

FORMULATION OF GOALS AND OBJECTIVES FOR THE  
HIGH SCHOOL DIVISION OF THE  
DISTRIBUTIVE EDUCATION  
CLUBS OF AMERICA

by

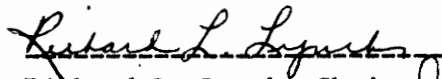
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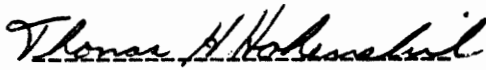
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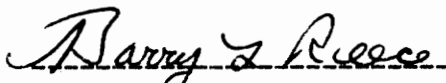
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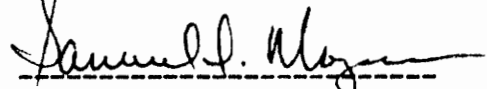
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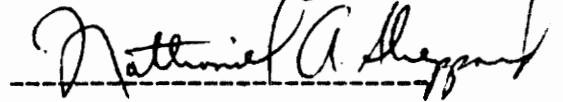
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## Chapter 1

### THE PROBLEM

This chapter is concerned with the problem of the study. Specifically, the chapter contains six parts: (1) description of the problem, (2) statement of the problem, (3) importance of the study, (4) assumptions of the study, (5) limitations of the study, and (6) definition of terms.

### DESCRIPTION OF THE PROBLEM SITUATION

Vocational education was first federally funded through appropriations made available by the Smith-Hughes Act of 1917. Three vocational education program areas received funds as a result of this act: agricultural education, home economics education, and trade and industrial education. In 1936, the George-Deen Act was enacted which appropriated funds for a fourth vocational education program: distributive education. Senator Walter F. George defined distributive occupations as:

. . . those occupations in civil life that have to do with the distribution or sale of the goods of the farm, as well as the articles or goods of industry or manufacture, and the phrase embraces the retail and wholesale distributive agencies both for individuals and for the cooperative organizations or organizations of larger groups, particularly in the farm areas, rather than were individuals in the community (U.S., April 28, 1936, p. 6268).

Appropriations for distributive education as a result of provisions

of the George-Deen Act were limited to those persons who were already employed in distributive occupations. Subsequent legislation removed the employment restrictions, and today vocational education funds are available for elementary, high school, post-secondary, and adult programs of distributive education. The current accepted definition of distributive education is as follows:

. . . a vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competency in one or more of the marketing functions. It offers instruction in marketing, merchandising, related management and personal development (Crawford, 1967, p. 16).

Meeting the needs of vocational education students required a cooperative effort of local, state, and national curriculum specialists. Philosophical concepts and sound principles of curriculum development were used to plan vocational education curriculums appropriately. In general, the curriculums in vocational education and especially in distributive education, are composed of three learning experiences: (1) classroom instruction, (2) in school and/or on-the-job simulated or actual occupational experience, and (3) a youth organization.

Historically, a major part of all vocational education programs have been youth organizations. The first national vocational youth organization (Future Farmers of America) came into existence in 1928, eleven years after vocational education was first federally funded. Today, there are six youth organizations specifically designed for students in vocational education programs. They are: (1) Future Farmers of America, agricultural education; (2) Future Homemakers of America, home economics education; (3) Future Business Leaders of

America, business education; (4) Distributive Education Clubs of America, distributive education; (5) Vocational Industrial Clubs of America, trade and industrial education; and (6) Office Education Association, office education.

Each of these vocational youth organizations, as is true in all youth organizations, is theoretically designed to achieve specified purposes. A two-volume report, entitled Profiles of Youth-1966 (U.S. Senate, 1966), resulted from a study commissioned by U.S. Senator Claiborne Peel of Rhode Island who sought to draw basic information on all national youth organizations. One fact resulted from the study--each youth organization stated specific purposes for its existence. In examining the purposes for vocational youth organizations, Teske (1970) identified three: (1) to further develop the leadership, and hence followership abilities of the individual; (2) to further develop the citizenship abilities of the individual; and (3) to develop the scholarship abilities of the individual. All of these purposes are directly related to the instructional programs within vocational education.

The youth organization of distributive education was developed as a means of complementing, supplementing, and strengthening the total distributive education instructional program. Thus, the youth organization was conceived as an integral part of the distributive education curriculum and program and was designed to "enrich the development of social competencies, marketing competencies, technological competencies, and basic skill competencies" (Crawford &

Meyer, 1972, p. 197) needed by distributive education students.

Shortly after distributive education was offered in high schools, local clubs were organized to provide a program of activities to supplement the instructional and occupational training aspects of the distributive education program. Various names, including "The Distributor's Club" and "Future Retailers" were used to identify the youth organizations at the local level (Crawford & Meyer, 1972, p. 183).

The rapid growth and development of distributive education clubs created an awareness of the need to review the directions being taken by the clubs. The National Advisory Committee for Distributive Education Clubs met in Washington, D.C., March 2-4, 1946, and proposed a tentative constitution for the distributive education youth organization. In April, 1947, the First Interstate Conference of Distributive Education Clubs was held in Memphis, Tennessee, where twelve states unanimously adopted a resolution to form a national organization. The Second Interstate Conference of Distributive Education Clubs was held in St. Louis, Missouri, March 22-24, 1948. At that time, a tentative constitution was approved and the name, "The Distributors Clubs of America" was adopted. This tentative constitution of the distributive education youth organization was discussed at the Joint Conference on the Nationalization of the Distributive Education Clubs, held in Washington, D.C., May 5-6, 1948. In trying to determine the purposes and goals for the distributive education club, the state supervisors of distributive education who were in attendance were referred to M. J. DeBenning's article in the May, 1948, American Vocational Journal,

entitled "Distributive Education Clubs of America." The article stated:

The constitution states the purposes of the national association of clubs to be furthering the welfare of its members in the following ways:

a. To develop progressive leadership in the field of distribution that is competent, aggressive, self-reliant and cooperative.

b. To provide for an intelligent choice of occupations in distribution through exploration of opportunities in the field.

c. To create in each member an abiding interest in his chosen occupation through an appreciation of the opportunity it offers him to contribute his share in worthy home and community membership.

d. To encourage the use of high ethical standards in business.

e. To provide for mental and physical health through satisfactory social and recreational activities.

f. To foster a deep feeling of responsibility for contributing through business activities to the civic, social, and moral welfare of society.

g. To develop an appreciation of the influence of fine arts in business.

h. To engender a healthy respect for vocational education, and a desire to keep abreast of current developments in business through use of the training facilities it offers, both in school and adult life (p. 18).

The purposes were discussed and "differences in opinion still existed at the time the conference adjourned" (Strobel, 1948, p. 10). There is no evidence in the literature that the purposes for the distributive education club as proposed by DeBenning were ever adopted by distributive educators.

The name of the distributive education youth organization was changed to the "Distributive Education Clubs of America" (DECA) on January 10, 1950, and was officially chartered under the laws of the Commonwealth of Virginia (DECA Handbook, 1972, pp. 8 & 28).

Because of the rapid growth and development of the distributive education youth organization and the various proposals and discussions of the distributive education youth organization's purposes, a conference was conducted by the Division of Vocational Education, U.S.

Office of Education, in Washington, D.C., June 17-19, 1959, to identify the principles underlying DECA activities and projects. At that meeting, the purposes of the Distributive Education Clubs of America were stated as follows:

1. To develop leadership in the field of distribution.
2. To develop a sense of individual responsibility.
3. To provide opportunities for intelligent career choice in distribution.
4. To allow practical application of distributive education through competition.
5. To encourage the use of ethical practices in business.
6. To allow opportunity to appreciate and implement the obligations of citizenship.
7. To provide for mental and physical health through satisfactory social and recreational activities.
8. To engender a healthy respect for education.
9. To create and nurture an understanding of our free, competitive enterprise system.
10. To develop an appreciation of civic and social obligations of those engaged in distribution (U.S. Department of Health, Education, and Welfare, 1961, p. 2).

Under the leadership of John A. Beaumont, Chief of the Distributive Education Branch of the U.S. Office of Education, a meeting was called in 1959 to develop the goals for the Distributive Education Clubs of America. Mr. Beaumont believed that the aforementioned purposes of the youth organization did not support the fact that DECA was a co-curricular aspect of the total distributive education program (Applegate, personal communication, June 23, 1975). Consequently, Beaumont and four other distributive educators designed three goals for DECA. They are:

1. To assist State Associations in the growth and development of DECA.
2. To further develop the vocational competencies of those engaged in distribution.
3. To create an awareness of the responsibilities of citizenship of those engaged in distribution in a free, competitive society (DECA Handbook, 1972, p. 3).

These three broadly-stated goals of DECA are currently serving as the basis for operational procedures and policy formulation for the DECA Board of Directors, National DECA staff, and the DECA membership. An examination of the literature did not yield a listing of supporting, measurable objectives related to the three goals. These three goals are not behaviorally based and therefore are not appropriately stated if DECA is a co-curricular aspect of the distributive education program and is taught in the classroom.

Even though vocational youth organizations have been in existence since 1928, research dealing with all vocational youth organizations is quite sparse. The need for research was pointed out by Ferguson (1970) in "What Research Says and Does Not Say to Vocational Education Regarding Youth Organizations." He related that there is lack of empirical evidence available which determines the degree to which the purposes of vocational youth organizations are meeting the needs of the members. He further suggested that the organizational purposes and objectives be used as guidelines when evaluating the worth of the youth organizations.

In addition to Ferguson's belief, Vance and Bregman (1970) concluded from the National Institute on the Role of Youth Organizations in Vocational Education Conference held at Trenton, New Jersey, August 11-15, 1969, that research on the effectiveness of vocational youth organizations was lacking. As a result of the conference, it was determined that it was very important to determine new directions and objectives to keep the vocational youth organizations relevant and effective to satisfy current and future needs. One of the three recommendations

resulting from the conference called for a research project to determine new directions and objectives for vocational education youth organizations.

In correlation with the recommendations made at the conference, Teske (1970) suggested that goals and objectives were needed for vocational youth organizations and that such goals and objectives should state the final behavior to be exhibited by students. Ferguson (1970) further related that if vocational youth organizations have criterion-based purposes and objectives, it then becomes possible to develop a framework upon which sound research can be conducted and evaluations can be made.

With respect to research on DECA, the findings and samples used in the studies are either not comprehensive, are outdated, or do not permit analyses of specific purposes. Weatherford (1972) concluded from his study on issues in distributive education that an examination of the goals, objectives, and activities of DECA needed to be researched.

After a one-year study of the operation of DECA, it was concluded that "student-oriented goals and objectives need to be established" (Coplan, 1972, p. 12). The author reported that documented, workable, usable goals and objectives were non-existent. The author further noted that the three currently stated goals of DECA need clarification and modification or revision in order to meet accountability factors and in order to implement the goals and objectives in the local DECA Chapters and distributive education curriculum throughout the nation.



Perhaps this theoretical discussion of goals and objectives is best summarized by Helmer (1966), as follows: "In view of the projected character of our future environment and the effect we wish to exert on it through educational endeavor, it is necessary to establish appropriate educational goals" (p. 7).

#### STATEMENT OF THE PROBLEM

The central problem in this developmental study was the formulation via a consensus of thirty experts of goals and objectives for the High School Division of the Distributive Education Clubs of America.

#### OBJECTIVES OF THE STUDY

This study sought to accomplish the following objectives:

1. Formulation of goal statements (terminal objectives) "in which the student action is stated at the level of meaningful unit of performance" (Ammerman & Melching, 1966, p. 14). These goal statements serve as the general goals toward which several years of education might be aimed or for which students might strive.

2. Formulation of objective statements (enabling objectives) from each of the goal statements that "consist of the component actions, knowledges, skills . . . , the student must learn if he is to attain the terminal objective (goal statement)" (Ammerman & Melching, 1966, p. 14). These objective statements serve as the building blocks to develop specific instructional objectives.

## IMPORTANCE OF THE STUDY

As a result of the formulation of the goals and objectives for the High School Division of the Distributive Education Clubs of America, the study should:

1. Provide the DECA Board of Directors and National DECA staff a listing of goals and objectives for the High School Division of the Distributive Education Clubs of America which represents thoughtful and reflective thinking on the part of national leaders in distributive education, outstanding high school distributive education teacher-coordinators, and national officers of the High School and Collegiate Divisions of the Distributive Education Clubs of America.

2. Provide the DECA Board of Directors and National DECA staff with a basis upon which to make decisions for future directions and activities appropriate for the High School Division of the Distributive Education Clubs of America.

3. Provide an accountability factor upon which the DECA program of activities can be developed, implemented, and measured at the national, state, and local level for the High School Division of the Distributive Education Clubs of America.

4. Provide currently enrolled and prospective High School DECA members with the goals and objectives of the organization, enabling them to plan and implement the local DECA Chapter's program-of-work more effectively.

5. Provide for all distributive educators the goals and objectives for the High School Division of the Distributive Education Clubs of America from which they may develop instructional behavioral objectives

and learning activities to be used in implementing DECA into the distributive education curriculum.

6. Provide a framework upon which research can be conducted and evaluations made with respect to vocational youth organizations and specifically, the High School Division of the Distributive Education Clubs of America.

#### ASSUMPTIONS OF THE STUDY

Based upon the theoretical framework and the research procedures utilized, the following are assumptions of the study:

1. At the time of the study, the thirty member jury of experts used for this study were qualified as experts in the field of distributive education to formulate the goals and objectives for the High School Division of the Distributive Education Clubs of America as verified by their leadership position, evidence of excellence in teaching, evidence of successful experience as a full-time distributive education teacher-coordinator, teacher educator or state supervisor, evidence of excellence in operating a DECA Chapter, achievement of graduates, and/or recognized effectiveness in business and professional relationships.

2. Krathwohl's (1965) first level of specificity of objectives using general verbs to formulate goal statements and Krathwohl's second level of specificity of objectives using specific verbs to formulate objective statements were used by the jury of experts in ranking, re-writing, and/or writing goal and objective statements for the High School Division of the Distributive Education Clubs of America.

3. The Distributive Education Clubs of America is a co-curricular activity that complements, supplements, and strengthens the distributive education instructional program.

4. The advisory committee used in the study did not inappropriately influence the intent or results of the study; rather, they provided advice and counsel to the researcher on matters concerning the formulation of the goals and objectives for the High School Division of the Distributive Education Clubs of America.

5. The lexical analysis expert used in the study did not inappropriately influence the intent or results of the study; rather, he made suggestions and recommendations to the researcher based upon the jury of expert's comments in the six Delphi Questionnaires.

#### LIMITATIONS OF THE STUDY

There are several limitations of this study which are recognized:

First, this study did not utilize the distributive education population or a statistical sampling of distributive educators from which to collect data. Rather a jury of experts was purposively selected to participate in the study. Therefore the study is limited to the knowledge, expertise, and thoughtful and reflective thinking of twelve national leaders in distributive education, twelve outstanding high school distributive education teacher-coordinators, and six national officers of the High School and Collegiate Divisions of the Distributive Education Clubs of America.

Secondly, the study is developmental in nature and does not specify how each goal and objective should be met.

Thirdly, the study attempted to formulate the first two levels of Krathwohl's (1965) model of specificity of educational objectives:

(1) broad and general statements used in developing goals and (2) specific objectives developed from goals used in curriculum construction. No attempt was made to formulate Krathwohl's third level of specificity of educational objectives: specific behavioral objectives used to teach.

Fourth, the terminal objective and enabling objective terms defined by Ammerman and Melching (1966) were used as the operational definitions for Krathwohl's first level of specificity and second level of specificity of educational objectives, respectively. A search of the literature revealed that the terminal and enabling objective definitions are among thirty-five terms which have been used to label various kinds of student performance objectives.

Finally, the study refers only to the High School Division of the Distributive Education Clubs of America and does not attempt to formulate goals and objectives for the Junior Collegiate, Collegiate, Professional, or Alumni Divisions of the Distributive Education Clubs of America.

#### DEFINITION OF TERMS

For the purposes of this study, the following definitions were utilized:

DECA Board of Directors--The term used to identify a group which represents, sets policy, and manages the affairs of DECA, Incorporated. The Board of Directors consists of fifteen members including nine persons elected by and from the membership of DECA, Incorporated; the immediate past President of DECA, Incorporated; an appointed treasurer; one member of the Professional Division of DECA; one national officer (student); the Vice-President of the Distributive Education Division of the American

Vocational Association; and an appointed representative from the U.S. Office of Education.

DECA, Incorporated--The term used to identify the adult governing body which is the legal sponsoring agency of the Distributive Education Clubs of America. DECA, Incorporated, is composed of the state supervisor or consultant who is responsible for distributive education in each state or his/her appointed representative who has major responsibility for the youth program.

Delphi Technique--A research methodology developed by the Rand Corporation in the 1950's designed to systematically solicit and collate expert opinions through a series of intensive questionnaires interspersed with controlled opinion feedback. As originally developed, the purposes of the Delphi technique were: (1) the elimination of certain negative aspects of panel responses while collecting the opinion of experts, (2) the generation of consensus opinion about certain and particular needs, and (3) the generation of information--through the use of a group of experts--of greater or more reliable value than any one expert could produce.

Distributive Education Clubs of America (DECA)--The national youth organization for students enrolled in distributive education programs. DECA is an integral part of the distributive education instructional program and is designed to develop future leaders for marketing and distribution. DECA is the only national youth organization operating within the nation's schools to attract young people to careers in marketing, merchandising, and management. DECA is composed of five divisions:

1. Alumni Division--Local chapters of the Distributive Education Clubs of America established by those who have previously been but are not

currently enrolled in a distributive education program, as well as those who have graduated from a distributive education program.

2. Collegiate Division--Local chapters of Distributive Education Clubs of America, composed of undergraduate and graduate students preparing for careers as professional distributive educators in institutions approved under provisions of each State Plan for Vocational Education for the training of distributive education instructional personnel.

3. High School Division--Local chapters of Distributive Education Clubs of America composed of students enrolled in high school programs of distributive education.

4. Junior Collegiate Division--Local chapters of Distributive Education Clubs of America composed of students enrolled in less than baccalaureate distributive education degree programs.

5. Professional Division--A division within the Distributive Education Clubs of America composed of distributive education teacher-coordinators, distributive teacher-educators, distributive education local and state supervisors, employers of distributive education students, parents of DECA members, advisory committee members, school administrators, teachers, and others willing to contribute to the growth and development of DECA.

Distributive Education--According to Crawford (1967), distributive education is:

A vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competency in one or

more of the marketing functions. It offers instruction in marketing, merchandising, related management and personal development (p. 16).

Goal--The term used to identify Krathwohl's (1965) first level of specificity of objectives, which use broad and general statements toward which several years of education might be aimed or for which students might strive. The term is also used to identify the terminal objective defined by Ammerman and Melching (1966) "in which the student action is stated at the level of meaningful unit of performance" (p. 14).

Objective--The term used to identify Krathwohl's (1965) second level of specificity of objectives, "which analyze broad goals into more specific ones which are useful as building blocks for curriculum construction" (p. 14). The term is also used to identify the enabling objective defined by Ammerman and Melching (1966) that "consist of the component actions, knowledges, skills . . . , the student must learn if he is to attain the terminal objective (goal)" (p. 14).

State DECA Advisor--The term used to identify the official representative for DECA of any state or territory affiliated with DECA, who serves as the liaison with National DECA Headquarters and handles the necessary administrative details of the DECA youth organization in the state.

Taxonomy of Educational Objectives--A set of classifications which are ordered and arranged on the basis of a single principle or consistent set of principles (Krathwohl, 1964). Three broad classifications--the cognitive, the affective, and the psychomotor domains--



classify the kinds of behavior students are to exhibit as a result of the learning process:

1. Affective domain--That category of the Taxonomy of Educational Objectives which includes objectives that describe changes in interest, attitudes, values, and development of appreciations and adequate adjustment (Krathwohl, Bloom, & Masia, 1964).

2. Cognitive domain--That category of the Taxonomy of Educational Objectives dealing with recall or recognition of knowledge and development of intellectual abilities and skills (Bloom, 1956).

3. Psychomotor domain--That category of the Taxonomy of Educational Objectives developed for manipulative or motor skill objectives (Simpson, 1966).

Vocational Education--According to Law (1971),

. . . training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with a state board or local educational agency, and is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations generally considered professional or which require a baccalaureate or higher degree (p. 73).

#### ORGANIZATION OF THE REPORT

This report of the study consists of five chapters. In Chapter 1, the study is introduced, the problem of the study is

explained, importance of the study is established, assumptions of the study are described, limitations of the study are presented, and the definition of terms used in the study are explained.

In Chapter 2, a review of related literature and research is presented in three parts. The first part is a review of the studies and literature concerned with vocational youth organizations. The second part is concerned with the development of goals and objectives. The third part consists of a review of the Delphi technique.

In Chapter 3, the research methodology used in gathering the data for this study is presented. Specifically, the statement of the problem, jury of experts, research design, research procedures, instrument development, data collection, and data treatment are presented.

The presentation and analysis of the data are in Chapter 4, including formulation of the goal statements and formulation of the objective statements.

A summation of the study, conclusions based upon the findings, and recommendations for utilizing the study, research procedures utilized, and developing further research are presented in Chapter 5.

## Chapter 2

### REVIEW OF LITERATURE

The literature is replete with philosophical statements and articles in support of vocational youth organizations. However, there apparently has been little effort to systematically research and study these youth organizations. A part of this chapter is devoted to a review of the studies and literature concerned with vocational youth organizations, especially with the goals and objectives of such organizations. A second part of this chapter is concerned with the development of goals and objectives, especially as such goals and objectives are developed in behavioral terms. A third part of the chapter is concerned with the utilization of the Delphi technique to formulate goals and objectives for vocational organizations.

### VOCATIONAL YOUTH ORGANIZATIONS

#### Historical Background

Hanson and Carlson (1972) proposed that the origin and growth of youth organizations can be paralleled to our ancestors sailing across the seas to America; they did so in the belief that they could find a better world for themselves and their children. So it is, according to Hanson and Carlson, with youth organizations. They submit that the development of youth organizations and youth organizational objectives:

. . . are ones close to the heart of most parents: social, educational, vocational, health and character development; leadership training; inculcation of democratic ideals; development of a sense of responsibility; cleanliness of mind and body; fun and adventure; prevention of delinquency; and the like (p. 5).

The authors also state:

Youth groups are as old as the human race, however, nationwide organizations complete with stated purposes, planned programs, definite structure, and voluntary memberships are a distinctive modern phenomenon (p. x).

When the French commentator de Tocqueville described his travels in the United States in 1840, he remarked, "Americans of all ages, all conditions, and all dispositions constantly form associations" (Hanson & Carlson, 1972, p. 1). Only a few years after de Tocqueville's visit, the first of the American youth organizations, the YMCA, was formally established. Today, there are fifty-one major **organizations serving youth (Appendix H)**.

The first national vocational youth organization (Future Farmers of America) came into existence in 1928; eleven years after vocational education was first federally funded. Today, there are six youth organizations specifically designed for vocational education programs. They are: (1) Future Farmers of America--founded in 1928, (2) Future Homemakers of America--founded in 1945, (3) Future Business Leaders of America--founded in 1946, (4) Distributive Education Clubs of America--founded in 1948, (5) Vocational Industrial Clubs of America--founded in 1965, and (6) Office Education Association--founded in 1966. Each of the vocational youth organizations were developed, in general, as a means of complementing, supplementing, and strengthening the total

vocational education program for which it was designed. The purposes for each of these youth organizations are listed in Appendix H.

### Purposes

As one makes a search of literature regarding the types and kinds of organizations which serve youth, one fact stands out: each organization is predicated on a specific purpose or set of purposes. U.S. Senator Claiborne Pell of Rhode Island commissioned a study in 1966 which attempted to draw together basic information on all national youth organizations operating within the United States. A two-volume report entitled Profiles of Youth-1966 (U.S. Senate, 1966) resulted from the study. A single fact permeated the study: each youth organization stated specific purposes for its existence.

Vocational education youth organizations apparently conform to Senator Pell's profile. Teske (1970) examined the purposes for the existence of vocational youth organizations and submitted that such organizations are designed: (1) to further develop the leadership, and hence followership abilities of the individual; (2) to further develop the citizenship abilities of the individual; and (3) to develop the scholarship abilities of the individual. In relation to the three purposes, Teske stated that if "learning is changing the behavior of the individual" and "youth organizations are an integral part of vocational education" (p. 302) then youth organizations should deal with the total individual, rather than the leadership, citizenship, and scholarship abilities suggested by the purposes of youth organizations. Teske's

summation suggested the need to develop goals for vocational youth organizations that are relevant to the total individual.

Research studies centering on the goals and objectives of vocational youth organizations, and more specifically, the Distributive Education Clubs of America, are limited. One of the earliest studies concerned with measuring the accomplishments of distributive education students was conducted by Gradoni in 1957. Gradoni investigated the status of certain aspects of cooperative education for retail occupations in fourteen programs and 157 training stations in New York State. Even though he did not investigate youth organizations specifically, he concluded that all facets of distributive education must be restated in terms of more immediate and measurable goals. Meyer and Logan (1966) stated in Review and Synthesis of Research in Distributive Education that Gradoni's conclusion was "a recommendation that still has not been fulfilled" (p. 85). Hence, a need was identified in 1957 and reiterated in 1966 that a closer examination and restatement of the goals using specific and measurable terms was needed.

The rapid growth and development of distributive education clubs created an awareness of the need to review the directions being taken by the clubs. The National Advisory Committee for Distributive Education Clubs met in Washington, D.C., March 2-4, 1946, and proposed a tentative constitution for the distributive education youth organization. In April, 1947, the First Interstate Conference of Distributive Education Clubs was held in Memphis, Tennessee, where twelve states unanimously adopted a resolution to form a national organization. The Second Interstate Conference of Distributive Education Clubs was held in St.

Louis, Missouri, March 22-24, 1948. At that time, a tentative constitution was approved and the name, "The Distributors Clubs of America," was adopted. This tentative constitution of the distributive education youth organization was discussed at the Joint Conference on the Nationalization of the Distributive Education Clubs, held in Washington, D.C., May 5-6, 1948. In trying to determine the purposes and goals of the distributive education club, the State Supervisors of Distributive Education who were in attendance were referred to M. J. DeBenning's article in the May, 1948, American Vocational Journal, entitled "Distributive Education Clubs of America." The article stated:

The constitution states the purposes of the national association of clubs to be furthering the welfare of its members in the following ways:

- a. To develop progressive leadership in the field of distribution that is competent, aggressive, self-reliant and cooperative.
- b. To provide for an intelligent choice of occupations in distribution through exploration of opportunities in the field.
- c. To create in each member an abiding interest in his chosen occupation through an appreciation of the opportunity it offers him to contribute his share in worthy home and community membership.
- d. To encourage the use of high ethical standards in business.
- e. To provide for mental and physical health through satisfactory social and recreational activities.
- f. To foster a deep feeling of responsibility for contributing through business activities to the civic, social, and moral welfare of society.
- g. To develop an appreciation of the influence of fine arts in business.
- h. To engender a healthy respect for vocational education, and a desire to keep abreast of current developments in business through use of the training facilities it offers, both in school and adult life (p. 18).

The purposes were discussed and "differences in opinion still existed at the time the conference adjourned" (Strobel, 1948, p. 10). There is no evidence in the literature that the purposes for the distributive education club as proposed by DeBenning were ever adopted by distributive educators.

The name of the distributive education youth organization was changed to the "Distributive Education Clubs of America" (DECA) on January 10, 1950, and was officially chartered under the laws of the Commonwealth of Virginia (DECA Handbook, 1972, pp. 8 & 28).

As the distributive education high school program grew and developed, so did its corresponding youth organization, DECA. To examine this youth organization, a conference was conducted by the Division of Vocational Education, Office of Education, in Washington, D.C., June 17-19, 1959. The conference identified principles from which appropriate activities and projects could be developed. In addition to preparing a position paper on the educational values of the DECA club, participants at the workshop also wrote the purposes for DECA as follows:

1. To develop leadership in the field of distribution.
2. To develop a sense of individual responsibility.
3. To provide opportunities for intelligent career choice in distribution.
4. To allow practical application of distributive education through competition.
5. To encourage the use of ethical practices in business.
6. To allow opportunity to appreciate and implement the obligations of citizenship.
7. To provide for mental and physical health through satisfactory social and recreational activities.
8. To engender a healthy respect for education.
9. To create and nurture an understanding of our free, competitive enterprise system.
10. To develop an appreciation of civic and social obligations of those engaged in distribution (U.S. Department of Health, Education, and Welfare, 1961, p. 2).

For the first time, the basic principles which could be used as guidelines in developing programs of activities for local DECA Chapters was set forth.



John A. Beaumont, Chief of the Distributive Education Branch of the U.S. Office of Education, called a meeting in 1959 where he and four other distributive educators developed three goals for the distributive education youth organization. Mr. Beaumont believed that the ten purposes of the Distributive Education Clubs of America as formulated by the U.S. Office of Education earlier that year did not support the fact that DECA was a co-curricular aspect of the total distributive education program (Applegate, personal communication, June 23, 1975).

The three goals formulated were:

1. To assist State Associations in the growth and development of DECA.
2. To further develop the vocational competencies of those engaged in distribution.
3. To create an awareness of the responsibilities of citizenship of those engaged in distribution in a free, competitive society (DECA Handbook, 1972, p. 3).

These three broadly-stated goals of DECA are currently serving as the basis for operational procedures and policy formulation for the DECA Board of Directors, National DECA staff, and the DECA membership. The three goals formulated are not behaviorally based and an examination of the literature did not yield a listing of supporting, measurable objectives related to the three goals.

A major issues study in distributive education was conducted by Warmke in 1960. He identified current issues in distributive education and surveyed the opinions of leaders on carefully selected issues. Only two of the issues identified were concerned with DECA and one is appropriate for this review. Warmke found that 82 percent of the nation's distributive education leaders indicated that the

primary purpose of DECA should be educational. Hence a research base was established in 1960 which emphasized the fact that DECA should serve educational purposes.

The educational value of DECA was further shown in a study by Bicanich in 1964. Part of his study dealt with the attitudes that distributive education students in Minnesota had towards DECA. Eighty-eight percent of the students rated DECA as an important part of the distributive education program and 80 percent thought the club was of personal benefit to them. Bicanich's study also showed that those students who belonged to DECA were more satisfied with the distributive education program than those who did not belong to DECA.

There have been some studies in distributive education that do relate indirectly to the goals and objectives, or their measurement, of the Distributive Education Clubs of America. One of the first research-based DECA studies was conducted by Henkel in 1965. He attempted to study the benefits that post-secondary students in Wisconsin received from participation in club activities. The majority of graduates felt that participation in club activities had benefited them in the following ways: (1) it improved their ability to meet and deal with people effectively, (2) it developed leadership abilities, (3) it helped them improve their self-expression, (4) it helped them develop self-confidence, and (5) it provided them with a better knowledge of marketing. Henkel, however, did not correlate the graduate's assessments with the three goals of DECA formulated in 1959 by Beaumont.

One year after Henkel's study, Cottrell (1966) devoted an entire study to factors influencing student participation in distributive

education clubs in Minnesota. He came to the following conclusions:

(1) club activities are a necessary and valuable part of the total distributive education program; (2) the cooperative education program does reduce participation in extra-curricular activities other than the distributive education club; (3) students need to participate in an organization in order to develop certain skills effectively; (4) administrative policies in some schools prevent clubs from using selling activities for fund-raising purposes; (5) a large number of coordinators really do not understand their student's opinions and attitudes; (6) many coordinators are perplexed by the role of the coordinator in club activities; (7) many prospective students are not effectively introduced to the club program; (8) some students need encouragement to participate in various club activities and their coordinators do not know how to motivate them; (9) more effective methods of publicity and promotion are needed on the local, state, and national levels; and (10) coordinators do not clearly understand the goals and objectives of the distributive education club. Among the many implications of the study, one conclusion indicated that coordinators are perplexed by their role in club activities. This may be attributed to the fact that they do not clearly understand the goals and objectives of the club.

The state of the art in research for the field of distributive education up to 1966 was assessed by Meyer and Logan in the Review and Synthesis of Research in Distributive Education. They indicated that there had not been very much research on DECA:

Although the Distributive Education Clubs of America membership has experienced excellent growth and is highly regarded in most states as an integral part of the distributive education program, very few research studies dealing with clubs and co-curricular activities were found (p. 69).

The state of the art for research in distributive education was again assessed by Ashmun and Larson (1970) in the Review and Synthesis of Research in Distributive Education covering the years 1966-1968.

They stated: "Even though club activities receive a great deal of attention and publicity, there were no studies located that dealt specifically with clubs as such" (p. 32).

Possibly due to the "state of the art" publications, more research on DECA evolved, directly and indirectly. Crawford in 1967 determined the basic beliefs concerning all phases of the distributive education program. The study formulated ninety-six basic belief statements which are generally considered to be the nationally-accepted philosophy of distributive education. Of the ninety-six basic belief statements, two relate to the Distributive Education Clubs of America.

The statements and their composite mean degree of agreement\* are:

1. That Distributive Education Clubs of America is a youth organization providing a program of activities which complements and enriches distributive curriculums--1.31\*
2. That DECA, the youth organization for high school and post-secondary school students, should be co-curricular in that it should provide opportunities to further develop competencies normally learned in the classroom and on-the-job. It also provides opportunities to acquire additional competencies, such as leadership and social skills--1.34\* (pp. 18 & 24).

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\*Degree of agreement--respondents reacted to statements of belief on a five-point scale: 1 = agree, 2 = partially agree, 3 = neutral, 4 = partially disagree, and 5 = disagree.

While these two statements do serve as a philosophical base for DECA, they do not delineate specific goals and objectives which would be served through DECA. It should be noted that both of the DECA basic belief statements received a high degree of agreement, again indicating the co-curricular and educational aspect that the youth organization plays in the total distributive education program.

Although a philosophical base was established for the distributive education youth organization, it was not until 1971 that a formal research effort of the purposes of DECA was undertaken. A national sampling of distributive teacher-educator's and distributive education teacher-coordinator's perceptions of the purposes of DECA was obtained by Krier in 1971. The purpose of his study was to determine if any differences existed between the views of these two groups with regard to DECA. The majority of teacher-educators perceived only two of several items as the purposes of DECA: (1) DECA enables the development of student leadership (68 percent), and (2) DECA creates prestige and recognition for its members (51 percent). According to the sampling, the purposes receiving majority agreement by the teacher-coordinators were: (1) that students are able to become involved in state and national competitive events (58 percent), (2) students are able to develop leadership characteristics (55 percent), and (3) students are able to enter into competition (52 percent). This study revealed the perceptions of distributive educators in regard to the purposes of DECA and indicated that discrepancies between the views of teacher educators and teacher-coordinators existed. The study falls short in that

it assumes that these purposes are the only appropriate ones for the Distributive Education Clubs of America.

Although no other studies have examined the goals of DECA, Weatherford (1972) identified and analyzed fifty-two current issues in distributive education, two of which relate to this study. The first statement was, "The DECA program of youth activities should be viewed as a co-curricular activity." One-hundred percent of the respondents were in "agreement" with this statement. Of the fifty-two issues, this statement was ranked 7.5 in order of hierarchical importance (p. 150). Because DECA is a co-curricular activity and is taught in the classroom, it is necessary, therefore, to develop behavioral goals and objectives so the local distributive education teacher-coordinator may effectively implement DECA into the distributive education curriculum.

Of prime importance to this study was Weatherford's second statement related to DECA: "The present activities of DECA are effectively accomplishing the goals of the organization." There was a lack of "agreement" on this issue statement, and the statement was ranked 33.5 in order of hierarchical importance. Weatherford concluded that this statement is "considered to be a major issue in distributive education" (p. 150). While the statement centered on the activities of DECA, it also suggested that an examination of the goals, objectives, and activities is needed.

A recent study concerned with DECA conducted by Dailey (1972) showed that there is conclusive evidence which supports the whole concept of DECA. Dailey's study implied that if the DECA program-of-work is integrated into the distributive education program, there can be

desirable and often superior program outcomes from this integral part of distributive education. However, Dailey questioned whether the three currently stated goals are understood and are put into practice by individual teacher-coordinators. Hence, another study indicated the need to reexamine the goals and objectives of DECA in order to make DECA a co-curricular activity which will complement the purposes of the distributive education program.

The most recent study concerned with DECA entailed a one-year evaluation of the Distributive Education Clubs of America youth organization. In the DECA Evaluation Report of 1972, it was concluded that "student oriented goals and objectives need to be established" (Coplan, 1972, p. 12). The author reported that documented, workable, usable goals and objectives were non-existent. He further noted that the three currently stated goals of DECA needed clarification and modification or revision in order to meet accountability factors and in order to implement the goals and objectives in the local DECA Chapters and distributive education curriculum throughout the nation.

#### Other Distributive Education Youth Organization Studies

While the previous studies focused on the goals, purposes, and objectives of vocational youth organizations, more specifically DECA, five other studies focused on the values of DECA, appropriate DECA activities, or the effect of DECA competitive events.

In 1967, Snell and Sullivan evaluated the Nebraska State DECA Youth Leadership Conference. The study centered upon the abilities

necessary to function successfully in the specific areas of personal selling, and advertising and display. Their evaluation found that:

Some present (Nebraska) competitive events are not predicated on abilities critical to successful employment, in the areas of personal selling, and advertising and display.

Some events are pedagogically sound.

Some of the current events should be revised (p. 124).

A follow-up study of those distributive education graduates who had been named as first, second, and third place winners in the National Distributive Education Student-of-the-Year competition for the years 1957 through 1966 was conducted by Sethney (1967). Particular attention was given to the influence that DECA had on career development and leadership development of the students. She found that the former students were outstanding in their leadership and participation in DECA events, as well as in other school activities. Since the criteria for winning this event included scholarly achievement, leadership involvement in club activities, and participation in club activities, this result was expected.

Bregman (1968) reported to the National DECA Conference Committee in 1969 the results of an informal study of DECA competitive events as they related to areas of instruction and the goals of DECA. He found a "basic weakness" in the present form of the DECA national competitive events. His recommendations included the broadening of national competitive events to include more areas of instruction and include more events to meet the goals of DECA. Bregman, however, failed to make specific recommendations in regard to the goals of DECA.



A similar study was conducted by Vomhof in 1969. Vomhof evaluated the effectiveness of the competitive events held at the 1969 Minnesota State DECA Leadership Conference. The conference offered all of the national competitive events plus seventeen state events. Using an evaluation criteria established by National DECA, Vomhof made the following recommendations:

Revise both the (advertising) test and the layout to make them more relevant to modern marketing techniques (p. 37).

Shorten the prepared speech (for the public speaking contest) to a minimum of four and a maximum of six minutes, to be followed by an impromptu question and answer session on the topic of the speech (p. 123).

The most recent study on competitive events was conducted by Whitney in 1970. She attempted to determine the extent to which high school distributive education students learned, developed, or acquired competencies essential for employment in the field of distribution in the process of preparing for and participating in the 1969 National DECA Competitive Events Conference. Two hundred and ninety-four competencies which were selected as "essential" by Crawford (1967) were rated by 210 student participants. Results indicated which competencies were and were not learned or acquired by a majority of the contestants who prepared for and participated in the 1969 National DECA Leadership Conference.

While the above five studies give credence to the competitive events aspect of DECA, they do not specifically address themselves to the goals and objectives of the youth organization.

Other Vocational Youth  
Organization Studies

Presently the purposes of only one vocational youth organization has been reassessed. Kantner in 1965 solicited ideas concerning the adaptation of the Future Farmers of America to the changing program of vocational education in agriculture from state supervisors of vocational agriculture, teacher educators, teachers of agriculture, and school administrators. The study resulted in a revised list of purposes for the Future Farmers of America and a list of appropriate club activities. However, the purposes generated were not behaviorally based and therefore **could not be evaluated.**

Purposes for the Future Farmers of America were again examined one year after Kantner's study by Button (1966). He investigated the leadership characteristics and the perceptions that past FFA officers in New York State had toward the club. Even though he found several leadership characteristics and perceptions of members to be in high correlation with one another, little inference could be drawn that would defend the existence of any of the FFA purposes formulated by Kantner. Button concluded that goals and objectives for any youth organization should be developed so that all aspects of a youth organization are included in the goals and objectives.

Summary

The fact that vocational youth organizations are predicated on a specific purpose or set of purposes is evident in this review of literature. However, research studies centered on the goals and

objectives of vocational youth organizations are quite sparse. Because goals have not been specified in measurable terms, sound research has not been conducted. As a result of this review of literature it is evident that the formulation of the goals and objectives is needed in order to develop a framework upon which sound research can be conducted. In addition, measurable goals and objectives are needed in order that distributive educators can **integrate** distributive education club activities into the curriculum and make the total distributive education program more effective and efficient for the end product--the distributive education student.

#### GOALS AND OBJECTIVES

This part of the chapter will examine the development of goals and objectives for educational purposes, especially as such goals and objectives are used in **formulating** curriculum.

The development of educational objectives began with Tyler's work in curriculum development during his eight-year study (1934-1942). During the past ten to twelve years an increased amount of attention has been given to stating educational objectives in behavioral terms. Mager's programmed learning text, Preparing Instructional Objectives (1962), was the catalyst agent for this behavioral objective movement and an objective was defined as:

. . . an intent communicated by a statement describing a proposed change in a learner--a statement of what the learner is to be like when he has successfully completed a learning experience. It is a description of a pattern of behavior (performance) we want the learner to be able to demonstrate (p. 3).

It has been pointed out by Krathwohl (1965) that "for some educators, careful attention to spelling out in detail the objectives of a course has become a kind of religion." He further adds that there are "others, interestingly enough, (who) seem to have heard of the practice of delineating objectives but, somehow or other, have been early inoculated against the notion and have so become immune" (p. 83). It is apparent that the use of objectives is not used consistently by everyone.

Tyler (1948) identified several weaknesses in objectives. First of all, teachers fail to set up objectives at all. He believed that teachers have no idea of what type of behavior change they would like to bring about in students. Secondly, teachers fail to define their objectives clearly enough for students, other teachers, or parents to understand. A concentration on a few less important or less desirable objectives is a third weakness. Finally, on the other extreme, is the temptation to set up more objectives than could possibly be attained. Most likely these weaknesses are due to a teacher's lack of time, the ability to objectively critique what they are suppose to teach, and/or the inability to clearly and concisely state objectives. These weaknesses can be overcome if objectives can be provided to the teachers for their selection and use.

Krathwohl's (1965) discussion in the article, "Stating Objectives Appropriately for Program, for Curriculum, and for Instructional Materials Development," centered around the need for varying degrees of specificity of objectives. He submitted that objectives should consist of two parts: (1) the behavior the student is to display and (2) the subject

matter or content that is to be used in the display. According to Remmers and Gage (1955), "statements of objectives should contain only actual guiding purposes, should deal with mental processes, and should be determined by individual and social needs" (p. 27). Finally, Geis (1972) viewed the consensus of these authors and others as: "The objective should be just specific enough to accomplish the job for which it is designed. Different audiences or functions call for differentially specific objectives" (p. 2).

A universal format for objective statements seems overly constraining and several authors propose a wide variety of levels of precision. Krathwohl (1965) described three levels of specificity, depending on how the objectives will be used, as follows:

At the first and most concrete level are the quite broad and general statements most helpful in the development of programs of instruction, for the laying out of types of courses and areas to be covered, and for the general goals toward which several years of education might be aimed or for which an entire unit such as an elementary, junior, or senior high school might strive.

At a second and more concrete level, a behavioral objectives orientation helps to analyze broad goals into more specific ones which are useful as the building blocks for curricular instruction. These behaviorally stated objectives are helpful in specifying the goals of an instructional unit, a course, or a sequence of courses.

Third and finally, there is the level needed to create instructional materials . . . the objectives of specific lesson plans, the sequence of goals in these plans, and the level of achievement required for each goal or objective if successful accomplishment of the next goal in this sequence is to be achieved (p. 84).

Along similar lines, Kibler, Barker, and Miles (1970) suggested three levels of specificity: (1) broad educational objectives or goals, (2) informational objectives, and (3) planning objectives which are very specific.

Geis (1972) viewed the term "behavioral objective" as being applied to at least three different kinds of statements:

1. A list of objectives or sub-objectives may represent the total, broad objective of the instructional unit.
2. A list of objectives or sub-objectives may represent a partial sample or a set of indicators of the whole objective.
3. A list of objectives or sub-objectives may represent a sequence of means, enabling objectives, or propaedeutic behaviors which prepare the student to learn the final objective (p. 3).

Remmers, Gage, and Rummell (1965) set forth a usable set of guidelines concerning the statement of goals and objectives:

1. Objectives should be worded in terms of changes expected in the pupil rather than as duties of the teacher, since attainment of objectives must in any case be evaluated in terms of pupil changes.
2. An objective should be put in terms of observable changes in the pupil between the beginning and end of his experiences in a defined segment of the educative process. Unless we can tell whether pupils are changed, we shall have difficulty in justifying the objective, however worthy it may appear on philosophical grounds.
3. The terminology of the objective should be clear; its meaning should be defined in terms that pupils, parents, and other teachers can appreciate. Obviously, such clarity often requires thought and discussion.
4. To prevent confusion and facilitate ready identification of the objective, each statement should refer to only one objective.
5. Objectives should be grouped for use in guiding pupil activities, in organizing units of work, and in constructing evaluation devices. That is, specific objectives should be grouped under the objective that is general to them (p. 187).

A careful review of the literature showed that several authors' (Geis, 1972; Kibler et al., 1970; Mager, 1962; Remmers & Gage, 1955; Remmers et al., 1965; Tyler, 1948) philosophical views on educational objectives and the level of specificity closely resembles Krathwohl's (1965) three-dimensional classification scheme (global, intermediate, specific). Krathwohl's (1965) model has been used in educational

research (Crawford, 1967; Hawkins, 1968; Sites, 1968) as well as in an industrial study (Ammerman & Melching, 1966).

### Classification of Objectives by Taxonomies

While the classification of objectives follow the same scheme proposed by Krathwohl (1965), educational objectives have been classified into taxonomies for ease of writing and interpretation. The first classification system of objectives was developed by Bloom and explained in a publication, The Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, in 1956. This system deals with the recall or recognition of knowledge and the development of intellectual abilities and skills. It is hierarchical in nature with six major classifications from simple to complex: (1) knowledge, (2) comprehension, (3) application, (4) analysis, (5) synthesis, and (6) evaluation. Each of these major classifications were sub-categorized.

The Taxonomy of Educational Objectives, Handbook II: Affective Domain was developed by Krathwohl, Bloom, and Masia in 1964. Objectives were expressed as interests, attitudes, values, appreciations, and emotional sets and biases. Five major classifications were presented, which also were hierarchical: (1) receiving; (2) responding, (3) valuing, (4) organization, and (5) characterization. As Bloom's (1956) taxonomy, these major classifications were sub-categorized.

Simpson published The Classification of Educational Objectives, Psychomotor Domain in 1966. The classification scheme was developed for manipulative or motor skill objectives. This domain contained five

categories, each in hierarchical order and with sub-categories: (1) perception, (2) set, (3) guided response, (4) mechanism, and (5) complex overt response.

Simpson (1966) stated that the purposes of Bloom (1956), Krathwohl et al. (1964), and her taxonomic domains are:

1. To help teachers, administrators, professional specialists and research workers who deal with curricular and evaluation problems to discuss their problems with greater precision.
2. To facilitate the exchange of information about curricular developments and evaluation devices.
3. To suggest the kinds of objectives that can be included in a curriculum.
4. To help teachers and others to gain a perspective on the emphasis given to certain behaviors by a particular set of educational plans.
5. To help curriculum builders to specify objectives so that it becomes easier to plan learning experiences and prepare evaluation devices (p. 1).

Bloom (1956) noted that the taxonomies were designed to classify the intended behavior of students rather than to classify the methods or materials to be used on the student.

Krathwohl's (1964) three-dimensional scheme noted the level of specificity of objectives depending upon how they will be used. Whereas, the Taxonomy of Educational Objectives analyzes and develops the objectives into more specific hierarchies or levels of abstraction.

#### Benefit of Goals and Objectives

Goals and objectives are said to be beneficial for many different reasons and they also serve different purposes with different audiences. According to Geis (1972), goals and objectives may be used in one or more of these major ways: (1) managing instruction, (2) managing



learning, (3) planning instruction, (4) enhancing learning, (5) facilitating evaluation, (6) aiding in communication with others, (7) designing or redesigning curriculum, and (8) producing new insights.

Gagne (1965) suggested a list in defense of objectives as follows:

1. There is virtually unanimous agreement that an important reason for specifying objectives is so that the terminal behavior which is aimed for can be known to the instructional designer.

2. The behaviorally defined objective has another related function. Because of its unambiguous nature, it can constitute a basis from which inferences can be made by the instructional designer about the kinds of behavior modification required . . . actually this may turn out to be the most important reason for describing objectives, although it has not always been stated clearly.

3. An equally good reason for the specification of instructional objectives in terms of observable human performance is to meet the requirements of measurement.

4. Some authors have stated that there is still a further reason for defining objectives: to make them known to the learner in order that he can carry out the matching procedure involved in reinforcement. . . . (Objectives give) the learner prior knowledge which enables him to circumscribe, or bracket the variety of responses which is expected of him . . . (and) . . . may have the effect of controlling the reinforcement and thus improve the efficiency of the learning which occurs (pp. 21-66).

Elsewhere, Gagne (1965) restated some reasons previously proposed by Tyler: (1) definitions of objectives are necessary to guide the behavior of the teacher; (2) defining objectives for the student . . . (provides) him with a goal which he himself can use to organize his own learning activities; and (3) . . . unless the objectives are known, it is impossible to know what the student's capabilities are at any given moment. This reason for objectives has often been stated in terms of requirements for measurement.

