipment.	4.79	0.41	2.5	4.57	0.56	6	4.64	0.53	5/20.5

Table 11 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
6. Demonstrate proper techniques and skills in the operation of calculators.	4.44	0.79	10	4.66	0.58	5	4.59	0.66	6.27
**7. Demonstrate proper techniques and skills in the operation of dictating/transcribing and word-processing equipment.	4.79	0.41	2.5	4.48	0.66	9	4.57	0.61	7/29.5
+8. Dictate at various speeds utilizing different speed-building plans.	4.67	0.66	8	4.51	0.63	8	4.56	0.64	8/31
**+9. Demonstrate skill in dictating office style.	4.72	0.60	5.5	4.36	0.75	11	4.47	0.72	9/46.5
+10. Write dictated material in shorthand, utilizing one of the major shorthand systems at a minimum rate of 80 WAM.	4.54	0.82	9	4.41	0.77	10	4.45	0.78	10/51
**11. Demonstrate proper techniques and skills in the operation of reprographics equipment.	4.23	0.87	12	4.52	0.59	7	4.43	0.70	11/54
12. Select appropriate office equipment and supplies needed to perform administrative support services.	4.18	0.82	13	4.23	0.80	12	4.21	0.80	12/78

Table 11 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
13. Compare various records management systems and use each effectively.	4.33	0.70	11	4.06	0.88	14	4.14	0.83	13/91.5
+14. Construct model outlines which are consistent with the rules of writing as established by the system used.	4.10	0.79	14	4.03	0.89	15	4.06	0.86	14/105.5
15. Identify travel and accommodation services in planning business trips.	3.85	0.99	18.5	3.99	0.85	16	3.94	0.89	15.5/ 122.5
16. Analyze the functions and interrelationships between/ among departments or systems in a business organization.	3.87	0.86	17	3.97	0.75	17	3.94	0.78	15.5/ 122.5
**17. Perform minor maintenance on classroom equipment.	3.54	1.00	20	4.08	0.86	13	3.91	0.93	17/126.5
18. Identify the types and functions of offices as they relate to the total operation of the business.	3.90	0.97	16	3.90	0.82	18	3.90	0.86	18/129.5

Table 11 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
19. Draft and execute plans for meetings and conferences.	3.85	0.86	15	3.85	1.00	20	3.88	0.86	19/133
20. Explain how the type and size of a business determine office organization.	3.85	0.81	18.5	3.86	0.86	19	3.86	0.84	20/136

*The number preceding the diagonal (/) is the overall rank order of the statement within the category; the number following the diagonal (/) is the rank order of the competency in the list of 162 competency statements.

**There were significant differences at the 0.05 level between the perceptions of supervisors and teachers relative to the importance of the competency.

+Comprehensive majors only.

The two highest ranked competencies (Numbers 1 and 2) in the Clerical/Secretarial category were concerned with the ability to function efficiently in a job situation, rather than with the ability to teach effectively. Supervisors rated nine of the competencies in the Clerical/Secretarial category as essential and eleven as being of above-average importance. In the overall rating and in the rating by teachers, eight of the competencies were considered as being essential and twelve were considered as being of above-average importance.

There was a significant difference between the opinions of supervisors and teachers at the 0.05 level for the group of competencies in the Management category (Prob > F = 0.01) as revealed in Table 12.

Table 12

Rank Order of Competencies Within the Management Category Based on Levels of Importance
Assigned Each Competency by Business Education Supervisors and Teachers

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
The teacher should be able to:									
1. Identify and discuss the importance of business ethics as it relates to the personnel management function.	4.54	0.64	1	4.26	0.88	1	4.35	0.82	1/64
2. Identify the factors involved in the recruitment, selection, training, promotion, evaluation of employees.	4.28	0.72	7	4.10	0.88	2	4.16	0.84	2/88.5
**3. Identify the impact of computers on the management function.	4.46	0.76	2	4.01	0.89	5	4.15	0.87	3/90
**4. Identify the major types of business organizations and explain their managerial structure.	4.41	0.72	3.5	4.02	0.91	3.5	4.14	0.87	4/91.5
5. Relate personnel productivity to effective management, compensation, and benefits.	4.33	0.66	6	4.02	0.87	3.5	4.12	0.82	5/95

Table 12 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
**6. Relate office operations and services to the objectives of the business.	4.41	0.72	3.5	3.95	0.92	6	4.09	0.89	6/101
**7. Analyze and explain the managerial functions and procedures involved in planning, organizing, leading, and controlling a business enterprise.	4.36	0.78	5	3.88	0.91	7	4.02	0.89	7/112.5
**8. Identify equipment, sources of information, and procedures used in an information system.	4.15	0.81	8	3.72	0.98	8	3.85	0.95	8/139
9. Analyze the role and impact of labor unions and labor relations/legislation on management services.	4.00	0.83	9	3.70	0.91	9	3.80	0.89	9/143
**10. Design an information system to be used in the management decision making process.	3.97	0.90	10	3.55	0.96	10	3.68	0.96	10/153

*The number preceding the diagonal (/) is the overall rank order of the statement within the category; the number following the diagonal (/) is the rank order of the competency in the list of 162 competency statements.

**There were significant differences at the 0.05 level between the perceptions of supervisors and teachers relative to the importance of the competency.

Differences were significant between the opinions of the supervisors and teachers with reference to competencies Numbers 3, 4, 6, 7, 8, and 10. The supervisors rated one competency in the Management category as being essential and nine as being of above-average importance; the teachers rated each of the ten competencies as being of above-average importance. Overall, each of the ten competencies in the Management category was rated as being of above-average importance.

As shown in Table 13, at the 0.05 level, there was no significant difference between the perceptions of supervisors and teachers in the Marketing category; neither was there a difference between their perceptions of any one competency statement.

Table 13

Rank Order of Competencies Within the Marketing Category Based on Levels of Importance
Assigned Each Competency by Business Education Supervisors and Teachers

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
The teacher should be able to:									
1. Describe the impact of credit on buying and selling goods and services.	4.18	0.79	1	4.19	0.87	1	4.19	0.84	1/84.5
2. Discuss the activities in marketing related to promotion, advertising, and selling.	4.10	0.91	3	4.10	0.93	3.5	4.10	0.92	2/78.5
3. Compare the costs of marketing with the costs of producing goods and services.	4.08	0.87	5.5	4.10	0.90	3.5	4.09	0.89	3/101
4. Identify significant changes in consumer buying behaviors and buying patterns.	4.00	0.83	7	4.11	0.90	2	4.08	0.88	4/103
5. Identify and describe the various marketing channels in the American economy.	4.10	0.91	3	4.03	0.88	6	4.06	0.88	5.5/105.5
6. Describe consumerism and its impact on marketing and the American economy.	4.08	0.77	5.5	4.06	0.91	5	4.06	0.87	5.5/105.5

Table 13 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
7. Identify the relationship of the marketing function to other areas of business activity.	4.10	1.05	3	3.95	0.88	8.5	4.00	0.93	7/116
8. Identify the role of the government in providing an environment for fairness to consumers and to the marketing function.	3.90	0.82	9	3.99	0.92	7	3.96	0.89	8/118.5
9. Identify and describe government regulations which relate to credit in marketing.	3.90	0.94	9	3.95	0.87	8.5	3.94	0.89	9/122.5
10. Identify and describe pricing and salesmanship policies as they relate to obtaining and serving customers.	3.90	0.91	9	3.92	0.85	10	3.91	0.86	10/126.5

*The number preceding the diagonal (/) is the overall rank order of the statement within the category; the number following the diagonal (/) is the rank order of the competency in the list of 162 competency statements.

The Marketing category, overall, showed less difference in perceptions between the two groups than any other category (Prob > F = 0.95). Statement Number 2 was given a 4.10 rating by both supervisors and teachers (Prob > F = 1.00). Both supervisors and teachers rated each of the ten items in the Marketing category as being above average in importance.

There was no significant difference at the 0.05 level between the opinions of supervisors and teachers in the Finance category of competencies (Prob > F = 0.61) as revealed in Table 14.

Table 14

Rank Order of Competencies Within the Finance Category Based on Levels of Importance
Assigned Each Competency by Business Education Supervisors and Teachers

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
The teacher should be able to:									
1. Demonstrate the ability to plan and budget personal finances.	4.38	0.78	1	4.40	0.88	1	4.39	0.85	1/60.5
2. Identify the types of and need for insurance.	4.26	0.79	3.5	4.24	0.88	3.5	4.24	0.85	2/72.5
3. Explain the role of personal credit and collection policies and practices.	4.18	0.88	5	4.25	0.91	2	4.23	0.90	3/75
4. Explain the advantages and disadvantages of long- and short-term credit.	4.26	0.88	3.5	4.19	0.84	5	4.21	0.85	4/78
5. Describe the criteria generally applicable to granting credit to consumers.	4.13	0.80	7	4.24	0.88	3.5	4.20	0.86	5/81.5
6. Identify the major types of financial institutions and differentiate among the services offered.	4.31	0.86	2	4.06	0.84	6	4.13	0.85	6/93

Table 14 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
7. Identify safeguards designed to protect consumers who utilize services of financial institutions.	4.15	0.81	6	4.02	0.93	8	4.06	0.90	7/105.5
8. Identify the causes and effects of bankruptcy.	3.97	0.90	10	4.03	0.94	7	4.02	0.93	8/112.5
9. Compare the process involved in securing funds for establishing a proprietorship, a corporation, and a cooperative.	4.08	0.93	8	3.88	1.01	10.5	3.94	0.99	9/122.5
10. Identify the relationship of the Federal Reserve System to commercial banks.	3.92	0.84	12.5	3.91	0.98	9	3.91	0.93	10/126.5
11. Describe the role of the Federal Reserve System relative to monetary policies.	3.95	0.83	11	3.88	0.91	10.5	3.90	0.88	11/129.5
12. Describe the impact of government loans on financing a business.	4.03	0.99	9	3.83	1.03	12	3.89	1.02	12/131.5

Table 14 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
13. Describe the economic effects of government fiscal and monetary policies.	3.92	0.90	12.5	3.69	0.98	13	3.76	0.95	13/147.5
14. Identify sources of revenue which finance governmental operations and services.	3.77	0.90	14	3.67	0.93	14	3.70	0.92	14/150

*The number preceding the diagonal (/) is the overall rank order of the statement within the category; the number following the diagonal (/) is the rank order of the competency in the list of 162 competency statements.

There were no significant differences between the opinions of the supervisors and teachers relative to any one statement within the Finance category. Both supervisors and teachers considered each of the 14 statements in the Finance category to be of above-average importance.

Table 15 shows that there was a greater difference between the perceptions of supervisors and teachers in the History and Philosophy category than in any other category in the study ($\text{Prob} > F = 0.0004$). There were significant differences between the opinions of the two groups in eight of the ten competency statements in the category.

Table 15

Rank Order of Competencies Within the History and Philosophy Category Based on Levels of Importance Assigned Each Competency by Business Education Supervisors and Teachers

Competency Statements	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
The teacher should be able to:									
1. Keep abreast of and uphold the legal and ethical responsibilities of teachers.	4.82	0.45	1	4.64	0.63	1	4.69	0.58	1/12.5
**2. Identify current principles, problems, and trends in Business and Office Education.	4.72	0.56	2	4.25	0.81	2	4.39	0.77	2/60.5
**3. Identify the relationship of Business and Office Education to the total educational process.	4.59	0.72	3	4.16	0.97	3	4.29	0.92	3/70
**4. Explain the overall philosophy, purposes, and goals of Business and Office Education in the public schools.	4.54	0.76	4	3.90	1.12	4	4.10	1.06	4/98.5
**5. Identify state and federal legislation which affects Business and Office Education and other vocational program areas.	4.26	0.82	7	3.82	1.03	5	3.95	0.99	5/120

Table 15 (continued)

Competency Statements	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
**6. Describe the history, philosophy, and role of FBLA in the Business and Office Education curriculum.	4.36	0.78	6	3.65	1.07	7	3.87	1.04	6/134
7. Describe the interrelationship between/among Business and Office Education and other vocational education program areas.	4.00	0.86	8	3.80	0.91	6	3.86	0.90	7/136
**8. Identify the benefits derived from joining, supporting, and maintaining membership in professional organizations.	4.41	0.79	5	3.60	1.02	8	3.85	1.02	8/139
**9. Appraise the contributions to Business and Office Education of various groups (teacher education institutions, business teacher organizations, etc.).	3.90	0.82	9	3.52	0.97	9	3.64	0.94	9/155

Table 15 (continued)

Competency Statements	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
**10. Trace the history of Business and Office Education in the United States.	3.62	1.07	10	3.03	1.17	10	3.21	1.17	10/161

*The number preceding the diagonal (/) is the overall rank order of the statement within the category; the number following the diagonal (/) is the rank order of the competency in the list of 162 competency statements.

**There were significant differences at the 0.05 level between the perceptions of supervisors and teachers relative to the importance of the competency.

The overall rating and the rating by the teachers indicated that nine of the ten competencies in the History and Philosophy category were of above-average importance; one was considered to be of average importance. According to the ratings given by supervisors, each of the ten competency statements in the History and Philosophy category is of above-average importance. It might be noted that the standard deviation exceeds 1.00 in the ratings given by teachers for competencies 4, 5, 6, 8, and 10; and for supervisors for competency Number 10. Thus, although the mean values reflected an homogenous above-average rating, there were noteworthy deviations from the mean.

As can be observed in Table 16, there was a significant difference at the 0.05 level between the perceptions of supervisors and teachers in the Organization and Administration category of competencies (Prob > F = 0.001). There were differences between the groups' perceptions of 13 of the 19 competency statements in the category.

Table 16

Rank Order of Competencies Within the Organization and Administration Category Based on Levels of Importance Assigned Each Competency by Business Education Supervisors and Teachers

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
The teacher should be able to:									
**1. Select appropriate instructional equipment, textbooks, and supplementary materials for business courses.	4.85	0.37	1	4.57	0.71	1	4.65	0.63	1/19
**2. Select appropriate scope and sequence of courses to meet students' needs and job-market demands within an area.	4.79	0.41	2	4.38	0.90	3	4.50	0.80	2/39
3. Devise schedules that allow for maximum use of equipment.	4.51	0.68	6	4.36	0.80	4	4.41	0.77	3/56.5
4. Maintain an up-to-date inventory of supplies needed to conduct an effective Business and Office Education program.	4.31	0.83	11.5	4.43	0.77	2	4.39	0.79	4/60.5
**5. Develop both short- and long-term plans for implementing and maintaining effective Business and Office Education programs.	4.62	0.54	4	4.13	0.94	6	4.28	0.87	5/71

Table 16 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
6. Direct the systematic cleaning and maintaining of classroom and laboratory equipment.	4.21	0.89	15	4.20	0.83	5	4.20	0.85	6/81.5
**7. Describe appropriate procedures for conducting placement and follow-up of graduates of Business and Office Education programs.	4.64	0.67	3	3.94	1.02	9	4.16	0.98	7/88.5
**8. Describe the process of planning and evaluating a Business and Office Education program at the secondary level.	4.49	0.68	7	3.84	1.02	11	4.04	0.97	8/108
**9. Describe how FBLA can be used to develop leadership qualities and be used as an instructional strategy in business courses.	4.53	0.68	5	3.81	1.02	12	4.03	0.98	9/109

Table 16 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
**10. Design a public relations program for Business and Office Education, utilizing school and community resources.	4.41	0.75	9.5	3.85	0.99	10	4.02	0.96	11/112.5
11. Describe the procedures used in requesting equipment.	4.10	0.88	17	3.99	1.03	7	4.02	0.99	11/112.5
12. Prepare short- and long-range purchase plans.	4.13	0.80	16	3.97	1.09	8	4.02	1.01	11/112.5
**13. Identify and assess the purposes and activities of an advisory committee.	4.44	0.60	8	3.67	1.03	13	3.91	0.98	13/126.5
**14. Describe the procedures for organizing a chapter of FBLA.	4.41	0.82	9.5	3.66	1.10	15.5	3.89	1.08	14/131.5
**15. Describe the administrative structure and identify the activities of FBLA chapters at the local, state, regional, and national levels.	4.26	0.91	13	3.66	1.07	14.5	3.85	1.06	15/141

Table 16 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
**16. Describe an appropriate composition of an advisory committee.	4.31	0.73	11.5	3.60	1.07	17	3.82	1.03	16/142
**17. Describe the administrative structure of Business and Office Education at the local, regional, and state levels.	4.23	0.78	14	3.59	1.14	18	3.79	1.08	17/144
**18. Describe the budgetary process for Business and Office Education at the local and state levels.	4.05	0.76	18	3.65	1.12	16	3.77	1.04	18/145.5
19. Describe the process of state and regional accreditation of institutions and programs.	3.79	0.83	19	3.52	0.95	19	3.61	0.92	19/156

*The number preceding the diagonal (/) is the overall rank order of the statement within the category; the number following the diagonal (/) is the rank order of the competency in the list of 162 competency statements.

**There were significant differences at the 0.05 level between the perceptions of supervisors and teachers relative to the importance of the competency.

The supervisors rated six of the competencies in the Organization and Administration category as being essential and 13 as being above average in importance; teachers rated one competency as being essential and 18 as being of above-average importance. Overall, one competency in the Organization and Administration category was rated essential, and 18 were rated as being of above-average importance. Among teachers, the deviations from the mean were in excess of 1.00 for competencies Number 7 through 9 and 11 through 18. Thus it would appear that there were pronounced differences between the teachers' perceptions of the importance of those competencies.

As revealed in Table 17, there was a significant difference between the opinions of supervisors and teachers at the 0.05 level in the Curriculum Design, Implementation, and Evaluation category of competencies ($\text{Prob} > F = 0.002$). There were significant differences in perceptions between the two groups in six of the ten competencies in the category.

Table 17

Rank Order of Competencies Within the Curriculum Design, Implementation, and Evaluation
Category Based on Levels of Importance Assigned Each Competency by Business Education
Supervisors and Teachers

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
The teacher should be able to:									
1. Review student progress as a factor in assessing the effectiveness of instruction.	4.69	0.61	3	4.47	0.74	1	4.54	0.71	1/33.5
**2. Formulate and administer a system of grading and testing in which the attainment of objectives serves as the criterion for assigning grades.	4.74	0.50	1.5	4.39	0.73	2.5	4.50	0.69	2/39
**3. Evaluate job-market demands and student occupational needs in order to establish a business curriculum.	4.74	0.55	1.5	4.30	0.80	4	4.43	0.76	3.5/54
4. Develop flexible classroom procedures and routines to implement the objectives stated.	4.54	0.68	8	4.39	0.76	2.5	4.43	0.74	3.5/54

Table 17 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
**5. Effectively use available syllabi for teaching Business and Office Education courses.	4.67	0.53	4.5	4.28	0.80	5	4.40	0.75	5/58
**6. Write performance objectives and develop units of instruction for Business and Office Education courses.	4.67	0.53	4.5	4.18	1.03	7.5	4.33	0.93	6/67.5
**7. Identify available curriculum materials at the local, state, and national levels.	4.56	0.79	6.5	4.18	0.85	7.5	4.30	0.85	7/69
8. Use student input for planning and/or modifying learning activities.	4.33	0.77	10	4.20	0.83	6	4.24	0.81	8/72.5
9. Prepare and administer pre-tests to identify student entry-level skills.	4.41	0.79	9	4.11	0.84	9	4.20	0.83	9/81.5

Table 17 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
**10. Prepare a scope and sequence chart for Business and Office Education, having an appropriate balance of skill and theory courses.	4.56	0.72	6.5	3.92	1.14	10	4.12	1.07	10/95

*The number preceding the diagonal (/) is the overall rank order of the statement within the category; the number following the diagonal (/) is the rank order of the competency in the list of 162 competency statements.

**There were significant differences at the 0.05 level between the perceptions of supervisors and teachers relative to the importance of the competency.

The supervisors rated eight of the ten competencies in the Curriculum Design, Implementation, and Evaluation category as essential and two as of above-average importance; the teachers rated each of the ten competencies as being above average in importance. Overall, one of the competencies in the Curriculum Design, Implementation, and Evaluation category was considered essential and nine were considered to be of above-average importance.

There was not a significant difference between the perceptions of supervisors and teachers in the competency statements in the Methods of Instruction category (Prob > $F = 0.09$), as shown in Table 18. However, there were significant differences between the perceptions of the two groups in 9 of the 26 statements within the category (Numbers 2, 3, 4, 5, 7, 9, 10, 14, and 15).

