

THE IMPORTANCE OF ACTIVITIES PERFORMED IN
FUNCTIONS OF THE FARM MACHINERY INDUSTRY
AS A BASIS FOR TRAINING PROGRAMS

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This is to certify that the

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The Identification of Activities for Performance
of Selected Functions in the Farm Machinery Industry

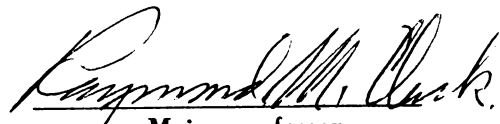
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ABSTRACT

THE IMPORTANCE OF ACTIVITIES PERFORMED IN FUNCTIONS OF THE FARM MACHINERY INDUSTRY AS A BASIS FOR TRAINING PROGRAMS

by Arthur Lee Berkey

Purpose. The purpose of this study is to identify the functions performed at the retail dealership level of the farm machinery industry; and to identify, and determine the importance of activities that should be performed in fulfilling the selected functions of retail sales, and records and accounts. This information may serve as a basis for the development of training programs to meet the needs of workers in the retail farm machinery industry.

Method. The functions of the retail farm machinery industry were identified through a review of the literature and assistance from industry and university personnel. The retail sales, and records and accounts functions were selected for study. A procedure similar to that used to identify functions was used to list 72 activities performed in each of the selected functions. Seventeen activities listed were common to both selected functions.

An interview instrument with a four point importance scale, and provision for listing additional activities, was developed through consultation with educational researchers.

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The 21 member jury of experts was composed of seven retail dealership managers and seven industry advisors representing full line farm machinery manufacturers; and seven educational experts involved in farm machinery training programs. Through interviews jury members rated the importance of activities to the performance of selected functions; and listed additional activities important to the functions.

The frequency of the importance ratings was used to identify activities important to the selected functions. The relative importance of individual activities was determined by ranking, and statistical tests which compared rating frequencies with a random distribution. Differences between jury groups in total function ratings were determined by clustering using McQuitty's Hierarchical Classification System. The relative importance of activity groups was determined by the rank of individual activities making up the activity group.

Findings of the Study. Retail sales, records and accounts, management, and service were the four functions identified. Seventy-two activities including 17 common activities were identified for both the retail sales, and the records and accounts functions; and jury members added eight and three activities respectively. Of 1512 possible activity importance ratings for each selected function, 1495 and 1480 activity ratings of some degree of importance were made for the retail sales, and the records and accounts functions respectively.

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The frequencies of the importance ratings of a majority of the 72 activities in each selected function are not statistically significant from a random frequency. Common activities are not significantly different in importance to the two functions. No significant differences exist between jury groups in their importance ratings of activities. Ranking showed activities are of different importance to functions.

Activity rankings failed to show individual activities in one activity group ranking higher as a group than activities in other activity groups.

It was concluded that the activities identified are essentially those important to the functions; that the results of this study may be useful in developing training programs; that other common activities identified may be related; and that activity groups and differences in activity importance have implications for curriculum. The findings of the study indicate that the functions-activities theory is a useful occupational research approach.

Recommendations were made to study the other two functions of the industry, and other phases of agribusiness; and to determine a procedure for using the data to develop training programs. Additional research was recommended to determine further application of the functions-activities theory, the level at which vocational education should be taught, and information for keeping educational programs current.

THE IMPORTANCE OF ACTIVITIES PERFORMED IN FUNCTIONS
OF THE FARM MACHINERY INDUSTRY AS A BASIS FOR TRAINING PROGRAMS

By

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CHAPTER I

THE NATURE OF THE STUDY

The Statement of the Problem

Accelerated technological change has had a profound effect on today's world of work. More and more occupations now require higher levels of more specialized cognitive training and there are fewer, and fewer employment opportunities for semi-skilled and unskilled persons. The labor force of the 1970's will require an increasing utilization of conceptual and cognitive skills rather than manual skills.¹ The need for specialized training is increased by changing job requirements as new occupations emerge and old occupations become obsolete. This decrease in employment opportunities for unskilled persons is resulting in both underemployment and unemployment. The Michigan Manpower Study of 1966² brings into focus the problem of balancing the numbers and training levels of the labor force with the demand for workers in specific occupations in specific industries.

¹Michigan Employment Securities Commission, Manpower in Michigan: A Reappraisal of the 1960's (Detroit: Michigan Employment Security Commission, September, 1964), p. 1.

²Michigan Manpower Study: Summary Report (Research conducted by Battelle Memorial Institute Columbus Laboratories, Columbus, Ohio; November, 1966).

These demands for workers with higher levels of training, and the tendency generally to reject poorly trained, or untrained workers are problems that point to the task of vocational education.¹ In addition to increasing technology, the other environmental changes of urbanization, increased mobility, and increasing size and changing composition of the labor force compound the need for vocational education to provide workers with the necessary broad understandings, skills, and abilities for success in the world of work. As Venn² points out, education now stands between man and his work.

Mechanization and other technological changes in agriculture have resulted in greatly increased farm production and a sharp decline in the number of persons employed on farms.³ To facilitate the production of, as well as to market and distribute this increased farm output, a wide and varied complex of rapidly expanding non-farm agricultural businesses and industries have evolved.

¹Melvin L. Barlow, "A Platform for Vocational Education in the Future," Vocational Education, Sixty-Fourth Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1965), p. 282.

²Grant Venn, Man, Education, and Work: Postsecondary Vocational and Technical Education (Washington, D.C.: American Association of Junior Colleges, 1964), p. 3.

³Sigmund Nosow, "In Search of a Vo-Ed Program," Michigan Educational Journal, Vol. XLI, No. 17 (April 1, 1964), p. 12.

The farm machinery industry, along with the other non-farm agricultural businesses and industries, has also experienced tremendous expansion and technological change. This has resulted in an increasing need for personnel with high levels of training. Research studies and information from industry personnel show that jobs are available for trained persons at the retail level of the farm machinery industry as well as in other occupations in agribusiness. Many of the available jobs in agribusiness require agricultural competencies as part of the training requirement. Thus the agricultural background of rural workers seeking employment may best be used in training programs to meet the need for trained workers in agribusiness. Nosow¹ points out the difficulties and disadvantages of the rural worker competing with urban workers for employment in urban areas.

One serious problem in providing the needed vocational training programs for the farm machinery industry as well as other phases of agribusiness is the paucity of curriculum materials to serve as the basis for the needed programs. It is hoped that this study will contribute toward providing this needed basis. Research is needed to determine activities that should be performed in fulfilling the functions of agribusiness. Additional research is then needed to identify the activities common to functions in more than one industry.

¹Ibid., p. 14.

These common activities may then be used to provide the needed basis for core training programs which will provide workers with the necessary broad understandings, skills, and abilities for success and mobility in agribusiness.

Purpose

The purpose of this study is to analyze the retail level of the farm machinery industry in terms of functions performed; and to both identify, and determine the relative importance of, the activities that should be performed in fulfilling the selected functions. The results of this study should be helpful in providing a basis for developing educational programs to both qualify workers for jobs and meet the needs of the farm machinery industry for competent workers.

It is hoped that the following outcomes may result from this study:

1. The identification and importance of activities involved in the performance of the selected functions can be determined and will provide a basis for educators to establish the kinds of training required to prepare persons to effectively perform these activities. The relative importance of activities may provide a guide for the emphasis that should be placed on training for different activities. These established training requirements may serve as curriculum guides for building new courses and updating existing educational programs.

2. From the established training requirements educators can determine levels at which training may be offered to qualify persons for specific employment opportunities in the industry. These training requirements may also be used in vocational guidance and counseling.

This study may indicate that there are activities that are common to more than one function within this industry. Additional research may reveal that there are activities common to many functions identified in agribusiness. These common activities may then be clustered to provide the basis for developing core educational programs to train workers to perform activities important to functions common to one or more phases of agribusiness.

Objectives

The objectives of this study are to determine:

1. The functions that are performed at the retail level of the farm machinery industry.
2. The activities that currently are of some degree of importance to the performance of selected functions at the retail level of the farm machinery industry.
3. The relative importance of identified activities to the performance of selected functions.
4. The extent to which activities common to the performance of both selected functions differ in importance between the selected functions.

5. The relative importance of the activity groups within the selected functions.

Definitions

Included in this section are the specific definitions of the terms as they were used in this study.

1. Activity: A specific operation involved in the performance of a function.
2. Activity Group: A logical clustering of closely related activities within a function.
3. Common Activity: An activity performed in fulfilling more than one function.
4. Competency: The qualification, or capacity, to perform activities.
5. Dealership Manager: Managers at the retail dealership level of the farm machinery industry.
6. Educational Experts: Educators who are presently engaged in researching, planning, and implementing training programs to meet the needs of the retail level of the farm machinery industry.
7. Farm Machinery Industry: That industry which manufactures, distributes, and services, the machinery and equipment used in farming.
8. Function: A process involving closely related activities within a single industry which is essential for the success of the industry.

9. Importance of an Activity: The importance of an activity to the performance of a function as rated by dealership manager, industry advisors, and educational experts on the four point rating scale used in this study.
10. Industry Advisors: Personnel representing farm machinery and equipment manufacturing companies that produce a full line of machinery and equipment, charged with the responsibility of ungrading retail farm machinery dealerships in Michigan which retail the products of that manufacturer to the farmer.
11. Retail Dealership: That phase of the farm machinery industry which sells equipment, parts, and service directly to the farmer.
12. Training: To make proficient by instruction and practice.

Assumptions

1. Public education has the responsibility to provide educational programs to adequately prepare people for success in the world of work.
2. Industry has a role in providing information as to what needs to be taught in educational programs to adequately prepare people for the world of work.

3. Industry and public education must cooperate in providing needed educational programs.

Occupational experience programs should be provided by industry; and coordination and instructional programs should be provided by public education.

Rationale for Use of the Functions-Activities Theory

The functions-activities theory is an approach to the study of occupations. This approach involves identification of the functions performed somewhere in the industry; and identification of the activities important to the performance of the identified functions. It is hoped that the identified functions and activities may then be used as a basis for the development of training programs. The rationale for using the functions-activities theory as an approach in this study follows.

Retail farm machinery dealerships vary greatly in size, organization, number of employees, and type of service area. However, they serve essentially the same purpose regardless of their diversity, i.e. to provide a retail outlet for farm machinery and equipment to farmers; and to provide parts, maintenance, and repair service for their service area. As farm machinery retail dealerships have similar purposes, the functions of the dealership, and the activities performed to fulfill these functions, are essentially the same. Identification of these functions and activities that are common to retail dealerships through use

of the functions-activities theory may provide a basis for the development of vocational training programs which will adequately prepare persons to work in the retail dealerships.

The functions-activities theory used in this study is in contrast to the job title approach where under the latter a study is made of the activities a worker is required to perform in a given job. The functions-activities theory is used in this study instead of the job title approach for the following reasons:

1. Using the job title approach presents the problem that the combination of activities performed in any employee job is highly dependent upon the dealership variables of organization, size, such as number of employees, and type of service area. Also titles for the same job vary from dealership to dealership. This variation both in the activities performed in a given job title,¹ and in job titles for the same job, may limit the usefulness of the job title approach for the development of vocational training programs with broad application to the retail farm machinery industry.

2. As technological change continues at an increasing rate, new activities will need to be performed to meet this change. Under the job title approach this may result in new, or revised job titles, although not all the

¹Raymond M. Clark, Vocational Competencies Needed for Employment In the Feed Industry (Educational Research Series, Number 22; East Lansing, Michigan: Bureau of Educational Research Services, College of Education, Michigan State University, January, 1965,) p. 1.

activities performed under this new or revised title may be new. This continued need for new, or revised job titles may result in problems of definition, keeping job classifications current, and updating the curriculum of vocational education programs providing training for the job classifications.

Using the functions-activities theory as an approach, activities may be added or deleted as there is a change in their importance to the performance of the functions. The name of the function can remain the same, avoiding the problems of definition and revision of classifications.

Using the functions-activities theory as an approach has the advantage that jury members are dealing directly with the identification, and importance, of activities that should be performed to fulfill functions, i.e. with what actually needs to be done. This is in contrast to approaches involving rating the importance of competencies to functions¹ where the competency rated may include the ability to perform a varied number of activities depending upon how the competency is worded. In order to rate the importance of competencies to the performance of a function it is first necessary to define the competency in terms of what an individual trained in that competency can do, i.e. what activities he can perform. Then the activities performed must be rated

¹William E. Gleason, "Functions of Industry Approach to Curriculum: A Study of the Retail Farm Machinery Industry," (Unpublished Ph.D. dissertation, College of Education, Michigan State University, 1967), p. 14.

as to their importance in fulfilling the function. By using the functions-activities theory which focuses directly on activities in relation to functions, the intermediate step of defining competencies in terms of activities is avoided.

The functions-activities theory offers the possibility for identification of activities common to functions within one or more occupations. These common activities may be used to provide a basis for the development of core training programs with broad application to families of occupations.

In summary, despite differences in size, organization and service area, retail farm machinery dealerships serve essentially the same purpose. Because the dealerships have a similar purpose, the functions, and the activities performed to fulfill these functions, are also similar. The functions-activities theory avoids the job title approach problems of varied activities performed under the same job title and variation in job title for the same job. Problems of definition of job titles, keeping job titles current, and updating the curriculum of vocational education programs, resulting from technological change are also avoided. By focusing directly on activities the functions-activities theory avoids the intermediate step of defining competencies in terms of activities. Using this theory as an approach also offers the opportunity for identification of activities common to the performance of functions in one or more

occupations which may form the basis for the development of training programs with broad application.

A review of the literature follows in Chapter II.

CHAPTER II

TRAINING FOR THE WORLD OF WORK IN A DEMOCRATIC SOCIETY

The Need For Vocational Education

Today's world of work is undergoing unprecedented change. The built-in acceleration factor of technology, i.e. each new development occurs more quickly than the preceding one, is changing the nation's occupational structure at an increasing rate.¹ According to Leighbody,² Harris,³ and Venn,⁴ this change has resulted in the virtual elimination of many unskilled and semiskilled jobs and in an increased need for better educated workers at all levels.

For entry and continued employment in most jobs, a higher level of education will be required according to

¹Gerald B. Leighbody, "The Impact of Change on Occupational Education," School Shop, VII (march, 1966), 37.

²Ibid.

³Norman C. Harris, Technical Education in the Junior College New Programs for New Jobs (Washington, D.C.: American Association of Junior Colleges, 1964), p. 20.

⁴Grant Venn, Man, Education, and Work: Postsecondary Vocational and Technical Education (Washington, D.C.: American Council on Education, 1964), p. 5.



Venn¹ and Smith.² Increasing educational requirements for job entry are shown by the higher formal educational levels of younger workers, as compared to older workers, in the same occupation.³ As the need for higher levels of training increases, frequent renewal and updating of skills and knowledge becomes increasingly important for continued employment. Leighbody⁴ points out that many workers will need to change occupations several times during their working years.

In addition to the need for higher levels of training, work is becoming more cognitive. The importance of manual occupations requiring dexterity and experience is lessening, and the relationship of classroom activity to job functions is increasing.⁵ The Michigan Manpower Study,⁶ Venn,⁷ and

¹Ibid., 2.

²Harold T. Smith, Education and Training for the World of Work: A Vocational Education Program for the State of Michigan (Kalamazoo, Michigan: The W.E. Upjohn Institute for Employment Research, July, 1963), p. 1.

³Michigan Manpower Study: Summary Report (Research conducted by Battelle Memorial Institute Columbus Laboratories, Columbus, Ohio, November, 1966), p. S-1.

⁴Leighbody, School Shop, VII, 38.

⁵Michigan Manpower Study: Summary Report, S-2.

⁶Ibid., S-1

⁷Venn, 6.

Leighbody,¹ point out the sharp trend away from manual skills toward conceptual, and cognitive, skills in most occupations. Leighbody stresses the need for higher levels of general education before vocational education for the needed cognitive skills can successfully be taught.

Broad generalized training adaptable to a variety of specialized jobs is needed.² Present programs of narrow specialized vocational training no longer meet the needs of most youth.³ Leighbody⁴ also emphasized the problem of institutional rigidity in present programs of vocational education. The Report of the Panel of Consultants on Vocational Education⁵ stresses the need for broad training for career patterns for a lifelong sequence of employment opportunities.

¹Leighbody, School Shop, VII, 38.

²Sigmund Nosow, Vocational Curricula in Michigan ("Educational Research Series," Number 17; East Lansing, Michigan: Office of Research and Publications, College of Education, Michigan State University, 1963), p.1.

³Sigmund Nosow, "In Search of a Vo-Ed Program," Michigan Educational Journal, Vol. XLI, No. 17 (April 1, 1964), p. 15.

⁴Leighbody, School Shop, VII, 40.