Harless (1971) suggested statements of objectives are helpful because:

1. They tell you, the problem solver, how you will know when you've achieved (And when you haven't).
2. Objectives are a convenient way for communicating intended achievements to others (superiors, subordinates, students, etc.).
3. Objectives are the only way that measures of achievement can be made systematically and scientifically.
4. Objectives increase the probability that the remedy (training, environment changes, motivational systems, etc.) you develop will be relevant to the problem (p. 21).

While several benefits of goals and objectives have been offered as seen in the above review, Geis (1972) offered these two cautions when discussing behavioral objectives:

1. The claimed effectiveness of behavioral objectives with regard to the proposed uses remains to be demonstrated. Nor are there demonstrations that behavioral objectives do not lend to the proposed benefits. The issue is simply unresolved at this time.
2. The mere stating of behavioral objectives will not in itself lead to the results indicated in many cases (p. 8).

As part of a major review article on the topic of objectives, Ammons (1969) summarized the present state of affairs as follows:

Examination of research regarding educational objectives and outcomes reveals several important factors. First, the terms themselves have no universally accepted definition so discourse about objectives occurs on several levels of generality. Second, a statement of objectives or a recommended methodology for determining objectives is almost always couched in vague terms, which renders empirical research in the classical sense difficult. Third, the question of what objectives ought to be sought has a history which dates at least from Plato. Fourth, pronouncements about objectives are more or less explicitly analyzed and justified outcomes. Fifth, studies of a largely empirical nature in relation to objectives are few compared to the number of statements of objectives based upon individual or group opinion (pp. 908-914).

This does not mean that the momentum and thrust started by Mager in 1962 should be aborted. It means that there is a need to find ways to develop effective instruction efficiently and systematically.

And there is an equal or greater need to develop instruments which accurately measure students' progress toward goals and objectives.

Stake (1970) pointed to one area in which discussion will undoubtedly be most useful when ambiguity of goal and objective statements is minimal:

A list of objectives implies priorities; those expressed objectives have been considered to be more important than certain other objectives, a crude dichotomy. Priorities can be solicited that make finer gradation of importance. Priorities can indicate what kind and amount of emphasis will be given each objective. . . . it is my belief that excessive attention has been given to precise goal-specification and insufficient attention to statements of priorities (pp. 181-212).

#### Summary

Recognizing that the Distributive Education Clubs of America is a co-curricular aspect of the total distributive education program, it was revealed in this review of literature that educational objectives need to be developed to make the youth organization more effective and efficient. Secondly, goals and objectives should be formulated clearly enough for students, distributive education teacher-coordinators, other teachers, and parents to understand. Thirdly, Krathwohl's model of the specificity of educational objectives closely resembled several authors' philosophical view on the stating and leveling of educational objectives (Geis, 1972; Kibler et al., 1970; Mager, 1962; Remmers & Gage, 1955; Remmers et al., 1964; Tyler, 1948). Fourth, the Taxonomy of Educational Objectives formulated by Bloom (1956), Krathwohl (1964), and Simpson (1966) is the most widely used scheme to formulate goals and objectives. Hence, the literature reviewed in

this chapter assisted the researcher in determining the most appropriate, effective, and efficient methodology to use in formulating the goals and objectives for the High School Division of the Distributive Clubs of America.

#### DELPHI TECHNIQUE

In the 1950's, an intermittent series of studies were conducted at the Rand Corporation concerned with the problem of using group information more effectively. The early studies were concerned mainly with improving the statistical treatment of individual opinions (Kaplan, Skogstad, & Girschick, 1950). The early studies also attempted to indicate formal properties of individual estimates to rate how the success of short-term predictions and background information had a small but significant influence on the success of predictions. Both of these effects were washed out by combining estimates into group predictions.

Then in 1953, Dalkey and Helmer (1963) introduced an additional feature, namely iteration with controlled feedback. The set of procedures that evolved received the name Delphi.

Delphi, named for the Oracle at Delphi in ancient Greece, was developed as an intuitive methodology for organizing and sharing forecasts about the future. The rationale behind the technique is the age-old adage, "Two heads are better than one," when exact knowledge is not available for the issue involved. It may be considered an efficient method of "brainstorming" with several distinct advantages as described by Dalkey (1969): (1) anonymous response--opinions of members of the

group are obtained by formal questionnaire; (2) iteration and controlled feedback--iteration is affected by a systematic exercise conducted in several iterations, with carefully controlled feedback between rounds; and (3) statistical group response--the group opinion is defined as an appropriate aggregate of individual opinions on the final round.

Although the Rand Corporation is credited with developing the Delphi technique in the 1950's, two earlier uses should be mentioned. Quade (1967) documented the first experiment with the Delphi process using racing forms in an attempt to predict horse race outcomes. Israeli (1930) was the second experimenter.

Gordon and Helmer (1966) described themselves as "confronted by a near-vacuum" in their search for methods for forecasting long-range trends with their probable effects. Consequently they designed the Delphi technique as a refinement of existing procedures. Helmer concluded that the series of questionnaires, each refined from the feedback of the earlier one:

. . . may serve to stimulate the experts into taking into due account considerations they might through inadvertence have neglected, and to give due weight to factors they were inclined to dismiss as unimportant at first thought (p. 467).

As originally developed, the Delphi technique consists of four steps: (1) each participant in a Delphi study is asked to write his opinion on goal priorities for a specific topic; (2) each participant is asked to evaluate all of the opinions in terms of a given set of criteria; (3) each participant receives the list and a summary of the responses, and if his view varies from the majority of the responses, he is asked either to revise his opinion or to indicate his reason for

not doing so; and (4) each participant receives the list with an up-dated summary including minority opinions, and is asked to repeat or revise his own opinion (Uhl, 1971).

The Delphi technique received a large boost of interest with the publication of Gordon and Helmer's study in 1964. Dalkey, Rourke, Lewis, and Snyder (1972) related:

At present it is difficult to obtain a clear picture of how widespread the applications are; but a crude guess would put the number of studies recently completed, underway, or in the planning at several hundred (p. 20).

Dalkey et al. (1972) stated that the procedure is "above all, a rapid and relatively efficient way to 'cream the tops of the heads' of a group of knowledgeable people" (p. 21). They further stated that the Delphi technique involves much less effort for a participant to respond to a well-designed questionnaire than to participate in a conference or write a paper. Also, the exercise can be a highly motivating environment for respondents. The feedback can be novel and interesting to all. Dalkey et al. (1972) concluded:

The use of systematic procedures lends an air of objectivity to the outcomes that may or may not be spurious, but which is at least reassuring. And finally, anonymity and group response allow a sharing of responsibility that is refreshing and that releases the respondents from social inhibitions (p. 21).

The traditional method for achieving consensus is to conduct a round-table discussion among influential individuals and have them arrive at an agreed-upon group position. This procedure, obviously, has a number of objections. Psychological factors such as specious persuasion by the group member with the greatest authority or the loudest voice, or an unwillingness to abandon expressed opinions, or the bandwagon

effect of majority opinion can affect a round-table discussion. The Delphi technique, on the other hand, is a procedure in which an attempt is made to overcome these factors by not bringing the participants together in one place and by not reporting individual names by expressed opinions (Helmer, 1967).

Specific advantages of the Delphi procedure, as given by Gordon and Helmer are that:

(The Delphi technique) eliminates committee activity altogether. . . . This technique replaces direct debate by a carefully designed program of sequential individual interrogations (best conducted by questionnaires) interspersed with information and opinion feedback derived by computed consensus from the earlier parts of the program. Some of the questions directed to the respondents may, for instance, inquire into the 'reasons' for previously expressed opinions, and a collection of such reasons may then be presented to each respondent in the group, together with an invitation to reconsider and possibly revise his earlier estimates. Both the inquiry into the reasons and subsequent feedback of the reasons adduced by others may serve to stimulate the experts into taking into due account considerations they might through inadvertence have neglected, and to give due weight to factors they were inclined to dismiss as unimportant on first thought (Martino, 1968, p. 139).

In addition, Gordon and Helmer **stated**:

No claims are made, or can be made, for the reliability (of predictions made by the Delphi procedure). However, in as much as they reflect explicit, reasoned, self-aware opinions, expressed in light of the opinions of associate experts, such predictions should lessen the chance of surprise and provide a sounder basis for the long-range decision-making than do purely implicit, unarticulated, intuitive judgements (Martino, 1968, p. 139).

Helmer and his colleagues at the Rand Corporation first used the Delphi technique in the early 1950's to obtain group opinions about urgent defense problems. It was observed that the technique is useful in identifying both majority and minority opinions as a basis of formulating goals and setting priorities. In addition, the power of the Delphi method:

. . . seems to lie in the fact that it creates some of the most important elements of an ideal debate. It provides an impersonal anonymous setting in which opinions can be expressed in clear terms and heeded before the voicing of criticisms and counteropinions, a setting in which ideas can be modified on the basis of reason rather than prestige and/or a desire to climb on the bandwagon (Pfeiffer, 1968, pp. 152-155).

The Institute of Government and Public Affairs at the University of California, Los Angeles, used the Delphi technique in an effort to identify changes in American education. Adelson, Alkin, Carey, and Helmer (1967) described the work as follows:

Whatever the validity of the formal results the behavioral results of the procedure are very instructive. The principal one is that the participants in the exercise found it very difficult, in some cases painful, to make the required choices to forego 'desirables' for 'more desirables.' It should be remarked that these were all people with a vital and inferred relation to the field. . . . they were operating on a new scale, and since they took the exercise seriously, and felt a degree of responsibility for the quality of the intended result, there was much soul searching and argument. . . . the authors got the impression that the procedure was looked on by almost all the participants as potentially very useful in educational planning at all levels (p. 27).

Use of the Delphi technique in vocational-technical education research was done by Gray (1970) in the study "Competencies Needed by Personnel Engaged in Program Planning in State Divisions of Vocational-Technical Education." In relation to the use of the Delphi technique, he concluded that it "is a tool of inquiry which may be used to gain information from a panel of experts" (p. 90). He further made the implication that:

. . . persons concerned with improving educational research and practice should consider the Delphi technique as a means of identifying convergent expert opinions dealing with present and future problems in education (p. 90).



Cyphert and Gant (1971) used the Delphi technique to clarify the goals for the School of Education at the University of Virginia. Even though they experienced a considerable amount of administrative work associated with the Delphi technique, the data generated by the study was quite usable for assisting in formulating the future targets of the School of Education. Cyphert and Gant felt that the Delphi technique results made the influential persons in the Commonwealth of Virginia aware of the School's existence and vested interests in its future goals.

Helmer (1966) in The Use of the Delphi Technique in Problems of Educational Innovations, envisioned that the use of the Delphi technique "can be applied to all phases of educational planning, at the federal, state, local, or individual level" (p. 6). Helmer further related:

In view of the projected character of our future environment and the effect we wish to exert on it through educational endeavor, it is necessary to establish appropriate educational goals. This is largely a matter of preference judgment, to be obtained through the Delphi method (p. 7).

Anderson (1970) conducted the study entitled "Clarifying and Setting Objectives on an Intermediate School District's Objectives Utilizing the Delphi Technique" in 1969. He concluded that the technique alleviated the problem of obtaining a group's consensus toward explicating and setting priorities on objectives. One of the major problems encountered was that of identifying the expert group. Anderson stated: "Once the number of experts gets beyond 25 or 30, handling the data (especially the arguments advanced) becomes exceedingly cumbersome" (p. 9).

Campbell (1966) used graduate business students in an experiment designed to examine the relative forecasting performance of Delphi-processed groups and direct confrontation groups. The findings supported the contention that the Delphi process produces more accurate forecasts than do currently accepted direct confrontation groups. The Delphi-processed participants forecasted more accurately, as a group **and as individuals, than did members of the direct confrontation groups.**

Martino (1968) gave "lessons learned" that are of value to researchers contemplating the use of the Delphi technique. They are:

1. Compound questions should be avoided. Each point should be mentioned in a separate question or statement.
2. The experimenter should make every attempt to avoid situations where the panelist may agree with the forecast, but not with the reason for it, or vice versa.
3. The use of ambiguous terms should be avoided, including loosely defined terms that 'everybody knows.'
4. It should be emphasized that there is no **attempt to trap the panelists or cross check questions, but that the panelists should try to make their replies consistent.**
5. In presenting the current state-of-the-question to the panelists, it is not sufficient to give them only the median or previous responses. . . . both range and median, or quartiles and median, should be given.
6. In consolidating the 'reasons why' the panelists hold their opinions, it is essential to present a fair summary of opinions on both sides (pp. 141-142).

Bentley (1971) concluded his dissertation on "The Applicability of the Delphi Technique for Setting Goals and Establishing Priorities in an Urban School District" by **stating:**

In choosing to utilize the results generated by the Delphi technique, one must answer the question: Although this method does indeed produce expert consensus or agreement, is this a significant condition for arguing that the projections are plausible and convincing? This investigator answers in the affirmative. If education is to expand its control over its destiny and if it is to influence its own future, then such a broadening of known alternatives (or goals) is imperative (p. 78).

### Summary

The literature review of the Delphi technique in this chapter revealed that the technique has several advantages over other research methodologies: (1) an **anonymous response is received**, (2) **controlled feedback can be obtained**, (3) **statistical group response is offered**, (4) **it creates some important elements of an ideal debate**, (5) **a basis for long-range decision making is provided**, (6) **psychological factors are overcome (ideas are modified on the basis of reason rather than prestige or the desire to climb on the bandwagon)**, (7) **it stimulates participants to consider other opinions which they may have easily overlooked**, and (8) **there is less of an effort for participants to respond to a Delphi Questionnaire than to participate in a conference or meeting.**

Due to the validity, objectivity, psychological advantages, and educational advantages offered by the Delphi technique, the researcher concluded that it was the best educational research methodology available to accomplish the objectives of this study.

## Chapter 3

### RESEARCH METHODOLOGY

This chapter is concerned with the research methodology utilized to formulate the goals and objectives for the High School Division of the Distributive Education Clubs of America. Specifically, the chapter contains three parts: (1) statement of the problem, (2) research procedures, and (3) treatment of the data.

#### STATEMENT OF THE PROBLEM

The central problem in this developmental study was the formulation via a consensus of thirty experts of goals and objectives for the High School Division of the Distributive Education Clubs of America. Specifically, the objectives of the study were to:

1. Formulate goal statements (terminal objectives) "in which the student action is stated at the level of meaningful unit of performance" (Ammerman & Melching, 1966, p. 14). These goal statements serve as the general goals toward which several years of education might be aimed or for which students might strive.

2. Formulate objective statements (enabling objectives) from each of the goal statements that "consist of the component actions, knowledges, skills . . . , the student must learn if he is to attain the terminal objective (goal statement)" (Ammerman & Melching, 1966,

p. 14). These objective statements serve as the building blocks to develop specific instructional objectives.

## RESEARCH PROCEDURES

### Jury of Experts

The jury of experts for this study consisted of thirty persons actively involved in distributive education. Twelve of the persons were purposively selected from the list of thirty national leaders identified by Weatherford in 1972. An additional twelve were outstanding high school distributive education teacher-coordinators as nominated by their State DECA Advisors. The final six persons were national officers of the High School and Collegiate Divisions of the Distributive Education Clubs of America.

In determining the national leaders in distributive education, Weatherford (1972) stated that they should be:

. . . those persons playing a major role in developing distributive education in the United States; through research, teacher education, supervision, effective teaching, publications, or administrative participation (p. 43).

At the time of Weatherford's (1972) study, 542 individuals were nominated by 54 head state supervisors of distributive education, 126 distributive education teacher-educators, and 108 randomly-selected distributive education teacher-coordinators. Thirty individuals, all of whom received over forty nominations, comprised the national leader roster (Appendix A).

For purposes of identifying the jury of experts for this study, three individuals from Weatherford's (1972) list of thirty national

leaders were selected by the investigator to be a part of the study (Appendix B). The investigator purposively selected the three national leaders to participate in the study because of their leadership position and their working relationship with the Distributive Education Clubs of America. One of the three persons is the Executive Director of DECA, Incorporated. The other two persons are Program Specialists for the U.S. Office of Education; one is the past Program Specialist for marketing and distribution and the other person is the present Program Specialist for marketing and distribution. These three persons were mailed a letter requesting that they choose nine other individuals from the twenty-seven remaining on the national leaders list who they felt were most qualified to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America. These three national leaders were instructed to rank the remaining twenty-seven national leaders into categories of "most desirable," "uncertain," and "least desirable" according to their perception of each national leader's ability to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America. They were requested to rank nine of the national leaders in the "most desirable" category. To assist the three national leaders in ranking the individuals, they were requested to select persons who they felt agreed with the following basic belief statement as identified by Crawford:

That DECA, the youth organization for high school and post-secondary school students, should be co-curricular in that it should provide opportunities to further develop competencies normally learned in the classroom and on the job. It also provides opportunities to acquire additional competencies, such as leadership and social skills (Crawford, 1967, p. 24).

In addition to the above basic belief statement, the three individuals were also instructed to identify from the list of national leaders nine who met the following criteria:

1. Two years of successful experience as a full-time distributive education teacher-coordinator, teacher-educator, or state supervisor
2. Evidence of excellence in teaching
3. Evidence of excellence in operating a DECA chapter either at the secondary, post-secondary, or collegiate level
4. Achievement of graduates
5. Recognized effectiveness in business and professional relationships.

Each of the three purposively selected national leaders returned the ranking form to the investigator. An arithmetic mean\* on each leader was computed to determine the national leaders that were "most desirable" for purposes of this study (Appendix C).

In addition to national leaders in distributive education, this study also utilized the expertise of outstanding high school distributive education teacher-coordinators. It was felt that their input was essential in determining the goals and objectives for the High School Division of the Distributive Education Clubs of America. As Coplan noted in his DECA Operation Evaluation Study of 1972, many teacher-coordinators have not supported DECA because they do not feel "a part" of a national movement. They believe that the DECA

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\*1.0 = "most desirable," 2.0 = "uncertain," and 3.0 = "least desirable"

operations are controlled by the National DECA staff and Board of Directors with very little teacher-coordinator involvement. In order to provide some assurance that the DECA goals and objectives would be utilized in local DECA Chapter activities, it was felt that teacher-coordinators should be involved in the formulation of their goals and objectives.

To determine the twelve outstanding high school distributive education teacher-coordinators who served as part of the jury of experts for this study, nominations were solicited from all fifty State DECA Advisors. A letter was sent to each State DECA Advisor requesting that one outstanding high school distributive education teacher-coordinator from that state be nominated who could best formulate goals and objectives for the High School Division of the Distributive Education Clubs of America (Appendix D). To assist the State DECA Advisor in nominating the outstanding high school distributive education teacher-coordinator from the state, each advisor was requested to nominate a person who it was felt supported the following basic belief statement as identified by Crawford (1967):

That DECA, the youth organization for high school and post-secondary students, should be co-curricular in that it should provide opportunities to further develop competencies normally learned in the classroom and on the job. It also provides opportunities to acquire additional competencies, such as leadership and social skills (p. 24).

In addition to the above basic belief statement, the State DECA Advisor was also instructed to nominate a person who met the following criteria:



1. Two years of successful experience as a full-time high school distributive education teacher-coordinator
2. Evidence of excellence in teaching
3. Evidence of excellence in operating a DECA chapter at the secondary level
4. Achievement of graduates
5. Recognized effectiveness in business and professional relationships.

A stamped self-addressed postcard was enclosed for the State DECA Advisor to write the name of the nominee, the nominee's high school, school address, and school telephone number. One hundred percent of the State DECA Advisors (N = 50) nominated an outstanding high school distributive education teacher-coordinator.

In selecting from the fifty nominees those twelve that would participate in this study, the researcher randomly selected three high school distributive education teacher-coordinators from each of the four DECA Regions of the United States (Appendix E). The four DECA Regions are the Central, North Atlantic, Southern, and Western. The investigator felt that regional representation of outstanding high school distributive education teacher-coordinators was the most valid methodology to use in selecting the twelve high school distributive education teacher-coordinators to participate in this study. Regional representation insures that the sampling is more representative of the total population of distributive education teacher-coordinators, preventing the study from being biased by a particular section of the United States (Van Dalen, 1966). The states in

each DECA region were assigned a number according to their alphabetical listing. Stevens' Table of Random Numbers was utilized to randomly select the three states in each DECA Region whose nominee was asked to participate in the study (Bernstein, 1964).

In addition to the national leaders in distributive education and outstanding teacher-coordinators, the national president, vice-president, and secretary-treasurer of the High School and Collegiate Divisions of the Distributive Education Clubs of America were asked to participate in the study (Appendices F and G). The High School Division DECA national officers are directly involved with the club activities and the Collegiate Division DECA national officers are presently being trained as prospective distributive education teacher-coordinators in distributive teacher-education programs and will be affected by the results of this study. Wentling and Lawson (1975) noted that information and opinions should be obtained from a number of individuals involved with and affected by the educational segment under consideration. Similarly, the authors state that "individuals who can personally identify with planning and implementing an activity . . . , are most likely to follow through and use the results of that activity" (p. 41). It should be noted that the results of Delphi technique experiments by Brown, Cochran, and Dalkey (1969) using students as participants suggest that there is no great loss in including "less knowledgeable" individuals as long as a number of participants are "knowledgeable" about the subject area. However, this researcher determined

that the students used in this study would be as knowledgeable about the High School Division of the Distributive Education Clubs of America as other members of the jury of experts since they were elected to positions of national leadership and responsibility. This election required the students to successfully pass a parliamentary procedure examination and a DECA information examination, document a scholastic average of 2.5 or higher on a 4-point scale, and be elected by majority vote of the voting delegates at the National DECA Career Development Conference.

#### Data Collection Procedure

Many techniques have been used to collect expert opinion regarding various topics of concern to educational research. In order to provide a theoretical framework for this study, four are discussed briefly. Perhaps the simplest procedure for gaining opinion evidence is to seek the assistance of a single expert and accept this person's judgment. If the available evidence is extremely limited and generally known to all practitioners, or if one person stands out clearly as more knowledgeable than all others, a single opinion approach may be warranted. These conditions, however, generally do not characterize situations treated by the inexact sciences (Rasp, 1972).

A second process is to contact a number of experts in a field, treating each individually, and attempt to develop an average of expert opinions. This gives the researcher a decision-making

base, but does not provide a process by which the experts themselves can profit from each other's thinking. This process does not lead to the development of expert consensus, and there is some evidence to suggest that consensus judgments are more accurate than individual opinions (Bennis, 1957; Kaplan, Skogstad, & Girschick, 1950).

The most traditional technique for arriving at consensus is to structure a situation in which the experts can meet together in a small group setting and come to a common judgment through the process of round-table discussions. While this procedure is frequently used, the literature from small group research shows that it is not without pitfalls. For example, the findings of several studies suggest:

. . . that the more prestigious members of a group are more influential in changing the minds of other group members (Newcomb, 1943); that the group experience itself can have a strong impact on the behavior of a group member (Sherif, 1952); that deviant members of a group are more likely to change their behavior to meet the group mode than model members are to move to extreme positions (Festinger et al., 1950); that group agreement tends to lead to conformity in a variety of areas (Crutchfield, 1955); that a desire for group approval tends to produce conformity (Walker & Heynes, 1962); that an individual tends to move to the group position even when the group is obviously wrong, and the less clear the objective standards of correctness, the more willing individuals are to conform to the position (Asch, 1951), that members of a group tend to view the group's position closer to their own than it actually is, and tend to agree more with people they like (Kelley & Thibaut, 1954).

A fourth educational research methodology is the Delphi technique. The Rand Corporation is credited with developing the Delphi technique in the 1950's and it was originally developed as

a forecasting methodology. The original technique consisted of four steps: (1) each participant in a Delphi study was asked to write his opinion on goal priorities for a specific topic on the first questionnaire, (2) each participant was also asked to appraise all of the opinions he offered in the first questionnaire in terms of a given set of criteria, (3) each participant received a list of all participants' original contribution in the second questionnaire and was asked either to revise his original opinion or indicate his reason for not revising his original opinion, and (4) in the third questionnaire each participant received an up-dated summary of opinions offered in the second questionnaire and was asked to revise his original opinion or indicate the reason for not revising his original opinion (Uhl, 1971).

The series of refined or revised Delphi Questionnaires which includes opinions from respondents on the previous Delphi Questionnaire, gives the participants an opportunity to consider opinions of others they may have easily overlooked or neglected (Helmer, 1963).

Dalkey et al., (1972) felt the Delphi technique is a way to "'cream the tops of the heads' of a group of knowledgeable people." The methodology also overcomes factors which are in existence in round-table discussions or conferences, that is, specious persuasion by the group member with the greatest authority or the loudest voice, an unwillingness to abandon expressed opinions, or the bandwagon effect of majority opinion. In a Delphi

technique, the participants are not brought together in one place and individual names are not reported by expressed opinions (Helmer, 1967).

In addition, the power of the Delphi technique methodology:

. . . seems to lie in the fact that it creates some of the most important elements of an ideal debate. It provides an impersonal anonymous setting in which opinions can be expressed in clear terms and heeded before the voicing of criticisms and counteropinions, a setting in which ideas can be modified on the basis of reason, rather than prestige and/or a desire to climb on the bandwagon (Pfeiffer, 1968, pp. 152-155).

In summary, the purposes of the Delphi technique include:

(1) the elimination of certain negative aspects of panel responses while collecting the opinions of experts, (2) the generation of consensus opinion about certain and particular needs, and (3) the generation of information--through the use of a group of experts--of greater or more reliable value than any one expert could produce.

In a 1970 research report, Weaver presented three assumptions used to support and, in a sense, legitimize the Delphi technique:

Assumption 1. Consensus, or convergence of estimates toward a central tendency, adds a dimension of 'plausibility' or 'validity' to forecasts. In other words, if predictors agree, and by agreeing converge closer to a central tendency or consensus, then the resulting forecast is more believable.

Assumption 2. Experts bring 'cool analysis' (objectivity) to their judgments about the future and are, therefore, not as apt to be influenced by their own desires or hopes.

Assumption 3. The formulation of plausible conjectures is more likely to be muddled by certain psychological factors in interpersonal conferencing than in anonymous questionnaire responses (p. 21).

The Delphi technique is presented in detail in Chapter 2.

After review of the previous forecasting techniques, the researcher concluded that the Delphi technique was the most appropriate methodology available to accomplish the objectives of this study due to its validity, objectivity, psychological advantages, and educational advantages.

In conjunction with the research methodology to be utilized in the study, the problem of the study, and objectives of the study, it was necessary to establish a base from which to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America. Krathwohl's model of the specificity of educational objectives was utilized since a review of literature revealed that several authors' (Geis, 1972; Kibler et al., 1970; Mager, 1962; Remmers & Gage, 1955; Remmers et al., 1965; Tyler, 1948) philosophical views on educational objectives and the level of specificity closely resembles Krathwohl's (1965) three-dimensional classification scheme (global, intermediate, specific). The model includes three levels of specificity: (1) the first level is the broad and general statements used in developing goals, (2) the second level contains the specific objectives developed from goals used in curriculum construction, and (3) the third level contains the specific instructional objectives developed from the second level of specificity.

The researcher determined that for the problem of the study and the objectives, this study should only be concerned with Krathwohl's first two levels of specificity. This study did not attempt to formulate Krathwohl's third level of specificity of educational objectives since Ammerman and Melching (1966) noted that the individual teacher should

write specific behavioral objectives to meet the needs of the individual student being taught.

Since Krathwohl did not designate how his levels of specificity of educational objectives should be stated, Ammerman and Melching's terminal objective and enabling objective terms were utilized as the operational definitions for Krathwohl's first level of specificity and second level of specificity, respectively. The iterative procedure of the Delphi technique was begun by requesting each participant to write original goal statements. The participants could, however, suggest goal statements in each of the Delphi Questionnaire rounds. The researcher, then, was left with the responsibility for revising the jury of experts' suggested goal statements to meet the terminal objective operational definition.

As in the goal statement formulation process, the jury of experts was also requested to evaluate a group of tentative objective statements developed by the researcher and an advisory committee that were designed to accomplish each goal. Participants could suggest objective statements in each Delphi Questionnaire round and the researcher, then, was left with the responsibility for revising the jury of experts' suggested objective statements to meet the enabling objective operational definition.

The procedure utilized in formulating the goals and objectives for the High School Division of the Distributive Education Clubs of America consisted of five phases:

Phase I. A review of literature and research related to youth organizations, vocational education clubs, and the Distributive Education



Clubs of America was undertaken to assist the researcher, jury of experts, and two advisory committee members in the identification of goals and objectives for the High School Division of the Distributive Education Clubs of America. Eight papers were prepared and mailed to the jury of experts to assist them in preparing for the ensuing Delphi Questionnaire to formulate the goals and objectives for the High School Division of the Distributive Education Clubs of America (Appendix H). This material was also sent to each member of the jury of experts to provide a literature review of youth organizations in general, vocational youth organizations, and DECA. The materials included:

1. Researcher-developed overview of the study
2. Support letter from Mr. H. A. Applegate, Executive Director, Distributive Education Clubs of America, Falls Church, Virginia
3. "Distributive Education Clubs of America," position paper presented at the National Institute on the Role of Youth Organizations in Vocational Education conference, Trenton, New Jersey, August 11-15, 1969
4. Researcher-developed paper listing the purposes of the six vocational youth organizations
5. Selected excerpts from Organizations for Children and Youth by Hanson and Carlson, 1972
6. Vocational Student Organizations--7th Report, National Advisory Council on Vocational Education, 1972
7. Vocational Youth Organizations by Rumpf (ed.), 1972
8. Affective and Cognitive verb listing paper, by Krathwohl (1964) and Bloom (1956), respectively.

Phase II. An advisory committee consisting of two distributive educators, Dr. Barry L. Reece, Associate Professor of Distributive Education at Virginia Polytechnic Institute and State University, and Mr. I. W. Baughman, Virginia State DECA Advisor, were asked to meet with the researcher to formulate tentative goal statements. The two advisory committee members were each sent a letter explaining their function (Appendix I). They were also sent the materials developed in Phase I to assist them in formulating tentative goal statements. Once the tentative goal statements were developed, the advisory committee members were asked to examine each tentative goal statement to insure that each: contained general verbs following Krathwohl's first level of specificity, met the operational definition of a terminal objective, was easily understood, and supported the problem of the study. Twenty-three tentative goal statements were formulated and were approved by the two-member advisory committee.

Phase III. Three questionnaires were utilized in the formulation of the goal statements for the High School Division of the Distributive Education Clubs of America. Delphi Questionnaire No. 1 was mailed to each member of the jury of experts with directions as follows (Appendix J):

1. Rank the twenty-three goal statements by sorting the statements into five priority categories: four goal statements in "Of Extremely High Priority," five goal statements in "Of High Priority," five goal statements in "Of Medium Priority," five goal statements in "Of Low Priority," and four goal statements in "Of Least Priority."

2. Reword and/or comment on any goal statement.

3. Write a new goal statement that is important to the High School Division of the Distributive Education Clubs of America but was not included in Delphi Questionnaire No. 1 using the cognitive and affective verbs mailed in Phase I as guidelines in writing the new goal statement.

Upon return of Delphi Questionnaire No. 1, a lexical analysis expert analyzed the jury of experts' responses and comments. Dr. James Fritzen, Assistant Professor of Psychology, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, served as the lexical analysis expert. Each of the original twenty-three goal statements, jury of expert responses, comments, and suggested goal statements were analyzed by Dr. Fritzen and divided into three major classifications:

1. Those comments that indicated a similarity of statements (e.g., a participant noted in Delphi Questionnaire No. 1 that the goal statement "Develop Self-Confidence" was similar to the goal statement "Develop Self-Acceptance")

2. Those comments that indicated a semantic problem in the statement (e.g., a participant noted in Delphi Questionnaire No. 1 that the word "club" should not be used, and it should be replaced by the word "chapter")

3. Those comments that appeared to justify why a particular rating to a statement was given (e.g., a goal statement was rated "Of Least Priority" by a participant in Delphi Questionnaire No. 1 because it was felt that that goal statement was not appropriate to the High School Division of the Distributive Education Clubs of America).

In those situations where a similarity between statements was noted, the criterion was adopted that the statements should be examined and re-worded by the advisory committee and researcher if at least two of the respondents noted a similarity between a pair of statements. In those situations where a semantic problem with a statement was noted, the criterion was adopted that the statement should be examined and re-worded by the advisory committee and researcher if at least two of the respondents noted a semantic problem with a particular statement. In those situations where a justifiable comment was noted, the advisory committee and researcher were advised to examine the comments and to make appropriate changes based upon the merit of the statement. A record of the analyzed similarity, semantic, and justifiable comments was provided to the researcher.

The lexical analysis expert and the researcher believed that an advisory committee composed of distributive educators would greatly assist the researcher in the completion of the study. A four-member advisory committee composed of a distributive teacher-educator, vocational-technical education doctoral student (distributive education emphasis), distributive education master's degree student, and the President of the Virginia Polytechnic Institute and State University Collegiate DECA Chapter (Appendix K) met with the researcher after each Delphi Questionnaire round. The purpose of the four-member advisory committee was to examine the jury of experts' rankings of the statements, the jury of experts' comments and suggestions, and the lexical analysis expert's suggestions and recommendations. After reviewing the aforementioned materials, the

four-member committee met with the researcher and made recommendations on the revision, elimination, and/or addition of statements.

After reviewing recommendations and suggestions made by the lexical analysis expert and the four-member advisory committee, the researcher examined the twenty-three goal statements in preparation for Delphi Questionnaire No. 2. This questionnaire consisted of twenty-two statements: four revised goal statements, three new goal statements, and fifteen goal statements as stated in Delphi Questionnaire No. 1.

Delphi Questionnaire No. 2 was mailed to the jury of experts along with the jury of experts' rankings, anonymous comments, and personal ranking of the goal statements of Delphi Questionnaire No. 1 (Appendix L). Each member of the jury of experts was requested to do the following:

1. Rank the twenty-two goal statements by sorting the statements into five priority categories: four goal statements in "Of Extremely High Priority," five goal statements in "Of High Priority," four goal statements in "Of Medium Priority," five goal statements in "Of Low Priority," and four goal statements in "Of Least Priority."

2. Reword and/or comment on any goal statement.

3. Write a new goal statement that is important to the High School Division of the Distributive Education Clubs of America but was not included in Delphi Questionnaire No. 2, using the cognitive and affective verbs mailed in Phase I as guidelines in writing the new goal statement.

The lexical analysis expert analyzed the jury of experts' ratings of the goal statements, the jury of experts' comments and suggestions,

and the lexical analysis expert's suggestions and recommendations. After reviewing these materials, the four-member advisory committee met with the researcher and made recommendations on the revision, elimination, and/or addition of goal statements.

After reviewing recommendations and suggestions made by the lexical analysis expert and the four-member advisory committee, the researcher re-examined the twenty-two goal statements in preparation for Delphi Questionnaire No. 3. Delphi Questionnaire No. 3 consisted of six revised goal statements and six goal statements as stated in Delphi Questionnaire No. 2.

Delphi Questionnaire No. 3 was mailed to the jury of experts along with the jury of experts' rankings, anonymous comments, and personal ranking of the goal statements of Delphi Questionnaire No. 2 (Appendix M). Each member of the jury of experts was requested to do the following:

1. Rank the twelve goal statements by sorting the statements into five priority categories: two goal statements in "Of Extremely High Priority," three goal statements in "Of High Priority," two goal statements in "Of Medium Priority," three goal statements in "Of Low Priority," and two goal statements in "Of Least Priority."

2. Reword and/or comment on any goal statement.

Phase IV. After the goal statements for the High School Division of the Distributive Education Clubs of America were formulated through procedures in Phase III, the researcher met with the four-member advisory committee (Appendix K) to formulate tentative objective statements for

each of the finalized goal statements. The four-member advisory committee and the researcher used materials developed in Phase I to write the tentative objective statements. Once the tentative objective statements were developed, the four-member advisory committee was asked to examine each tentative objective statement to insure that each: contained specific verbs following Krathwohl's second level of specificity, met the operational definition of an enabling objective, was easily understood, and supported the goal statement for which it was written. Fifty objective statements were formulated and were approved by the four-member advisory committee.

Phase V. A three-phased Delphi technique was utilized in the formulation of objective statements for the High School Division of the Distributive Education Clubs of America. Delphi Questionnaire No. 4 was mailed to each member of the jury of experts, along with results from Delphi Questionnaire No. 3 (Appendix N). The jury of experts was requested to:

1. Rank the objective statements written for each goal statement by sorting the objective statements into five priority categories: "Of Extremely High Priority," "Of High Priority," "Of Medium Priority," "Of Low Priority," and "Of Least Priority." Each page indicated how many objective statements should be ranked in each priority category.
2. Reword and/or comment on any objective statement.
3. Write a new objective statement that is important for a particular goal statement but was not included in Delphi Questionnaire No. 4 using the cognitive and affective verbs mailed in Phase I as guidelines in writing the new objective statement.

The lexical analysis expert analyzed the jury of experts' responses and comments upon return of Delphi Questionnaire No. 4 and provided a record of the similarity, semantic, and justifiable comments to the researcher.

The four-member advisory committee examined the jury of experts' rankings of the objective statements, the jury of experts' comments and suggestions, and the lexical analysis expert's suggestions and recommendations. After reviewing these materials, the four-member advisory committee met with the researcher and made recommendations on the revision, elimination and/or addition of new objective statements.

After reviewing recommendations and suggestions made by the lexical analysis expert and the four-member advisory committee, the researcher examined the fifty objective statements in preparation for Delphi Questionnaire No. 5. Delphi Questionnaire No. 5 consisted of thirty-six revised objective statements and thirty-six new objective statements.

Delphi Questionnaire No. 5 was mailed to the jury of experts along with the jury of experts' rankings, anonymous comments, and personal ranking of the objective statements of Delphi Questionnaire No. 4 (Appendix O). Each member of the jury of experts was requested to do the following:

1. Rank the objective statements written for each goal statement by sorting the objective statements into five priority categories: "Of Extremely High Priority," "Of High Priority," "Of Medium Priority," "Of Low Priority," and "Of Least Priority." Each page indicated how many objective statements should be ranked in each priority category.



2. Reword and/or comment on any objective statement.

3. Write a new objective statement that is important for a particular goal statement but not included in Delphi Questionnaire No. 5 using the cognitive and affective verbs mailed in Phase I as guidelines in writing the new objective statement.

The lexical analysis expert analyzed the jury of experts' responses and comments upon return of Delphi Questionnaire No. 5 and provided a record of similarity, semantic, and justifiable comments to the researcher.

The four-member advisory committee examined the jury of experts' rankings of the objective statements, the jury of experts' comments and suggestions, and the lexical analysis expert's suggestions and recommendations. After reviewing these materials, the four-member advisory committee met with the researcher and made recommendations on the revision, elimination, and/or addition of objective statements.

After reviewing recommendations and suggestions made by the lexical analysis expert and the four-member advisory committee, the researcher re-examined the seventy-two objective statements in preparation for Delphi Questionnaire No. 6. Delphi Questionnaire No. 6 consisted of nineteen revised objective statements, one new objective statement, and fifty-two objective statements as stated in Delphi Questionnaire No. 5.

Delphi Questionnaire No. 6 was mailed to the jury of experts along with the jury of experts' rankings, anonymous comments, and personal ranking of the objective statements of Delphi Questionnaire No. 5 (Appendix P). Each member of the jury of experts was requested to do the following:

1. Rank the seventy-two objective statements by sorting the statements into five priority categories: "Of Extremely High Priority,"

"Of High Priority," "Of Medium Priority," "Of Low Priority," and "Of Least Priority." Each page indicated how many objective statements should be ranked in each priority category.

2. Reword and/or comment on any objective statement.

### Instrument Development

Six Delphi Questionnaires were used throughout the study. The design of the Delphi Questionnaire utilized by Uhl (1971) to identify goals of higher education was used as the model for this study due to its ease in readability and flow.

Prior to mailing to the jury of experts, Delphi Questionnaire No. 1 was field-tested by five distributive educators (Appendix Q). In addition to ranking the goal statements, the five distributive educators were also requested to insure that each goal statement contained general verbs following Krathwohl's first level of specificity, met the operational definition of a terminal objective, was easily understood, and supported the intent of the study. Suggestions to improve the readability, intent, and clarity of the accompanying letter and Delphi Questionnaire No. 1 were also solicited. Their suggestions and recommendations were taken under advisement by the researcher prior to finalizing Delphi Questionnaire No. 1.

As each Delphi Questionnaire and accompanying letter was developed throughout the study, it was reviewed by a faculty member in the Division of Vocational and Technical Education at Virginia Polytechnic Institute and State University, Blacksburg, Virginia, for clarity and ease of completion.

The forced-choice type of ranking was used in each of the six Delphi Questionnaires. For example, in Delphi Questionnaire No. 1, the participants were requested to rank the twenty-three goal statements into five categories of priority as follows: four goal statements in "Of Extremely High Priority," five goal statements in "Of High Priority," five goal statements in "Of Medium Priority," five goal statements in "Of Low Priority," and four goal statements in "Of Least Priority." The forced-choice type of scale was used because it forces the respondent to choose among alternatives, selecting one item in preference to another and "avoids, at least to some extent, response bias" (Kerlinger, 1973, p. 503). Response bias is the tendency for a participant to give the same or similar ranking to every item listed. Secondly, social desirability is also controlled by a force-choice scale, i.e., the tendency to choose one item over another because it expresses a commonly-recognized idea. Guilford noted that the force-choice scale does not allow participants the freedom of ranking items, but response set and social desirability are controlled; therefore, the validity of the methodology is increased (Guilford, 1959). Finally, the forced-choice type of scale will also provide a listing of the goals and objectives in priority order, meeting a need that Stake felt is critical when one is concerned with goals and objectives (Stake, 1970).

#### Data Collection

The thirty member jury of experts for this study received a letter explaining the purpose of the study (Appendix R). A telephone

call was placed to each member of the jury of experts at which time agreement or disagreement to participate was received.

One of the original twelve purposively selected national leaders in distributive education could not participate in the study due to previous commitments. A replacement was selected by locating the national leaders that had received the tenth ranking by the purposively selected three national leaders. Four national leaders were tied for the tenth ranking; therefore, numbers were assigned according to their alphabetical listing, and Stevens' Table of Random Numbers was utilized to randomly select the person who would be among the twelve national leaders to participate in the study (Bernstein, 1964). The replacement was sent a letter explaining the purpose of the study and a telephone call was placed at which time agreement to participate was received. One of the original twelve randomly-selected outstanding high school distributive education teacher-coordinators was unable to participate in the study. A replacement was selected by assigning a number to each state in that particular DECA Region according to alphabetical listing. Stevens' Table of Random Numbers was utilized to randomly select the person who would be among the twelve outstanding high school distributive education teacher-coordinators to participate in the study (Bernstein, 1964). The replacement was sent a letter explaining the purpose of the study and a telephone call was placed at which time agreement to participate was received. The three national officers of the High School Division of the Distributive Education Clubs of America and the three national officers of the Collegiate Division of Distributive Education Clubs of America agreed to participate in the study.

All Delphi Questionnaires complete with directions and a stamped return-addressed envelope were mailed to the jury of experts at the appropriate time. Telephone calls were placed to non-respondents to request completion and return of the Delphi Questionnaire. Follow-up Delphi Questionnaires were not necessary as 100 percent of the jury of experts returned Delphi Questionnaires 1, 2, 3, 4, and 5. Ninety-six percent of the jury of experts returned Delphi Questionnaire No. 6.

#### DATA TREATMENT

The data collected for each of the six Delphi Questionnaires was ordinal in nature (1.0 = "Of Extremely High Priority," 2.0 = "Of High Priority," 3.0 = "Of Medium Priority," 4.0 = "Of Low Priority, and 5.0 = "Of Least Priority").

Consideration was given to the use of "Kendell's coefficient of W" as a nonparametric test of the data formulated in this study (Ferguson, 1971). However, due to the nature of this study, the goal statements and the objective statements formulated in this study changed in their wording in each successive Delphi Questionnaire. For example, only two of the twelve finalized goal statements remained as stated in Delphi Questionnaire No. 1 and No. 2: "Develop a Healthy Competitive Spirit" and "Develop a Greater Understanding of our Free, Competitive Enterprise System." None of the seventy-two finalized objective statements were identical in wording as stated in Delphi Questionnaire No. 4 and No. 5. Therefore, any statistical analysis to be computed on the goal statements and the objective statements would only be applicable to that one Delphi Questionnaire in which the goal statements and objective statements were stated. It

would not be possible to compute correlative or comparative statistical treatment between Delphi Questionnaire rounds.

The statistical analysis computed for the goal information process was:

1. The frequency of distribution for each goal statement according to the ranked importance for each of the Delphi Questionnaires
2. The mean\* for each goal statement according to the ranked importance for each of the Delphi Questionnaires
3. The rank for each goal statement according to the frequency of distribution and mean\* for each of the Delphi Questionnaires.

Similarly, the statistical analysis computed for the objective formulation process was:

1. The frequency of distribution for each objective statement according to the ranked importance for each of the Delphi Questionnaires
2. The mean\* for each objective statement according to the ranked importance for each of the Delphi Questionnaires
3. The rank for each objective statement according to the frequency of distribution and mean\* for each of the Delphi Questionnaires.

The finalized goal statements and the finalized objective statements are presented in their order of ranked importance with the mean\* rank also indicated. The prioritizing of the goals and objectives for the High School Division of the Distributive Education Clubs of America are presented in a hierarchical manner to "indicate what kind and amount of emphasis" should be given to each goal and objective (Stake, 1970, pp. 181-212).

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\*1.0 = "Of Extremely High Priority," 2.0 = "Of High Priority," 3.0 = "Of Medium Priority," 4.0 = "Of Low Priority," and 5.0 = "Of Least Priority"

## Chapter 4

### PRESENTATION OF DATA AND INTERPRETATION OF RESULTS

The Delphi technique was used to formulate the goals and objectives for the High School Division of the Distributive Education Clubs of America. The jury of experts consisted of thirty distributive educators: twelve national leaders in distributive education, twelve outstanding high school distributive education teacher-coordinators, three High School Division DECA National Officers, and three Collegiate Division DECA National Officers. Participants were sent three Delphi Questionnaires to formulate the goal statements and three Delphi Questionnaires to formulate the objective statements.

This chapter is divided into two parts. The first part concerns itself with the three Delphi Questionnaires used to formulate the goal statements for the High School Division of the Distributive Education Clubs of America. The second part delineates the results of the three Delphi Questionnaires used to formulate the objective statements for the High School Division of the Distributive Education Clubs of America.

### FORMULATION OF GOAL STATEMENTS

#### Delphi Questionnaire No. 1-- Goal Statements

Two distributive educators, Dr. Barry L. Reece, Associate Professor of Distributive Education at Virginia Polytechnic Institute and State University, and Mr. I. W. Baughman, Virginia State DECA Advisor, met with

the researcher to formulate tentative goal statements according to definitions, guidelines, and procedures described in this research report in Chapter 3. These twenty-three tentative goal statements were then mailed to the jury of experts as Delphi Questionnaire No. 1 (Appendix J).

The jury of experts was requested to rank the twenty-three goal statements by force-choice into five priority categories as follows: four goal statements in "Of Extremely High Priority," five goal statements in "Of High Priority," five goal statements in "Of Medium Priority," five goal statements in "Of Low Priority," and four goal statements in "Of Least Priority."

Instructions were given to the jury of experts to rewrite any goal statement that they felt was incorrectly written and/or make comments about any goal statement. They were also instructed to write additional goal statements if they felt there were appropriate goal statements not included in Delphi Questionnaire No. 1.

One hundred percent of the jury of experts ( $N = 30$ ) returned Delphi Questionnaire No. 1.

In Table 1, the goal statements are listed and the resulting mean and rank for each of the statements that were listed on Delphi Questionnaire No. 1.

Fifty-seven responses including comments, revised goal statements, and/or new goal statements were suggested by the jury of experts after completion of Delphi Questionnaire No. 1. The jury of experts' responses assisted the lexical analysis expert, the four-member advisory committee, and the researcher prepare for Delphi Questionnaire No. 2.



Table 1.

## An Analysis of Delphi Questionnaire No. 1--Formulation of Goal Statements

Goal Statements	Mean*	Rank
1. Develop Leadership Characteristics Needed in the Field of Marketing and Distribution	2.06	3.5
2. Experience Leadership Duties and Responsibilities	1.66	1
3. Learn Parliamentary Procedure	4.33	22
4. Learn Business Practices and Procedures	3.53	18
5. Acquire Poise and Social Graces	3.36	16
6. Develop Self-Confidence	1.83	2
7. Develop an Understanding of the Importance of Membership in Civic Groups	3.86	19
8. Develop a Healthy Competitive Spirit	2.83	11
9. Develop a Greater Understanding of our Free, Competitive Enterprise System	2.06	3.5
10. Develop a Better Understanding of Career Opportunities in Marketing and Distribution	2.40	7
11. Develop Marketing Research Competencies	3.90	20
12. Understand How the Distribution Phase of our Economy Benefits the Consumer	4.10	21
13. Develop Greater Proficiency in Oral Communication	2.96	13
14. Develop Good Co-Worker Interpersonal Relationships	3.16	14
15. Develop a Higher Degree of Self-Acceptance	2.36	6
16. Make a More Intelligent Career Choice in Marketing and Distribution	2.77	9
17. Develop Greater Proficiency in the Management of Personal Finances	4.60	23
18. Develop Effective Interpersonal Relationships with Peer Group Members	2.73	8
19. Develop High Ethical Standards in Personal and Professional Relationships	2.20	5
20. Develop Greater Economic Understanding	3.20	15
21. Work Effectively in Small and Large Group Activities	3.40	17
22. Work Jointly with Other Students in Accomplishing Group Activities	2.83	11
23. Develop Individual Responsibility in Small and Large Group Settings	2.80	10

\* 1.0 = "Of Extremely High Priority," 2.0 = "Of High Priority," 3.0 = "Of Medium Priority,"  
4.0 = "Of Low Priority," and 5.0 = "Of Least Priority"

The lexical analysis expert examined the fifty-seven responses including comments, revised goal statements, and/or new goal statements to determine what similarity problems, semantic problems, and justifiable comments existed as a result of Delphi Questionnaire No. 1 (Appendix L). As a result of his analysis, the lexical analysis expert recommended to the researcher and four-member advisory committee that one goal statement be eliminated, four goal statements be revised, and fifteen goal statements remain as stated in Delphi Questionnaire No. 1.