Table 18

Rank of Competencies Within the Methods of Instruction Category Based on Levels of Importance Assigned
Each Competency by Business Education Teachers and Supervisors

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
The teacher should be able to:									
1. Effectively organize and present lessons utilizing such methods as lecturing, problem solving, demonstrating, questioning, discussing, and illustrating.	4.92	0.27	1	4.77	0.52	2	4.82	0.46	1/3
**2. Maintain control over the learning environment.	4.87	0.34	2.5	4.76	0.57	3	4.80	0.51	2/4
**3. Give explicit directions for carrying out instructional activities.	4.87	0.41	2.5	4.75	0.51	4	4.79	0.48	3/5
**4. Handle classroom routines effectively and efficiently.	4.69	0.57	9	4.80	0.45	1	4.77	0.49	4/7.5
**5. Employ appropriate reinforcement techniques.	4.74	0.55	6	4.69	0.53	5	4.71	0.54	5/10
6. Maintain records of student's progress, attendance, placement, and follow-up.	4.75	0.50	6	4.63	0.65	6	4.66	0.61	6/17.5
**7. Correlate classroom instruction with on-the-job instruction.	4.77	4.08	4	4.58	0.60	7	4.64	0.57	7/20.5

Table 18 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
8. Assist students in adjusting to their work environments.	4.72	0.51	8	4.50	0.66	11	4.57	0.62	8/29.5
**9. Maintain an effective public relations program.	4.56	0.60	16.5	4.55	0.68	9	4.55	0.65	9/32
**10. Demonstrate the manipulative skills to be acquired by the students.	4.49	0.79	22.5	4.56	0.60	8	4.54	0.66	10/33.5
11. Supervise the use of individualized instructional materials and equipment.	4.51	0.65	20.5	4.53	0.64	10	4.53	0.64	11/35
12. Develop training plans for each student, based on the student's needs, goals, and on recommendations from the student's training sponsor.	4.74	0.50	6	4.41	0.77	17	4.51	0.71	12/36
13. Integrate various business subject-matter areas into appropriate learning activities for business courses.	4.67	0.58	11	4.43	0.43	14.5	4.50	0.64	13/39
**14. Arrange business classrooms and laboratories to simulate an office environment and to facilitate student work performance.	4.56	0.68	16.5	4.45	0.68	12.5	4.49	0.68	14/42.5

Table 18 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
**15. Use appropriate techniques in selecting and guiding students into a cooperative business education program.	4.54	0.64	19	4.45	0.73	12.5	4.48	0.70	15/44.5
16. Assess the business employment needs of a community.	4.56	0.60	16.5	4.43	0.75	14.5	4.47	0.71	16/46.5
17. Establish criteria to select, evaluate, and approve training stations for cooperative business education students.	4.56	0.68	16.5	4.41	0.74	17	4.46	0.72	17.5/48.5
18. Identify and utilize community and other resources to enrich learning experiences.	4.59	0.64	14	4.41	0.67	17	4.46	0.66	17.5/48.5
19. Assess current trends in office technology for inclusion into the curriculum.	4.67	0.58	11	4.35	0.77	20	4.45	0.73	19/51
20. Identify the benefits derived from a cooperative business education program.	4.49	0.72	22.5	4.38	0.75	19	4.41	0.74	20/56.5

Table 18 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
21. Select and utilize teaching/learning strategies and educational media that are appropriate for individualized instruction, small group activities, and special needs students.	4.67	0.58	11	4.27	0.75	23	4.39	0.73	21/60.5
22. Use job analyses to identify entry-level competencies and to prepare activities for a cooperative business education course.	4.51	0.68	20.5	4.28	0.77	22	4.35	0.75	22/64
23. Teach subskills as components of larger skills.	4.41	0.75	24	4.31	0.73	21	4.34	0.74	23/66
24. Identify federal and state labor laws which affect a cooperative program.	4.33	0.77	25	4.18	0.86	24	4.23	0.84	24.5/75.5
25. Provide an appropriate balance of technical, occupational adjustment, and career development competencies within each business education course.	4.62	0.54	13	4.06	0.82	26	4.23	0.79	24.5/75.5

Table 18 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
26. Differentiate among work experience, work study, and the cooperative method of instruction.	4.26	0.85	26	4.15	0.90	25	4.18	0.89	26/86.5

*The number preceding the diagonal (/) is the overall rank order of the statement within the category; the number following the diagonal (/) is the rank order of the competency in the list of 162 competency statements.

**There were significant differences at the 0.05 level between the perceptions of supervisors and teachers relative to the importance of the competency.

The competency statements ranked one, two, and three within the Methods of Instruction category were ranked three, four, and five among the total of 162 competency statements. The supervisors rated 21 of the 26 competencies in the Methods of Instruction category as being essential and 5 as being above average in importance; the teachers rated 10 of the competencies as being essential and 16 as being above average in importance. Overall, 12 of the competencies in the Methods of Instruction category were rated as being essential and 14 were rated as being above average in importance.

There was a significant difference between the opinions of the supervisors and teachers ($\text{Prob} > F = 0.001$) relative to the competency statements in the Business Work Experience category, as shown in Table 19. Four of the five statements within the category showed statistical differences between the opinions of the two groups.

Table 19

Rank Order of Competencies Within the Business Work Experience Category Based on Levels
of Importance Assigned Each Competency by Business Education
Supervisors and Teachers

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*
The teacher should be able to:									
1. Effectively cope with the stress that is a part of a business environment.	4.64	0.54	5	4.68	0.52	1	4.67	0.52	1/15.5
**2. Acquire new occupational skills needed to keep pace with technological advances.	4.77	0.43	2	4.53	0.61	2	4.61	0.57	2/23.5
**3. Relate job practices to formal classroom instruction.	4.77	0.43	2	4.50	0.63	3	4.58	0.58	3/28
**4. Identify current business standards and new technologies in business occupations.	4.77	0.43	2	4.31	0.72	4	4.45	0.68	4/51
**5. Obtain a minimum of 300 hours of business related work experience under instructor supervision, or one year's full-time or equivalent part-time experience to complement formal classroom instruction in business.	4.69	0.52	4	3.99	1.07	5	4.20	0.99	5/81.5

Table 19 (continued)

Competency Statement	Supervisors (N = 39)			Teachers (N = 88)			Overall (N = 127)		
	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank*

*The number preceding the diagonal (/) is the overall rank order of the statement within the category; the number following the diagonal (/) is the rank order of the competency in the list of 162 competency statements.

**There were significant differences at the 0.05 level between the perceptions of supervisors and teachers relative to the importance of the competency.

The supervisors rated each of the five statements in the Business Work Experience category as being essential; the teachers rated two as being essential and three as being of above-average importance. Overall, three of the competencies were considered essential and two, above average in importance. With one exception (a standard deviation of 1.07 relative to the teachers' perception of Number 5) there was comparatively little deviation from the mean.

The overall mean for the 162 competency statements was 4.21. The Business Work Experience category had the highest mean value (4.73) from scores given by the supervisors, while the Economic and Legal Environment category had the lowest (4.00). The teachers rated highest the category of Business Mathematics (4.54); the lowest category rated by the teachers, like that of the supervisors, was the Economic and Legal Environment category (3.69). The competency statement which was rated highest by the supervisors (5.00) and the teachers (4.99) was in the Business Communications category: "[The teacher should be able to:] Use correct English grammar and punctuation." The statement rated lowest by supervisors was in the Economic and Legal Environment category (3.33), "[The teacher should be able to:] Describe the fundamental factors operating in a micro- and macro-economic analysis." The competency statement rated lowest by the teachers (3.03) was in the History and Philosophy category, "[The teacher should be able to:] Trace the history of Business and Office Education in the United States."

The supervisors and teachers rated each of the 162 competency statements listed on the reactionnaire as being either essential (4.51-5.00), above average (3.51-4.50), or average (2.51-3.50) in importance. The supervisors rated 69 (43 percent) of the statements as being essential; 91 (56 percent), above average; and 2 (1 percent), average. The teachers rated 34 (21 percent) of the 162 statements as being essential; 122 (75 percent), above average; and 6 (4 percent), average. Overall, 36 (22 percent) of the 162 competency statements were rated as essential, 120 (74 percent) were rated as being above average, and 6 (4 percent) were rated as being of average importance. A list of the 162 competency statements ranked in order of importance according to the overall mean value is presented in Appendix O.

An Analysis of In-Service Training Needs

Seventy-five North Carolina secondary school business teachers were randomly selected and asked to express their need for in-service training relative to the list of competency statements that was identified and revised earlier in this study. Thirty-nine of the 75 teachers responded. The rating scale which teachers were asked to use in judging each competency statement is as follows:

- 1 = there is little or no need for in-service training
- 2 = there is a moderate need for in-service training
- 3 = there is an average need for in-service training
- 4 = there is an above-average need for in-service training
- 5 = there is a critical need for in-service training.

The mean scores and standard deviation for in-service training were determined and the competency statements were ranked within each of the 14 categories according to mean values. The rank order for the statements is presented in Table 20.

For purposes of analyzing mean values for each competency and/or category of competencies, the following scheme was used to interpret the mean values above and below the numbers used in the rating scale:

- 0.00-1.50 = there is little or no need for in-service training
- 1.51-2.50 = there is a moderate need for in-service training
- 2.51-3.50 = there is an average need for in-service training
- 3.51-4.50 = there is an above-average need for in-service training
- 4.51-5.00 = there is a critical need for in-service training.

Table 20

Rank Order of Competencies Within Each Category Based on Mean
Values of In-Service Training Needs
Expressed by Business Teachers

Competency Statement	Mean	Standard Deviation
BUSINESS COMMUNICATIONS		
The teacher should be able to:		
1. Use correct English grammar and punctuation.	3.82	1.32
2. Compose effective business letters, reports, memorandums, and other kinds of business communications.	3.79	1.28
3. Use a clear, concise writing style.	3.69	1.15
4. Identify and demonstrate effective oral, nonverbal, and listening skills.	3.64	0.96
5. Make decisions involving the selection and organization of content and the choice of format.	3.56	1.21
6. Adapt the communication to the reader's level of understanding.	3.53	1.12
7. Identify and explain the major types of business letters and the circumstances which determine their use.	3.46	1.23
8. Determine the appropriate communication tool (telephone, mail, etc.) to be used in a given business situation.	3.23	1.09
9. Describe basic psychological concepts applicable to effective communications.	2.90	1.10
ECONOMIC AND LEGAL ENVIRONMENT		
The teacher should be able to:		
1. Describe the general principles which relate to laws governing negotiable contracts, buying and selling goods, insurance, and property rights.	3.67	1.03
2. Describe the major components of the American free enterprise system as they relate to the roles, rights, and responsibilities of the individual consumer/wage earner/producer/voter.	3.49	1.12

Table 20 (continued)

Competency Statement	Mean	Standard Deviation
(Economic and Legal Environment continued)		
3. Describe the major functions, roles, and operations of business organizations in the American free enterprise system.	3.38	1.07
4. Describe the fundamental factors operating in a micro- and macro-economic analysis.	3.38	1.11
5. Analyze the role of the American legal system in business; integrate legal principles into the total business curriculum.	3.31	1.08
6. Identify the effects of international trade and activity on the American economy.	3.28	1.12
7. Contrast the roles of individuals, business firms, and governments in different economic systems.	3.08	1.01
8. Utilize statistical techniques and economic theories to analyze business activities associated with production and the environment, supply and demand, and price and value.	3.05	1.17
9. Describe the significant provisions of the American legal system that relate to the creation, regulation, and operation of business organizations.	3.03	1.04
ACCOUNTING		
The teacher should be able to:		
1. Coordinate accounting procedure with data processing and explain how they are integrated into the accounting process.	4.03	0.99
2. Prepare and analyze financial records as used in activities associated with banking, payroll systems, taxes, and depreciation.	3.67	1.01
3. Analyze the importance of the accounting function in the overall operation of a business.	3.64	1.01
4. Record, summarize, and analyze transactions as they occur throughout the accounting cycle, including the cycle with the combination journal and subsidiary ledgers.	3.33	1.18

Table 20 (continued)

Competency Statement	Mean	Standard Deviation
(Accounting continued)		
5. Prepare and analyze financial statements.	3.31	1.26
6. Compare the accounting systems, procedures, and problems of various types of business organizations.	3.15	0.90
BUSINESS MATHEMATICS		
The teacher should be able to:		
1. Demonstrate proficiency in the fundamental skills in math: addition, subtraction, multiplication, division, fractions, percentages, and metric conversions.	3.56	1.31
2. Demonstrate proficiency in the use of various types of calculators in solving problems in business mathematics.	3.49	1.25
3. Perform accurate calculations in problems associated with the math of money and banking: computing interest, discounting notes and drafts, and deferred payments and charges.	3.33	1.13
4. Accurately solve math problems associated with personal finance in matters dealing with taxes, insurance, credit, and savings and investments.	3.31	1.24
5. Perform accurate calculations to solve problems associated with financial records and reports: payrolls, commissions, petty cash, and inventories.	3.10	1.23
DATA PROCESSING		
The teacher should be able to:		
1. Demonstrate proper techniques and skills in using various pieces of computer equipment.	4.38	0.71
2. Identify business applications which might be appropriately processed by a computer.	4.34	0.74

Table 20 (continued)

Competency Statement	Mean	Standard Deviation
(Data Processing continued)		
3. Distinguish between purposes and types of computer hardware (including micro- and mini-computers) and software.	4.31	0.80
4. Demonstrate the ability to execute packaged programs common to business.	4.28	0.83
5. Describe the various data storage and retrieval systems.	4.26	0.79
6. Identify the features of a teleprocessing environment.	4.23	0.87
7. Analyze and interpret the results of processed data, evaluating the methods used and the validity of the results.	4.18	0.85
8. Identify the features of a management information system.	4.13	0.86
9. Demonstrate the ability to write and run programs in at least two computer languages.	4.03	1.11
CLERICAL/SECRETARIAL		
The teacher should be able to:		
1. Demonstrate proper techniques and skills in the operation of dictating/transcribing and word processing equipment.	3.92	1.04
2. Make effective decisions involving human relations situations in an office setting.	3.67	0.93
3. Perform minor maintenance of classroom equipment.	3.64	1.06
4. Plan and organize work by setting priorities for effectively accomplishing job tasks.	3.59	1.04
*5. Dictate at various speeds, utilizing different speed-building plans.	3.54	1.19
6. Establish interpersonal skills, work habits, and attitudes that are acceptable in an office.	3.51	1.05

*Comprehensive majors only.

Table 20 (continued)

Competency Statement	Mean	Standard Deviation
(Clerical/Secretarial continued)		
*7. Demonstrate skill in dictating office style.	3.51	1.19
8. Demonstrate proper techniques and skills in proofreading and correcting copy.	3.51	1.35
9. Analyze the functions and interrelationships between/among departments or systems in a business organization.	3.46	1.14
10. Demonstrate proper techniques and skills in the operation of keyboarding equipment.	3.46	1.45
*11. Transcribe dictated material into mailable form, including correct grammar, punctuation, and format.	3.44	1.21
12. Demonstrate proper techniques and skills in the operation of calculators.	3.41	1.31
13. Select appropriate office equipment and supplies needed to perform administrative support services.	3.33	1.03
14. Compare various records management systems and use each effectively.	3.33	1.08
15. Demonstrate proper techniques and skills in the operation of reprographics equipment.	3.33	1.32
16. Explain how the type and size of a business determine office organization.	3.28	0.94
17. Identify the types and functions of offices as they relate to the total operation of the business.	3.25	1.02
*18. Write dictated material in shorthand, utilizing one of the major shorthand systems, at a minimum rate of 80 words per minute.	3.21	1.51
*19. Construct model outlines which are consistent with the rules of writing as established by the system used.	3.15	1.29
20. Draft and execute plans for meetings and conferences.	3.03	1.11

*Comprehensive majors only.

Table 20 (continued)

Competency Statement	Mean	Standard Deviation
(Clerical/Secretarial continued)		
21. Identify travel and accommodation services in planning business trips.	3.00	1.05
MANAGEMENT		
The teacher should be able to:		
1. Identify the impact of computers on the management function.	3.87	1.17
2. Relate office operations and services to the objectives of the business.	3.56	0.91
3. Design an information system--including equipment, sources of information, and procedures--to be used in the management decision-making process.	3.54	1.00
4. Identify and discuss the importance of business ethics as it relates to the personnel management function.	3.46	1.00
5. Analyze and explain the managerial functions and procedures involved in planning, organizing, leading, and controlling a business enterprise.	3.44	1.02
6. Relate personnel productivity to effective management, compensation, and benefits.	3.41	1.04
7. Identify the factors involved in the recruitment, selection, training, promotion, and evaluation of employees.	3.41	1.12
8. Analyze the role and impact of labor unions and labor relations/legislation on management activities.	3.38	1.04
9. Identify the major types of business organizations, and explain their managerial structure.	3.28	0.94

Table 20 (continued)

Competency Statement	Mean	Standard Deviation
MARKETING		
The teacher should be able to:		
1. Identify the effects of computers on the sale and distribution of goods.	3.72	1.05
2. Describe the impact of credit on buying and selling of goods and services.	3.64	1.16
3. Identify significant changes in consumer buying behaviors and buying patterns.	3.59	1.02
4. Identify the relationship of the marketing function to other areas of business activity.	3.46	0.97
5. Describe consumerism and its impact on marketing and the American economy.	3.36	1.11
6. Identify and describe the various marketing channels in the American economy.	3.36	1.20
7. Discuss the activities in marketing which are related to promotion, advertising, and selling.	3.23	1.13
8. Identify and describe pricing and salesmanship policies as they relate to obtaining and serving customers.	3.21	1.10
9. Identify the role of the government in providing an environment for fairness to consumers and to the marketing function.	3.15	1.20
10. Compare the costs of marketing with the costs of producing goods and services.	3.15	1.23
11. Identify and describe government regulations which relate to credit in marketing.	3.05	1.15
FINANCE		
The teacher should be able to:		
1. Describe the impact of government loans on financing a business.	3.64	1.04
2. Explain the role of personal credit and collection policies and practices.	3.54	1.05

Table 20 (continued)

Competency Statement	Mean	Standard Deviation
(Finance continued)		
3. Identify the causes and effects of bankruptcy.	3.54	1.07
4. Identify the types of and need for insurance.	3.49	1.05
5. Compare the process involved in securing funds for establishing a proprietorship, a partnership, a corporation, and a cooperative.	3.44	1.07
6. Demonstrate the ability to plan and budget personal finances.	3.41	1.21
7. Describe the criteria generally applicable to granting credit to consumers.	3.38	1.13
8. Identify the major types of financial institutions and differentiate among the services offered.	3.33	0.98
9. Explain the advantages and disadvantages of long- and short-term credit.	3.33	1.11
10. Identify safeguards designed to protect consumers who utilize services of financial institutions.	3.28	1.07
11. Identify sources of revenue which finance governmental operations and services.	3.23	1.11
12. Describe the economic effects of governmental fiscal and monetary policies.	3.13	1.13
13. Identify the relationship of the Federal Reserve System to commercial banks.	3.03	1.27
14. Describe the role of the Federal Reserve System relative to monetary policies.	3.00	1.12
HISTORY AND PHILOSOPHY		
The teacher should be able to:		
1. Keep abreast of and uphold the legal and ethical responsibilities of teachers.	3.56	1.07
2. Identify current principles, problems, and trends in Business and Office Education.	3.46	1.17

Table 20 (continued)

Competency Statement	Mean	Standard Deviation
(History and Philosophy continued)		
3. Identify state and federal legislation which affects Business and Office Education and other vocational education program areas.	3.41	1.09
4. Describe the interrelationship between/ among Business and Office Education and other vocational education program areas.	3.23	1.27
5. Identify the relationship of Business and Office Education to the total educational process.	3.13	1.32
6. Explain the overall philosophy, purposes, and goals of Business and Office Education in the public secondary schools.	3.08	1.23
7. Identify the benefits derived from joining, supporting, and maintaining membership in professional organizations.	3.00	1.08
8. Appraise the contributions to Business and Office Education of various groups (teacher education institutions, business teacher organizations, etc.).	2.97	1.04
9. Describe the philosophy and role of FBLA in the Business and Office Education curriculum.	2.94	1.15
ORGANIZATION AND ADMINISTRATION		
The teacher should be able to:		
1. Select and effectively use appropriate instructional equipment, textbooks, and supplementary materials for business courses.	3.85	0.96
2. Select appropriate scope and sequence of courses to meet students' needs and job-market demands within an area.	3.74	1.12
3. Develop both short- and long-term plans for implementing and maintaining effective Business and Office Education programs.	3.64	1.11
4. Devise schedules that allow for maximum use of equipment.	3.62	1.04

Table 20 (continued)

Competency Statement	Mean	Standard Deviation
(Organization and Administration continued)		
5. Prepare short- and long-range purchase plans.	3.56	1.12
6. Describe appropriate procedures for conducting placement and follow-up of graduates of Business and Office Education programs.	3.54	1.14
7. Design a public relations program for Business and Office Education, utilizing school and community resources.	3.49	1.12
8. Identify the role of the guidance area as it relates to Business and Office Education programs at the secondary level.	3.44	1.19
9. Maintain an up-to-date inventory of supplies needed to conduct an effective Business and Office Education program.	3.38	1.25
10. Direct the systematic cleaning and maintaining of classroom and laboratory equipment.	3.36	1.16
11. Describe the process of planning and evaluating a Business and Office Education program at the public secondary level.	3.33	1.08
12. Describe the process of state and regional accreditation of institutions and programs.	3.31	1.06
13. Describe the procedures used in requesting equipment.	3.28	1.21
14. Identify and assess the purposes and activities of an advisory committee.	3.21	1.08
15. Describe an appropriate composition of an advisory committee.	3.21	1.00
16. Describe the budgeting process for Business and Office Education at the local and state levels.	3.18	1.12
17. Describe how FBLA can be used to develop student leadership qualities and be used as an instructional strategy in business courses.	3.13	1.00
18. Describe the administrative structure and identify the activities of FBLA chapters at the local, state, regional, and national levels.	3.05	1.15

Table 20 (continued)