⁵U.S. Department of Health, Education, and Welfare, Office of Education, Education for a Changing World of Work, Report of the Panel of Consultants on Vocational Education (Washington, D.C.: U.S. Government Printing Office, 1964), p. 16.

Research into the changing occupational structure points out the increase in the number of jobs available in service and business; and the decreasing opportunities in agricultural production¹ and traditional trade and industry.² During the 1960's in Michigan, the Michigan Employment Securities Commission predicts that employment in service industries will grow by 26.2% compared to a production industry increase of only 6.2%. At the same time a decrease in agricultural employment of 18.9% is projected.³ The need to balance the education of the labor force with available jobs is the challenge facing vocational education and, according to Smith,⁴ The Panel of Consultants for Vocational Education,⁵ Venn⁶, and others,⁷ it is becoming increasingly apparent that present programs of vocational education are not adequate to meet this challenge.

¹Nosow, Michigan Educational Journal, Vol. XLI, No. 17 (April 1, 1964), p. 12.

²Michigan Employment Securities Commission, Manpower in Michigan: A Reappraisal of the 1960's, (Detroit: Michigan Employment Security Commission, September, 1964), p. 4.

³Ibid., 22.

⁴Smith, 5.

⁵U.S. Department of Health, Education and Welfare, 16

⁶Venn, 29.

⁷Vocational Education in Michigan: Final Report of the Michigan Vocational Evaluation Project (Michigan State University, College of Education, September, 1963), p. 36.

The Ethnos of Work

Man has had changing thoughts on work through the ages. The Greek belief, later copied by the Romans, regarded work as a curse.¹ The Hebrews and early Christians viewed work as punishment laid on from God and felt obligated to work to expiate original sin. This view was relaxed somewhat by the later Catholic Church.²

The Protestant reformation was the moving force to establish work in the modern mind as the base and key of life.³ The Protestant ethic⁴ under Luther was that work is the best way of serving God.⁵ Under Calvinist theology all men, even the rich, are morally obliged to work because to work is the will of God.⁶

Carried to America by the early settlers, the Protestant ethic of work has since kept its dignity while

¹Adriano Tilger, "Work Through the Ages," Man, Work, and Society: A Reader in the Sociology of Occupations, ed. Sigmund Nosow and William H. Form (New York: Basic Books Publishing Co., Inc., First Ed., 1962) pp. 11-12,

²Ibid., 16, 17.

³Ibid.

⁴Max Weber, The Protestant Ethic and the Spirit of Capitalism, trans. Talcott Parsons (New York: Charles Scribner's Sons, 1958), p. 81.

⁵Tilger, Man, Work and Society: A Reader in the Sociology of Occupations, 17-18.

⁶Ibid., 18-19.

losing its religious basis.¹ Work now stands important for its own sake as a pervasive value in our contemporary society. The most respected, and respectable single word in the American language is work.² The pioneer conditions where the total amount of goods produced even under optimal conditions, would be less than the amount needed, reinforced the idea of work as necessary, desirable, and good;³ with non-work regarded as bad. Tilger⁴ portrays work as a modern age religion, a means to unlimited progress through science and technology.

The central nature of work in our society is expressed in other ways:

1. Work for many people is a means of providing relief from tension and boredom.
2. Work provides the primary means of social interaction for our society, and for large numbers of people the only means to social contacts.

¹Ibid., 22.

²Franklin J. Keller, "Vocational Education for American Life," Vocational Education, Forty-Second Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago, 1943), p. 3.

³G. B. Childs, "Is the Work Ethic Realistic in an Age of Automation?," Phi Delta Kappan, Vol. XLVI, No. 8 (April, 1965), p. 371.

⁴Tilger, Man, Work and Society: A Reader in the Sociology of Occupations, 20-24.

3. It is through work that one achieves identity.¹ Venn,² and Brookover and Nosow,³ stress the importance of occupational standing as status in life.

Vocational education for success in the world of work is thus needed to meet the sociological as well as the economic needs of the individual and society. Vocational education is a sound investment in people.⁴

Childs,⁵ Weber,⁶ and Tilger⁷ question if the protestant work ethic is changing. It is conceivable in the future that there will be many men who will not be able to find jobs. Yet, our society is based on the belief that those who are willing to work will be provided with an opportunity to work and thus achieve a decent standard of living.⁸ This presents further challenge for vocational education.

¹Childs, Phi Delta Kappan, XLVI, No. 8, 371.

²Venn, 29.

³Wilbur B. Brookover and Sigmund Nosow, "A Sociological Analysis of Vocational Education in the United States" (Michigan State University, Prepared for Department of Health, Education, & Welfare), p. 26. (Mimeographed).

⁴U.S. Department of Health, Education, and Welfare, Office of Education, Education for a Changing World of Work, xvi.

⁵Childs, Phi Delta Kappan, XLVI, No. 8, 373.

⁶Weber, 180-183.

⁷Tilger, Man, Work and Society: A Reader in the Sociology of Occupations, 24.

⁸Childs, Phi Delta Kappan, XLVI, No. 8, 373.

Vocational Education and National Goals

Vocational education is essential to the national economy, defense and welfare.¹ Vocational education goals in the United States are derived from the central tenants of democracy, and a common belief in the value and dignity of work. In addition to developing dignity and worth of the individual, vocational education strives to:

1. Contribute to the stability and growth of local, state, and national economies.
2. Serve the needs of the nation as a world power through increased individual productivity leading to strengthened bargaining power in world markets.
3. Strengthen national defense through optimum development of manpower resources.²

National recognition of the need for vocational education beyond apprenticeship is expressed historically in the Federal acts supporting vocational education. As technology developed in the United States the need for vocational education became a national problem and concern. The Federal Congress in 1914 concluded that vocational education was a wise investment for the Federal Government. In 1917 Congress passed the Smith Hughes Act (Public Law 347) with only one dissenting vote.³ This act provided Federal aid for

¹U.S. Department of Health, Education, and Welfare, Office of Education, Education for a Changing World of Work, 7.

²Ibid., 16.

³Ibid., 21, 27-28.

vocational education programs in agriculture, trades and industries, and home economics. The Smith Hughes Act was followed by a number of short term acts which included the George Barden Act of 1946, as amended, which added distributive education practical nursing, and fisheries and wildlife and vocational programs eligible for federal support. Title VIII of the 1958 National Defense Education Act amended the George Barden Act to provide training for technicians needed for defense. The Area Redevelopment Act was passed in 1961 to meet the need for employment in economically distressed areas. The Manpower Development and Training Act of 1962 was followed by the Vocational Education Act of 1963 which was particularly significant due to the broadening of vocational categories eligible for support, and by greatly increased authorization for appropriations.¹ These last three Acts taken together may be regarded as a massive, widespread social movement that will provide the framework within which institutions can deal with the problems causing the social protest movement.²

Recent Federal support to vocational education through the Economic Opportunity Act of 1964 and the Appalachian Aid Act have emphasized assistance to the disadvantaged. Education has become a first line weapon in the war on poverty.

¹Venn, 124-125.

²Gordon Swanson, "Action in Vocational Education Considered as Social Protest," Phi Delta Kappan, Vol. XLVI, No. 8 (April, 1965), pp. 353-354.

The important contribution of vocational education in meeting national goals has long been recognized as evidenced by Federal legislation supporting vocational education. This importance may well continue to increase significantly as technology makes ever higher demands in the world of work.

Public School Responsibility for Vocational Education

State responsibility to develop good educational programs in all communities is placed by constitutional provision and statute. The 1963 State Constitution of Michigan¹ charges the Michigan State Board of Education with responsibility for leadership and general supervision of all public education in the state. The American goal of education for all the children of all people has resulted in the natural absorption of vocational education into the public education curriculum.²

It has been an American tradition that any problem in society can ultimately be solved by proper education in the public schools.³ The major responsibility to provide

¹Michigan, Constitution (1963), Art. 8, sec. 2, p. 36.

²Melvin L. Barlow, "The Rationale for Vocational Education," Vocational Education, Sixty Fourth Yearbook of the National Society for the Study of Education, Part I (Chicago, Illinois: University of Chicago Press, 1965), p. 2.

³Franklin J. Keller, "Vocational Education for American Life," Vocational Education, Forty-Second Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago, 1943), p. 20.

vocational education has been assigned to the public schools. The President's Panel on Vocational Education¹ points out that the state is responsible for vocational education with programs operated and services provided by local school districts. The panel also stresses the need to make vocational education available to all people who have the need, desire, and ability to benefit from such instruction through providing training in public schools. The Final Report of the Michigan Vocational Evaluation Project of 1963 stresses the responsibility of public education to provide competent workers.² Connant,³ Barlow,⁴ Smith,⁵ and the Michigan State Board of Education⁶ also concur that society is responsible to provide vocational instruction through public education.

¹U.S. Department of Health, Education, and Welfare, Office of Education, Education for a Changing World of Work, 222, 224.

²Vocational Education in Michigan: Final Report of the Michigan Vocational Evaluation Project (Michigan State University, College of Education, September, 1963), p. 10.

³James B. Conant, "Address at the 1959 American Vocational Convention; Vocational Education and the National Need," American Vocational Journal, (January, 1960), p. 15.

⁴Melvin L. Barlow, "The Challenge to Vocational Education," Vocational Education, Sixty Fourth Yearbook of the National Society for the Study of Education, Part I (Chicago, Illinois: University of Chicago Press, 1965), p. 2.

⁵Smith, 3-7.

⁶Establishing and Operating Area Vocational-Technical Education Programs in Michigan, Bulletin 2153 (Lansing, Michigan: State Board of Education, Dept. of Education, Division of Vocational Education, 1966), pp. iv, v.

Fawcett¹ suggests that responsibility for vocational education cannot be abandoned by public education. He identifies the following problems in delegating responsibility for vocational education to non-public agencies:

1. The non-public agencies may not be willing, or, by the very nature of their special role in society, able to bear the responsibility for vocational education. Resources and purposes of non-public agencies determine their ability to conduct vocational education programs. Only the larger companies are deeply involved, have comprehensive programs, and are succeeding in carrying on reasonably successful programs of instruction. Smaller companies can afford few programs, have narrow interests, and their needs cover only a small part of the vocational needs of society. The interests of the employer in vocational education are necessarily limited to the vocational education that will serve to develop the skills, attitudes, and knowledge of the employees that are essential to the goals of that organization.

2. Public programs are essential for the employee who wishes to move from one employer to another.

¹Claude W. Fawcett, "Responsibilities of Non-public Agencies for Conducting Vocational Education," Vocational Education, Sixty-Fourth Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1965), pp. 245, 252, 261.

3. Vocational education is vital for occupational mobility.

4. Many things besides skills, attitudes, and knowledge essential to a single employer are included in vocational education. General concepts of ethics, human relationships, and public responsibility are needed. Venn¹ points out many of the same limitations in providing vocational education through non-public agencies. Thus it appears that public education must provide the vocational education designed for the interest of society as a whole.

The Role of Non-Public Agencies in Vocational Education

Non-public agencies have in the past, and are presently, providing a number of vocational training programs as pointed out by Venn², the President's Panel of Consultants,³ and the National Society for the Study of Education.⁴ Vocational education is provided by non-school governmental agencies such as the U.S. Army and Navy. Private industry,

¹Venn, 102-111.

²Ibid.

³U.S. Department of Health, Education, and Welfare, Office of Education, Education for a Changing World of Work, 6.

⁴Lynn A. Emerson, "Vocational Education through Non-School Governmental Agencies," Vocational Education, Forty-Second Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago, 1943), pp. 297-317.

trade, proprietary, and business schools also provide needed vocational education. In the case of the Job Corps Program under the Economic Opportunity Act, private industry assumed responsibility for part of this vocational training program when public education declined to do so.¹

Business and industry may best be able to provide vocational education in the following areas:

1. Training needed for various aspects of worklife peculiar to specific occupations.
2. Training needed by specific groups, especially those limited in number.
3. Training that can be provided only in close proximity to the occupational station.²

In the past private vocational schools have filled a real need and have responded more quickly to the training needs of new vocations.³

Smith⁴ points out that business and industry in Michigan are presently providing some training but are looking

¹Theodor Schuchat, "Dropouts, Job Corps, Industry," School Shop, XXV (December, 1965), p. 19.

²Emerson, Vocational Education, Forty Second Yearbook of the National Society for the Study of Education, Part I, 297.

³Henry L. Amonette, "Private Vocational Schools," Vocational Education, Forty-Second Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago, 1943), p. 362.

⁴Smith, 3-7.

more and more to public education to provide the needed vocational training. Yet the increasing need for trained personnel due to increasing technology has forced some employers to assume more responsibility for their vocational training needs.

Cooperation with public school work-study programs is an important contribution of business and industry to vocational education. Non-public agencies also perform another important service to vocational education by serving on advisory boards. Changes in vocational education to meet the changing needs of the world of work must be in terms of adjustments to real occupations. Collectively the persons engaged in these occupations either as employers, or employees, are the authorities as to the requirements for the kinds of jobs in which they are engaged. "No vocational school can afford to disregard the public which it serves. Advisory boards provide one of the most vital and direct relationships of the vocational school to the community."¹

The Michigan Department of Public Instruction² stresses the importance of community involvement in public school programs through local planning. Also that the

¹Stephen F. Voorhees, "Community Relationships in Vocational Education," Vocational Education, Forty-Second Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago, 1943), pp. 69-81.

²Michigan Department of Public Instruction, A Statement of Basic Philosophy Regarding Public Education in Michigan, Bulletin No. 364 (Lansing, Michigan: Michigan Department of Public Instruction, 1960), pp. 2-3.

attainment of high quality programs which are realistic in terms of present and future opportunities for gainful employment are not possible without the close involvement of knowledgeable persons from business, industry, and labor.

In summary, both non-public agencies and public education have important roles to play in planning and providing needed vocational education. The advisory assistance and specialized vocational education provided by the non-public agencies is needed to supplement the vocational programs of public education.¹

The Need for Vocational Education for Agribusiness

Rapid technological advances in agricultural production have caused many changes in the field of agriculture. One of the most important changes has been a significant decrease in the percentage of the population employed in farm production. Fewer farm workers are needed due to mechanization. Farm workers as a percentage of the labor force are projected to decrease from 8.1% in 1960 to 4.5% in 1965.² U.S. Census Data³ shows that numbers of farm laborers and foremen in Michigan decreased from 66,700 in 1940 to 25,300 in 1960.

¹Fawcett, Vocational Education, LXIV, Part I, 261.

²Venn, 8, Table 1.

³U.S. Bureau of the Census. U.S. Census of Population: 1960. General Social and Economic Characteristics, Michigan. Final Report PC (1)-24C. U.S. Government Printing Office, Washington, D.C., Table 59.

From 1960 to 1970 an employment decline of 18.9% is predicted for agriculture.¹

This decrease in employment opportunities for farm workers means that there will be fewer opportunities for increasing numbers of rural youth to enter farming than in the past. This decrease in jobs for rural farm workers is reflected in the relatively high rate of unemployment for this group.² The annual average unemployment of farm workers and foremen in the U.S. increased from 2.7% in 1947 to 4.7% in 1961.³ The underemployment of labor in agriculture, according to Renne,⁴ is due to labor not shifting fast enough out of the agricultural sector when it becomes overmanned due to technological change.

A second concomittant change has been the increase in the number and types of goods and services required by farmers. The modern farm requires a large number of

¹Michigan Employment Securities Commission, Manpower in Michigan: A Reappraisal of the 1960's, 6.

²Nosow, Michigan Educational Journal, Vol. XLI, No. 17, 13.

³U.S. Department of Labor, Bureau of Labor Statistics, Labor Force, Employment, and Unemployment Statistics, 1947-61, Washington, D.C.: U.S. Government Printing Office, October, 1962, Table 13, p. 14.

⁴Roland R. Renne, "The Dynamics of Change in American Society," Proceedings of the First National Extension Workshop in Community Resource Development (Michigan State University, East Lansing, Michigan, July 21-30, 1965), p. 31.

specialized goods and services ranging from the handling of products to the manufacture and maintenance of machinery. These supporting products and services are provided by persons employed in agribusiness.

The decrease in employment opportunities in farming and the increased need of farmers for goods and services points to the need for providing vocational education for agribusiness. Studies reported by Ohio State University,¹ and Nevel and Malcomnson,² and Brown³ indicate that jobs in agribusiness are available for trained persons in agribusiness. Studies by Clark,⁴ Baker,⁵ and Tom⁶ show similar

¹Center for Vocational and Technical Education, Ohio State University, Vocational and Technical Education in Agriculture of Off-Farm Occupations: Research Summarization of State Surveys of Persons Employed in Off-Farm Occupations Needing Competencies in Agriculture, March, 1965. (Preliminary data).