The four-member advisory committee examined the results of Delphi Questionnaire No. 1, the comments suggested by the jury of experts, and the lexical analysis expert's suggestions and recommendations. After reviewing these materials, the four-member advisory committee recommended to the researcher that four goal statements be eliminated, four goal statements be revised, three new goal statements be developed, and fifteen goal statements remain as stated in Delphi Questionnaire No. 1.

Upon recommendations from the lexical analysis expert and the four-member advisory committee, the researcher completed the following in preparation for Delphi Questionnaire No. 2: eliminated Delphi Questionnaire No. 1 goal statements 14, 16, 21, and 23; revised goal statements 1, 18, 19, and 22; and left unchanged goal statements 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17, and 20. In addition, three new goal statements were developed: "Develop Greater Appreciation of the Responsibilities of Citizenship;" "Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management;" and "Participate in Planned Social Activities."

Delphi Questionnaire No. 2--  
Goal Statements

Twenty-two goal statements were presented to the jury of experts as Delphi Questionnaire No. 2 (Appendix L). In addition, the jury of expert members were provided the results of Delphi Questionnaire No. 1 and their personal rank for each goal statement. The jury of experts was requested to rank the twenty-two goal statements by force-choice into five priority categories as follows: four goal statements in "Of Extremely High Priority," five goal statements in "Of High Priority," four goal statements in "Of Medium Priority," five goal statements in "Of Low Priority," and four goal statements in "Of Least Priority."

Instructions were given to the jury of experts to rewrite any goal statement that they felt was incorrectly written and/or make comments about any goal statement. They were also instructed to write additional goal statements if they felt there were appropriate goal statements not included in Delphi Questionnaire No. 2.

One hundred percent of the jury of experts (N = 30) returned Delphi Questionnaire No. 2.

In Table 2, the goal statements are listed and the resulting mean and rank for each of the statements that were listed on Delphi Questionnaire No. 2.

Ninety-four responses including comments, revised goal statements, and/or new goal statements were suggested by the jury of experts after completion of Delphi Questionnaire No. 2. The jury of experts' responses were utilized by the lexical analysis expert, four-member advisory committee, and the researcher in preparation of Delphi Questionnaire No. 3.

Table 2.

## An Analysis of Delphi Questionnaire No. 2--Formulation of Goal Statements

Goal Statements	Mean*	Rank
1. Develop Leadership Characteristics	1.60	2
2. Experience Leadership Duties and Responsibilities	1.53	1
3. Learn Parliamentary Procedure	4.60	21
4. Learn Business Practices and Procedures	3.73	17
5. Acquire Poise and Social Graces	3.50	15
6. Develop Self-Confidence	1.63	3
7. Develop an Understanding of the Importance of Membership in Civic Groups	4.43	20
8. Develop a Healthy Competitive Spirit	2.93	12
9. Develop a Greater Understanding of our Free, Competitive Enterprise System	1.76	4
10. Develop a Better Understanding of Career Opportunities in Marketing and Distribution	2.40	8.5
11. Develop Marketing Research Competencies	4.16	18
12. Understand How the Distribution Phase of our Economy Benefits the Consumer	4.36	19
13. Develop Greater Proficiency in Oral Communication	2.80	11
14. Participate in Planned Social Activities	3.60	16
15. Develop a Higher Degree of Self-Acceptance	2.40	8.5
16. Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management	2.23	6
17. Develop Greater Proficiency in the Management of Personal Finances	4.63	22
18. Develop Effective Interpersonal Relationships with Students, Adults, and Co-Workers	2.36	7
19. Develop High Ethical Standards in Personal and Business Relationships	2.10	5
20. Develop Greater Economic Understanding	3.36	14
21. Work Effectively in Accomplishing Group Activities	3.10	13
22. Develop Greater Appreciation of the Responsibilities of Citizenship	2.73	10

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\* 1.0 = "Of Extremely High Priority," 2.0 = "Of High Priority," 3.0 = "Of Medium Priority," 4.0 = "Of Low Priority," and 5.0 = "Of Least Priority"

The lexical analysis expert examined the ninety-four responses including comments, revised goal statements, and/or new goal statements to determine what similarity problems, semantic problems, and justifiable comments existed as a result of Delphi Questionnaire No. 2 (Appendix M). As a result of his analysis, the lexical analysis expert recommended to the researcher and four-member advisory committee that one goal statement be eliminated, eleven goal statements be combined into four goal statements, five goal statements be revised, and five goal statements remain as stated in Delphi Questionnaire No. 2.

The four-member advisory committee examined the results of Delphi Questionnaire No. 2, the comments suggested by the jury of experts, and the lexical analysis expert's suggestions and recommendations. After reviewing these materials, the four-member advisory committee recommended to the researcher that ten goal statements be eliminated, five goal statements be revised, and seven goal statements remain as stated in Delphi Questionnaire No. 2.

Upon recommendations from the lexical analysis expert and the four-member advisory committee, the researcher completed the following in preparation for Delphi Questionnaire No. 3: eliminated Delphi Questionnaire No. 2 goal statements 2, 3, 4, 7, 11, 12, 15, 17, 20, and 21; revised goal statements 5, 6, 10, 13, 16, and 18; and left unchanged goal statements 1, 8, 9, 14, 19, and 22.

Delphi Questionnaire No. 3--  
Goal Statements

Twelve goal statements were presented to the jury of experts in Delphi Questionnaire No. 3 (Appendix M). In addition, the jury of

expert members were provided the results of Delphi Questionnaire No. 2 and their personal rank for each goal statement. The jury of experts was requested to rank the twelve goal statements by force-choice into five priority categories as follows: two goal statements in "Of Extremely High Priority," three goal statements in "Of High Priority," two goal statements in "Of Medium Priority," three goal statements in "Of Low Priority," and two goal statements in "Of Least Priority."

The jury of experts was instructed to rewrite any goal statement and/or make comments on any goal statement if they so desired.

One hundred percent of the jury of experts (N = 30) returned Delphi Questionnaire No. 3. In view of the comments offered by the jury of expert members upon return of Delphi Questionnaire No. 3, the researcher believed the expert members were satisfied with the twelve goal statements.

In Table 3, the goal statements are listed and the resulting mean and rank for each of the statements that were listed on Delphi Questionnaire No. 3.

In order of importance, the goal statements and their mean rank\* for the High School Division of the Distributive Education Clubs of America are:

1. Develop Leadership Characteristics (1.67)
2. Develop Self-Confidence and/or Self-Acceptance (1.87)
3. Develop a Greater Understanding of our Free, Competitive Enterprise System (2.17)
4. Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management (2.27)
5. Develop High Ethical Standards in Personal and Business Relationships (2.50)

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\*1.0 = "Of Extremely High Priority," 2.0 = "Of High Priority," 3.0 = "Of Medium Priority," 4.0 = "Of Low Priority," and 5.0 = "Of Least Priority"

Table 3.

## An Analysis of Delphi Questionnaire No. 3--Formulation of Goal Statements

Goal Statements	Mean*	Rank
1. Develop Leadership Characteristics	1.67	1
2. Develop Social and Business Etiquette	4.33	11
3. Develop Self-Confidence and/or Self-Acceptance	1.87	2
4. Develop a Healthy Competitive Spirit	3.57	10
5. Develop a Greater Understanding of our Free, Competitive Enterprise System	2.17	3
6. Develop a Greater Awareness of Career Opportunities in Marketing and Distribution	3.27	7
7. Develop Greater Proficiency in Communication	3.37	8
8. Participate in Planned Social Activities	4.50	12
9. Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management	2.27	4
10. Develop Effective Interpersonal Relationships	3.10	6
11. Develop High Ethical Standards in Personal and Business Relationships	2.50	5
12. Develop Greater Appreciation of the Responsibilities of Citizenship	3.40	9

\* 1.0 = "Of Extremely High Priority," 2.0 = "Of High Priority," 3.0 = "Of Medium Priority," 4.0 = "Of Low Priority," and 5.0 = "Of Least Priority"

6. Develop Effective Interpersonal Relationships (3.10)
7. Develop a Greater Awareness of Career Opportunities in Marketing and Distribution (3.27)
8. Develop Greater Proficiency in Communication (3.37)
9. Develop Greater Appreciation of the Responsibilities of Citizenship (3.40)
10. Develop a Healthy Competitive Spirit (3.57)
11. Develop Social and Business Etiquette (4.33)

#### FORMULATION OF OBJECTIVE STATEMENTS

##### Delphi Questionnaire No. 4-- Objective Statements

The four-member advisory committee met with the researcher to formulate tentative objective statements according to definitions, guidelines, and procedures described in this research report in Chapter 3. Fifty tentative objective statements were formulated and presented to the jury of experts as Delphi Questionnaire No. 4 (Appendix N).

The jury of experts was requested to rank the fifty objective statements by force-choice, ranking the objective statements into five priority categories: "Of Extremely High Priority," "Of High Priority," "Of Medium Priority," "Of Low Priority," and "Of Least Priority." The jury was provided directions on each page of Delphi Questionnaire No. 4 as to how many objective statements should be ranked in each of the five priority categories.

Instructions were given to the jury of experts to rewrite any objective statement they felt was incorrectly written and/or make comments about any objective statement. They were also instructed to write additional objective statements if they felt there were appropriate objective statements not included in Delphi Questionnaire No. 4.



One hundred percent of the jury of experts (N = 30) returned Delphi Questionnaire No. 4.

In Table 4, the objective statements are listed under each goal statement and the resulting mean and rank for each of the statements that were listed on Delphi Questionnaire No. 4.

Two hundred and twenty responses including comments, revised objective statements, and/or new objective statements were suggested by the jury of experts after completion of Delphi Questionnaire 4. The jury of experts' responses assisted the lexical analysis expert, four-member advisory committee, and the researcher prepare for Delphi Questionnaire No. 5.

The lexical analysis expert examined the 220 responses including comments, revised objective statements, and/or new objective statements to determine what similarity problems, semantic problems, and justification comments existed as a result of Delphi Questionnaire No. 4 (Appendix O). As a result of his analysis, the lexical analysis expert recommended to the researcher and four-member advisory committee that fourteen objective statements be eliminated and thirty-six objective statements remain as stated in Delphi Questionnaire No. 4.

The four-member advisory committee examined the results of Delphi Questionnaire No. 4, the comments suggested by the jury of experts, and the lexical analysis expert's suggestions and recommendations. After reviewing these materials, the four-member advisory committee recommended to the researcher that fourteen objective statements be eliminated, thirty-six objective statements be revised, and thirty-six new objective statements be developed.

Table 4.

An Analysis of Delphi Questionnaire No. 4--Formulation of Objective Statements

Goal Statement: Develop Leadership Characteristics (1st ranked, mean of 1.67)

Objective Statements	Mean*	Rank
A. Experience leadership responsibilities by holding a local, district, state, regional and/or national office	2.13	1
B. Participate as a member or chairperson of a committee	2.23	2
C. Organize and conduct sales projects to support chapter activities	3.10	4
D. Participate in competitive events	3.46	6
E. Participate in chapter meetings	2.83	3
F. Participate in community service projects	3.36	5
G. Organize social activities	3.86	7

\* 1.0 = "Of Extremely High Priority," 2.0 = "Of High Priority," 3.0 = "Of Medium Priority," 4.0 = "Of Low Priority," and 5.0 = "Of Least Priority"

Table 4. (continued)

Goal Statement: Develop Self-Confidence and/or Self-Acceptance (2nd ranked, mean of 1.87)		
Objective Statements	Mean*	Rank
A. Be responsible for a meaningful club activity	2.20	1
B. Participate in club sponsored social activities	4.36	4
C. Participate in competitive events	2.96	3
D. Receive recognition for club related achievements	2.46	2

Table 4. (continued)

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Goal Statement: Develop a Greater Understanding of our Free, Competitive Enterprise System (3rd ranked, mean of 2.17)

Objective Statements	Mean*	Rank
A. Participate in a project that will contribute to the understanding of our free, competitive enterprise system	1.63	1
B. Participate in marketing-related field trips	3.36	3
C. Attend professional meetings featuring guest speakers from the business community	3.66	4
D. Participate in the Merit Awards Program	3.33	2

Table 4. (continued)

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Goal Statement: Further Develop Occupational Competencies Needed for Careers in Marketing,  
 Merchandising, and Management (4th ranked, mean of 2.27)

Objective Statements	Mean*	Rank
A. Participate in the Merit Awards Program	3.06	2
B. Participate in competitive events	2.93	1

Table 4. (continued)

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Goal Statement: Develop High Ethical Standards in Personal and Business Relationships (5th ranked,  
mean of 2.50)

Objective Statements Mean\* Rank

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(The four-member advisory committee and the researcher were unable to develop any objective statements for this goal statement. The jury of experts was requested to suggest objective statements to be included in Delphi Questionnaire No. 5)

Table 4. (continued)

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Goal Statement: Develop Effective Interpersonal Relationships (6th ranked, mean of 3.10)

Objective Statements	Mean*	Rank
A. Participate in small and large group activities	1.23	1
B. Participate in competitive events	3.06	3
C. Participate in committee activities	2.06	2
D. Participate in the Merit Awards Program	4.16	4
E. Participate in alumni activities	4.46	5

Table 4. (continued)

Goal Statement: Develop a Greater Awareness of Career Opportunities in Marketing and Distribution (7th ranked, mean of 3.27)

Objective Statements	Mean*	Rank
A. Participate in an individual club project to better understand career opportunities	1.73	1
B. Participate in the Merit Awards Program	3.26	3
C. Participate in competitive events	3.56	5
D. Participate in a local, district, or state career clinic or career day	2.00	2
E. Participate in the National DECA Week activities	3.46	4
F. Participate in the Vocational Education Week activities	3.96	6



Table 4. (continued)

Goal Statement: Develop Greater Proficiency in Communication (8th ranked, mean of 3.37)

Objective Statements	Mean*	Rank
A. Present an oral or written report of a club activity	2.06	1
B. Participate in the Merit Awards Program	3.46	4
C. Provide local news media with coverage of chapter activities	2.93	2
D. Prepare a chapter newsletter for alumni, faculty, parents, and training sponsors	3.23	3
E. Participate in competitive events	3.63	5

Table 4. (continued)

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Goal Statement: Develop Greater Appreciation of the Responsibilities of Citizenship (9th ranked,  
mean of 3.40)

Objective Statements

Mean\* Rank

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(The four-member advisory committee and the researcher were able to develop one objective statement for this goal statement: Participate in a community service project. The jury of experts was requested to suggest objective statements to be included in Delphi Questionnaire No. 5)

Table 4. (continued)

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Goal Statement: Develop a Healthy Competitive Spirit (10th ranked, mean of 3.57)

Objective Statements	Mean*	Rank
A. Participate in local, district, state, regional and/or national conferences	2.76	4
B. Receive recognition for participation in competitive events	3.23	5
C. Participate at his or her own level of ability in competitive events	2.33	2
D. Constructively evaluate the work of fellow students	4.20	7
E. Participate in competitive events	2.30	1
F. Receive recognition for participation in sales projects	3.76	6
G. Participate in his or her own area of interest in competitive events	2.40	3

Table 4. (continued)

Goal Statement: Develop Social and Business Etiquette (11th ranked, mean of 4.33)

Objective Statements	Mean*	Rank
A. Participate in community service projects	3.46	5
B. Participate in employer-employee recognition activities	2.13	1
C. Participate in leadership and/or competitive event conferences	2.86	3
D. Make presentations at school, civic, business and/or trade group meetings	2.33	2
E. Participate in officer and membership ceremonies	4.06	6
F. Participate in planned chapter social activities	3.13	4

Table 4. (continued)

Goal Statement: Participate in Planned Social Activities (12th ranked, mean of 4.50)

Objective Statements	Mean*	Rank
A. Participate in chapter-sponsored recreational activities	3.33	2
B. Participate in leadership and/or competitive event conferences	3.60	3
C. Participate in parent's night, boss breakfast, employer-employee banquet, and/or faculty recognition activities	2.06	1

Upon recommendations from the lexical analysis expert and the four-member advisory committee, the researcher completed the following in preparation for Delphi Questionnaire No. 5: eliminated fourteen objective statements from Delphi Questionnaire No. 4, revised thirty-six objective statements, and developed thirty-six new objective statements.

Delphi Questionnaire No. 5--  
Objective Statements

Seventy-two objective statements were presented to the jury of experts in Delphi Questionnaire No. 5 (Appendix O). In addition, the jury of expert members were provided the results of Delphi Questionnaire No. 4 and their personal rank for each objective statement. The jury of experts was requested to rank the seventy-two objective statements by force-choice into five priority categories: "Of Extremely High Priority," "Of High Priority," "Of Medium Priority," "Of Low Priority," and "Of Least Priority." The jury was provided directions on each page of Delphi Questionnaire No. 5 as to how many objective statements should be ranked in each of the five priority categories.

Instructions were given to the jury of experts to rewrite any objective statement they felt was incorrectly written and/or make comments about any objective statement. They were also instructed to write additional objective statements if they felt there were appropriate objective statements not included in Delphi Questionnaire No. 5.

One hundred percent of the jury of experts (N = 30) returned Delphi Questionnaire No. 5.

In Table 5, the objective statements are listed under each goal statement and the resulting mean and rank for each of the statements that were listed on Delphi Questionnaire No. 5.

The lexical analysis expert examined the forty-two responses including comments, revised objective statements, and/or new objective statements to determine what similarity problems, semantic problems, and justification comments existed as a result of Delphi Questionnaire No. 5 (Appendix P). As a result of his analysis, the lexical analysis expert recommended to the researcher and four-member advisory committee that two objective statements be revised and seventy objective statements remain as stated in Delphi Questionnaire No. 5.

The four-member advisory committee examined the results of Delphi Questionnaire No. 5, the comments suggested by the jury of experts, and the lexical analysis expert's suggestions and recommendations. After reviewing these materials, the four-member advisory committee recommended to the researcher that one objective statement be eliminated, three objective statements be revised, one new objective statement be developed, and sixty-nine objective statements remain as stated in Delphi Questionnaire No. 5.

Upon recommendations from the lexical analysis expert and the four-member advisory committee, the researcher completed the following in preparation for Delphi Questionnaire No. 6: eliminated one objective statement from Delphi Questionnaire No. 5, revised nineteen objective statements, developed one new objective statement, and left unchanged fifty-three objective statements as stated in Delphi Questionnaire No. 5.

Table 5.

An Analysis of Delphi Questionnaire No. 5--Formulation of Objective Statements

Goal Statement: Develop Leadership Characteristics (1st ranked, mean of 1.67)

Objective Statements	Mean*	Rank
A. Develop leadership responsibilities by planning and participating in officer election campaigns	3.57	8
B. Demonstrate leadership skills by organizing and participating in presentations to business, school and/or parent audiences	2.40	3
C. Develop leadership responsibilities by holding a local, district, state, regional and/or national office	1.87	2
D. Demonstrate leadership skills by serving as a member or chairperson of a committee and/or task force	1.70	1
E. Demonstrate the ability to organize and conduct sales projects to support chapter activities	2.83	4
F. Demonstrate the leadership responsibilities involved in competitive events through participation in competitive events	3.37	5
G. Develop leadership responsibilities by participating in community service projects	3.47	6
H. Demonstrate the ability to organize chapter-sponsored social or service projects	3.50	7
I. Evaluate the results of DECA functions/activities and their contribution to leadership development	4.30	9

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\* 1.0 = "Of Extremely High Priority," 2.0 = "Of High Priority," 3.0 = "Of Medium Priority," 4.0 = "Of Low Priority," and 5.0 = "Of Least Priority"



Table 5. (continued)

Goal Statement: Develop Self-Confidence and/or Self-Acceptance (2nd ranked, mean of 1.87)		
Objective Statements	Mean*	Rank
A. Develop self-confidence through the achievement of personal goals established in conjunction with DECA	2.27	2
B. Evaluate peer/advisor positive feedback regarding performance in chapter activities	3.57	6
C. Demonstrate self-confidence by presenting successful leadership workshops/short-term courses to interested organizations	3.40	5
D. Develop self-confidence by being responsible for a meaningful chapter activity	2.07	1
E. Develop self-acceptance by participating in chapter-sponsored social activities	3.93	7
F. Display self-confidence and/or self-acceptance by participating in competitive events	2.80	3
G. Develop self-confidence and/or self-acceptance when receiving recognition for chapter-related achievements	2.97	4

Table 5. (continued)

Goal Statement: Develop a Greater Understanding of our Free, Competitive Enterprise System (3rd ranked, mean of 2.17)

Objective Statements	Mean*	Rank
A. Demonstrate the ability to compare the American private economic system to other economic systems by participating in a professional chapter meeting discussing such a topic	2.37	1
B. Develop the concept of the free, competitive enterprise system by participating in competitive events	3.40	4
C. Develop a greater knowledge of our free enterprise system by listening to and participating in guest speaker presentations	3.60	5
D. Develop an awareness of the American economic system by participating in the Economic Understanding Section of the Merit Awards Program	3.20	3
E. Evaluate the contributions that a school store, sales project, marketing research project, and/or a local business makes to the principles of the free, competitive enterprise system	2.43	2

Table 5. (continued)

Goal Statement: Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management (4th ranked, mean of 2.27)

Objective Statements	Mean*	Rank
A. Develop occupational competencies by belonging to DECA and participating in the chapter's program-of-work	3.03	3
B. Develop occupational competencies by participating in professional meetings featuring occupationally-oriented presentations	2.73	2
C. Develop occupational competencies by attending trade shows, exhibits, and other marketing-related functions	3.23	6
D. Develop occupational competencies needed for a career by participating in the Merit Awards Program	3.17	4
E. Demonstrate occupational competencies by participating in competitive events	2.27	1
F. Evaluate one's occupational competencies after participating in competitive events	3.20	5
G. Develop one's occupational competencies by participating in sales projects	3.37	7

Table 5. (continued)

Goal Statement: Develop High Ethical Standards in Personal and Business Relationships (5th ranked, mean of 2.50)

Objective Statements	Mean*	Rank
A. Comply with ethical standards when involved in all phases of a sales project activity	2.63	2.5
B. Demonstrate accountability for money raised and products or services dispensed through a sales project activity	2.63	2.5
C. Develop an awareness of ethical standards by listening to and participating in a panel discussion on the topic of "ethics in the business community"	2.97	5
D. Comply with ethical business practices by not disclosing confidential information when preparing research studies for competitive events	3.53	6
E. Demonstrate the ability to recognize the sales project and/or competitive event achievements of other students	3.93	7
F. Participate in a chapter project involving the identification of individuals and/or businesses providing evidence of high ethical standards	2.93	4
G. Demonstrate the ability to maintain high ethical standards when participating in competitive events	2.37	1

Table 5. (continued)

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Goal Statement: Develop Effective Interpersonal Relationships (6th ranked, mean of 3.10)

Objective Statements	Mean*	Rank
A. Demonstrate effective interpersonal relationships by resolving conflicts or disagreements among chapter members	3.43	2
B. Practice effective human relations by participating in small and large group chapter-sponsored activities	1.37	1
C. Practice human relation skills when participating in competitive events	3.47	3
D. Demonstrate effective interpersonal relationships by participating in the Human and Public Relations Section of the Merit Awards Program	3.73	4

Table 5. (continued)

Goal Statement: Develop a Greater Awareness of Career Opportunities in Marketing and Distribution (7th ranked, mean of 3.27)

Objective Statements	Mean*	Rank
A. Develop a greater career awareness when participating in an individual and/or group chapter-sponsored activity	2.47	1.5
B. Develop career awareness by participating in the Merit Awards Program	3.57	4
C. Develop career awareness by selecting and participating in competitive events	3.50	3
D. Prepare for one's career by participating in a local, district, or state career clinic or career day	2.47	1.5

Table 5. (continued)

Goal Statement: Develop Greater Proficiency in Communication (8th ranked, mean of 3.37)

Objective Statements	Mean*	Rank
A. Demonstrate communication proficiency by engaging in written and/or oral communication with training sponsors, guest speakers, students, teachers, etc., when appropriate	1.27	1
B. Demonstrate communication skills by developing a presentation to explain the goals of DECA to various groups	2.83	2
C. Participate in presenting an oral or written report of a chapter activity at DECA meetings	2.97	3
D. Demonstrate communication skills by participating in the Communications Section of the Merit Awards Program	3.83	4
E. Demonstrate proper communication skills by participating in competitive events	4.10	5

Table 5. (continued)

Goal Statement: Develop Greater Appreciation of the Responsibilities of Citizenship (9th ranked, mean of 3.40)		
Objective Statements	Mean*	Rank
A. Demonstrate good citizenship by developing and implementing a local DECA citizenship project	2.83	4
B. Demonstrate the rights of citizenship by debating various issues confronting DECA members in local, state and national conferences	3.97	7
C. Demonstrate good citizenship by obeying the rules concerning DECA members when participating in local, state, and national conferences	2.57	2
D. Demonstrate concern for the ultimate welfare of DECA, rather than the immediate benefit to self, when electing or selecting officers and/or delegates	2.80	3
E. Demonstrate good citizenship by assuming a fair share of the work load of a chapter's program-of-work	2.33	1
F. Demonstrate citizenship responsibility by representing the chapter in school sponsored activities	3.63	6
G. Practice citizenship responsibilities by attending and/or participating in legislative sessions, city council meetings, court hearings, voter registration, etc.	2.87	5



Table 5. (continued)

Goal Statement: Develop a Healthy Competitive Spirit (10th ranked, mean of 3.57)		
Objective Statements	Mean*	Rank
A. Engage in competition as a candidate for a local, district, state, regional and/or national office	2.73	2.5
B. Participate in the democratic process by selecting individuals to represent the chapter at DECA meetings or conferences	3.60	6
C. Develop a healthy competitive spirit by participating in post-event discussions pertaining to content and/or process of the competitive event	3.23	4
D. Demonstrate the competitive aspect by participating in local, district, state, regional and/or national competitive events	1.50	1
E. Participate in an environment of cooperation and competition by receiving recognition for participating in competitive events	2.73	2.5
F. Develop a healthy competitive spirit by constructively evaluating the chapter activity involvement of fellow students	3.80	7
G. Participate in an environment of cooperation and competition by receiving recognition for participating in sales projects	3.40	5

Table 5. (continued)

Goal Statement: Develop Social and Business Etiquette (11th ranked, mean of 4.33)

Objective Statements	Mean*	Rank
A. Demonstrate etiquette by communicating with training sponsors, students, teachers, etc., when appropriate	2.23	2
B. Practice poise and grace when participating in DECA-sponsored community service projects	3.07	4
C. Practice poise and grace when participating in leadership and/or competitive event conferences	2.97	3
D. Practice poise and grace when making presentations at school, civic, business and/or trade group meetings	2.10	1
E. Demonstrate social and business etiquette when participating in DECA officer installation and membership initiation ceremonies	3.97	6
F. Practice poise and grace when participating in DECA-sponsored social activities	3.67	5

Table 5. (continued)

Goal Statement: Participate in Planned Social Activities (12th ranked, mean of 4.50)		
Objective Statements	Mean*	Rank
A. Demonstrate the responsibility of representing the chapter at school and community social events	3.53	4
B. Participate in planning and conducting chapter-sponsored social and recreational activities	2.60	1
C. Engage in social interaction by participating in chapter-sponsored social and recreational activities	2.70	2
D. Demonstrate social skills while participating in leadership and/or competitive event conferences	3.17	3

Delphi Questionnaire No. 6--  
Objective Statements

Seventy-two objective statements were presented to the jury of experts in Delphi Questionnaire No. 6 (Appendix P). In addition, the jury of expert members were provided the results of Delphi Questionnaire No. 5 and their personal rank for each objective statement. The jury of experts was requested to rank the seventy-two objective statements by force-choice into five priority categories: "Of Extremely High Priority," "Of High Priority," "Of Medium Priority," "Of Low Priority," and "Of Least Priority." The jury was provided directions on each page of Delphi Questionnaire No. 6 as to how many objective statements should be ranked in each of the five priority categories.

The jury of experts was instructed to rewrite any objective statement and/or make comments about any objective statement if they so desired.

Ninety-six percent of the jury of experts (N = 29/30) returned Delphi Questionnaire No. 6. In view of the comments offered by the jury of expert members upon return of Delphi Questionnaire No. 6, the researcher believed the members were satisfied with the seventy-two objective statements.

In Table 6, the objective statements are listed under each goal statement and the resulting mean and rank for each of the statements that were listed on Delphi Questionnaire No. 6.

In order of importance, the objective statements and their mean rank\* for each of the twelve goal statements for the High School Division of the Distributive Education Clubs of America are:

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\*1.0 = "Of Extremely High Priority," 2.0 = "Of High Priority," 3.0 = "Of Medium Priority," 4.0 = "Of Low Priority," and 5.0 = "Of Least Priority"

Table 6.

An Analysis of Delphi Questionnaire No. 6--Formulation of Objective Statements

Goal Statement: Develop Leadership Characteristics (1st ranked, mean of 1.67)

Objective Statements	Mean*	Rank
A. Develop leadership responsibilities by planning and participating in officer election campaigns	3.62	9
B. Demonstrate leadership skills by developing and delivering a presentation to business, school and/or parent audiences	2.21	3
C. Develop leadership responsibilities by holding a local, district, state, regional and/or national office	1.90	2
D. Demonstrate leadership skills by serving as a member or chairperson of a committee and/or task force	1.62	1
E. Demonstrate the ability to organize and conduct sales projects to support chapter activities	2.97	5
F. Demonstrate the leadership responsibilities involved in competitive events through participation in competitive events	3.52	8
G. Develop leadership responsibilities by participating in community service projects	3.45	6
H. Demonstrate the ability to organize chapter-sponsored social or service projects	3.48	7
I. Evaluate the results of DECA functions/activities and its contribution to leadership development	4.48	10
J. Demonstrate an understanding of the goals of DECA by planning and implementing a chapter program-of-work	2.76	4

\* 1.0 = "Of Extremely High Priority," 2.0 = "Of High Priority," 3.0 = "Of Medium Priority," 4.0 = "Of Low Priority," and 5.0 = "Of Least Priority"

Table 6. (continued)

Goal Statement: Develop Self-Confidence and/or Self-Acceptance (2nd ranked, mean of 1.87)		
Objective Statements	Mean*	Rank
A. Develop self-confidence and/or self-acceptance through the achievement of personal goals established in conjunction with DECA	2.17	2
B. Evaluate peer/advisor positive feedback regarding performance in chapter activities	3.86	6.5
C. Demonstrate self-confidence and/or self-acceptance by presenting successful leadership workshops/short-term courses to interested organizations	3.69	5
D. Develop self-confidence and/or self-acceptance by being responsible for a chapter activity	1.86	1
E. Develop self-confidence and/or self-acceptance by participating in chapter-sponsored social activities	3.86	6.5
F. Display self-confidence and/or self-acceptance by participating in competitive events	2.45	3
G. Develop self-confidence and/or self-acceptance when receiving recognition for chapter-related achievements	3.10	4

Table 6. (continued)

Goal Statement: Develop a Greater Understanding of our Free, Competitive Enterprise System (3rd ranked, mean of 2.17)

Objective Statements	Mean*	Rank
A. Demonstrate the ability to compare the American private economic system to other economic systems by participating in a professional chapter meeting discussing such a topic	2.41	2
B. Develop the concept of the free, competitive enterprise system by participating in competitive events	3.55	4
C. Develop a greater knowledge of our free enterprise system by listening to and participating in guest speaker presentations	4.03	5
D. Develop an awareness of the American economic system by participating in the Economic Understanding Section of the Merit Awards Program	3.24	3
E. Evaluate the contributions that a school store, sales project, marketing research project, and/or a local business makes to the principles of the free, competitive enterprise system	1.76	1

Table 6. (continued)

Goal Statement: Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management (4th ranked, mean of 2.27)

Objective Statements	Mean*	Rank
A. Develop one's occupational competencies by participating in professional meetings featuring occupationally-oriented presentations	2.83	2
B. Develop one's occupational competencies by attending trade shows, exhibits, and other marketing-related functions	3.14	3
C. Develop one's occupational competencies needed for a career by participating in the Merit Awards Program	3.24	4
D. Demonstrate one's occupational competencies by participating in competitive events	1.97	1
E. Evaluate one's occupational competencies after participating in competitive events	3.38	5
F. Develop one's occupational competencies by participating in a sales project(s)	3.46	6



Table 6. (continued)

Goal Statement: Develop High Ethical Standards in Personal and Business Relationships (5th ranked, mean of 2.50)

Objective Statements	Mean*	Rank
A. Comply with ethical standards when involved in all phases of a sales project activity	2.48	2
B. Demonstrate accountability for money raised and products or services dispensed through a sales project activity	2.79	4
C. Develop an awareness of ethical standards by listening to and participating in a panel discussion on the topic of "ethics in the business community"	3.45	5
D. Comply with ethical business practices by not disclosing confidential information when preparing research studies for competitive events	3.62	6
E. Demonstrate the ability to recognize the sales project and/or competitive event achievements of other students	3.93	7
F. Participate in a chapter project involving the identification of individuals and/or businesses providing evidence of high ethical standards	2.72	3
G. Demonstrate the ability to maintain high ethical standards when participating in competitive events	2.00	1

Table 6. (continued)

Goal Statement: Develop Effective Interpersonal Relationships (6th ranked, mean of 3.10)

Objective Statements	Mean*	Rank
A. Demonstrate effective interpersonal relationships by resolving conflicts or disagreements among chapter members	3.03	2
B. Demonstrate effective human relations by participating in small and large group chapter-sponsored activities	1.52	1
C. Demonstrate human relation skills when participating in competitive events	3.38	3
D. Demonstrate effective interpersonal relationships by participating in the Human and Public Relations Section of the Merit Awards Program	4.07	4

Table 6. (continued)

Goal Statement: Develop a Greater Awareness of Career Opportunities in Marketing and Distribution (7th ranked, mean of 3.27)		
Objective Statements	Mean*	Rank
A. Develop a greater career awareness when participating in an individual and/or group chapter-sponsored activity	2.07	1
B. Develop career awareness by participating in the Merit Awards Program	3.55	3
C. Develop career awareness by selecting and participating in competitive events	3.62	4
D. Prepare for one's career by participating in a local, district, or state career clinic or career day	2.72	2

Table 6. (continued)

Goal Statement: Develop Greater Proficiency in Communication (8th ranked, mean of 3.37)

Objective Statements	Mean*	Rank
A. Demonstrate communication proficiency by engaging in written and/or oral communication with training sponsors, guest speakers, students, teachers, etc., when appropriate	1.48	1
B. Demonstrate communication skills by developing and delivering a presentation to explain the role of DECA to various groups	2.72	2
C. Participate in presenting an oral or written report of a chapter activity at DECA meetings	3.00	3
D. Demonstrate communication skills by participating in the Communications Section of the Merit Awards Program	3.79	4
E. Demonstrate proper communication skills by participating in competitive events	4.00	5

Table 6. (continued)

Goal Statement: Develop Greater Appreciation of the Responsibilities of Citizenship (9th ranked, mean of 3.40)		
Objective Statements	Mean*	Rank
A. Demonstrate good citizenship by developing and implementing a local DECA citizenship project	3.10	5
B. Demonstrate the rights of citizenship by debating various issues confronting DECA members in local, state, and national conferences	3.86	7
C. Demonstrate good citizenship by obeying the rules concerning DECA members when participating in local, state, and national conferences	2.76	3
D. Demonstrate concern for the ultimate welfare of all of the chapter members of DECA, rather than the immediate benefit to self when selecting or electing officers and/or delegates	2.55	2
E. Demonstrate good citizenship by assuming a fair share of the work load of the chapter's program-of-work	2.21	1
F. Demonstrate citizenship responsibility by representing the chapter in school-sponsored activities	3.55	6
G. Demonstrate citizenship responsibilities by attending and/or participating in legislative sessions, city council meetings, court hearings, voter registration, etc.	2.97	4

Table 6. (continued)

Goal Statement: Develop a Healthy Competitive Spirit (10th ranked, mean of 3.57)

Objective Statements	Mean*	Rank
A. Engage in competition as a candidate for a local, district, state, regional and/or national office	2.52	2
B. Participate in the democratic process by selecting individuals to represent the chapter at DECA meetings or conferences	3.72	6
C. Develop a healthy competitive spirit by participating in post-event discussions pertaining to content and/or process of the competitive event	3.28	4
D. Demonstrate the competitive aspect by participating in local, district, state, regional and/or national competitive events	1.38	1
E. Participate in an environment of cooperation and competition by receiving recognition for participating in competitive events	2.66	3
F. Develop a healthy competitive spirit by constructively evaluating the chapter activity involvement of fellow students	4.07	7
G. Participate in an environment of cooperation and competition by receiving recognition for participating in sales projects	3.38	5

Table 6. (continued)

Goal Statement: Develop Social and Business Etiquette (11th ranked, mean of 4.33)

Objective Statements	Mean*	Rank
A. Demonstrate poise and grace when communicating with training sponsors, students, teachers, etc., when appropriate	1.97	2
B. Demonstrate poise and grace when participating in DECA-sponsored community service projects	3.00	4
C. Demonstrate poise and grace when participating in leadership and/or competitive event conferences	2.90	3
D. Demonstrate poise and grace when making presentations at school, civic, business and/or trade group meetings	1.90	1
E. Demonstrate social and business etiquette when participating in DECA officer installation and membership initiation ceremonies	4.34	6
F. Demonstrate poise and grace when participating in DECA-sponsored social activities	3.90	5

Table 6. (continued)

Goal Statement: Participate in Planned Social Activities (12th ranked, mean of 4.50)		
Objective Statements	Mean*	Rank
A. Demonstrate the responsibility of representing the chapter at school and community social events	3.69	4
B. Participate in planning and conducting chapter-sponsored social and recreational activities	2.34	1
C. Engage in social interaction by participating in chapter-sponsored social and recreational activities	2.55	2
D. Demonstrate social skills while participating in leadership and/or competitive event conferences	3.41	3



Goal 1. Develop Leadership Characteristics

Objectives:

- a. Demonstrate leadership skills by serving as a member or chairperson of a committee and/or task force (1.62)
- b. Develop leadership responsibilities by holding a local, district, state, regional and/or national office (1.90)
- c. Demonstrate leadership skills by developing and delivering a presentation to business, school and/or parent audiences (2.21)
- d. Demonstrate an understanding of the goals of DECA by planning and implementing a chapter program-of-work (2.76)
- e. Demonstrate the ability to organize and conduct sales projects to support chapter activities (2.97)
- f. Develop leadership responsibilities by participating in community service projects (3.45)
- g. Demonstrate the ability to organize chapter-sponsored social or service projects (3.48)
- h. Demonstrate the leadership responsibilities involved in competitive events through participation in competitive events (3.52)
- i. Develop leadership responsibilities by planning and participating in officer election campaigns (3.62)
- j. Evaluate the results of DECA functions/activities and its contribution to leadership development (4.48)

Goal 2. Develop Self-Confidence and/or Self-Acceptance

Objectives:

- a. Develop self-confidence and/or self-acceptance by being responsible for a chapter activity (1.86)
- b. Develop self-confidence and/or self-acceptance through the achievement of personal goals established in conjunction with DECA (2.17)
- c. Display self-confidence and/or self-acceptance by participating in competitive events (2.45)
- d. Develop self-confidence and/or self-acceptance when receiving recognition for chapter-related achievements (3.10)
- e. Demonstrate self-confidence and/or self-acceptance by presenting successful leadership workshops/short-term courses to interested organizations (3.69)
- f. Evaluate peer/advisor positive feedback regarding performance in chapter activities (3.86)
- g. Develop self-confidence and/or self-acceptance by participating in chapter-sponsored social activities (3.86)

Goal 3. Develop a Greater Understanding of our Free, Competitive Enterprise System

Objectives:

- a. Evaluate the contributions that a school store, sales project, marketing research project, and/or a local business makes to the principles of the free, competitive enterprise system (1.76)
- b. Demonstrate the ability to compare the American private economic system to other economic systems by participating in a professional chapter meeting discussing such a topic (2.41)
- c. Develop an awareness of the American economic system by participating in the Economic Understanding Section of the Merit Awards Program (3.24)
- d. Develop the concept of the free, competitive enterprise system by participating in competitive events (3.55)
- e. Develop a greater knowledge of our free enterprise system by listening to and participating in guest speaker presentations (4.03)

Goal 4. Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management

Objectives:

- a. Demonstrate one's occupational competencies by participating in competitive events (1.97)
- b. Develop one's occupational competencies by participating in professional meetings featuring occupationally-oriented presentations (2.83)
- c. Develop one's occupational competencies by attending trade shows, exhibits, and other marketing-related functions (3.14)
- d. Develop one's occupational competencies needed for a career by participating in the Merit Awards Program (3.24)
- e. Evaluate one's occupational competencies after participating in competitive events (3.38)
- f. Develop one's occupational competencies by participating in a sales project(s) (3.46)

Goal 5. Develop High Ethical Standards in Personal and Business Relationships

Objectives:

- a. Demonstrate the ability to maintain high ethical standards when participating in competitive events (2.00)
- b. Comply with ethical standards when involved in all phases of a sales project activity (2.48)
- c. Participate in a chapter project involving the identification of individuals and/or businesses providing evidence of high ethical standards (2.72)
- d. Demonstrate accountability for money raised and products or services dispensed through a sales project activity (2.79)
- e. Develop an awareness of ethical standards by listening to and participating in a panel discussion on the topic of "ethics in the business community" (3.45)

f. Comply with ethical business practices by not disclosing confidential information when preparing research studies for competitive events (3.62)

g. Demonstrate the ability to recognize the sales project and/or competitive event achievements of other students (3.93)

Goal 6. Develop Effective Interpersonal Relationships

Objectives:

a. Demonstrate effective human relations by participating in small and large group chapter-sponsored activities (1.52)

b. Demonstrate effective interpersonal relationships by resolving conflicts or disagreements among chapter members (3.03)

c. Demonstrate human relation skills when participating in competitive events (3.38)

d. Demonstrate effective interpersonal relationships by participating in the Human and Public Relations Section of the Merit Awards Program (4.07)

Goal 7. Develop a Greater Awareness of Career Opportunities in Marketing and Distribution

Objectives:

a. Develop a greater career awareness when participating in an individual and/or group chapter-sponsored activity (2.07)

b. Prepare for one's career by participating in a local, district, or state career clinic or career day (2.72)

c. Develop career awareness by participating in the Merit Awards Program (3.55)

d. Develop career awareness by selecting and participating in competitive events (3.62)

Goal 8. Develop Greater Proficiency in Communication

Objectives:

a. Demonstrate communication proficiency by engaging in written and/or oral communication with training sponsors, guest speakers, students, teachers, etc., when appropriate (1.48)

b. Demonstrate communication skills by developing and delivering a presentation to explain the role of DECA to various groups (2.72)

c. Participate in presenting an oral or written report of a chapter activity at DECA meetings (3.00)

d. Demonstrate communication skills by participating in the Communications Section of the Merit Awards Program (3.79)

e. Demonstrate proper communication skills by participating in competitive events (4.00)

Goal 9. Develop Greater Appreciation of the Responsibilities of Citizenship

Objectives:

- a. Demonstrate good citizenship by assuming a fair share of the work load of the chapter's program-of-work
- b. Demonstrate concern for the ultimate welfare of all of the chapter members of DECA, rather than the immediate benefit to self when selecting or electing officers and/or delegates (2.55)
- c. Demonstrate good citizenship by obeying the rules concerning DECA members when participating in local, state, and national conferences (2.76)
- d. Demonstrate citizenship responsibilities by attending and/or participating in legislative sessions, city council meetings, court hearings, voter registration, etc. (2.97)
- e. Demonstrate good citizenship by developing and implementing a local DECA citizenship project (3.10)
- f. Demonstrate citizenship responsibility by representing the chapter in school sponsored activities (3.55)
- g. Demonstrate the rights of citizenship by debating various issues confronting DECA members in local, state, and national conferences (3.86)

Goal 10. Develop a Healthy Competitive Spirit

Objectives:

- a. Demonstrate the competitive aspect by participating in local, district, state, regional and/or national competitive events (1.38)
- b. Engage in competition as a candidate for a local, district, state, regional and/or national office (2.52)
- c. Participate in an environment of cooperation and competition by receiving recognition for participating in competitive events (2.66)
- d. Develop a healthy competitive spirit by participating in post-event discussions pertaining to content and/or process of the competitive event (3.28)
- e. Participate in an environment of cooperation and competition by receiving recognition for participating in sales projects (3.38)
- f. Participate in the democratic process by selecting individuals to represent the chapter at DECA meetings or conferences (3.72)
- g. Develop a healthy competitive spirit by constructively evaluating the chapter activity involvement of fellow students (4.07)

Goal 11. Develop Social and Business Etiquette

Objectives:

- a. Demonstrate poise and grace when making presentations at school, civic, business and/or trade group meetings (1.90)
- b. Demonstrate poise and grace when communicating with training sponsors, students, teachers, etc. (1.97)
- c. Demonstrate poise and grace when participating in leadership and/or competitive event conferences (2.90)
- d. Demonstrate poise and grace when participating in DECA-sponsored community service projects (3.00)
- e. Demonstrate poise and grace when participating in DECA-sponsored social activities (3.90)
- f. Demonstrate social and business etiquette when participating in DECA officer installation and membership initiation ceremonies (4.34)

#### Goal 12. Participate in Planned Social Activities

##### Objectives:

- a. Participate in planning and conducting chapter-sponsored social and recreational activities (2.34)
- b. Engage in social interaction by participating in chapter-sponsored social and recreational activities (2.55)
- c. Demonstrate social skills while participating in leadership and/or competitive event conferences (3.41)
- d. Demonstrate the responsibility of representing the chapter at school and community social events (3.69)

#### SUMMARY

Six Delphi Questionnaires were used to formulate the goals and objectives for the High School Division of the Distributive Education Clubs of America; three Delphi Questionnaires to formulate the goal statements, and three Delphi Questionnaires to formulate the objective statements. The jury of experts consisted of thirty distributive educators; twelve national leaders in distributive education, twelve high school distributive education teacher-coordinators, three High School Division DECA National Officers, and three Collegiate Division DECA National Officers. One hundred percent of the jury of experts returned

Delphi Questionnaires 1, 2, 3, 4, and 5. Ninety-six percent of the jury of experts returned Delphi Questionnaire No. 6.

Twelve goal statements and seventy-two ensuing objective statements were formulated for the High School Division of the Distributive Education Clubs of America. The rank order of importance and the mean rank\* for each goal statement and objective statement were provided.

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\*1.0 = "Of Extremely High Priority," 2.0 = "Of High Priority," 3.0 = "Of Medium Priority," 4.0 = "Of Low Priority," and 5.0 = "Of Least Priority"

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A summation of the study including the background of the problem, statement of the problem, jury of experts utilized in the study, procedures utilized in collection and treatment of the data, and the findings are contained in this chapter. Secondly, conclusions for the study are presented based upon the findings. Finally, recommendations for utilizing this study and developing further research are cited.

#### SUMMARY OF THE STUDY

##### Background of the Problem

Three vocational education program areas received Federal funds through appropriations made available by the Smith-Hughes Act of 1917: agricultural education, home economics education, and trade and industrial education. The George-Deen Act was enacted in 1936 which appropriated funds for a fourth vocational education program: distributive education.

The curriculums in vocational education programs and especially distributive education are composed of three learning experiences: (1) classroom instruction, (2) in school and/or on-the-job simulated or actual occupational experience, and (3) the youth organization. Specifically, the youth organization for distributive education was developed as a means of complementing, supplementing, and strengthening the total distributive education instructional program. Thus, the youth

organization was conceived as an integral part of the distributive education curriculum and was designed to "enrich the development of social competencies, marketing competencies, technological competencies" (Crawford & Meyer, 1972, p. 197) needed by distributive education students.

Shortly after distributive education programs were implemented in high schools, local clubs were organized to supplement the instructional and occupational training aspects of the program. The rapid growth and development of the local clubs created a national awareness of the need to review the directions being taken by the clubs. Four separate conferences were held in an attempt to form a national organization and prepare a constitution: (1) National Advisory Committee for Distributive Education Clubs, March, 1946; (2) First Interstate Conference of Distributive Education Clubs, April, 1947; (3) Second Interstate Conference of Distributive Education Clubs, March, 1948; and (4) Joint Conference on the Nationalization of the Distributive Education Clubs, May, 1948.

In attempting to determine the purposes and goals for the distributive education club, three different proposals were offered: (1) eight purposes at the Joint Conference on the Nationalization of the Distributive Education Clubs, May, 1948; (2) ten purposes at a conference conducted by the Division of Vocational Education, U.S. Office of Education, June, 1959; and (3) three goals developed by John A. Beaumont and colleagues in 1959.

The three goals that were developed in 1959 are currently serving as the basis for operational procedures and policy formulation for the DECA Board of Directors, National DECA staff, and the DECA membership.



They are:

1. To assist State Associations in the growth and development of DECA.
2. To further develop the vocational competencies of those engaged in distribution.
3. To create an awareness of the responsibilities of citizenship of those engaged in distribution in a free, competitive society (DECA Handbook, 1972, p. 3).

These three broadly-stated goals of DECA are currently serving as the basis for operational procedures and policy formulation for the DECA Board of Directors, National DECA staff, and the DECA membership. An examination of the literature did not yield a listing of supporting, measurable objectives related to the three goals. These three goals are not behaviorally based and, therefore, are not appropriately stated if DECA is a co-curricular aspect of the distributive education program and is taught in the classroom.