Competency Statement	Mean	Standard Deviation
(Organization and Administration continued)		
19. Describe the administrative structure of Business and Office Education at the local, regional, and state levels.	3.05	1.32
20. Describe the procedures for organizing a chapter of FBLA.	3.00	1.28
CURRICULUM DESIGN, IMPLEMENTATION, AND EVALUATION		
The teacher should be able to:		
1. Evaluate job-market demands and student occupational needs and interests in order to establish a business curriculum.	3.82	1.12
2. Identify available curriculum materials at the local, state, and national levels.	3.69	1.15
3. Develop flexible classroom procedures and routines to implement the objectives stated.	3.59	1.23
4. Review student progress as a factor in assessing the effectiveness of instruction.	3.56	1.19
5. Formulate and administer a system of grading and testing in which the attainment of objectives serves as the criterion for assigning grades.	3.49	1.23
6. Write performance objectives and develop units of instruction for Business and Office Education courses.	3.46	1.21
7. Prepare a scope and sequence chart for Business and Office Education, having an appropriate balance of skill and theory courses.	3.44	1.17
8. Effectively use available syllabi for teaching Business and Office Education courses.	3.44	1.17
9. Use student input for planning and/or modifying learning activities.	3.33	1.22
10. Prepare and administer pre-tests to identify student entry-level skills.	3.28	1.19

Table 20 (continued)

Competency Statement	Mean	Standard Deviation
METHODS OF INSTRUCTION		
The teacher should be able to:		
1. Assess current trends in office technology for inclusion into the curriculum.	3.87	1.00
2. Correlate classroom instruction with on-the-job instruction.	3.87	1.22
3. Maintain an effective public relations program.	3.79	1.06
4. Supervise the use of individualized instructional materials and equipment.	3.79	1.08
5. Arrange business classrooms and laboratories to simulate a model office environment and to facilitate student work performance and work flow.	3.72	1.17
6. Select and utilize teaching/learning strategies and educational media that are appropriate for individualized instruction, small group activities, and special needs (handicapped) students.	3.67	1.01
7. Establish criteria to select, evaluate, and approve training stations for cooperative business education students.	3.67	1.08
8. Employ appropriate reinforcement techniques.	3.67	1.18
9. Maintain records of students' progress, attendance, placement, and follow-up.	3.67	1.28
10. Use job analyses to identify entry-level competencies and to prepare activities for a cooperative business education course.	3.64	0.96
11. Develop training plans for each student, based on the student's needs, goals, and on recommendations from the student's training sponsor.	3.64	1.25
12. Integrate various business subject-matter areas into appropriate learning activities for business courses.	3.62	1.11
13. Handle classroom routines effectively and efficiently.	3.62	1.18

Table 20 (continued)

Competency Statement	Mean	Standard Deviation
(Methods of Instruction continued)		
14. Maintain control over the learning environment.	3.62	1.23
15. Identify and utilize community and other resources to enrich learning experiences.	3.59	1.04
16. Use appropriate techniques in selecting and guiding students into a cooperative business education program.	3.59	1.14
17. Give explicit directions for carrying out instructional activities.	3.56	1.17
18. Assist students in adjusting to their work environments.	3.56	1.19
19. Effectively organize and present lessons, utilizing such methods as lecturing, problem-solving, demonstrating, questioning, discussing, and illustrating.	3.56	1.29
20. Identify federal and state labor laws which affect a cooperative program.	3.54	1.14
21. Teach subskills as components of larger skills.	3.49	1.02
22. Demonstrate the manipulative skills to be acquired by the students.	3.49	1.14
23. Identify the benefits derived from a cooperative business education program.	3.44	1.23
24. Differentiate among work experience, work study, and the cooperative method of instruction.	3.44	1.27
25. Provide an appropriate balance of technical, occupational adjustment, and career development competencies within each business education course.	3.44	1.19
BUSINESS WORK EXPERIENCE		
The teacher should be able to:		
1. Acquire new occupational skills needed to keep pace with technological advances.	4.21	1.06

Table 20 (continued)

Competency Statement	Mean	Standard Deviation
(Business Work Experience continued)		
2. Identify current business standards and new technologies in business occupations.	4.10	1.10
3. Effectively cope with the stress that is a part of a business environment.	3.95	1.18
4. Relate job practices to formal classroom instruction.	3.90	1.23
5. Obtain a minimum of 300 hours of business-related work experience under instructor supervision, or one year's full-time or equivalent part-time experience to complement formal classroom instruction in business.	3.51	1.45

*Comprehensive majors only.

The competency statement which received the highest mean value (4.38) was in the Data Processing category, "[The teacher should be able to:] Demonstrate proper techniques and skills in using various pieces of computer equipment." The statement which received the lowest mean value (2.90) was in the Business Communications category, "[The teacher should be able to:] Describe basic psychological concepts applicable to effective communications"; even so, a mean of 2.90 would be classified as indicating "average need" for in-service training.

Of the ten competency statements which received the highest rating, nine were in the Data Processing category. One, in the Accounting category, related directly to data processing, "[The

teacher should be able to:] Coordinate accounting procedures with data processing and explain how they are integrated into the accounting process."

Of the 162 competency statements, the teachers indicated that there were 73 (45 percent) in which an above-average need (3.51-4.50) exists for in-service training. An average (2.51-3.50) amount of in-service training was expressed as being needed in 89 (55 percent) of the competencies.

While a reasonable degree of variability among the ratings assigned was expected, the consistency and the magnitude of the standard deviations among the ratings are noteworthy. For example, out of the nine competency statements included in the Business Communications category, the magnitude of eight of the standard deviations was found to fall between 1.09 and 1.32. Only one of the competencies in the category, Number 4, had a standard deviation of less than 1.00. The consistency in variability should not be interpreted as indicating a high degree of agreement among teachers as to the ratings assigned. While it was not possible from the treatment of the data to determine how the teachers' opinions fluctuated from one competency to another, as a group, fluctuations notwithstanding, approximately the same degree of variability was found for eight of the nine competencies in the Business Communications category. An examination of the remaining 13 categories reveals that, with one exception (Data Processing), the statements made with regard to the magnitude and variability of the standard deviations in the Business Communications category are equally

true. In the Data Processing category, the standard deviation for only one of the nine competency statements exceeds 1.00.

The overall mean value assigned by teachers relative to the need for in-service training was 3.51. The teachers expressed a need for more training in the category of Data Processing (mean value of 4.24) than in any other category. The category in which the least amount of training need was expressed was that of History and Philosophy (mean value of 3.20). Table 21 shows the rank order of the 14 categories of competencies based on the mean values of in-service training needs expressed by the business teachers.

Table 21

Rank Order of the 14 Categories of Competencies Based on Mean Values of In-Service Training Needs Expressed by Business Teachers

Category	Mean Value
Data Processing	4.24
Business Work Experience	3.93
Methods of Instruction	3.62
Accounting	3.52
Business Communications	3.51
Curriculum Design, Implementation, and Evaluation	3.51
Management	3.48
Clerical/Secretarial	3.41
Organization and Administration	3.37
Business Mathematics	3.36
Marketing	3.36
Finance	3.34
Economic and Legal Environment	3.30
History and Philosophy	3.20

Except for the nine competency statements in the Data Processing category and one statement in the Economic and Legal Environment category ("[The teacher should be able to:] Describe the fundamental factors operating in a micro- and macro-economic analysis."), each competency statement was rated higher in its importance to teaching than in the degree of in-service training needed.

Summary

An analysis of the data compiled from reactionnaires returned by business education supervisors and teachers revealed that all of the 162 competency statements listed on the reactionnaire were considered to be essential (4.51-5.00), above average (3.51-4.50), or average (2.51-3.50) in importance to teaching. Of the 162 competency statements, the supervisors rated 69 as being essential, 91 as being above average, and 2 as being of average importance to teaching. The teachers considered 34 of the competencies as essential, 22 as above average, and 6 as being of average importance to teaching.

A MANOVA test showed significant overall differences at the 0.05 level in the ratings given to the 162 competencies by the supervisors and teachers. An ANOVA test performed across the 14 categories of competencies revealed significant differences between supervisors and teachers in 7 of the 14 categories.

The data compiled and analyzed from returned reactionnaires designed to assess the in-service training needs of North Carolina business teachers revealed that they expressed a higher need for in-service training in the Data Processing category than in any other category used in the study. Of the 162 competency statements, the teachers indicated that there were 73 in which an above-average need (3.51-4.50) exists for additional training and 89 in which an average need (2.51-3.50) exists for additional training. The magnitude and consistency of the standard deviations for the competencies in all categories except Data Processing are noteworthy.

Except for the nine statements in the Data Processing category and one statement in the Economic and Legal Environment category, each competency statement was rated higher relative to its importance to teaching than to the degree of in-service training needed.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V contains a summary of the study, the conclusions drawn from the findings, and the recommendations based on the conclusions.

Summary

The major problem of the study was to develop a comprehensive list of competencies deemed necessary for secondary school business teachers in North Carolina. A secondary problem was to determine the in-service training needs of North Carolina's secondary school business teachers based on the competencies identified. The purposes of the study were to help to improve the preparation of pre-service secondary school business teachers and to help to improve the effectiveness of in-service secondary school business teachers in North Carolina.

The study sought answers to the following questions:

1. What are the competencies needed by business teachers in the secondary schools of North Carolina?
2. What are the differences in perception between (a) state and local supervisory personnel in business education in the 12 states which comprise the Southern Business Education

Association and (b) selected in-service business teachers in North Carolina relative to the importance of the competencies identified?

3. What are the expressed needs of in-service secondary school business teachers in North Carolina relative to the competencies identified?

A list of 197 competency statements was compiled by reviewing the literature; by examining secondary school business textbooks and teachers' guidebooks; and by reviewing the list of competencies drafted by an eight-member committee composed of North Carolina business teachers, teacher educators, and North Carolina's Chief Consultant for Business and Office Education. The competency statements were grouped into 14 categories according to content and overall knowledge of business and professional skills/techniques/methodologies. A reactionnaire was designed, utilizing the list of 197 statements, and submitted to a graduate class of business teachers at the University of North Carolina at Greensboro. Based on the suggestions given by the members of the class, revisions were made that resulted in a reactionnaire which contained 161 competency statements.

For validation purposes, the revised list of 161 competency statements was sent to 30 (25 percent) state and local supervisors of business education randomly selected from the 12 states in the Southern Business Education Association and to 75 (5 percent) of the North Carolina secondary school business teachers. Responses from the supervisors and teachers resulted in the retention of the 161 items and the addition of one statement in the Data Processing category.

The revised instrument was mailed to 88 (75 percent) of the state and local supervisors in business education from the 12 states in the Southern Business Education Association and to 224 (15 percent) of the secondary school business teachers in North Carolina. One hundred twenty-seven instruments (40 percent) were returned (39 from supervisors and 88 from teachers) and used in the study to determine the competencies deemed important for secondary school business teachers.

The competencies were rated on a scale from one ("The competency is of little or no importance") to five ("The competency is essential"). The mean value and standard deviation were determined for each competency statement; the statements were ranked according to mean value within the 14 categories. The results of the MANOVA test revealed that at the 0.05 level there were overall significant differences between the ratings assigned by the supervisors and the teachers. The results of the ANOVA test revealed that seven of the categories were directly responsible for the difference.

The overall mean value was 4.21. The Business Work Experience and Business Mathematics categories were rated highest by the supervisors and teachers, respectively. The Economic and Legal Environment category was rated lowest by both groups. Except for the Marketing category, the supervisors' ratings were higher than those given by the teachers. The supervisors and teachers rated each of the 162 competencies as being either essential (4.51-5.00), above average (3.51-4.50), or average (2.51-3.50) in importance. The supervisors rated 69 (43 percent) as being essential, 91 (56 percent) as being above average, and 2 (1 percent) as average. The teachers rated 34

(21 percent) of the 162 competencies as essential, 122 (75 percent) as being above average, and 6 (4 percent) as average.

Seventy-five (5 percent) North Carolina secondary school business teachers were randomly selected and asked to express their need for in-service training relative to the revised list of competency statements. Responses were received from 39 (52 percent) of the teachers surveyed. The rating scale used by the teachers in judging each competency ranged from one ("There is little or no need for in-service training") to five ("There is a critical need for in-service training"). The mean scores and standard deviations for in-service needs were determined and the statements were ranked within each of the 14 categories according to mean scores.

The overall mean values was 3.51. Of the 162 statements, the teachers indicated that there were 73 in which an above-average need (3.51-4.50) exists for additional training and 89 in which an average need (2.51-3.50) exists for additional training. The teachers expressed a higher need for additional training in the Data Processing category than in any other.

Except for the nine statements in the Data Processing category and one in the Economic and Legal Environment category, each competency statement was rated higher relative to its importance to teaching success than to the degree of in-service training needed.

Conclusions

Based on the findings of this study, the following conclusions were reached:

1. Each of the 162 competencies listed in the study is important in the preparation of business teachers.
2. The categories of competencies rated as being of most importance were Business Work Experience and Business Mathematics; the category rated as being of least importance was that of Economic and Legal Environment. It would seem, therefore, that the more concrete competencies are assigned higher levels of importance than the abstract competencies.
3. Business education supervisors and teachers appeared to agree in their perceptions of levels of importance for competencies in the following areas: Business Communications, Accounting, Business Mathematics, Clerical/Secretarial, Marketing, Finance, and Methods of Instruction. In additional research, therefore, only one group need be surveyed to secure reliable responses in those categories.
4. There were significant statistical differences between the ratings assigned by business education supervisors and teachers in the following categories of competencies:

Economic and Legal Environment; Data Processing; Management; History and Philosophy; Organization and Administration; Curriculum Design, Implementation, and Evaluation; and Business Work Experience. Care should be taken, therefore, to secure the opinions of both groups when researching competencies in those categories.

5. The supervisors tended to rate certain categories of competencies somewhat differently and other categories the same in importance to teaching as did the secondary school business teachers. It would appear, therefore, that there should be continued dialogue between state and local supervisors and secondary school business teachers so that the reasons for the differences in the ratings assigned might be ascertained and a level of consensus reached.
6. The majority of the competency statements (152 of 162) were rated as being higher in importance to teaching than to the degree of in-service training needed. Professional development plans for business teachers, therefore, should include a consideration of what teachers believe they need rather than to assume that competencies of higher importance should be included in the programs planned.
7. Of the 14 categories of competencies, teachers expressed the greatest need for in-service training in the Data Processing category. Those in charge of in-service training, therefore, should determine more specifically the needs in the

data-processing area which can be met through in-service training.

Recommendations

On the basis of the conclusions drawn from the findings, the following recommendations are made:

1. The North Carolina State Department of Instruction, Division of Business and Office Education, should utilize the list of competencies identified in this study and the rank order within the categories as one factor in developing a framework for determining the competencies which will be used for the certification of Business and Office Education teachers when the Quality Assurance Program is implemented.
2. Curriculum planners at teacher education institutions should examine their curricula to insure that sufficient emphasis is placed on the competencies identified.
3. In-service training in data processing should be made available to secondary school business teachers in North Carolina.
4. A similar study should be conducted periodically to determine changes in the teachers' needs for in-service training.
5. Consideration should be given to conducting similar studies in other vocational education program areas.

6. Further statistical analysis is needed to validate the 14 categories of competencies and to test the significance of differences in in-service training needs.

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APPENDIX A

Original List of 197 Competencies

DIRECTIONS

Following is a list of competencies which teachers of business education subjects should possess, according to a search of the literature and a committee of business educators, business teacher educators, and the Chief Consultant for Business and Office Education for the State of North Carolina. Please rate each competency by CIRCLING the number which best indicates your reaction to its importance. At the end of each group, you will find blank spaces on which you might write competencies which you feel should be added.

SCALE

- 1 = The competency is of little or no importance
- 2 = The competency is of moderate importance
- 3 = The competency is of average importance
- 4 = The competency is of above-average importance
- 5 = The competency is essential.

I. CONTENT AND OVERALL KNOWLEDGE

In order to carry out the objectives of the Business and Office Education curriculum, the teacher of Business and Office Education subjects should be able to demonstrate the following competencies:

A. BUSINESS COMMUNICATIONS

- | | | | | | |
|--|---|---|---|---|---|
| 1.0 Apply the theory and concepts of the communication process in business situations. | 1 | 2 | 3 | 4 | 5 |
| 1.1 Describe basic psychological concepts applicable to effective communications. | 1 | 2 | 3 | 4 | 5 |
| 1.2 Adapt communication techniques to the reader's level of understanding. | 1 | 2 | 3 | 4 | 5 |
| 1.3 Determine the appropriate communication tool (telephone, mail, etc.) to be used in a given business situation. | 1 | 2 | 3 | 4 | 5 |

- 2.0 Compose effective business letters, reports, memorandums, and other kinds of business communications. 1 2 3 4 5
- 2.1 Identify and explain the major types of business letters and the circumstances which determine their use. 1 2 3 4 5
- 2.2 Use correct English grammar and punctuation. 1 2 3 4 5
- 2.3 Use a clear, concise writing style. 1 2 3 4 5
- 2.4 Make decisions involving the selection and organization of content and the choice of format. 1 2 3 4 5
- 3.0 Identify and demonstrate effective oral, non-verbal, and listening skills as a significant part of the communication process. 1 2 3 4 5
- 4.0 _____
-

B. ECONOMIC AND LEGAL ENVIRONMENT

- 1.0 Analyze economic principles as they relate to consumers, producers, and governments. 1 2 3 4 5
- 1.1 Describe the major components of the American free enterprise system as they relate to the roles, rights, and responsibilities of the individual consumer/wage-earner/producer/voter. 1 2 3 4 5
- 1.2 Describe the major functions, roles, and operations of business organizations in the American free enterprise system. 1 2 3 4 5
- 1.3 Identify the effects of international trade and activity on the American economy. 1 2 3 4 5

- 1.4 Contrast the roles of individuals, business firms, and governments in different economic systems. 1 2 3 4 5
- 1.5 Utilize statistical techniques and economic theories to analyze business activities associated with production and the environment, demand and supply, and price and value. 1 2 3 4 5
- 1.6 Describe the fundamental factors operating in a micro- and macro-economic analysis. 1 2 3 4 5
- 2.0 Analyze the role of the American legal system in business. 1 2 3 4 5
- 2.1 Describe the significant provisions of the American legal system that relate to the creation, regulation, and operation of business organizations. 1 2 3 4 5
- 2.2 Describe the basic aspects of criminal and tort law as they apply to the business environment. 1 2 3 4 5
- 2.3 Describe the general principles which relate to laws governing: negotiable contracts, buying and selling goods, insurance, and property rights, giving consideration to social and political influences in these matters. 1 2 3 4 5
- 3.0 _____
-

C. ACCOUNTING

- 1.0 Analyze the importance of the accounting function in the overall operation of a business. 1 2 3 4 5
- 1.1 Explain the need for and development of accounting systems. 1 2 3 4 5
- 1.2 Compare the accounting systems, procedures, and/or problems of various types of business organizations. 1 2 3 4 5

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 2.0 | Demonstrate an understanding of accounting procedures. | 1 | 2 | 3 | 4 | 5 |
| 2.1 | Record, summarize, and analyze transactions as they occur throughout the accounting cycle, including the cycle with the combination journal and subsidiary ledgers. | 1 | 2 | 3 | 4 | 5 |
| 2.2 | Prepare and analyze financial statements. | 1 | 2 | 3 | 4 | 5 |
| 2.3 | Utilize automated accounting systems and explain how they are integrated into the accounting process. | 1 | 2 | 3 | 4 | 5 |
| 2.4 | Prepare and analyze financial records as used in activities associated with banking, payroll systems, taxes, and depreciation. | 1 | 2 | 3 | 4 | 5 |
| 3.0 | <hr/> | | | | | |

D. BUSINESS MATHEMATICS

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1.0 | Demonstrate an understanding of the principles and procedures involved in solving problems which relate to business mathematics. | 1 | 2 | 3 | 4 | 5 |
| 1.1 | Perform accurate calculations to solve problems associated with financial records and reports: payrolls, commissions, petty cash reports, and inventories. | 1 | 2 | 3 | 4 | 5 |
| 1.2 | Perform accurate calculations in problems associated with the math of money and banking: computing interest, discounting notes and drafts, and deferred payments and charges. | 1 | 2 | 3 | 4 | 5 |
| 1.3 | Accurately solve math problems associated with personal finance in matters dealing with taxes, insurance, credit purchases, and savings and investments. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1.4 | Demonstrate proficiency in the fundamental skills in math: addition, subtraction, multiplication, division, fractions, and percentages. | 1 | 2 | 3 | 4 | 5 |
| 2.0 | Demonstrate proficiency in the use of the 10-key adding machine and various types of calculators in solving problems in business math. | 1 | 2 | 3 | 4 | 5 |
| 3.0 | <hr/> | | | | | |