²F. Paul Nevel and John L. Malcomnson, "A Survey of Non-Farm Agricultural Occupations in Monroe County, Michigan," (Department of Agricultural Education, Michigan State University, Feb., 1965), p. 8. (Mimeographed).

³Bert L. Brown, "Training Needs of Workers in Business Associated with Agriculture" (State Board for Vocational Education, Olympia, Washington, 1959), p. 23. (Mimeographed).

⁴Raymond M. Clark, Training for Off-Farm Agricultural Occupations (East Lansing, Michigan: Office of Research and Publications, College of Education, Michigan State University, May, 1963), p. 2.

⁵Richard A. Baker, A Study of Employment Opportunities in Off-Farm Agricultural Occupations in Alabama (Auburn: Alabama: School of Education, Department of Vocational, Technical, and Practical Arts Education, Auburn University, April, 1965), p. 84.

⁶Frederick K. T. Tom, Charles W. Hill, and Kingsley L. Greene, Employment Opportunities in Certain Occupations Related to Farming in the Syracuse, New York Economic Area (Ithaca, New York: New York State College of Agriculture, Cornell University, June, 1961), p. 1, 2.

results. The projected 26.2% increase in service industries in Michigan for the 1960 to 1970 period¹ indicates that the demand for service workers in agribusiness will increase. Nosow² points to the importance of training for agricultural service industries. Schultz³ emphasizes the need to train rural youth for jobs in agribusiness. Hamlin⁴ stresses both the need for vocational education to meet training needs in agribusiness, and the need for sponsorship of this training by interested business and industry.

The agricultural background of rural workers can be used to advantage in many occupations in agribusiness. Kennedy,⁵ Maban,⁶ and Clark⁷ found that agricultural

¹Michigan Employment Securities Commission, Manpower in Michigan: A Reappraisal of the 1960's, 6.

²Nosow, Michigan Educational Journal, Vol. XLI, No. 17 (April 1, 1964) 16.

³Theodore W. Schultz, "Education and Economic Goals," Paper Presented at a conference on Educational Needs for Economic Development of the South," Asheville, North Carolina, sponsored by North Carolina State College and Southern Regional Education Board, June, 1962.

⁴H. M. Hamlin, Organizing to Provide Agricultural Education for Off-Farm Agricultural Occupations Center for Vocational and Technical Education (Columbus, Ohio: Ohio State University, May, 1965), pp. 3, 9.

⁵William Henry Kennedy, "A Clarification of Relationships Between Farming and Certain Other Agricultural Occupations with Implications for Guidance and Curriculum Development" (Unpublished Ph.D. dissertation, Department of Teacher Education, Michigan State University), pp. 397-401.

⁶Elwood J. Maban, "Competencies in Agriculture Needed by Males in County Elevator Grain Marketing" (unpublished Master's thesis, Department of Agricultural Education, Iowa State University, August, 1964).

⁷Raymond M. Clark, Vocational Competencies Needed

competencies were needed in agribusiness. Maxwell,¹ and Kahler,² found that agricultural competencies are needed by persons employed in the farm machinery industry. Providing vocational education for interested rural workers in agribusiness would prevent the serious problems encountered by rural workers seeking employment in urban areas.³

A number of vocational education programs providing training for agribusiness are currently in operation. The six state regional agribusiness school at Curtis, Nebraska⁴ is one example of a vocational program designed to meet the training needs of agribusiness.

In summary, agribusiness will increase as the technology of agriculture increases. Vocational education for

for Employment In the Feed Industry (Educational Research Series, Number 22: East Lansing, Michigan: Michigan State University, January, 1965), pp. 12-14.

¹Robert E. Maxwell, "Competencies in Agriculture Needed by Males Employed in Wholesale Farm Machinery Distribution" (Unpublished Master's thesis, Department of Agricultural Education, Iowa State University, September, 1964).

²Alan A. Kahler, Competencies in Agriculture Needed by Males Employed in Retail Farm Machinery Distribution (Ames, Iowa: Department of Agricultural Education, Iowa State University, February, 1964).

³Nosow, Michigan Educational Journal, Vol. XLI, No. 17 (April 1, 1964), p. 14.

⁴Chester E. Gausman, "A Six-State Regional Agribusiness School," Phi Delta Kappan, Vol. XLVI, No. 8 (April, 1965), pp. 381-382.

agribusiness is needed to meet the training needs of workers to qualify them for jobs, and to meet the needs of agribusiness for competent workers.

Chapter III will present the research design and procedures used in this study.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

Determining Functions

Functions that are performed somewhere at the retail level of the farm machinery industry were identified through a review of the literature. These functions were verified through consultation with Michigan State University staff members from the Cooperative Extension, Short Course, and Agricultural Engineering Departments; and counsel with state level representatives of the farm machinery industry. Both the industry representatives, and the Michigan State University staff members, were concerned with the training for, and improvement of, the total retail level of the farm machinery industry. Thus they are judged to be better able to identify the functions that are performed in any type of dealership organization at the retail level of the industry.

From the functions identified, the Retail Sales and Records and Accounts functions were selected for investigation in this study.

Development of the Instrument

Developing Activity Lists

The following procedures were used to develop a list of activities thought to be those that should be performed by

personnel at the retail level of the farm machinery industry in fulfilling the two selected functions:

1. The literature related to the functions was reviewed.
2. Consultation was made with representatives of the following groups:
 - (a) Michigan State University faculty members from Cooperative Extension, Short Course, Agricultural Engineering, Agricultural Education, and Business and Distributive Education.
 - (b) State level representatives of the farm machinery industry.

The two lists developed were then checked and revised a number of times resulting in a list of 72 activities for each of the two selected functions. Seventeen of the 72 activities for each of the selected functions were common to both functions. The lists were arranged so that the common activities were assigned corresponding numbers in both lists. A list of the activities for each of the selected functions is contained in Appendices A-1 and A-2.

Clustering Activities into Activity Groups

The author clustered the 72 activities for each of the selected functions into logical activity groups. Activities closely related to each other were clustered together to form activity groups within the selected functions as follows:

Retail Sales Function

- A. Advertising and merchandising
- B. Selling
- C. Employee attitudes and habits, and public relations
- D. Specialized activities

Records and Accounts Function

- A. Personnel and employment records
- B. Tax and insurance records
- C. Advertising and merchandising
- D. Selling
- E. Financial accounts
- F. Credit
- G. Warehousing and inventory control
- H. Secretarial activities
- I. Employee attitudes and habits, and public relations
- J. Specialized activities

Although four of the activity group headings are the same, only the "Employee Attitude and Habits, and Public Relations" group contains identical activities in both functions. Thus the meaning of any activity group is defined by the activities contained within that group.

The activity groups and activities within each group are set up in the interview instrument in the following manner. (See Appendices A-1 & A-2)

"Function" is indicated in the title of each list.

"Activity Groups" are indicated by A,B,C, etc.

"Activities" are indicated by the Arabic numerals 1,2,3, etc.

Development of the Rating Scale

Through consultation with educational researchers, and study of research design references, an importance rating scale was developed. The four point rating scale developed was as follows: 0 - of no importance; 1 - of some importance; 2 - important; 3 - essential. The scale was for the jury of experts to use in rating the importance of the listed activities to the performance of the selected functions.

In addition to the two interview forms listing the activities for each function, each activity was typed on a 1½" x 3" card. Two boxes with four compartments to fit the cards were obtained. Instructions were placed in the lids of the boxes (see Appendix B-2) indicating that the four compartments of the boxes corresponded to the four categories of the importance rating scale on the interview sheets.

An interview form (See Appendix A-3) was provided for jury members to list, and rate the importance of, additional activities that they felt should be performed in fulfilling the respective selected functions.

The completed instrument was then rechecked in total through consultation with educational researchers.

Selection of the Jury

In order to obtain an opinion as to the importance of activities, a jury of experts was selected from education and industry as follows:

Industry Experts

A. Dealership Managers - seven dealership managers were selected using the following criteria:

1. Cooperation with the "Michigan State University Farm Equipment Sales and Service" training program.
2. Judged by the Coordinator of the "M.S.U. Farm Equipment Sales and Service" training program to be representative of high quality managers of effective retail dealerships.
3. One manager of a dealership representing each of the seven full line farm machinery and equipment manufacturers that retail farm machinery in Michigan.

B. Industry Advisors - Seven industry advisors were selected using the following criteria:

1. One advisor representing each of the seven full line farm machinery and equipment manufacturers that retail farm machinery in Michigan.
2. Advisors that are charged with the responsibility of up-grading the retail dealership level of their respective manufacturer in Michigan.

Educational Experts - Seven educational experts were selected using the following criteria:

1. Staff members of Michigan State University.
2. Educators engaged in researching, planning, and implementing training programs to meet the needs of the retail farm machinery industry in Michigan.
3. A total of seven educators to equal the number in each of the other two jury groups.

A list of jury members is included in Appendix D.

Jury Ratings

Jury members were asked to rate, on a four point scale, the importance of the individual activities required for the performance of the two selected functions. They were also asked to list, and rate the importance of, any additional activities that should be performed in fulfilling the selected functions.

Conducting the Interviews

Personal interviews with the jury members were conducted to obtain their ratings as to the importance of activities. Interview appointments were scheduled by telephone during April and May, 1966 and the purpose of the study explained at that time.

The interviews were conducted by the author in a uniform manner at the dealership managers' places of business; or industry advisors', and educational experts' offices. The accepted interview principles, and detailed procedures,

used in conducting the interviews are presented in Appendix B-1.

Analysis of the Data

The interview questionnaires for both functions were coded for key punching and the data punched on cards.

The cards were run through the 3600 computer at Michigan State University and the ACT¹ program was used for summarization. This program is used to form tables from designated pairs of variables. In this study the jury importance rating frequencies for the 72 activities in each of the selected functions were used as individual variables against each of the three jury groups as the other variable. The computer operations performed on the tables for summarization of the data were row and column means; standard deviations; and percentages of each cell on the associated row, column, and table totals.

Identification of Functions

Functions identified at the retail level of the farm machinery industry are reported in the analysis of the data in Chapter IV.

Identification of Activities

Summary tables (see Appendices E-1 and E-2) were prepared for each function listing rating percentages and rating

¹F. M. Sim, L. G. Widmayer, and A.M. Lesgold, "Analysis of Contingency Tables (ACT) for the CDC 3600," Technical Report 18 (revised), (Computer Institute for Social Science Research, Michigan State University, August, 1965). (Mimeographed).

frequencies, by dealership manager (I), industry advisor (II), and educational expert (III) jury groups. Activities rated of some importance (1) to essential (3) (by over 50% of jury members) were identified as activities that should be performed in fulfilling the function.

Additional activities listed by jury members were also considered identified as activities that should be performed (see Table 1).

Importance of Activities

To determine relative importance the 72 activities for both functions were ranked according to the total number of essential (3) importance ratings received. (see Appendices I-1 and I-2) The activity with the greatest number of essential (3) ratings was ranked first, i.e. it was rated of highest importance.

In addition to ranking the activities, four hypotheses relating to the importance of the identified activities were also tested. Because of the size of the jury (21 made up of three groups of 7), non-parametric statistical tests¹ were used. A statement of the four hypotheses and a description of the tests used, follows:

Hypothesis #1 - Dealership managers (I), industry advisors (II), and educational experts (III), and total jury

¹Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw Hill Book Company, Inc., 1956), p. 32.

groups will express other than a random preference in rating the individual activities in the retail sales, and the records and accounts functions.

Hypothesis #1 was tested to determine if the distribution of the jury importance rating frequencies were significantly different from a random distribution. Significant differences resulting from this test would give statistical support for the frequency of the importance ratings for the individual activities in that they would not occur by chance more than five percent of the time.

The Kolmogorov-Smirnov one-sample test¹ was used to test hypothesis #1. This test compares an observed distribution of frequencies with a theoretical (random) distribution. D is the test statistic for this test and the .05 level of significance was used in this study. A detailed explanation of the test is presented in Appendix F. The summary tables (Appendices E-1 and E-2) include the values of the statistic D for each activity.

Hypothesis #2 - Dealership manager (I), industry advisor (II), and educational expert (III) jury groups will express different importance ratings in the retail sales, and the records and accounts functions for the individual activities common to both functions.

Hypothesis #2 was tested to determine if jury groups rated common activities of different importance in the two

¹Ibid., 49.

functions, thereby indicating the relative importance of the common activities to the two functions.

The Kolmogorov-Smirnov two-sample test¹ was used to test hypothesis #2. This test compares the largest deviation of two observed frequencies with a theoretical (random) frequency. K_D is the statistic for the test and the .05 level of significance was used.

A detailed explanation of the test is presented in Appendix G. The K_D levels for each of the common activities are presented in Table 2.

Hypothesis #3 - Dealership manager (I), industry advisor (II), and educational expert (III) jury groups will express different importance ratings for the same individual activities in retail sales, and the records and accounts functions.

Hypothesis #3 was tested to determine if there were significant differences between jury groups in rating the importance of individual activities in the two functions. Lack of significant differences in ratings between jury groups is considered to indicate jury consensus supporting the rated importance of activities.

The Kolmogorov-Smirnov two-sample test used for hypothesis #2 was also used for hypothesis #3. Appendices H-1 and H-2 presents the K_D levels for the individual activities of both functions.

¹Ibid., 128.

Hypothesis #4 - Members of Dealership manager (i), industry advisor (II), and educational expert (III) jury groups will be more similar to the members of their own group in rating the importance of activities in the two selected functions than they will to members in either of the other two jury groups.

This hypothesis was tested to determine if the members of the three jury groups were similar as groups in their total function activity importance ratings. Lack of evidence for diversity in ratings between jury groups would indicate consensus supporting the rated importance of activities.

The McQuitty Hierarchical Classification System¹ was used to test Hypothesis #4 relating to the importance of activities. The test clustered, by function, jury members by number of identical activity importance ratings.

The hierarchical classification system by reciprocal pairs as used in this study is a form of typal analysis where the activity importance ratings of every jury member in the cluster are more like every other jury member of the cluster than like any jury member of any other cluster.

The actual classification was performed by the 3600 computer at Michigan State University. A program called

¹Louis McQuitty, "Capabilities and Improvements of Linkage Analysis as a Clustering Method," Educational and Psychological Measurement, 24:3 (Fall, 1964), pp. 441-456.

"Program Hi-Class" is available through the Computer Institute for Social Science Research at Michigan State University.

The Importance of Activity Groups

The activity rankings by total number of essential (3) ratings (see Appendices I-1 and I-2) were used to determine the relative importance of activity groups. The activity rankings were examined by function to see if the individual activities making up an activity group ranked higher as a group than the activities making up the other activity groups.

CHAPTER IV

ANALYSIS OF THE DATA

Identification of Functions

Using the method described in Chapter III, four functions were identified: retail sales, records and accounts; management; and service.

Identification of Activities

The summary tables (see Appendices E-1 and E-2) show that eight out of 72 activities in the retail sales function received "of no importance (0)" ratings. Of these eight, activity 10 received seven "0 - of no importance" ratings and the other two or less. Thus in the retail sales function 64 of 72 activities were identified by all 21 jury members as being of some degree of importance to the performance of the retail sales function; with the other 8 being similarly identified by 14 or more of the jury members.

In the records and accounts function 16 out of 72 activities received one or more "of no importance (0)" ratings. Of these 16 activities, 12 received two or less "of no importance (0)" ratings and the other four received four to six "of no importance (0)" ratings. Thus in the records and accounts function 56 of the 72 activities were

identified by all 21 jury members as being of some degree of importance to the performance of the records and accounts function, with the other 16 being similarly identified by fifteen or more of the jury members.

Activities that received over 50% ratings of "of some importance (1)" or greater, were considered identified as having importance to the performance of the respective functions. All 72 activities in both functions met this criteria.

Additional Activities Identified

The additional activities listed by jury members for the retail sales, and records and accounts functions with importance ratings and jury source are presented in Table 1. Eight additional activities were identified for the retail sales function, and three were identified for the records and accounts function. Six of the eight activities identified for the retail sales function, and all three for the records and accounts function were listed by industry advisor (II) jury group members. All additional activities identified were rated "important (2)", or "essential (3)". However, no additional activity was identified by more than one jury member so all additional activities represent the opinion of only one jury member.

Including the additional activities identified, a total of 80 activities were identified for the retail sales function, and 75 were identified for the records and accounts function.