Several authors (Coplan, 1972; Ferguson, 1970; Teske, 1970; Vance & Bregman, 1970; Weatherford, 1972) have noted that appropriately stated goals and objectives are needed in order to evaluate the effectiveness of the youth programs, to conduct research, to meet accountability factors, and to provide appropriate leadership and direction to the local DECA Chapters for distributive education students throughout the nation.

#### Statement of the Problem

The central problem in this developmental study was the formulation via a consensus of thirty experts of goals and objectives for the High School Division of the Distributive Education Clubs of America. Specifically, this study sought to accomplish the following objectives:

1. Formulation of goal statements (terminal objectives) "in which the student action is stated at the level of meaningful unit of performance" (Ammerman & Melching, 1966, p. 14). These goal statements serve as the general goals toward which several years of education might be aimed or for which students might strive.

2. Formulation of objective statements (enabling objectives) from each of the goal statements that "consist of the component actions, knowledges, skills . . . , the student must learn if he is to attain the terminal objective (goal statement)" (Ammerman & Melching, 1966, p. 14). These objective statements serve as the building blocks to develop specific instructional objectives.

#### Jury of Experts of the Study

The jury of experts for this study consisted of thirty persons actively involved in distributive education. Twelve of these persons were purposively selected from the list of thirty national leaders identified by Weatherford in 1972. An additional twelve were outstanding high school distributive education teacher-coordinators as nominated by their State DECA Advisor and randomly selected from nominations received from all fifty State DECA Advisors. Three persons were the national student officers of the High School Division of the Distributive Education Clubs of America; the president, vice-president, and secretary-treasurer. Finally, three persons were the national student officers of the Collegiate Division of the Distributive Education Clubs of America; the president, vice-president, and secretary-treasurer.

Procedures Utilized in Collection  
and Treatment of the Data

Six Delphi Questionnaires were utilized throughout the conduct of the study; three Delphi Questionnaires to formulate goal statements for the High School Division of the Distributive Education Clubs of America and three Delphi Questionnaires to formulate objective statements for the High School Division of the Distributive Education Clubs of America.

The jury of experts' responses to each successive Delphi Questionnaire provided information for further group consideration on the next Delphi Questionnaire. In each Delphi Questionnaire, the jury of experts was requested to rank the statements into five priority categories: "Of Extremely High Priority," "Of High Priority," "Of Medium Priority," "Of Low Priority," and "Of Least Priority." Numerical values were assigned to each statement for each respondent; 1.0 if the rater had placed an "X" in the "Of Extremely High Priority" category, 2.0 if in the "Of High Priority" category, 3.0 if in the "Of Medium Priority" category, 4.0 if in the "Of Low Priority" category, and 5.0 if in the "Of Least Priority" category. A mean and rank ordering for the goal and objective statements were computed for each Delphi Questionnaire. The respondents were also asked to write comments, rewrite any statement if they so desired, and/or write any new statement that was not included in the Delphi Questionnaire, but which they felt was important to the High School Division of the Distributive Education Clubs of America.

A lexical analysis expert was used to analyze the jury of experts' responses and comments for each of the six Delphi Questionnaires. Each

set of responses and comments were analyzed by Dr. James Fritzen, Assistant Professor of Psychology, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, and divided into three major classifications: (1) those comments that indicated a similarity of statements, (2) those comments that indicated a semantic problem in the statement, and (3) those comments that appeared to justify why a particular rating to a statement was given.

In those situations where a similarity between statements was noted, the criterion was adopted that the statement should be examined and re-worded by the four-member advisory committee and researcher if at least two of the respondents noted a similarity between a pair of statements. In those situations where a semantic problem for a statement was noted, the criterion was adopted that the statement should be examined and re-worded by the four-member advisory committee and researcher if at least two of the respondents noted a semantic problem for a particular statement. In those situations where a justification comment was noted, the four-member advisory committee and researcher were advised to examine the comment and make appropriate changes based upon the merit of the statement. A record of the analyzed similarity, semantic, and justifiable comments were provided to the researcher and four-member advisory committee.

A two-member advisory committee, consisting of a distributive teacher-educator and the State DECA Advisor for Virginia, met with the researcher to formulate tentative goal statements. Twenty-three goal statements were formulated and approved by the two distributive educators.

A four-member advisory committee, composed of a distributive teacher-educator, vocational-technical education doctoral student (distributive education emphasis), distributive education master's degree student, and the President of the Virginia Polytechnic Institute and State University Collegiate DECA Chapter, met with the researcher after each Delphi Questionnaire was returned to examine the lexical analysis expert's suggestions and recommendations, the jury of experts' comments, and the jury of experts' rankings of the statements. Recommendations by the four-member advisory committee on the revision, elimination, or addition of statements were made to the researcher.

Prior to each new Delphi Questionnaire round, the investigator revised, eliminated, and/or added statements based upon recommendations made by the jury of experts, the lexical analysis expert, and the four-member advisory committee.

Five distributive educators examined Delphi Questionnaire No. 1 prior to its being mailed to the jury of experts. Suggestions to improve the readability, intent, and clarity of Delphi Questionnaire No. 1 and the accompanying letter were solicited and taken under advisement by the researcher prior to finalizing Delphi Questionnaire No. 1.

The jury of experts was asked to rank twenty-three tentative goal statements contained in Delphi Questionnaire No. 1. One hundred percent of the jury of experts returned Delphi Questionnaire No. 1. Fifty-seven responses including comments, revised goal statements, and new goal statements were suggested by the jury of experts. Upon recommendations from the jury of experts, the lexical analysis expert, and the four-member

advisory committee, the researcher completed the following in preparation for Delphi Questionnaire No. 2: eliminated four goal statements, revised four goal statements, kept fifteen goal statements as stated in Delphi Questionnaire No. 1, and developed three new goal statements.

The jury of experts was asked to rank twenty-two goal statements contained in Delphi Questionnaire No. 2. One hundred percent of the jury of experts returned Delphi Questionnaire No. 2. Ninety-four responses including comments, revised goal statements, and new goal statements were suggested by the jury of experts. Upon recommendations from the jury of experts, the lexical analysis expert and the four-member advisory committee, the researcher completed the following in preparation for Delphi Questionnaire No. 3: eliminated ten goal statements, revised six goal statements, and kept six goal statements as stated in Delphi Questionnaire No. 2.

The jury of experts was asked to rank twelve goal statements contained in Delphi Questionnaire No. 3. One hundred percent of the jury of experts returned Delphi Questionnaire No. 3. In view of the comments offered by the jury of expert members upon return of Delphi Questionnaire No. 3, the researcher believed the expert members were satisfied with the twelve goal statements.

The four-member advisory committee met with the researcher to formulate tentative objective statements for each of the finalized twelve goal statements. Fifty tentative objective statements were formulated and approved by the advisory committee.

The jury of experts was asked to rank fifty tentative objective statements contained in Delphi Questionnaire No. 4. One hundred percent of the jury of experts returned Delphi Questionnaire No. 4. Two hundred and twenty responses including comments, revised objective statements, and new objective statements were suggested by the jury of experts. Upon recommendations by the jury of experts, the lexical analysis expert and the four-member advisory committee, the researcher completed the following in preparation for Delphi Questionnaire No. 5: eliminated fourteen objective statements, revised thirty-six objective statements, and developed thirty-six new objective statements.

The jury of experts was requested to rank seventy-two objective statements contained in Delphi Questionnaire No. 5. One hundred percent of the jury of experts returned Delphi Questionnaire No. 5. Forty-two responses including comments, revised objective statements, and new objective statements were suggested by the jury of experts. Upon recommendations by the jury of experts, the lexical analysis expert and the four-member advisory committee, the researcher completed the following in preparation for Delphi Questionnaire No. 6: eliminated one objective statement, revised nineteen objective statements, developed one new objective statement, and kept fifty-three objective statements as stated in Delphi Questionnaire No. 5.

The jury of experts was requested to rank seventy-two objective statements contained in Delphi Questionnaire No. 6. Ninety-six percent of the jury of experts returned Delphi Questionnaire No. 6.

In view of the comments offered by the jury of expert members upon return of Delphi Questionnaire No. 6, the researcher believed the members were satisfied with the seventy-two objective statements.

### Findings

The study formulated twelve goal statements for the High School Division of the Distributive Education Clubs of America. The twelve goal statements with the mean rank\* for each goal statement are provided below:

1. Develop Leadership Characteristics (1.67)
2. Develop Self-Confidence and/or Self-Acceptance (1.87)
3. Develop a Greater Understanding of our Free, Competitive Enterprise System (2.17)
4. Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management (2.27)
5. Develop High Ethical Standards in Personal and Business Relationships (2.50)
6. Develop Effective Interpersonal Relationships (3.10)
7. Develop a Greater Awareness of Career Opportunities in Marketing and Distribution (3.27)
8. Develop Greater Proficiency in Communication (3.37)
9. Develop Greater Appreciation of the Responsibilities of Citizenship (3.40)
10. Develop a Healthy Competitive Spirit (3.57)
11. Develop Social and Business Etiquette (4.33)
12. Participate in Planned Social Activities (4.50)

The study formulated seventy-two objective statements for the twelve goal statements for the High School Division of the Distributive Education Clubs of America. The twelve goal statements

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\*1.0 = "Of Extremely High Priority," 2.0 = "Of High Priority," 3.0 = "Of Medium Priority," 4.0 = "Of Low Priority," and 5.0 = "Of Least Priority"



with appropriate objective statements for each goal and the mean rank\* for each objective statement are provided below:

Goal 1. Develop Leadership Characteristics

Objectives:

- a. Demonstrate leadership skills by serving as a member or chairperson of a committee and/or task force (1.62)
- b. Develop leadership responsibilities by holding a local, district, state, regional and/or national office (1.90)
- c. Demonstrate leadership skills by developing and delivering a presentation to business, school and/or parent audiences (2.21)
- d. Demonstrate an understanding of the goals of DECA by planning and implementing a chapter program-of-work (2.76)
- e. Demonstrate the ability to organize and conduct sales projects to support chapter activities (2.97)
- f. Develop leadership responsibilities by participating in community service projects (3.48)
- g. Demonstrate the ability to organize chapter-sponsored social or service projects (3.48)
- h. Demonstrate the leadership responsibilities involved in competitive events through participation in competitive events (3.52)
- i. Develop leadership responsibilities by planning and participating in officer election campaigns (3.62)
- j. Evaluate the results of DECA functions/activities and its contribution to leadership development (4.48)

Goal 2. Develop Self-Confidence and/or Self-Acceptance

Objectives:

- a. Develop self-confidence and/or self-acceptance by being responsible for a chapter activity (1.86)
- b. Develop self-confidence and/or self-acceptance through the achievement of personal goals established in conjunction with DECA (2.17)

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\*1.0 = "Of Extremely High Priority," 2.0 = "Of High Priority," 3.0 = "Of Medium Priority," 4.0 = "Of Low Priority," and 5.0 = "Of Least Priority"

- c. Display self-confidence and/or self-acceptance by participating in competitive events (2.45)
- d. Develop self-confidence and/or self-acceptance when receiving recognition for chapter-related achievements (3.10)
- e. Demonstrate self-confidence and/or self-acceptance by presenting successful leadership workshops/short-term courses to interested organizations (3.69)
- f. Evaluate peer/advisor positive feedback regarding performance in chapter activities (3.86)
- g. Develop self-confidence and/or self-acceptance by participating in chapter-sponsored social activities (3.86)

Goal 3. Develop a Greater Understanding of our Free, Competitive Enterprise System

Objectives:

- a. Evaluate the contributions that a school store, sales project, marketing research project, and/or a local business makes to the principles of the free, competitive enterprise system (1.76)
- b. Demonstrate the ability to compare the American private economic system to other economic systems by participating in a professional chapter meeting discussing such a topic (2.41)
- c. Develop an awareness of the American Economic system by participating in the Economic Understanding Section of the Merit Awards Program (3.24)
- d. Develop the concept of the free, competitive enterprise system by participating in competitive events (3.55)
- e. Develop a greater knowledge of our free enterprise system by listening to and participating in guest speaker presentations (4.03)

Goal 4. Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management

Objectives:

- a. Demonstrate one's occupational competencies by participating in competitive events (1.97)
- b. Develop one's occupational competencies by participating in professional meetings featuring occupationally-oriented presentations (2.83)
- c. Develop one's occupational competencies by attending trade shows, exhibits, and other marketing-related functions (3.14)
- d. Develop one's occupational competencies needed for a career by participating in the Merit Awards Program (3.24)
- e. Evaluate one's occupational competencies after participating in competitive events (3.38)
- f. Develop one's occupational competencies by participating in a sales project(s) (3.46)

Goal 5. Develop High Ethical Standards in Personal and Business Relationships

Objectives:

- a. Demonstrate the ability to maintain high ethical standards when participating in competitive events (2.00)
- b. Comply with ethical standards when involved in all phases of a sales project activity (2.48)
- c. Participate in a chapter project involving the identification of individuals and/or businesses providing evidence of high ethical standards (2.72)
- d. Demonstrate accountability for money raised and products or services dispensed through a sales project activity (2.79)
- e. Develop an awareness of ethical standards by listening to and participating in a panel discussion on the topic of "ethics in the business community" (3.45)
- f. Comply with ethical business practices by not disclosing confidential information when preparing research studies for competitive events (3.62)
- g. Demonstrate the ability to recognize the sales project and/or competitive event achievements of other students (3.93)

Goal 6. Develop Effective Interpersonal Relationships

Objectives:

- a. Demonstrate effective human relations by participating in small and large group chapter-sponsored activities (1.52)
- b. Demonstrate effective interpersonal relationships by resolving conflicts or disagreements among chapter members (3.03)
- c. Demonstrate human relation skills when participating in competitive events (3.38)
- d. Demonstrate effective interpersonal relationships by participating in the Human and Public Relations Section of the Merit Awards Program (4.07)

Goal 7. Develop a Greater Awareness of Career Opportunities in Marketing and Distribution

Objectives:

- a. Develop a greater career awareness when participating in an individual and/or group chapter-sponsored activity (2.07)
- b. Prepare for one's career by participating in a local, district, or state career clinic or career day (2.72)
- c. Develop career awareness by participating in the Merit Awards Program (3.55)
- d. Develop career awareness by selecting and participating in competitive events (3.62)

### Goal 8. Develop Greater Proficiency in Communication

#### Objectives:

- a. Demonstrate communication proficiency by engaging in written and/or oral communication with training sponsors, guest speakers, students, teachers, etc., when appropriate (1.48)
- b. Demonstrate communication skills by developing and delivering a presentation to explain the role of DECA to various groups (2.72)
- c. Participate in presenting an oral or written report of a chapter activity at DECA meetings (3.00)
- d. Demonstrate communication skills by participating in the Communications Section of the Merit Awards Program (3.79)
- e. Demonstrate proper communication skills by participating in competitive events (4.00)

### Goal 9. Develop Greater Appreciation of the Responsibilities of Citizenship

#### Objectives:

- a. Demonstrate good citizenship by assuming a fair share of the work load of the chapter's program-of-work
- b. Demonstrate concern for the ultimate welfare of all of the chapter members of DECA, rather than the immediate benefit to self when selecting or electing officers and/or delegates (2.55)
- c. Demonstrate good citizenship by obeying the rules concerning DECA members when participating in local, state, and national conferences (2.76)
- d. Demonstrate citizenship responsibilities by attending and/or participating in legislative sessions, city council meetings, court hearings, voter registration, etc. (2.97)
- d. Demonstrate good citizenship by developing and implementing a local DECA citizenship project (3.10)
- f. Demonstrate citizenship responsibility by representing the chapter in school sponsored activities (3.55)
- g. Demonstrate the rights of citizenship by debating various issues confronting DECA members in local, state, and national conferences (3.86)

### Goal 10. Develop a Healthy Competitive Spirit

#### Objectives:

- a. Demonstrate the competitive aspect by participating in local, district, state, regional and/or national competitive events (1.38)
- b. Engage in competition as a candidate for a local, district, state, regional and/or national office (2.52)
- c. Participate in an environment of cooperation and competition by receiving recognition for participating in competitive events (2.66)

d. Develop a healthy competitive spirit by participating in post-event discussions pertaining to content and/or process of the competitive event (3.28)

e. Participate in an environment of cooperation and competition by receiving recognition for participating in sales projects (3.38)

f. Participate in the democratic process by selecting individuals to represent the chapter at DECA meetings or conferences (3.72)

g. Develop a healthy competitive spirit by constructively evaluating the chapter activity involvement of fellow students (4.07)

#### Goal 11. Develop Social and Business Etiquette

##### Objectives:

a. Demonstrate poise and grace when making presentations at school, civic, business and/or trade group meetings (1.90)

b. Demonstrate poise and grace when communicating with training sponsors, students, teachers, etc. (1.97)

c. Demonstrate poise and grace when participating in leadership and/or competitive event conferences (2.90)

d. Demonstrate poise and grace when participating in DECA-sponsored community service projects (3.00)

e. Demonstrate poise and grace when participating in DECA-sponsored social activities (3.90)

f. Demonstrate social and business etiquette when participating in DECA officer installation and membership initiation ceremonies (4.34)

#### Goal 12. Participate in Planned Social Activities

##### Objectives:

a. Participate in planning and conducting chapter-sponsored social and recreational activities (2.34)

b. Engage in social interaction by participating in chapter-sponsored social and recreational activities (2.55)

c. Demonstrate social skills while participating in leadership and/or competitive event conferences (3.41)

d. Demonstrate the responsibility of representing the chapter at school and community social events (3.69)

## CONCLUSIONS

The degree to which generalizations can be made on the basis of this study is somewhat limited. This study did not utilize the distributive education population or a statistical sampling of distributive educators from which to collect data. However, a purposively selected jury of

experts consisting of twelve national leaders in distributive education, twelve outstanding high school distributive education teacher-coordinators, and six national officers of the High School and Collegiate Divisions of the Distributive Education Clubs of America participated in this study. On the basis of the knowledge, experience, and thoughtful and reflective thinking provided by these individuals, the following conclusions are offered:

1. There are twelve goals which have been formulated for the High School Division of the Distributive Education Clubs of America. These twelve goals serve as the general goals toward which several years of study in distributive education and concurrent participation in DECA activities might be aimed or for which students might strive.

2. A study of the twelve goals resulted in the formulation of seventy-two objectives which can be used by High School Division members of the Distributive Education Clubs of America. These seventy-two objectives "consist of the component actions, knowledges, skills . . . , the (DECA) student must learn if he is to attain the terminal objective (goal)" (Ammerman & Melching, 1966, p. 14). These seventy-two objectives also serve as the building blocks to develop specific behavioral objectives used to teach (Krathwohl, 1965).

3. The twelve goals which have been formulated for the High School Division of the Distributive Education Clubs of America have also been ranked by the jury of experts into five priority categories: "Of Extremely High Priority" (1.0), "Of High Priority" (2.0), "Of Medium Priority" (3.0), "Of Low Priority" (4.0), and "Of Least Priority" (5.0).

The rankings of the twelve goals can be organized into the following three priority categories: "Of Extremely High or High Priority" (1.00-2.50), "Of Medium Priority" (2.51-3.49), and "Of Low or Least Priority" (3.50-5.00). Stake (1970) stated that "Priorities can indicate what kind and amount of emphasis" should be given to a goal. Furthermore, according to Stake, "insufficient attention to statements of priorities" has occurred (pp. 181-212). The twelve goals which were ranked in a hierarchical manner will allow all distributive educators and DECA students to assess each goal in its proper perspective and allow for a finer gradation of the importance of the twelve goals.

a. The most important goals as ranked by the jury of experts and those which can be categorized as "Of Extremely High or High Priority" (1.00-2.50) are:

- (1). Develop Leadership Characteristics (1.67)
- (2). Develop Self-Confidence and/or Self-Acceptance (1.87)
- (3). Develop a Greater Understanding of our Free, Competitive Enterprise System (2.17)
- (4). Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management (2.27)
- (5). Develop High Ethical Standards in Personal and Business Relationships (2.50)

Each one of the five goals which are categorized as "Of Extremely High or High Priority" are supported by other research studies or reports. The goal, "Develop Leadership Characteristics" has also been cited as an important aspect of the DECA youth organization and youth organizations, in general, by seven authors (Crawford, 1967; DeBenning, 1948; Hanson & Carlson, 1972; Krier, 1971; Sethney, 1970; Teske, 1970; U.S. Department of Health, Education and Welfare, 1961). The goal, "Develop Self-Confidence and/or Self-Acceptance" is further supported by two research

efforts (Hanson & Carlson, 1972; Henkel, 1965). The third goal, "Develop a Greater Understanding of our Free, Competitive Enterprise System" is backed by three reports (DECA Handbook, 1972; Hanson & Carlson, 1972; U.S. Department of Health, Education and Welfare, 1961). The fourth goal in the "Of Extremely High or High Priority" category, "Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management," is further supported by five authors (Crawford, 1967; DECA Handbook, 1972; Hanson & Carlson, 1972; Sethney, 1970; Whitney, 1970). Finally, the fifth goal, "Develop High Ethical Standards in Personal and Business Relationships" was cited by two other researchers as an important goal for the High School Division of the Distributive Education Clubs of America (DeBenning, 1948; U.S. Department of Health, Education and Welfare, 1961).

b. There are an additional four goals that can be categorized as "Of Medium Priority" (2.51-3.49) but are still an integral part of the High School Division of the Distributive Education Clubs of America. They are:

- (6). Develop Effective Interpersonal Relationships (3.10)
- (7). Develop a Greater Awareness of Career Opportunities in Marketing and Distribution (3.27)
- (8). Develop Greater Proficiency in Communication (3.37)
- (9). Develop Greater Appreciation of the Responsibilities of Citizenship (3.40)

The four goals in the "Of Medium Priority" category were cited in other research efforts as an important element of the distributive education youth organization and youth organizations, in general. The first goal in this category, "Develop Effective Interpersonal Relationships," was viewed by Hanson and Carlson, 1972, and Henkel,



1965, as an integral part of the youth organization. Five authors have given support to the second goal, "Develop a Greater Awareness of Career Opportunities in Marketing and Distribution" (DeBenning, 1948; Hanson & Carlson, 1972; Sethney, 1970; U.S. Department of Health, Education and Welfare, 1961; Whitney, 1970). The third goal, "Develop Greater Proficiency in Communication" was viewed by two authors as important to youth organizations (Hanson & Carlson, 1972; Henkel, 1965). And, the fourth goal, "Develop Greater Appreciation of the Responsibilities of Citizenship" was cited in three other research reports (DECA Handbook, 1972; Teske, 1970; U.S. Department of Health, Education and Welfare, 1961) as important to the High School Division of the Distributive Education Clubs of America.

C. Finally, there are three goals that can be categorized as "Of Low or Least Priority" (3.50-5.00). However, they too are goals of the High School Division of the Distributive Education Clubs of America as formulated by the jury of experts and should not be dismissed due to their "low" prioritizing. They are:

- (10). Develop a Healthy Competitive Spirit (3.57)
- (11). Develop Social and Business Etiquette (4.33)
- (12). Participate in Planned Social Activities (4.50)

Each of the three goals which can be classified as "Of Low or Least Priority" are supported by previous research studies as an integral aspect of the High School Division of the Distributive Education Clubs of America or of youth organizations, in general. The goal, "Develop a Healthy Competitive Spirit" was viewed by three

researchers as important (Krier, 1971; U.S. Department of Health, Education and Welfare, 1961; Whitney, 1970). Three studies have identified the goal, "Develop Social and Business Etiquette" as an important element of the youth organization (Crawford, 1967; Hanson & Carlson, 1972; Henkel, 1965). Finally, the goal, "Participate in Planned Social Activities" is supported in five publications (Crawford, 1967; Crawford & Meyer, 1972; DeBenning, 1948; Hanson & Carlson, 1972; U.S. Department of Health, Education and Welfare, 1961).

It is important to remember that each of the twelve goals formulated are an integral aspect of the High School Division of the Distributive Education Clubs of America and serve as the general goals toward which several years of study in distributive education might be aimed or for which students might strive. However, the jury of experts did rank the goals and identified five goals as "Of Extremely High or High Priority," four goals as "Of Medium Priority," and three goals as "Of Low or Least Priority."

4. Within each of the twelve goals formulated for the High School Division of the Distributive Education Clubs of America, there are also seventy-two objectives which have been ranked by the jury of experts into five priority categories: "Of Extremely High Priority" (1.0), "Of High Priority" (2.0), "Of Medium Priority" (3.0), "Of Low Priority" (4.0), and "Of Least Priority" (5.0). The rankings of the seventy-two objectives can be organized into the following priority categories: "Of Extremely High or High Priority"

(1.00-2.50), "Of Medium Priority" (2.51-3.49), and "Of Low or Least Priority" (3.50-5.00). Stake (1970) believes that "Priorities can indicate what kind and amount of emphasis" should be given to an objective. Furthermore, according to Stake, "insufficient attention to statements of priorities" has occurred (pp. 181-212). The seventy-two objectives which were ranked in a hierarchical manner will allow all distributive educators and DECA students to assess each objective in its proper perspective and allow for a finer gradation of the importance of the seventy-two objectives.

Goal 1. The most important objectives as ranked by the jury of experts and those which can be categorized as "Of Extremely High or High Priority" (1.00-2.50) for the first goal "Develop Leadership Characteristics" are:

- a. Demonstrate leadership skills by serving as a member or chairperson of a committee and/or task force (1.62)
- b. Develop leadership responsibilities by holding a local, district, state, regional and/or national office (1.90)
- c. Demonstrate leadership skills by developing and delivering a presentation to business, school and/or parent audiences (2.21)

Four additional objectives for the goal "Develop Leadership Characteristics" that can be categorized as "Of Medium Priority" (2.51-3.49) are:

- d. Demonstrate an understanding of the goals of DECA by planning and implementing a chapter program-of-work (2.76)
- e. Demonstrate the ability to organize and conduct sales projects to support chapter activities (2.97)
- f. Develop leadership responsibilities by participating in community service projects (3.45)
- g. Demonstrate the ability to organize chapter-sponsored social or service projects (3.48)

Finally, there are three objectives for the goal, "Develop Leadership Characteristics" that can be categorized as "Of Low or Least Priority" (3.50-5.00):

- h. Demonstrate the leadership responsibilities involved in competitive events through participation in competitive events (3.52)
- i. Develop leadership responsibilities by planning and participating in officer election campaigns (3.62)
- j. Evaluate the results of DECA functions/activities and its contribution to leadership development (4.48)

Goal 2. The most important objectives as ranked by the jury of experts and those which can be categorized as "Of Extremely High or High Priority" (1.00-2.50) for the second goal "Develop Self-Confidence and/or Self-Acceptance" are:

- a. Develop self-confidence and/or self-acceptance by being responsible for a chapter activity (1.86)
- b. Develop self-confidence and/or self-acceptance through the achievement of personal goals established in conjunction with DECA (2.17)
- c. Display self-confidence and/or self-acceptance by participating in competitive events (2.45)

One additional objective for the goal "Develop Self-Confidence and/or Self-Acceptance" that can be categorized as "Of Medium Priority" (2.51-3.49) is:

- d. Develop self-confidence and/or self-acceptance when receiving recognition for chapter-related achievements (3.10)

Finally, there are three objectives for the goal, "Develop Self-Confidence and/or Self-Acceptance" that can be categorized as "Of Low or Least Priority" (3.50-5.00):

- e. Demonstrate self-confidence and/or self-acceptance by presenting successful leadership workshops/short-term courses to interested organizations (3.69)
- f. Evaluate peer/advisor positive feedback regarding performance in chapter activities (3.86)
- g. Develop self-confidence and/or self-acceptance by participating in chapter-sponsored social activities (3.86)

Goal 3. The most important objectives as ranked by the jury of experts and those which can be categorized as "Of Extremely High or High Priority" (1.00-2.50) for the third goal "Develop a Greater Understanding of our Free, Competitive Enterprise System" are:

- a. Evaluate the contributions that a school store, sales project, marketing research project, and/or a local business makes to the principles of the free, competitive enterprise system (1.76)
- b. Demonstrate the ability to compare the American private economic system to other economic systems by participating in a professional chapter meeting discussing such a topic (2.41)

One additional objective for the goal "Develop a Greater Understanding of our Free, Competitive Enterprise System" that can be categorized as "Of Medium Priority" (2.51-3.49) is:

- c. Develop an awareness of the American economic system by participating in the Economic Understanding Section of the Merit Awards Program (3.24)

Finally, there are two objectives for the goal, "Develop a Greater Understanding of our Free, Competitive Enterprise System" that can be categorized as "Of Low or Least Priority" (3.50-5.00):

- d. Develop the concept of the free, competitive enterprise system by participating in competitive events (3.55)
- e. Develop a greater knowledge of our free enterprise system by listening to and participating in guest speaker presentations (4.03)

Goal 4. The most important objective as ranked by the jury of experts and which can be categorized as "Of Extremely High or High Priority (1.00-2.50) for the fourth goal "Further Developing Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management" is:

- a. Demonstrate one's occupational competencies by participating in competitive events (1.97)

Five additional objectives for the goal "Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management" that can be categorized as "Of Medium Priority" (2.51-3.49) are:

- b. Develop one's occupational competencies by participating in professional meetings featuring occupationally-oriented presentations (2.83)
- c. Develop one's occupational competencies by attending trade shows, exhibits, and other marketing-related functions (3.14)
- d. Develop one's occupational competencies needed for a career by participating in the Merit Awards Program (3.24)
- e. Evaluate one's occupational competencies after participating in competitive events (3.38)
- f. Develop one's occupational competencies by participating in a sales project(s) (3.46)

There were no objectives for the goal, "Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management" that were categorized in the "Of Low or Least Priority" (3.50-5.00) category.

Goal 5. The most important objectives as ranked by the jury of experts and those which can be categorized as "Of Extremely High or High Priority" (1.00-2.50) for the fifth goal "Develop High Ethical Standards in Personal and Business Relationships" are:

- a. Demonstrate the ability to maintain high ethical standards when participating in competitive events (2.00)
- b. Comply with ethical standards when involved in all phases of a sales project activity (2.48)

Three additional objectives for the goal "Develop High Ethical Standards in Personal and Business Relationships" that can be categorized as "Of Medium Priority" (2.51-3.49) are:

- c. Participate in a chapter project involving the identification of individuals and/or businesses providing evidence of high ethical standards (2.72)

d. Demonstrate accountability for money raised and products or services dispensed through a sales project activity (2.79)

e. Develop an awareness of ethical standards by listening to and participating in a panel discussion on the topic of "ethics in the business community (3.45)

Finally, there are two objectives for the goal, "Develop High Ethical Standards in Personal and Business Relationships" that can be categorized as "Of Low or Least Priority" (3.50-5.00):

f. Comply with ethical business practices by not disclosing confidential information when preparing research studies for competitive events (3.62)

g. Demonstrate the ability to recognize the sales project and/or competitive event achievements of other students (3.93)

Goal 6. The most important objectives as ranked by the jury of experts and which can be categorized as "Of Extremely High or High Priority" (1.00-2.50) for the sixth goal "Develop Effective Interpersonal Relationships" is:

a. Demonstrate effective human relations by participating in small and large group chapter-sponsored activities (1.52)

Two additional objectives for the goal "Develop Effective Interpersonal Relationships" that can be categorized as "Of Medium Priority" (2.51-3.49) are:

b. Demonstrate effective interpersonal relationships by resolving conflicts or disagreements among chapter members (3.03)

c. Demonstrate human relation skills when participating in competitive events (3.38)

Finally, there is one objective for the goal "Develop Effective Interpersonal Relationships" that can be categorized as "Of Low or Least Priority" (3.50-5.00):

a. Demonstrate effective interpersonal relationships by participating in the Human and Public Relations Section of the Merit Awards Program (4.07)

Goal 7. The most important objective as ranked by the jury of experts and which can be categorized as "Of Extremely High or High Priority" (1.00-2.50) for the seventh goal "Develop a Greater Awareness of Career Opportunities in Marketing and Distribution" is:

a. Develop a greater career awareness when participating in an individual and/or group chapter-sponsored activity (2.07)

One additional objective for the goal "Develop a Greater Awareness of Career Opportunities in Marketing and Distribution" that can be categorized as "Of Medium Priority" (2.51-3.49) is:

b. Prepare for one's career by participating in a local, district, or state career clinic or career day (2.72)

Finally, there are two objectives for the goal, "Develop a Greater Awareness of Career Opportunities in Marketing and Distribution" that can be categorized as "Of Low or Least Priority" (3.50-5.00):

e. Develop career awareness by participating in the Merit Awards Program (3.55)

d. Develop career awareness by selecting and participating in competitive events (3.62)

Goal 8. The most important objective as ranked by the jury of experts and which can be categorized as "Of Extremely High or High Priority" (1.00-2.50) for the eighth goal "Develop Greater Proficiency in Communication" is:

a. Demonstrate communication proficiency by engaging in written and/or oral communication with training sponsors, guest speakers, students, teachers, etc., when appropriate (1.48)

Two additional objectives for the goal "Develop Greater Proficiency in Communication" that can be categorized as "Of Medium Priority" (2.51-3.49) are:



- b. Demonstrate communication skills by developing and delivering a presentation to explain the role of DECA to various groups (2.72)
- c. Participate in presenting an oral or written report of a chapter activity at DECA meetings (3.00)

Finally, there are two objectives for the goal, "Develop Greater Proficiency in Communication" that can be categorized as "Of Low or Least Priority" (3.50-5.00):

- d. Demonstrate communication skills by participating in the Communications Section of the Merit Awards Program (3.79)
- e. Demonstrate proper communication skills by participating in competitive events (4.00)

Goal 9. The most important objective as ranked by the jury of experts and which can be categorized as "Of Extremely High or High Priority" (1.00-2.50) for the ninth goal "Develop Greater Appreciation of the Responsibilities of Citizenship" is:

- a. Demonstrate good citizenship by assuming a fair share of the work load of the chapter's program-of-work (2.21)

Four additional objectives for the goal "Develop Greater Appreciation of the Responsibilities of Citizenship" that can be categorized as "Of Medium Priority" (2.51-3.49) are:

- b. Demonstrate concern for the ultimate welfare of all of the chapter members of DECA, rather than the immediate benefit to self when selecting or electing officers and/or delegates (2.55)
- c. Demonstrate good citizenship by obeying the rules concerning DECA members when participating in local, state, and national conferences (2.76)
- d. Demonstrate citizenship responsibilities by attending and/or participating in legislative sessions, city council meetings, court hearings, voter registration, etc. (2.97)
- e. Demonstrate good citizenship by developing and implementing a local DECA citizenship project (3.10)

Finally, there are two objectives for the goal, "Develop Greater Appreciation of the Responsibilities of Citizenship" that can be categorized as "Of Low or Least Priority" (3.50-5.00):

f. Demonstrate good citizenship responsibility by representing the chapter in school sponsored activities (3.55)

g. Demonstrate the rights of citizenship by debating various issues confronting DECA members in local, state, and national conferences (3.86)

Goal 10. The most important objective as ranked by the jury of experts and which can be categorized as "Of Extremely High or High Priority" (1.00-2.50) for the tenth goal, "Develop a Healthy Competitive Sprit" is:

a. Demonstrate the competitive aspect by participating in local, district, state, regional and/or national competitive events (1.38)

Four additional objectives for the goal, "Develop a Healthy Competitive Spirit" that can be categorized as "Of Medium Priority" (2.51-3.49) are:

b. Engage in competition as a candidate for a local, district, state, regional and/or national office (2.52)

c. Participate in an environment of cooperation and competition by receiving recognition for participating in competitive events (2.66)

d. Develop a healthy competitive spirit by participating in post-event discussions pertaining to content and/or process of the competitive event (3.28)

e. Participate in an environment of cooperation and competition by receiving recognition for participating in sales projects (3.38)

Finally, there are two objectives for the goal, "Develop a Healthy Competitive Spirit" that can be categorized as "Of Low or Least Priority" (3.50-5.00):

f. Participate in the democratic process by selecting individuals to represent the chapter at DECA meetings or conferences (3.72)

g. Develop a healthy competitive spirit by constructively evaluating the chapter activity involvement of fellow students (4.07)

Goal 11. The most important objectives as ranked by the jury of experts and those which can be categorized as "Of Extremely High

or High Priority (1.00-2.50) for the eleventh goal "Develop Social and Business Etiquette" are:

- a. Demonstrate poise and grace when making presentations at school, civic, business and/or trade group meetings (1.90)
- b. Demonstrate poise and grace when communicating with training sponsors, students, teachers, etc., when appropriate (1.97)

Two additional objectives for the goal, "Develop Social and Business Etiquette" that can be categorized as "Of Medium Priority" (2.51-3.49) are:

- c. Demonstrate poise and grace when participating in leadership and/or competitive event conferences (2.90)
- d. Demonstrate poise and grace when participating in DECA-sponsored community service projects (3.00)

Finally, there are two objectives for the goal, "Develop Social and Business Etiquette" that can be categorized as "Of Low or Least Priority" (3.50-5.00):

- e. Demonstrate poise and grace when participating in DECA-sponsored social activities (3.90)
- f. Demonstrate social and business etiquette when participating in DECA officer installation and membership initiation ceremonies (4.34)

Goal 12. The most important objective as ranked by the jury of experts and which can be categorized as "Of Extremely High or High Priority" (1.00-2.50) for the twelfth goal, "Participate in Planned Social Activities" is:

- a. Participate in planning and conducting chapter-sponsored social and recreational activities (2.34)

Two additional objectives for the goal, "Participate in Planned Social Activities" that can be categorized as "Of Medium Priority" (2.51-3.49) are:

b. Engage in social interaction by participating in chapter-sponsored social and recreational activities (2.55)

c. Demonstrate social skills while participating in leadership and/or competitive event conferences (3.41)

Finally, there is one objective for the goal, "Participate in Planned Social Activities" that can be categorized as "Of Low or Least Priority" (3.50-5.00):

d. Demonstrate the responsibility of representing the chapter at school and community social events (3.69)

5. The research procedures utilized in this study were effective in formulating goals and objectives for the High School Division of the Distributive Education Clubs of America. The Delphi technique, the use of a lexical analysis expert, and the use of the four-member advisory committee were all effective in accomplishing the purposes of this study.

The Delphi technique has already been established as an effective procedure in the conduct of educational research (Adelson et al., 1971; Anderson, 1970; Bentley, 1971; Cyphert & Gant, 1971; Gray, 1970; Helmer, 1966). The technique was also effective in this study. One hundred percent response was obtained on the first five questionnaires and 96 percent response was achieved on the final questionnaire. This response exceeded the highest percentage return for all educational research studies utilizing the Delphi technique which were reviewed for purposes of this study. A possible explanation for the high percentage of return is that a tentative list of goal statements and objective statements were presented to the jury of experts in Delphi Questionnaires No. 1 and No. 4, respectively. This is in contrast to

the standard Delphi technique procedure of asking each participant to provide an original list of goals and objectives. This modification has two advantages: (a) it saved a considerable amount of time, and (b) it simplified the task for the respondents since the language used in the formulation of the goals and objectives was technical in nature. This modification did not apparently affect the contribution to the study by the participants in that 313 comments, revised and/or new goal and/or objective statements were submitted. Furthermore, a high interest and enthusiasm for the study was maintained throughout; no participant ever refused to participate in the study. Finally, only two of the finalized twelve goal statements and none of the finalized seventy-two objective statements were as exactly stated in Delphi Questionnaires No. 1 and No. 4, respectively.

The utilization of a lexical analysis expert to analyze the semantic, similarity, and justifiable comments offered by the jury of experts was effective. Several linguistic models (Andreyev, 1959; Chomsky, 1956; Kulagina, 1958; Lekomcev, 1961; Shannon, 1951; Xolodovic, 1960; Zolotarev, 1959) have been utilized in other non-educational research studies and have proven to be quite successful. However, to the best knowledge of the researcher, it should be noted that the utilization of a lexical analysis expert has never been an aspect of other educational research studies which have utilized the Delphi technique. It is the researcher's contention that the lexical analysis expert alleviated the semantic and similarity problems of several goal and objective statements to the satisfaction of the jury

of experts and thus accounted for the high rate of respondent return and participation in the study.

Finally, the utilization of the four-member advisory committee as part of the research procedure was effective. The four advisory committee members were selected because of their specialized knowledge and expertise in the field of distributive education. The researcher met with the four-member advisory committee for a total of approximately forty hours and received numerous recommendations and suggestions. Similarly, it should be noted that to the best knowledge of the researcher no other Delphi technique research methodology studies have utilized an advisory committee to advise and council the researcher throughout the proceedings of the study. It is felt by the researcher that the advice and council provided by the advisory committee members as to questionnaire development may be partially responsible for the high rate of respondent returns and participation in the study.

#### RECOMMENDATIONS

This part of the chapter is divided into three parts: (1) recommendations offered for utilization of this study by distributive educators, (2) recommendations offered based upon research procedures utilized in this study, and (3) recommendations for further research.

##### Utilization of the Study by Distributive Educators

1. This study formulated the goals and objectives for the High School Division of the Distributive Education Clubs of America. It is therefore suggested that this study be used as a framework upon

which to develop further research and evaluations for the High School Division of the Distributive Education Clubs of America. This is congruent with Ferguson's (1970) contention that vocational youth organizations should have criterion-based purposes and objectives so that a framework is established upon which sound research can be conducted and evaluations can be made. Secondly, it is suggested that this study be used to meet accountability factors in implementing the goals and objectives for the local DECA Chapter as a part of the distributive education curriculum. This is congruent with Coplan's (1972) conclusion from the DECA Evaluation Report of 1972 that "student oriented goals and objectives need to be established" for DECA if accountability factors and implementation of the co-curricular aspect of DECA is to occur (p. 12).

2. The goals and objectives formulated for the High School Division of the Distributive Education Clubs of America were written to meet the operational definition of Ammerman and Melching's (1966) "terminal objective" and "enabling objective," respectively. The goals and objectives, therefore, can be beneficial for very different reasons and may serve different purposes with different audiences. Geis (1972) noted eight major ways in which objectives may be used:

a. Managing instruction--sorting and directing learners by use of a pre-test, diagnosing the learner's behavior, prescribing activities for the learner to demonstrate achievement, and providing a post-test to allow learners to exit from instruction when they have demonstrated competence

b. Managing learning--the student is given a set of objectives in order to plan and establish an individual pace of learning

c. Planning instruction--the teacher can sequence the instruction in terms of time to be allotted per topic and materials to be developed or secured

d. Enhancing learning--the student will be able to more effectively and explicitly reinforce individual learning when a set of objectives parallel the learning experiences

e. Facilitating evaluation--the students, the instruction, and the purposes and aims of the curriculum can be evaluated based upon objectives established

f. Aiding in communication with others--in addition to the teacher-student communication role, communication of educational objectives can be made to media specialists, other teachers, parents, other members of the community, and to sponsors in foundations or government agencies

g. Designing or redesigning curriculum--objectives may be used to generate new, or redesign old curriculums by explicating curriculums and using the objectives of one course to be the prerequisites of the next course in the sequence

h. Producing new insights--objectives focus attention away from content onto the student and this re-focusing often produces a revision in teaching methods.

3. The goals and objectives formulated for the High School Division of the Distributive Education Clubs of America were written to meet Krathwohl's (1965) first two levels of specificity of educational



objectives: (a) broad and general statements used in developing goals and (b) specific objectives developed from goals used in curriculum construction. It is therefore suggested that this study be utilized as a basis from which to formulate Krathwohl's third level of specificity of educational objectives: specific instructional behavioral objectives used to teach.

4. The DECA Board of Directors and National DECA staff should carefully review the twelve goals and seventy-two objectives for the High School Division of the Distributive Education Clubs of America formulated in this study. The goals and objectives represent the consensus of a national cross-section of distributive educators and may be used to make decisions for future directions and activities appropriate for the High School Division of the Distributive Education Clubs of America.

5. The twelve goals and seventy-two objectives for the High School Division of the Distributive Education Clubs of America formulated in this study should be reviewed by all prospective and currently enrolled High School Division DECA members. The review could enable High School Division DECA members to plan and implement the local DECA Chapter program-of-work and their personal DECA program-of-work.

6. The twelve goals and seventy-two objectives for the High School Division of the Distributive Education Clubs of America formulated in this study should be reviewed by all High School Division DECA Chapter Advisors. Consideration should be given for providing in-service education for High School Division DECA Chapter Advisors so they may utilize the results of this study. In-service training should provide a better understanding of the co-curricular aspect of the DECA youth organization

so that it can be more effectively, efficiently, and accurately integrated into the total distributive education curriculum.

7. The twelve goals and seventy-two objectives for the High School Division of the Distributive Education Clubs of America formulated in this study should be utilized in the development of educational materials and/or pre-service courses to train prospective distributive education teacher-coordinators in the implementation of goals and objectives of DECA.

8. This study has formulated twelve goals and seventy-two objectives for the High School Division of the Distributive Education Clubs of America which serve as the general and specific goals toward which several years of education might be aimed, or for which students might strive. It is recommended that consideration be given to adopting the goals and objectives as the criteria to select the DECA Student-of-the-Year and the Chapter-of-the-Year winners at the local, district, state, regional, and national High School Division competitive event activities. Furthermore, the goals and objectives have been ranked by the jury of experts. Therefore, a point system could be developed to insure that the most important goals and the most important objectives would be utilized in determining Student-of-the-Year and Chapter-of-the-Year.

#### Research Procedures Utilized

1. The Delphi technique should be given serious consideration as a research methodology if an investigator wants participants to make better decisions on the topic being investigated. Several researchers have indicated that the Delphi technique is a very potent device for

teaching people to think about the topic or subject being investigated in much more complex ways than they ordinarily would (Adelson et al., 1967; Dalkey et al., 1972; Gray, 1970; Helmer, 1963, 1966, 1967; Martino, 1968; Pfeiffer, 1968).

2. The forced-choice type of ranking should be given serious consideration by researchers when trying to find an educational measurement scale. Research specialists have indicated that the forced-choice type of ranking holds great promise for educational measurement and it eliminates response-set bias and social desirability factors that are common to an open-choice type of ranking scale (Kerlinger, 1973; Guilford, 1959).

3. Serious consideration should be given to the use of a lexical analysis expert by researchers who intend to utilize the Delphi technique as their research methodology. Several linguistic models (Andreyev, 1962; Chomsky, 1956; Kulagina, 1958; Lekomcev, 1961; Shannon, 1951; Xolodovic, 1960; Zolotarev, 1959) have been utilized in research efforts and have been quite successful. The main advantage of utilizing a lexical analysis expert is that a non-biased, technical review of the comments offered by participants in a study can be readily obtained and changes in statements can be made which reflect the thinking of the participants.

4. An advisory committee composed of people competent in the field being investigated should be seriously considered by researchers who intend to utilize the Delphi technique as their research methodology. The advisory committee can offer a subject-matter technical viewpoint to the researcher on the direction of the study, the need for redirection, and appropriate research procedures for the subject matter.

### Further Research

1. The DECA High School Division competitive event structure, purposes, and methodology should be reviewed to determine if a more appropriate methodology to competitive events is feasible or warranted. Eleven objective statements related to the competitive event aspect of the High School Division of the Distributive Education Clubs of America were formulated in eleven of the twelve goal statements. The mean ranking for the eleven competitive event objective statements was 2.93 ( $\bar{\Sigma X} = 32.18, N = 11$ ). This mean ranking places the competitive event aspect of the High School Division of the Distributive Education Clubs of America in the "Of Medium Priority" category (2.51-3.49). Secondly, the goal statement specifically related to competitive events, "Develop a Healthy Competitive Spirit," was ranked tenth (3.57) and can be categorized as "Of Low or Least Priority" (3.50-5.00). Thirdly, the fourth ranked goal statement was "Further Develop Occupational Competencies Needed for Careers in Marketing and Distribution" (2.27) and its first ranked objective statement was "Demonstrate one's occupational competencies by participating in competitive events" (1.97). Therefore, the competitive event aspect of the High School Division of the Distributive Education Clubs of America has been categorized as "Of Medium Priority" to "Of Low or Least Priority," but yet is essential to DECA students to "Further Develop Occupational Competencies Needed for Careers in Marketing and Distribution."

2. The Merit Awards Program of the High School Division of the Distributive Education Clubs of America should be re-examined in terms of its purpose, content, and process. Five objective statements related

to the Merit Awards Program were formulated in five of the twelve goal statements. The mean ranking for the five Merit Awards Program objective statements was 3.58 ( $\Sigma\bar{X} = 17.89$ ,  $N = 5$ ). This mean ranking places the Merit Awards Program aspect of the High School Division of the Distributive Education Clubs of America in the "Of Low or Least Priority" (3.50-5.00) category.

3. A formal linguistics review of the jury of experts' comments offered in the six Delphi Questionnaires in this study should be undertaken to provide valuable data for the linguistics field. Andreyev (1962) noted that it is of great importance that further research in the semantics area of the linguistics field should be undertaken whenever data is available for such research.

4. Researchers who intend to utilize the Delphi technique and have different demographic groups comprising the population or sample may want to consider providing the participants with their demographic group's response data rather than, or in addition to, the overall group's response data. This study only provided the participants with their previous response in addition to the total responses to each goal and objective statement in Delphi Questionnaire No. 2, No. 3, No. 5, and No. 6.

5. As a result of this investigation, the researcher has become aware of the need for further research regarding DECA in general and the High School Division of DECA in particular. Some of the types of studies which should be considered are:

a. A follow-up study of the goals and objectives for the High School Division of the Distributive Education Clubs of America formulated

in this study should be completed to determine if the goals and objectives are being implemented in local DECA Chapters and the distributive education curriculum.

b. Development and experimentation with various learning activities to accomplish the goals and objectives formulated in this study.

c. The construction of an evaluative instrument to determine if High School Division DECA members have achieved each of the goals and objectives formulated in this study.

d. Formulation of the goals and objectives for the Junior Collegiate, Collegiate, Professional, and Alumni Divisions of the Distributive Education Clubs of America.