E. DATA PROCESSING

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1.0 | Analyze the role of computerized data processing in our society. | 1 | 2 | 3 | 4 | 5 |
| 1.1 | Identify business applications which might be appropriately processed by a computer. | 1 | 2 | 3 | 4 | 5 |
| 1.2 | Analyze and interpret the results of processed data, evaluating the methods used and the validity of results. | 1 | 2 | 3 | 4 | 5 |
| 1.3 | Distinguish between purposes and levels of computer hardware and software. | 1 | 2 | 3 | 4 | 5 |
| 1.4 | Identify the features of a management information system. | 1 | 2 | 3 | 4 | 5 |
| 1.5 | Describe the various data storage and retrieval systems. | 1 | 2 | 3 | 4 | 5 |
| 2.0 | Demonstrate proficiency in preparing and executing computer programs. | 1 | 2 | 3 | 4 | 5 |
| 2.1 | Demonstrate proper techniques and skills in using various pieces of computer equipment. | 1 | 2 | 3 | 4 | 5 |
| 2.2 | Demonstrate the ability to execute packaged programs common to business. | 1 | 2 | 3 | 4 | 5 |
| 2.3 | Demonstrate the ability to write and run programs in at least two computer languages. | 1 | 2 | 3 | 4 | 5 |

3.0

F. CLERICAL/SECRETARIAL

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 1.0 | Process information with proficiency by using different types of equipment, services, and materials. | 1 | 2 | 3 | 4 | 5 |
| 1.1 | Demonstrate proper techniques and skills in the operation of calculators and reprographics equipment. | 1 | 2 | 3 | 4 | 5 |
| 1.2 | Demonstrate proper techniques and skills in the operation of dictating/transcribing and word processing equipment. | 1 | 2 | 3 | 4 | 5 |
| 1.3 | Demonstrate proper techniques and skills in the operation of keyboarding equipment. | 1 | 2 | 3 | 4 | 5 |
| 1.4 | Compare various records management systems and use each effectively. | 1 | 2 | 3 | 4 | 5 |
| 1.5 | Draft and execute plans for meetings and/or conferences. | 1 | 2 | 3 | 4 | 5 |
| 1.6 | Identify travel and accommodation services in planning business trips. | 1 | 2 | 3 | 4 | 5 |
| 1.7 | Select appropriate office equipment and supplies needed to perform administrative support services. | 1 | 2 | 3 | 4 | 5 |
| 1.8 | Perform minor maintenance and repair of classroom equipment. | 1 | 2 | 3 | 4 | 5 |
| 2.0 | Exhibit interpersonal skills, work habits, and attitudes that are acceptable in an office. | 1 | 2 | 3 | 4 | 5 |
| 2.1 | Make effective decisions involving human relations situations in an office setting. | 1 | 2 | 3 | 4 | 5 |
| 2.2 | Plan and organize work by setting priorities for efficiently accomplishing job tasks. | 1 | 2 | 3 | 4 | 5 |

2.3	Display appropriate ethical attitude toward work and co-workers.	1	2	3	4	5
3.0	Analyze the functions and interrelationships between/among departments or systems in a business organization.	1	2	3	4	5
3.1	Identify the types and functions of offices as they relate to the total operation of the business.	1	2	3	4	5
3.2	Describe how the type and size of a business determine office organization.	1	2	3	4	5
4.0	Demonstrate proficiency in recording, transcribing, and dictating shorthand.	1	2	3	4	5
4.1	Write dictated material in shorthand, utilizing one of the major shorthand systems, at a minimum rate of 80 WAM.	1	2	3	4	5
4.2	Construct model outlines which are consistent with the rules of writing as established by the system used.	1	2	3	4	5
4.3	Transcribe dictated material into mailable form, which includes correct grammar and punctuation.	1	2	3	4	5
4.4	Dictate at various speeds, utilizing different speed-building plans.	1	2	3	4	5
4.5	Demonstrate skill in dictating office style.	1	2	3	4	5
5.0	_____					

G. MANAGEMENT

1.0	Demonstrate an understanding of management's role in the American economy.	1	2	3	4	5
1.1	Identify the major types of business organizations and explain their managerial structures.	1	2	3	4	5

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|-----|---|---|---|---|---|---|
| 1.2 | Analyze and explain the managerial functions and procedures involved in planning, organizing, leading, and controlling a business enterprise. | 1 | 2 | 3 | 4 | 5 |
| 1.3 | Analyze the impact of current economic, political, and social events on managerial decision making. | 1 | 2 | 3 | 4 | 5 |
| 2.0 | Analyze the personnel management function in business. | 1 | 2 | 3 | 4 | 5 |
| 2.1 | Identify the factors involved in the recruitment, selection, training, promotion, and evaluation of employees. | 1 | 2 | 3 | 4 | 5 |
| 2.2 | Relate personnel productivity to effective management, compensation, and benefits. | 1 | 2 | 3 | 4 | 5 |
| 2.3 | Identify and discuss the importance of business ethics as it relates to the personnel management function. | 1 | 2 | 3 | 4 | 5 |
| 2.4 | Analyze the role and impact of labor unions and labor relations and legislation on management activities. | 1 | 2 | 3 | 4 | 5 |
| 3.0 | Design an information system to be used in the management process. | 1 | 2 | 3 | 4 | 5 |
| 3.1 | Identify equipment and procedures used in information systems. | 1 | 2 | 3 | 4 | 5 |
| 3.2 | Relate office operations and services to the objectives of the business. | 1 | 2 | 3 | 4 | 5 |
| 3.3 | Identify the impact of computers on the management function. | 1 | 2 | 3 | 4 | 5 |

4.0

H. MARKETING

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 1.0 | Analyze the role and benefits of marketing in the American economy. | 1 | 2 | 3 | 4 | 5 |
| 1.1 | Identify the relationship of the marketing function to other areas of business activity. | 1 | 2 | 3 | 4 | 5 |
| 1.2 | Identify and describe the various marketing channels in the American economy. | 1 | 2 | 3 | 4 | 5 |
| 1.3 | Compare the costs of marketing with the costs of producing goods and services. | 1 | 2 | 3 | 4 | 5 |
| 1.4 | Discuss the activities in marketing which are related to promotion, advertising, and selling. | 1 | 2 | 3 | 4 | 5 |
| 1.5 | Identify the role of the government in providing an environment for fairness to consumers and to the marketing function. | 1 | 2 | 3 | 4 | 5 |
| 1.6 | Identify the significance of marketing research and be able to collect and analyze data and prepare research reports. | 1 | 2 | 3 | 4 | 5 |
| 2.0 | Identify the responsibility of marketing personnel to consumers and of consumers to marketing personnel. | 1 | 2 | 3 | 4 | 5 |
| 2.1 | Describe consumerism and its impact on marketing and the American economy. | 1 | 2 | 3 | 4 | 5 |
| 2.2 | Identify significant changes in consumer buying behaviors and buying patterns. | 1 | 2 | 3 | 4 | 5 |
| 2.3 | Identify and describe pricing and salesmanship policies as they relate to obtaining and serving customers. | 1 | 2 | 3 | 4 | 5 |
| 3.0 | Analyze the role of credit in the marketing function. | 1 | 2 | 3 | 4 | 5 |

3.1	Describe the impact of credit on the buying and selling of goods and services.	1	2	3	4	5
3.2	Identify and describe government regulations which relate to credit in marketing.	1	2	3	4	5
3.3	Describe the criteria generally applicable to granting credit to consumers.	1	2	3	4	5
4.0	<hr/>					

I. FINANCE

1.0	Analyze the sources available for financing a business organization.	1	2	3	4	5
1.1	Compare the process involved in securing funds for establishing a proprietorship, a corporation, and a cooperative.	1	2	3	4	5
1.2	Identify the major types of financial institutions, and differentiate among the services offered.	1	2	3	4	5
1.3	Describe the impact of government loans on financing a business.	1	2	3	4	5
2.0	Analyze the importance of credit, insurance, savings, and budgeting as they relate to proper management of business and personal finances.	1	2	3	4	5
2.1	Explain the advantages and disadvantages of long- and short-term credit.	1	2	3	4	5
2.2	Identify the causes and effects of bankruptcy.	1	2	3	4	5
2.3	Explain the role of personal credit and collection policies and practices.	1	2	3	4	5
2.4	Identify the types of and need for insurance.	1	2	3	4	5

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|-----|---|---|---|---|---|---|
| 2.5 | Identify the major types of savings, credit, and investment plans and institutions. | 1 | 2 | 3 | 4 | 5 |
| 2.6 | Demonstrate the ability to plan and budget personal finances. | 1 | 2 | 3 | 4 | 5 |
| 3.0 | Describe the operations and functions of the Federal Reserve System, including commercial banks. | 1 | 2 | 3 | 4 | 5 |
| 3.1 | Identify the relationship of the Federal Reserve System, including commercial banks. | 1 | 2 | 3 | 4 | 5 |
| 3.2 | Describe the role of the Federal Reserve System relating to monetary policies. | 1 | 2 | 3 | 4 | 5 |
| 3.3 | Identify safeguards designed to protect consumers who utilize services of financial institutions. | 1 | 2 | 3 | 4 | 5 |
| 4.0 | Analyze the financing of government operations. | 1 | 2 | 3 | 4 | 5 |
| 4.1 | Identify sources of revenue which finance governmental operations and services. | 1 | 2 | 3 | 4 | 5 |
| 4.2 | Describe the economic effects of government fiscal and monetary policies. | 1 | 2 | 3 | 4 | 5 |
| 5.0 | _____ | | | | | |
| | _____ | | | | | |

II. PROFESSIONAL SKILLS/TECHNIQUES/METHODOLOGIES

A. HISTORY AND PHILOSOPHY

- | | | | | | | |
|------|--|---|---|---|---|---|
| 1.0 | Synthesize the philosophy and development of Business and Office Education in the total education process. | 1 | 2 | 3 | 4 | 5 |
| 1.1 | Trace the history of Business and Office Education in North Carolina and in the U. S. | 1 | 2 | 3 | 4 | 5 |
| 1.2 | Explain the overall philosophy, purposes, and goals of Business and Office Education in the public secondary schools. | 1 | 2 | 3 | 4 | 5 |
| 1.3 | Identify the relationship of Business and Office Education to the total educational process. | 1 | 2 | 3 | 4 | 5 |
| 1.4 | Describe the interrelationship between/ among Business and Office Education and other vocational education program areas. | 1 | 2 | 3 | 4 | 5 |
| 1.5 | Identify state and federal legislation which affects Business and Office Education and other vocational education program areas. | 1 | 2 | 3 | 4 | 5 |
| 1.6 | Describe the history, philosophy, and role of FBLA/PBL in the Business and Office Education curriculum. | 1 | 2 | 3 | 4 | 5 |
| 1.7 | Appraise the contributions to Business and Office Education of various groups (teacher education institutions, business teacher organizations, textbook publishers, etc.). | 1 | 2 | 3 | 4 | 5 |
| 1.8 | Identify benefits derived from joining, supporting, and maintaining membership in professional organizations. | 1 | 2 | 3 | 4 | 5 |
| 1.9 | Identify current principles, problems, trends, and areas of needed research in Business and Office Education. | 1 | 2 | 3 | 4 | 5 |
| 1.10 | Keep abreast of and uphold the legal and ethical responsibilities of teachers. | 1 | 2 | 3 | 4 | 5 |

2.0

 B. ORGANIZATION AND ADMINISTRATION

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 1.0 | Organize and administer a Business and Office Education Program. | 1 | 2 | 3 | 4 | 5 |
| 1.1 | Describe the administrative structure of Business and Office Education at the local, regional, and state levels in N. C. | 1 | 2 | 3 | 4 | 5 |
| 1.2 | Describe the budgeting process for Business and Office Education at the local and state levels. | 1 | 2 | 3 | 4 | 5 |
| 1.3 | Describe the process of planning and evaluating a Business and Office Education program at the public secondary level. | 1 | 2 | 3 | 4 | 5 |
| 1.4 | Select appropriate scope and sequence of courses to meet student needs and job-market demands within an area. | 1 | 2 | 3 | 4 | 5 |
| 1.5 | Describe appropriate procedures for conducting placement and follow-up of graduates of Business and Office Education programs. | 1 | 2 | 3 | 4 | 5 |
| 1.6 | Describe the process of state and regional accreditation of institutions and programs. | 1 | 2 | 3 | 4 | 5 |
| 1.7 | Design a public relations program for Business and Office Education, utilizing school and community resources. | 1 | 2 | 3 | 4 | 5 |
| 1.8 | Assess the effectiveness of a local Business and Office Education program. | 1 | 2 | 3 | 4 | 5 |
| 1.9 | Develop both short- and long-term plans for implementing and maintaining effective Business and Office Education programs. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 2.0 | Organize and utilize the services of a Business and Office Education Advisory Committee. | 1 | 2 | 3 | 4 | 5 |
| 2.1 | Identify and assess the purposes and activities of an advisory committee. | 1 | 2 | 3 | 4 | 5 |
| 2.2 | Describe an appropriate composition of an advisory committee. | 1 | 2 | 3 | 4 | 5 |
| 3.0 | Maintain equipment, textbooks, and materials used in Business and Office Education. | 1 | 2 | 3 | 4 | 5 |
| 3.1 | Select appropriate instructional equipment, textbooks, and supplementary materials for business courses. | 1 | 2 | 3 | 4 | 5 |
| 3.2 | Describe the procedures used in requesting equipment. | 1 | 2 | 3 | 4 | 5 |
| 3.3 | Prepare short- and long-range purchase plans. | 1 | 2 | 3 | 4 | 5 |
| 3.4 | Devise schedules that allow for maximum use of equipment. | 1 | 2 | 3 | 4 | 5 |
| 3.5 | Direct the systematic cleaning and maintaining of classroom and laboratory equipment. | 1 | 2 | 3 | 4 | 5 |
| 3.6 | Maintain an up-to-date inventory of supplies needed to conduct an effective Business and Office Education program. | 1 | 2 | 3 | 4 | 5 |
| 4.0 | Establish a chapter of FBLA/PBL. | 1 | 2 | 3 | 4 | 5 |
| 4.1 | Describe the administrative structure and identify the activities of FBLA/PBL chapters at the local, state, regional, and national levels. | 1 | 2 | 3 | 4 | 5 |
| 4.2 | Describe the procedures for organizing a chapter of FBLA/PBL. | 1 | 2 | 3 | 4 | 5 |
| 4.3 | Develop a yearly FBLA/PBL program. | 1 | 2 | 3 | 4 | 5 |

- 4.4 Describe how FBLA/PBA can be used to develop student leadership qualities and be used as an instructional strategy in business courses. 1 2 3 4 5

5.0

C. CURRICULUM DESIGN, IMPLEMENTATION, AND EVALUATION

- 1.0 Synthesize available resources to design a Business and Office Education curriculum. 1 2 3 4 5
- 1.1 Evaluate job-market demands and student occupational needs and interests in order to establish a business curriculum. 1 2 3 4 5
- 1.2 Identify available curriculum materials at the local, state, and national levels. 1 2 3 4 5
- 1.3 Prepare a scope and sequence chart for Business and Office Education, having an appropriate balance of skill and theory courses. 1 2 3 4 5
- 2.0 Prepare and utilize syllabi for Business and Office Education courses. 1 2 3 4 5
- 2.1 Write performance objectives and develop units of instruction for Business and Office Education courses. 1 2 3 4 5
- 2.2 Effectively use available syllabi for teaching Business and Office Education courses. 1 2 3 4 5
- 2.3 Use student input for planning and/or modifying learning activities. 1 2 3 4 5
- 2.4 Develop flexible classroom procedures and routines to implement the objectives stated. 1 2 3 4 5
- 3.0 Evaluate student progress in attaining objectives for business courses. 1 2 3 4 5
- 3.1 Prepare and administer pre-tests to identify student entry-level skills. 1 2 3 4 5
- 3.2 Formulate and administer a system of grading and testing in which the attainment of objectives serves as the criteria for assigning grades. 1 2 3 4 5

3.3 Review student progress as a factor
in assessing the effectiveness of
instruction. 1 2 3 4 5

4.0

D. METHODS OF INSTRUCTION

1.0 Use effective resources, methods, spe-
cialized techniques, instructional
procedures, and educational media in the
presentation of business subjects. 1 2 3 4 5

1.1 Identify and utilize community and
other resources to enrich learning
experiences. 1 2 3 4 5

1.2 Demonstrate the manipulative skills
to be acquired by students. 1 2 3 4 5

1.3 Integrate various business subject-
matter areas into appropriate learn-
ing activities for business courses. 1 2 3 4 5

1.4 Teach subskills as components of a
larger skill. 1 2 3 4 5

1.5 Coordinate FBLA/PBL-oriented learn-
ing activities within the business
education curriculum. 1 2 3 4 5

1.6 Select and utilize teaching/learn-
ing strategies and educational media
that are appropriate for individual-
ized instruction, small group activ-
ities, and special needs students. 1 2 3 4 5

1.7 Provide an appropriate balance of
technical, occupational adjustment,
and career development competencies
within each business education
course. 1 2 3 4 5

1.8 Assess current trends in office
technology for inclusion into the
curriculum. 1 2 3 4 5

- | | | | | | | |
|------|--|---|---|---|---|---|
| 1.9 | Arrange business classrooms and laboratories to simulate an office environment and to simulate an office environment and to facilitate student work performance. | 1 | 2 | 3 | 4 | 5 |
| 1.10 | Maintain control over the learning environment. | 1 | 2 | 3 | 4 | 5 |
| 1.11 | Give explicit directions for carrying out instructional activities. | 1 | 2 | 3 | 4 | 5 |
| 1.12 | Employ appropriate reinforcement techniques. | 1 | 2 | 3 | 4 | 5 |
| 1.13 | Handle classroom routines effectively. | 1 | 2 | 3 | 4 | 5 |
| 1.14 | Effectively organize and present lessons utilizing such methods as: lecturing, problem-solving, demonstrating, questioning, discussing, and illustrating. | 1 | 2 | 3 | 4 | 5 |
| 2.0 | Coordinate an effective cooperative business education program. | 1 | 2 | 3 | 4 | 5 |
| 2.1 | Identify the benefits derived from a cooperative business education program. | 1 | 2 | 3 | 4 | 5 |
| 2.2 | Differentiate among work experience, work study, and the cooperative method of instruction. | 1 | 2 | 3 | 4 | 5 |
| 2.3 | Assess the business employment needs in a community. | 1 | 2 | 3 | 4 | 5 |
| 2.4 | Use appropriate techniques in selecting and guiding students into a cooperative business education program. | 1 | 2 | 3 | 4 | 5 |
| 2.5 | Establish criteria to select, evaluate, and approve training stations for cooperative business education students. | 1 | 2 | 3 | 4 | 5 |
| 2.6 | Assist students in adjusting to their work environments. | 1 | 2 | 3 | 4 | 5 |
| 2.7 | Develop training plans for each student, based on the student's needs, goals, and on recommendations from the student's training sponsor. | 1 | 2 | 3 | 4 | 5 |

2.8	Correlate classroom instruction with on-the-job training.	1	2	3	4	5
2.9	Supervise the use of individualized instructional materials and equipment.	1	2	3	4	5
2.10	Maintain an effective public relations program.	1	2	3	4	5
2.11	Use job analyses to identify entry-level competencies and to prepare activities for a cooperative business education course.	1	2	3	4	5
2.12	Identify federal and state labor laws which affect a cooperative program.	1	2	3	4	5
2.13	Maintain records of students' progress, attendance, placement, and follow-up.	1	2	3	4	5
3.0	<hr/>					

E. BUSINESS WORK EXPERIENCE

1.0	Obtain a minimum of 300 hours of business-related work experience under instructor supervision or one year's full-time or equivalent part-time experience to complement formal classroom instruction in business.	1	2	3	4	5
1.1	Identify current business standards and new technologies in business occupations.	1	2	3	4	5
1.2	Relate job practices to formal classroom instruction.	1	2	3	4	5
1.3	Acquire new occupational skills needed to keep pace with technological advances.	1	2	3	4	5
1.4	Develop interpersonal skills involving contact with supervisors, co-workers, and clients.	1	2	3	4	5
1.5	Effectively cope with the stress that is a part of a business environment.	1	2	3	4	5

2.0



APPENDIX B

Revised List of 161 Competencies

DIRECTIONS

Following is a list of potential competencies for secondary teachers of business education subjects. Would you please rate each competency by CIRCLING the number which best indicates your reaction to its importance. At the end of each group you will find blank spaces on which you might write competencies which you feel should be added.

SCALE

- 1 = The competency is of little or no importance
- 2 = The competency is of moderate importance
- 3 = The competency is of average importance
- 4 = The competency is of above-average importance
- 5 = The competency is essential.