TABLE 1

ADDITIONAL ACTIVITIES LISTED BY JURY MEMBERS IN THE
RETAIL SALES, AND RECORDS AND ACCOUNTS FUNCTIONS:
WITH IMPORTANCE RATINGS AND JURY SOURCE

Additional Activity	Jury Group Source	Importance Scale			
		0	1	2	3
<u>RETAIL SALES FUNCTION</u>					
1. Is aware that a profit is necessary for operating of the dealership.	I			x	
2. Sells all saleable units using sustained systematic sales campaign.	II			x	
3. Pioneers sales demand for new products saleable in the service area when the new products are introduced	II				x
4. Uses self service sales merchandising	II				x
5. Works with local public school and/or youth groups.	II			x	
6. Consults with, and uses, company sales advertising facilities.	II			x	
7. Advises customers as to the tax advantages of buying and leasing.	II			x	
8. Gains the customer's confidence.	III				x
<u>RECORDS AND ACCOUNTS FUNCTION</u>					
1. Maintains individual employee performance records.	II			x	
2. Compares dealership records with data from the branch level of the company.	II				x
3. Is aware of local legal status in regard to finances and liability.	II			x	

The small number of additional activities added by jury members indicates that, in the opinion of the jury members, the activities listed for the performance of the selected functions are essentially those actually performed.

Importance of activities

The relative importance, i.e. rank, of the 72 activities for both functions based on total number of "essential (3)" importance ratings is presented in Appendices I-1 and I-2. For example, activity number 44 "exhibits honesty and personal integrity in performance of sales activities" is ranked first in the sales function as it received the highest number of "essential (3)" ratings. In the records and accounts function activity number 16 "keeps price catalogs and lists current" was ranked first indicating highest importance in that function.

Ranking and testing of hypotheses was done using the importance rating frequencies and percentages for the three jury groups by function as presented in Appendices H-1 and H-2. The data for Appendices H-1 and H-2 was summarized using the 3600 computer at Michigan State University as explained in Chapter III.

Hypotheses #1-4 also relating to the relative importance of activities were tested using non-parametric tests.

The statistical tests for hypotheses 1-3 are made in terms of importance rating frequencies for individual activities. Therefore the null hypothesis will be accepted or

rejected relative to the number of individual activities that have importance ratings frequencies that are significant at the .05 level used in this study.

Hypothesis #1 - The importance ratings expressed by dealership manager (I), industry advisor (II), educational expert (III), and total jury groups will be no different than a random rating.

The null hypothesis used to test hypothesis #1 was: The frequency of importance ratings for individual activities expressed by dealership manager (I), industry advisor (II), educational expert (III), and total jury groups in the retail sales, and records and accounts functions will be no different than a random frequency.

The Kolmogorov-Smirnov one-sample test¹ was used to test the null hypothesis by determining the significance levels of jury group and total jury importance ratings of individual activities in the two selected functions. The test is nonparametric and compares the observed distribution of importance rating frequencies with a theoretical, or random, distribution. D is the test statistic for the Kolmogorov-Smirnov one-sample test. A detailed explanation of the test is included as Appendix F.

Appendices E-1 and E-2 include a summary of the levels of the test statistic D for individual activities in

¹Sidney Siegel, Non parametric Statistics for the Behavioral Sciences (New York: McGraw Hill Book Company, Inc., 1956), p. 49.

both selected functions by individual jury group and total jury. $D = 0.468$ is required for rejection at the .05 level of significance used in this study.

The number of activities receiving significant importance rating frequencies is presented in Table 2.

TABLE 2

NUMBER OF ACTIVITIES WITH SIGNIFICANT D LEVELS IN THE RETAIL SALES, AND RECORDS AND ACCOUNTS FUNCTIONS BY DEALERSHIP MANAGER (I), INDUSTRY ADVISOR (II), EDUCATIONAL EXPERT (III) AND TOTAL JURY GROUP IMPORTANCE RATINGS

Function	Jury	Number of Significant Activities
Retail Sales	I	39
	II	33
	III	38
	Total	18
Records And Accounts	I	42
	II	43
	III	44
	Total	26

Table 2 is read as follows: in the retail sales function, 39 of the 72 activities as rated by the dealership manager (I) jury group received importance rating frequencies which were significant. Eighteen of the 72 activities based on total jury ratings were significant.

Table 2 shows that out of 72 activities in the retail sales function, 39, 33, 38, and 18 activities were significant using ratings by dealership managers (I), industry advisors (II), educational experts (III), and total jury respectively.

The number of significant activities in the records and accounts function was higher in each case using the same jury group ratings, i.e. 42, 43, 44, 26. As stated earlier in this chapter hypothesis #1 is accepted for the significant activities in the functions and rejected for those activities without significant D levels.

The lower number of activities receiving a significant importance rating from total jury ratings as compared to the three jury groups is accounted for by the variation in jury group ratings which tends to balance differences when total jury ratings are used.

Activities with significant D levels were generally ranked higher in importance as shown by the D levels in Appendices I-1 and I-2.

The data in Appendices E-1 and E-2 show that out of a total of 1512 (i.e. 21 jury members x 72 activities in a function) activity importance ratings for each function, the total number of "of no importance (0)" ratings was only 17 for the retail sales function, and 32 for the records and accounts function. All other ratings by jury members rated the activities at some degree of importance to the performance of the selected functions. All activities in the retail sales function were rated of some degree of importance by 14 or more jury members. In the records and accounts function all activities were rated of some degree of importance by 15 or more jury members. This high percentage of ratings of some degree, or greater, importance indicates the

identified activities are important to the performance of the function.

Hypothesis #2 - Dealership manager (I), industry advisor (II), and educational expert (III) jury groups will express different importance ratings in the retail sales, and records and accounts functions for the individual activities common to both functions.

The null hypothesis used for testing Hypothesis #2 was: There will be no difference between the retail sales, and records and accounts functions in common activity importance rating frequencies by dealership manager (I), industry advisor (II), and educational expert (III) jury groups.

The statistical test used for hypothesis #2 was the Kolmogorov-Smirnov two sample test.¹ This nonparametric test compares the largest deviation of two observed distributions of importance rating frequencies with a theoretical i.e. random, distribution. K_D is the test statistic and $K_D - 6$ is required for significance at the .05 level used in this study. A detailed explanation of the Kolmogorov-Smirnov two sample test is included as Appendix G.

Table 3 presents K_D levels of a comparison of common activity importance ratings in the retail sales, and records and accounts functions by dealership manager (I), industry advisor (II), and educational expert (III) jury groups. The 17 activities common to both the retail sales, and records

¹Ibid., 128.

and accounts functions are numbered 52-68 on the interview forms for both functions.

Table 3 is read as follows: for common activity number 52 a comparison of the activity importance ratings by the dealership manager (I) jury group in the two functions resulted in a K_D value of 1 which is not significant at the .05 level. Similar comparisons for ratings by jury groups II and III for this activity resulted in the same K_D value of 1.

The K_D levels of common activities in Table 3 show that none of the activities was significant at the .05 level i.e. $K_D - 6$. Therefore the null hypothesis is accepted and it is concluded that there are no significant differences in common activity importance ratings between the retail sales, and records and accounts functions by any of the three jury groups. The results of this test indicate that activities common to the retail sales and records and accounts function have the same relative importance in both functions.

Hypothesis #3 - Dealership manager (I), industry advisor (II), and educational expert (III) jury groups will express different importance ratings for the same individual activities in the retail sales, and records and accounts functions.

The null hypothesis used for testing hypothesis #3 was: There will be no difference between dealership manager (I), industry advisor (II), and educational expert (III) jury groups in importance rating frequencies of individual activities in the retail sales, and records and accounts functions.

TABLE 3

K_D LEVELS OF A COMPARISON OF COMMON ACTIVITY IMPORTANCE RATINGS IN THE
RETAIL SALES, AND RECORDS & ACCOUNTS FUNCTIONS BY DEALERSHIP
MANAGER (I), INDUSTRY ADVISORY PERSONNEL (II), AND
EDUCATIONAL EXPERT (III) JURIES

Common Activity	K _D ¹		
	I	II	III
D. Employee Attitudes and Habits, and Public Relations			
52. Advises management and works to correct existing safety hazards.	1	1	1
53. Alerts customers and other employees to safety hazards.	2	1	1
54. Maintains a clean attractive, hazard free sales area for customers and fellow employees.	1	2	0
55. Follows safe working procedures and policies.	2	1	0
56. Develops harmonious working relationships with co-workers.	0	1	1
57. Is familiar with, and follows, dealership policies and procedures.	0	1	1
58. Strives to keep up to date, and improve himself in his field.	2	1	1
59. Maintains desirable personal habits of cleanliness, dress, and grooming.	1	0	3
60. Communicates effectively with customers and fellow employees.	0	1	3
61. Performs work assignments to the best of his ability.	1	1	1
62. Exhibits a positive attitude toward the dealership.	1	1	1
63. Provides honest dependable service.	0	1	1
64. Provides emergency service as needed.	1	1	1
65. Uses effective interpersonal relationships in dealing with customers.	1	1	0
66. Participates in, and promotes community service activities.	0	1	2
67. Attempts to resolve customer complaints.	0	1	2
68. Interprets dealership policies to customers.	2	1	2

¹ A K_D value ≥ 6 is required for significance at the .05 level.

In hypothesis #3 the Kolmogorov-Smirnov two-sample test is used to test the agreement of dealership manager (I), industry advisor (II), and educational expert (III) jury group importance ratings of common activities between the two selected functions. As in hypothesis #2, K_D-6 is required for significance at the .05 level. Refer to Appendix G for a detailed explanation of the test.

Appendices H-1 and H-2 present the K_D levels of the comparisons of the jury group importance ratings for individual activities.

The K_D levels in Appendices H-1 and H-2 show that the only significant comparison in the retail sales function was for activity 5 where jury groups I and II were significantly different in their importance ratings. In all other 71 activities there were no significant differences in the comparison of jury group ratings. In the records and accounts functions the K_D levels showed no significant differences resulted for any comparison for any of the 72 activities.

Thus the null hypothesis is accepted and it was concluded that jury groups were not significantly different in rating the importance of individual activities. This lack of evidence for diversity indicates consensus by jury members in rating the importance of activities.

Hypothesis #4 - Members of dealership manager (i), industry advisor (II) and educational expert (III) jury groups will be more similar to the members of their own group in rating

the importance of activities in a selected function, than they will to members in either of the other two jury groups.

The McQuitty Hierarchical Classification System¹ was used to test hypothesis number 4. This classification was used for the clustering, by function, of jury members based on number of identical activity importance ratings. The 3600 computer at Michigan State University was used to perform the actual classification using the "Program H-Class". Chapter III presents a detailed description of the procedure in the "Analysis of the Data" section.

Hierarchical pairing of jury members by number of identical activity importance ratings in the retail sales, and records and accounts functions are presented in figures 1 and 2 respectively. Jury members were numbered 1-21. The members of the dealership manager (1) jury group were numbered 1-7, the industry advisor group 8-14, and the educational expert group 15-21. A list of jury members by number is contained in Appendix D.

The hierarchical classification in Tables 1 and 2 indicates that there is as much variation between the three jury groups in activity importance ratings as within the three jury groups.

Table 4 presents the hierarchical pairs of jury members with forty or more identical activity importance ratings for both selected functions.

¹Louis McQuitty, "Capabilities and Improvements of Linkage Analysis as a Clustering Method," Educational and Psychological Measurement, 24:3 (Fall, 1964), pp. 441-456.

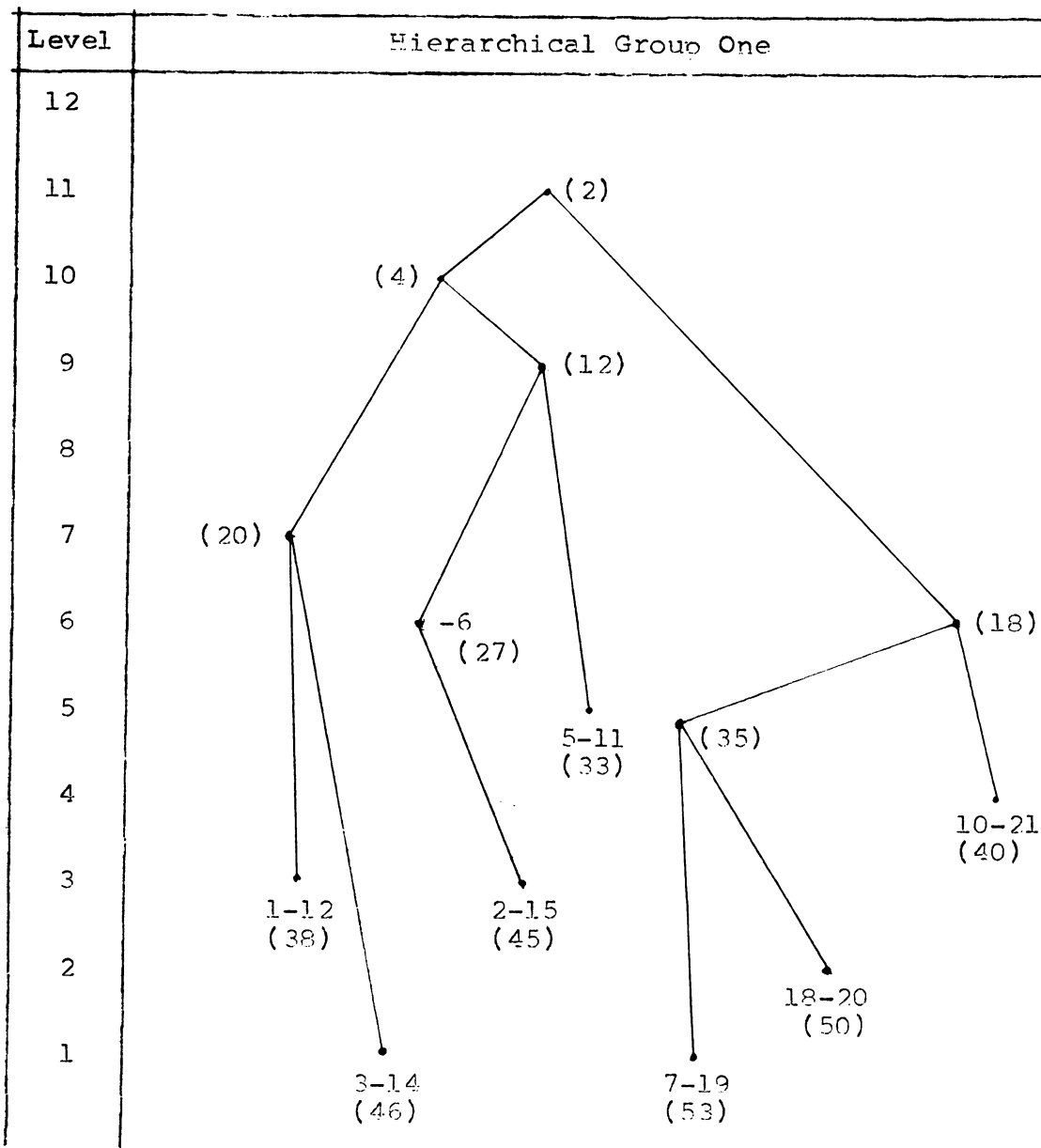


Fig. 1.--Hierarchical pairing of jury members by number of identical activity importance ratings in the retail sales function.

Figure 1 is read as follows: at level one jury members 3 and 14 were more like each other than any other jury members, agreeing on 46 activity importance ratings out of 72 in the retail sales function. Also at level 1 jury members 7 and 19 were paired, agreeing on 53 of 72 activity importance ratings. On level 2 jury members 18 and 20 formed a pair agreeing on 50 ratings. Jury pair 18-20 was then paired with pair 7-19 on level 5, agreeing on 35 ratings. At level 11, hierarchical group one is completed with the two branches joining in agreement on 2 activity ratings.