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**APPENDICES**



Appendix A

Thirty National Leaders in Distributive Education  
Identified by Weatherford (1972)

1. Mr. Harry A. Applegate, Executive Director  
Distributive Education Clubs of America, Inc.  
200 Park Avenue  
Falls Church, Virginia 22046
2. Dr. Richard D. Ashmun, Teacher Educator  
College of Education  
University of Minnesota  
Minneapolis, Minnesota 55455
3. Mr. T. Carl Brown, Supervisor  
Division of Occupational Education  
Department of Public Instruction  
Education Building  
Raleigh, North Carolina 27611
4. Dr. Fairchild H. Carter, Teacher Educator  
Behavioral Science and Business Education  
School of Business Administration  
North Texas State University  
Denton, Texas 76201
5. Mrs. Lucy C. Crawford, Teacher Educator  
Distributive Education Program  
College of Education  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061
6. Mr. M. J. DeBenning, Consultant  
Oklahoma Vocational-Technical Education Foundation  
1424 West 9th  
Stillwater, Oklahoma 74074
7. Mr. Eugene L. Dorr, Associate Superintendent  
Career Education and Vocational Education  
1535 West Jefferson  
Phoenix, Arizona 85007
8. Dr. Vivien K. Ely, Teacher Educator  
Department of Distributive Education  
School of Education  
Virginia Commonwealth University  
Richmond, Virginia 23220
9. Dr. Kenneth Ertel, Director  
Center Occupational Education  
School of Education  
University of Massachusetts  
Amherst, Massachusetts 01351

10. Dr. Edward Ferguson  
La Zatatilla  
Apartardo 47  
Estedond Malaga, Spain
11. Dr. Peter Haines, Teacher Educator  
College of Education  
Michigan State University  
East Lansing, Michigan 48823
12. Dr. Edward Harris, Teacher Educator  
Northern Illinois University  
DeKalb, Illinois 60115
13. Mr. James Horan, Jr., Supervisor  
Distributive Education Service  
State Department of Education  
Richmond, Virginia 23216
14. Ms. Mildred L. Jackson, Supervisor  
Distributive Education  
Georgia State Department of Education  
Atlanta, Georgia 30334
15. Dr. Mary K. Klaurens, Teacher Educator  
College of Education  
University of Minnesota  
Minneapolis, Minnesota 55455
16. Dr. Reno S. Knouse, Teacher Educator  
School of Education  
State University of New York at Albany  
Albany, New York 12203
17. Mr. K. Otto Logan (retired)  
1973 Crestline Blvd.  
Olympia, Washington 98504
18. Miss Mary Marks, Education Program Specialist  
Curriculum Development Branch  
Division of Research and Demonstration  
U.S. Office of Education  
Washington, D. C. 20202
19. Dr. Ralph E. Mason, Teacher Educator  
School of Business  
Indiana State University  
Terre Haute, Indiana 47800

20. Mr. Warren G. Meyer, Teacher Educator  
College of Education  
University of Minnesota  
Minneapolis, Minnesota 55455
21. Mr. Edwin L. Nelson, Education Program Specialist  
Marketing and Distribution Occupations  
Division of Vocational and Technical Education  
U.S. Office of Education  
Washington, D. C. 20202
22. Dr. Bernard Nye, Supervisor  
Division of Vocational Education  
Columbus, Ohio 43215
23. Mrs. Edith Patterson, Supervisor  
Houston Independent School District  
Houston, Texas 77027
24. Dr. Kenneth L. Rowe, Teacher Educator  
College of Business Administration  
Arizona State University  
Tempe, Arizona 85281
25. Mr. A. Todd Sagraves, Teacher Educator  
Central Connecticut State College  
New Britain, Connecticut 06050
26. Dr. Harland E. Samson, Teacher Educator  
School of Education  
University of Wisconsin  
Madison, Wisconsin 53706
27. Mr. H. D. Shotwell (retired)  
1344 High Street  
Topeka, Kansas 66612
28. Mr. Ron Strand, Consultant  
Wilson Learning Center  
Minneapolis, Minnesota 55401
29. Mr. David A. Thompson, Supervisor  
Texas Education Agency  
Austin, Texas 78701
30. Dr. Neal E. Vivian, Teacher Educator  
Ohio State University  
Columbus, Ohio 43210

Appendix B

Letter and Ranking Form Sent to Three Selected  
National Leaders in Distributive Education



COLLEGE OF EDUCATION  
 VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

*Blacksburg, Virginia 24061*

October 14, 1974

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

Miss Mary Marks, Program Specialist  
 Curriculum Development Branch  
 Bureau of Occupational and Adult Education  
 Division of Research and Demonstration  
 Washington, DC 20202

Dear Miss Marks,

As part of my doctoral program at Virginia Tech, I am conducting a study to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America. To assist in this formulation, I intend to use twelve of the thirty national leaders in distributive education as identified by J. W. Weatherford in 1972.

In order to identify the twelve national leaders, I would like to ask that you, Mr. Harry Applegate, and Mr. Edwin Nelson independently rank the remaining twenty-seven leaders into categories of "most desirable," "uncertain," and "least desirable" to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America.

I am hopeful that you, Mr. Applegate, and Mr. Nelson will agree to participate in my study. Therefore, I am requesting that you force-choice nine of the other leaders in the "most desirable" category. I have enclosed the list for your usage. Please find a self-addressed stamped envelope for the return of your nominations. Specific results of the rankings will be held in strict confidence and the rankings will be destroyed immediately after the completion of my study.

To assist you in ranking the individuals whom you feel are most qualified to formulate goal and objective statements for the High School Division of the Distributive Education Clubs of America, please select persons who you feel most agree with the following basic belief statement as identified by Crawford:

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 Miss Mary Marks  
 October 14, 1974

That DECA, the youth organization for high school and post-secondary school students, should be co-curricular in that it should provide opportunities to further develop competencies normally learned in the classroom and on the job. It also provides opportunities to acquire additional competencies, such as leadership and social skills (Crawford, 1967, p. 24).

Please also consider the following in your selection of the nine persons:

1. Two years of successful experience as a full-time distributive education teacher-coordinator, teacher-educator, or state supervisor
2. Evidence of excellence in teaching
3. Evidence of excellence in operating a DECA chapter either at the secondary, post-secondary, or collegiate level
4. Achievement of graduates
5. Recognized effectiveness in business and professional relationships.

An arithmetic mean on each leader will be computed to determine the top nine leaders that are "most desirable" to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America. These, of course, are in addition to yourself, Mr. Applegate, and Mr. Nelson.

Even though further information will be mailed to you, the study will use a process called the Delphi technique to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America. The total study will take approximately 6-10 hours of your time, spread over the next nine months.

A second group of the jury of experts will include twelve high school distributive education teacher-coordinators. The DECA Advisor of each State will be requested to nominate one high school distributive education teacher-coordinator from his state who he feels is most qualified

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Miss Mary Marks  
October 14, 1974

to formulate goals and objective statements for the High School Division of the Distributive Education Clubs of America. The Crawford basic belief statement and five criteria statements will be used by the DECA Advisor to nominate a teacher-coordinator. From the fifty nominations, three will be randomly selected from each of the four DECA regions, and requested to participate in this study.

The third group of the jury of experts will consist of three High School Division DECA national officers and three Collegiate Division DECA national officers.

It would be most appreciated if you could return your nominations by October 21. If you have any questions or concerns, do not hesitate to call me collect at my office (703 951-5191). Thank you for your cooperation.

Sincerely,

Steven B. Corbin, Instructor  
Distributive Education

Richard L. Lynch, Program Leader  
Distributive Education

Enclosure



1. Mr. Harry A. Applegate, Executive Director  
Distributive Education Clubs of America, Inc.  
200 Park Avenue  
Falls Church, Virginia 22046
2. Miss Mary Marks, Education Program Specialist  
Curriculum Development Branch  
Division of Research and Demonstration  
Bureau of Occupational and Adult Education  
Department of Health, Education, and Welfare  
U. S. Office of Education  
Washington, D. C. 20202
3. Mr. Edwin L. Nelson, Education Program Specialist  
Marketing and Distribution Occupations  
Division of Vocational and Technical Education  
Bureau of Occupational and Adult Education  
Department of Health, Education, and Welfare  
U. S. Office of Education  
Washington, D. C. 20202

**DIRECTIONS:** Listed below are twenty-seven national leaders in distributive education as identified by J. W. Weatherford in 1972. Using the Crawford basic belief statement and the five criteria statements listed in the cover letter, rank the leaders into categories of "most desirable," "uncertain," and "least desirable" to formulate goal and objective statements for the High School Division of the Distributive Education Clubs of America. Would you check to be sure that you have ranked nine of the leaders in the "most desirable" category. Thank you for your cooperation.

LEADER	MOST DESIRABLE	UNCERTAIN	LEAST DESIRABLE
Dr. Richard D. Ashmun, Teacher Educator College of Education University of Minnesota Minneapolis, Minnesota 55455			
Mr. T. Carl Brown, Supervisor Division of Occupational Education Department of Public Instruction Education Building Raleigh, North Carolina 27611			
Dr. Fairchild H. Carter, Teacher Educator Behavioral Science and Business Education School of Business Administration North Texas State University Denton, Texas 76201			
Mrs. Lucy C. Crawford, Teacher Educator Distributive Education Program College of Education Virginia Polytechnic Institute and State University Blacksburg, Virginia 24061			

LEADER	MOST DESIRABLE	UNCERTAIN	LEAST DESIRABLE
Mr. M. J. DeBenning (retired) 1424 West 9th Stillwater, Oklahoma 74074			
Mr. Eugene L. Dorr, Associate Supt. Career Education and Vocational Education 1535 West Jefferson Phoenix, Arizona 85007			
Dr. Vivien K. Ely, Teacher Educator Department of Distributive Education School of Education Virginia Commonwealth University Richmond, Virginia 23220			
Dr. Kenneth Ertel, Director Center Occupational Education School of Education University of Massachusetts Amherst, Massachusetts 01351			
Dr. Edward Ferguson La Zatatilla Apartardo 47 Estedond Malaga, Spain			
Dr. Peter Haines, Teacher Educator College of Education 115 Erickson Hall Michigan State University East Lansing, Michigan 48823			
Dr. E. Edward Harris, Teacher Educator Northern Illinois University DeKalb, Illinois 60115			

LEADER	MOST DESIRABLE	UNCERTAIN	LEAST DESIRABLE
Mr. James Horan, Jr., Supervisor Distributive Education Service State Department of Education Richmond, Virginia 23216			
Ms. Mildred L. Jackson, Supervisor Distributive Education Georgia State Department of Education 324 State Office Building Atlanta, Georgia 30334			
Dr. Mary K. Klaurens, Teacher Educator College of Education University of Minnesota Minneapolis, Minnesota 55455			
Dr. Reno S. Knouse, Teacher Educator School of Education 1400 Washington Avenue State University of New York of Albany Albany, New York 12203			
Mr. K. Otto Logan (retired) 1973 Crestline Blvd. Olympia, Washington 98504			
Dr. Ralph E. Mason, Teacher Educator School of Business Indiana State University Terre Haute, Indiana 47800			
Mr. Warren G. Meyer, Teacher Educator College of Education University of Minnesota Minneapolis, Minnesota 55455			

LEADER	MOST DESIRABLE	UNCERTAIN	LEAST DESIRABLE
Dr. Bernard Nye, Supervisor Division of Vocational Education Room 504 34 N. High Street Columbus, Ohio 43215			
Mrs. Edith Patterson, Supervisor Houston Independent School District 3830 Richmond Houston, Texas 77027			
Dr. Kenneth L. Rowe, Teacher Educator College of Business Administration Arizona State University Tempe, Arizona 85281			
Mr. A. Todd Sagraves, Teacher Educator Central Connecticut State College New Britain, Connecticut 06050			
Dr. Harland E. Samson, Teacher Educator School of Education Box 42 University of Wisconsin Madison, Wisconsin 53706			
Mr. H. D. Shotwell (retired) 1344 High Street Topeka, Kansas 66612			
Mr. Ron Strand, Consultant Wilson Learning Center Minneapolis, Minnesota 55401			

LEADER	MOST DESIRABLE	UNCERTAIN	LEAST DESIRABLE
Mr. David A. Thompson, Supervisor Texas Education Agency 201 East 11th Street Austin, Texas 78701			
Dr. Neal E. Vivian, Teacher Educator The Ohio State University 1945 North High Street Columbus, Ohio 43210			

I \_\_\_\_\_ desire to participate in your study to formulate  
do / do not

goal and objective statements for the High School Division of the

Distributive Education Clubs of America.

\_\_\_\_\_ NAME

Mail by October 21 to: Steven B. Corbin, Instructor; College of  
Education; 2119 Derring Hall; V.P.I. & S.U.; Blacksburg, Virginia 24061

Appendix C

Twelve National Leaders Who Participated in the  
Study and Letter Requesting Participation  
in the Study

1. Mr. Harry A. Applegate, Executive Director  
Distributive Education Clubs of America, Inc.  
200 Park Avenue  
Falls Church, Virginia 22046
2. Dr. Richard Ashmun, Teacher Educator  
College of Education  
University of Minnesota  
Minneapolis, Minnesota 55455
3. Mr. T. Carl Brown, Supervisor  
Division of Occupational Education  
Department of Public Instruction  
Raleigh, North Carolina 27611
4. Mrs. Lucy C. Crawford, Teacher Educator  
Distributive Education Program  
College of Education  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061
5. Mr. M. J. DeBenning, Consultant  
Oklahoma Vocational-Technical Education Foundation  
1424 West 9th  
Stillwater, Oklahoma 74074
6. Mr. Eugene L. Dorr, Associate Superintendent  
Career Education and Vocational Education  
1535 West Jefferson  
Phoenix, Arizona 85007
7. Dr. Vivien K. Ely, Teacher Educator  
Department of Distributive Education  
School of Education  
Virginia Commonwealth University  
Richmond, Virginia 23220
8. Dr. Mary Klaurens, Teacher Educator  
College of Education  
University of Minnesota  
Minneapolis, Minnesota 55455
9. Miss Mary Marks, Education Program Specialist  
Curriculum Development Branch  
Division of Research and Demonstration  
U.S. Office of Education  
Washington, D. C. 20202



10. Mr. Warren G. Meyer, Teacher Educator  
College of Education  
University of Minnesota  
Minneapolis, Minnesota 55455
11. Mr. Edwin L. Nelson, Education Program Specialist  
Marketing and Distribution Occupations  
Division of Vocational and Technical Education  
U. S. Office of Education  
Washington, D. C. 20202
12. Dr. Bernard Nye, Supervisor  
Division of Vocational Education  
Columbus, Ohio 43215

Mr. David A. Thompson, Supervisor  
Texas Education Agency  
201 East 11th Street

Austin, Texas - was selected as a participant in the study, but  
could not participate due to previous commitments.



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

COLLEGE OF EDUCATION

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

November 7, 1974

Dear

As part of my doctoral program at Virginia Tech, I am conducting a study to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America. I will be most appreciative if you will agree to be involved with this study.

This study is designed to involve the input of thirty distributive educators throughout the nation. Twelve national leaders in distributive education, twelve high school distributive education teacher-coordinators, and six students will comprise the jury of experts for the study. You were chosen by three of the national leaders in distributive education as another national leader they considered most qualified to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America. Hopefully, you will agree to participate in the study.

Briefly, the study will consist of two phases. The first phase will focus on formulating the broadly-stated goals for the High School Division of DECA. The second phase will center on formulating specific objectives from each of the broadly-stated goals formulated in the first phase.

Each phase will consist of three questionnaires. The first questionnaire for each phase will ask the jury of experts to respond to tentative goal or objective statements. The second and third questionnaires for each phase will give the jury of experts information such as the range of rankings, mean of rankings, and all comments (no names identified) for each goal or objective statement. Participants will be given the opportunity to add goal or objective statements which they felt I did not include, but are important for the High School Division of DECA. Participants will also be asked to rank each goal and

objective statement, comments on any statement, and/or ask for clarification of a statement.

The problem described above is identified as the Delphi technique and it will take approximately 6-10 hours of your time to complete all six questionnaires, spread over the next nine months.

I will call you within the next week to further explain the study and respond to any questions you may have regarding the study. If you agree to participate, a packet of materials will be mailed to you to further inform you of the procedures to be followed. If you have additional questions or concerns, please feel to call me collect at my office (703 951-5191) or at my home (703 552-3096).

Thank you for your cooperation. I look forward to talking to you in the near future.

Sincerely,

Steven B. Corbin, Instructor  
Distributive Education

Richard L. Lynch, Program Leader  
Distributive Education

Appendix D

Letter and Response Form Sent to Fifty State DECA  
Advisors Soliciting Nominees for Outstanding  
High School Distributive Education  
Teacher-Coordinators



COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

October 14, 1974

Dear

As part of my doctoral program at Virginia Tech, I am conducting a study to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America. To formulate goals and objectives, I plan to use "outstanding" high school distributive education teacher-coordinators.

I will be most appreciative if you will provide me with the name, complete school address, and school phone number of the one high school distributive education teacher-coordinator in your state **who** you feel best exemplifies the basic belief statement from the Crawford study:

That DECA, the youth organization for high school and post-secondary school students, should be co-curricular in that it should provide opportunities to further develop competencies normally learned in the classroom and on the job. It also provides opportunities to acquire additional competencies, such as leadership and social skills (Crawford, 1967, p. 24).

In addition to this basic belief statement, your nominee must meet the following criteria:

1. **Two** years of successful experience as a full-time high school distributive education teacher-coordinator
2. Evidence of excellence in teaching
3. Evidence of excellence in operating a DECA Chapter at the secondary level
4. Achievement of graduates
5. Recognized effectiveness in business and professional relationships.

Page 2

October 14, 1974

A stamped return-addressed postcard is enclosed for you to indicate your nominee. It will be greatly appreciated if you will fill out the postcard and send it by return mail.

A summarization of the study will be forwarded to you upon completion of the study. If you have any questions or concerns about the study, please do not hesitate to call me collect at my office (703 951-5191). Thank you for your assistance.

Sincerely,

Steven B. Corbin, Instructor  
Distributive Education

Richard L. Lynch, Program Leader  
Distributive Education

Enclosure

## Front of Postcard

(stamp)

Steven B. Corbin, Instructor  
College of Education  
2119 Derring Hall  
V.P.I. & S.U.  
Blacksburg, VA 24061

## Back of Postcard

I believe that \_\_\_\_\_  
is the most qualified high school distributive education  
teacher-coordinator in my state to formulate goals and  
objectives for the High School Division of the  
Distributive Education Clubs of America.

His/her respective school \_\_\_\_\_

School address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

School Phone (if known) Area code \_\_\_\_\_ No. \_\_\_\_\_

Sincerely,

\_\_\_\_\_

DECA Advisor

<u>STATE</u>	<u>STATE DECA ADVISOR</u>
Alabama	Gene Callahan
Alaska	Arnold Handschke
Arizona	Charles Hulse
Arkansas	Mrs. Glenna Cosgrove
California	Doug Mahr
Colorado	Eugene Amoroso
Connecticut	Dr. William Faracia
Delaware	Tom Welch
Florida	John Frazier
Georgia	Miss Mildred Jackson
Hawaii	Mrs. Florence Sakai
Idaho	Anthony Maucione
Illinois	Phillip Scheel
Indiana	Jim Biddle
Iowa	Mrs. Jayne Sullivan
Kansas	Harold Anglin
Kentucky	William Jeffrey
Louisiana	H. E. Ruppert
Maine	Ralph Bickford
Maryland	William Michel, Jr.
Massachusetts	Miss Marguerite Erickson
Michigan	John Daenzer
Minnesota	John Lobben
Mississippi	William Pace
Missouri	Jim Strate



<u>STATE</u>	<u>STATE DECA ADVISOR</u>
Montana	S. Ross Wagner
Nebraska	Larry Loomis
Nevada	John Madson
New Hampshire	Rafael Adames
New Jersey	Loris Lorenzi
New Mexico	Ray Gormley
New York	John Borphy
North Carolina	T. Carl Brown
North Dakota	Leonard Pokladnik
Ohio	R. David Rankin
Oklahoma	Ted Best
Oregon	Sydney Thompson
Pennsylvania	Miss Blanche Curran
Rhode Island	Solomon Solomon
South Carolina	Mrs. Francis Rogers
South Dakota	M. E. Beemer
Tennessee	James Steward
Texas	Norris Young
Utah	Dr. Charles Winn
Vermont	Bernard Smith, Jr.
Virginia	I. W. Baughman
Washington	LeRoy McCartney
West Virginia	John Cook
Wisconsin	Wayne Harrison
Wyoming	Keiji Okano

Appendix E

Twelve Outstanding High School Distributive Education  
Teacher-Coordination Who Participated in the  
Study and Letter Requesting Participation  
in the Study

## CENTRAL REGION:

1. Mr. Ted Eberle  
Haysville Campus High School  
2100 West 55th South  
Wichita, Kansas 67217
2. Mr. Harry Gaylor  
Omaha Technical High School  
3219 Cuming Street  
Omaha, Nebraska 68107
3. Mrs. Evelyn B. Watson  
Franklin County Area Vocational Center  
1106 East Main Street  
Frankfort, Kentucky 40601

## NORTH ATLANTIC:

1. Mr. Roger Rioux  
West Springfield High School  
425 Piper Road  
West Springfield, Massachusetts 01089
2. Mr. Wesley Scott  
Herricks High School  
Shelter Rock Road  
New Hyde Park, New York 11040
3. Mr. Gordon Sivell  
Juniata-Mifflin County AVTS  
P. O. Box 1010  
Lewistown, Pennsylvania 17044

Mr. William Sowers, Teacher-Coordinator  
Distributive Education  
Kennett High School

Conway, New Hampshire 03813 - could not participate in the  
study due to previous commitments

## SOUTHERN REGION:

1. Mr. Bill Duckworth  
Bossier High School  
Coleman Drive  
Bossier City, Louisiana 71010
2. Mrs. Virginia Foushee  
Clinton High School  
Finch Street  
Clinton, North Carolina 28328
3. Mrs. Bonnie Miller  
Talladega Area Vocational Center  
1177 McMillian Street, Center East  
Talladega, Alabama 35160

## WESTERN REGION:

1. Ms. Mary Barnhart  
Santa Rita High School  
P. O. Box 12274  
Tucson, Arizona 85732
2. Mr. Hudson Kurth  
Lakewood High School  
4400 Briercrest Avenue  
Lakewood, California 90713
3. Mr. David Stukey  
C. M. Russell High School  
228 17th Avenue, NW  
Great Falls, Montana 59401



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

COLLEGE OF EDUCATION

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

October 14, 1974

Dear

As part of my doctoral program at Virginia Tech, I am conducting a study to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America. I will be most appreciative if you will agree to be involved with this study.

This study is designed to involve the input of thirty distributive educators throughout the nation. Twelve national leaders in distributive education, twelve high school distributive education teacher-coordinators, and six students will comprise the jury of experts for the study. You have been nominated as an outstanding high school distributive education teacher-coordinator who is considered most qualified to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America. I congratulate you on this nomination and am hopeful that you will agree to participate in the study.

Briefly, the study will consist of two phases. The first phase will focus on formulating the broadly-stated goals for the High School Division of DECA. The second phase will center on formulating specific objectives from each of the broadly-stated goals formulated in the first phase.

Each phase will consist of three questionnaires. The first questionnaire for each phase will ask the jury of expert members to respond to tentative goal or objective statements. The second and third questionnaires for each phase will give the jury of expert members information such as the range of rankings, mean of rankings, and all comments (no names identified) for each goal or objective statement. Participants will be given the opportunity to add goal or objective statements which they felt I did not include, but are important for the High School Division of

DECA. Participants will also be asked to rank each goal and objective statement, comment on any statement, and/or ask for clarification of a statement.

The process described above is identified as the Delphi technique and it will take approximately 6-10 hours of your time to complete all six questionnaires, spread over the next nine months.

I will call you within the next week to further explain the study and respond to any questions you may have regarding the study. If you agree to participate, a packet of materials will be mailed to you to further inform you of the procedures to be followed. If you have additional questions or concerns, please feel free to call me collect at my office (703 951-5191) or at my home (703 552-3096).

Thank you for your cooperation. I look forward to talking to you in the near future.

Sincerely,

Steven B. Corbin, Instructor  
Distributive Education

Richard L. Lynch, Program Leader  
Distributive Education

Appendix F

Three High School Division National Officers of the  
Distributive Education Clubs of America Who  
Participated in the Study and Letter  
Requesting Participation in  
the Study

1. Mr. Randy Cain, President  
1826 Williston  
Pampa, Texas 79065
2. Miss Margo Smith, Vice-President  
515 Stephenson East  
Pullman, Washington 99163
3. Miss Ginger Miller, Secretary-Treasurer  
2395 Delaware Avenue, Apartment 20  
Santa Cruz, California 95060



COLLEGE OF EDUCATION  
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY*Blacksburg, Virginia 24061*

October 14, 1975

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

Dear

I am conducting a study to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America. It is imperative that DECA members have an opportunity to participate in the study since it is the students' organization. I would be most appreciative of your willingness to serve on my jury of experts to formulate goals and objectives for the High School Division of DECA.

Briefly, the study will consist of two phases. The first phase will focus on formulating the broadly-stated goals for the High School Division of DECA. The second phase will center on formulating specific objectives from each of the broadly-stated goals formulated in the first phase.

Each phase will consist of three questionnaires. The first questionnaire for each phase will ask the jury of expert members to respond to tentative goal or objective statements. The second and third questionnaires for each phase will give the jury of expert members information such as the range of rankings, mean of rankings, and all comments (no names identified) for each goal or objective statement. Participants will be given the opportunity to add goal or objective statements which they felt I did not include, but are important for the High School Division of DECA. Participants will also be asked to rank each goal and objective statement, comment on any statement, and/or ask for clarification of a statement.

The process described above is identified as the Delphi technique and it will take approximately 6-10 hours of your time to complete all six questionnaires, spread over the next nine months.

I will call you within the next week to further explain the study and respond to any questions you may have regarding

the study. If you agree to participate, a packet of materials will be mailed to you to further inform you of the procedures to be followed. If you have additional questions or concerns, please feel free to call me collect at my office (703 951-5191) or at my home (703 552-3096).

Thank you for your cooperation. I look forward to talking to you in the near future.

Sincerely,

Steven B. Corbin, Instructor  
Distributive Education

Richard L. Lynch, Program Leader  
Distributive Education

Appendix G

Three Collegiate Division National Officers of the  
Distributive Education Clubs of America Who  
Participated in the Study and Letter  
Requesting Participation in  
the Study

1. Mr. Bill Rasmussen, President  
1200 Bender Hall  
University of Northern Iowa  
Cedar Falls, Iowa 50613
2. Mr. David Hauge, Vice-President  
38215 Military Road  
Puyallup, Washington 98371
3. Miss Marilyn Longo, Secretary-Treasurer  
90 Westend Avenue  
Inwood, New York 11696

COLLEGE OF EDUCATION  
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY*Blacksburg, Virginia 24061*

October 14, 1975

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

Dear

I am conducting a study to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America. It is imperative that DECA members have an opportunity to participate in the study since it is the students' organization. I would be most appreciative of your willingness to serve on my jury of experts to formulate goals and objectives for the High School Division of DECA.

Briefly, the study will consist of two phases. The first phase will focus on formulating the broadly-stated goals for the High School Division of DECA. The second phase will center on formulating specific objectives from each of the broadly-stated goals formulated in the first phase.

Each phase will consist of three questionnaires. The first questionnaire for each phase will ask the jury of expert members to respond to tentative goal or objective statements. The second and third questionnaires for each phase will give the jury of expert members information such as the range of rankings, mean of rankings, and all comments (no names identified) for each goal or objective statement. Participants will be given the opportunity to add goal or objective statements which they felt I did not include, but are important for the High School Division of DECA. Participants will also be asked to rank each goal and objective statement, comment on any statement, and/or ask for clarification of a statement.

The process described above is identified as the Delphi technique and it will take approximately 6-10 hours of your time to complete all six questionnaires, spread over the next nine months.

I will call you within the next week to further explain the study and respond to any questions you may have regarding

the study. If you agree to participate, a packet of materials will be mailed to you to further inform you of the procedures to be followed. If you have additional questions or concerns, please feel free to call me collect at my office (703 951-5191) or at my home (703 552-3096).

Thank you for your cooperation. I look forward to talking to you in the near future.

Sincerely,

Steven B. Corbin, Instructor  
Distributive Education

Richard L. Lynch, Program Leader  
Distributive Education

Appendix H

Letter and Review of Literature and Research  
Mailed to Jury of Experts in Phase I  
of the Study



COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

November 25, 1974

Dear

I am most appreciative of your willingness to cooperate in the study to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America.

Enclosed, please find materials which will assist you in preparing for the ensuing Delphi technique questionnaires:

- . . . overview of study
- . . . support letter from Mr. Harry A. Applegate
- . . . DECA position paper
- . . . purposes of six vocational youth organizations
- . . . selected excerpts from Organizations for Children and Youth by Hanson and Carlson
- . . . Vocational Student Organizations--7th Report, National Advisory Council on Vocational Education
- . . . Vocational Youth Organizations, American Vocational Association
- . . . cognitive and affective verbs for use in re-writing or writing goal and objective statements
- . . . manila folder to file above materials for future reference

The first Delphi Questionnaire to formulate the goal statements will be mailed within the next week. I hope that I will have your continued cooperation since the study will be severely limited if each individual does not complete all questionnaires.

If you have additional questions or concerns, please feel free to phone me collect at my office (703 951-5191) or at my home (703 552-3096). Again, many thanks for your assistance.

Sincerely,

Steven B. Corbin, Instructor  
Distributive Education  
Enclosures

Richard L. Lynch, Program Leader  
Distributive Education



FORMULATION OF GOALS AND OBJECTIVES FOR  
THE HIGH SCHOOL DIVISION OF THE  
DISTRIBUTIVE EDUCATION CLUBS  
OF AMERICA

Introduction

The original constitution of the Distributive Education Clubs of America stated the purposes of the organization as follows:

1. To develop progressive leadership in the field of distribution that is competent, aggressive, self-reliant and cooperative.
2. To provide for an intelligent choice of occupations in distribution through exploration of opportunities in the field.
3. To create in each member an abiding interest in his chosen occupation through an appreciation of the opportunity it offers him to contribute his share in worthy home and community membership.
4. To encourage the use of high ethical standards in business.
5. To provide for mental and physical health through satisfactory social and recreational activities.
6. To foster a deep feeling of responsibility for contributing through business activities to the civic, social, and moral welfare of society.
7. To develop an appreciation of the influence of fine arts in business.
8. To engender a healthy respect for vocational education, and a desire to keep abreast of current developments in business through use of the training facilities it offers, both in school and adult life (DeBenning, May, 1948).

A conference conducted by the Division of Vocational Education, U. S. Office of Education, in Washington, D. C., June 17-19, 1959, identified principles which would serve as guidelines in developing a program of activities for local DECA chapters. The goals were stated as follows:

1. To develop leadership in the field of distribution.
2. To develop a sense of individual responsibility.
3. To provide opportunities for intelligent career choice in distribution.
4. To allow practical application of distributive education through competition.

5. To encourage the use of ethical practices in business.
6. To allow opportunity to appreciate and implement the obligations of citizenship.
7. To provide for mental and physical health through satisfactory social and recreational activities.
8. To engender a healthy respect for education.
9. To create and nurture an understanding of our free, competitive enterprise system.
10. To develop an appreciation of civic and social obligations of those engaged in distribution (U. S. Office of Education, 1961, p. 2).

Three goals of DECA that are currently serving as the basis for operational procedure and policy formulation for the DECA Board of Directors, National DECA staff, and the DECA membership were formulated in 1959. They are as follows:

1. To assist State Associations in the growth and development of DECA.
2. To further develop the vocational competencies of those engaged in distribution.
3. To create an awareness of the responsibilities of citizenship of those engaged in distribution in a free, competitive society (DECA Handbook, 1972, p. 3).

An examination of the literature did not yield a listing of supporting, measurable objectives related to these goals. John Beaumont, Chief of the Distributive Education Branch of the U. S. Office of Education, and four other distributive educators formulated these three goals.

#### Purpose of the Study

There is a lack of empirical evidence available which determines the degree vocational youth organization purposes are meeting the needs of its members (Ferguson, 1970, pp. 272-280). Research on the effectiveness of vocational youth organizations is lacking and new directions and objectives are needed to keep the vocational youth organizations relevant

and effective to satisfy current and future needs (Vance and Bregman, 1970, p. 5).

Criterion based goals and objectives are needed in order that the DECA Board of Directors, National DECA staff, State DECA Associations, local DECA Chapter Advisors, and High School DECA members can make decisions for future directions and activities appropriate for the High School Division of the Distributive Education Clubs of America.

### Objectives of the Study

This study will attempt to formulate the goals and objectives for the High School Division of the Distributive Education Clubs of America. Specifically, the study will attempt to:

1. Formulate goal statements (terminal objectives) "in which the student action is stated at the level of meaningful unit of performance" (Ammerman and Melching, 1966, p. 14). These goal statements serve as the general goals toward which several years of education might be aimed or for which students might strive.

2. Formulate enabling objectives from each of the goal statements that "consist of the component actions, knowledges, skills . . . , the student must learn if he is to attain the terminal objective (goal)" (Ammerman and Melching, 1966, p. 14). These enabling objectives serve as the building blocks to develop specific instructional objectives.

### Jury of Experts

The jury of experts of this study will be comprised of 30 persons actively involved in the distributive education program. Twelve of

these people will be chosen from the list of 30 national leaders identified by Weatherford in 1972 (Weatherford, 1972). Twelve will be outstanding high school distributive education teacher-coordinators as nominated by the DECA Advisor of each state. Three High School Division DECA National Officers and three Collegiate Division DECA National Officers will also be asked to serve on the jury of experts for this study.

### Research Design

The Delphi technique will be utilized to formulate goal and objective statements for the High School Division of the Distributive Education Clubs of America. In summary, the purposes of the Delphi technique include: (1) the elimination of certain negative aspects of panel responses while collecting the opinions of experts; (2) the generation of consensus opinion about certain and particular needs; and (3) the generation of information-through the use of a group of experts-of greater or more reliable value than any one expert could produce.

The Delphi technique is purported to be:

1. A tool for forecasting.
2. A basis for long-term planning, action, and analysis.
3. A device for eliciting careful judgements.
4. A way to get output which supplies a seemingly coherent structure for testing alternative contemplated actions (Carey, 1972, p. 110).

Numerous studies by psychologists have demonstrated some serious difficulties with face-to-face interaction. Influence of dominant individuals, semantic noise, and group pressure for conformity (Dalkey, 1972, pp. 19-20) are the major reasons for not using the face-to-face

interaction research methodology. Several studies utilizing the Delphi technique, not only in educational but industrial settings, have effectively used the technique for needs assessment and planning. The formulation of goals and objectives can be best met by use of the Delphi technique as demonstrated by psychological and educational research.

### Research Procedures

Six Delphi technique questionnaires will be presented to the population to formulate goal and objective statements for the High School Division of the Distributive Education Clubs of America. Three of the questionnaires will formulate the goal statements and the other three questionnaires will formulate the objective statements. It is anticipated that the study will be completed by June, 1975.

### Importance of the Study

As a result of the formulation of goal statements and the ensuing formulation of enabling objective statements for the High School Division of the Distributive Education Clubs of America, the following should be evident:

1. The DECA Board of Directors and National DECA staff will have a validated list of goals and objectives for the High School Division which represent the consensus of a national cross-section of distributive educators.

2. The DECA Board of Directors and National DECA staff will have a basis upon which to make decisions for future directions and activities appropriate for the High School Division of the Distributive Education

Clubs of America.

3. An accountability factor will be provided upon which DECA program of activities can be developed, implemented, and measured at the national, state, and local level for the High School Division.

4. Currently enrolled and prospective High School DECA members will know the goals and objectives of the organization and will be able to plan and implement the local DECA chapter's program-of-work.

5. A framework will be developed upon which sound research can be conducted and evaluations can be made.

6. All distributive educators will be better equipped to develop instructional objectives and sound learning activities by implementing DECA into the distributive education curriculum.

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November 18, 1974


TO WHOM IT MAY CONCERN:

The Distributive Education Clubs of America has enjoyed a continuing annual membership increase each year of its existence. Because of this growth, DECA has attempted to identify specific Divisions of interest, i.e., High School, Junior Collegiate, Collegiate, Alumni and Professional.

It is obvious, however, that DECA membership has not kept pace with student enrollments in Distributive Education particularly in the High School Division. Since this Division constituted 90% of total DECA membership in 1973-74, yet represented less than one half of the high school enrollment in Distributive Education, we need to determine why.

It is believed that a re-examination of our goals and objectives may be in order to determine if our present programs of activity are meeting the needs of (a) the students enrolled in Distributive Education today, and (b) the teachers of Distributive Education who serve as DECA Advisors today.

Respectfully,

  
H. A. Applegate  
Executive Director

HAA/vw



## PURPOSES OF SIX VOCATIONAL YOUTH ORGANIZATIONS

## FUTURE FARMERS OF AMERICA

The primary aim of the Future Farmers of America is the development of agricultural leadership, cooperation, and citizenship. The specific purposes for which this organization was formed are as follows:

1. To develop competent, aggressive, rural, and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual farming programs and establishment in agricultural careers.
6. To encourage members to improve the farm home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities (Official FFA Manual, 1973, p. 11).

## FUTURE HOMEMAKERS OF AMERICA

The over-all goal of the Future Homemakers of America is to help individuals improve personal, family, and community living. The specific purposes for which this organization was formed are as follows:

1. To promote a growing appreciation of the joys and satisfactions of homemaking.
2. To emphasize the importance of worthy home membership.
3. To encourage democracy in home and community life.
4. To work for good home and family life for all.
5. To promote international good will.
6. To foster the development of creative leadership in home and community life.

7. To provide wholesome individual and group recreation.
8. To further interest in home economics (U.S. Department of Health, Education, and Welfare, 1966, p. 2).

#### FUTURE BUSINESS LEADERS OF AMERICA

One of the chief objectives of the Future Business Leaders of America is to develop strong, aggressive, leadership so that these future businessmen and women may participate more effectively in the business and community life of which they are a part. The specific purposes for which this organization was formed are as follows:

1. Develop competent, aggressive business leadership.
2. Strengthen the confidence of young men and women in themselves and their work.
3. Create more interest and understanding in the intelligent choice of business occupations.
4. Encourage young men and women in the development of individual projects and in establishing themselves in business.
5. Encourage young persons to improve the home and community.
6. Participate in worthy undertakings for the improvement of business and community.
7. Develop character, prepare for useful citizenship, and foster patriotism.
8. Participate in cooperative effort.
9. Encourage and practice thrift.
10. Encourage improvement in scholarship and promote school loyalty.
11. Improve and establish standards for entrance into business occupations (Future Business Leaders of America-Phi Beta Lambda, Inc., no date, p. 7).

#### DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

Distributive Education Clubs of America identifies the program of youth activity relating to distributive education programs and is designed to develop future leaders for marketing and distribution. The specific purposes for this organization are as follows:

1. To assist State Associations in the growth and development

of DECA.

2. To further develop education in marketing and distribution which will contribute to occupational competence.

3. To promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system (DECA Handbook, 1972, p. 3).

#### OFFICE EDUCATION ASSOCIATION

The overall purpose of Office Education Association is to provide individuals with skills and abilities to meet local, state, and national needs for office workers. The specific purposes for which this organization was formed are as follows:

1. Develop student leadership.
2. Improve poise, sociability, attitude, and tact.
3. Develop vocational competence in office occupations.
4. Promote better understanding at local, state, and national levels.
5. Promote student ambition for useful purposes.
6. Learn to plan effectively.
7. Develop an enthusiasm for learning and for remaining knowledgeable in the office field.
8. Develop confidence and a spirit of competition.
9. Learn to get along with others.
10. Develop loyalty through esprit de corps.
11. Understand and promote business (OEA Official Guide, no date, pp. 11-12).

#### VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

Vocational Industrial Clubs of America is an organization for trade, industrial, technical, and health occupations students. The specific purposes for which this organization was formed are as follows:

1. Provides opportunities for service to industrial-technical youth.
2. Teaches democracy as the responsible and most effective way to bring about improvements.
3. Teaches how to live and work with others . . . to accept and be accepted.

4. Develops leadership through educational, vocational, civic, recreational, and social activities.
5. Relates school experiences to a young person's personal search for meaning, identity, and achievement.
6. Fosters respect for the dignity of work.
7. Promotes high standards in work ethics, craftsmanship, scholarship, and safety.
8. Develops patriotism through a knowledge of our nation's heritage and the practice of democracy.
9. Fosters an understanding of the functions of labor and management organizations and a recognition of their interdependence.
10. Develops a respect of our nation's technological advances.
11. Helps a student understand his role in a technological age.
12. Provides a contemporary tool for learning and teaching.
13. Gives the student prestige and recognition on the basis of his school and community achievements.
14. Broadens the student's perspective through programs, publications, and personal contacts in the local, state, and national organizations.
15. Creates interest and stimulates favorable community response to industrial education.
16. Encourages excellence in scholarship, craftsmanship, leadership, and personal development through a national achievement program and national competitive activities.
17. Offers inter-curricular activities that complement occupational skill development (Discovering VICA, no date, p. 4).

SELECTED EXCERPTS FROM ORGANIZATIONS FOR  
CHILDREN AND YOUTH by Robert F. Hanson  
and Reynold E. Carlson.

BY

STEVEN B. CORBIN

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### The Place of Youth Agencies in Our Society

American life has long been identified with voluntary, non-governmental associations. The basic reason for the origin and growth in America's youth agencies is a national faith in the perfectability of man.

The objectives of the various organizations are ones close to the heart of most parents: social, educational, vocational, health, and character development; leadership training; inculcation of democratic ideals; development of a sense of responsibility; cleanliness of mind and body; fun and adventure; prevention of delinquency; and the like.

The degree to which these lofty objectives is, of course, open to debate. Evaluations of the effectiveness of the organizations are, so far, largely limited to personal observations and testimony. However, our research tools are not sufficiently refined to this point to measure precisely what benefits occur from participation in youth organizations.

There is no question that a majority of the youth growing up in America today belongs to or has had some relation with at least one of the youth agencies. Appendix A contains a list of the major youth-serving organizations of today, together with their addresses.

There are several characteristics which the major voluntary youth-serving agencies have in common. In the first place, membership is usually voluntary on the part of the child. The program and leadership are designed to attract of his own free will. The membership is open

to all children regardless of race or religion, within the prescribed age and sex limitations.

The major organizations also tend to use similar methods of operation. They all function, in part at least, through small and continuous groups which have adult sponsorship but which retain a high degree of self-direction. The agencies attempt to base their programs on the interests and needs of youth, providing different groups for different age levels. Emphasis is placed on learning by doing. Although the goals are educational, the methods are usually recreational.

Membership fees are kept low, with finances coming chiefly from public contributions. Leadership is largely voluntary and involves millions of adults as advisors, leaders, board members, and committeemen. The organizations are directed by lay boards at both national and local levels.

Despite these similarities, each organization has a unique contribution to make.

#### Character Education and Personality Development

Adult responsibility for the development of children's morals and character has been accepted by each culture from the dawn of civilization. While moral instruction appears to be universal with man, emphasis and techniques of conducting the training vary from society to society and from age to age, just as what men consider "moral" differs considerably.

The major formal attempt to accomplish character education prior to the twentieth century were through religious instruction in schools

and churches. One universal tool in character education is the use of stories (parables of the Bible, Aesop's fables, etc.). Another traditional technique used in developing character is disciplinary or corrective action. Ritual and ceremony techniques are also employed to influence character development.

Two of the most recent approaches to character development are counseling and discussion. Doty believed that attitudes could be learned, and he presented five steps as the most efficient way of teaching an attitude in counseling and discussion sessions: (1) exposure to a situation involving choice of behavior; (2) understanding; (3) repetition; (4) conviction; and (5) application (Doty, 1960, pp. 55-56). Doty claimed that if we wish to alter a youngster's character in a desirable way, we were much more apt to succeed with a planned, deliberate, approach.

Many agencies have made rather bold claims to be "character-building" organizations. If these claims are to be more than window dressing to acquire financial support, we must begin to measure, more accurately than we do at present, the effect of the youth agencies on the members they attempt to serve.

Research in character education is beset by many difficulties. It is not easy to get agreement on the patterns of character which are desirable in a particular society. It is even harder to identify with any assurance cause-and-effect relationships in a realm where there are so many variables. The studies by Hartshorne and May, 40 years ago, raised questions about the consistency with which any traits of character are transferred from one specific situation to another



(Hartshorne and May, 1930). Nevertheless, there is a slowly emerging body of knowledge which represents a fairly widespread consensus among specialists in this field.

In a series of long-term studies carried on under the guidance of Havighurst and Taba, we have some of the best findings to date. These studies indicate that character is shaped predominantly by the intimate, emotionally powerful relationship between child and parent (Havighurst and Taba, 1949).

Outside the family, all research points to the peer group as the next most influential force in shaping the personality. Here is where moral values are tested and reinforced, or abandoned. Youth agencies concentrating on the small, closely-knit group relationships, therefore, are on solid ground in their efforts to instill positive values.

#### Needs and Desires of Youth

The most pertinent justification for the voluntary youth organizations is that they help individuals to meet their basic needs, enabling them to lead healthy, happy lives.

Most psychologists now agree that neuroses are generally caused by the lack of gratification of basic needs such as security, belonging, love, respect, and prestige. Organized youth groups provide one of the most important mediums in our society for helping children and youth fulfill these essential needs. Further, they can play a vital part in shaping attitudes for lifelong growth.

Maslow believes that once people have achieved a satisfactory

level of gratification of their basic needs, they can progress toward self-actualization, growth, and self-development (Maslow, 1968).

Youth agency programs of achievement can play a vital role in the self-actualization of young people by providing opportunities for individual growth, development of self-confidence, and widened experiences. The successful youth organization does more than meet basic needs; it helps the individual to reach his fullest potential as a human being.

Many works in the field of adolescent and child psychology delve into the needs and desires of young people. Thomas grouped human needs into four wishes, as follows: (1) the desire for new experience; (2) the desire for security; (3) the desire for response; and (4) the desire for recognition (Thomas, 1925, p. 4).

#### Common Goals and Methods of Achieving Them

The voluntary youth organizations operate on the assumption that the child's personality development and the acceptance of social responsibility can be furthered through participation in their programs.

The Educational Policies Commission of the National Education Association listed as desirable objectives for a growing child the following: (1) self-realization; (2) human relationship; (3) economic efficiency; and (4) civic responsibility (The Purposes of Education in American Democracy, 1938, p. 47).

Objectives shared by national youth agencies include: social integration; developing democratic leadership; personality development; character development; constructive use of leisure time; and realization

of spiritual meanings and values.

### What of the Future?

Peering into a crystal ball has its hazards, but only through attempting to anticipate changes can we make plans for the future. The following are some of the factors that will probably influence youth agencies in the coming years:

#### Population Factors

The population may be expected to expand in spite of a recent slowing down of the birth rate. Unless some new and unforeseen factor enters the picture, we may expect in the United States a population of 300 million by the year 2000. The percentage of people in metropolitan areas will continue to increase, with suburban growth most rapid and the inner-city somewhat static. Most of the population will inhabit the great megalopolis areas. Problems of housing, slums, transportation, and air pollution will continue to plague our crowded urban centers.

Population age groups are shifting. Between 1970 and 1980, the numbers of young adults in their 20's and 30's will increase by 34 percent, whereas people in all other age groups will increase by only six percent (U.S. News & World Report, January 11, 1971, pp. 38-40). Youth will be better educated, more knowledgeable, and more sophisticated than before.

#### Work and Leisure

As automation eliminates more and more drudgery, coming years will find fewer and fewer blue-collar workers. There will be more

white-collar workers, and more people will be engaged in the service occupations. The industrial work week decreased by over 20 hours, dropping from 60 hours to 39.7 hours, between 1913 and 1971 (Evans, 1969, p. 56). If this rate continues, today's work week will decrease to about 30 hours by the year 2000. There will be some groups of people, however, who will not benefit from the decreased work week. They are the executives, the highly skilled, and the people in the professions, upon whom technology and sciences will place greater demand.

Longer vacations and long weekends, with holidays on Monday or Friday, will make possible more activities away from home. Improved transportation will provide more travel opportunities but will place great pressures on outdoor resources.

### Affluence and Poverty

Economists tell us that we are moving toward greatly increased family purchasing-power. A typical family income by the year 1979 may reach \$15,500, as compared with \$9,000 in 1969 (U.S. News & World Report, June 23, 1969, p. 42). Better homes, education, foods, and medical care should result. An increased percentage of family income will doubtless be spent on travel, television, better cars, and other luxury items. The percentage of poor in the population should continue to decrease; and there should be greater concern for the unemployable, the ill, the aged, and the handicapped.

The great discontent of the poor lies not so much in their lack of money as in the disparity between their status and that of others. The children of the disadvantaged will need to be allowed opportunities

of education and youth services now enjoyed by the more affluent. The next 20 years may well be a testing period as to whether it is possible to give underprivileged youth those experiences that will bring them into the mainstream of American life.

### Racial Justice

The struggle for racial justice is one of the signs of our times. The black, the chicano, and the American Indian are grasping for equal opportunity in a society that has too long discriminated against and, in some cases, abused them. In varying degrees, the youth agencies have entered the arena of this battle. The agencies labor under the handicap that, with a few exceptions, theirs has been a long history of service to primarily white, middle-class groups. There have been many cases of discrimination within local sections of agencies, even though not sanctioned by the national organizations.

The fact that agencies have taken a stand for racial justice does not mean that they have achieved it, even within their own organizations. The problem of implementation is complex, and years may be required to equalize opportunity.

### Education

Public education increasingly pervades the lives of children and young adults. Children enter school at an earlier age and continue until a later age than heretofore. The school has shouldered more and more of the functions formerly borne by the home or social agency. One reason given for assumption of these responsibilities is that through

the school all children, not just a few, will benefit. Another is that the knowledge explosion of the present day requires more learning time, although schools are wrestling with the problem of what should be taught.