CONTENT AND OVERALL KNOWLEDGE

BUSINESS COMMUNICATIONS

- | | | | | | |
|---|---|---|---|---|---|
| 1. Describe basic psychological concepts applicable to effective communications. | 1 | 2 | 3 | 4 | 5 |
| 2. Adapt the communication to the reader's level of understanding. | 1 | 2 | 3 | 4 | 5 |
| 3. Determine the appropriate communication tool (telephone, mail, etc.) to be used in a given business situation. | 1 | 2 | 3 | 4 | 5 |
| 4. Identify and demonstrate effective oral, non-verbal, and listening skills. | 1 | 2 | 3 | 4 | 5 |
| 5. Compose effective business letters, reports, memorandums, and other kinds of business communications. | 1 | 2 | 3 | 4 | 5 |
| 6. Identify and explain the major types of business letters and the circumstances which determine their use. | 1 | 2 | 3 | 4 | 5 |

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|---|---|---|---|---|---|
| 7. Use correct English grammar and punctuation. | 1 | 2 | 3 | 4 | 5 |
| 8. Use a clear, concise writing style. | 1 | 2 | 3 | 4 | 5 |
| 9. Make decisions involving the selection and organization of content and the choice of format. | 1 | 2 | 3 | 4 | 5 |
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ECONOMIC AND LEGAL ENVIRONMENT

- | | | | | | |
|---|---|---|---|---|---|
| 10. Describe the major components of the American free enterprise system as they relate to the roles, rights, and responsibilities of the individual consumer/wage earner/producer/voter. | 1 | 2 | 3 | 4 | 5 |
| 11. Describe the major functions, roles, and operations of business organizations in the American free enterprise system. | 1 | 2 | 3 | 4 | 5 |
| 12. Identify the effects of international trade and activity on the American economy. | 1 | 2 | 3 | 4 | 5 |
| 13. Contrast the roles of individuals, business firms, and governments in different economic systems. | 1 | 2 | 3 | 4 | 5 |
| 14. Utilize statistical techniques and economic theories to analyze business activities associated with: production and the environment, supply and demand, and price and value. | 1 | 2 | 3 | 4 | 5 |
| 15. Describe the fundamental factors operating in a micro- and macro-economic analysis. | 1 | 2 | 3 | 4 | 5 |
| 16. Analyze the role of the American legal system in business. | 1 | 2 | 3 | 4 | 5 |
| 17. Describe the significant provisions of the American legal system that relate to the creation, regulation, and operation of business organizations. | 1 | 2 | 3 | 4 | 5 |
| 18. Describe the general principles which relate to laws governing: negotiable contracts, buying and selling goods, insurance, and property rights. | 1 | 2 | 3 | 4 | 5 |
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ACCOUNTING

- | | | | | | |
|---|---|---|---|---|---|
| 19. Analyze the importance of the accounting function in the overall operation of a business. | 1 | 2 | 3 | 4 | 5 |
| 20. Compare the accounting systems, procedures, and problems of various types of business organizations. | 1 | 2 | 3 | 4 | 5 |
| 21. Record, summarize, and analyze transactions as they occur throughout the accounting cycle, including the cycle with the combination journal and subsidiary ledgers. | 1 | 2 | 3 | 4 | 5 |
| 22. Prepare and analyze financial statements. | 1 | 2 | 3 | 4 | 5 |
| 23. Utilize automated accounting systems and explain how they are integrated into the accounting process. | 1 | 2 | 3 | 4 | 5 |
| 24. Prepare and analyze financial records as used in activities associated with banking, payroll systems, taxes, and depreciation. | 1 | 2 | 3 | 4 | 5 |
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BUSINESS MATHEMATICS

- | | | | | | |
|---|---|---|---|---|---|
| 25. Perform accurate calculations to solve problems associated with financial records and reports: payrolls, commissions, petty cash, and inventories. | 1 | 2 | 3 | 4 | 5 |
| 26. Perform accurate calculations in problems associated with the math of money and banking: computing interest, discounting notes and drafts, and deferred payments and charges. | 1 | 2 | 3 | 4 | 5 |
| 27. Accurately solve math problems associated with personal finance in matters dealing with taxes, insurance, credit, and savings and investments. | 1 | 2 | 3 | 4 | 5 |
| 28. Demonstrate proficiency in the fundamental skills in math: addition, subtraction, multiplication, division, fractions, and percentages. | 1 | 2 | 3 | 4 | 5 |
| 29. Demonstrate proficiency in the use of the 10-key adding machine and various types of calculators in solving problems in business mathematics. | 1 | 2 | 3 | 4 | 5 |

DATA PROCESSING

30. Identify business applications which might be appropriately processed by a computer. 1 2 3 4 5
31. Analyze and interpret the results of processed data, evaluating methods used and the validity of results. 1 2 3 4 5
32. Distinguish between purposes and types of computer hardware and software. 1 2 3 4 5
33. Identify the features of a management information system. 1 2 3 4 5
34. Describe the various data storage and retrieval systems. 1 2 3 4 5
35. Demonstrate proper techniques and skills in using various pieces of computer equipment. 1 2 3 4 5
36. Demonstrate the ability to execute packaged programs common to business. 1 2 3 4 5
37. Demonstrate the ability to write and run programs in at least two computer languages. 1 2 3 4 5
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CLERICAL/SECRETARIAL

38. Demonstrate proper techniques and skills in the operation of calculators. 1 2 3 4 5
39. Demonstrate proper techniques and skills in the operation of reprographics equipment. 1 2 3 4 5
40. Demonstrate proper techniques and skills in the operation of keyboarding equipment. 1 2 3 4 5

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|--|---|---|---|---|---|
| 41. Demonstrate proper techniques and skills in the operation of dictating/transcribing and word processing equipment. | 1 | 2 | 3 | 4 | 5 |
| 42. Compare various records management systems and use each effectively. | 1 | 2 | 3 | 4 | 5 |
| 43. Draft and execute plans for meetings and conferences. | 1 | 2 | 3 | 4 | 5 |
| 44. Identify travel and accommodation services in planning business trips. | 1 | 2 | 3 | 4 | 5 |
| 45. Select appropriate office equipment and supplies needed to perform administrative support services. | 1 | 2 | 3 | 4 | 5 |
| 46. Perform minor maintenance and repair of classroom equipment. | 1 | 2 | 3 | 4 | 5 |
| 47. Exhibit interpersonal skills, work habits, and attitudes that are acceptable in an office. | 1 | 2 | 3 | 4 | 5 |
| 48. Make effective decisions involving human relations situations in an office setting. | 1 | 2 | 3 | 4 | 5 |
| 49. Plan and organize work by setting priorities for effectively accomplishing job tasks. | 1 | 2 | 3 | 4 | 5 |
| 50. Analyze the functions and interrelationships between/among departments or systems in a business organization. | 1 | 2 | 3 | 4 | 5 |
| 51. Identify the types and functions of offices as they relate to the total operation of the business. | 1 | 2 | 3 | 4 | 5 |
| 52. Explain how the type and size of a business determine office organization. | 1 | 2 | 3 | 4 | 5 |
| 53. Write dictated material in shorthand, utilizing one of the major shorthand systems, at a minimum rate of 80 words per minute. (Comprehensive majors only.) | 1 | 2 | 3 | 4 | 5 |
| 54. Construct model outlines which are consistent with the rules of writing as established by the system used. (Comprehensive majors only.) | 1 | 2 | 3 | 4 | 5 |

55. Transcribe dictated material into mailable form, including correct grammar, punctuation, and format. (Comprehensive majors only.) 1 2 3 4 5
56. Dictate at various speeds, utilizing different speed-building plans. (Comprehensive majors only.) 1 2 3 4 5
57. Demonstrate skill in dictating office style. (Comprehensive majors only.) 1 2 3 4 5
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MANAGEMENT

58. Identify the major types of business organizations, and explain their managerial structure. 1 2 3 4 5
59. Analyze and explain the managerial functions and procedures involved in planning, organizing, leading, and controlling a business enterprise. 1 2 3 4 5
60. Identify the factors involved in the recruitment, selection, training, promotion, and evaluation of employees. 1 2 3 4 5
61. Relate personnel productivity to effective management, compensation, and benefits. 1 2 3 4 5
62. Identify and discuss the importance of business ethics as it relates to the personnel management function. 1 2 3 4 5
63. Analyze the role and impact of labor unions and labor relations/legislation on management activities. 1 2 3 4 5
64. Design an information system to be used in the management decision-making process. 1 2 3 4 5
65. Identify equipment, sources of information, and procedures used in an information system. 1 2 3 4 5
66. Relate office operations and services to the objectives of the business. 1 2 3 4 5
67. Identify the impact of computers on the management function. 1 2 3 4 5
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MARKETING

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|--|---|---|---|---|---|
| 68. Identify the relationship of the marketing function to other areas of business activity. | 1 | 2 | 3 | 4 | 5 |
| 69. Identify and describe the various marketing channels in the American economy. | 1 | 2 | 3 | 4 | 5 |
| 70. Compare the costs of marketing with the costs of producing goods and services. | 1 | 2 | 3 | 4 | 5 |
| 71. Discuss the activities in marketing which are related to promotion, advertising, and selling. | 1 | 2 | 3 | 4 | 5 |
| 72. Identify the role of the government in providing an environment for fairness to consumers and to the marketing function. | 1 | 2 | 3 | 4 | 5 |
| 73. Describe consumerism and its impact on marketing and the American economy. | 1 | 2 | 3 | 4 | 5 |
| 74. Identify significant changes in consumer buying behaviors and buying patterns. | 1 | 2 | 3 | 4 | 5 |
| 75. Identify and describe pricing and salesmanship policies as they relate to obtaining and serving customers. | 1 | 2 | 3 | 4 | 5 |
| 76. Describe the impact of credit on the buying and selling of goods and services. | 1 | 2 | 3 | 4 | 5 |
| 77. Identify and describe government regulations which relate to credit in marketing. | 1 | 2 | 3 | 4 | 5 |
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FINANCE

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|---|---|---|---|---|---|
| 78. Describe the impact of government loans on financing a business. | 1 | 2 | 3 | 4 | 5 |
| 79. Compare the process involved in securing funds for establishing a proprietorship, a corporation, and a cooperative. | 1 | 2 | 3 | 4 | 5 |
| 80. Identify the major types of financial institutions and differentiate among the services offered. | 1 | 2 | 3 | 4 | 5 |

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|---|---|---|---|---|---|
| 81. Explain the advantages and disadvantages of long- and short-term credit. | 1 | 2 | 3 | 4 | 5 |
| 82. Identify the causes and effects of bankruptcy. | 1 | 2 | 3 | 4 | 5 |
| 83. Explain the role of personal credit and collection policies and practices. | 1 | 2 | 3 | 4 | 5 |
| 84. Describe the criteria generally applicable to granting credit to consumers. | 1 | 2 | 3 | 4 | 5 |
| 85. Identify the types of and need for insurance. | 1 | 2 | 3 | 4 | 5 |
| 86. Demonstrate the ability to plan and budget personal finances. | 1 | 2 | 3 | 4 | 5 |
| 87. Identify the relationship of the Federal Reserve System to commercial banks. | 1 | 2 | 3 | 4 | 5 |
| 88. Describe the role of the Federal Reserve System to commercial banks. | 1 | 2 | 3 | 4 | 5 |
| 89. Identify safeguards designed to protect consumers who utilize services of financial institutions. | 1 | 2 | 3 | 4 | 5 |
| 90. Identify sources of revenue which finance governmental operations and services. | 1 | 2 | 3 | 4 | 5 |
| 91. Describe the economic effects of governmental fiscal and monetary policies. | 1 | 2 | 3 | 4 | 5 |
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PROFESSIONAL SKILLS/TECHNIQUES/METHODOLOGIES

HISTORY AND PHILOSOPHY

- | | | | | | |
|---|---|---|---|---|---|
| 92. Trace the history of Business and Office Education in North Carolina and in the United States. | 1 | 2 | 3 | 4 | 5 |
| 93. Explain the overall philosophy, purposes, and goals of Business and Office Education in the public secondary schools. | 1 | 2 | 3 | 4 | 5 |

94. Identify the relationship of Business and Office Education to the total educational process. 1 2 3 4 5
95. Describe the interrelationship between/among Business and Office Education and other vocational education program areas. 1 2 3 4 5
96. Identify state and federal legislation which affects Business and Office Education and other vocational education program areas. 1 2 3 4 5
97. Describe the history, philosophy, and role of FBIA in the Business and Office Education curriculum. 1 2 3 4 5
98. Appraise the contributions to Business and Office Education of various groups (teacher education institutions, business teacher organizations, etc.). 1 2 3 4 5
99. Identify the benefits derived from joining, supporting, and maintaining membership in professional organizations. 1 2 3 4 5
100. Identify current principles, problems, and trends in Business and Office Education. 1 2 3 4 5
101. Keep abreast of and uphold the legal and ethical responsibilities of teachers. 1 2 3 4 5
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ORGANIZATION AND ADMINISTRATION

102. Describe the administrative structure of Business and Office Education at the local, regional, and state levels in North Carolina. 1 2 3 4 5
103. Describe the budgeting process for Business and Office Education at the local and state levels. 1 2 3 4 5
104. Describe the process of planning and evaluating a Business and Office Education program at the public secondary level. 1 2 3 4 5

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|------|--|---|---|---|---|---|
| 105. | Select appropriate scope and sequence of courses to meet students' needs and job-market demands within an area. | 1 | 2 | 3 | 4 | 5 |
| 106. | Describe appropriate procedures for conducting placement and follow-up of graduates of Business and Office Education programs. | 1 | 2 | 3 | 4 | 5 |
| 107. | Describe the process of state and regional accreditation of institutions and programs. | 1 | 2 | 3 | 4 | 5 |
| 108. | Design a public relations program for Business and Office Education, utilizing school and community resources. | 1 | 2 | 3 | 4 | 5 |
| 109. | Develop both short- and long-term plans for implementing and maintaining effective Business and Office Education programs. | 1 | 2 | 3 | 4 | 5 |
| 110. | Identify and assess the purposes and activities of an advisory committee. | 1 | 2 | 3 | 4 | 5 |
| 111. | Describe an appropriate composition of an advisory committee. | 1 | 2 | 3 | 4 | 5 |
| 112. | Select appropriate instructional equipment, textbooks, and supplementary materials for business courses. | 1 | 2 | 3 | 4 | 5 |
| 113. | Describe the procedures used in requesting equipment. | 1 | 2 | 3 | 4 | 5 |
| 114. | Prepare short- and long-range purchase plans. | 1 | 2 | 3 | 4 | 5 |
| 115. | Devise schedules that allow for maximum use of equipment. | 1 | 2 | 3 | 4 | 5 |
| 116. | Direct the systematic cleaning and maintaining of classroom and laboratory equipment. | 1 | 2 | 3 | 4 | 5 |
| 117. | Maintain an up-to-date inventory of supplies needed to conduct an effective Business and Office Education program. | 1 | 2 | 3 | 4 | 5 |
| 118. | Describe the administrative structure and identify the activities of FBLA chapters at the local, state, regional, and national levels. | 1 | 2 | 3 | 4 | 5 |

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|------|---|---|---|---|---|---|
| 119. | Describe the procedures for organizing a chapter of FBLA. | 1 | 2 | 3 | 4 | 5 |
| 120. | Describe how FBLA can be used to develop student leadership qualities and be used as an instructional strategy in business courses. | 1 | 2 | 3 | 4 | 5 |
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CURRICULUM DESIGN, IMPLEMENTATION, AND EVALUATION

- | | | | | | | |
|------|--|---|---|---|---|---|
| 121. | Evaluate job-market demands and student occupational needs and interests in order to establish a business curriculum. | 1 | 2 | 3 | 4 | 5 |
| 122. | Identify available curriculum materials at the local, state, and national levels. | 1 | 2 | 3 | 4 | 5 |
| 123. | Prepare a scope and sequence chart for Business and Office Education, having an appropriate balance of skills and theory courses. | 1 | 2 | 3 | 4 | 5 |
| 124. | Write performance objectives and develop units of instruction for Business and Office Education courses. | 1 | 2 | 3 | 4 | 5 |
| 125. | Effectively use available syllabi for teaching Business and Office Education courses. | 1 | 2 | 3 | 4 | 5 |
| 126. | Use student input for planning and/or modifying learning activities. | 1 | 2 | 3 | 4 | 5 |
| 127. | Develop flexible classroom procedures and routines to implement the objectives stated. | 1 | 2 | 3 | 4 | 5 |
| 128. | Prepare and administer pre-tests to identify student entry-level skills. | 1 | 2 | 3 | 4 | 5 |
| 129. | Formulate and administer a system of grading and testing in which the attainment of objectives serves as the criterion for assigning grades. | 1 | 2 | 3 | 4 | 5 |
| 130. | Review student progress as a factor in assessing the effectiveness of instruction. | 1 | 2 | 3 | 4 | 5 |
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METHODS OF INSTRUCTION

- | | | | | | |
|---|---|---|---|---|---|
| 131. Identify and utilize community and other resources to enrich learning experiences. | 1 | 2 | 3 | 4 | 5 |
| 132. Demonstrate the manipulative skills to be acquired by the students. | 1 | 2 | 3 | 4 | 5 |
| 133. Integrate various business subject-matter areas into appropriate learning activities for business courses. | 1 | 2 | 3 | 4 | 5 |
| 134. Teach subskills as components of larger skills. | 1 | 2 | 3 | 4 | 5 |
| 135. Select and utilize teaching/learning strategies and educational media that are appropriate for individualized instruction, small group activities, and special needs students. | 1 | 2 | 3 | 4 | 5 |
| 136. Provide an appropriate balance of technical, occupational adjustment, and career development competencies within each business education course. | 1 | 2 | 3 | 4 | 5 |
| 137. Assess current trends in office technology for inclusion into the curriculum. | 1 | 2 | 3 | 4 | 5 |
| 138. Arrange business classrooms and laboratories to simulate an office environment and to facilitate student work performance. | 1 | 2 | 3 | 4 | 5 |
| 139. Maintain control over the learning environment. | 1 | 2 | 3 | 4 | 5 |
| 140. Give explicit directions for carrying out instructional activities. | 1 | 2 | 3 | 4 | 5 |
| 141. Employ appropriate reinforcement techniques. | 1 | 2 | 3 | 4 | 5 |
| 142. Handle classroom routines effectively and efficiently. | 1 | 2 | 3 | 4 | 5 |
| 143. Effectively organize and present lessons utilizing such methods as lecturing, problem-solving, demonstrating, questioning, discussing, and illustrating. | 1 | 2 | 3 | 4 | 5 |
| 144. Identify the benefits derived from a cooperative business education program. | 1 | 2 | 3 | 4 | 5 |
| 145. Differentiate among work experience, work study, and the cooperative method of instruction. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|------|---|---|---|---|---|---|
| 146. | Assess the business employment needs in a community. | 1 | 2 | 3 | 4 | 5 |
| 147. | Use appropriate techniques in selecting and guiding students into a cooperative business education program. | 1 | 2 | 3 | 4 | 5 |
| 148. | Establish criteria to select, evaluate, and approve training stations for cooperative business education students. | 1 | 2 | 3 | 4 | 5 |
| 149. | Assist students in adjusting to their work environments. | 1 | 2 | 3 | 4 | 5 |
| 150. | Develop training plans for each student, based on the student's needs, goals, and on recommendations from the student's training sponsor. | 1 | 2 | 3 | 4 | 5 |
| 151. | Correlate classroom instruction with on-the-job instruction. | 1 | 2 | 3 | 4 | 5 |
| 152. | Supervise the use of individualized instructional materials and equipment. | 1 | 2 | 3 | 4 | 5 |
| 153. | Maintain an effective public relations program. | 1 | 2 | 3 | 4 | 5 |
| 154. | Use job analyses to identify entry-level competencies and to prepare activities for a cooperative business education course. | 1 | 2 | 3 | 4 | 5 |
| 155. | Identify federal and state labor laws which affect a cooperative program. | 1 | 2 | 3 | 4 | 5 |
| 156. | Maintain records of students' progress, attendance, placement, and follow-up. | 1 | 2 | 3 | 4 | 5 |
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BUSINESS WORK EXPERIENCE

- | | | | | | | |
|------|--|---|---|---|---|---|
| 157. | Obtain a minimum of 300 hours of business-related work experience under instructor supervision, or one year's full-time or equivalent part-time experience to complement formal classroom instruction in business. | 1 | 2 | 3 | 4 | 5 |
|------|--|---|---|---|---|---|

- 158. Identify current business standards and new technologies in business occupations. 1 2 3 4 5
- 159. Relate job practices to formal classroom instruction. 1 2 3 4 5
- 160. Acquire new occupational skills needed to keep pace with technological advances. 1 2 3 4 5
- 161. Effectively cope with the stress that is a part of a business environment. 1 2 3 4 5

COMMENTS:

APPENDIX C

Covering Letter, State and Local Supervisors
of Business Education (Validation Study)

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO
SCHOOL OF BUSINESS AND ECONOMICS



*Department of Business and
Distributive Education*

March 20, 1981

Dear Business Education Supervisor:

Will you please assist me in refining the enclosed list of competencies deemed necessary for secondary school business teachers? Once the list has been validated, it will be used to assist in the development of a competency-based teacher certification program in North Carolina and in the assessment of the needs of in-service teachers.

Your name was randomly selected from the Directory of State and Local Supervisory Personnel in Business Education, which appeared in the December, 1980, BUSINESS EDUCATION FORUM. Your participation in the pilot stage of this research will be of invaluable assistance. Your response will be held in confidence; the number at the top of the reactionnaire is for follow-up purposes only.

In the spaces provided, please comment on the reactionnaire itself, concerning additions or deletions and format or corrections that will result in the most professional instrument possible to be used in the remainder of the study.

An addressed, stamped envelope is enclosed for your convenience. Your response by March 31 would be most appreciated.

Sincerely,

Rose T. Vaughan
Research Associate

Enclosures

GREENSBORO, NORTH CAROLINA / 27412

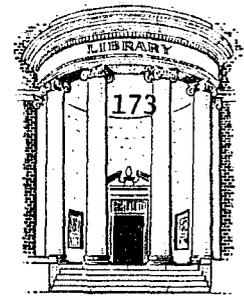
THE UNIVERSITY OF NORTH CAROLINA is composed of the sixteen public senior institutions in North Carolina
an equal opportunity employer

APPENDIX D

Covering Letter, Secondary School Business
Teachers (Validation Study)

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

SCHOOL OF BUSINESS AND ECONOMICS



*Department of Business and
Distributive Education*

March 20, 1981

Dear Business Educator:

Will you please assist me in refining the enclosed list of competencies deemed necessary for secondary school business teachers? Once the list has been validated, it will be used to assist in the development of a competency-based teacher certification program in North Carolina and in the assessment of the needs of in-service teachers.