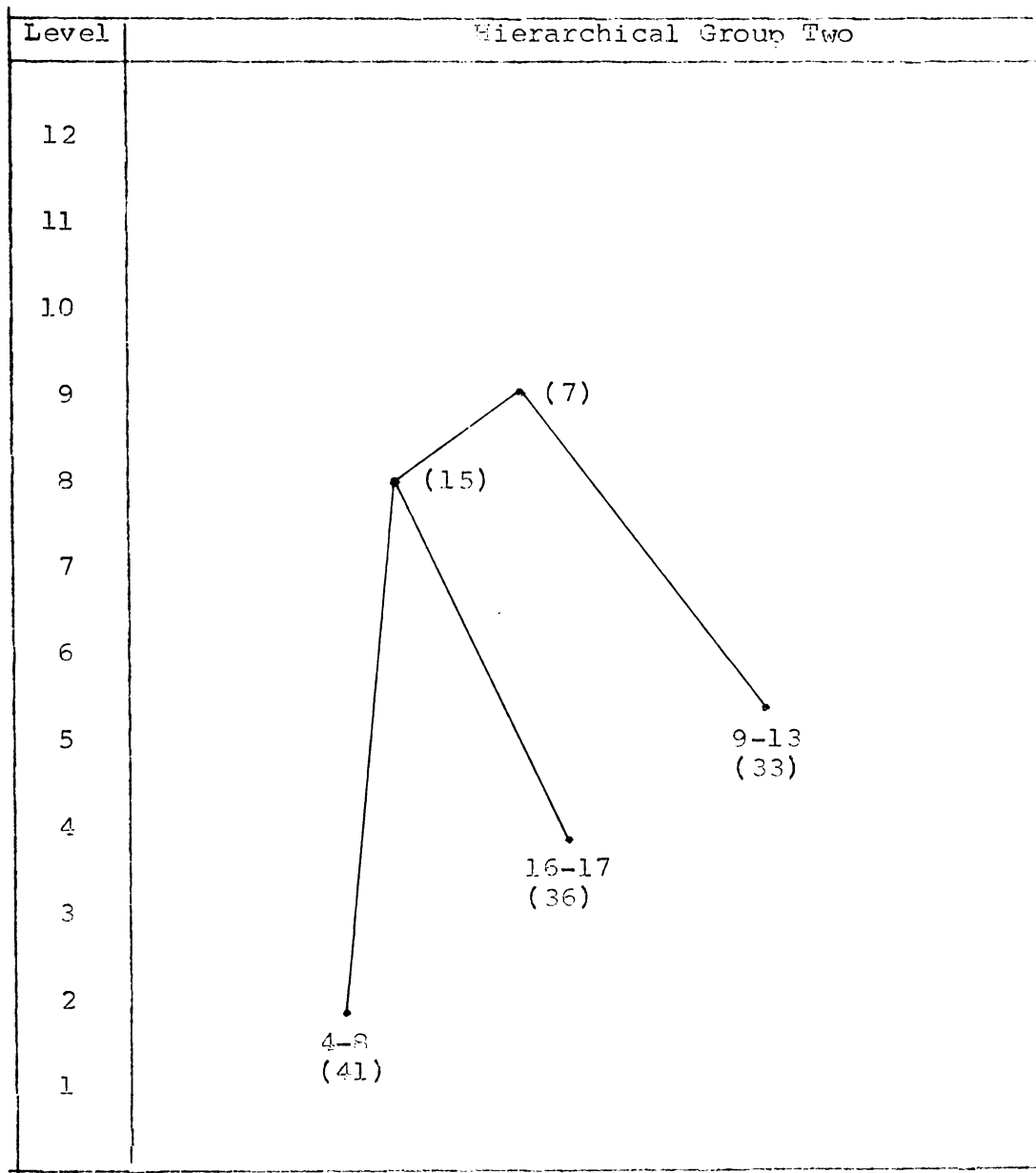


Fig. 1.--Continued.

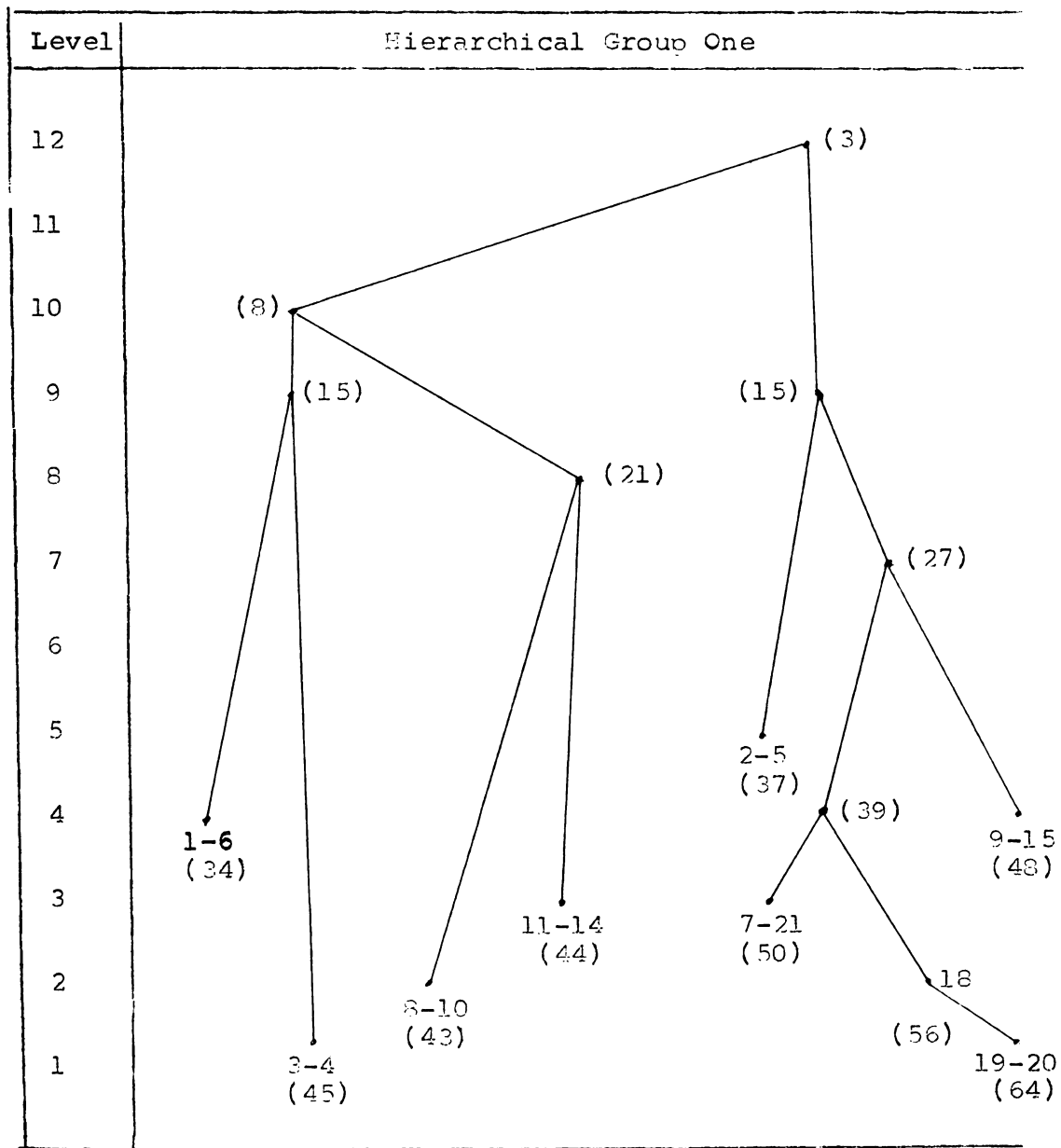


Fig. 2--Hierarchical pairing of jury members by number of identical activity importance ratings in the records and accounts function.

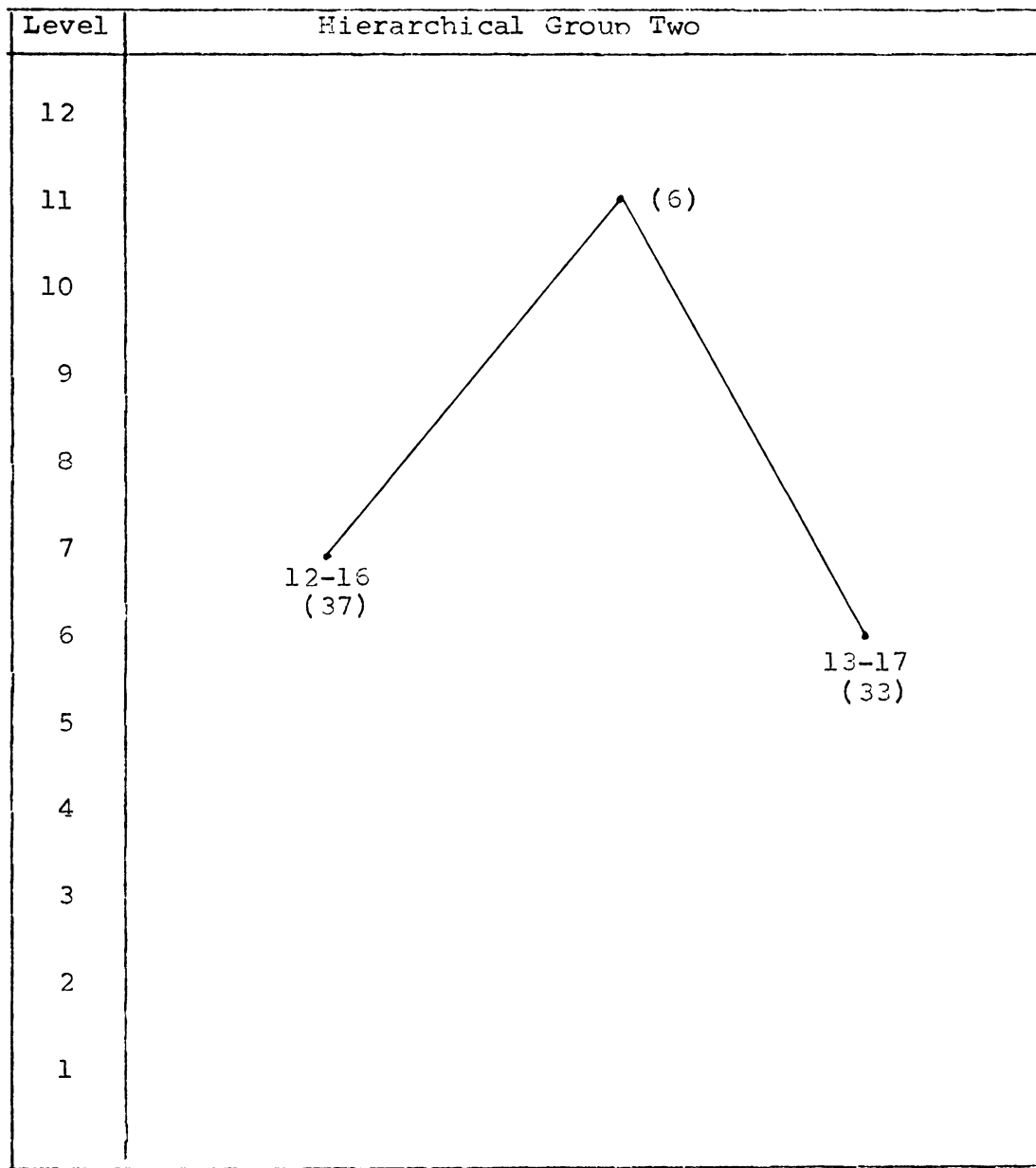


Fig. 2--Continued.

TABLE 4

HIERARCHICAL JURY MEMBER PAIRS WITH FORTY OR MORE IDENTICAL
ACTIVITY IMPORTANCE RATINGS IN THE RETAIL SALES,
AND RECORDS AND ACCOUNTS FUNCTIONS

Sales Function		Records and Accounts Function	
Jury Member Pair	Number Identical Ratings	Jury Member Pair	Number Identical Ratings
7-19	53	19-20	64
18-20	50	(19-20)-18	56
3-14	46	7-21	50
2-15	45	3-4	45
10-21	40	11-14	44
		8-10	43

The pairs in Table 4 indicate that the jury groups in the records and accounts function tend to group themselves to a greater degree than in the retail sales function. However as indicated by Figures 1 and 2 in neither function did a grouping pattern result.

Therefore it was concluded that the three jury groups are not more like the members of their own group in identical activity importance ratings, than like the members of any other group. That is, there was no evidence for differences between the three groups in their total function importance ratings for either of the selected functions. This indicates consensus between groups in total function importance rating of activities.

The Importance of Activity Groups

Appendices I-1 and I-2 present a ranking of the activities in each function by total number of "essential (3)" importance ratings. An examination of these appendices show that the individual activities making up any one activity group did not rank higher as a group than the activities making up the other activity groups. This wide variance in ranked importance of the activities making up the activity groups indicates that no one activity group is of greater relative importance than another.

Chapter V will present the summary, conclusions, and the implications of the study for further research.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This is a study to identify the functions performed at the retail level of the farm machinery industry; and to both identify, and determine the relative importance of the activities that currently should be performed in fulfilling the selected functions.

Method and Procedures

Determining Functions

Functions performed at the retail level of the farm machinery industry were identified and verified through a review of the literature and with the assistance of farm machinery industry and university personnel. Two functions, retail sales, and records and accounts were selected for investigation from the four functions identified.

Developing Activity Lists

A procedure similar to that used to identify functions was used to develop, for each of the two selected functions, a list of activities that was thought to be those currently performed in fulfilling the selected functions. Rechecking and revision resulted in a list of 72 activities

for each of the selected functions which included 17 activities common to both functions.

Clustering Listed Activities Into Activity Groups

Closely related activities in the list for each function were logically clustered into activity groups.

Development of the Rating Scale

A four point rating scale was developed through consultation with educational researchers and study of research design references.

Selection of the Jury

A jury of 21 experts from Michigan were selected as follows: 14 industry experts composed of seven retail dealership managers and seven industry advisors, manufacturers; and seven educational experts in the field from Michigan State University.

Conducting the Interviews

Personal interviews were conducted with jury members to have them rate the importance of each activity to the performance of the selected functions; and to list additional activities they felt were important to the performance of the selected functions.

Analysis of the Data

The data were analyzed using a computer at Michigan State University.

Identification of Activities

Activities were identified which were rated of some degree of importance to the performance of the functions by over 50% of the total jury. Additional activities listed by jury members were also included as identified activities.

Importance of Activities

The relative importance of activities was determined by:

1. Ranking activities by number of "essential (3) importance ratings received.
2. In Hypothesis #1 jury importance rating frequencies for individual activities were compared with a random frequency distribution using the Kolmogorov-Smirnov one-sample test.
3. In Hypothesis #2, the relative importance of common activities between functions were tested using the Kolmogorov-Smirnov two-sample test.
4. In Hypothesis #3, a comparison of jury group importance ratings for the same activity was made by the Kolmogorov-Smirnov two-sample test to determine if there were differences between jury groups in rating the same activity.
5. Hypothesis #4 was tested to determine if there were differences between the three jury groups in total function importance ratings. The McQuitty Hierarchical Classification System was used to group jury members on the

basis of identical activity importance ratings in each function. This classification was done on the computer at Michigan State University using the program "Program Hi-Class".

Importance of Activity Groups

Activity rankings were used to determine if the activities making up any one activity group ranked higher, as a group, than the activities making up the other activity groups.

Summary of Findings of the Study

The basic purposes of this study are to identify the functions performed at the retail level of the farm machinery industry; and to both identify, and determine the relative importance of the activities that should be performed in fulfilling the selected functions. The extent to which these purposes are met is presented by the findings below:

Identification of Functions

The functions performed at the retail level of the farm machinery industry were identified as retail sales; records and accounts; management; and service.

Identification of Activities

1. All seventy-two activities listed on the interview instrument for both the retail sales, and records and accounts functions were identified as being of some degree

of importance to the performance of the respective functions.

2. The activities identified in (1) above include 17 activities common to both selected functions.

3. Individual jury members identified eight activities in addition to those listed for the retail sales function, and three additional activities for the records and accounts function.

The Importance of Activities

1. An importance hierarchy of activities resulted from ranking activities according to number of essential (3) importance ratings. For example, activity #44 was ranked first, i.e. of highest importance, in the retail sales function, and activity #15 was ranked first in the records and accounts function. The importance rankings of the activities for both selected functions are presented in Appendices I-1 and I-2.

2. Hypothesis #1 was tested to determine if the frequency of importance ratings for individual activities was significantly different from a random frequency. The testing of hypothesis #1 resulted in 18 activities with significant D levels in the retail sales function, and 26 with significant levels in the records and accounts function. Hypothesis #1 was accepted for those individual activities with significant D levels and rejected for the activities without significant D levels. The data show that the frequencies of total jury activity importance ratings for a

majority of the 72 activities in both functions are not significantly different from a random distribution. Ratings by individual jury groups show greater differences than the total jury ratings.

3. A high percentage of ratings by jury members rated the listed activities as having some degree of importance to the performance of the functions. Out of a total of 1512 (i.e. jury members $\times$ 72 activities in a function) activity importance ratings for each function, the total number of "of no importance (0)" ratings was only 17 for the retail sales function, and 32 for the records and accounts function. All other ratings by jury members rated the activities at some degree of importance to the performance of the selected functions. All activities listed for the retail sales function were rated of some degree of importance by 14 or more jury members, while records and accounts activities were similarly rated by 15 or more jury members. This high percentage of rating of some degree of importance by jury members shows the activities are considered to be important to the performance of the selected function.

4. Hypothesis #2 was tested to determine if activities common to both selected functions were significantly different in importance to the two functions. No significant K_D levels for any of the 17 common activities resulted from the testing of hypothesis #2. The hypothesis was therefore rejected indicating that there were no significant differences

in importance ratings for common activities between the retail sales, and the records and accounts functions, by any of the three jury groups.

5. Hypotheses #3 and 4 were tested to determine if differences existed between jury groups in rating the importance of individual activities, and all the activities in a function. The lack of evidence for diversity between jury groups in importance ratings shown in (a) and (b) below indicates jury group consensus in importance ratings. This consensus supports the rated importance of activities in this study.