### The New Conservation

Today's broadening concept of environmental conservation encompasses not only the traditional aspects of land, water, forests, and wildlife, but also the acute problems of overpopulation, air pollution, urban sprawl, litter, and sheer ugliness. Here is an area in which the youth agencies, because of their methods and ideology, are particularly fitted to make important contributions. Through the youth agencies, young people can find social causes in which to invest their abilities; and few causes can be so readily incorporated into the youth agency program as conservation.

The urbanization of American culture has divorced a major part of society from direct relationship with the natural environment; yet there seems to remain a deep-seated need to seek out, in leisure, just such a relationship. As we become more and more urbanized, we try more and more to escape from the city during weekends and vacations. Helping young people to establish a relationship with the environment through which they will not only use and enjoy it, but also understand it and accept responsibility for the preservation of its quality, may well be one of the most significant services the youth agencies can render.

### Confusion in the Standards of Youth

More sophisticated than their counterparts of earlier generations,

many young people today are rejecting established institutions, the materialistic philosophy of their elders, organized religion, and the authority of home, school, and government. Though the world of their parents is unacceptable to them, they are confused in their search for a brighter one. Within most of them, however, lies a strong strain of idealism, a desire for justice, and a longing for causes in which to believe. Their apparent indifference to organized religion stems not from a lack of spiritual concern but from a criticism of structure and dogma. The youth agencies can step into the generation breach to help these young people find their moral and spiritual footing and retain that which is significant in the field of religion.

#### War, Peace, and Love of Country

The youth of the land have been torn by wars which many of them have felt were unjustified. Their disillusionment has been at the bottom of many of their criticisms of the government. The old virtue of love of country has been submerged in the tide of their discontent. As nongovernmental institutions, the youth agencies have an opportunity beyond that of the schools to explore our American goals and to keep alive the American dream of a better world. Not content with "my country, right or wrong," the agencies can do their share toward making our country right and affirming the high purposes for which we should stand.

#### Conclusions

The youth agencies have amazingly continued to expand despite

the variety of demands on youth. This growth is one of the surest indications of the high respect in which these organizations are held. It is also an indication that they offer something of special value. Their methods--the peer groups, the volunteer leaders, the democratic planning, the specialized attention--and their programs, designed around the interests of youth, assure them success.

The problems of our uncertain age gravely challenge the strength of the youth agencies. How they meet these challenges will determine the future influence of these organizations on individuals and on the character of American society.

#### The Challenge of Innovation

The technological advances of American society have not been matched by social adjustments, all of which lag far behind. Agencies find it difficult to relinquish the structures, methods, and programs that have proven successful in the past but are no longer applicable. To keep an active and growing membership, however, they must be pliable and innovative in facing new conditions.

#### The Challenge of the Disadvantaged

To equalize opportunity and reduce poverty to its lowest possible level will be problems of all business, educational, and social agencies. Because of their influence on youth, the youth-serving agencies bear a great responsibility for the building of attitudes and for offering opportunities within their programs.



### The Challenge of Older Youth

Here is a particularly difficult challenge. Few of the agencies are able to hold older youth. If we do not want an alienated generation, unsympathetic with their elders, efforts will be needed to understand these young people. Providing opportunities for participation in and service to the adult world should help youth to bridge their years between childhood and adulthood and make it easier for them to assume adult responsibilities. Much consideration needs to be given to the image projected by clubs for older youth. If the group does not establish an image of "young adult" rather than "advanced kid's stuff," it will never stand a chance.

### The Challenge of Changing Values

With old moral values toppling in some sections of American society, it is time to reexamine those standards by which generations have lived. The youth agencies can act as stabilizing forces, fostering that which is essentially good while rejecting that which is harmful in the long run to the individual and to society.

### The Challenge of Democracy

Through their group practices, their services to communities, and their teachings, the youth agencies have been strong forces in the preservation of American democratic ideals. In a world that is today by no means safe for democracy, their help is needed in steering the nation on a stable keel. Potentially no finer structure exists for the learning of democratic procedures than in a youth organization.

### The Challenge of Research

To keep pace with the changing social scene, the agencies require continuing research into the behavior and needs of youth. Studies of program techniques and constant re-evaluation of existing programs should be included.

### The Challenge of Serving the Family

Most youth organizations that are successful involve parents in the program in some way. Parents must, at least, give encouragement for their children's participation and take pride in their accomplishments.

### The Challenge of Support

More adequate financing is needed, particularly for leadership salaries and programs.

### The Challenge of Interpretation

One of the great challenges for the future lies in the area of public interpretation to attain a better understanding of the functions, values, and programs of the voluntary youth-serving organizations.

### The Challenge of Cooperation

Better cooperative relations must be sought among the youth agencies themselves as well as with public agencies in order to render the greatest service to the total community.

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## APPENDIX A

## Selected List of Organizations Serving Children and Youth

- American Association for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036.
- American Camping Association, Bradford Woods, Martinsville, Indiana 46151.
- American National Red Cross, 17th and D Streets, N.W., Washington, D.C. 20006.
- American Youth Foundation, 3460 Hampton Avenue, St. Louis, Missouri 63139.
- American Youth Hostels, Inc., 20 West 17th Street, New York, New York 10011.
- Big Brothers of America, 341 Suburban Station Building, Philadelphia, Pennsylvania 19103.
- The B'nai B'rith Youth Organization, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036.
- Boy Scouts of America, New Brunswick, New Jersey 08903.
- Boys' Clubs of America, 771 First Avenue, New York, New York 10017.
- Camp Fire Girls, Inc., 65 Worth Street, New York, New York 10013.
- Christian Service Brigade, Box 150, Wheaton, Illinois 60187.
- Distributive Education Clubs of America, 200 Park Avenue, Falls Church, Virginia 22046.
- Division of Youth Activities, United States Catholic Conference, 1312 Massachusetts Avenue, N.W., Washington, D.C. 20005.
- 4-H Clubs, Extension Service, Department of Agriculture, Washington, D.C. 20250.
- Future Business Leaders of America, 1906 Association Drive, Reston, Virginia 22070.
- Future Farmers of America, Box 15160, Alexandria, Virginia 22309.
- Future Homemakers of America, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036.
- Girls Clubs of America, Inc., 133 East 62nd Street, New York, New York 10021.

- Girl Scouts of the United States of America, 830 Third Avenue, New York, New York 10022.
- Job Corps, 1200 19th Street, N.W., Washington, D.C. 20506.
- International Order of Job's Daughters, 719 South Boulevard, Oak Parks, Illinois 60300.
- Junior Achievement, 909 Third Avenue, New York, New York 10022.
- Junior Catholic Daughters of America, 1312 Massachusetts Avenue, N.W., Washington, D.C. 20005.
- Key Club International, 101 East Erie Street, Chicago, Illinois 60611.
- Little League Baseball, P.O. Box 1127, Williamsport, Pennsylvania 17701.
- National Assembly for Social Policy and Development, Inc., 345 East 46th Street, New York, New York 10017.
- National Association of Social Workers, 2 Park Avenue, New York, New York 10016.
- National Audubon Society, 1130 Fifth Avenue, New York, New York 10028.
- National Conference on Social Welfare, 22 West Gay Street, Columbus, Ohio 43215.
- National Council of Young Israel, 3 West 16th Street, New York, New York 10011.
- National Federation of Settlements and Neighborhood Centers, 232 Madison Avenue, New York, New York 10016.
- National Honor Society, 1201 16th Street, N.W., Washington, D.C. 20036.
- National Jewish Welfare Board, 15 East 26th Street, New York, New York 10010.
- National Recreation and Park Association, 1700 Pennsylvania Avenue, N.W., Washington, D.C. 20006.
- National Wildlife Federation, 1412 16th Street, N.W., Washington, D.C. 20036.
- Natural Science for Youth Foundation, 763 Silvermine Road, New Canaan, Connecticut 06840.
- Office Education Association, 1120 Morse Road, Columbus, Ohio 43229.
- Optimist International, 4494 Lindell Boulevard, St. Louis, Missouri 63108.

Order of DeMolay (International Supreme Council), 201 East Armour  
Boulevard, Kansas City, Missouri 64141.

Pioneer Girls, Box 92, Wheaton, Illinois 60188.

Rainbow Girls, Box 768, McAlester, Oklahoma 74501.

The Salvation Army, 120-130 West 14th Street, New York, New York 10011.

Sons of The American Legion, P.O. Box 1055, Indianapolis, Indiana 46206.

United Boys' Brigades of America, 1211 West 40th Street, Baltimore,  
Maryland 21211.

United Community Funds and Councils of America, 345 East 46th Street,  
New York, New York 10017.

United Synagogue Youth, 218 East 70th Street, New York, New York 10021.

Vocational Industrial Clubs of America, 105 N. Virginia Avenue, Falls  
Church, Virginia 22046.

Young Life, 720 West Monument, Colorado Springs, Colorado 80901.

Young Men's Christian Association of the United States of America, 291  
Broadway, New York, New York 10007.

Young Women's Christian Association of the United States of America,  
600 Lexington Avenue, New York, New York 10022.

Youth Department, National Grange, 1616 H Street, N.W., Washington, D.C.  
20006.

Youth for Christ, Box 419, Wheaton, Illinois 60187.

Five of the materials mailed to the jury of experts are commercially available and are not included in these appendices:

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5. Vocational Youth Organizations. Washington: American Vocational Association, May, 1972.

Appendix I

Letter Sent to Advisory Committee Members  
Utilized to Formulate Tentative  
Goal Statements



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Blacksburg, Virginia 24061

COLLEGE OF EDUCATION  
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY*Blacksburg, Virginia 24061*

October 24, 1974

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

Dear

I am most appreciative of your willingness to participate in my advisory committee to formulate tentative goal statements for the High School Division of the Distributive Education Clubs of America.

Enclosed please find materials that should help you prepare for next Thursday's meeting, October 31, 1:30 p.m., at William Fleming High School.

Eight papers should be enclosed: (1) overview of study; (2) tentative goal statements; (3) affective and cognitive verbs; and (4) five papers giving a broad overview of vocational youth organizations, youth organizations in general, and DECA.

Our major concern next Thursday will be to examine each tentative goal statement I have prepared, respond to four questions on page two of that paper, and revise, eliminate, or re-word any of the goal statements.

The meeting should last approximately one to two hours. If you have any questions or concerns, do not hesitate to call me collect at my office (703 951-5191). Thank you for your assistance.

Sincerely,

Steven B. Corbin, Instructor  
Distributive Education

Enclosures

Appendix J

Memorandum and Delphi Questionnaire No. 1  
Sent to Jury of Experts



COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

December 5, 1974

## MEMORANDUM

TO: Jury of Experts

FROM: Steven B. Corbin

RE: Delphi Questionnaire No. 1--Formulation of goal statements

Enclosed please find materials for the first step of the process to formulate the goals and objectives for the High School Division of the Distributive Education Clubs of America. This questionnaire and two that will follow only concern themselves with the formulation of the goal statements. Formulation of the objective statements will be developed in Delphi Questionnaires 4, 5, and 6.

The first step in the study is to formulate the goal statements toward which several years of education is aimed or for which DECA students might strive. Twenty-three goal statements have been drawn from the literature and research in distributive education and vocational youth organizations. Dr. Barry Reece, Associate Professor, V.P.I. & S.U., and Mr. I. W. Baughman, Assistant State Supervisor and State DECA Advisor, Virginia State Department, reviewed these statements for clarity, scope, and soundness.

It is your reaction to the goal statements that will help to determine the future of the High School Division of the Distributive Education Clubs of America. These goal statements will form the foundation not only for DECA but for other research and follow-up.

You have been given a deck of 23 small cards. Each card has a goal statement for the High School Division of the Distributive Education Clubs of America. What you are to do is to indicate your ranking or priority of each goal statement by sorting the cards into five piles. You have also been provided with five heading cards. Please put the heading cards in a row on a table like this:

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
PILE 1	PILE 2	PILE 3	PILE 4	PILE 5

Next, place the goal statement cards in the pile that most nearly describes your reaction to the statement and how important you feel that goal statement is to the High School Division of DECA.

Due to the nature of this study, it will be necessary that you rank four goal statements in pile 1, five goal statements in pile 2, five goal statements in pile 3, five goal statements in pile 4, and four goal statements in pile 5. After sorting all 23 goal statements, start with the "Of Extremely High Priority" pile and select the four best goal statements that you feel definitely belong in this category. Any cards left over should go into pile 2. If you did not have four cards in pile 1, then it will be necessary to draw cards from pile 2. Then move to pile 2, "Of High Priority," and select the five best goal statements that you feel definitely belong in this category, etc. (select five goal statements for pile 3, five goal statements for pile 4, and four goal statements for pile 5). Don't Disturb Your Cards Yet. Check each pile to be sure the appropriate number of goal statements is contained in the pile:

- 4 goal statements = pile 1/"Of Extremely High Priority"
- 5 goal statements = pile 2/"Of High Priority"
- 5 goal statements = pile 3/"Of Medium Priority"
- 5 goal statements = pile 4/"Of Low Priority"
- 4 goal statements = pile 5/"Of Least Priority"

If you do not like the wording used in a goal statement, please re-word the statement by writing on the back of the card. Make comments about any goal statement on the back of the card also. After sorting the appropriate number of goal statements into the piles, and writing comments on any goal statement, staple the heading card to the goal statement cards and return in the enclosed self-addressed stamped envelope.

While these twenty-three goal statements were drawn from literature on vocational youth organizations as they exist today, goal statements on what DECA should be providing for students may not be included. If you feel there is a goal statement that I did not include, but is important to the High School Division of DECA, please find five blank cards for you to write the additional goal statement(s). Return the blank cards in the packet of materials to be returned to me.

This questionnaire should not take longer than 60 minutes to complete. Do not spend undue time on any single item.

Your response to this questionnaire will be kept confidential. All results will be summarized by groups. Any comments that are made will not be identified by name. However, for purposes of monitoring questionnaire returns, write your name on a plain piece of paper and include it in the materials you will return to me.

Please return the goal statements stapled to the appropriate heading card by December 18, in the enclosed self-addressed stamped envelope. If you have any questions or concerns, please feel free to call me collect at my office (703 951-5191) or at my home (703 552-3096). Thank you for your assistance.

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP LEADERSHIP CHARACTERISTICS  
NEEDED IN THE FIELD OF MARKETING  
AND DISTRIBUTION

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
EXPERIENCE LEADERSHIP DUTIES  
AND RESPONSIBILITIES

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
LEARN PARLIAMENTARY  
PROCEDURE

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
LEARN BUSINESS PRACTICES  
AND PROCEDURES

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
ACQUIRE POISE AND SOCIAL GRACES

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP SELF-CONFIDENCE

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP AN UNDERSTANDING OF THE  
IMPORTANCE OF MEMBERSHIP IN  
CIVIC GROUPS

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP A HEALTHY COMPETITIVE  
SPIRIT



THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP A GREATER UNDERSTANDING OF  
OUR FREE, COMPETITIVE  
ENTERPRISE SYSTEM

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP A BETTER UNDERSTANDING OF  
CAREER OPPORTUNITIES IN MARKETING  
AND DISTRIBUTION

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP MARKETING RESEARCH  
COMPETENCIES

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
UNDERSTAND HOW THE DISTRIBUTION  
PHASE OF OUR ECONOMY BENEFITS  
THE CONSUMER

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP GREATER PROFICIENCY  
IN ORAL COMMUNICATION

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP GOOD CO-WORKER  
INTERPERSONAL  
RELATIONSHIPS

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP A HIGHER DEGREE OF  
SELF-ACCEPTANCE

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
MAKE A MORE INTELLIGENT CAREER  
CHOICE IN MARKETING  
AND DISTRIBUTION

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP GREATER PROFICIENCY IN  
THE MANAGEMENT OF PERSONAL  
FINANCES

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP EFFECTIVE INTERPERSONAL  
RELATIONSHIPS WITH PEER  
GROUP MEMBERS

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP HIGH ETHICAL STANDARDS  
IN PERSONAL AND PROFESSIONAL  
RELATIONSHIPS

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP GREATER ECONOMIC  
UNDERSTANDING

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
WORK EFFECTIVELY IN SMALL AND  
LARGE GROUP ACTIVITIES

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
WORK JOINTLY WITH OTHER STUDENTS  
IN ACCOMPLISHING GROUP  
ACTIVITIES

THROUGH PARTICIPATION IN THE DISTRIBUTIVE  
EDUCATION CLUBS OF AMERICA, THE STUDENT  
WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP INDIVIDUAL RESPONSIBILITY  
IN SMALL AND LARGE GROUP SETTINGS

PILE 1  
OF EXTREMELY HIGH PRIORITY

PILE 2  
OF HIGH PRIORITY

PILE 3  
OF MEDIUM PRIORITY

PILE 4  
OF LOW PRIORITY

PILE 5  
OF LEAST PRIORITY

Appendix K

Four-Member Advisory Committee Members

## Goal Statement Advisory Committee:

Mrs. Michelin Britton, Graduate Teaching Assistant  
Distributive Teacher-Education Program  
College of Education  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061

Mrs. Barbara Pendleton, EPDA Fellow  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061

Dr. Barry L. Reece, Associate Professor  
Distributive Teacher-Education Program  
College of Education  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061

Mr. James R. Stone, III, President  
Collegiate DECA Chapter  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061

## Objective Statement Advisory Committee:

Mrs. Michelin Britton, Graduate Teaching Assistant  
Distributive Teacher-Education Program  
College of Education  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061

Dr. Barry L. Reece, Associate Professor  
Distributive Teacher-Education Program  
College of Education  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061

Mr. Gary Scott, EPDA Fellow  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061

Mr. James R. Stone, III, President  
Collegiate DECA Chapter  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061

Appendix L

Memorandum, Delphi Questionnaire No. 2, and  
Results of Delphi Questionnaire No. 1  
Sent to Jury of Experts





COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

January 23, 1975

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

## MEMORANDUM

TO: Jury of Experts

FROM: Steven B. Corbin

RE: Delphi Questionnaire No. 2--Formulation of goal statements

Enclosed please find materials for the second step of the process to formulate the goals and objectives for the High School Division of the Distributive Education Clubs of America. This procedure, like the last one, only concerns itself with the formulation of the goal statements.

One-hundred per cent of the jury of experts for this study returned the first questionnaire. I truly appreciate your interest and participation in the study. I hope that I will have your continued cooperation since the study will be severely limited if each individual does not complete all questionnaires.

Thirty-two comments and twenty-five additional or revised goal statements were suggested by the jury of experts; your input was invaluable. Dr. James Fritzen, Psychologist and lexical analysis expert at VPI&SU, analyzed the comments and suggested that a committee of distributive educators examine the goal statements for word clarification, duplication, and/or meaning prior to the second questionnaire. The committee members are as follows:

Dr. Barry L. Reece, Distributive Teacher-Educator, VPI&SU  
 Mrs. Barbara Pendleton, EPDA Doctoral Fellow, VPI&SU  
 Mrs. Michelin Britton, Graduate Teaching Assistant--  
 Distributive Education, VPI&SU  
 Mr. Jim Stone, Collegiate DECA President, VPI&SU

You have been given a deck of twenty-two cards. Each card has a goal statement for the High School Division of the Distributive Education Clubs of America. Fifteen of these goal statements are the same ones you ranked last month. Four of the goal statements are revised as recommended

by the advisory committee and the lexical analysis expert. Three new goal statements have been added based on recommendations by the jury of experts.

To avoid confusion in evaluating goal statements, please review the following information:

1. Those goal statements which have not been changed will feature: jury of expert rankings, mean, rank, comments, and your personal rank.
2. Those goal statements which have been revised will feature: jury of expert rankings, mean, rank, comments, and your personal rank. The word "REVISED" will be printed in the upper right-hand corner of the page.
3. The new goal statements will not be accompanied by any jury of expert ranking data. The word "NEW" will be printed in the upper right-hand corner of the page.

Treat all goal statements equally. Please ignore the code number in the upper left-hand corner of the page which is used for recordkeeping purposes.

I am interested in your opinion of the importance of each goal statement now that you have some indication of how others have responded. Indicate your ranking or priority of each goal statement by sorting the cards into five piles. You have also been provided with five heading cards. Please put the heading cards in a row on a table like this:

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
PILE 1	PILE 2	PILE 3	PILE 4	PILE 5

Next, place the goal statement cards in the pile that most nearly describes your reaction to the statement and how important you feel that goal statement is to the High School Division of DECA.

Due to the nature of this study, it will be necessary that you rank four goal statements in pile 1, five goal statements in pile 2, four goal statements in pile 3, five goal statements in pile 4, and four goal statements in pile 5. After

sorting all 22 goal statements, start with the "Of Extremely High Priority" pile and select the four best goal statements that you feel definitely belong in this category. Any cards left over should go into pile 2. If you did not have four cards in pile 1, then it will be necessary to draw cards from pile 2. Then move to pile 2, "Of High Priority," and select the five best goal statements that you feel definitely belong in this category, etc. (select four goal statements for pile 3, five goal statements for pile 4, and four goal statements for pile 5). Don't Disturb Your Cards Yet. Check each pile to be sure the appropriate number of goal statements is contained in the pile:

- 4 goal statements = pile 1/"Of Extremely High Priority"
- 5 goal statements = pile 2/"Of High Priority"
- 4 goal statements = pile 3/"Of Medium Priority"
- 5 goal statements = pile 4/"Of Low Priority"
- 4 goal statements = pile 5/"Of Least Priority"

If you do not like the wording used in a goal statement, please re-word the statement by writing on the bottom of the card. Make comments about any goal statement on the bottom of the card also. After sorting the appropriate number of goal statements into the piles, and writing comments on any goal statement, staple the heading card to the goal statement cards and return in the enclosed self-addressed stamped envelope.

If you feel there is a goal statement that I did not include, but is important to the High School Division of DECA, please write the additional goal statement(s) on a blank piece of paper and return the suggestions in the packet of materials to be returned to me.

This questionnaire should not take longer than 60 minutes to complete. Do not spend undue time on any single item.

Your response to this questionnaire will be kept confidential. All results will be summarized by groups. Any comments that are made will not be identified by name.

Please return the goal statements stapled to the appropriate heading card by January 31, in the enclosed self-addressed stamped envelope. If you have any questions or concerns, please feel free to call me collect at my office (703 951-5191) or at my home (703 552-3096). Thank you for your assistance.

REVISED

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 DEVELOP LEADERSHIP CHARACTERISTICS

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
14	6	5	4	1

MEAN = 2.06

RANK (out of 23) = 4

COMMENTS:

1. I don't know what these are generally - suggest deleting.

NOTE: The previous goal statement read: DEVELOP LEADERSHIP  
 CHARACTERISTICS NEEDED IN THE FIELD OF MARKETING AND  
 DISTRIBUTION.

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 EXPERIENCE LEADERSHIP DUTIES AND RESPONSIBILITIES

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
16	10	3	0	1

MEAN = 1.66

RANK (out of 23) = 1

COMMENTS:

1. Very similar to the goal statement "develop leadership characteristics needed in the field of marketing and distribution."
2. Leadership and "followership" duties, I think.

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 LEARN PARLIAMENTARY PROCEDURE

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
0	1	3	11	15

MEAN = 4.33

RANK (out of 23) = 22

COMMENTS:

1. I personally believe that "parliamentary procedure," . . . must remain extremely low on these objectives or be eliminated. We are not in the business to make parliamentarians . . . .

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 LEARN BUSINESS PRACTICES AND PROCEDURES

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
3	3	5	13	6

MEAN = 3.53

RANK (out of 23) = 18

COMMENTS:

1. To me this refers to the practices and procedures in club organization and operation which DECA provides.
2. Of least priority because of wording-instructional program should do this.

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATIONAL CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 ACQUIRE POISE AND SOCIAL GRACES

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
2	7	6	8	7

MEAN = 3.36

RANK (out of 23) = 16

COMMENTS:

1. I personally believe that . . . "social graces, poise" must remain extremely low on these objectives or be eliminated. We are not in business to . . . teach how one should properly consume food.



THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP SELF-CONFIDENCE

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
12	14	2	1	1

MEAN = 1.83

RANK (out of 23) = 2

COMMENTS:

1. Repeats the goal statement "develop a higher degree of self-acceptance."
2. Student should gain this goal through other goals.
3. The first thing that DECA should do is build self-confidence. Without that the student will not do well in DECA, for you cannot sell anything unless you believe you can, and you believe in your product!

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 DEVELOP AN UNDERSTANDING OF THE IMPORTANCE OF  
 MEMBERSHIP IN CIVIC GROUPS

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
2	3	3	11	11

MEAN = 3.86

RANK (out of 23) = 19

COMMENTS:

1. "Develop an understanding of the economic and social contributions of organizations for adults" might sound better.

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP A HEALTHY COMPETITIVE SPIRIT

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
3	10	7	9	1

MEAN = 2.83

RANK (out of 23) = 12

COMMENT:

1. "Healthy competitive" - very ambiguous.

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 DEVELOP A GREATER UNDERSTANDING OF OUR FREE,  
 COMPETITIVE ENTERPRISE SYSTEM

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
12	9	4	5	0

MEAN = 2.06

RANK (out of 23) = 3

COMMENTS:

1. "Develop greater understanding of our competitive enterprise system" might sound better.

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 DEVELOP A BETTER UNDERSTANDING OF CAREER  
 OPPORTUNITIES IN MARKETING AND DISTRIBUTION

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
8	10	6	4	2

MEAN = 2.40

RANK (out of 23) = 7

COMMENTS:

(None)

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 DEVELOP MARKETING RESEARCH COMPETENCIES

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
0	4	5	11	10

MEAN = 3.90

RANK (out of 23) = 20

COMMENTS:

1. Marketing research is a strategy, not a goal. We are not training marketing researchers, so the goal statement would perhaps best read: "to understand that a successful business must constantly strive to better serve its customers through analysis of customer needs and wants."
2. "Develop" - Extend?

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
UNDERSTAND HOW THE DISTRIBUTION PHASE OF  
OUR ECONOMY BENEFITS THE CONSUMER

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
0	2	5	11	12

MEAN = 4.10

RANK (out of 23) = 21

COMMENTS:

(None)

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 DEVELOP GREATER PROFICIENCY IN ORAL COMMUNICATION

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
2	8	11	7	2

MEAN = 2.96

RANK (out of 23) = 13

COMMENTS:

1. "Greater proficiency in communicating with people" might sound better.



NEW

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
PARTICIPATE IN PLANNED SOCIAL ACTIVITIES

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 DEVELOP A HIGHER DEGREE OF SELF-ACCEPTANCE

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
8	9	9	2	2

MEAN = 2.36

RANK (out of 23) = 6

COMMENTS:

1. This is very similar to the goal statement on "develop self-confidence."
2. . . . self-acceptance "and understanding."

NEW

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP OCCUPATIONAL COMPETENCIES NEEDED FOR  
CAREERS IN MARKETING, MERCHANDISING,  
AND MANAGEMENT

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP GREATER PROFICIENCY IN THE MANAGEMENT  
OF PERSONAL FINANCES

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
0	1	3	3	23

MEAN = 4.60

RANK (out of 23) = 23

COMMENTS:

(None)

REVISED

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 DEVELOP EFFECTIVE INTERPERSONAL RELATIONSHIPS  
 WITH STUDENTS, ADULTS, AND CO-WORKERS

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
7	5	10	5	3

MEAN = 2.73

RANK (Out of 23) = 8

COMMENTS:

1. Similar to three other goal statements.
2. "Develop effective interpersonal relationships with adults" might be considered also.

NOTE: The previous goal statement read: DEVELOP EFFECTIVE INTERPERSONAL RELATIONSHIPS WITH PEER GROUP MEMBERS.

REVISED

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 DEVELOP HIGH ETHICAL STANDARDS IN PERSONAL  
 AND BUSINESS RELATIONSHIPS

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
11	8	5	6	0

MEAN = 2.20

RANK (out of 23) = 5

**COMMENTS:**

1. "Expand understanding of moral and ethical values in personal and business relationships" sounds better to me.
2. "Professional" - Work?

NOTE: The previous goal statement read: DEVELOP HIGH ETHICAL STANDARDS IN PERSONAL AND PROFESSIONAL RELATIONSHIPS.

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 DEVELOP GREATER ECONOMIC UNDERSTANDING

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
3	5	11	5	6

MEAN = 3.20

RANK (out of 23) = 15

COMMENTS:

1. Economic understanding should be a part of the goal statement related to the understanding of our free, competitive enterprise system.

REVISED

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO: WORK EFFECTIVELY IN ACCOMPLISHING GROUP ACTIVITIES

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
1	4	13	6	6

MEAN = 3.40

RANK (out of 23) = 17

COMMENTS:

1. Similar to three other goal statements.
2. Similar to the goal statement to "work jointly with other students in accomplishing group activities."
3. Similar to the goal statements to "work jointly" and "develop individual responsibility."
4. Similar to the goal statement to "work jointly with other students in accomplishing group activities."

NOTE: The previous goal statement read: WORK EFFECTIVELY IN SMALL AND LARGE GROUP ACTIVITIES.



NEW

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP GREATER APPRECIATION OF THE RESPONSIBILITIES  
OF CITIZENSHIP

PILE 1  
OF EXTREMELY HIGH PRIORITY

PILE 2  
OF HIGH PRIORITY

PILE 3  
OF MEDIUM PRIORITY

PILE 4  
OF LOW PRIORITY

PILE 5  
OF LEAST PRIORITY

Appendix M

Memorandum, Delphi Questionnaire No. 3, and  
Results of Delphi Questionnaire No. 2  
Sent to Jury of Experts



COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

*Blacksburg, Virginia 24061*

February 25, 1975

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

## MEMORANDUM

TO: Jury of experts

FROM: Steven B. Corbin

RE: Delphi Questionnaire No. 3--Formulation of goal statements

Enclosed please find materials for the third step of the process to formulate the goals and objectives for the High School Division of the Distributive Education Clubs of America. This procedure is the final questionnaire concerned with the formulation of the goal statements. The next three questionnaires will concern themselves with the more specific objectives for each goal.

One-hundred per cent of the jury of experts for this study returned the second questionnaire. I truly appreciate your interest and participation in the study. I hope that I will have your continued cooperation since the study will be severely limited if each individual does not complete all questionnaires.

Ninety-four comments were suggested by the jury of experts; your input was invaluable. Dr. James Fritzen, Psychologist and lexical analysis expert at VPI&SU, analyzed the comments and suggested that a committee of distributive educators examine the goal statements for word clarification, duplication, and/or meaning prior to the third questionnaire. The committee members are as follows:

Dr. Barry Reece, Distributive Teacher-Educator, VPI&SU  
 Mrs. Barbara Pendleton, EPDA Doctoral Fellow, VPI&SU  
 Mrs. Michelin Britton, Graduate Teaching Assistant--  
 Distributive Education, VPI&SU  
 Mr. Jim Stone, Collegiate DECA President, VPI&SU

You have been given a deck of twelve cards. Each card has a goal statement for the High School Division of the Distributive Education Clubs of America. Six of these goal statements are the same ones you ranked last month.

Six of the goal statements are revised as recommended by the advisory committee and the lexical analysis expert. Ten goal statements were eliminated based on recommendations by the jury of experts, the advisory committee, and the lexical analysis expert. Enclosed please find a page noting the eliminated goal statements.

To avoid confusion in evaluating goal statements, please review the following information:

1. Those goal statements which have not been changed will feature: jury of expert rankings, mean, rank, comments, and your personal rank.
2. Those goal statements which have been revised will feature: jury of expert rankings, mean, rank, comments, and your personal rank. The word "REVISED" will be printed in the upper right-hand corner of the page.
3. Three letters which I received are also enclosed for your review. The authors are not disclosed, keeping in agreement with the Delphi technique methodology.

Treat all goal statements equally. Please ignore the code number in the upper left-hand corner of the page which is used for recordkeeping purposes.

I am interested in your opinion of the importance of each goal statement now that you have some indication of how others have responded. Indicate your ranking or priority of each goal statement by sorting the cards into five piles. You have also been provided with five heading cards. Please put the heading cards in a row on a table like this:

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
PILE 1	PILE 2	PILE 3	PILE 4	PILE 5

Next, place the goal statement cards in the pile that most nearly describes your reaction to the statement and how important you feel that goal statement is to the High School Division of DECA.

Due to the nature of this study, it will be necessary that you rank two goal statements in pile 1, three goal statements

in pile 2, two goal statements in pile 3, three goal statements in pile 4, and two goal statements in pile 5. After sorting all 12 goal statements, start with the "Of Extremely High Priority" pile and select the two best goal statements that you feel definitely belong in this category. Any cards left over should go into pile 2. If you did not have two cards in pile 1, then it will be necessary to draw cards from pile 2. Then move to pile 2, "Of High Priority," and select the three best goal statements that you feel definitely belong in this category, etc. (select two goal statements for pile 3, three goal statements for pile 4, and two goal statements for pile 5). Don't Disturb Your Cards Yet. Check each pile to be sure the appropriate number of goal statements is contained in the pile:

- 2 goal statements = pile 1/"Of Extremely High Priority"
- 3 goal statements = pile 2/"Of High Priority"
- 2 goal statements = pile 3/"Of Medium Priority"
- 3 goal statements = pile 4/"Of Low Priority"
- 2 goal statements = pile 5/"Of Least Priority"

Remember, this will be your last opportunity to rank the goal statements. If you do not like the wording used in a goal statement, please re-word the statement by writing on the bottom of the card. Make comments about any goal statement on the bottom of the card also. After sorting the appropriate number of goal statements into the piles, and writing comments on any goal statement, staple the heading card to the goal statement cards and return in the enclosed self-addressed stamped envelope.

This questionnaire should not take longer than 60 minutes to complete. Do not spend undue time on any single item.

Your response to this questionnaire will be kept confidential. All results will be summarized by groups. Any comments that are made will not be identified by name.

Please return the goal statements stapled to the appropriate heading card by Friday, March 7, in the enclosed self-addressed stamped envelope. If you have any questions or concerns, please feel free to call me collect at my office (703 951-5191) or at my home (703 552-3096). Thank you for your assistance.

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP LEADERSHIP CHARACTERISTICS

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
18	7	4	1	0

MEAN = 1.60

RANK (out of 22) = 2

COMMENTS:

1. Change "develop" to "test."
2. Regret seeing "marketing and distribution" dropped since DECA should "strengthen leadership capabilities essential to all levels of employment in marketing and distribution."
3. The difference between goal statements 1 and 2 (experience leadership duties and responsibilities) is so small that I think the two should be combined. I would drop goal statement #1 because I think that goal statement #2 is more realistic.
4. I would rather say "leadership competencies."
5. Not as useful as goal statement #2 (experience leadership duties and responsibilities).
6. Every student will develop some leadership characteristics - the per cent or degree will vary.
7. Goal statement #2 (experience leadership duties and responsibilities) is a duplication of goal statement #1. Experiencing leadership is a means toward developing leadership.
8. Not all students will be able to experience leadership duties because they will never be able to get elected to office, committees, etc. I like the wording of goal statement #1 even though most people agree with goal statement #2.

REVISED

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP SOCIAL AND BUSINESS ETIQUETTE

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
1	5	10	6	8

MEAN = 3.50

RANK (out of 22) = 15

## COMMENTS:

1. Not germane to the role of DECA.
2. This goal doesn't necessarily pertain to food consumption (reference to earlier comment). High School students, especially girls, do not know too much about social graces today.
3. Suggest combining goal statements 5 and 14 (participate in planned social activities).
4. I would combine this with goal statement #6 (develop self-confidence). Possibly "develop poise and self-confidence" or "acquire poise and social skills."
5. Suggested revision: "acquire poise and practice good social and business manners" (good is defined as the accepted practices of the time), or "develop the proper social and business etiquette and acquire the poise that one needs in dealing with various strata of society."

NOTE: The previous goal statement read: ACQUIRE POISE AND SOCIAL GRACES.



REVISED

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP SELF-CONFIDENCE AND/OR SELF-ACCEPTANCE

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
15	11	4	0	0

MEAN = 1.63

RANK ( out of 22) = 3

COMMENTS:

1. Change "develop" to "test."
2. While worthy, this ought to result from any educational experience, therefore not unique to DECA.
3. Every student develops some self-confidence - per cent or degree varies.
4. I agree with the comment that this is very similar to the goal statement on "self-acceptance." Recommend combining goal statements 6 and 15 (self-acceptance).
5. I believe that the goal statement regarding self-confidence is a broader goal than this one.
6. "Self-acceptance" is too much like "self-confidence."
7. Maybe combine "self-confidence" and "self-acceptance" in one.

NOTE: The previous goal statement read: DEVELOP SELF-CONFIDENCE.

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 DEVELOP A HEALTHY COMPETITIVE SPIRIT

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
0	13	7	9	1

MEAN = 2.93

RANK (out of 22) = 12

COMMENTS:

1. This may be a consequence of the program of competitive events - not sure this is a reason for DECA's being. If goal statement #9 (develop a greater understanding of our free, competitive enterprise system) is accomplished well, then a proper attitude about competition should emerge.
2. "Wholesome" means more to me than "healthy."
3. Maybe "realize the important part competition plays in our economy."

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 DEVELOP A GREATER UNDERSTANDING OF OUR FREE,  
 COMPETITIVE ENTERPRISE SYSTEM

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
17	6	4	3	0

MEAN = 1.80

RANK (out of 22) = 4

COMMENTS:

1. Change "develop" to "testing his or her . . ."
2. Suggest adding "appreciation and understanding," in order to reflect attitudes toward. One can "understand" with a negative response. Could add: "and the social obligations of those engaged in marketing."
3. There is no such thing anymore as our free competitive.

REVISED

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP A GREATER AWARENESS OF CAREER OPPORTUNITIES IN MARKETING AND DISTRIBUTION

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
3	17	6	3	1

MEAN = 2.40

RANK (out of 22) = 8 (TIED)

## COMMENTS:

1. This is more the job of D. E. rather than DECA.
2. Change "develop" to "test."
3. Change to: "develop a greater awareness of career opportunities in marketing and distribution."
4. Suggested revision: "further develop . . ."

NOTE: The previous goal statement read: DEVELOP A BETTER UNDERSTANDING OF CAREER OPPORTUNITIES IN MARKETING AND DISTRIBUTION.

REVISED

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP GREATER PROFICIENCY IN COMMUNICATION

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
2	4	22	2	0

MEAN = 2.80

RANK (out of 22) = 11

COMMENTS:

1. Change "develop" to "test."
2. Time factor does not permit DECA to develop oral communication - this is the role of the instructor in properly planned classroom instruction.
3. Again, this ought to result from suggested revision of goal statements 4 (learn business practices and procedures) and 16 (develop occupational competencies needed for careers in marketing, merchandising, and management).
4. Why limit this to "oral" communication; "written" communications are found in competitive events too.
5. Proficiency in communication - "oral" - just a small part of communication.

NOTE: The previous goal statement read: DEVELOP GREATER PROFICIENCY  
IN ORAL COMMUNICATION.

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
PARTICIPATE IN PLANNED SOCIAL ACTIVITIES

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
0	6	5	14	5

MEAN = 3.60

RANK (out of 22) = 16

COMMENTS:

1. Cannot accept this as a goal of DECA.
2. Seems appropriate at the high school level. Is there basic difference between this one and goal statement #5 (acquire poise and social graces)? Seems to me that goal statement #5 is a goal and this one is a means to acquiring that trait. I don't like to see the same general concepts usurping two high ranks.
3. I think that a goal statement related to social activities should incorporate the competencies to be developed **through** such activities. This goal statement could be an objective under the goal statement related to "social intelligence."

REVISED

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO: FURTHER DEVELOP OCCUPATIONAL COMPETENCIES NEEDED FOR CAREERS IN MARKETING, MERCHANDISING, AND MANAGEMENT

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
9	13	3	2	3

MEAN = 2.23

RANK (out of 22) = 6

## COMMENTS:

1. Change "develop" to "test." This should be done in the curriculum through classroom instruction. DECA can test student's knowledge!
2. On a conceptual basis, I see little difference between this goal statement and goal statement #4 (learn business practices and procedures), though goal statement #16 clarifies the nature of "business." Since some of the other statements qualifies the result of participation (e.g., higher degree, greater understanding, better understanding) I would suggest that the word "develop" be dropped in favor of, such as, "increase" or "refine" or add "further" in front of "develop." As stated, this is a goal of the instructional program. My bias suggests dropping the words "merchandising" and "management" since they are a part of marketing and distribution.
3. I would have placed this goal in the highest category if the four places had not been usurped by very similar goals.
4. Change "develop" to "enrich." With this re-wording I rank this goal number 1; if language stays "develop," I would rank this 6th from last, thus making it "low priority."
5. These competencies should be developed through the instructional program. Suggested revision: "further develop. . ." If this revision is accepted, I place this in pile #2.
6. DECA should "further develop" such competencies - should be supporting the instructional goal of employability.

NOTE: The previous goal statement read: DEVELOP OCCUPATIONAL COMPETENCIES NEEDED FOR CAREERS IN MARKETING, MERCHANDISING AND MANAGEMENT.

REVISED

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP EFFECTIVE INTERPERSONAL RELATIONSHIPS

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
8	9	8	4	1

MEAN = 2.36

RANK (out of 22) = 7

## COMMENTS:

1. Change "develop" to "test effective interpersonal relationships taught . . ."
2. Since "co-workers" suggests relationships in cooperative employment, and that not all students have such experience, perhaps this word should be dropped.
3. Very similar to goal statement 21 (work effectively in accomplishing group activities).
4. Change to "develop effective . . . with fellow students and adults."
5. It seems as though people are looking at the goals of distributive education as a whole and not concentrating on only DECA. I personally see the "interpersonal relationships" goal as the main emphasis of DECA.
6. Suggested revision: ". . . with students, co-workers, and other adults."

NOTE: The previous goal statement read: DEVELOP EFFECTIVE INTERPERSONAL RELATIONSHIPS WITH STUDENTS, ADULTS, AND CO-WORKERS.



THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
 AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
 DEVELOP HIGH ETHICAL STANDARDS IN PERSONAL  
 AND BUSINESS RELATIONSHIPS

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
9	13	4	4	0

MEAN = 2.10

RANK (out of 22) = 5

COMMENTS:

1. Change "develop" to "test." DECA can develop some ethical standards; however I feel that business relationships should be the role of classroom instruction.
2. This should result from goal statement #22 (develop greater appreciation of the responsibilities of citizenship).
3. This revised wording is much better than the previous goal statement (develop high ethical standards in personal and professional relationships).
4. Change to: "examine the basis for his ethical standards in . . ."
5. I like the wording expressed in comment #1 (expand understanding of moral and ethical values in personal and business relationships).
6. Ethical standards and value judgments should be taught in every class as a "standard procedure."

THROUGH PARTICIPATION IN THE DISTRIBUTIVE EDUCATION CLUBS OF  
AMERICA, THE STUDENT WILL BE GIVEN THE OPPORTUNITY TO:  
DEVELOP GREATER APPRECIATION OF THE RESPONSIBILITIES  
OF CITIZENSHIP

OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
6	9	4	9	2

MEAN = 2.73

RANK (out of 22) = 10

COMMENTS:

1. Maybe "awareness" is better than "appreciation;" sets up a stronger base for overt behavior.
2. This goal statement has a strong relationship with goal statement #7 (develop an understanding of the importance of membership in civic groups).
3. Maybe "develop greater responsibility as a citizen and an awareness of his responsibilities in society."

FILE 1  
OF EXTREMELY HIGH PRIORITY

FILE 2  
OF HIGH PRIORITY

FILE 3  
OF MEDIUM PRIORITY

FILE 4  
OF LOW PRIORITY

FILE 5  
OF LEAST PRIORITY

ELIMINATED GOAL STATEMENTS, RANK AFTER SECOND DELPHI QUESTIONNAIRE,  
AND REASON FOR ELIMINATION:

- # 2 - Experience Leadership Duties and Responsibilities; Rank = 1; duplication of goal statement # 1 (Develop Leadership Characteristics)
- # 3 - Learn Parliamentary Procedure; Rank = 21; an objective rather than a goal
- # 4 - Learn Business Practices and Procedures; Rank = 17; an objective rather than a goal
- # 7 - Develop an Understanding of the Importance of Membership in Civic Groups; Rank = 20; duplication of goal statement # 22 (Develop Greater Appreciation of the Responsibilities of Citizenship)
- # 11- Develop Marketing Research Competencies; Rank = 18; an objective rather than a goal
- # 12- Understand How the Distribution Phase of our Economy Benefits the Consumer; Rank = 19; duplication of goal statement # 9 (Develop a Greater Understanding of our Free, Competitive Enterprise System)
- # 15- Develop a Higher Degree of Self-Acceptance; Rank = 8.5; duplication and possible combination with goal statement # 6 (Develop Self-Confidence)
- # 17- Develop Greater Proficiency in the Management of Personal Finances; Rank = 22; an ~~objective~~ rather than a goal
- # 20- Develop Greater Economic Understanding; Rank = 14; duplication of goal statement # 9 (Develop a Greater Understanding of our Free, Competitive Enterprise System)
- # 21- Work Effectively in Accomplishing Group Activities; Rank = 13; duplication of goal statement # 18 (Develop Effective Interpersonal Relationships with Students, Adults, and Co-Workers)

NOTE: In addition to the above rationale for eliminating goal statements, the jury of experts' suggested comments and semantical problems were used by the lexical analysis expert and the four-member advisory committee to make the above decisions.

Dear Steve,

By way of interest, I am satisfied that the four top goal statements I have selected reflects, in my judgment, what DECA should do for a student:

facilitate employment in marketing (occupational competencies)

within

established environment (free enterprise)

with

personal capabilities (leadership qualities)

resulting in

effective participation in society (citizenship)

Most all other suggested goal statements, to one degree or another, contribute to these four.

Sincerely,

January 29, 1975

Mr. Steven B. Corbin  
College of Education  
Virginia Polytechnic Institute  
2119 Derring Hall  
Blacksburg, Virginia 24061

Dear Steve:

I am still trying to follow through on the arrangement of the offered statements according to the basic question, "What should DECA do for a student?" I am also trying to keep in mind that "Distributive Education instruction" is of first priority and therefore, any goal statement must of necessity be a supportive statement.

We must also ask the question of "Why does DECA exist?" Then immediately follow up with "How can DECA best fulfill our need for existence?"

Goals statements as I think of them presumably set the stage for behavioral objectives. With this in mind each and every one of the suggested goal statements needs considerable explanation or a definition of the wording used.

My major concern is the target of the study. Are we in the process of trying to identify new goal statements or are we merely resifting the considerable verbage that has preceded this effort? Perhaps one is necessary before arriving at the other. I do hope you continue to receive 100% response.

Sincerely,

January 27, 1975

Mr. Steven B. Corbin, Instructor  
College of Education  
2119 Derring Hall  
VPI & SU  
Blacksburg, Virginia 24061

Dear Steve:

Enclosed is the Delphi questionnaire No. 2 materials.

A rather close review of the wording of the goal statements causes me some grave concern which I feel that I should express to you at this time.

When one looks at the goal or goals of an organization or an individual then it can safely be assumed that the organization or individual takes an active role in achieving these goals. Therefore, some individuals may interpret the wording of the goal statements in your questionnaire to the extent that DECA (state or national) will determine curriculum content as well as teach the curriculum content at state or national level.

The wording in several of the goal statements includes the word -- DEVELOP -- and this, too, can and may be interpreted that DECA designs and teaches curriculum content.

I personally, take exception to the possible implication or interpretation that the role of DECA is to become directly involved in developing or teaching competencies, economic understanding, standards in business relationships, business practices, oral communication, etc. I, do, believe that DECA has the tremendous role of testing our students on a state or national basis to identify for our coordinators at the local level as to whether or not all of these competencies and understandings are being taught in the classroom.

Yes -- DECA can be one of the tools or instruments to be used in the classroom as a method of instruction; however, it is not the goal (role) of DECA to DEVELOP these competencies, etc.

Mr. Steven B. Corbin  
January 27, 1975  
Page #2

I recognize that there are other ramifications to be considered as well as other points of view -- but, at least, my basic concern has been expressed.

Please give some due consideration to the printing of your goal statements with their present wording. Some very definite misunderstandings may be avoided at a later date.

Sincerely,



Appendix N

Memorandum, Delphi Questionnaire No. 4, and  
Results of Delphi Questionnaire No. 3  
Sent to Jury of Experts



COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

March 27, 1975

## MEMORANDUM

TO: Jury of Experts

FROM: Steven B. Corbin

RE: Delphi Questionnaire No. 4--Formulation of objective statements

I am delighted to report that one-hundred per cent of the jury of experts returned the third questionnaire of the study to formulate the goals and objectives for the High School Division of the Distributive Education Clubs of America. Therefore, all three goal statement questionnaires received everyone's undivided attention and participation; to say the least, thank you. Enclosed please find a summation of the third goal statement questionnaire.

I am also enclosing materials for the first step of the second phase of the study. This questionnaire and the two that will follow only concern themselves with the formulation of the more specific objectives for each goal statement already formulated.

Fifty objective statements have been drawn from the literature and research in distributive education and vocational youth organizations. An advisory committee reviewed these statements for clarity, scope, and soundness. The committee members were:

Mrs. Michelin Britton, Graduate Teaching Assistant,  
Distributive Teacher-Education Program at VPI&SU  
and former High School Distributive Education  
Teacher-Coordinator in Virginia

Dr. Barry Reece, Associate Professor, Distributive  
Teacher-Education Program, VPI&SU

Mr. Gary Scott, EPDA fellow at VPI&SU and former  
Kentucky Assistant State Supervisor for Distributive  
Education

Mr. James Stone, Collegiate DECA President, VPI&SU

I have decided to change the format for your responses to the objective statements. You have been given twelve goal statement pages with the objective statements listed below each goal statement. Each objective statement should "consist of the component actions, knowledges, skills . . . the student must learn if he is to attain the terminal objective (goal)" (Ammerman and Melching, 1966, p. 14). These objective statements should serve as the building blocks to develop specific instructional objectives.