Your name was randomly selected from the roster of business teachers for the state of North Carolina. Your participation in the pilot stage of this research will be of invaluable assistance. Your response will be held in confidence; the number at the top of the reactionnaire is for follow-up purposes only.

In the spaces provided, please comment on the reactionnaire itself, concerning additions or deletions and format or corrections that will result in the most professional instrument possible to be used in the remainder of the study.

An addressed, stamped envelope is enclosed for your convenience. Your response by March 31 would be most appreciated.

Sincerely,

Rose T. Vaughan
Research Associate

Enclosures

GREENSBORO, NORTH CAROLINA / 27412

THE UNIVERSITY OF NORTH CAROLINA is composed of the sixteen public senior institutions in North Carolina
an equal opportunity employer

APPENDIX E

Follow-up Card, State and Local Supervisors of
Business Education (Validation Study)

March 31, 1981

Dear Business Education Supervisor:

A few weeks ago, you received a reactionnaire designed to seek the opinions of a selected group of business education supervisors. These opinions are to be used in a study being conducted at UNC-G to determine teaching competencies needed at the secondary level. Information that results from the study will be of importance to business administrators and teachers.

The next phase of the study is to begin on April 10. YOUR opinion is needed before that date. Won't you please fill in and return the reactionnaire? By doing so, you will make a significant contribution to our profession.

Rose T. Vaughan, Research Associate

APPENDIX F

Follow-Up Card, Secondary School Business

Teachers (Validation Study)

March 31, 1981

Dear Business Educator:

A few weeks ago, you received a reactionnaire designed to seek the opinions of a selected group of N. C. business teachers. These opinions are to be used in a study being conducted at UNC-G to determine teaching competencies needed at the secondary level. Information that results from the study will be of importance to N. C. business teachers and administrators.

The next phase of the study is to begin on April 10. YOUR opinion is needed before that date. Won't you please fill in and return the reactionnaire? By doing so, you will make a significant contribution to our profession.

Rose T. Vaughan, Research Associate

APPENDIX G
Revised Reactionnaire

DIRECTIONS

Following is a list of potential competencies for secondary teachers of business education subjects. Would you please rate each competency by CIRCLING the number which best indicates your reaction to its importance. At the end of each group you will find blank spaces on which you might write competencies which you feel should be added.

SCALE

- 1 = The competency is of little or no importance
- 2 = The competency is of moderate importance
- 3 = The competency is of average importance
- 4 = The competency is of above-average importance
- 5 = The competency is essential.

CONTENT AND OVERALL KNOWLEDGE

BUSINESS COMMUNICATIONS

- | | | | | | |
|---|---|---|---|---|---|
| 1. Describe basic psychological concepts applicable to effective communications. | 1 | 2 | 3 | 4 | 5 |
| 2. Adapt the communication to the reader's level of understanding. | 1 | 2 | 3 | 4 | 5 |
| 3. Determine the appropriate communication tool (telephone, mail, etc.) to be used in a given business situation. | 1 | 2 | 3 | 4 | 5 |
| 4. Identify and demonstrate effective oral, non-verbal, and listening skills. | 1 | 2 | 3 | 4 | 5 |
| 5. Compose effective business letters, reports, memorandums, and other kinds of business communications. | 1 | 2 | 3 | 4 | 5 |

- | | |
|--|-----------|
| 6. Identify and explain the major types of business letters and the circumstances which determine their use. | 1 2 3 4 5 |
| 7. Use correct English grammar and punctuation. | 1 2 3 4 5 |
| 8. Use a clear, concise writing style. | 1 2 3 4 5 |
| 9. Make decisions involving the selection and organization of content and choice of format. | 1 2 3 4 5 |

OTHERS:

ECONOMIC AND LEGAL ENVIRONMENT

- | | |
|---|-----------|
| 10. Describe the major components of the American free enterprise system as they relate to the roles, rights, and responsibilities of the individual consumer/wage earner/producer/voter. | 1 2 3 4 5 |
| 11. Describe the major functions, roles, and operations of business organizations in the American free enterprise system. | 1 2 3 4 5 |
| 12. Identify the effects of international trade and activity on the American economy. | 1 2 3 4 5 |
| 13. Contrast the roles of individuals, business firms, and governments in different economic systems. | 1 2 3 4 5 |
| 14. Utilize statistical techniques and economic theories to analyze business activities associated with production and the environment, supply and demand, and price and value. | 1 2 3 4 5 |
| 15. Describe the fundamental factors operating in a micro- and macro-economic analysis. | 1 2 3 4 5 |
| 16. Analyze the role of the American legal system in business; integrate legal principles into the total business curriculum. | 1 2 3 4 5 |

17. Describe the significant provisions of the American legal system that relate to the creation, regulation, and operation of business organizations. 1 2 3 4 5
18. Describe the general principles which relate to laws governing: negotiable contracts, buying and selling goods, insurance, and property rights. 1 2 3 4 5

OTHERS:

ACCOUNTING

19. Analyze the importance of the accounting function in the overall operation of a business. 1 2 3 4 5
20. Compare the accounting systems, procedures, and problems of various types of business organizations. 1 2 3 4 5
21. Record, summarize, and analyze transactions as they occur throughout the accounting cycle, including the cycle with the combination journal and subsidiary ledgers. 1 2 3 4 5
22. Prepare and analyze financial statements. 1 2 3 4 5
23. Utilize computerized accounting systems and explain how they are integrated into the accounting process. 1 2 3 4 5
24. Prepare and analyze financial records as used in activities associated with banking, payroll systems, taxes, and depreciation. 1 2 3 4 5

OTHERS:

BUSINESS MATHEMATICS

25. Perform accurate calculations to solve problems associated with financial records and reports: payrolls, commissions, petty cash, and inventories. 1 2 3 4 5
26. Perform accurate calculations in problems associated with the math of money and banking: computing interest, discounting notes and drafts, and deferred payments and charges. 1 2 3 4 5
27. Accurately solve math problems associated with personal finance in matters dealing with taxes, insurance, credit, and savings and investments. 1 2 3 4 5
28. Demonstrate proficiency in the fundamental skills in math: addition, subtraction, multiplication, division, fractions, percentages, and metric conversions. 1 2 3 4 5
29. Demonstrate proficiency in the use of various types of calculators in solving problems in business mathematics. 1 2 3 4 5

OTHERS:

DATA PROCESSING

30. Identify business applications which might be appropriately processed by a computer. 1 2 3 4 5
31. Analyze and interpret the results of processed data, evaluating methods used and the validity of results. 1 2 3 4 5
32. Distinguish between purposes and types of computer hardware (including mini computers) and software. 1 2 3 4 5
33. Identify the features of a management information system. 1 2 3 4 5
34. Describe the various data storage and retrieval systems. 1 2 3 4 5

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| 35. Demonstrate proper techniques and skills in using various pieces of computer equipment. | 1 | 2 | 3 | 4 | 5 |
| 36. Identify the features of a teleprocessing environment. | 1 | 2 | 3 | 4 | 5 |
| 37. Demonstrate the ability to execute packaged programs common to business. | 1 | 2 | 3 | 4 | 5 |
| 38. Demonstrate the ability to write and run programs in at least two computer languages. | 1 | 2 | 3 | 4 | 5 |

OTHERS:

CLERICAL/SECRETARIAL

- | | | | | | |
|--|---|---|---|---|---|
| 39. Demonstrate proper techniques and skills in the operation of calculators. | 1 | 2 | 3 | 4 | 5 |
| 40. Demonstrate proper techniques and skills in the operation of reprographics equipment. | 1 | 2 | 3 | 4 | 5 |
| 41. Demonstrate proper techniques and skills in the operation of keyboarding equipment. | 1 | 2 | 3 | 4 | 5 |
| 42. Demonstrate proper techniques and skills in the operation of dictating/transcribing and word processing equipment. | 1 | 2 | 3 | 4 | 5 |
| 43. Compare various records management systems and use each effectively. | 1 | 2 | 3 | 4 | 5 |
| 44. Draft and execute plans for meetings and conferences. | 1 | 2 | 3 | 4 | 5 |
| 45. Identify travel and accommodation services in planning business trips. | 1 | 2 | 3 | 4 | 5 |
| 46. Select appropriate office equipment and supplies needed to perform administrative support services. | 1 | 2 | 3 | 4 | 5 |
| 47. Perform minor maintenance of classroom equipment. | 1 | 2 | 3 | 4 | 5 |
| 48. Establish interpersonal skills, work habits, and attitudes that are acceptable in an office. | 1 | 2 | 3 | 4 | 5 |

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| 49. Make effective decisions involving human relations situations in an office setting. | 1 | 2 | 3 | 4 | 5 |
| 50. Plan and organize work by setting priorities for effectively accomplishing job tasks. | 1 | 2 | 3 | 4 | 5 |
| 51. Analyze the functions and interrelationships between/among departments or systems in a business organization. | 1 | 2 | 3 | 4 | 5 |
| 52. Identify the types and functions of offices as they relate to the total operation of the business. | 1 | 2 | 3 | 4 | 5 |
| 53. Explain how the type and size of a business determine office organization. | 1 | 2 | 3 | 4 | 5 |
| 54. Write dictated material in shorthand, utilizing one of the major shorthand systems, at a minimum rate of 80 words per minute. (Comprehensive majors only.) | 1 | 2 | 3 | 4 | 5 |
| 55. Construct model outlines which are consistent with the rules of writing as established by the system used. (Comprehensive majors only.) | 1 | 2 | 3 | 4 | 5 |
| 56. Transcribe dictated material into mailable form, including correct grammar, punctuation, and format. (Comprehensive majors only.) | 1 | 2 | 3 | 4 | 5 |
| 57. Dictate at various speeds, utilizing different speed-building plans. (Comprehensive majors only.) | 1 | 2 | 3 | 4 | 5 |
| 58. Demonstrate skill in dictating office style. (Comprehensive majors only.) | 1 | 2 | 3 | 4 | 5 |

OTHERS:

MANAGEMENTS

- | | | | | | |
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| 59. Identify the major types of business organizations, and explain their managerial structure. | 1 | 2 | 3 | 4 | 5 |
| 60. Analyze and explain the managerial functions and procedures involved in planning, organizing, leading, and controlling a business enterprise. | 1 | 2 | 3 | 4 | 5 |
| 61. Identify the factors involved in the recruitment, selection, training, promotion, and evaluation of employees. | 1 | 2 | 3 | 4 | 5 |
| 62. Relate personnel productivity to effective management, compensation, and benefits. | 1 | 2 | 3 | 4 | 5 |
| 63. Identify and discuss the importance of business ethics as it relates to the personnel management function. | 1 | 2 | 3 | 4 | 5 |
| 64. Analyze the role and impact of labor unions and labor relations/legislation on management activities. | 1 | 2 | 3 | 4 | 5 |
| 65. Design an information system to be used in the management decision-making process. | 1 | 2 | 3 | 4 | 5 |
| 66. Identify equipment, sources of information, and procedures used in an information system. | 1 | 2 | 3 | 4 | 5 |
| 67. Relate office operations and services to the objectives of the business. | 1 | 2 | 3 | 4 | 5 |
| 68. Identify the impact of computers on the management function. | 1 | 2 | 3 | 4 | 5 |

OTHERS:

MARKETING

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| 69. Identify the relationship of the marketing function to other areas of business activity. | 1 | 2 | 3 | 4 | 5 |
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70. Identify and describe the various marketing channels in the American economy. 1 2 3 4 5
71. Compare the costs of marketing with the costs of producing goods and services. 1 2 3 4 5
72. Discuss the activities in marketing which are related to promotion, advertising, and selling. 1 2 3 4 5
73. Identify the role of the government in providing an environment for fairness to consumers and to the marketing function. 1 2 3 4 5
74. Describe consumerism and its impact on marketing and the American economy. 1 2 3 4 5
75. Identify significant changes in consumer buying behaviors and buying patterns. 1 2 3 4 5
76. Identify and describe pricing and salesmanship policies as they relate to obtaining and serving customers. 1 2 3 4 5
77. Describe the impact of credit on the buying and selling of goods and services. 1 2 3 4 5
78. Identify and describe government regulations which relate to credit in marketing. 1 2 3 4 5

OTHERS:

FINANCE

79. Describe the impact of government loans on financing a business. 1 2 3 4 5
80. Compare the process involved in securing funds for establishing a proprietorship, a corporation, and a cooperative. 1 2 3 4 5
81. Identify the major types of financial institutions and differentiate among the services offered. 1 2 3 4 5

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| 82. Explain the advantages and disadvantages of long- and short-term credit. | 1 | 2 | 3 | 4 | 5 |
| 83. Identify the causes and effects of bankruptcy. | 1 | 2 | 3 | 4 | 5 |
| 84. Explain the role of personal credit and collection policies and practices. | 1 | 2 | 3 | 4 | 5 |
| 85. Describe the criteria generally applicable to granting credit to consumers. | 1 | 2 | 3 | 4 | 5 |
| 86. Identify the types of and need for insurance. | 1 | 2 | 3 | 4 | 5 |
| 87. Demonstrate the ability to plan and budget personal finances. | 1 | 2 | 3 | 4 | 5 |
| 88. Identify the relationship of the Federal Reserve System to commercial banks. | 1 | 2 | 3 | 4 | 5 |
| 89. Describe the role of the Federal Reserve System relative to monetary policies. | 1 | 2 | 3 | 4 | 5 |
| 90. Identify safeguards designed to protect consumers who utilize services of financial institutions. | 1 | 2 | 3 | 4 | 5 |
| 91. Identify sources of revenue which finance governmental operations and services. | 1 | 2 | 3 | 4 | 5 |
| 92. Describe the economic effects of governmental fiscal and monetary policies. | 1 | 2 | 3 | 4 | 5 |

OTHERS:

PROFESSIONAL SKILLS/TECHNIQUES/METHODOLOGIES

HISTORY AND PHILOSOPHY

- | | | | | | |
|---|---|---|---|---|---|
| 93. Trace the history of Business and Office Education in the United States. | 1 | 2 | 3 | 4 | 5 |
| 94. Explain the overall philosophy, purposes, and goals of Business and Office Education in the public secondary schools. | 1 | 2 | 3 | 4 | 5 |

95. Identify the relationship of Business and Office Education to the total educational process. 1 2 3 4 5
96. Describe the interrelationship between/among Business and Office Education and other vocational education program areas. 1 2 3 4 5
97. Identify state and federal legislation which affects Business and Office Education and other vocational education program areas. 1 2 3 4 5
98. Describe the history, philosophy, and role of FBLA in the Business and Office Education curriculum. 1 2 3 4 5
99. Appraise the contributions to Business and Office Education of various groups (teacher education institutions, business teacher organizations, etc.). 1 2 3 4 5
100. Identify the benefits derived from joining, supporting, and maintaining membership in professional organizations. 1 2 3 4 5
101. Identify current principles, problems, and trends in Business and Office Education. 1 2 3 4 5
102. Keep abreast of and uphold the legal and ethical responsibilities of teachers. 1 2 3 4 5

OTHERS:

ORGANIZATION AND ADMINISTRATION

103. Describe the administrative structure of Business and Office Education at the local, regional, and state levels. 1 2 3 4 5
104. Describe the budgeting process for Business and Office Education at the local and state levels. 1 2 3 4 5

105. Describe the process of planning and evaluating a Business and Office Education program at the public secondary level. 1 2 3 4 5
106. Select appropriate scope and sequence of courses to meet students' needs and job-market demands within an area. 1 2 3 4 5
107. Describe appropriate procedures for conducting placement and follow-up of graduates of Business and Office Education programs. 1 2 3 4 5
108. Describe the process of state and regional accreditation of institutions and programs. 1 2 3 4 5
109. Design a public relations program for Business and Office Education, utilizing school and community resources. 1 2 3 4 5
110. Develop both short- and long-term plans for implementing and maintaining effective Business and Office Education programs. 1 2 3 4 5
111. Identify and assess the purposes and activities of an advisory committee. 1 2 3 4 5
112. Describe an appropriate composition of an advisory committee. 1 2 3 4 5
113. Select appropriate instructional equipment, textbooks, and supplementary materials for business courses. 1 2 3 4 5
114. Describe the procedures used in requesting equipment. 1 2 3 4 5
115. Prepare short- and long-range purchase plans. 1 2 3 4 5
116. Devise schedules that allow for maximum use of equipment. 1 2 3 4 5
117. Direct the systematic cleaning and maintaining of classroom and laboratory equipment. 1 2 3 4 5
118. Maintain an up-to-date inventory of supplies needed to conduct an effective Business and Office Education program. 1 2 3 4 5

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| 119. | Describe the administrative structure and identify the activities of FBLA chapters at the local, state, regional, and national levels. | 1 | 2 | 3 | 4 | 5 |
| 120. | Describe the procedures for organizing a chapter of FBLA. | 1 | 2 | 3 | 4 | 5 |
| 121. | Describe how FBLA can be used to develop student leadership qualities and be used as an instructional strategy in business courses. | 1 | 2 | 3 | 4 | 5 |

OTHERS:

CURRICULUM DESIGN, IMPLEMENTATION, AND EVALUATION

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|------|--|---|---|---|---|---|
| 122. | Evaluate job-market demands and student occupational needs and interests in order to establish a business curriculum. | 1 | 2 | 3 | 4 | 5 |
| 123. | Identify available curriculum materials at the local, state, and national levels. | 1 | 2 | 3 | 4 | 5 |
| 124. | Prepare a scope and sequence chart for Business and Office Education, having an appropriate balance of skill and theory courses. | 1 | 2 | 3 | 4 | 5 |
| 125. | Write performance objectives and develop units of instruction for Business and Office Education courses. | 1 | 2 | 3 | 4 | 5 |
| 126. | Effectively use available syllabi for teaching Business and Office Education courses. | 1 | 2 | 3 | 4 | 5 |
| 127. | Use student input for planning and/or modifying learning activities. | 1 | 2 | 3 | 4 | 5 |
| 128. | Develop flexible classroom procedures and routines to implement the objectives stated. | 1 | 2 | 3 | 4 | 5 |
| 129. | Prepare and administer pre-tests to identify student entry-level skills. | 1 | 2 | 3 | 4 | 5 |

130. Formulate and administer a system of grading and testing in which the attainment of objectives serves as the criterion for assigning grades. 1 2 3 4 5
131. Review student progress as a factor in assessing the effectiveness of instruction. 1 2 3 4 5

OTHERS:

METHODS OF INSTRUCTION

132. Identify and utilize community and other resources to enrich learning experience. 1 2 3 4 5
133. Demonstrate the manipulative skills to be acquired by the students. 1 2 3 4 5
134. Integrate various business subject-matter areas into appropriate learning activities for business courses. 1 2 3 4 5
135. Teach subskills as components of larger skills. 1 2 3 4 5
136. Select and utilize teaching/learning strategies and educational media that are appropriate for individualized instruction, small group activities, and special needs students. 1 2 3 4 5
137. Provide an appropriate balance of technical, occupational adjustment, and career development competencies within each business education course. 1 2 3 4 5
138. Assess current trends in office technology for inclusions into the curriculum. 1 2 3 4 5
139. Arrange business classrooms and laboratories to simulate an office environment and to facilitate student work performance. 1 2 3 4 5
140. Maintain control over the learning environment. 1 2 3 4 5

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| 141. Give explicit directions for carrying out instructional activities. | 1 | 2 | 3 | 4 | 5 |
| 142. Employ appropriate reinforcement techniques. | 1 | 2 | 3 | 4 | 5 |
| 143. Handle classroom routines effectively and efficiently. | 1 | 2 | 3 | 4 | 5 |
| 144. Effectively organize and present lessons utilizing such methods as lecturing, problem-solving, demonstrating, questioning, discussing, and illustrating. | 1 | 2 | 3 | 4 | 5 |
| 145. Identify the benefits derived from a cooperative business education program. | 1 | 2 | 3 | 4 | 5 |
| 146. Differentiate among work experience, work study, and the cooperative method of instruction. | 1 | 2 | 3 | 4 | 5 |
| 147. Assess the business employment needs in a community. | 1 | 2 | 3 | 4 | 5 |
| 148. Use appropriate techniques in selecting and guiding students into a cooperative business education program. | 1 | 2 | 3 | 4 | 5 |
| 149. Establish criteria to select, evaluate, and approve training stations for cooperative business education students. | 1 | 2 | 3 | 4 | 5 |
| 150. Assist students in adjusting to their work environments. | 1 | 2 | 3 | 4 | 5 |
| 151. Develop training plans for each student, based on the student's needs, goals, and on recommendations from the student's training sponsor. | 1 | 2 | 3 | 4 | 5 |
| 152. Correlate classroom instruction with on-the-job instruction. | 1 | 2 | 3 | 4 | 5 |
| 153. Supervise the use of individualized instructional materials and equipment. | 1 | 2 | 3 | 4 | 5 |
| 154. Maintain an effective public relations program. | 1 | 2 | 3 | 4 | 5 |
| 155. Use job analyses to identify entry-level competencies and to prepare activities for a cooperative business education course. | 1 | 2 | 3 | 4 | 5 |

- 156. Identify federal and state labor laws which affect a cooperative program. 1 2 3 4 5
- 157. Maintain records of students' progress, attendance, placement, and follow-up. 1 2 3 4 5

OTHERS:

BUSINESS WORK EXPERIENCE

- 158. Obtain a minimum of 300 hours of business-related work experience under instructor supervision, or one year's full-time or equivalent part-time experience to complement formal classroom instruction in business. 1 2 3 4 5
- 159. Identify current business standards and new technologies in business occupations. 1 2 3 4 5
- 160. Relate job practices to formal classroom instruction. 1 2 3 4 5
- 161. Acquire new occupational skills needed to keep pace with technological advances. 1 2 3 4 5
- 162. Effectively cope with the stress that is a part of a business environment. 1 2 3 4 5

OTHERS:

COMMENTS:

APPENDIX H

Covering Letter, State and Local Supervisors
of Business Education

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

SCHOOL OF BUSINESS AND ECONOMICS



*Department of Business and
Distributive Education*

April 16, 1981

Dear Business Education Supervisor:

Will you please assist me in refining the enclosed list of competencies deemed necessary for secondary school business teachers? Once the list has been validated, it will be used to assist in the development of a competency-based teacher certification program in North Carolina and in the assessment of the needs of North Carolina's in-service business teachers.