(a). The testing of Hypothesis #3 resulted in only one of 72 activities with significant differences in jury group ratings in the retail sales function, and none of 72 activities with significant differences in the records and accounts function. Hypothesis #3 was therefore rejected indicating that there were no significant differences between importance ratings for the same activity by the three jury groups in either of the two selected functions.

(b). In testing Hypothesis #4 the McQuitty Hierarchical Classification System grouped jury members according to number of identical importance ratings for the same activities in both the retail sales, and records and accounts functions. The groupings resulting from the hierarchical classification by reciprocal pairs showed that members of any one jury group were not grouped together. Therefore Hypothesis #4 was rejected indicating jury members were not more similar to

members of their own group in rating the importance of all the listed activities in a function, than to members of other jury groups.

The Importance of Activity Groups

An examination of the activity ranking (shown in Appendices I-1 and I-2) was made to determine the importance of activity groups. The data show that the individual activities making up any one activity group did not rank higher as a group than the activities making up the other activity groups. This wide variance in ranked importance of the activities making up the activity groups indicates that no one activity group was found to be of greater relative importance than another.

Reaction by Industry Representatives

Throughout the study the author was especially impressed by the enthusiasm and interest shown by farm machinery personnel. These industry representatives expressed repeatedly their need for trained personnel, and their willingness to cooperate in providing occupational experience programs.

Conclusions

1. The small number of activities added by jury members to those listed for the functions (see "Identification of activities" findings); the high percentage of ratings by jury members rating the activities as having some degree of importance to the functions (see "Importance of activities" finding #3); and the lack of evidence for diversity in importance ratings between groups (see "Importance of activities" finding #5); indicates that, in the opinion of the jury members, the activities identified were essentially those important to the performance of the selected functions.

2. The information from this study may be used by those persons responsible for development of curricula and courses of study to provide a basis for the development of educational programs to meet the training needs of persons in, or preparing to enter, the retail level of the farm machinery industry.

3. The importance hierarchy resulting from ranking activities indicates that activities are of different importance to the selected functions. These differences in the importance of activities to functions may have implications for training programs based on the findings of this study. For example, it may be necessary to provide training to perform the more important activities as a prerequisite for success in occupational experience programs. It may be that the activities of lesser importance are those that can

be best learned on the job after initial employment. Also, it may be necessary to provide training for some of the more important activities as a prerequisite for providing training for activities of lesser importance.

4, The identification of 17 common activities of approximately equal importance to both selected functions indicates these common activities may also be important to other functions of the retail farm machinery industry. In addition, there may be activities important to functions common to more than one occupation in agribusiness. The identification of common activities may serve as a basis for the development of core training programs with broad application to agribusiness.

5. The activity groups in this study may provide a basis for organizing units of study within training programs developed from this study. The findings of this study indicating that the activity groups were of approximately the same importance to the function, i.e. the highest activities by importance rank were more or less equally distributed over the activity groups, indicates that these units of study should be assigned similar priority. Also it may be found that the understandings, skills and abilities necessary to provide training to perform the activities in a group may be related.

The seventeen common activities identified are all included in the "attitudes and habits; and public relations" activity group. Additional research may show that other

activities identified as common to more than one function are also related and may be grouped together.

6. The findings of this study indicate that the function-activity theory is a useful research approach for providing the basis for developing educational programs for agribusiness. The rationale presented in Chapter I for using this theory as an approach was supported by the findings of this study.

Recommendations for Further Study

1. Information regarding the management, and service functions of the retail farm machinery dealership needs to be studied and integrated with the findings of this study. This may provide comprehensive data as to activities important to the performance of all four functions identified in the industry. Further research is then needed to develop a procedure for educators to use to establish the kinds of training required to prepare persons to effectively perform the activities.

The training requirements established then need to be made available for use as guides for curriculum planning, course building, and developing instructional aids and materials.

2. Additional research is needed to determine if the activities identified in this study are identical with activities performed in fulfilling functions in other phases of agribusiness. If identical activities are identified, these activities then need to be clustered to form the basis

for developing core training programs with broad application to the occupations in agribusiness.

3. Research is also needed to determine the levels of general education necessary to provide readiness for vocational education. This information as to needed levels of general education then needs to be studied in light of vocational training requirements established to determine the levels at which vocational education should be taught.

4. Research is needed to determine the extent to which the function-activities theory should be used in conjunction with, or instead of, other approaches. If the function-activities theory is found to have broad application, then an occupational classification system is needed to present the resulting data for use in vocational guidance and counseling.

5. Increasing technology in causing accelerated change in the retail level of the farm machinery industry as well as the total world of work. Continued study is needed in the area of agribusiness to determine future training needs upon which to base vocational education programs of today.

Appendix A

APPENDIX A -1

ACTIVITIES FOR THE RETAIL SALES FUNCTION
FARM MACHINERY DEALERSHIP

(0)	(1)	(2)	(3)

INSTRUCTIONS:

1. Please rate the following activities by placing each card in that section of the box containing the label which in your opinion best describes how important the activity currently should be to the retail sales function.
2. On the sheet provided, please write in, and rate the importance of, any additional activities that currently should be performed in the retail sales function.

RATING SCALE			
0	1	2	3

A. Advertising and Merchandising Group

1. Assists in planning, develops, and carries out, advertising and merchandising programs
2. Conducts field machinery demonstrations, meetings, fairs, and shows.
3. Uses effective recognized advertising and merchandising techniques.

Appendix A-1 Continued....

4. Develops mailing and sales promotion lists.				
5. Develops customer files.				
6. Assist in planning, and uses inducements to customers, to encourage service and repair jobs in the off-season.				
7. Attractively arranges merchandising displays of equipment parts, accessories, and service facilities.				
8. Prepares advertising and merchandising materials.				
9. Uses manufacturer and other advertising and merchandising materials.				
10. Uses advertising agencies to develop, prepare, and place advertising in advertising media.				
11. Uses different types of advertising such as direct mail circulars, and newspaper ads.				
12. Is familiar with the advantages and application of the different types of advertising.				
B. Selling Activities Group	0	1	2	3
13. Uses personal contact, surveys, information from present customers service and parts records, and co-worker information to locate prospective customers.				
14. Sells himself to the customer.				
15. Recognizes advance clues for customer buying decisions.				
16. Gains the respect of the customer through knowledge of the application of farm machinery to the farm operation.				

Appendix A-1 Continued....

17. Identifies the customer's wants and needs as early as possible.				
18. Demonstrates and explains the individual features, and merits, of the new and used equipment for sale.				
19. Explains and shows the customer the advantages of available accessories to complete the job to be done.				
20. Uses sales aids, quotes prices, and provides descriptive literature when available.				
21. Bases sales on customer needs and convinces customers of that need.				
22. Is familiar with competitive products' features and prices.				
23. Demonstrates to the customer that the equipment will perform satisfactorily and be a profitable investment.				
24. Sells quality and performance, as well as price.				
25. Advises customers on the advantages of buying new vs used equipment.				
26. Advises customers on the advantages of buying new or used equipment vs repair of equipment.				
27. Interprets parts catalogues and equipment manuals.				
28. Obtains an appraisal of the value of used equipment offered in trade.				
29. Interprets manufacturer's descriptions into the languages and terminology of the customer.				
30. Provides estimates of labor charges, and parts cost, for repair and service jobs.				

Appendix A-1 Continued....

31. Increases service and parts sales through use of a mobile service unit for emergency field service repair.				
32. Sells related items and services.				
33. Informs customer of all costs that will be incurred in the purchase.				
34. Rents or leases equipment to customers in accord with dealership policy.				
35. Is sensitive to situations indicating prospective sales.				
36. Obtains final approval of sales contracts for equipment from management consistent with dealership policy.				
37. Is successful in getting the customer to make the decision to buy.				
38. Records items and service sold on sales slip.				
39. Follows-up sales at a later date to determine customer satisfaction.				
40. Assists in planning for, and conducts, surveys of the service area to determine equipment best suited and desired by customers.				
41. Provides information to assist in balancing equipment, parts, accessories, and consumable items with seasonal needs.				
42. Works to prevent excess inventory of used equipment.				
43. Exhibits enthusiasm for sales work.				
44. Exhibits honesty and personal integrity in performance of sales activities.				

Appendix A-1 Continued....

45.	Backs dealership guarantees by making adjustments for faulty equipment, parts, accessories, or service.				
46.	Provides information to customers on operation, service, and maintenance problems and procedures.				
47.	Becomes acquainted with customers on a first name basis.				
48.	Follows through to see that delivery, set-up, and adjustment for operation, is made for equipment sold.				
49.	Instructs customers in the use of operator's manuals, and demonstrates proper operation and maintenance.				
50.	Keeps current on recommended farm production methods and statistics.				
51.	Explains the advantages of good maintenance procedures in terms of dollars and cents.				
C.	Employee Attitudes and Habits, and Public Relations Group	0	1	2	3
52.	Advises management and works to correct existing safety hazards.				
53.	Alerts customers and other employees to safety hazards.				
54.	Maintains a clean attractive, hazard free sales area for customers and fellow employees.				
55.	Follows safe working procedures and policies.				
56.	Develops harmonious working relationships with co-workers.				
57.	Is familiar with, and follows, dealership policies and procedures.				
58.	Strives to keep up-to-date, and improve himself in his field.				
59.	Maintains desirable personal habits of cleanliness, dress, and grooming.				

Appendix A-1 Continued....

60. Communicates effectively with customers and fellow employees.				
61. Performs work assignments to the best of his ability.				
62. Exhibits a positive attitude toward the dealership.				
63. Provides honest dependable service.				
64. Provides emergency service as needed.				
65. Uses effective interpersonal relationships in dealing with customers.				
66. Participates in, and promotes, community service activities.				
67. Attempts to resolve customer complaints.				
68. Interprets dealership policies to customers.				
D. Specialized Activities Group	0	1	2	3
69. Assists in orientation and training of new employees in the sales area.				
70. Participates in inservice training.				
71. Assists in evaluation of dealership sales and service and makes suggestions for improvement.				
72. Maintains personal travel and expense records for reimbursement.				

APPENDIX A-2

ACTIVITIES FOR THE RECORDS AND ACCOUNTS FUNCTION

FARM MACHINERY RETAIL DEALERSHIP

INSTRUCTIONS:

1. Please rate the following activities by placing each card in that section of the box containing the label which in your opinion best describes how important the activity currently should be to the records and accounts function.
2. On the sheet provided, please write in, and rate the importance of, any additional activities that currently should be performed in the records and accounts function.

	RATING SCALE			
	OF NO IMPORTANCE	OF SOME IMPORTANCE	IMPORTANT	ESSENTIAL
	0	1	2	3
A. Personnel and Employment Records Group				
1. Maintains employment application file.				
2. Maintains current job descriptions and other prospective employee information.				
3. Maintains employee time, sales, and travel records.				
4. Maintain employee evaluation records and training records.				
5. Maintain employee work attendance and accident records.				

Appendix A-2 Continued....

B. Tax and Insurance Records Group	0	1	2	3
6. Prepares dealership tax returns.				
7. Assists in and/or provides information for preparation of dealership insurance claims.				
8. Provides necessary summarized data to public accountants for preparation of dealership tax returns.				
9. Maintains tax and insurance records file.				
C. Advertising and Merchandising Group	0	1	2	3
10. Maintains customer prospect, and owner files.				
11. Maintains mailing and sales promotion lists.				
12. Provide data for advertising and merchandising.				
13. Maintain records of service area surveys.				
14. Maintain records of demonstrations and other promotional meetings.				
15. Maintain an adequate supply of manufacturer, and other sales literature and materials.				
16. Keeps price catalogs and lists current.				
17. Keeps service manuals and parts catalogs current.				
D. Selling Group	0	1	2	3
18. Makes out sales contracts.				
19. Makes out job estimates for labor charges and parts costs.				

Appendix A-2 Continued....

20. Records labor, parts, and consumable items on service shop internal job tickets.				
21. Is sensitive to situations indicating prospective sales.				
E. Financial Accounts Group	0	1	2	3
22. Makes refunds to customer for faulty merchandise or service.				
23. Determines from tax schedules, and maintains records of employee payroll deductions.				
24. Prepares the dealership payroll.				
25. Provides payroll data to local business firm for preparation of dealership payroll.				
26. Pays accounts payable, keeping necessary accounting records in accordance with dealership policy.				
27. Operates, and is responsible for, the cash register.				
28. Provides for security of funds by bonding and banking.				
29. Assist in periodic audits.				
30. Uses available business computer services to prepare financial reports - income statement (profit-loss) and balance sheet.				
31. Prepares periodic bills to collect overdue, and other outstanding accounts.				
32. Provides information to customers regarding the status of their accounts upon request.				

Appendix A-2 Continued....

33. Prepares financial reports - income statement (profit-loss) and balance sheet.				
34. Provides data to public accountants for preparation of financial reports-income statement (profit-loss) and balance sheet.				
	0	1	2	3
F. Credit Group				
35. Maintains individual customer credit records.				
36. Checks credit references.				
37. Acts as a Notary Public for the dealership and customer convenience.				
38. Makes out credit contracts.				
39. Assists customers in making out customer portion of credit applications and contracts.				
G. Warehousing and Inventory Control Records Group	0	1	2	3
40. Assists in determining inventory levels by computing annual, and seasonal sales levels of equipment, parts, accessories, and consumable items.				
41. Maintains an inventory record file of new and used equipment.				
42. Maintains parts department stock inventory, and locator files.				
43. Maintains an inventory of consumable items used by the dealership.				
44. Prepares purchase orders for equipment, parts, accessories, and consumable items needed to maintain inventory levels.				

Appendix A-2 Continued....

45. Checks merchandise received against invoice listings.				
H. Secretarial Activities Group	0	1	2	3
46. Performs typing and mailing services for the dealership.				
47. Performs filing services for the dealership.				
48. Takes dictation and transcribes.				
49. Informs customers of receipt of ordered merchandise.				
50. Uses acceptable telephone techniques.				
51. Greets and provides information to customers.				
I. Employee Attitudes and Habits; and Public Relations Group	0	1	2	3
52. Advise management and work to correct existing safety hazards.				
53. Alerts customers and other employees to safety hazards.				
54. Maintains a clean, attractive, hazard free records and accounts area for customers and fellow employees.				
55. Follows safe working procedures and policies.				
56. Develops harmonious working relations with co-workers				
57. Is familiar with, and follows, dealership policies and procedures.				
58. Strives to keep up to date and improve himself in his field.				

Appendix A-2 Continued....

59. Maintains desirable personal habits of cleanliness, dress, and grooming.				
60. Communicates effectively with customers and fellow employees.				
61. Performs work assignments to the best of his ability.				
62. Exhibits a positive attitude toward the dealership.				
63. Provides honest, dependable service.				
64. Provide emergency service as required.				
65. Uses effective interpersonal relations in dealing with customers.				
66. Participates in, and promotes, community service activities.				
67. Attempts to resolve customer complaints.				
68. Interprets dealership policies to customers.				
J. Specialized Activities. Group	0	1	2	3
69. Assists with orientation and training of new employees in the records and accounts area.				
70. Participates in in-service training.				
71. Assists in the evaluation of the records and accounts and makes suggestions for improvements.				
72. Maintains the dealership policy and procedures file.				

APPENDIX A -3

ADDITIONAL ACTIVITIES LIST -

RETAIL SALES FUNCTION OF THE FARM MACHINERY RETAIL DEALERSHIP

INSTRUCTIONS:

1. Please list below any additional activities that currently should be performed in the Retail Sales function.
2. Please rate each activity listed by placing a check () in that column which in your opinion best describes how important the activity currently should be to the Retail Sales function.

		RATING SCALE			
		OF NO IMPORTANCE	OF SOME IMPORTANCE	IMPORTANT	ESSENTIAL
Activity		0	1	2	3
1.	_____				

2.	_____				

3.	_____				

APPENDIX A-3
 ADDITIONAL ACTIVITIES LIST -
 RECORDS AND ACCOUNTS FUNCTION
 OF THE FARM MACHINERY RETAIL DEALERSHIP

INSTRUCTIONS:

1. Please list below any additional activities that currently should be performed in the Records and Accounts function.
2. Please rate each activity listed by placing a check () in that column which in your opinion best describes how important the activity currently should be to the Records and Accounts function.

		RATING SCALE			
		0	1	2	3
1.	<u>Activity</u>				

2.					

3.					

APPENDIX B

APPENDIX B-1

INTERVIEW PRINCIPLES AND PROCEDURES

Interview Principles

The interviews were conducted using the following accepted principles as presented by Seiltiz, Et al.:¹

1. Every effort was made to establish rapport with the interviews by:

- a. The interviewer's manner being friendly, courteous, conversational and unbiased.
- b. The explanation of the study being brief, casual, and positive.