I am interested in your opinion of how best each goal statement can be achieved. Several objective statements are listed and you are to rank each objective statement by sorting the statements into five priority categories. Each page will indicate how many objective statements you should rank in each priority category.

If you do not like the wording used in an objective statement, please re-word the objective by writing on the back of the page. Make comments about any objective statement on the back of the page also.

While these fifty objective statements were drawn from research and literature on distributive education and vocational youth organizations as they exist today, objective statements on what DECA should be providing for students may not be included. If you feel there is an objective statement that I did not include, but is important to the High School Division of the Distributive Education Clubs of America, please feel free to add objective statements by writing your objective statement(s) on the lines provided.

The questionnaire should not take longer than 60 minutes to complete. Do not spend undue time on any single item.

Your response to this questionnaire will be kept confidential. All results will be summarized by groups. Any comments that are made will not be identified by name.

Please return the objective statements by Friday, April 4, in the enclosed self-addressed stamped envelope. If you have any questions or concerns, please feel to call me collect at my office (703 951-5191) or at my home (703 552-3096).

Again, thank you for your continued cooperation and participation.

Enclosures

(1) Goal Statement: Develop Leadership Characteristics

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP LEADERSHIP CHARACTERISTICS when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Experience leadership responsibilities by holding a local, district, state, regional and/or national office					
B. Participate as a member or chairperson of a committee					
C. Organize and conduct sales projects to support chapter activities					
D. Participate in competitive events					
E. Participate in chapter meetings					
F. Participate in community service projects					
G. Organize social activities					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 2 objective statements in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category  
 2 objective statements in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

Additional Objective Statements That You Would Like to Add:

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(please write comments or re-written objective statements on back side)

(5) Goal Statement: Develop Social and Business Etiquette

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP SOCIAL AND BUSINESS ETIQUETTE when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Participate in community service projects					
B. Participate in Employer-Employee recognition activities					
C. Participate in leadership and/or competitive events conferences					
D. Make presentations at school, civic, business and/or trade group meetings					
E. Participate in officer and membership ceremonies					
F. Participate in planned chapter social activities					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 2 objective statements in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

Additional Objective Statements That You Would Like to Add:

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(please write comments or re-written objective statements on back side)

(6) Goal Statement: Develop Self-Confidence and/or Self-Acceptance

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP SELF-CONFIDENCE AND/OR SELF-ACCEPTANCE when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Be responsible for a meaningful club activity					
B. Participate in club sponsored social activities					
C. Participate in competitive events					
D. Receive recognition for club related achievements					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 0 objective statements in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

Additional Objective Statements That You Would Like to Add:

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(please write comments or re-written objective statements on back side)

(8) Goal Statement: Develop a Healthy Competitive Spirit

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP A HEALTHY COMPETITIVE SPIRIT when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Participate in local, district, state, regional and/or national conferences					
B. Receive recognition for participation in competitive events					
C. Participate at his or her own level of ability in competitive events					
D. Constructively evaluate the work of fellow students					
E. Participate in competitive events					
F. Receive recognition for participation in sales projects					
G. Participate in his or her own area of interest in competitive events					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 2 objective statements in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category  
 2 objective statements in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

Additional Objective Statements That You Would Like to Add:

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(please write comments or re-written objective statements on back side)

(9) Goal Statement: Develop a Greater Understanding of our Free, Competitive Enterprise System

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP A GREATER UNDERSTANDING OF OUR FREE, COMPETITIVE ENTERPRISE SYSTEM when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Participate in a project that will contribute to the understanding of our free, competitive enterprise system					
B. Participate in marketing related field trips					
C. Attend professional meetings featuring guest speakers from the business community					
D. Participate in the Merit Awards Program					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 0 objective statements in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

Additional Objective Statements That You Would Like to Add:

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(please write comments or re-written objective statements on back side)



(10) Goal Statement: Develop a Great Awareness of Career Opportunities in Marketing and Distribution

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP A GREATER AWARENESS OF CAREER OPPORTUNITIES IN MARKETING AND DISTRIBUTION when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Participate in an individual club project to better understand career opportunities					
B. Participate in the Merit Awards Program					
C. Participate in competitive events					
D. Participate in a local, district or state career clinic or career day					
E. Participate in the National DECA Week activities					
F. Participate in the Vocational Education Week activities					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 2 objective statements in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

Additional Objective Statements That You Would Like to Add:

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(please write comments or re-written objective statements on back side)

(13) Goal Statement: Develop Greater Proficiency in Communication

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP GREATER PROFICIENCY IN COMMUNICATION when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Present an oral or written report of a club activity					
B. Participate in the Merit Awards Program					
C. Provide local news media with coverage of chapter activities					
D. Prepare a chapter newsletter for alumni, faculty, parents, and training sponsors					
E. Participate in competitive events					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

Additional Objective Statements That You Would Like to Add:

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(please write comments or re-written objective statements on back side)

(14) Goal Statement: Participate in Planned Social Activities

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to PARTICIPATE IN PLANNED SOCIAL ACTIVITIES when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Participate in chapter sponsored recreational activities					
B. Participate in leadership and/or competitive event conferences					
C. Participate in parent's night, boss breakfast, employer-employee banquet, and/or faculty recognition activities					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 0 objective statements in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category  
 0 objective statements in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

Additional Objective Statements That You Would Like to Add:

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(please write comments or re-written objective statements on back side)

(16) Goal Statement: Further Develop Occupational Competencies  
 Needed for Careers in Marketing, Merchandising, and Management

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to FURTHER DEVELOP OCCUPATIONAL COMPETENCIES NEEDED FOR CAREERS IN MARKETING, MERCHANDISING, AND MANAGEMENT when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Participate in the Merit Awards Program					
B. Participate in competitive events					

Please rank: 0 objective statements in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 0 objective statements in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 0 objective statements in "Of Least Priority" category

Additional Objective Statements That You Would Like to Add:

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(please write comments or re-written objective statements on back side)

(18) Goal Statement: Develop Effective Interpersonal Relationships

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP EFFECTIVE INTERPERSONAL RELATIONSHIPS when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Participate in small and large group activities					
B. Participate in competitive events					
C. Participate in committee activities					
D. Participate in the Merit Awards Program					
E. Participate in alumni activities					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

Additional Objective Statements That You Would Like to Add:

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(please write comments or re-written objective statements on back side)





RESULTS OF DELPHI QUESTIONNAIRE NO. 3 -- FORMULATION OF GOAL STATEMENTS

GOAL STATEMENT	(1) OF EXTREMELY HIGH PRIORITY	(2) OF HIGH PRIORITY	(3) OF MEDIUM PRIORITY	(4) OF LOW PRIORITY	(5) OF LEAST PRIORITY	MEAN	RANK
(1) DEVELOP LEADERSHIP CHARACTERISTICS	15	11	3	1	0	1.67	1
(5) DEVELOP SOCIAL AND BUSINESS ETIQUETTE	0	0	5	10	15	4.33	11
(6) DEVELOP SELF-CONFIDENCE AND/OR SELF-ACCEPTANCE	12	13	2	3	0	1.87	2
(8) DEVELOP A HEALTHY COMPETITIVE SPIRIT	0	4	10	11	5	3.57	10
(9) DEVELOP A GREATER UNDERSTANDING OF OUR FREE, COMPETITIVE ENTERPRISE SYSTEM	12	10	3	1	4	2.17	3
(10) DEVELOP A GREATER AWARENESS OF CAREER OPPORTUNITIES IN MARKETING AND DISTRIBUTION	1	9	6	9	5	3.27	7
(13) DEVELOP GREATER PROFICIENCY IN COMMUNICATION	1	6	5	17	1	3.37	8



RESULTS OF DELPHI QUESTIONNAIRE NO. 3 -- FORMULATION OF GOAL STATEMENTS (continued)

GOAL STATEMENT	(1) OF EXTREMELY HIGH PRIORITY	(2) OF HIGH PRIORITY	(3) OF MEDIUM PRIORITY	(4) OF LOW PRIORITY	(5) OF LEAST PRIORITY	MEAN	RANK
(14) PARTICIPATE IN PLANNED SOCIAL ACTIVITIES	0	1	3	6	20	4.50	12
(16) FURTHER DEVELOP OCCUPATIONAL COM- PETENCIES NEEDED FOR CAREERS IN MARKETING, MER- CHANDISING, AND MANAGEMENT	8	12	5	4	1	2.27	4
(18) DEVELOP EFFECTIVE INTERPERSONAL RELATIONSHIPS	4	5	8	10	3	3.10	6
(19) DEVELOP HIGH ETHICAL STANDARDS IN PERSONAL AND BUSINESS RELATIONSHIPS	5	12	7	5	1	2.50	5
(22) DEVELOP GREATER APPRECIATION OF THE RESPONSIBILITIES OF CITIZENSHIP	2	7	3	13	5	3.40	9

Appendix O

Memorandum, Delphi Questionnaire No. 5, and  
Results of Delphi Questionnaire No. 4  
Sent to Jury of Experts



COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

April 28, 1975

## MEMORANDUM

**TO:** Jury of Experts

**FROM:** Steven B. Corbin

**RE:** Delphi Questionnaire No. 5--Formulation of objective statements

For the fourth consecutive time, one-hundred per cent of the jury of experts returned the fourth Delphi questionnaire of the study to formulate the goals and objectives for the High School Division of the Distributive Education Clubs of America. I am so thankful for your continued support and participation! What a tremendous group!

Enclosed please find a summation of the fourth Delphi questionnaire to formulate the objective statements (on blue paper). Over 200 comments and suggested objective statements were submitted. Your input was invaluable. Please review this summation carefully before responding to the fifth Delphi questionnaire. Your personal rankings of the fourth Delphi questionnaire have been marked so you may compare your answers with the total jury of experts.

I am also enclosing materials for the second step of the process to formulate objective statements. This questionnaire is the next to the last questionnaire of the study. An advisory committee and the lexical analysis expert reviewed your responses to the fourth Delphi questionnaire and the 200 comments and suggested objective statements. The committee members were:

Mrs. Michelin Britton, Graduate Teaching Assistant,  
Distributive Teacher-Education Program at VPI&SU  
and former High School Distributive Education  
Teacher-Coordinator in Virginia

Dr. Barry Reece, Associate Professor, Distributive  
Teacher-Education Program, VPI&SU

Mr. Gary Scott, EPDA fellow at VPI&SU and former  
Kentucky Assistant State Supervisor of Distributive  
Education

Mr. James Stone, Collegiate DECA President, VPI&SU

You have been given twelve goal statement pages with the revised objective statements listed below each goal statement (on gold paper). I am interested in your opinion of how best each goal statement can be achieved. Each of the twelve goal statement pages indicates how many objective statements you should rank in each priority category.

As in the fourth Delphi questionnaire, if you do not like the wording used in an objective statement, please re-word the objective by writing on the lines provided. Make comments or observations about any objective statement on the back of the page also. Similarly, if you feel there is an objective statement that is important to the High School Division of the Distributive Education Clubs of America, but which is not included in this questionnaire, please write the objective statement(s) on the lines provided.

Realizing that many of you will be attending the National DECA Career Development Conference, May 6-11, it would be greatly appreciated if you would return the fifth Delphi questionnaire by Monday, May 12. Enclosed please find a self-addressed stamped envelope for your convenience.

This questionnaire should take less than two hours to complete. Do not spend undue time on any single item.

Your responses to this questionnaire will be kept confidential. All results will be summarized by groups. Any comments that are made will not be identified by name.

If you have any questions or concerns, please feel free to call me collect at my office (703 951-5191) or at my home (703 552-3096). Again, thank you for your continued cooperation and participation.

Enclosures

(1) Goal Statement: Develop Leadership Characteristics

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP LEADERSHIP CHARACTERISTICS when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Develop leadership responsibilities by planning and participating in officer election campaigns					
B. Demonstrate leadership skills by organizing and participating in presentations to business, school and parent audiences					
C. Develop leadership responsibilities by holding a local, district, state, regional and/or national office					
D. Demonstrate leadership skills by serving as a member or chairperson of a committee and/or task force					
E. Demonstrate the ability to organize and conduct sales projects to support chapter activities					
F. Demonstrate the leadership responsibilities involved in competitive events through participation in competitive events					
G. Develop leadership responsibilities by participating in community service projects					

(1) Goal Statement: Develop Leadership Characteristics (continued)

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
H. Demonstrate the ability to organize chapter-sponsored social or service projects					
I. Evaluate the results of DECA functions/ activities and its contribution to leadership development					

Please rank: 2 objective statements in "Of Extremely High Priority" category  
 2 objective statements in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category  
 2 objective statements in "Of Low Priority" category  
 2 objective statements in "Of Least Priority" category

(Please write comments or re-written objective statements on the lines below and on back side)

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(5) Goal Statement: Develop Social and Business Etiquette

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP SOCIAL AND BUSINESS ETIQUETTE when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Demonstrate etiquette by communicating with training sponsors, students, teachers, etc., when appropriate					
B. Practice poise and grace when participating in DECA sponsored community service projects					
C. Practice poise and grace when participating in leadership and/or competitive event conferences					
D. Practice poise and grace when making presentations at school, civic, business and/or trade group meetings					
E. Demonstrate social and business etiquette when participating in DECA officer installation and membership initiation ceremonies					
F. Practice poise and grace when participating in DECA sponsored social activities					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 2 objective statements in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

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(6) Goal Statement: Develop Self-Confidence and/or Self-Acceptance

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP SELF-CONFIDENCE AND/OR SELF-ACCEPTANCE when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Develop self-confidence through the achievement of personal goals established in conjunction with DECA					
B. Evaluate peer/advisor positive feedback regarding performance in chapter activities					
C. Demonstrate self-confidence by presenting successful leadership workshops/short-term courses to interested organizations					
D. Develop self-confidence by being responsible for a meaningful chapter activity					
E. Develop self-acceptance by participating in chapter-sponsored social activities					
F. Display self-confidence and/or self-acceptance by participating in competitive events					
G. Develop self-confidence and/or self-acceptance when receiving recognition for chapter-related achievements					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 2 objective statements in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category  
 2 objective statements in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

(Please write comments or re-written objective statements on back side)



(8) Goal Statement: Develop a Healthy Competitive Spirit

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP A HEALTHY COMPETITIVE SPIRIT when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Engage in competition as a candidate for a local, district, state, regional and/or national office					
B. Participate in the democratic process by selecting individuals to represent the chapter at DECA meetings or conferences					
C. Develop a healthy competitive spirit by participating in post-event discussions pertaining to content and/or process of the competitive event					
D. Demonstrate the competitive aspect by participating in local, district, state, regional and/or national competitive events					
E. Participate in an environment of cooperation and competition by receiving recognition for participating in competitive events					
F. Develop a healthy competitive spirit by constructively evaluating the chapter activity involvement of fellow students					
G. Participate in an environment of cooperation and competition by receiving recognition for participating in sales projects					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 2 objective statements in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category  
 2 objective statements in "Of Low Priority" category

(8) Goal Statement: Develop a Healthy Competitive Spirit (continued)

Please rank: 1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

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(9) Goal Statement: Develop a Greater Understanding of our Free, Competitive Enterprise System

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP A GREATER UNDERSTANDING OF OUR FREE, COMPETITIVE ENTERPRISE SYSTEM when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Demonstrate the ability to compare the American private economic system to other economic systems by participating in a professional chapter meeting discussing such a topic					
B. Develop the concept of the free, competitive enterprise system by participating in competitive events					
C. Develop a greater knowledge of our free enterprise system by listening to and participating in guest speaker presentations					
D. Develop an awareness of the American economic system by participating in the Economic Understanding Section of the Merit Awards Program					
E. Evaluate the contributions that a school store, sales project, marketing research project, and/or a local business makes to the principles of the free, competitive enterprise system					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on back side)

(10) Goal Statement: Develop a Greater Awareness of Career Opportunities in Marketing and Distribution

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP A GREATER AWARENESS OF CAREER OPPORTUNITIES IN MARKETING AND DISTRIBUTION when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Develop a greater career awareness when participating in an individual and/or group chapter-sponsored activity					
B. Develop career awareness by participating in the Merit Awards Program					
C. Develop career awareness by selecting and participating in competitive events					
D. Prepare for one's career by participating in a local, district, or state career clinic or career day					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 0 objective statements in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

(Please write comments or re-written objective statements on the lines below and on back side)

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(13) Goal Statement: Develop Greater Proficiency in Communication

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP GREATER PROFICIENCY IN COMMUNICATION when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Demonstrate communication proficiency by engaging in written and/or oral communication with training sponsors, guest speakers, students, teachers, etc. when appropriate					
B. Demonstrate communication skills by developing a presentation to explain the goals of DECA to various groups					
C. Participate in presenting an oral or written report of a chapter activity at DECA meetings					
D. Demonstrate communication skills by participating in the Communications Section of the Merit Awards Program					
E. Demonstrate proper communication skills by participating in competitive events					

- Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

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(14) Goal Statement: Participate in Planned Social Activities

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to PARTICIPATE IN PLANNED SOCIAL ACTIVITIES when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Demonstrate the responsibility of representing the chapter at school and community social events					
B. Participate in planning and conducting chapter-sponsored social and recreational activities					
C. Engage in social interaction by participating in chapter-sponsored social and recreational activities					
D. Demonstrate social skills while participating in leadership and/or competitive event conferences					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 0 objective statements in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

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(16) Goal Statement: Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to FURTHER DEVELOP OCCUPATIONAL COMPETENCIES NEEDED FOR CAREERS IN MARKETING, MERCHANDISING, AND MANAGEMENT when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Develop occupational competencies by belonging to DECA and participating in the chapter's Program-Of-Work					
B. Develop occupational competencies by participating in professional meetings featuring occupationally-oriented presentations					
C. Develop occupational competencies by attending trade shows, exhibits, and other marketing-related functions					
D. Develop occupational competencies needed for a career by participating in the Merit Awards Program					
E. Demonstrate occupational competencies by participating in competitive events					
F. Evaluate one's occupational competencies after participating in competitive events					
G. Develop one's occupational competencies by participating in sales projects					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 2 objective statements in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category  
 2 objective statements in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

(18) Goal Statement: Develop Effective Interpersonal Relationships

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP EFFECTIVE INTERPERSONAL RELATIONSHIPS when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Demonstrate effective interpersonal relationships by resolving conflicts or disagreements among chapter members					
B. Practice effective human relations by participating in small and large group chapter-sponsored activities					
C. Practice human relation skills when participating in competitive events					
D. Demonstrate effective interpersonal relationships by participating in the Human and Public Relations Section of the Merit Awards Program					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 0 objective statements in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

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(19) Goal Statement: Develop High Ethical Standards in Personal and Business Relationships

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP HIGH ETHICAL STANDARDS IN PERSONAL AND BUSINESS RELATIONSHIPS when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Comply with ethical standards when involved in all phases of a sales project activity					
B. Demonstrate accountability for money raised and products or services dispensed through a sales project activity					
C. Develop an awareness of ethical standards by listening to and participating in a panel discussion on the topic of "ethics in the business community"					
D. Comply with ethical business practices by not disclosing confidential information when preparing research studies for competitive events					
E. Demonstrate the ability to recognize the sales project and/or competitive event achievements of other students					
F. Participate in a chapter project involving the identification of individuals and/or businesses providing evidence of high ethical standards					
G. Demonstrate the ability to maintain high ethical standards when participating in competitive events					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 2 objective statements in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category

(19) Goal Statement: Develop High Ethical Standards in Personal and Business Relationships  
(continued)

Please rank: 2 objective statements in "Of Low Priority" category  
1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

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(22) Goal Statement: Develop Greater Appreciation of the Responsibilities of Citizenship

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP GREATER APPRECIATION OF THE RESPONSIBILITIES OF CITIZENSHIP when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Demonstrate good citizenship by developing and implementing a local DECA citizenship project					
B. Demonstrate the rights of citizenship by debating various issues confronting DECA members in local, state, and national conferences					
C. Demonstrate good citizenship by obeying the rules concerning DECA members when participating in local, state, and national conferences					
D. Demonstrate concern for the ultimate welfare of DECA, rather than the immediate benefit to self, when electing or selecting officers and/or delegates					
E. Demonstrate good citizenship by assuming a fair share of the workload of the chapter's Program-Of-Work					
F. Demonstrate citizenship responsibility by representing the chapter in school sponsored activities					
G. Practice citizenship responsibilities by attending and/or participating in legislative sessions, city council meetings, court hearings, voter registration, etc.					

(22) Goal Statement: Develop Greater Appreciation of the Responsibilities of Citizenship  
(continued)

Please rank: 1 objective statement in "Of Extremely High Priority" category  
2 objective statements in "Of High Priority" category  
1 objective statement in "Of Medium Priority" category  
2 objective statements in "Of Low Priority" category  
1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

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RESULTS OF FOURTH DELPHI QUESTIONNAIRE

(1) GOAL STATEMENT: DEVELOP LEADERSHIP CHARACTERISTICS

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Experience leadership responsibilities by holding a local, district, state, regional and/or national office	13	8	3	4	2	2.13	1
B. Participate as a member or chairperson of a committee	7	15	2	6	0	2.23	2
C. Organize and conduct sales projects to support chapter activities	2	11	4	8	5	3.10	4
D. Participate in competitive events	1	5	9	9	6	3.46	6
E. Participate in chapter meetings	6	11	0	8	5	2.83	3
F. Participate in community service projects	1	6	7	13	3	3.36	5
G. Organize social activities	0	4	5	12	9	3.86	7

COMMENTS AND SUGGESTED OBJECTIVE STATEMENTS MADE BY JURY OF EXPERTS:

1. Participate in Officer Training Sessions.
2. Plan and conduct a meeting.
3. Assume responsibility for a chapter program or project.
4. Evaluate the results of a meeting or project.
5. Plan a chapter meeting.
6. Serve on an advisory committee.
7. Participate in leadership training workshops.
8. Participate actively in local chapter activities.

(1) GOAL STATEMENT: DEVELOP LEADERSHIP CHARACTERISTICS (continued)

9. Difficult to assign "of low priority" to any activity. Value of an activity depends on how it is supervised and carried out.
10. The verb "participate" bothers me since you've said "through participation in . . .". Participate can be negative.
11. Plan and participate in officer election campaigns.
12. Organize and participate in presentations to business and school and parent audiences.
13. Plan and participate in district and state level DECA meetings.
14. Manage an election campaign.
15. Plan and promote D. E. activities in the school.
16. Conduct school and/or community tours.
17. Revise "A" to read: "Demonstrate leadership responsibility by . . ."
18. Revise "B" to read: "Employ leadership skills as . . ."
19. Revise "C" to read: "Demonstrate the ability to . . ."
20. Revise "D" to read: "Understand the leadership responsibilities involved in . . ."
21. Revise "E" to read: "Understand the responsibilities for individual members of DECA by . . ."
22. Revise "F" to read: "See the implications of participating in . . ."
23. Revise "G" to read: "Demonstrate the ability to . . ."

(5) GOAL STATEMENT: DEVELOP SOCIAL AND BUSINESS ETIQUETTE

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Participate in community service projects	1	3	14	5	7	3.46	5
B. Participate in Employer-Employee recognition activities	10	10	7	2	1	2.13	1
C. Participate in leadership and/or competitive event conferences	4	6	12	6	2	2.86	3
D. Make presentations at school, civic, business and/or trade group meetings	11	3	12	3	1	2.33	2
E. Participate in officer and membership ceremonies	0	1	8	9	12	4.06	6
F. Participate in planned chapter social activities	4	7	7	5	7	3.13	4

COMMENTS AND SUGGESTED OBJECTIVE STATEMENTS MADE BY JURY OF EXPERTS:

1. Introduce a speaker at a planned meeting.
2. Participate in competitive events.
3. Participate in field trips, community surveys.
4. Participate in career days or related activities.
5. Serve as host/hostess for DECA guests.
6. Train non-DECA students in business etiquette (through D.E. short-term courses).
7. Complete business or social etiquette short course or independent study package.
8. I believe that Goal Statement No. 5 and Goal Statement No. 14 should be combined with the objective statements under No. 14 being objectives under No. 5.

(6) GOAL STATEMENT: DEVELOP SELF-CONFIDENCE AND/OR SELF-ACCEPTANCE

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Be responsible for a meaningful club activity	12	11	0	3	4	2.20	1
B. Participate in club sponsored social activity	0	4	0	7	19	4.36	4
C. Participate in competitive events	7	7	0	12	4	2.96	3
D. Receive recognition for club related achievements	11	8	0	8	3	2.46	2

COMMENTS AND SUGGESTED OBJECTIVE STATEMENTS MADE BY JURY OF EXPERTS:

1. Participate in operating/managing school store.
2. Respond to feedback regarding performance in selected club activities.
3. Set personal goals of achievement through club activities.
4. Enjoy taking part in DECA activities.
5. Demonstrate the ability to choose a career based on self-analysis as well as analysis of a variety of occupations.
6. Present a leadership workshop to chapters and/or other interested organizations in your area.
7. Present a slide presentation on DECA; thus giving you the opportunity to present yourself and your ideas to a group.
8. Present a "positive thinking" workshop.
9. Through value clarification sessions.
10. Carry out some club activity successfully.
11. Successfully complete a series of DECA responsibilities.
12. Belong to DECA chapter and participate in its Program-Of-Work.
13. Participate in committee assignments.
14. Successfully manage a DECA activity.
15. Successfully participate in a DECA activity.
16. Any of the objectives listed in Goal Statements 1 and 5 are OK for here also.



(8) GOAL STATEMENT: DEVELOP A HEALTHY COMPETITIVE SPIRIT

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Participate in local, district, state, regional and/or national conferences	5	9	8	4	4	2.76	4
B. Receive recognition for participation in competitive events	2	8	4	13	3	3.23	5
C. Participate at his or her own level of ability in competitive events	10	10	3	4	3	2.33	2
D. Constructively evaluate the work of fellow students	0	2	6	6	16	4.20	7
E. Participate in competitive events	9	11	2	8	0	2.30	1
F. Receive recognition for participation in sales projects	0	3	5	18	4	3.76	6
G. Participate in his or her own area of interest in competitive events	4	17	2	7	0	2.40	3

COMMENTS AND SUGGESTED OBJECTIVE STATEMENTS MADE BY JURY OF EXPERTS:

1. Counsel DECA members on participation in DECA competitive events in which member has previous experience.
2. Develop a skit or workshop on desirable competitive event outcomes, in addition to winning.
3. Work with the "profit motive" through a business community project.
4. Recognize the talents of others when participating in local, district, regional, and/or national conferences as a candidate for office or as a participant in a competitive event.
5. Participate in the selection of individuals to represent the chapter at an area or state conference.

(8) GOAL STATEMENT: DEVELOP A HEALTHY COMPETITIVE SPIRIT (continued)

6. Participate in direct post-event discussions pertaining to content and process of the competitive event.
7. Participate in sales projects that are operated as several small businesses in competition with each other.
8. I don't like the wording of "E" - it is restated in almost all the others. It seems to duplicate itself with "C" and "G". I suggest you drop "E".
9. "A", "C", "E", and "G" all talk about competitive events.
10. "B", "C", "D", and "G" seem very similar.
11. I think that "D" and "C" should be in the "of extremely high priority" category; I was forced to classify them at a lower level.
12. "E" and "G" are difficult to separate. A student always participates at his own level in competitive events through local, regional, state, and national levels! I would eliminate "G" as being the same as "E" due to the "stairstep" competitive events program now offered.

(9) GOAL STATEMENT: DEVELOP A GREATER UNDERSTANDING OF OUR FREE, COMPETITIVE ENTERPRISE SYSTEM

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Participate in a project that will contribute to the understanding of our free, competitive enterprise system	21	4	0	5	0	1.63	1
B. Participate in marketing-related field trips	4	7	0	12	7	3.36	3
C. Attend professional meetings featuring guest speakers from the business community	2	8	0	8	12	3.66	4
D. Participate in the Merit Awards Program	3	11	0	5	11	3.33	2

COMMENTS AND SUGGESTED OBJECTIVE STATEMENTS MADE BY JURY OF EXPERTS:

1. Demonstrate the ability to communicate with consumers concerning the profit elements in the American free, competitive enterprise system.
2. Demonstrate the ability to explain the mark-on formula in a problem-solving competitive event at the local level.
3. Demonstrate the ability to compare the American private economic system to the economic system in communist and socialist countries by participating in a panel discussion or debate in a professional club meeting.
4. Participate in the operation of a school controlled business similar to Junior Achievement.
5. Participate in the operation and management of a school store.
6. Research a project on the competitive element of a business of the student's choice.
7. Participate in competitive events.
8. Participate in a marketing research project.
9. Participate in establishing and operating sales projects as a "business" utilizing all aspects of our free enterprise.
10. Add to "A": "Participate in a project specially designed to reveal one or more aspect of . . ."

(9) GOAL STATEMENT: DEVELOP A GREATER UNDERSTANDING OF OUR FREE, COMPETITIVE ENTERPRISE SYSTEM  
(continued)

11. "B" is an instructional activity - not DECA - could be considered if what was learned on a field trip was used in a chapter activity or event.
12. I did the Merit Awards Program and did not gain that much from it.
13. Add to "C": ". . . related to the free, enterprise system."

(10) GOAL STATEMENT: DEVELOP A GREATER AWARENESS OF CAREER OPPORTUNITIES IN MARKETING AND DISTRIBUTION

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Participate in an individual club project to better understand career opportunities	17	6	6	0	1	1.73	1
B. Participate in the Merit Awards Program	1	7	8	11	3	3.26	3
C. Participate in competitive events	2	1	14	4	9	3.56	5
D. Participate in a local, district, or state career clinic or career day	9	12	9	0	0	2.00	2
E. Participate in the National DECA Week activities	0	3	13	11	3	3.46	4
F. Participate in the Vocational Education Week activities	1	1	10	4	14	3.96	6

COMMENTS AND SUGGESTED OBJECTIVE STATEMENTS MADE BY JURY OF EXPERTS:

1. Work with business personnel to design a career plan.
2. Participate in class projects involving the scope of marketing and distribution.
3. The forced ranking causes one to put the Merit Awards Program in the "of low priority" category when I believe it should be in the "of extremely high priority" or "of high priority" category.
4. In objective statement "A", it should be "chapter" not "club" project.

(13) GOAL STATEMENT: DEVELOP GREATER PROFICIENCY IN COMMUNICATION

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Present an oral or written report of a club activity	16	4	4	4	2	2.06	1
B. Participate in the Merit Awards Program	4	5	1	13	7	3.46	4
C. Provide local news media with coverage of chapter activities	2	12	7	4	5	2.93	2
D. Prepare a chapter newsletter for alumni, faculty, parents, and training sponsors	3	6	14	5	2	3.23	3
E. Participate in competitive events	5	3	4	4	14	3.63	5

COMMENTS AND SUGGESTED OBJECTIVE STATEMENTS MADE BY JURY OF EXPERTS:

1. Interview a prospective D. E. student, teacher, employment interviewer, potential guest presenter, etc.
2. Develop a slide, movie, etc. media presentation, speech, display to communicate the goals of DECA.
3. Give a report or talk to a business group on a selected topic.
4. Prepare an annual report of club activities.
5. Demonstrate the ability to introduce a speaker.
6. Demonstrate the ability to speak before a group on a designated topic.
7. Give a presentation before a civic organization.
8. Introduce speakers at meetings.
9. Participate in playing communication games and activities.
10. I believe all four statements should be in the "of extremely high priority" category or "of high priority" category.
11. Communication is such a broad competency that I find it difficult to assess oral and written communications and listening in relation to these categories. Which competency is of

(13) GOAL STATEMENT: DEVELOP GREATER PROFICIENCY IN COMMUNICATION (continued)

highest priority depends on an individuals need, and all are needed by DECA members.

12. My communication has improved by writing letters, thank you, invitations, congratulations, etc.

(14) GOAL STATEMENT: PARTICIPATE IN PLANNED SOCIAL ACTIVITIES

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Participate in chapter sponsored recreational activities	9	0	7	0	14	3.33	2
B. Participate in leadership and/or competitive event conferences	4	0	13	0	13	3.60	3
C. Participate in parent's night, boss breakfast, employer-employee banquet, and/or faculty recognition activities	17	0	10	0	3	2.06	1

COMMENTS AND SUGGESTED OBJECTIVE STATEMENTS MADE BY JURY OF EXPERTS:

1. Represent the chapter at school social events.
2. Participate in planning and conducting social activities.
3. I think that goal statements 5 and 14 should be combined. This goal statement, in my opinion, should be an objective under goal statement no. 5.
4. All of these objective statements are good.
5. It seems that objective "C" is actually a division of objective "A". They really go together because usually these activities are chapter sponsored and are recreational as well as educational.
6. This goal is an activity, a means to achieve a broader goal. This one should be "Develop Social Competencies." Make goal statement no. 5 read: "Develop Business Etiquette."



(16) GOAL STATEMENT: FURTHER DEVELOP OCCUPATIONAL COMPETENCIES NEEDED FOR CAREERS IN MARKETING, MERCHANDISING, AND MANAGEMENT

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Participate in the Merit Awards Program	0	14	0	16	0	3.06	2
B. Participate in competitive events	0	16	0	14	0	2.93	1

COMMENTS AND SUGGESTED OBJECTIVE STATEMENTS MADE BY JURY OF EXPERTS:

1. Belong to DECA and participate in its Program-Of-Work.
2. Participate in various fund raising activities.
3. Serve as advisors to other youth groups such as Junior Achievement.
4. Value the contribution of business people who make presentations at professional meetings.
5. Believe that DECA members should attend trade shows, and exhibits as scheduled professional activities.
6. Demonstrate the ability to interpret concepts concerning the American private enterprise system by participating in local competitive events.
7. Participate in a sales project.
8. Prepare and present a report of a marketing research project.
9. Participate in making surveys of competencies needed for jobs in different marketing occupations.
10. Secure speakers on marketing, merchandising, and management for chapter programs.
11. I put the Merit Awards Program in the "of low priority" category only because I was forced to do so. I feel both "A" and "B" should be in the "of extremely high priority" category.
12. Should the relevant areas of Merit Awards Program be identified in these objective statements?

(18) GOAL STATEMENT: DEVELOP EFFECTIVE INTERPERSONAL RELATIONSHIPS

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Participate in small and large group activities	24	5	1	0	0	1.23	1
B. Participate in competitive events	1	5	18	3	3	3.06	3
C. Participate in committee activities	5	19	5	1	0	2.06	2
D. Participate in the Merit Awards Program	0	1	2	18	9	4.16	4
E. Participate in alumni activities	0	0	4	8	18	4.46	5

COMMENTS AND SUGGESTED OBJECTIVE STATEMENTS MADE BY JURY OF EXPERTS:

1. Assist in resolving conflicts or disagreements among club members.
2. I feel it difficult to rank these because of the wide latitude of activities within these categories.

(19) GOAL STATEMENT: DEVELOP HIGH ETHICAL STANDARDS IN PERSONAL AND BUSINESS RELATIONSHIPS

(NO OBJECTIVE STATEMENTS WERE GIVEN)

COMMENTS AND SUGGESTED OBJECTIVE STATEMENTS MADE BY JURY OF EXPERTS:

1. Develop a unit dealing with ethics for the Merit Awards Program.
2. Listen to successful business persons speak on ethics.
3. Do an individual study to seek out cases which employed (or depended on) good business ethics.
4. Be held (responsible) accountable for money raised and/or products dispensed through club fund raising activities.
5. Use ethical standards when selling, promoting, and controlling a club fund raising activity.
6. Determine what is a realistic margin of profit.
7. Comply with ethical business practices by not disclosing confidential information when preparing research studies for competitive events.
8. Feel that it is unethical to criticize the business that employs you, your supervisor, or your fellow workers as exemplified in your responses to problem-solving activities of DECA.
9. Demonstrate the ability to be a good sport when losing in a competitive event.
10. Feel that it is important to praise competitors when praise is due.
11. Believe that business firms owe something to the community in which they make their living as exemplified by participating in DECA projects designed to study such problems as downtown decay, minority hiring, entrepreneurship for minorities and by contributing willingly to worthy organizations.
12. Demonstrate the ability to refrain from criticism of those outside your local chapter regarding activities associated with state and national leadership conferences, joint local employer-employee banquets, and/or regional rallies and competitive events.
13. Distinguish between honesty and legality in business dealings through sales demonstrations with emphasis on product safety and product quality.
14. Believe that scrupulously honest and ethical behavior is better for business and profits as exemplified in all aspects of DECA.
15. In a problem-solving situation, weigh the information that a customer is already overburdened with debt against your own desire to sell a more expensive item.
16. Serve on a student panel to debate or discuss pro's and con's on a given ethical standard.
17. React to a discussion leaders from business on "business relationships."
18. Utilize a consumer survey to develop opinions on business practices and develop opinions on standards.
19. Experience competition conducted in an atmosphere of fairness.
20. Participate in competitive events.

(19) GOAL STATEMENT: DEVELOP HIGH ETHICAL STANDARDS IN PERSONAL AND BUSINESS RELATIONSHIPS (continued)

21. Participate in a sales project.
22. Participate in the nomination and election of officers.
23. Evaluate the work of fellow students in chapter activities.
24. Develop criteria for recognizing Employer-Of-The-Year.
25. Participate in the selection of the outstanding student-of-the-chapter.
26. Participate in a project involving the identification of individuals and/or businesses providing evidence of high ethical standards.
27. Participate in management or employee level decision-making situations relating to ethical standards.
28. Participate in competitive events.
29. Participate in role-playing situations which involve decisions based on ethics.
30. Review case studies involving business decisions made based on ethics.
31. Field trip to a district attorney's office.
32. Interview or report about an interview with a judge, personnel director, community leader, minister, and/or psychologist on ethical standards.
33. Be in charge of a fund raiser.
34. By actually working in a DECA related business.
35. Participate in local chapter activities which place high ethical standards in personal and business relationships.
36. Develop standards by observing business in operation.
37. Given a case problem, let the student work out the situation.
38. Develop his value system.
39. Evaluate business procedures used today.
40. Participate in sales programs.
41. Participate in decision-making committee, i.e., rules, standards, and regulations.
42. Prepare research paper on need for faith in fellow man.
43. Participate in drawing up standards for serving as an officer in DECA.
44. Survey leaders in the business community to develop a set of ethics for one type of business.
45. Participate in pre-planned and organized sales projects.
46. Participate in competitive events which were organized in highly ethical standards.
47. Participate in occupational study in depth of a career interest area.
48. Exposure of several different social-economic backgrounds with some similar vocational pursuits.
49. Develop DECA project to specify ethical standards for new employees in Marketing and Distribution.
50. Conduct investigation of Marketing and Distribution ethics, including interviews with Better Business Bureau, Department of Police,

(19) GOAL STATEMENT: DEVELOP HIGH ETHICAL STANDARDS IN PERSONAL AND BUSINESS RELATIONSHIPS (continued)

business managers (marketing and distribution), employee views, Retail Merchants Association, SME executives, students, store detectives.

51. Conduct "Shoptlifting Prevention Clinic" as DECA project.

## (22) GOAL STATEMENT: DEVELOP GREATER APPRECIATION OF THE RESPONSIBILITIES OF CITIZENSHIP

One objective statement was given, but no ranking by the jury of experts was requested: Participate in a community service project.

## COMMENTS AND SUGGESTED OBJECTIVE STATEMENTS MADE BY JURY OF EXPERTS:

1. Go on a field trip to seats of government: city; county; state; and/or federal.
2. Participate in any civic improvement effort.
3. Listen to local election officials "show and tell" specific voting equipment and procedures.
4. Participate and promote "Student Government Day" in the community.
5. Participate in an individual study project on civic improvement.
6. Participate in a civic activity such as "Get-Out-The-Vote."
7. Be involved in contacts with political and legislative personnel.
8. Participate in civic events such as "World Day of Prayer."
9. Participate in parliamentary procedure training.
10. Believe that casting a ballot for local, state, or national officers is a very important responsibility for each DECA member.
11. Demonstrate the ability to debate various issues confronting DECA members in local, state, and national meetings.
12. Believe that obeying the rules concerning DECA members when participating in local, state, and national meetings is a mark of good citizenship.
13. Feel that the ultimate welfare of DECA--at local, state, or national levels--rather than immediate benefit to self should be considered in selecting officers and/or delegates.
14. Demonstrate the ability to be a good follower as well as a good leader.
15. Value the opportunity to participate in projects related to good citizenship, such as "Get-Out-The-Vote" campaign.
16. Believe that in a democracy, freedom to express views and opinions implies a willingness to listen to the views of others.
17. Demonstrate good citizenship by sharing the work load of the local chapter members.
18. Participate in competitive events.
19. Develop and work on a civic improvement project.
20. Attend a Chamber of Commerce or trade advisory council meeting and be allowed to question members.
21. Participate in a survey of business leaders on why they assist United Campaign drives, etc.
22. Hold a debate with community leaders on "why be involved in community affairs"?
23. Participate in elections at the chapter, district, state, and/or national levels.
24. Participate in chapter sponsored citizenship activities.
25. Participate in a project that will contribute to a greater appreciation of the responsibilities of citizenship.

(22) GOAL STATEMENT: DEVELOP GREATER APPRECIATION OF THE RESPONSIBILITIES OF CITIZENSHIP (continued)

26. Participate in a community service project.
27. Participate in the nomination and election of officers.
28. Represent the chapter on a school council or advisory committee.
29. Represent the chapter at a state or national conference.
30. Develop criteria for selecting a community service project to be supported by the chapter.
31. Identify areas of school events where the chapter can cooperate in achieving objectives.
32. Participate in an inventory of civic activities of community firms and organizations.
33. Attend a local service club meeting such as Rotary, Kiwanis, Lions, etc.
34. Participate in the identification of the chapter member who is judged to be the best citizen.
35. Attend governmental functions such as legislative sessions, city council meetings, courts.
36. Participate in competitive events.
37. Visit local branches of government to obtain information on local operations.
38. Participate in a campaign to Get-Out-The-Vote.
39. Exercise voting franchise.
40. Encourage Get-Out-The-Vote in community.
41. Participate in a re-election campaign.
42. Participate in a Get-Out-The-Vote campaign.
43. Participate and/or visit with a voting booth or place, voter registration, etc.
44. Participate in local chapter activities which stress the use of parliamentary procedure.
45. Experience actual duties of city or local government.
46. Attend city council meetings.
47. Participate in local meetings of the Chamber of Commerce, Rotary Clubs, etc.
48. Attend professional meetings.
49. Develop standards for good citizenship in the local school.
50. Participate in preparing a program for chapter exercises on responsibilities as well as privileges of citizenship.
51. Participate in professional meetings.
52. Exposure with many business persons he would not otherwise be doing without the DECA structure.
53. Develop and fulfill charitable causes.
54. Participate in competitive chapter events such as Get-Out-The-Vote.
55. Realize the place and importance of active service organizations within the community.
56. Participate in civic and community projects.
57. Investigate and discuss local community problems.

(22) GOAL STATEMENT: DEVELOP GREATER APPRECIATION OF THE RESPONSIBILITIES OF CITIZENSHIP (continued)

58. Observe local government bodies in operation by attending open meetings.
59. Participate in school citizenship project.
60. Plan DECA citizenship program, based on general concepts of citizenship.
61. Sponsor patriotism float or campaign, i.e., Bicentennial project.



Appendix P

Memorandum, Delphi Questionnaire No. 6, and  
Results of Delphi Questionnaire No. 5  
Sent to Jury of Experts



COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

May 26, 1975

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

## MEMORANDUM

TO: Jury of Experts

FROM: Steven B. Corbin

RE: Delphi Questionnaire No. 6--Formulation of objective statements

One-hundred per cent of the jury of experts returned the fifth Delphi questionnaire of the study to formulate the goals and objectives for the High School Division of the Distributive Education Clubs of America. I am truly appreciative of your continued interest and participation in the study. Thank you!

Enclosed please find a summation of the fifth Delphi questionnaire to formulate the objective statements (on blue paper). Your input was invaluable. Please review this summation carefully before responding to the sixth Delphi questionnaire. Your personal rankings of the fifth Delphi questionnaire have been marked so you may compare your answers with the total jury of experts.

I am also enclosing materials for the third step of the process to formulate the objective statements. This questionnaire is the last questionnaire of the study. The lexical analysis expert and an advisory committee reviewed your responses to the fifth Delphi questionnaire and the comments and suggested objective statements. The committee members were:

Mrs. Michelin Britton, Graduate Teaching Assistant,  
Distributive Teacher-Education Program at VPI&SU and  
former High School Distributive Education Teacher-  
Coordinator in Virginia

Dr. Barry Reece, Associate Professor, Distributive  
Teacher-Education Program at VPI&SU

Mr. Gary Scott, EPDA fellow at VPI&SU and former  
Kentucky Assistant State Supervisor for Distributive  
Education

Mr. James Stone, VPI&SU Collegiate DECA President and  
National Collegiate DECA Secretary-Treasurer

You have been given twelve pages of goal statements with the revised objective statements listed below each goal statement (on gold paper). I am interested in your opinion of how best each goal statement can be achieved. Each of the twelve goal statement pages indicates how many objective statements you should rank in each priority category.

As in the fifth Delphi questionnaire, if you do not like the wording used in an objective statement, please re-word the objective by writing on the lines provided. Make comments or observations about any objective statement on the back of the page.

This questionnaire should take less than two hours to complete. Do not spend undue time on any single item. I realize that you are very busy at this time of the year, but it would be greatly appreciated if you could return the sixth Delphi questionnaire by Monday, June 9. Enclosed please find a self-addressed stamped envelope for your convenience.

Your responses to this questionnaire will be kept confidential. All results will be summarized by groups. Any comments that are made will not be identified by name.

If you have any questions or concerns, please feel free to call me collect at my office (703 951-5191) or at my home (703 552-3096). Again, thank you for your continued cooperation and participation, and I shall send you the results of the study.