Your name was selected from the Directory of State and Local Supervisory Personnel in Business Education, which appeared in the December, 1980, BUSINESS EDUCATION FORUM. Your participation in this research will be of invaluable assistance. Your response will be held in confidence; the number at the top of the reactionnaire is for follow-up purposes only.

In the spaces provided, please comment on the reactionnaire itself, concerning additions or deletions and format or corrections that will result in the most professional instrument possible to be used in the remainder of the study.

An addressed, stamped envelope is enclosed for your convenience. Your response by April 30 will be most appreciated.

Sincerely,

Rose T. Vaughan
Research Associate

Enclosures

GREENSBORO, NORTH CAROLINA / 27412

THE UNIVERSITY OF NORTH CAROLINA is composed of the sixteen public senior institutions in North Carolina
in equal opportunity employment

APPENDIX I

Covering Letter, Secondary School

Business Teachers

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

SCHOOL OF BUSINESS AND ECONOMICS



*Department of Business and
Distributive Education*

April 16, 1981

Dear Business Educator:

Will you please assist me in refining the enclosed list of competencies deemed necessary for secondary school business teachers? Once the list has been validated, it will be used to assist in the development of a competency-based teacher certification program in North Carolina and in the assessment of the needs of North Carolina's in-service business teachers.

Your name was randomly selected from the roster of business teachers for the state of North Carolina. Your participation in this research will be of invaluable assistance. Your response will be held in confidence; the number at the top of the reactionnaire is for follow-up purposes only.

In the spaces provided, please comment on the reactionnaire itself, concerning additions or deletions and format or corrections that will result in the most professional instrument possible to be used in the remainder of the study.

An addressed, stamped envelope is enclosed for your convenience. Your response by April 30 would be most appreciated.

Sincerely,

Rose Tate Vaughan
Research Associate

Enclosures

GREENSBORO, NORTH CAROLINA / 27412

THE UNIVERSITY OF NORTH CAROLINA is composed of the sixteen public senior institutions in North Carolina
an equal opportunity employer

APPENDIX J

Follow-up Card, State and Local Supervisors
of Business Education

May 7, 1981

Dear Business Education Supervisor:

Recently you were sent a reactionnaire designed to seek the opinions of a selected group of business education supervisors. The opinions will be used in a study being conducted at UNC-G to determine competencies needed by secondary school business teachers. The results of the study will be of importance to business teachers and administrators.

The final phase of the study is scheduled to begin on May 18. YOUR opinion is needed before that date. Won't you please fill out and return the reactionnaire? By doing so, you will make a significant contribution to our profession.

Rose T. Vaughan, Research Associate

APPENDIX K

Follow-up Card, Secondary School

Business Teachers

May 7, 1981

Dear Business Educator:

Recently you were sent a reactionnaire designed to seek the opinions of a selected group of N. C. business teachers. The opinions will be used in a study being conducted at UNC-G to determine competencies needed by secondary school business teachers. The results of the study will be of importance to business teachers and administrators.

The final phase of the study is scheduled to begin on May 18. YOUR opinion is needed before that date. Won't you please fill out and return the reactionnaire? By doing so, you will make a significant contribution to our profession.

Rose T. Vaughan, Research Associate

APPENDIX L

Reactionnaire to Assess In-Service Needs

PERSONAL DATA

Highest degree earned: _____

Number of years of teaching experience: _____

DIRECTIONS

Following is a list of potential competencies for secondary school teachers of business education subjects. Would you please rate each competency by CIRCLING the number which best indicates your reaction to the need for in-service training in the area of the competency.

SCALE

- 1 = There is little or no need for in-service training
- 2 = There is a moderate need for in-service training
- 3 = There is an average need for in-service training
- 4 = There is an above-average need for in-service training
- 5 = There is a critical need for in-service training.

CONTENT AND OVERALL KNOWLEDGE

BUSINESS COMMUNICATIONS

- | | |
|---|-----------|
| 1. Describe basic psychological concepts applicable to effective communications. | 1 2 3 4 5 |
| 2. Adapt the communication to the reader's level of understanding. | 1 2 3 4 5 |
| 3. Determine the appropriate communication tool (telephone, mail, etc.) to be used in a given business situation. | 1 2 3 4 5 |
| 4. Identify and demonstrate effective oral, non-verbal, and listening skills. | 1 2 3 4 5 |

- | | | | | | |
|--|---|---|---|---|---|
| 5. Compose effective business letters, reports, memorandums, and other kinds of business communications. | 1 | 2 | 3 | 4 | 5 |
| 6. Identify and explain the major types of business letters and the circumstances which determine their use. | 1 | 2 | 3 | 4 | 5 |
| 7. Use correct English grammar and punctuation. | 1 | 2 | 3 | 4 | 5 |
| 8. Use a clear, concise writing style. | 1 | 2 | 3 | 4 | 5 |
| 9. Make decisions involving the selection and organization of content and the choice of format. | 1 | 2 | 3 | 4 | 5 |

ECONOMIC AND LEGAL ENVIRONMENT

- | | | | | | |
|---|---|---|---|---|---|
| 10. Describe the major components of the American free enterprise system as they relate to the roles, rights, and responsibilities of the individual consumer/wage earner/producer/voter. | 1 | 2 | 3 | 4 | 5 |
| 11. Describe the major functions, roles, and operations of business organizations in the American free enterprise system. | 1 | 2 | 3 | 4 | 5 |
| 12. Identify the effects of international trade and activity on the American economy. | 1 | 2 | 3 | 4 | 5 |
| 13. Contrast the roles of individuals, business firms, and governments in different economic systems. | 1 | 2 | 3 | 4 | 5 |
| 14. Utilize statistical techniques and economic theories to analyze business activities associated with production and the environment, supply and demand, and price and value. | 1 | 2 | 3 | 4 | 5 |
| 15. Describe the fundamental factors operating in a micro- and macro-economic analysis. | 1 | 2 | 3 | 4 | 5 |
| 16. Analyze the role of the American legal system in business; integrate legal principles into the total business curriculum. | 1 | 2 | 3 | 4 | 5 |
| 17. Describe the significant provisions of the American legal system that relate to the creation, regulation, and operation of business organizations. | 1 | 2 | 3 | 4 | 5 |

18. Describe the general principles which relate to laws governing negotiable contracts, buying and selling goods, insurance, and property rights. 1 2 3 4 5

ACCOUNTING

19. Analyze the importance of the accounting function in the overall operation of a business. 1 2 3 4 5
20. Compare the accounting systems, procedures, and problems of various types of business organizations. 1 2 3 4 5
21. Record, summarize, and analyze transactions as they occur throughout the accounting cycle, including the cycle with the combination journal and subsidiary ledgers. 1 2 3 4 5
22. Prepare and analyze financial statements. 1 2 3 4 5
23. Coordinate accounting procedures with data processing and explain how they are integrated into the accounting process. 1 2 3 4 5
24. Prepare and analyze financial records as used in activities associated with banking, payroll systems, taxes, and depreciation. 1 2 3 4 5

BUSINESS MATHEMATICS

25. Perform accurate calculations to solve problems associated with financial records and reports: payrolls, commissions, petty cash, and inventories. 1 2 3 4 5
26. Perform accurate calculations in problems associated with the math of money and banking: computing interest, discounting notes and drafts, and deferred payments and charges. 1 2 3 4 5
27. Accurately solve math problems associated with personal finance in matters dealing with taxes, insurance, credit, and savings and investments. 1 2 3 4 5
28. Demonstrate proficiency in the fundamental skills in math: addition, subtraction, multiplication, division, fractions, percentages, and metric conversions. 1 2 3 4 5

29. Demonstrate proficiency in the use of various types of calculators in solving problems in business mathematics. 1 2 3 4 5

DATA PROCESSING

30. Identify business applications which might be appropriately processed by a computer. 1 2 3 4 5
31. Analyze and interpret the results of processed data, evaluating the methods used and the validity of the results. 1 2 3 4 5
32. Distinguish between purposes and types of computer hardware (including micro- and mini-computers) and software. 1 2 3 4 5
33. Identify the features of a management information system. 1 2 3 4 5
34. Describe the various data storage and retrieval systems. 1 2 3 4 5
35. Demonstrate proper techniques and skills in using various pieces of computer equipment. 1 2 3 4 5
36. Identify the features of a teleprocessing environment. 1 2 3 4 5
37. Demonstrate the ability to execute packaged programs common to business. 1 2 3 4 5
38. Demonstrate the ability to write and run programs in at least two computer languages. 1 2 3 4 5

CLERICAL/SECRETARIAL

39. Demonstrate proper techniques and skills in the operation of calculators. 1 2 3 4 5
40. Demonstrate proper techniques and skills in the operation of reprographics equipment. 1 2 3 4 5
41. Demonstrate proper techniques and skills in the operation of keyboarding equipment. 1 2 3 4 5
42. Demonstrate proper techniques and skills in the operation of dictating/transcribing and word processing equipment. 1 2 3 4 5

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| 43. Demonstrate proper techniques and skills in proofreading and correcting copy. | 1 | 2 | 3 | 4 | 5 |
| 44. Compare various records management systems and use each effectively. | 1 | 2 | 3 | 4 | 5 |
| 45. Draft and execute plans for meetings and conferences. | 1 | 2 | 3 | 4 | 5 |
| 46. Identify travel and accommodation services in planning business trips. | 1 | 2 | 3 | 4 | 5 |
| 47. Select appropriate office equipment and supplies needed to perform administrative support services. | 1 | 2 | 3 | 4 | 5 |
| 48. Perform minor maintenance of classroom equipment. | 1 | 2 | 3 | 4 | 5 |
| 49. Establish interpersonal skills, work habits, and attitudes that are acceptable in an office. | 1 | 2 | 3 | 4 | 5 |
| 50. Make effective decisions involving human relations situations in an office setting. | 1 | 2 | 3 | 4 | 5 |
| 51. Plan and organize work by setting priorities for effectively accomplishing job tasks. | 1 | 2 | 3 | 4 | 5 |
| 52. Analyze the functions and interrelationships between/among departments or systems in a business organization. | 1 | 2 | 3 | 4 | 5 |
| 53. Identify the types and functions of offices as they relate to the total operation of the business. | 1 | 2 | 3 | 4 | 5 |
| 54. Explain how the type and size of a business determine office organization. | 1 | 2 | 3 | 4 | 5 |
| 55. Write dictated material in shorthand, utilizing one of the major shorthand systems, at a minimum rate of 80 words per minute. (Comprehensive majors only.) | 1 | 2 | 3 | 4 | 5 |
| 56. Construct model outlines which are consistent with the rules of writing as established by the system used. (Comprehensive majors only.) | 1 | 2 | 3 | 4 | 5 |
| 57. Transcribe dictated material into mailable form, including correct grammar, punctuation, and format. (Comprehensive majors only.) | 1 | 2 | 3 | 4 | 5 |

58. Dictate at various speeds, utilizing different speed-building plans. (Comprehensive majors only.) 1 2 3 4 5
59. Demonstrate skill in dictating office style. (Comprehensive majors only.) 1 2 3 4 5

MANAGEMENT

60. Identify the major types of business organizations, and explain their managerial structure. 1 2 3 4 5
61. Analyze and explain the managerial functions and procedures involved in planning, organizing, leading, and controlling a business enterprise. 1 2 3 4 5
62. Identify the factors involved in the recruitment, selection, training, promotion, and evaluation of employees. 1 2 3 4 5
63. Relate personnel productivity to effective management, compensation, and benefits. 1 2 3 4 5
64. Identify and discuss the importance of business ethics as it relates to the personnel management function. 1 2 3 4 5
65. Analyze the role and impact of labor unions and labor relations/legislation on management activities. 1 2 3 4 5
66. Design an information system--including equipment, sources of information, and procedures--to be used in the management decision-making process. 1 2 3 4 5
67. Relate office operations and services to the objectives of the business. 1 2 3 4 5
68. Identify the impact of computers on the management function. 1 2 3 4 5

MARKETING

69. Identify the relationship of the marketing function to other areas of business activity. 1 2 3 4 5

70. Identify and describe the various marketing channels in the American economy. 1 2 3 4 5
71. Compare the costs of marketing with the costs of producing goods and services. 1 2 3 4 5
72. Discuss the activities in marketing which are related to promotion, advertising, and selling. 1 2 3 4 5
73. Identify the role of the government in providing an environment for fairness to consumers and to the marketing function. 1 2 3 4 5
74. Describe consumerism and its impact on marketing and the American economy. 1 2 3 4 5
75. Identify significant changes in consumer buying behaviors and buying patterns. 1 2 3 4 5
76. Identify and describe pricing and salesmanship policies as they relate to obtaining and serving customers. 1 2 3 4 5
77. Identify and describe government regulations which relate to credit in marketing. 1 2 3 4 5
78. Identify the effects of computers on the sale and distribution of goods. 1 2 3 4 5
79. Describe the impact of credit on the buying and selling of goods and services. 1 2 3 4 5

FINANCE

80. Describe the impact of government loans on financing a business. 1 2 3 4 5
81. Compare the process involved in securing funds for establishing a proprietorship, a partnership, a corporation, and a cooperative. 1 2 3 4 5
82. Identify the major types of financial institutions and differentiate among the services offered. 1 2 3 4 5
83. Explain the advantages and disadvantages of long- and short-term credit. 1 2 3 4 5

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| 84. Identify the causes and effects of bankruptcy. | 1 | 2 | 3 | 4 | 5 |
| 85. Explain the role of personal credit and collection policies and practices. | | | | | |
| 86. Describe the criteria generally applicable to granting credit to consumers. | 1 | 2 | 3 | 4 | 5 |
| 87. Identify the types of and need for insurance. | 1 | 2 | 3 | 4 | 5 |
| 88. Demonstrate the ability to plan and budget personal finances. | 1 | 2 | 3 | 4 | 5 |
| 89. Identify the relationship of the Federal Reserve System to commercial banks. | 1 | 2 | 3 | 4 | 5 |
| 90. Describe the role of the Federal Reserve System relative to monetary policies. | 1 | 2 | 3 | 4 | 5 |
| 91. Identify safeguards designed to protect consumers who utilize services of financial institutions. | 1 | 2 | 3 | 4 | 5 |
| 92. Identify sources of revenue which finance governmental operations and services. | 1 | 2 | 3 | 4 | 5 |
| 93. Describe the economic effects of governmental fiscal and monetary policies. | 1 | 2 | 3 | 4 | 5 |

PROFESSIONAL SKILLS/TECHNIQUES/METHODOLOGIES

HISTORY AND PHILOSOPHY

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| 94. Explain the overall philosophy, purposes, and goals of Business and Office Education in the public secondary schools. | 1 | 2 | 3 | 4 | 5 |
| 95. Identify the relationship of Business and Office Education to the total educational process. | 1 | 2 | 3 | 4 | 5 |
| 96. Describe the interrelationship between/among Business and Office Education and other vocational education program areas. | 1 | 2 | 3 | 4 | 5 |
| 97. Identify state and federal legislation which affects Business and Office Education and other vocational education program areas. | 1 | 2 | 3 | 4 | 5 |
| 98. Describe the philosophy and role of FBLA in the Business and Office Education curriculum. | 1 | 2 | 3 | 4 | 5 |

99. Appraise the contributions to Business and Office Education of various groups (teacher education institutions, business teacher organizations, etc.). 1 2 3 4 5
100. Identify the benefits derived from joining, supporting, and maintaining membership in professional organizations. 1 2 3 4 5
101. Identify current principles, problems, and trends in Business and Office Education. 1 2 3 4 5
102. Keep abreast of and uphold the legal and ethical responsibilities of teachers. 1 2 3 4 5
- ORGANIZATION AND ADMINISTRATION
103. Describe the administrative structure of Business and Office Education at the local, regional, and state levels. 1 2 3 4 5
104. Describe the budgeting process for Business and Office Education at the local and state levels. 1 2 3 4 5
105. Describe the process of planning and evaluating a Business and Office Education program at the public secondary level. 1 2 3 4 5
106. Select appropriate scope and sequence of courses to meet students' needs and job-market demands within an area. 1 2 3 4 5
107. Describe appropriate procedures for conducting placement and follow-up of graduates of Business and Office Education programs. 1 2 3 4 5
108. Describe the process of state and regional accreditation of institutions and programs. 1 2 3 4 5
109. Design a public relations program for Business and Office Education, utilizing school and community resources. 1 2 3 4 5
110. Develop both short- and long-term plans for implementing and maintaining effective Business and Office Education programs. 1 2 3 4 5
111. Identify and assess the purposes and activities of an advisory committee. 1 2 3 4 5

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| 112. | Describe an appropriate composition of an advisory committee. | 1 | 2 | 3 | 4 | 5 |
| 113. | Select and effectively use appropriate instructional equipment, textbooks, and supplementary materials for business courses. | 1 | 2 | 3 | 4 | 5 |
| 114. | Describe the procedures used in requesting equipment. | 1 | 2 | 3 | 4 | 5 |
| 115. | Prepare short- and long-range purchase plans. | 1 | 2 | 3 | 4 | 5 |
| 116. | Devise schedules that allow for maximum use of equipment. | 1 | 2 | 3 | 4 | 5 |
| 117. | Direct the systematic cleaning and maintaining of classroom and laboratory equipment. | 1 | 2 | 3 | 4 | 5 |
| 118. | Maintain an up-to-date inventory of supplies needed to conduct an effective Business and Office Education program. | 1 | 2 | 3 | 4 | 5 |
| 119. | Describe the administrative structure and identify the activities of FBLA chapters at the local, state, regional, and national levels. | 1 | 2 | 3 | 4 | 5 |
| 120. | Describe the procedures for organizing a chapter of FBLA. | 1 | 2 | 3 | 4 | 5 |
| 121. | Describe how FBLA can be used to develop student leadership qualities and be used as an instructional strategy in business courses. | 1 | 2 | 3 | 4 | 5 |
| 122. | Identify the role of the guidance area as it relates to Business and Office Education programs at the secondary level. | 1 | 2 | 3 | 4 | 5 |

CURRICULUM DESIGN, IMPLEMENTATION, AND EVALUATION

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| 123. | Evaluate job-market demands and student occupational needs and interests in order to establish a business curriculum. | 1 | 2 | 3 | 4 | 5 |
| 124. | Identify available curriculum materials at the local, state, and national levels. | 1 | 2 | 3 | 4 | 5 |
| 125. | Prepare a scope and sequence chart for Business and Office Education, having an appropriate balance of skill and theory courses. | 1 | 2 | 3 | 4 | 5 |

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| 126. | Write performance objectives and develop units of instruction for Business and Office Education courses. | 1 | 2 | 3 | 4 | 5 |
| 127. | Effectively use available syllabi for teaching Business and Office Education courses. | 1 | 2 | 3 | 4 | 5 |
| 128. | Use student input for planning and/or modifying learning activities. | 1 | 2 | 3 | 4 | 5 |
| 129. | Develop flexible classroom procedures and routines to implement the objectives stated. | 1 | 2 | 3 | 4 | 5 |
| 130. | Prepare and administer pre-tests to identify student entry-level skills. | 1 | 2 | 3 | 4 | 5 |
| 131. | Formulate and administer a system of grading and testing in which the attainment of objectives serves as the criterion for assigning grades. | 1 | 2 | 3 | 4 | 5 |
| 132. | Review student progress as a factor in assessing the effectiveness of instruction. | 1 | 2 | 3 | 4 | 5 |

METHODS OF INSTRUCTION

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| 133. | Identify and utilize community and other resources to enrich learning experiences. | 1 | 2 | 3 | 4 | 5 |
| 134. | Demonstrate the manipulative skills to be acquired by the students. | 1 | 2 | 3 | 4 | 5 |
| 135. | Integrate various business subject-matter areas into appropriate learning activities for business courses. | 1 | 2 | 3 | 4 | 5 |
| 136. | Teach subskills as components of larger skills. | 1 | 2 | 3 | 4 | 5 |
| 137. | Select and utilize teaching/learning strategies and educational media that are appropriate for individualized instruction, small group activities, and special needs (handicapped) students. | 1 | 2 | 3 | 4 | 5 |
| 138. | Provide an appropriate balance of technical, occupational adjustment, and career development competencies within each business education course. | 1 | 2 | 3 | 4 | 5 |
| 139. | Assess current trends in office technology for inclusion into the curriculum. | 1 | 2 | 3 | 4 | 5 |