2. The interviewer served fundamentally as a reporter, accepting the interviewee's ratings without showing surprise or disapproval. The interviewer showed interest in the interviewee's opinions and did not divulge his own.

3. The interviewer kept the direction of the interview in his own hands, discouraging irrelevant conversation and endeavoring to keep the interviewee on the study.

4. The interviews were conducted in a uniform manner.

¹Claire Seiltiz, et al., Research Methods in Social Relations (Chicago: Holt, Rinehart and Winston, 1963), pp. 574-582.

Appendix B-1 Continued....

5. No impromptu explanation of activities were given to explain the meaning of an activity.

6. The interviewer responded to interviewee requests by reading the activity slowly with proper emphasis and offering only such explanation needed to clarify the meaning of the activity.

7. The cards with the activities typed on them were presented to all interviewees in the same order as the activities were listed on the interview forms. All activities were rated by each interviewee.

8. To prevent interviewer recording error the importance category checked for each activity was compared, after the interview, with the compartment in the box that the card listing the activity was placed.

Interview procedures:

1. At the beginning of the interview the purposes of the study were again explained.

2. Using a functions chart of the farm machinery retail dealership (see Appendix C) it was explained that retail sales, records and accounts, management, and service were the four functions that had been identified at the retail level of the farm machinery industry; and that the retail sales, and records and accounts functions were the two functions selected for investigation in this study.

3. The retail sales interview sheet (see Appendix A-1) was then shown and explained to the interviewee.

4. The retail sales function pack of cards and card box were shown to the interviewee. It was explained that the activities listed on the interview form were identical in wording and order to the activities typed on the pack of cards. Also that the four categories of the activity importance scale on the interview form corresponded to the four compartments as labeled (see Appendix B-2) on the card box.

5. With retail sales interview form in front of both the interviewer and interviewee, the directions on the interview form were read to the interviewee.

6. The form for listing additional activities (see Appendix A-3) was then shown to the interviewee and the instructions read to him.

7. It was stressed that:

a. Functions and jobs were not the same thing.

b. That the importance of an activity should be rated on its importance to the performance of the function regardless of who does it; rather than associating the activity with a person closely allied with the performance of the function.

8. The interviewee was then asked if he understood what he was being asked to do, and needed clarification was provided by the interviewer.

9. The interviewee was then asked to proceed according to directions as read from the interview form. As the interviewee rated the importance of the individual activities by placing the cards in the respective compartments of the card box, the interviewer checked the corresponding column of the interview form indicating the importance of the activities.

10. When all cards of the retail sales function were placed in the card box, the box was closed and removed by the interviewer.

11. The interviewee was then asked if any additional activities should be listed and what was their importance to the retail sales function. The word "none" or the additional activities were recorded by the interviewer as appropriate.

12. The interviewee was then given the pack of cards and card box for the records and accounts function, and steps 9-11 were repeated.

APPENDIX B-2

Interview Instructions in Card Boxes

WHAT CURRENTLY SHOULD BE THE IMPORTANCE OF THE

ACTIVITY

TO THE RETAIL SALES FUNCTION OF THE FARM MACHINERY RETAIL
DEALERSHIP

NO
IMPORTANCE

SOME
IMPORTANCE

IMPORTANT

ESSENTIAL

WHAT CURRENTLY SHOULD BE THE IMPORTANCE OF THE

ACTIVITY

TO THE RECORDS AND ACCOUNTS FUNCTION OF THE FARM MACHINERY
RETAIL DEALERSHIP

NO
IMPORTANCE

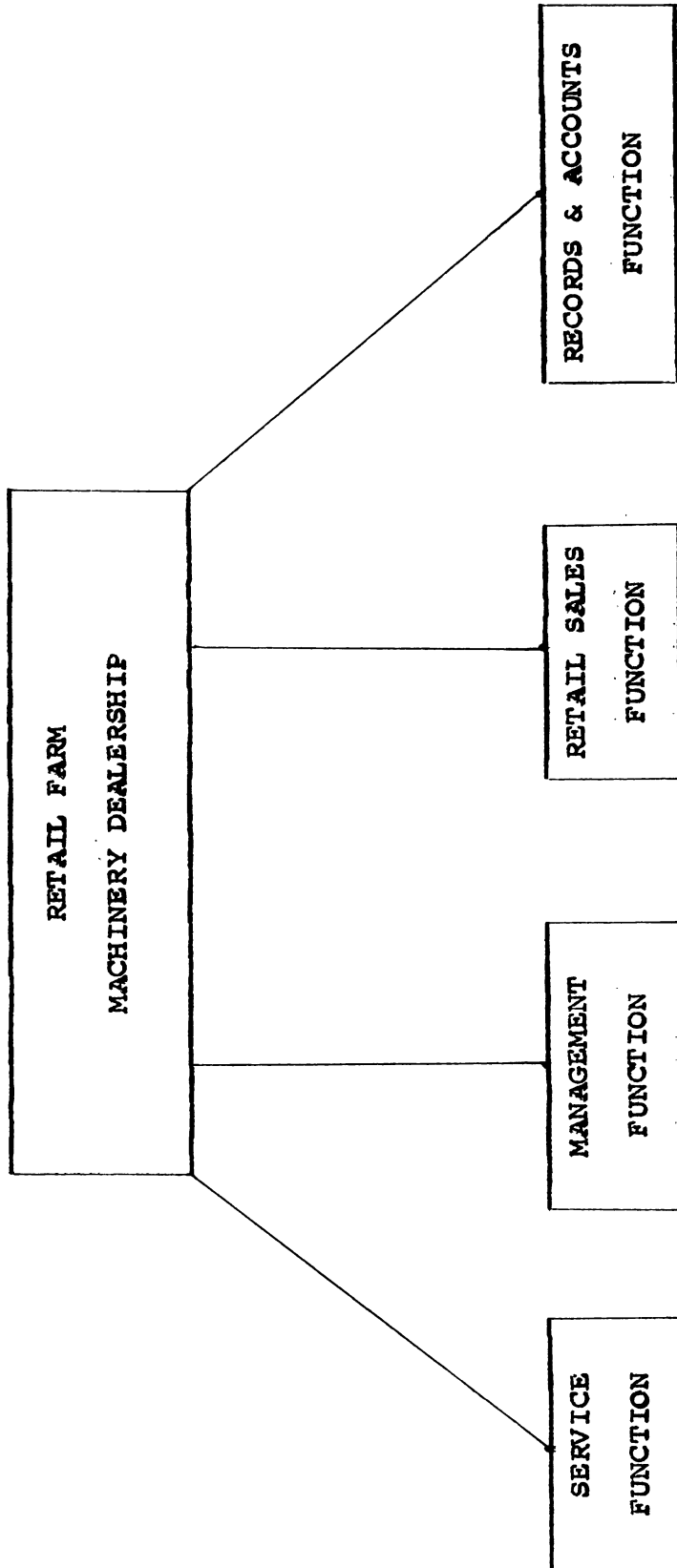
SOME
IMPORTANCE

IMPORTANT

ESSENTIAL

APPENDIX C

APPENDIX C



APPENDIX D

APPENDIX D

Industry Retail Dealership Managers

- | | | | |
|----|--|----------|--------------------------------|
| 1. | Mr. William Turner, Mgr.
Turner Equipment Co.
Williamston, Michigan | 655-2075 | Deere & Co. |
| 2. | Mr. Allen Cummings, Mgr.
E. Sparta Farm Supply
Sparta, Michigan | 987-0331 | J.I. Case Co. |
| 3. | Mr. Lloyd Miller, Mgr.
Miller & Sons
Tractor & Equipment Co.
3695 E. M-21
Owosso, Michigan | 743-4049 | Ford Motor Co. |
| 4. | Mr. E. D. Colthurst, Mgr.
Colthursts Inc.
12200 E. Michigan Ave.
Battle Creek, Michigan | 962-5453 | International
Harvester Co. |
| 5. | Mr. Harold Phillips, Mgr.
Phillips Equipment Co.
St. Johns, Michigan | 224-2777 | Oliver Corn. |
| 6. | Mr. Charles F. Dynes, Mgr.
Dynes Equipment Co.
2680 E. M-21
Corunna, Michigan | 723-1909 | Massey-
Ferguson, Inc. |
| 7. | Mr. Forest Swift, Mgr.
Swift Brothers Equipment Co.
Stanton, Michigan | 831-5711 | Allis-Chalmers
Mfg. Co. |

Industry Advisors

- | | | | |
|----|--|----------|---------------|
| 8. | Mr. Donald O. Carl
Division Sales Mgr.
3400 E. Grand River Ave.
Lansing, Michigan | 485-1793 | Deere & Co. |
| 9. | Mr. Stanley W. Bridleman
State Sales Mgr.
520 N. Grand Ave.
Lansing, Michigan | 489-7566 | J.I. Case Co. |

Appendix D Continued....

- | | | |
|--|----------|--------------------------------|
| 10. Mr. R. T. Armstrong
Gen. Fld. Mgr.- N. Central Dist.
50000 Grand River Expressway
Wixom, Michigan 48096 | 349-2400 | Ford Motor Co. |
| 11. Mr. J. H. Shuey
Dealer Development Mgr.
1800 N. Grand River Ave.
Lansing, Michigan | 485-2215 | International
Harvester Co. |
| 12. Mr. L.G. Woodhams
Terr. Manager
205 E. Main Street
Owosso, Michigan | 725-7797 | Oliver Corp. |
| 13. Mr. James Murphy
Sales Manager
919 Filley
Lansing, Michigan | 487-6036 | Massey-
Ferguson, Inc. |
| 14. Mr. R. M. Mehlhorn
Branch Mgr.
Highway 16 West
Lansing, Michigan | 484-2501 | Allis-Chalmers
Mfg. Co. |

Educational Experts

- | | | |
|--|--|--|
| 15. Dr. Richard Bitner
Dir. F.E.S.S., M.S.U. Ag. Eng.
E. Lansing, Michigan | | |
| 16. Dr. Guy Timmons
Prof., Ag. Educ., M.S.U.
East Lansing, Michigan | | |
| 17. Dr. C. F. Albrecht
Prof., Ag. Engr., M.S.U.
East Lansing, Michigan | | |
| 18. Dr. Clarence Hansen
Prof., Ag. Engr., M.S.U.
East Lansing, Michigan | | |
| 19. Dr. Robert White
Prof., Ext. Spec., Ag. Engr., M.S.U.
East Lansing, Michigan | | |
| 20. Dr. Howard McColly
Prof., Ag. Engr., M.S.U.
East Lansing, Michigan | | |

Appendix D Continued.....

21. Dr. Chet Mackson
Assoc. Prof., Ag. Engr., M.S.U.
East Lansing, Michigan

APPENDIX E

APPENDIX E-1

FREQUENCY, PERCENTAGE, AND D LEVELS OF ACTIVITY IMPORTANCE RATINGS
OF THE RETAIL SALES FUNCTION BY DEALERSHIP MANAGER (I), INDUSTRY
ADVISOR (II), AND EDUCATIONAL EXPERT (III)
JURY GROUPS

SALES FUNCTION Activity	Jury	Importance Rating								
		0			1			2		
		f	%	f	%	f	%	f	%	D ¹
A. <u>Advertising and Merchandising</u> Group	I	0	0.0	1	14.29	2	28.57	4	57.14	0.36
	II	0	0.0	0	0.0	4	57.14	3	42.86	0.50
	III	0	0.0	1	14.29	2	28.57	4	57.14	0.36
	Total	0	0.0	2	09.52	8	38.10	11	52.38	0.40
2. Conducts field machinery demonstrations, meetings, fairs, and shows.	I	0	0.0	0	0.0	6	85.71	1	14.29	0.61
	II	0	0.0	1	14.29	4	57.14	2	28.57	0.36
	III	0	0.0	0	0.0	4	57.14	3	42.86	0.50
	Total	0	0.0	1	04.76	14	66.67	6	28.57	0.45
3. Uses effective recognized advertising and merchandis- ing techniques.	I	0	0.0	1	14.29	3	42.86	3	42.86	0.36
	II	0	0.0	0	0.0	3	42.86	4	57.14	0.50
	III	0	0.0	0	0.0	4	57.14	3	42.86	0.50
	Total	0	0.0	1	04.76	10	47.62	10	47.62	0.45
4. Develops mailing and sales promotion lists.	I	0	0.0	1	14.29	4	57.14	2	28.57	0.36
	II	0	0.0	1	14.29	3	42.86	3	42.86	0.36
	III	0	0.0	0	0.0	0	0.0	7	100.00	0.75
	Total	0	0.0	2	09.52	7	33.33	12	57.14	0.40
5. Develops customer files.	I	0	0.0	1	14.29	5	71.43	1	14.29	0.36
	II	0	0.0	1	14.29	2	28.57	4	57.14	0.36
	III	0	0.0	1	14.29	1	14.29	5	71.43	0.46
	Total	0	0.0	3	14.29	8	38.10	10	47.62	0.36

¹D is the test statistic for the Kolmogorov-Smirnov One-Sample Test. A value of $D \geq 0.468$ required for significance at the .05 level.

APPENDIX E-1 Continued

SALES FUNCTION Activity	Jury	Importance Rating											
		0			1			2			3		
		f	%		f	%		f	%		f	%	D
11. Uses different types of advertising such as direct mail circulars and newspaper ads.	I	0	0.0	0	0.0	0	0.0	4	57.14	3	42.86	0.50	
	II	0	0.0	1	14.29	4	57.14	2	28.57	2	28.57	0.36	
	III	0	0.0	0	0.0	2	28.57	5	71.43	5	71.43	0.50	
	Total	0	0.0	1	04.76	10	47.62	10	47.62	10	47.62	0.45	
12. Is familiar with the advantages and application of the different types of advertising.	I	0	0.0	3	42.86	4	57.14	0	0.0	0	0.0	0.25	
	II	0	0.0	2	28.57	4	57.14	1	14.29	1	14.29	0.25	
	III	0	0.0	1	14.29	2	28.57	4	57.14	4	57.14	0.36	
	Total	0	0.0	6	28.57	10	47.62	5	23.81	5	23.81	0.25	
B. <u>Selling Activities Group</u>													
13. Uses personal contact, surveys, information from present customers service and parts records, and co-worker information to locate prospective customers.	I	0	0.0	1	14.29	3	42.86	3	42.86	3	42.86	0.36	
	II	0	0.0	2	28.57	1	14.29	4	57.14	4	57.14	0.32	
	III	0	0.0	0	0.0	2	28.57	5	71.43	5	71.43	0.50	
	Total	0	0.0	3	14.29	6	28.57	12	57.14	12	57.14	0.36	
14. Sells himself to the customer.	I	0	0.0	0	0.0	1	14.29	6	85.71	6	85.71	0.61	
	II	0	0.0	0	0.0	3	42.86	4	57.14	4	57.14	0.50	
	III	0	0.0	0	0.0	0	0.0	7	100.00	7	100.00	0.75	
	Total	0	0.0	0	0.0	4	19.05	17	80.95	17	80.95	0.56	
15. Recognizes advance clues for customer buying decisions.	I	0	0.0	1	14.29	4	57.14	2	28.57	2	28.57	0.36	
	II	0	0.0	0	0.0	4	57.14	3	42.86	3	42.86	0.50	
	III	0	0.0	1	14.29	2	28.57	4	57.14	4	57.14	0.36	
	Total	0	0.0	2	09.52	10	47.62	9	42.86	9	42.86	0.40	

APPENDIX E-1 Continued

SALES FUNCTION Activity	Jury	Importance Rating											
		0			1			2			3		
		f	%	f	%	f	%	f	%	f	%	f	%
16. Gains the respect of the customer through knowledge of the application of farm machinery to the farm operation.	I II III Total	0 0 0 0	0.0 0.0 0.0 0.0	0 1 0 1	0.0 14.29 0.0 04.76	0 5 1 6	0.0 71.43 14.29 28.57	0 7 6 14	0.0 100.00 85.71 66.67	7 1 6 14	100.00 14.29 85.71 66.67	0.75 0.36 0.61 0.45	
17. Identifies the customer's wants and needs as early as possible.	I II III Total	0 0 0 0	0.0 0.0 0.0 0.0	0 0 0 0	0.0 0.0 0.0 0.0	5 4 2 11	71.43 57.14 28.57 52.38	2 3 5 10	28.57 42.86 71.43 47.62	2 3 5 10	28.57 42.86 71.43 47.62	0.50 0.50 0.50 0.50	
18. Demonstrates and explains the individual features, and merits, of the new and used equipment for sale.	I II III Total	0 0 0 0	0.0 0.0 0.0 0.0	0 1 0 1	0.0 14.29 0.0 04.76	2 4 1 7	28.57 57.14 14.29 33.33	5 2 6 13	71.43 28.57 85.71 61.90	5 2 6 13	71.43 28.57 85.71 61.90	0.50 0.36 0.61 0.45	
19. Explains and shows the customer the advantages of available accessories to complete the job to be done.	I II III Total	0 0 0 0	0.0 0.0 0.0 0.0	1 2 0 3	14.29 28.57 0.0 14.29	4 5 2 11	57.14 71.43 28.57 52.38	2 0 5 7	28.57 0.0 71.43 33.33	2 0 5 7	28.57 0.0 71.43 33.33	0.36 0.25 0.50 0.36	
20. Uses sales aids, quotes prices, and provides descriptive literature when available.	I II III Total	0 0 0 0	0.0 0.0 0.0 0.0	0 2 0 2	0.0 28.57 0.0 09.52	3 5 2 10	42.86 71.43 28.57 47.62	4 0 5 9	57.14 0.0 71.43 42.86	4 0 5 9	57.14 0.0 71.43 42.86	0.50 0.25 0.50 0.40	