Enclosures

(1) Goal Statement: Develop Leadership Characteristics

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP LEADERSHIP CHARACTERISTICS when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Develop leadership responsibilities by planning and participating in officer election campaigns					
B. Demonstrate leadership skills by developing and delivering a presentation to business, school and parent audiences					
C. Develop leadership responsibilities by holding a local, district, state, regional and/or national office					
D. Demonstrate leadership skills by serving as a member or chairperson of a committee and/or task force					
E. Demonstrate the ability to organize and conduct sales projects to support chapter activities					
F. Demonstrate the leadership responsibilities involved in competitive events through participation in competitive events					
G. Develop leadership responsibilities by participating in community service projects					
H. Demonstrate the ability to organize chapter-sponsored social or service projects					

(1) Goal Statement: Develop Leadership Characteristics (continued)

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
I. Evaluate the results of DECA functions/activities and its contribution to leadership development					
J. Demonstrate an understanding of the goals of DECA by planning and implementing a chapter Program-Of-Work					

Please rank: 2 objective statements in "Of Extremely High Priority" category  
 2 objective statements in "Of High Priority" category  
 2 objective statements in "Of Medium Priority" category  
 2 objective statements in "Of Low Priority" category  
 2 objective statements in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

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(5) Goal Statement: Develop Social and Business Etiquette

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP SOCIAL AND BUSINESS ETIQUETTE when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Demonstrate poise and grace when communicating with training sponsors, students, teachers, etc.					
B. Demonstrate poise and grace when participating in DECA sponsored community service projects					
C. Demonstrate poise and grace when participating in leadership and/or competitive event conferences					
D. Demonstrate poise and grace when making presentations at school, civic, business and/or trade group meetings					
E. Demonstrate social and business etiquette when participating in DECA officer installation and membership initiation ceremonies					
F. Demonstrate poise and grace when participating in DECA sponsored social activities					

Please rank: 1 objective statement in "Of Extremely High Priority" category

1 objective statement in "Of High Priority" category

2 objective statements in "Of Medium Priority" category

1 objective statement in "Of Low Priority" category

1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

(6) Goal Statement: Develop Self-Confidence and/or Self-Acceptance

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP SELF-CONFIDENCE AND/OR SELF-ACCEPTANCE when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Develop self-confidence and/or self-acceptance through the achievement of personal goals established in conjunction with DECA					
B. Evaluate peer/advisor positive feedback regarding performance in chapter activities					
C. Demonstrate self-confidence and/or self-acceptance by presenting successful leadership workshops/short-term courses to interested organizations					
D. Develop self-confidence and/or self-acceptance by being responsible for a chapter activity					
E. Develop self-confidence and/or self-acceptance by participating in chapter-sponsored social activities					
F. Display self-confidence and/or self-acceptance by participating in competitive events					
G. Develop self-confidence and/or self-acceptance when receiving recognition for chapter-related achievements					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 2 objective statements in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category  
 2 objective statements in "Of Low Priority" category

(6) Goal Statement: Develop Self-Confidence and/or Self-Acceptance (continued)

Please rank: 1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

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(8) Goal Statement: Develop a Healthy Competitive Spirit

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP A HEALTHY COMPETITIVE SPIRIT when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Engage in competition as a candidate for a local, district, state, regional and/or national office					
B. Participate in the democratic process by selecting individuals to represent the chapter at DECA meetings or conferences					
C. Develop a healthy competitive spirit by participating in post-event discussions pertaining to content and/or process of the competitive event					
D. Demonstrate the competitive aspect by participating in local, district, state, regional and/or national competitive events					
E. Participate in an environment of cooperation and competition by receiving recognition for participating in competitive events					
F. Develop a healthy competitive spirit by constructively evaluating the chapter activity involvement of fellow students					
G. Participate in an environment of cooperation and competition by receiving recognition for participating in sales projects					

(8) Goal Statement: Develop a Healthy Competitive Spirit (continued)

Please rank: 1 objective statement in "Of Extremely High Priority" category  
2 objective statements in "Of High Priority" category  
1 objective statement in "Of Medium Priority" category  
2 objective statements in "Of Low Priority" category  
1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

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(9) Goal Statement: Develop a Greater Understanding of our Free, Competitive Enterprise System

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP A GREATER UNDERSTANDING OF OUR FREE, COMPETITIVE ENTERPRISE SYSTEM when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Demonstrate the ability to compare the American private economic system to other economic systems by participating in a professional chapter meeting discussing such a topic					
B. Develop the concept of the free, competitive enterprise system by participating in competitive events					
C. Develop a greater knowledge of our free enterprise system by listening to and participating in guest speaker presentations					
D. Develop an awareness of the American economic system by participating in the Economic Understanding Section of the Merit Awards Program					
E. Evaluate the contributions that a school store, sales project, marketing research project, and/or a local business makes to the principles of the free, competitive enterprise system					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on back side)

(10) Goal Statement: Develop a Greater Awareness of Career Opportunities in Marketing and Distribution

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP A GREATER AWARENESS OF CAREER OPPORTUNITIES IN MARKETING AND DISTRIBUTION when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Develop a greater career awareness when participating in an individual and/or group chapter-sponsored activity					
B. Develop career awareness by participating in the Merit Awards Program					
C. Develop career awareness by selecting and participating in competitive events					
D. Prepare for one's career by participating in a local, district, or state career clinic or career day					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 0 objective statements in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

(Please write comments or re-written objective statements on the lines below and on back side)

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(13) Goal Statement: Develop Greater Proficiency in Communication

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP GREATER PROFICIENCY IN COMMUNICATION when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Demonstrate communication proficiency by engaging in written and/or oral communication with training sponsors, guest speakers, students, teachers, etc., when appropriate					
B. Demonstrate communication skills by developing and delivering a presentation to explain the role of DECA to various groups					
C. Participate in presenting an oral or written report of a chapter activity at DECA meetings					
D. Demonstrate communication skills by participating in the Communications Section of the Merit Awards Program					
E. Demonstrate proper communication skills by participating in competitive events					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

(14) Goal Statement: Participate in Planned Social Activities

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to PARTICIPATE IN PLANNED SOCIAL ACTIVITIES when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Demonstrate the responsibility of representing the chapter at school and community social events					
B. Participate in planning and conducting chapter-sponsored social and recreational activities					
C. Engage in social interaction by participating in chapter-sponsored social and recreational activities					
D. Demonstrate social skills while participating in leadership and/or competitive event conferences					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 0 objective statements in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

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(16) Goal Statement: Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to FURTHER DEVELOP OCCUPATIONAL COMPETENCIES NEEDED FOR CAREERS IN MARKETING, MERCHANDISING, AND MANAGEMENT when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Develop one's occupational competencies by participating in professional meetings featuring occupationally-oriented presentations					
B. Develop one's occupational competencies by attending trade shows, exhibits, and other marketing-related functions					
C. Develop one's occupational competencies needed for a career by participating in the Merit Awards Program					
D. Demonstrate one's occupational competencies by participating in competitive events					
E. Evaluate one's occupational competencies after participating in competitive events					
F. Develop one's occupational competencies by participating in a sales project(s)					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 2 objective statements in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

(18) Goal Statement: Develop Effective Interpersonal Relationships

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP EFFECTIVE INTERPERSONAL RELATIONSHIPS when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Demonstrate effective interpersonal relationships by resolving conflicts or disagreements among chapter members					
B. Demonstrate effective human relations by participating in small and large group chapter-sponsored activities					
C. Demonstrate human relation skills when participating in competitive events					
D. Demonstrate effective interpersonal relationships by participating in the Human and Public Relations Section of the Merit Awards Program					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 1 objective statement in "Of High Priority" category  
 0 objective statements in "Of Medium Priority" category  
 1 objective statement in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

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(19) Goal Statement: Develop High Ethical Standards in Personal and Business Relationships

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP HIGH ETHICAL STANDARDS IN PERSONAL AND BUSINESS RELATIONSHIPS when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Comply with ethical standards when involved in all phases of a sales project activity					
B. Demonstrate accountability for money raised and products or services dispensed through a sales project activity					
C. Develop an awareness of ethical standards by listening to and participating in a panel discussion on the topic of "ethics in the business community"					
D. Comply with ethical business practices by not disclosing confidential information when preparing research studies for competitive events					
E. Demonstrate the ability to recognize the sales project and/or competitive event achievements of other students					
F. Participate in a chapter project involving the identification of individuals and/or businesses providing evidence of high ethical standards					
G. Demonstrate the ability to maintain high ethical standards when participating in competitive events					

(19) Goal Statement: Develop High Ethical Standards in Personal and Business Relationships  
(continued)

Please rank: 1 objective statement in "Of Extremely High Priority" category  
2 objective statements in "Of High Priority" category  
1 objective statement in "Of Medium Priority" category  
2 objective statements in "Of Low Priority" category  
1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

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(22) Goal Statement: Develop Greater Appreciation of the Responsibilities of Citizenship

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP GREATER APPRECIATION OF THE RESPONSIBILITIES OF CITIZENSHIP when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
A. Demonstrate good citizenship by developing and implementing a local DECA citizenship project					
B. Demonstrate the rights of citizenship by debating various issues confronting DECA members in local, state, and national conferences					
C. Demonstrate good citizenship by obeying the rules concerning DECA members when participating in local, state, and national conferences					
D. Demonstrate concern for the ultimate welfare of all of the chapter members of DECA, rather than the immediate benefit to self when selecting or electing officers and/or delegates					
E. Demonstrate good citizenship by assuming a fair share of the work load of the chapter's Program-Of-Work					
F. Demonstrate citizenship responsibility by representing the chapter in school sponsored activities					

(22) Goal Statement: Develop Greater Appreciation of the Responsibilities of Citizenship  
(continued)

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY
G. Demonstrate citizenship responsibilities by attending and/or participating in legislative sessions, city council meetings, court hearings, voter registration, etc.					

Please rank: 1 objective statement in "Of Extremely High Priority" category  
 2 objective statements in "Of High Priority" category  
 1 objective statement in "Of Medium Priority" category  
 2 objective statements in "Of Low Priority" category  
 1 objective statement in "Of Least Priority" category

(please write comments or re-written objective statements on the lines below and on back side)

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(1) GOAL STATEMENT: DEVELOP LEADERSHIP CHARACTERISTICS

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP LEADERSHIP CHARACTERISTICS when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Develop leadership responsibilities by planning and participating in officer election campaigns	1	6	4	13	6	3.57	8
B. Demonstrate leadership skills by organizing and participating in presentations to business, school and parent audiences	7	11	6	5	1	2.40	3
C. Develop leadership responsibilities by holding a local, district, state, regional and/or national office	17	6	3	2	2	1.87	2
D. Demonstrate leadership skills by serving as a member or chairperson of a committee and/or task force	17	7	4	2	0	1.70	1
E. Demonstrate the ability to organize and conduct sales projects to support chapter activities	6	7	7	6	4	2.83	4
F. Demonstrate the leadership responsibilities involved in competitive events through participation in competitive events	3	9	1	8	9	3.37	5

(1) GOAL STATEMENT: DEVELOP LEADERSHIP CHARACTERISTICS (continued)

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
G. Develop leadership responsibilities by participating in community service projects	5	5	1	9	10	3.47	6
H. Demonstrate the ability to organize chapter-sponsored social or service projects	4	6	1	9	10	3.50	7
I. Evaluate the results of DECA functions/activities and its contribution to leadership development	0	3	3	6	18	4.30	9

COMMENTS MADE BY JURY OF EXPERTS:

1. Participation really doesn't show leadership, it's more of a followership.
2. I still contend that DECA's role is not to develop these characteristics but DECA is a tool or technique used by the coordinator at the local level within the framework of the instructional program. The instructional program has goals and objectives which are to develop these skills, knowledges, attitudes and attributes in students! Explanation under each goal statement is coming closer to identifying the situation by indicating "the student may achieve . . . through participation . . . !
3. Suggested new objective statement: "Demonstrate the acquisition of knowledge of DECA and its relationship to instructional program" (a leader must first know his/her organization and how it fits into the scheme of things).
4. Objective statement "C" is not possible for every student.

(5) GOAL STATEMENT: DEVELOP SOCIAL AND BUSINESS ETIQUETTE

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP SOCIAL AND BUSINESS ETIQUETTE when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Demonstrate etiquette by communicating with training sponsors, students, teachers, etc., when appropriate	13	2	11	3	1	2.23	2
B. Practice poise and grace when participating in DECA sponsored community service projects	1	7	14	5	3	3.07	4
C. Practice poise and grace when participating in leadership and/or competitive event conferences	2	5	16	6	1	2.97	3
D. Practice poise and grace when making presentations at school, civic, business and/or trade group meetings	9	11	8	2	0	2.10	1
E. Demonstrate social and business etiquette when participating in DECA officer installation and membership initiation ceremonies	2	2	3	11	12	3.97	6
F. Practice poise and grace when participating in DECA sponsored social activities	3	3	8	3	13	3.67	5

(5) GOAL STATEMENT: DEVELOP SOCIAL AND BUSINESS ETIQUETTE (continued)

COMMENTS MADE BY JURY OF EXPERTS:

1. Need to define "etiquette." You might need to use another word besides etiquette--it sounds to stuffy and most people get hung-up on the word. "Poise and grace"; is it table manners, politeness, greeting people, communication skills. In these objective statements you are really evaluating the importance of the event rather than the social development aspect.
2. Objective statement "B" is not quite germane to the goal statement.
3. Difficult to know what is meant by "poise" and "grace." It is hard to come up with better terms; how about "platform manner", "pleasant manner"?



(6) GOAL STATEMENT: DEVELOP SELF-CONFIDENCE AND/OR SELF-ACCEPTANCE

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP SELF-CONFIDENCE AND/OR SELF-ACCEPTANCE when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Develop self-confidence through the achievement of personal goals established in conjunction with DECA	9	10	5	6	0	2.27	2
B. Evaluate peer/advisor positive feedback regarding performance in chapter activities	2	6	3	11	8	3.57	6
C. Demonstrate self-confidence by presenting successful leadership workshops/short-term courses to interested organizations	3	7	3	9	8	3.40	5
D. Develop self-confidence by being responsible for a meaningful chapter activity	11	11	4	3	1	2.07	1
E. Develop self-acceptance by participating in chapter-sponsored social activities	0	2	5	16	7	3.93	7
F. Display self-confidence and/or self-acceptance by participating in competitive events	4	11	4	9	2	2.80	3

(6) GOAL STATEMENT: DEVELOP SELF-CONFIDENCE AND/OR SELF-ACCEPTANCE (continued)

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
G. Develop self-confidence and/or self-acceptance when receiving recognition for chapter-related achievements	1	13	6	6	4	2.97	4

COMMENTS MADE BY JURY OF EXPERTS:

1. Objective statement "E" might be under objective statement "D".
2. I see self-confidence as something relative to each individual and although competition with others can build confidence, it can also destroy it. Therefore, objective statements "B", "C", "E", and "F" can only build and strengthen confidence if successful.
3. Limited participation in objective statement "C" -- otherwise good.

(8) GOAL STATEMENT: DEVELOP A HEALTHY COMPETITIVE SPIRIT

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP A HEALTHY COMPETITIVE SPIRIT when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Engage in competition as a candidate for a local, district, state, regional and/or national office	2	15	5	5	3	2.73	2.5
B. Participate in the democratic process by selecting individuals to represent the chapter at DECA meetings or conferences	1	8	2	10	9	3.60	6
C. Develop a healthy competitive spirit by participating in post-event discussions pertaining to content and/or process of the competitive event	2	6	9	9	4	3.23	4
D. Demonstrate the competitive aspect by participating in local, district, state, regional and/or national competitive events	19	9	0	2	0	1.50	1
E. Participate in an environment of cooperation and competition by receiving recognition for participating in competitive events	5	10	5	8	2	2.73	2.5

(8) GOAL STATEMENT: DEVELOP A HEALTHY COMPETITIVE SPIRIT (continued)

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
F. Develop a healthy competitive spirit by constructively evaluating the chapter activity involvement of fellow students	1	3	4	15	7	3.80	7
G. Participate in an environment of cooperation and competition by receiving recognition for participating in sales projects	0	9	5	11	5	3.40	5

COMMENTS MADE BY JURY OF EXPERTS:

1. I chose "D" as no. 1 simply because more people could "experience" this form of competition.
2. Objective statement "E"; the environment of healthy competition is sometimes just as important as competing.
3. Limited participation in objective statement "A"; otherwise good.
4. Where did objective statements "B", "C", "E", "F", and "G" come from? I really feel they don't pertain.

(9) GOAL STATEMENT: DEVELOP A GREATER UNDERSTANDING OF OUR FREE, COMPETITIVE ENTERPRISE SYSTEM

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP UNDERSTANDING OF OUR FREE, COMPETITIVE ENTERPRISE SYSTEM when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Demonstrate the ability to compare the American private economic system to other economic systems by participating in a professional chapter meeting discussing such a topic	9	9	5	6	1	2.37	1
B. Develop the concept of the free, competitive enterprise system by participating in competitive events	3	4	8	8	7	3.40	4
C. Develop a greater knowledge of our free enterprise system by listening to and participating in guest speaker presentations	1	6	7	6	10	3.60	5
D. Develop an awareness of the American economic system by participating in the Economic Understanding Section of the Merit Awards Program	4	9	2	7	8	3.20	3

(9) GOAL STATEMENT: DEVELOP A GREATER UNDERSTANDING OF OUR FREE, COMPETITIVE ENTERPRISE SYSTEM  
(continued)

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
E. Evaluate the contributions that a school store, sales project, marketing research project, and/or a local business makes to the principles of the free, competitive enterprise system	13	2	8	3	4	2.43	2

COMMENTS MADE BY JURY OF EXPERTS:

1. What is "free enterprise" - can you evaluate it if most individuals can not give you a solid answer of what it's all about. A chapter could sponsor an activity which would show what it would like to be under a "suppressed" government.

(10) GOAL STATEMENT: DEVELOP A GREATER AWARENESS OF CAREER OPPORTUNITIES IN MARKETING AND DISTRIBUTION

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP A GREATER AWARENESS OF CAREER OPPORTUNITIES IN MARKETING AND DISTRIBUTION when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Develop a greater career awareness when participating in an individual and/or group chapter-sponsored activity	14	4	0	8	4	2.47	1.5
B. Develop career awareness by participating in the Merit Awards Program	2	8	0	11	9	3.57	4
C. Develop career awareness by selecting and participating in competitive events	3	8	0	9	10	3.50	3
D. Prepare for one's career by participating in a local, district, or state career clinic or career day	11	10	0	2	7	2.47	1.5

COMMENTS MADE BY JURY OF EXPERTS:

1. I still question whether this is DECA's responsibility or classroom and on-the-job training.
2. Suggested new objective statement: "Document a career plan."
3. Objective statement "A" depends on the nature of the activities.

(13) GOAL STATEMENT: DEVELOP GREATER PROFICIENCY IN COMMUNICATION

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP GREATER PROFICIENCY IN COMMUNICATION when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Demonstrate communication proficiency by engaging in written and/or oral communication with training sponsors, guest speakers, students, teachers, etc., when appropriate	24	4	2	0	0	1.27	1
B. Demonstrate communication skills by developing a presentation to explain the goals of DECA to various groups	3	11	8	4	4	2.83	2
C. Participate in presenting an oral or written report of a chapter activity at DECA meetings	2	11	6	8	3	2.97	3
D. Demonstrate communication skills by participating in the Communications Section of the Merit Awards Program	0	2	9	11	8	3.83	4
E. Demonstrate proper communication skills by participating in competitive events	1	2	5	7	15	4.10	5



(13) GOAL STATEMENT: DEVELOP GREATER PROFICIENCY IN COMMUNICATION (continued)

COMMENTS MADE BY JURY OF EXPERTS:

1. Does this section tie-in with "Development of Business and Social Etiquette"?
2. Objective statement "B"; replace the word "goals" with "role".
3. Objective statement "B"; "the goals of DECA" - why so specific?
4. Objective statement "B"; "developing a presentation . . ." rather than "presenting" makes this "of least priority."
5. Objective statement "B"; should read "develop and present a presentation . . ."
6. Objective statement "B"; should read "developing and giving a presentation . . ."
7. Objective statement "E"; public speaking and advertising are important to this goal - not all competitive events.
8. Objective statements "B", "D", and "E" mostly lend themselves to formal presentations. I feel that in order to develop a proficiency, a student should be able to speak before and with a variety of audiences and on a variety of topics, both formal and informal. Therefore, I see only objective statements "A" and "C" as the only choices since they seem to develop a total proficiency.

(14) GOAL STATEMENT: PARTICIPATE IN PLANNED SOCIAL ACTIVITIES

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to PARTICIPATE IN PLANNED SOCIAL ACTIVITIES when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Demonstrate the responsibility of representing the chapter at school and community social events	6	4	0	8	12	3.53	4
B. Participate in planning and conducting chapter-sponsored social and recreational activities	8	10	0	10	2	2.60	1
C. Engage in social interaction by participating in chapter-sponsored social and recreational activities	8	10	0	7	5	2.70	2
D. Demonstrate social skills while participating in leadership and/or competitive event conferences	8	6	0	5	11	3.17	3

COMMENTS MADE BY JURY OF EXPERTS:

1. Isn't this one way to develop social and business etiquette?
2. This goal statement is not a "goal."
3. This goal statement is an activity; not a goal. I really should not rank these.

(16) GOAL STATEMENT: FURTHER DEVELOP OCCUPATIONAL COMPETENCIES NEEDED FOR CAREERS IN MARKETING, MERCHANDISING, AND MANAGEMENT

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to FURTHER DEVELOP OCCUPATIONAL COMPETENCIES NEEDED FOR CAREERS IN MARKETING, MERCHANDISING, AND MANAGEMENT when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Develop occupational competencies by belonging to DECA and participating in the chapter's Program-Of-Work	8	7	1	4	10	3.03	3
B. Develop occupational competencies by participating in professional meetings featuring occupationally-oriented presentations	5	12	1	10	2	2.73	2
C. Develop occupational competencies by attending trade shows, exhibits, and other marketing-related functions	2	8	5	11	4	3.23	6
D. Develop occupational competencies needed for a career by participating in the Merit Awards Program	0	10	8	9	3	3.17	4
E. Demonstrate occupational competencies by participating in competitive events	12	5	7	5	1	2.27	1

(16) GOAL STATEMENT: FURTHER DEVELOP OCCUPATIONAL COMPETENCIES NEEDED FOR CAREERS IN MARKETING, MERCHANDISING, AND MANAGEMENT (continued)

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
F. Evaluate one's occupational competencies after participating in competitive events	1	10	6	8	5	3.20	5
G. Develop one's occupational competencies by participating in sales projects	2	8	2	13	5	3.37	7

COMMENTS MADE BY JURY OF EXPERTS:

1. Is this really DECA's responsibility? We might be able to evaluate them through competitive events but should we develop them?
2. Objective statements "A", "B", "C", "D", and "G" are not the role of DECA to develop! None of these really develop competencies anyway. If so--they are incidental and accidental!
3. Seems to me that objective statement "A" is a good objective for goal statement No. 1.
4. I don't think objective statement "A" belongs with this particular goal statement.
5. Objective statement "G" may be identical with "E".

(18) GOAL STATEMENT: DEVELOP EFFECTIVE INTERPERSONAL RELATIONSHIPS

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP EFFECTIVE INTERPERSONAL RELATIONSHIPS when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Demonstrate effective interpersonal relationships by resolving conflicts or disagreements among chapter members	2	11	0	6	11	3.43	2
B. Practice effective human relations by participating in small and large group chapter-sponsored activities	23	5	0	2	0	1.37	1
C. Practice human relation skills when participating in competitive events	3	7	0	13	7	3.47	3
D. Demonstrate effective interpersonal relationships by participating in the Human and Public Relations Section of the Merit Awards Program	2	7	0	9	12	3.73	4

COMMENTS MADE BY JURY OF EXPERTS:

- Objective statements "C" and "D" aren't realistic since one can only apply theories.

(19) GOAL STATEMENT: DEVELOP HIGH ETHICAL STANDARDS IN PERSONAL AND BUSINESS RELATIONSHIPS

Through participation in the Distributive Education Clubs of America, the student may achieve the goal to DEVELOP HIGH ETHICAL STANDARDS IN PERSONAL AND BUSINESS RELATIONSHIPS when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Comply with ethical standards when involved in all phases of a sales project activity	5	10	7	7	1	2.63	2.5
B. Demonstrate accountability for money raised and products or services dispensed through a sales project activity	6	9	7	6	2	2.63	2.5
C. Develop an awareness of ethical standards by listening to and participating in a panel discussion on the topic of "ethics in the business community"	5	6	6	11	2	2.97	5
D. Comply with ethical business practices by not disclosing confidential information when preparing research studies for competitive events	0	8	4	12	6	3.53	6
E. Demonstrate the ability to recognize the sales project and/or competitive event achievements of other students	1	6	0	10	13	3.93	7

(19) GOAL STATEMENT: DEVELOP HIGH ETHICAL STANDARDS IN PERSONAL AND BUSINESS RELATIONSHIPS  
(continued)

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
F. Participate in a chapter project involving the identification of individuals and/or businesses providing evidence of high ethical standards	5	9	3	9	4	2.93	4
G. Demonstrate the ability to maintain high ethical standards when participating in competitive events	8	12	3	5	2	2.37	1

COMMENTS MADE BY JURY OF EXPERTS:

1. These are good statements but no where do I see an objective which establishes the concept of ethics - what it means, etc.
2. Objective statement "A" will probably be ranked high by most people. We are not allowed sales project activities in our school.
3. Objective statement "E" should be under some kind of recognition statement rather than ethics.
4. Where did objective statement "D" come from?

(22) GOAL STATEMENT: DEVELOP GREATER APPRECIATION OF THE RESPONSIBILITIES OF CITIZENSHIP

Through participation in the Distributive **E**ducation Clubs of America, the student may achieve the goal to DEVELOP GREATER APPRECIATION OF THE RESPONSIBILITIES OF CITIZENSHIP when he has been given the opportunity to:

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
A. Demonstrate good citizenship by developing and implementing a local DECA citizenship project	4	8	8	9	1	2.83	4
B. Demonstrate the rights of citizenship by debating various issues confronting DECA members in local, state, and national conferences	1	4	1	13	11	3.97	7
C. Demonstrate good citizenship by obeying the rules concerning DECA members when participating in local, state, and national conferences	7	8	7	7	1	2.57	2
D. Demonstrate concern for ultimate welfare of DECA, rather than the immediate benefit to self, when electing or selecting officers and/or delegates	4	13	3	5	5	2.80	3
E. Demonstrate good citizenship by assuming a fair share of the work load of a chapter's Program-Of-Work	8	11	5	5	1	2.33	1



(22) GOAL STATEMENT: DEVELOP GREATER APPRECIATION OF THE RESPONSIBILITIES OF CITIZENSHIP  
(continued)

OBJECTIVE STATEMENT	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY	MEAN	RANK
F. Demonstrate citizenship responsibility by representing the chapter in school sponsored activities	1	5	3	16	5	3.63	6
G. Practice citizenship responsibilities by attending and/or participating in legislative sessions, city council meetings, court hearings, voter registration, etc.	5	11	3	5	6	2.87	5

COMMENTS MADE BY JURY OF EXPERTS:

1. Objective statement "D"; why is "DECA" more important than the individual students?
2. These objective statements are very hard to rank. How could you ever be sure of anyone's motives in voting? Objective statement "D" would be difficult to show tangible benefits.
3. Objective statement "D" is ambiguous.

Appendix Q

Delphi Questionnaire No. 1 Field-Test Members

Mrs. Stephanie Dowdy, Research Assistant  
Distributive Teacher-Education Program  
College of Education  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061

Mrs. Barbara Pendleton, EPDA Fellow  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061

Mr. Dwight Pinkett, Senior  
Distributive Teacher-Education Program  
College of Education  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061

Mrs. Toni Ross, Junior  
Distributive Teacher-Education Program  
College of Education  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061

Mrs. Charlene Watson, Senior  
Distributive Teacher-Education Program  
College of Education  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061

Appendix R

Memorandum, Questionnaire, and Profile Data  
for the Jury of Experts Who  
Participated in the  
Study



COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

November 21, 1974

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

## MEMORANDUM

TO: Jury of Experts

FROM: Steven B. Corbin

RE: Profile of participants

As a part of the research study to formulate goals and objectives for the High School Division of the Distributive Education Clubs of America, it will be extremely helpful to have a profile of those selected to participate in the study. It will take you approximately five minutes to complete the questionnaire. I shall appreciate your completing it as soon as possible. A stamped, self-addressed envelope is enclosed for your convenience in returning the profile to me.

**DIRECTIONS:** Please use one of the code numbers to indicate your answer to each question. Write the number of your answer on the line to the left of the item number.

NAME \_\_\_\_\_

- \_\_\_\_\_ 1. Present position:
0. Full-time distributive education teacher-coordinator
  1. Full-time city or county supervisor of distributive education
  2. Teacher educator of distributive education
  3. State supervisor of distributive education
  4. Assistant state supervisor of distributive education
  5. Area or district supervisor of distributive education
  6. Retired
  7. High school distributive education student
  8. Junior College distributive education student
  9. Collegiate distributive education student
  10. Combination of above (please state numbers \_\_\_\_\_)
  11. Other (please state \_\_\_\_\_)

- \_\_\_\_\_ 2. Age:
- |          |                |
|----------|----------------|
| 0. 16-20 | 6. 46-50       |
| 1. 21-25 | 7. 51-55       |
| 2. 26-30 | 8. 56-60       |
| 3. 31-35 | 9. 61-65       |
| 4. 36-40 | 10. 66 or over |
| 5. 41-45 |                |
- \_\_\_\_\_ 3. Highest degree held:
0. Still in high school
  1. High School diploma
  2. Two-year degree
  3. Bachelor's degree (B.A. or B.S.)
  4. Master's degree (M.A., M.S., or M.Ed.)
  5. Special certificate or degree
  6. Ed.D. or Ph.D.
  7. Other (please state \_\_\_\_\_)
- \_\_\_\_\_ 4. Number of years served as a DECA Chapter Advisor or designated sponsor:
- |                |                     |
|----------------|---------------------|
| 0. None        | 6. 13-15 years      |
| 1. 1 year      | 7. 16-18 years      |
| 2. 2-3 years   | 8. 19-21 years      |
| 3. 4-6 years   | 9. 22 years or more |
| 4. 7-9 years   | 10. Not applicable  |
| 5. 10-12 years |                     |
- \_\_\_\_\_ 5. Level served as DECA Chapter Advisor or designated sponsor:
0. High School
  1. Junior Collegiate
  2. Collegiate
  3. Alumni
  4. Professional
  5. High School and Junior Collegiate
  6. High School, Junior Collegiate, and Collegiate
  7. High School and Collegiate
  8. Junior Collegiate and Collegiate
  9. Other (please state \_\_\_\_\_)
  10. Not applicable

- \_\_\_\_\_ 6. Number of years enrolled in a cooperative high school distributive education program (include this year):
0. None
  1. 1 year
  2. 2 years
  3. 3 years
  4. 4 years or more

The best address to use in getting mail to me as quickly as possible is:

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Office phone number \_\_\_\_\_  
Area Code

Home phone number \_\_\_\_\_  
Area Code

Please return this questionnaire by November 29.

Thank you for your assistance.

A questionnaire was mailed to the thirty jury of expert members to obtain certain profile data information. One-hundred percent of the jury of experts responded and provided the requested information.

The occupational positions of the twelve national leaders who participated in the study include five distributive teacher-educators, two State Supervisors of distributive education, two Education Program Specialists in the U. S. Office of Education who were the past and present Program Officers for marketing and distribution, one State Director of Vocational Education who was formerly a State Supervisor of distributive education, one Vocational-Technical Education Consultant who was formerly a State Supervisor of distributive education, and the Executive Director of the Distributive Education Clubs of America, Incorporated. An additional twelve jury members were full-time high school distributive education teacher-coordinators. Four of the six national officers of DECA were enrolled in an undergraduate college, three of whom were seniors in a distributive teacher-education program, and the fourth person was a freshman. The other two national officers of DECA were employed full-time in marketing and distributive businesses.

The thirty jury of expert members ranged in age from 16 to 66. At the time of the study, four jury members were in the 16-20 age category, three were 21-25, two were 26-30, two were 31-35, two were 36-40, three were 41-45, eight were 46-50, one was 51-55, four were 61-65, and one member was 66 or older.



The jury of expert members were also asked to state the highest academic degree they currently held. Five participants hold a High School Diploma, one an Associate of Arts degree, one a Vocational Certificate, two a Bachelor's degree, seventeen a Master's degree, and four a Doctoral degree.

The members of the jury of experts were requested to indicate the number of years that had served as a DECA Chapter Advisor or the designated sponsor of DECA. Twenty-one of the thirty jury of expert members had served as a DECA Chapter Advisor or the designated sponsor of DECA. Of the twenty-one members, two jury members had served 2-3 years as a DECA Chapter Advisor, eight indicated serving 4-6 years, three noted serving 7-9 years, four responded to the 10-12 years category, two had served 13-15 years, and two indicated serving 22 years or more as the DECA Chapter Advisor. Of the nine jury members who indicated they had never served as a DECA Chapter Advisor, six were the national officers of the High School and Collegiate Divisions of DECA, and the other three were State DECA Advisors responsible for the High School, Junior Collegiate, Collegiate, Alumni, and Professional Divisions of DECA in their state, but were never the official sponsor of a DECA Division.

Similarly, the jury of experts were asked to designate at which level they served as a DECA Chapter Advisor or the designated sponsor. Sixteen of the thirty jury members served only at the High School Division level, one person served at the High School

and Junior Collegiate Division levels, three participants served at the High School, Junior Collegiate, and Collegiate Division levels, and three members served at the High School and Collegiate Division levels. The question was not applicable to seven of the jury members, six of whom were the national officers of the High School and Collegiate Divisions of DECA, and the seventh person was never an official sponsor of any Division of DECA, though that individual was a State DECA Advisor responsible for the High School, Junior Collegiate, Collegiate, Alumni, and Professional Divisions of DECA in that state.

Finally, the jury of expert members were asked to indicate the number of years they had been enrolled in a cooperative high school distributive education program. Nineteen of the jury of experts were never enrolled and eleven persons indicated they had been enrolled in a cooperative high school distributive education program. Of the eleven jury members who had been enrolled in a cooperative high school distributive education program, four indicated they were enrolled for four or more years, one person was enrolled for three years, three people were enrolled for two years, and three people were enrolled for one year.

Appendix S

Results of Delphi Questionnaire No. 6

RESULTS OF DELPHI QUESTIONNAIRE NO. 6--FORMULATION OF OBJECTIVE STATEMENTS

(1) Goal Statement: Develop Leadership Characteristics

OBJECTIVE STATEMENT	(1) OF EXTREMELY HIGH PRIORITY	(2) OF HIGH PRIORITY	(3) OF MEDIUM PRIORITY	(4) OF LOW PRIORITY	(5) OF LEAST PRIORITY	MEAN	RANK
A. Develop leadership responsibilities by planning and participating in officer election campaigns	0	3	10	11	5	3.62	9
B. Demonstrate leadership skills by developing and delivering a presentation to business, school and parent audiences	8	13	3	4	1	2.21	3
C. Develop leadership responsibilities by holding a local, district, state, regional and/or national office	16	6	2	4	1	1.90	2
D. Demonstrate leadership skills by serving as a member or chairperson of a committee and/or task force	18	6	3	2	0	1.62	1
E. Demonstrate the ability to organize and conduct sales projects to support chapter activities	3	9	7	6	4	2.97	5
F. Demonstrate the leadership responsibilities involved in competitive events through participation in competitive events	1	5	8	8	7	3.52	8
G. Develop leadership responsibilities by participating in community service projects	2	6	5	9	7	3.45	6
H. Demonstrate the ability to organize chapter-sponsored social or service projects	2	6	5	8	8	3.48	7

Goal Statement No. 1 continued

OBJECTIVE STATEMENT	(1) OF EXTREMELY HIGH PRIORITY	(2) OF HIGH PRIORITY	(3) OF MEDIUM PRIORITY	(4) OF LOW PRIORITY	(5) OF LEAST PRIORITY	MEAN	RANK
I. Evaluate the results of DECA functions/ activities and its contribution to leadership development	0	2	2	5	20	4.48	10
J. Demonstrate an understanding of the goals of DECA by planning and implementing a chapter Program-Of- Work	8	2	13	1	5	2.76	4

(5) Goal Statement: Develop Social and Business Etiquette

OBJECTIVE STATEMENT	(1) OF EXTREMELY HIGH PRIORITY	(2) OF HIGH PRIORITY	(3) OF MEDIUM PRIORITY	(4) OF LOW PRIORITY	(5) OF LEAST PRIORITY	MEAN	RANK
A. Demonstrate poise and grace when communicating with training sponsors, students, teachers, etc., when appropriate	15	4	6	4	0	1.97	2
B. Demonstrate poise and grace when participating in DECA sponsored community service projects	0	6	17	6	0	3.00	4
C. Demonstrate poise and grace when participating in leadership and/or competitive event conferences	2	5	18	2	2	2.90	3
D. Demonstrate poise and grace when making presentations at school, civic, business and/or trade group meetings	11	10	8	0	0	1.90	1
E. Demonstrate social and business etiquette when participating in DECA officer installation and membership initiation ceremonies	0	1	3	10	15	4.34	6
F. Demonstrate poise and grace when participating in DECA sponsored social activities	1	3	6	7	12	3.90	5

(6) Goal Statement: Develop Self-Confidence and/or Self-Acceptance

OBJECTIVE STATEMENT	(1) OF EXTREMELY HIGH PRIORITY	(2) OF HIGH PRIORITY	(3) OF MEDIUM PRIORITY	(4) OF LOW PRIORITY	(5) OF LEAST PRIORITY	MEAN	RANK
A. Develop self-confidence and/or self-acceptance through the achievement of personal goals established in conjunction with DECA	6	15	5	3	0	2.17	2
B. Evaluate peer/advisor positive feedback regarding performance in chapter activities	2	3	1	14	9	3.86	6.5
C. Demonstrate self-confidence and/or self-acceptance by presenting successful leadership workshops/short-term courses to interested organizations	1	6	2	12	8	3.69	5
D. Develop self-confidence and/or self-acceptance by being responsible for a chapter activity	15	9	1	2	2	1.86	1
E. Develop self-confidence and/or self-acceptance by participating in chapter-sponsored social activities	0	3	5	14	7	3.86	6.5
F. Display self-confidence and/or self-acceptance by participating in competitive events	4	13	7	5	0	2.45	3
G. Develop self-confidence and/or self-acceptance when receiving recognition for chapter-related achievements	1	9	8	8	3	3.10	4

(8) Goal Statement: Develop a Healthy Competitive Spirit

OBJECTIVE STATEMENT	(1) OF EXTREMELY HIGH PRIORITY	(2) OF HIGH PRIORITY	(3) OF MEDIUM PRIORITY	(4) OF LOW PRIORITY	(5) OF LEAST PRIORITY	MEAN	RANK
A. Engage in competition as a candidate for a local, district, state, regional and/or national office	0	21	2	5	1	2.52	2
B. Participate in the democratic process by selecting individuals to represent the chapter at DECA meetings or conferences	0	8	1	11	9	3.72	6
C. Develop a healthy competitive spirit by participating in post-event discussions pertaining to content and/or process of the competitive event	4	3	7	11	4	3.28	4
D. Demonstrate the competitive aspect by participating in local, district, state, regional and/or national competitive events	23	3	1	2	0	1.38	1
E. Participate in an environment of cooperation and competition by receiving recognition for participating in competitive events	1	15	7	5	1	2.66	3
F. Develop a healthy competitive spirit by constructively evaluating the chapter activity involvement of fellow students	1	1	2	16	9	4.07	7
G. Participate in an environment of cooperation and competition by receiving recognition for participating in sales projects	0	7	9	8	5	3.38	5



(9) Goal Statement: Develop a Greater Understanding of our Free, Competitive Enterprise System

OBJECTIVE STATEMENT	(1) OF EXTREMELY HIGH PRIORITY	(2) OF HIGH PRIORITY	(3) OF MEDIUM PRIORITY	(4) OF LOW PRIORITY	(5) OF LEAST PRIORITY	MEAN	RANK
A. Demonstrate the ability to compare the American private economic system to other economic systems by participating in a professional chapter meeting discussing such a topic	7	11	5	4	2	2.41	2
B. Develop the concept of the free, competitive enterprise system by participating in competitive events	1	4	8	10	6	3.55	4
C. Develop a greater knowledge of our free enterprise system by listening to and participating in guest speaker presentations	0	3	6	7	13	4.03	5
D. Develop an awareness of the American economic system by participating in the Economic Understanding Section of the Merit Awards Program	3	5	9	6	6	3.24	3
E. Evaluate the contributions that a school store, sales project, marketing research project, and/or a local business makes to the principles of the free, competitive enterprise system	18	6	1	2	2	1.76	1

(10) Goal Statement: Develop a Greater Awareness of Career Opportunities in Marketing and Distribution

OBJECTIVE STATEMENT	(1) OF EXTREMELY HIGH PRIORITY	(2) OF HIGH PRIORITY	(3) OF MEDIUM PRIORITY	(4) OF LOW PRIORITY	(5) OF LEAST PRIORITY	MEAN	RANK
A. Develop a greater career awareness when participating in an individual and/or group chapter-sponsored activity	14	8	0	5	2	2.07	1
B. Develop career awareness by participating in the Merit Awards Program	1	9	0	10	9	3.55	3
C. Develop career awareness by selecting and participating in competitive events	2	7	0	11	9	3.62	4
D. Prepare for one's career by participating in a local, district, or state career clinic or career day	12	5	0	3	9	2.72	2

(13) Goal Statement: Develop Greater Proficiency in Communication

OBJECTIVE STATEMENT	(1) OF EXTREMELY HIGH PRIORITY	(2) OF HIGH PRIORITY	(3) OF MEDIUM PRIORITY	(4) OF LOW PRIORITY	(5) OF LEAST PRIORITY	MEAN	RANK
A. Demonstrate communication proficiency by engaging in written and/or oral communication with training sponsors, guest speakers, students, teachers, etc., when appropriate	23	2	2	0	2	1.48	1
B. Demonstrate communication skills by developing and delivering a presentation to explain the role of DECA to various groups	4	10	7	6	2	2.72	2
C. Participate in presenting an oral or written report of a chapter activity at DECA meetings	0	12	9	4	4	3.00	3
D. Demonstrate communication skills by participating in the Communications Section of the Merit Awards Program	0	3	7	12	7	3.79	4
E. Demonstrate proper communication skills by participating in competitive events	2	2	4	7	14	4.00	5

(14) Goal Statement: Participate in Planned Social Activities

OBJECTIVE STATEMENT	(1) OF EXTREMELY HIGH PRIORITY	(2) OF HIGH PRIORITY	(3) OF MEDIUM PRIORITY	(4) OF LOW PRIORITY	(5) OF LEAST PRIORITY	MEAN	RANK
A. Demonstrate the responsibility of representing the chapter at school and community social events	5	3	0	9	12	3.69	4
B. Participate in planning and conducting chapter-sponsored social and recreational activities	11	8	0	9	1	2.34	1
C. Engage in social interaction by participating in chapter-sponsored social and recreational activities	7	13	0	4	5	2.55	2
D. Demonstrate social skills while participating in leadership and/or competitive event conferences	6	5	0	7	11	3.41	3

(16) Goal Statement: Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management

OBJECTIVE STATEMENT	(1) OF EXTREMELY HIGH PRIORITY	(2) OF HIGH PRIORITY	(3) OF MEDIUM PRIORITY	(4) OF LOW PRIORITY	(5) OF LEAST PRIORITY	MEAN	RANK
A. Develop one's occupational competencies by participating in professional meetings featuring occupationally-oriented presentations	5	10	5	3	6	2.83	2
B. Develop one's occupational competencies by attending trade shows, exhibits, and other marketing-related functions	4	3	11	7	4	3.14	3
C. Develop one's occupational competencies needed for a career by participating in the Merit Awards Program	1	5	15	2	6	3.24	4
D. Demonstrate one's occupational competencies by participating in competitive events	15	3	8	3	0	1.97	1
E. Evaluate one's occupational competencies after participating in competitive events	1	5	11	6	6	3.38	5
F. Develop one's occupational competencies by participating in a sales project(s)	3	3	7	8	7	3.46	6

(18) Goal Statement: Develop Effective Interpersonal Relationships

OBJECTIVE STATEMENT	(1) OF EXTREMELY HIGH PRIORITY	(2) OF HIGH PRIORITY	(3) OF MEDIUM PRIORITY	(4) OF LOW PRIORITY	(5) OF LEAST PRIORITY	MEAN	RANK
A. Demonstrate effective interpersonal relationships by resolving conflicts or disagreements among chapter members	1	16	0	5	7	3.03	2
B. Demonstrate effective human relations by participating in small and large group chapter-sponsored activities	23	2	0	3	1	1.52	1
C. Demonstrate human relation skills when participating in competitive events	4	7	0	10	8	3.38	3
D. Demonstrate effective interpersonal relationships by participating in the Human and Public Relations Section of the Merit Awards Program	1	4	0	11	13	4.07	4

(19) Goal Statement: Develop High Ethical Standards in Personal and Business Relationships

OBJECTIVE STATEMENT	(1) OF EXTREMELY HIGH PRIORITY	(2) OF HIGH PRIORITY	(3) OF MEDIUM PRIORITY	(4) OF LOW PRIORITY	(5) OF LEAST PRIORITY	MEAN	RANK
A. Comply with ethical standards when involved in all phases of a sales project activity	4	15	3	6	1	2.48	2
B. Demonstrate accountability for money raised and products or services dispensed through a sales project activity	6	7	5	9	2	2.79	4
C. Develop an awareness of ethical standards by listening to and participating in a panel discussion on the topic of "ethics in the business community"	4	3	2	16	4	3.45	5
D. Comply with ethical business practices by not disclosing confidential information when preparing research studies for competitive events	0	6	6	10	7	3.62	6
E. Demonstrate the ability to recognize the sales project and/or competitive event achievements of other students	0	5	3	10	11	3.93	7
F. Participate in a chapter project involving the identification of individuals and/or businesses providing evidence of high ethical standards	4	11	6	5	3	2.72	3
G. Demonstrate the ability to maintain high ethical standards when participating in competitive events	11	11	4	2	1	2.00	1

(22) Goal Statement: Develop Greater Appreciation of the Responsibilities of Citizenship

OBJECTIVE STATEMENT	(1)	(2)	(3)	(4)	(5)	MEAN	RANK
	OF EXTREMELY HIGH PRIORITY	OF HIGH PRIORITY	OF MEDIUM PRIORITY	OF LOW PRIORITY	OF LEAST PRIORITY		
A. Demonstrate good citizenship by developing and implementing a local DECA citizenship project	3	6	9	7	4	3.10	5
B. Demonstrate the rights of citizenship by debating various issues confronting DECA members in local, state, and national conferences	0	5	2	14	8	3.86	7
C. Demonstrate good citizenship by obeying the rules concerning DECA members when participating in local, state, and national conferences	3	13	3	8	2	2.76	3
D. Demonstrate concern for the ultimate welfare of all of the chapter members of DECA, rather than the immediate benefit to self when selecting or electing officers and/or delegates	7	11	3	4	4	2.55	2
E. Demonstrate good citizenship by assuming a fair share of the work load of the chapter's Program-Of-Work	11	8	3	7	0	2.21	1
F. Demonstrate citizenship responsibility by representing the chapter in school-sponsored activities	2	4	5	12	6	3.55	6
G. Demonstrate citizenship responsibilities by attending and/or participating in legislative sessions, city council meetings, court hearings, voter registration, etc.	3	11	4	6	5	2.97	4



Appendix T

Chronological Proceedings of the Study

## January-October, 1974

- A. Review of literature
- B. Objectives of study, research methodology, and research procedures approved by Graduate Faculty at Virginia Polytechnic Institute and State University, Blacksburg, Virginia
- C. Selected twelve national leaders in distributive education to participate in the study
- D. Selected twelve outstanding high school distributive education teacher-coordinators to participate in the study
- E. Selected six national DECA officers of the High School Division and Collegiate Division to participate in the study
- F. Two-member advisory committee met with the researcher to formulate tentative goal statements

## November, 1974

- A. Thirty jury of expert members selected agreed to participate in the study
- B. Review of literature and research related to youth organizations, vocational education clubs and the Distributive Education Clubs of America mailed to jury of experts for review prior to Delphi Questionnaire No. 1

## December, 1974

- A. Tentative goal statements finalized by two-member advisory committee and the researcher
- B. Delphi Questionnaire No. 1 mailed--formulation of goal statements

## January, 1975

- A. Lexical analysis expert and four-member advisory committee reviewed Delphi Questionnaire No. 1 results and made recommendations to researcher
- B. Delphi Questionnaire No. 2 mailed--formulation of goal statements

## February, 1975

- A. Lexical analysis expert and four-member advisory committee reviewed Delphi Questionnaire No. 2 results and made recommendations to researcher
- B. Delphi Questionnaire No. 3 mailed--formulation of goal statements

## March, 1975

- A. Lexical analysis expert and four-member advisory committee reviewed Delphi Questionnaire No. 3 results and made recommendations to researcher
- B. Four-member advisory committee and researcher formulated tentative objective statements
- C. Delphi Questionnaire No. 4 mailed--formulation of objective statements

## April, 1975

- A. Lexical analysis expert and four-member advisory committee reviewed Delphi Questionnaire No. 4 results and made recommendations to researcher
- B. Delphi Questionnaire No. 5 mailed--formulation of objective statements

## May, 1975

- A. Lexical analysis expert and four-member advisory committee reviewed Delphi Questionnaire No. 5 results and made recommendations to researcher
- B. Delphi Questionnaire No. 6 mailed--formulation of objective statements

## June-July, 1975

- A. Analyzed data for final report
- B. Prepared final report for review by Graduate Faculty at Virginia Polytechnic Institute and State University, Blacksburg, Virginia

## VITA

Steven Blaine Corbin was born in Ames, Iowa, on January 29, 1948. He attended and graduated from Nevada Community High School, Nevada, Iowa, in 1966. He received his B. A. degree in business education from the University of Northern Iowa, Cedar Falls, Iowa, in January, 1970. He was a distributive education teacher-coordinator at Webster City High School, Webster City, Iowa, during the Spring Semester of 1970. He then accepted a distributive education teacher-coordinator position at Southeast Polk High School, Runnells, Iowa, and taught there from 1970-1973. He received his M.Ed. degree in vocational and technical education from Colorado State University, Fort Collins, Colorado, in August, 1972, with primary emphasis in distributive education. In 1973 he accepted a half-time faculty position at Virginia Polytechnic Institute and State University, Blacksburg, Virginia, with primary responsibility in distributive teacher-education. While at Virginia Polytechnic Institute and State University, he assisted with research and developmental projects, was a recipient of two national scholarships, served his doctoral internship at the American Vocational Association, and taught undergraduate courses in distributive education. He has recently accepted a position as an assistant professor of distributive education at the University of Northern Iowa, Cedar Falls, Iowa.

  
Steven Blaine Corbin

FORMULATION OF GOALS AND OBJECTIVES FOR THE  
HIGH SCHOOL DIVISION OF THE  
DISTRIBUTIVE EDUCATION  
CLUBS OF AMERICA

by

Steven Blaine Corbin

(ABSTRACT)

The central problem in this developmental study was the formulation via a consensus of thirty experts of goals and objectives for the High School Division of the Distributive Education Clubs of America.

The Delphi research technique was utilized as the primary methodology in formulating goals and objectives. Six Delphi Questionnaires--three to formulate the goals and three to formulate the objectives--were administered to a jury of experts. The jury was composed of thirty persons; twelve national leaders in distributive education, twelve high school distributive education teacher-coordinators, and six national officers of the High School and Collegiate Divisions of DECA. In addition, a lexical analysis expert and a four-member advisory committee were utilized to examine and assess the jury of experts' responses compiled after the return of each of the six Delphi Questionnaires. A forced-choice ranking scale was utilized by the jury of experts to rank

the goals and objectives into five priority categories.

The study formulated and prioritized twelve goals and seventy-two objectives. The twelve goals, in order of importance, are: (1) Develop Leadership Characteristics, (2) Develop Self-Confidence and/or Self-Acceptance, (3) Develop a Greater Understanding of our Free, Competitive Enterprise System, (4) Further Develop Occupational Competencies Needed for Careers in Marketing, Merchandising, and Management, (5) Develop High Ethical Standards in Personal and Business Relationships, (6) Develop Effective Interpersonal Relationships, (7) Develop a Greater Awareness of Career Opportunities in Marketing and Distribution, (8) Develop Greater Proficiency in Communication, (9) Develop Greater Appreciation of the Responsibilities of Citizenship, (10) Develop a Healthy Competitive Spirit, (11) Develop Social and Business Etiquette, and (12) Participate in Planned Social Activities.

On the basis of the findings, the major conclusions and recommendations include:

1. The twelve goals serve as the general goals toward which several years of study in distributive education and concurrent participation in DECA activities might be aimed or for which students might strive.

2. The seventy-two objectives serve as the actions, knowledges, and skills the DECA student must learn to attain the twelve goals.

3. The twelve goals and seventy-two objectives can be categorized into three priorities: "Of Extremely High or High

Priority," "Of Medium Priority," and "Of Low or Least Priority."

4. The Delphi technique, the use of a lexical analysis expert, and the utilization of an advisory committee were effective research procedures employed in the study.

5. The study may be used as a framework upon which sound research on DECA can be conducted and evaluations made.

6. The study can be utilized to formulate specific instructional behavioral objectives.

7. Pre- and in-service training of distributive educators on utilizing the results of the study is to be considered.

8. The goals and objectives may be adopted as guidelines for the DECA Student-of-~~the~~-year and DECA Chapter-of-the-year competitive event activities.