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| 140. Arrange business classrooms and laboratories to simulate a model office environment and to facilitate student work performance and work flow. | 1 | 2 | 3 | 4 | 5 |
| 141. Maintain control over the learning environment. | 1 | 2 | 3 | 4 | 5 |
| 142. Give explicit directions for carrying out instructional activities. | 1 | 2 | 3 | 4 | 5 |
| 143. Employ appropriate reinforcement techniques. | 1 | 2 | 3 | 4 | 5 |
| 144. Handle classroom routines effectively and efficiently. | 1 | 2 | 3 | 4 | 5 |
| 145. Effectively organize and present lessons utilizing such methods as lecturing, problem-solving, demonstrating, questioning, discussing, and illustrating. | 1 | 2 | 3 | 4 | 5 |
| 146. Identify the benefits derived from a cooperative business education program. | 1 | 2 | 3 | 4 | 5 |
| 147. Differentiate among work experience, work study, and the cooperative method of instruction. | 1 | 2 | 3 | 4 | 5 |
| 148. Use job analyses to identify entry-level competencies and to prepare activities for a cooperative business education course. | 1 | 2 | 3 | 4 | 5 |
| 149. Use appropriate techniques in selecting and guiding students into a cooperative business education programs. | 1 | 2 | 3 | 4 | 5 |
| 150. Establish criteria to select, evaluate, and approve training stations for cooperative business education students. | 1 | 2 | 3 | 4 | 5 |
| 151. Assist students in adjusting to their work environments. | 1 | 2 | 3 | 4 | 5 |
| 152. Develop training plans for each student, based on the student's needs, goals, and on recommendations from the student's training sponsor. | 1 | 2 | 3 | 4 | 5 |
| 153. Correlate classroom instruction with on-the-job instruction. | 1 | 2 | 3 | 4 | 5 |

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| 154. Supervise the use of individualized instructional materials and equipment. | 1 2 3 4 5 |
| 155. Maintain an effective public relations program. | 1 2 3 4 5 |
| 156. Identify federal and state labor laws which affect a cooperative program. | 1 2 3 4 5 |
| 157. Maintain records of students' progress, attendance, placement, and follow-up. | 1 2 3 4 5 |

BUSINESS WORK EXPERIENCE

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| 158. Obtain a minimum of 300 hours of business-related work experience under instructor supervision, or one year's full-time or equivalent part-time experience to complement formal classroom instruction in business. | 1 2 3 4 5 |
| 159. Identify current business standards and new technologies in business occupations. | 1 2 3 4 5 |
| 160. Relate job practices to formal classroom instruction. | 1 2 3 4 5 |
| 161. Acquire new occupational skills needed to keep pace with technological advances. | 1 2 3 4 5 |
| 162. Effectively cope with the stress that is a part of a business environment. | 1 2 3 4 5 |

COMMENTS:

APPENDIX M

Covering Letter, In-Service Business Teachers

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

SCHOOL OF BUSINESS AND ECONOMICS



May 19, 1981

*Department of Business and
Distributive Education*

Dear Business Educator:

Enclosed is a list of competencies deemed necessary for secondary school business teachers. Will you please assist me in determining in which of the competencies in-service teachers feel a need for further training through workshops, seminars, or courses? The list has been developed to assist in the preparation of a competency-based teacher certification program in North Carolina and to provide a basis for structuring in-service training programs.

Your name was randomly selected from the roster of business teachers for the state of North Carolina who work in regions one, five, and eight. Your participation in this research will be of invaluable assistance. Your response will be held in confidence; the number at the top of the reactionnaire is for follow-up purposes only.

This is a busy time of the year for you, I know; but if you will take the time to complete and return the reactionnaire, you will make a significant contribution to our profession in North Carolina by pinpointing areas in which further training should be provided. An addressed, stamped envelope is enclosed; your response by May 30 would be most appreciated.

Sincerely,

Rose T. Vaughan
Research Associate

Enclosures

GREENSBORO, NORTH CAROLINA / 27412

THE UNIVERSITY OF NORTH CAROLINA is composed of the sixteen public senior institutions in North Carolina
an equal opportunity employer

APPENDIX N

Follow-up Card, In-Service Business Teachers

June 3, 1981

Dear Business Educator:

Recently you were sent a list of competencies which you were asked to rate according to your perception of the need for in-service training for secondary school business teachers. Because the reactionnaire was sent to a very small sample, it is important that every one be returned. As a former secondary school teacher, I know how busy you are at this time; but won't you please complete and return the reactionnaire?

The data compiled will be sent to the State Staff for use in planning in-service activities for the ensuing year; therefore, you will make a significant contribution to all N. C. business teachers when you return the instrument. Thank you very much.

Rose T. Vaughan, Research Associate

APPENDIX O

Competencies Needed by Business Teachers as Indicated
by Business Education Supervisors and
Teachers in Order of Importance

Competencies Needed by Business Teachers as Indicated
by Business Education Supervisors and Teachers
in Order of Importance

Rank	Competency and Category
1	Use correct English grammar and punctuation. (Business Communications)
2	Demonstrate proficiency in the fundamental skills in math: addition, subtraction, multiplication, division, fractions, percentages, and metric conversions. (Business Mathematics)
3	Effectively organize and present lessons, utilizing such methods as lecturing, problems-solving, demonstrating, questioning, discussing, and illustrating. (Methods of Instruction)
4	Maintain control over the learning environment. (Methods of Instruction)
5	Give explicit directions for carrying out instructional activities. (Methods of Instruction)
6	Establish interpersonal skills, work habits, and attitudes that are acceptable in an office. (Clerical/Secretarial)
7.5	Compose effective business letters, reports, memorandums, and other kinds of business communications. (Business Communications)
7.5	Handle classroom routines effectively and efficiently. (Curriculum Design, Implementation, and Evaluation)
9	Use a clear, concise writing style. (Business Communications)
10	Employ appropriate reinforcement techniques. (Methods of Instruction)
11	Plan and organize work by setting priorities for effectively accomplishing job tasks. (Clerical/Secretarial)
12.5	Keep abreast of and uphold the legal and ethical responsibilities of teachers. (History and Philosophy)
12.5	Transcribe dictated material into mailable form, including correct grammar, punctuation, and format (Comprehensive majors only). (Clerical/Secretarial)

Appendix O (continued)

Rank	Competency and Category
14	Make effective decisions involving human relations situations in an office setting. (Clerical/Secretarial)
15.5	Perform accurate calculations to solve problems associated with financial records and reports: payrolls, commissions, petty cash, and inventories. (Business Mathematics)
15.5	Effectively cope with the stress that is a part of a business environment. (Business Work Experience)
17.5	Perform accurate calculations in problems associated with the math of money and banking: computing interest, discounting notes and drafts, and deferred payments and charges. (Business Mathematics)
17.5	Maintain records of students' progress, attendance, placement, and follow-up. (Methods of Instruction)
19	Select appropriate instructional equipment, textbooks, and supplementary materials for business courses. (Organization and Administration)
20.5	Correlate classroom instruction with on-the-job instruction. (Methods of Instruction)
20.5	Demonstrate proper techniques and skills in the operation of keyboarding equipment. (Clerical/Secretarial)
22	Prepare and analyze financial statements. (Accounting)
23.5	Record, summarize, and analyze transactions as they occur throughout the accounting cycle, including the cycle with the combination journal and subsidiary ledgers. (Accounting)
23.5	Acquire new occupational skills needed to keep pace with technological advances. (Business Work Experience)
25.5	Accurately solve math problems associated with personal finance in matters dealing with taxes, insurance, credit, and savings and investments. (Business Mathematics)
25.5	Identify and demonstrate effective oral, nonverbal, and listening skills. (Business Communications)
27	Demonstrate proper techniques and skills in the operation of calculators. (Clerical/Secretarial)

Appendix O (continued)

Rank	Competency and Category
28	Relate job practices to formal classroom instruction. (Business Work Experience)
29.5	Demonstrate proper techniques and skills in the operation of dictating/transcribing and word processing equipment. (Clerical/Secretarial)
29.5	Assist students in adjusting to their work environments. (Methods of Instruction)
31	Dictate at various speeds, utilizing different speed-building plans (Comprehensive majors only). (Clerical/Secretarial)
32	Maintain an effective public relations program. (Methods of Instruction)
33.5	Demonstrate the manipulative skills to be acquired by the students. (Methods of Instruction)
33.5	Review student progress as a factor in assessing the effectiveness of instruction. (Curriculum Design, Implementation, and Evaluation)
35	Supervise the use of individualized instructional materials. (Methods of Instruction)
36	Develop training plans for each student, based on the student's needs, goals, and on recommendations from the student's training sponsor. (Methods of Instruction)
39	Integrate various business subject-matter areas into appropriate learning activities for business courses. (Methods of Instruction)
39	Formulate and administer a system of grading and testing in which the attainment of objectives serves as the criterion for assigning grades. (Curriculum Design, Implementation and Evaluation)
39	Select appropriate scope and sequence of courses to meet students' needs and job-market demands within an area. (Organization and Administration)
39	Identify and explain the major types of business letters and the circumstances which determine their use. (Business Communications)

Rank	Competency and Category
39	Adapt the communication to the reader's level of understanding. (Business Communications)
42.5	Prepare and analyze financial records as used in activities associated with banking, payroll systems, taxes, and depreciation. (Accounting)
42.5	Arrange business classrooms and laboratories to simulate an office environment and to facilitate student work performance. (Methods of Instruction)
44.5	Analyze the importance of the accounting function in the overall operation of a business. (Accounting)
44.5	Use appropriate techniques in selecting and guiding students into a cooperative business education program. (Methods of Instruction)
46.5	Assess the business employment needs in a community. (Methods of Instruction)
46.5	Demonstrate skill in dictating office style (Comprehensive majors only). (Clerical/Secretarial)
48.5	Establish criteria to select, evaluate, and approve training stations for cooperative business education students. (Methods of Instruction)
48.5	Identify and utilize community and other resources to enrich learning experiences. (Methods of Instruction)
51	Write dictated material in shorthand, utilizing one of the major shorthand systems, at a minimum rate of 80 words per minute (Comprehensive majors only). (Clerical/Secretarial)
51	Assess current trends in office technology for inclusion into the curriculum. (Methods of Instruction)
51	Identify current business standards and new technologies in business occupations. (Business Work Experience)
54	Develop flexible classroom procedures and routines to implement the objectives stated. (Curriculum Design, Implementation, and Evaluation)
54	Evaluate job-market demands and student occupational needs and interests in order to establish a business curriculum. (Curriculum Design, Implementation, and Evaluation)

Appendix O (continued)

Rank	Competency and Category
54	Demonstrate proper techniques and skills in the operation of reprographics equipment. (Clerical/Secretarial)
56.5	Devise schedules that allow for maximum use of equipment. (Organization and Administration)
56.5	Identify the benefits derived from a cooperative business education program. (Methods of Instruction)
58	Effectively use available syllabi for teaching Business and Office Education courses. (Curriculum Design, Implementation, and Evaluation)
60.5	Identify current principles, problems, and trends in Business and Office Education. (History and Philosophy)
60.5	Demonstrate the ability to plan and budget personal finances. (Finance)
60.5	Maintain an up-to-date inventory of supplies needed to conduct an effective Business and Office Education program. (Organization and Administration)
60.5	Select and utilize teaching/learning strategies and educational media that are appropriate for individualized instruction, small group activities, and special needs students. (Methods of Instruction)
64	Identify and discuss the importance of business ethics as it relates to the personnel management function. (Management)
64	Determine the appropriate communication tool (telephone, mail etc.) to be used in a given business situation. (Business Communications)
64	Use job analyses to identify entry-level competencies and to prepare activities for a cooperative business education course. (Methods of Instruction)
66	Teach subskills as components of larger skills. (Methods of Instruction)
67.5	Write performance objectives and develop units of instruction for Business and Office Education courses. (Curriculum Design, Implementation, and Evaluation)

Appendix O (continued)

Rank	Competency and Category
67.5	Describe the major components of the American free enterprise system as they relate to the roles, rights, and responsibilities of the individual consumer/wage earner/producer/voter. (Economic and Legal Environment)
69	Identify available curriculum materials at the local, state, and national levels. (Curriculum Design, Implementation, and Evaluation)
70	Identify the relationship of Business and Office Education to the total educational process. (History and Philosophy)
71	Develop both short- and long-term plans for implementing and maintaining effective Business and Office Education programs. (Organization and Administration)
72.5	Use student input for planning and/or modifying learning activities. (Curriculum Design, Implementation, and Evaluation)
72.5	Identify the types of and need for insurance. (Finance)
75	Identify federal and state labor laws which affect a cooperative program. (Methods of Instruction)
75	Provide an appropriate balance of technical, occupational adjustment, and career development competencies within each business education course. (Methods of Instruction)
75	Explain the role of personal credit and collection policies and practices. (Finance)
78	Explain the advantages and disadvantages of long- and short-term credit. (Finance)
78	Select appropriate office equipment and supplies needed to perform administrative support services. (Clerical/Secretarial)
78	Identify business applications which might be appropriately processed by a computer. (Data Processing)
81.5	Prepare and administer pre-tests to identify student entry-level skills. (Curriculum Design, Implementation, and Evaluation)
81.5	Describe the criteria generally applicable to granting credit to consumers. (Finance)
81.5	Direct the systematic cleaning and maintaining of classroom and laboratory equipment. (Organization and Administration)

Appendix O (continued)

Rank	Competency and Category
81.5	Obtain a minimum of 300 hours of business-related work experience under instructor supervision, or one year's full-time or equivalent part-time experience to complement formal classroom instruction in business. (Business Work Experience)
84.5	Describe the impact of credit on buying and selling of goods and services. (Marketing)
84.5	Make decisions involving the selection and organization of content and the choice of format. (Business Communications)
86.5	Describe the major functions, roles, and operations of business organizations in the American free enterprise system. (Economic and Legal Environment)
86.5	Differentiate among work experience, work study, and the cooperative method of instruction. (Methods of Instruction)
88.5	Describe appropriate procedures for conducting placement and follow-up of graduates of Business and Office Education programs. (Organization and Administration)
88.5	Identify the factors involved in the recruitment, selection, training, promotion, and evaluation of employees. (Management)
90	Identify the impact of computers on the management function. (Management)
91.5	Compare various records management systems and use each effectively. (Clerical/Secretarial)
91.5	Identify the major types of business organizations, and explain their managerial structure. (Management)
93	Identify the major types of financial institutions and differentiate among the services offered. (Finance)
95	Relate personnel productivity to effective management, compensation, and benefits. (Management)
95	Prepare a scope and sequence chart for Business and Office Education, having an appropriate balance of skill and theory courses. (Curriculum Design, Implementation, and Evaluation)

Appendix O (continued)

Rank	Competency and Category
95	Demonstrate proficiency in the use of various types of calculators in solving problems in business mathematics. (Business Mathematics)
97	Utilize computerized accounting systems and explain how they are integrated into the accounting process. (Accounting)
98.5	Discuss the activities in marketing which are related to promotion, advertising, and selling. (Marketing)
98.5	Explain the overall philosophy, purposes, and goals of Business and Office Education in the public secondary schools. (History and Philosophy)
101	Compare the costs of marketing with the costs of producing goods and services. (Marketing)
101	Relate office operations and services to the objectives of the business. (Management)
101	Analyze and interpret the results of processed data, evaluating methods used and the validity of results. (Data Processing)
103	Identify significant changes in consumer buying behaviors and buying patterns. (Marketing)
105.5	Describe consumerism and its impact on marketing and the American economy. (Marketing)
105.5	Identify and describe the various marketing channels in the American economy. (Marketing)
105.5	Construct model outlines which are consistent with the rules of writing as established by the system used (Comprehensive majors only). (Clerical/Secretarial)
105.5	Identify safeguards designed to protect consumers who utilize services of financial institutions. (Finance)
108	Describe the process of planning and evaluating a Business and Office Education program at the public secondary level. (Organization and Administration)

Appendix O (continued)

Rank	Competency and Category
109	Describe how FBIA can be used to develop student leadership qualities and be used as an instructional strategy in business courses. (Organization and Administration)
112.5	Describe the general principles which relate to laws governing: negotiable contracts, buying and selling goods, insurance, and property rights. (Economic and Legal Environment)
112.5	Analyze and explain the managerial functions and procedures involved in planning, organizing, leading, and controlling a business enterprise. (Management)
112.5	Identify the causes and effects of bankruptcy. (Finance)
112.5	Design a public relations program for Business and Office Education, utilizing school and community resources. (Organization and Administration)
112.5	Describe the procedures used in requesting equipment. (Organization and Administration)
112.5	Prepare short- and long-range purchase plans. (Organization and Administration)
116	Identify the relationship of the marketing function to other areas of business activity. (Marketing)
117	Distinguish between purposes and types of computer hardware (including mini-computers) and software. (Data Processing)
118.5	Compare the accounting systems, procedures, and problems of various types of business organizations. (Accounting)
118.5	Identify the role of the government in providing an environment for fairness to consumers and to the marketing function. (Marketing)
120	Identify state and federal legislation which affects Business and Office Education and other vocational education program areas. (History and Philosophy)
122.5	Identify travel and accommodation services in planning business trips. (Clerical/Secretarial)

Appendix O (continued)

Rank	Competency and Category
122.5	Analyze the functions and interrelationships between/among departments or systems in a business organization. (Clerical/Secretarial)
122.5	Identify and describe government regulations which relate to credit in marketing. (Marketing)
122.5	Compare the process involved in securing funds for establishing a proprietorship, a corporation, and a cooperative. (Finance)
126.5	Perform minor maintenance of classroom equipment. (Clerical/Secretarial)
126.5	Identify and describe pricing and salesmanship policies as they relate to obtaining and serving customers. (Marketing)
126.5	Identify the relationship of the Federal Reserve System to commercial banks. (Finance)
126.5	Identify and assess the purposes and activities of an advisory committee. (Organization and Administration)
129.5	Identify the types and functions of offices as they relate to the total operation of the business. (Clerical/Secretarial)
129.5	Describe the role of the Federal Reserve System relative to monetary policies. (Finance)
131.5	Describe the impact of government loans on financing a business. (Finance)
131.5	Describe the procedures for organizing a chapter of FBLA. (Organization and Administration)
133	Draft and execute plans for meetings and conferences. (Clerical/Secretarial)
134	Describe the history, philosophy, and role of FBLA in the Business and Office Education curriculum. (History and Philosophy)
136	Describe the interrelationship between/among Business and Office Education and other vocational education program areas. (History and Philosophy)

Appendix O (continued)

Rank	Competency and Category
136	Explain how the type and size of a business determine office organization. (Clerical/Secretarial)
136	Describe the various data shortage and retrieval systems. (Data Processing)
139	Demonstrate proper techniques and skills in using various pieces of computer equipment. (Data Processing)
139	Identify equipment, sources of information, and procedures used in an information system. (Management)
139	Identify the benefits derived from joining, supporting, and maintaining membership in professional organizations. (History and Philosophy)
141	Describe the administrative structure and identify the activities of FBLA chapters at the local, state, regional, and national levels. (Organization and Administration)
142	Describe an appropriate composition of an advisory committee. (Organization and Administration)
143	Analyze the role and impact of labor unions and labor relations/legislation on management activities. (Management)
144	Describe the administrative structure of Business and Office Education at the local, regional, and state levels. (Organization and Administration)
145.5	Describe the budgeting process for Business and Office Education at the local and state levels. (Organization and Administration)
145.5	Identify the effects of international trade and activity on the American economy. (Economic and Legal Environment)
147.5	Demonstrate the ability to execute packaged programs common to business. (Data Processing)
147.5	Describe the economic effects of governmental fiscal and monetary policies. (Finance)

Appendix O (continued)

Rank	Competency and Category
149	Contrast the roles of individuals, business firms, and governments in different economic systems. (Economic and Legal Environment)
150	Identify sources of revenue which finance governmental operations and services. (Finance)
151.5	Describe the significant provisions of the American legal system that relate to the creation, regulation, and operation of business organizations. (Economic and Legal Environment)
151.5	Identify the features of a management information system. (Data Processing)
153	Design an information system to be used in the management decision-making process. (Management)
154	Analyze the role of the American legal system in business; integrate legal principles into the total business curriculum. (Economic and Legal Environment)
155	Appraise the contributions to Business and Office Education of various groups (teacher education institutions, business teacher organizations, etc.). (History and Philosophy)
156	Describe the process of state and regional accreditations of institutions and programs. (Organization and Administration)
157	Utilize statistical techniques and economic theories to analyze business activities associated with production and the environment, supply and demand, and price and value. (Economic and Legal Environment)
158.5	Describe basic psychological concepts applicable to effective communications. (Business Communications)
158.5	Identify the features of a teleprocessing environment. (Data Processing)
160	Demonstrate the ability to write and run programs in at least two computer languages. (Data Processing)

Appendix O (continued)

Rank	Competency and Category
161	Trace the history of Business and Office Education in the United States. (History and Philosophy)
162	Describe the fundamental factors operating in a micro- and macro-economic analysis.