APPENDIX E-1 Continued

SALES FUNCTION Activity	Jury	Importance Rating											
		0			1			2			3		
		f	%	f	%	f	%	f	%	f	%	f	%
32. Sells related items and services.	I	0	0.0	0	0.0	4	57.14	3	42.86	0.50			
	II	0	0.0	4	57.14	3	42.86	0	0.0	0.25			
	III	0	0.0	2	28.57	4	57.14	1	14.29	0.25			
	Total	0	0.0	6	28.57	11	52.38	4	19.05	0.25			
33. Informs customer of all costs that will be incurred in the purchase.	I	0	0.0	1	14.29	2	28.57	4	57.14	0.36			
	II	0	0.0	1	14.29	1	14.29	5	71.43	0.46			
	III	0	0.0	1	14.29	1	14.29	5	71.43	0.46			
	Total	0	0.0	3	14.29	4	19.05	14	66.67	0.42			
34. Rents or leases equipment to customers in accord with dealership policy.	I	1	14.29	4	57.14	2	28.57	0	0.0	0.25			
	II	0	0.0	3	42.86	4	57.14	0	0.0	0.25			
	III	0	0.0	2	28.57	5	71.43	0	0.0	0.25			
	Total	1	14.29	9	42.86	11	52.38	0	0.0	0.25			
35. Is sensitive to situations indicating prospective sales.	I	0	0.0	0	0.0	5	71.43	2	28.57	0.50			
	II	0	0.0	0	0.0	4	57.14	3	42.86	0.50			
	III	0	0.0	1	14.29	2	28.57	4	57.14	0.36			
	Total	0	0.0	1	14.29	11	52.38	9	42.86	0.45			
36. Obtains final approval of sales contracts for equipment from management consultant with dealership policy.	I	0	0.0	1	14.29	4	57.14	2	28.57	0.36			
	II	0	0.0	0	0.0	4	57.14	3	42.86	0.50			
	III	0	0.0	0	0.0	3	42.86	4	57.14	0.50			
	Total	0	0.0	1	14.29	11	52.38	9	42.86	0.45			
37. Is successful in getting the customer to make the decision to buy.	I	0	0.0	0	0.0	1	14.29	6	85.71	0.61			
	II	0	0.0	0	0.0	1	14.29	6	85.71	0.61			
	III	0	0.0	0	0.0	2	28.57	5	71.43	0.50			
	Total	0	0.0	0	0.0	4	19.05	17	80.95	0.56			

APPENDIX E-1 Continued

SALES FUNCTION Activity	Jury	Importance Rating									
		0		1		2		3		D	
		f	%	f	%	f	%	f	%	f	%
38. Records items and service sold on sales slip.	I II III Total	0 0 0 0	0.0 0.0 0.0 0.0	0 0 1 1	0.0 0.0 14.29 04.76	3 2 1 6	42.86 28.57 14.29 28.57	4 5 5 14	57.14 71.43 71.43 66.67	0.50 0.50 0.46 0.45	
39. Follows up sales at a later date to determine	I II III Total	0 0 0 0	0.0 0.0 0.0 0.0	0 1 1 2	0.0 14.29 14.29 09.52	5 3 3 11	71.43 42.86 42.86 52.38	2 3 3 8	28.57 42.86 42.86 38.10	0.50 0.36 0.36 0.40	
40. Assists in planning for, and conducts, surveys of the service area to determine equipment best suited and desired by customers.	I II III Total	1 0 0 1	14.29 0.0 0.0 04.76	2 2 3 7	28.57 28.57 42.86 33.33	3 4 2 9	42.86 57.14 28.57 42.86	1 1 2 4	14.29 14.29 28.57 19.05	0.11 0.25 0.25 0.20	
41. Provides information to assist in balancing equipment, parts, accessories and consumable items with seasonal needs.	I II III Total	0 0 0 0	0.0 0.0 0.0 0.0	0 1 3 4	0.0 14.29 42.86 19.05	3 6 0 9	42.86 85.71 0.0 42.86	4 0 4 8	57.14 0.0 57.14 38.10	0.50 0.36 0.32 0.31	
42. Works to prevent excess inventory of used equipment.	I II III Total	0 0 0 0	0.0 0.0 0.0 0.0	0 0 1 1	0.0 0.0 14.29 04.76	0 1 2 3	0.0 14.29 28.57 14.29	7 6 4 17	100.00 85.71 57.14 80.95	0.75 0.61 0.36 0.56	

[illegible]

APPENDIX E-1 Continued

SALES FUNCTION Activity	Jury	Importance Rating											
		0			1			2			3		
		f	%	f	f	%	f	f	%	f	f	%	D
54. Maintains a clean attractive, hazard free sales area for customers and fellow employees.	I II III Total	0 0 0 0	0.0 0.0 0.0 0.0	0 0 0 0	0 0 0 0	0.0 0.0 0.0 0.0	4 2 2 8	57.14 28.57 28.57 38.10	3 5 5 13	42.86 71.43 71.43 61.90	0.50 0.50 0.50 0.50		
55. Follows safe working procedures and policies.	I II III Total	0 0 0 0	0.0 0.0 0.0 0.0	0 1 0 1	0 14.29 0 04.76	0.0 14.29 0.0 04.76	4 2 2 8	57.14 28.57 28.57 38.10	3 4 5 12	42.86 57.14 71.43 57.14	0.50 0.36 0.50 0.45		
56. Develops harmonious working relationships with co-workers.	I II III Total	0 0 0 0	0.0 0.0 0.0 0.0	0 1 0 1	0 14.29 0 04.76	0.0 14.29 0.0 04.76	3 3 2 8	42.86 42.86 28.57 38.10	4 3 5 12	57.14 42.86 71.43 57.14	0.50 0.36 0.50 0.45		
57. Is familiar with, and follows, dealership policies and procedures.	I II III Total	0 0 0 0	0.0 0.0 0.0 0.0	0 0 1 1	0 0.0 14.29 04.76	0.0 0.0 14.29 04.76	3 4 1 8	42.86 57.14 14.29 38.10	4 3 5 12	57.14 42.86 71.43 57.14	0.50 0.50 0.46 0.45		
58. Strives to keep up to date, and improve himself in his field.	I II III Total	0 0 0 0	0.0 0.0 0.0 0.0	0 0 0 0	0 0.0 0.0 0.0	0.0 0.0 0.0 0.0	5 3 2 10	71.43 42.86 28.57 47.62	2 4 5 11	28.57 57.14 71.43 52.38	0.50 0.50 0.50 0.50		
59. Maintains desirable personal habits of cleanliness, dress, and grooming.	I II III Total	0 0 0 0	0.0 0.0 0.0 0.0	0 0 0 0	0 0.0 0.0 0.0	0.0 0.0 0.0 0.0	5 5 4 14	71.43 71.43 57.14 66.67	2 2 3 7	28.57 28.57 42.86 33.33	0.50 0.50 0.50 0.50		

APPENDIX E-1 Continued

SALES FUNCTION Activity	Jury	Importance Rating											
		0			1			2			3		
		f	%	%	f	%	%	f	%	%	f	%	D
60. Communicates effectively with customers and fellow employees.	I	0	0.0	0	0	0.0	0.0	4	57.14	3	42.86	0.50	
	II	0	0.0	0	0	0.0	0.0	3	42.86	4	57.14	0.50	
	III	0	0.0	0	0	0.0	0.0	3	42.86	4	57.14	0.50	
	Total	0	0.0	0	0	0.0	0.0	10	47.62	11	52.38	0.50	
61. Performs work assignments to the best of his ability.	I	0	0.0	0	0	0.0	0.0	4	57.14	3	42.86	0.50	
	II	0	0.0	0	0	0.0	0.0	4	57.14	3	42.86	0.50	
	III	0	0.0	0	0	0.0	0.0	3	42.86	4	57.14	0.50	
	Total	0	0.0	0	0	0.0	0.0	11	52.38	10	47.62	0.50	
62. Exhibits a positive atti- tude toward the dealership.	I	0	0.0	0	0	0.0	0.0	5	71.43	2	28.57	0.50	
	II	0	0.0	0	0	0.0	0.0	1	14.29	6	85.71	0.61	
	III	0	0.0	0	0	0.0	0.0	1	14.29	6	85.71	0.61	
	Total	0	0.0	0	0	0.0	0.0	7	33.33	14	66.67	0.50	
63. Provides honest depend- able service.	I	0	0.0	0	0	0.0	0.0	3	42.86	4	57.14	0.50	
	II	0	0.0	0	0	0.0	0.0	1	14.29	6	85.71	0.61	
	III	0	0.0	0	0	0.0	0.0	1	14.29	6	85.71	0.61	
	Total	0	0.0	0	0	0.0	0.0	5	23.81	16	76.19	0.51	
64. Provides emergency service as needed.	I	0	0.0	1	14.29	3	42.86	3	42.86	3	42.86	0.36	
	II	0	0.0	0	0	0.0	0.0	6	85.71	1	14.29	0.50	
	III	0	0.0	0	0	0.0	0.0	2	28.57	5	71.43	0.50	
	Total	0	0.0	1	04.76	11	52.38	9	42.86	9	42.86	0.45	
65. Uses effective inter- personal relationships in dealing with customers.	I	0	0.0	0	0	0.0	0.0	4	57.14	3	42.86	0.50	
	II	0	0.0	1	14.29	6	85.71	0	0.0	0	0.0	0.36	
	III	0	0.0	0	0	0.0	0.0	4	57.14	3	42.86	0.50	
	Total	0	0.0	1	04.76	14	66.67	6	28.57	6	28.57	0.45	

APPENDIX E-1 Continued

SALES FUNCTION Activity	Jury	Importance Rating											
		0			1			2			3		
		f	%	f	f	%	%	f	%	%	f	%	D
66. Participates in, and pro- notes, community service activities.	I	0	0.0	1	14.29	4	57.14	2	28.57		2	28.57	0.36
	II	0	0.0	5	71.43	2	28.57	0	0.0		0	0.0	0.25
	III	0	0.0	1	14.29	4	57.14	2	28.57		2	28.57	0.36
	Total	0	0.0	7	33.33	10	47.62	4	19.05		4	19.05	0.25
		0	0.0	0	0.0	4	57.14	3	42.86		3	42.86	0.50
67. Attempts to resolve customer complaints.	I	0	0.0	0	0.0	4	57.14	3	42.86		3	42.86	0.50
	II	0	0.0	0	0.0	4	57.14	3	42.86		3	42.86	0.50
	III	0	0.0	0	0.0	1	14.29	6	85.71		6	85.71	0.61
	Total	0	0.0	0	0.0	9	42.86	12	57.14		12	57.14	0.50
		0	0.0	2	28.57	2	28.57	3	42.86		3	42.86	0.25
68. Interprets dealership policies to customers.	I	0	0.0	1	14.29	5	71.43	1	14.29		1	14.29	0.36
	II	0	0.0	0	0.0	4	57.14	3	42.86		3	42.86	0.50
	III	0	0.0	0	0.0	11	52.38	7	33.33		7	33.33	0.36
	Total	0	0.0	3	14.29	11	52.38	7	33.33		7	33.33	0.36
		0	0.0	1	14.29	3	42.86	3	42.86		3	42.86	0.36
<u>D. Specialized Activities Group</u>													
69. Assists in orientation and training of new employees in the sales area.	I	0	0.0	1	14.29	3	42.86	3	42.86		3	42.86	0.36
	II	0	0.0	1	14.29	3	42.86	3	42.86		3	42.86	0.36
	III	0	0.0	1	14.29	4	57.14	2	28.57		2	28.57	0.36
	Total	0	0.0	3	14.29	10	47.62	8	38.10		8	38.10	0.36
		0	0.0	1	14.29	2	28.57	4	57.14		4	57.14	0.36
70. Participates in in- service training.	I	0	0.0	1	14.29	4	57.14	2	28.57		2	28.57	0.36
	II	0	0.0	1	14.29	4	57.14	2	28.57		2	28.57	0.36
	III	0	0.0	0	0.0	3	42.86	4	57.14		4	57.14	0.50
	Total	0	0.0	2	9.52	9	42.96	10	47.62		10	47.62	0.40
		0	0.0	2	9.52	9	42.96	10	47.62		10	47.62	0.40

APPENDIX E-1 Continued

SALES FUNCTION Activity	Jury	Importance Rating									
		0		1		2		3		D	
		f	%	f	%	f	%	f	%	f	%
71. Assists in evaluation of dealership sales and service and makes suggestions for improvement.	I	0	0.0	0	0.0	5	71.43	2	28.57		0.50
	II	0	0.0	1	14.29	5	71.43	1	14.29		0.36
	III	0	0.0	2	28.57	3	42.86	2	28.57		0.25
	Total	0	0.0	3	14.29	13	61.80	5	23.81		0.36
72. Maintains personal travel and expense records for reimbursement.	I	0	0.0	0	0.0	4	57.14	3	42.86		0.50
	II	0	0.0	2	28.57	3	42.86	2	28.57		0.25
	III	0	0.0	0	0.0	4	57.14	3	42.86		0.50
	Total	0	0.0	2	09.52	11	52.38	8	38.10		0.40

APPENDIX E-2

FREQUENCY, PERCENTAGE AND D LEVELS OF ACTIVITY IMPORTANCE RATINGS
OF THE RECORDS & ACCOUNTS FUNCTION BY DEALERSHIP MANAGER (I),
INDUSTRY ADVISOR (II), AND EDUCATIONAL
EXPERT (III) JURY GROUPS

RECORDS AND ACCOUNTS FUNCTION Activity		Jury	Importance Rating																								
			0						1						2						3						D ¹
			f		%		f		%		f		%		f		%		f		%						
			f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%							
A.	<u>Personnel and Employment Records Group</u>	I	0	0.0	4	57.14	1	14.29					2	28.57			28.57	0.25									
		II	0	0.0	2	28.57	3	42.86					2	28.57			28.57	0.25									
		III	0	0.0	1	14.29	4	57.14					2	28.57			28.57	0.25									
		Total	0	0.0	7	33.33	8	38.10					6	28.57			28.57	0.25									
1.	Maintains employment application file.																										
2.	Maintains current job descriptions and other prospective employee information.	I	0	0.0	3	42.86	2	28.57					2	28.57			28.57	0.25									
		II	0	0.0	2	28.57	2	28.57					3	42.86			42.86	0.25									
		III	0	0.0	1	14.29	3	42.86					3	42.86			42.86	0.36									
		Total	0	0.0	6	28.57	7	33.33					8	38.10			38.10	0.25									
3.	Maintains employee time, sales, and travel records.	I	0	0.0	1	14.29	3	42.86					3	42.86			42.86	0.36									
		II	0	0.0	0	0.0	1	14.29					6	85.71			85.71	0.61									
		III	0	0.0	0	0.0	1	14.29					6	85.71			85.71	0.61									
		Total	0	0.0	1	14.29	5	23.81					15	71.43			71.43	0.46									
4.	Maintain employee evaluation records and training records.	I	0	0.0	3	42.86	4	57.14					0	0.0			0.0	0.25									
		II	1	14.29	1	14.29	5	71.43					0	0.0			0.0	0.25									
		III	0	0.0	0	0.0	3	42.86					4	57.14			57.14	0.50									
		Total	1	14.29	4	19.05	12	57.14					4	19.05			19.05	0.26									
5.	Maintain employee work attendance and accident records.	I	0	0.0	0	0.0	3	42.86					4	57.14			57.14	0.50									
		II	1	14.29	0	0.0	3	42.86					3	42.86			42.86	0.36									
		III	0	0.0	0	0.0	2	28.57					5	71.43			71.43	0.50									
		Total	1	14.29	0	0.0	8	38.10					12	57.14			57.14	0.46									

¹D is the test statistic for the Kolmogorov-Smirnov One-Sample Test. A value of
D ≥ 0.468 required for significance at the .05 level.

APPENDIX E-2 Continued

RECORDS AND ACCOUNTS FUNCTION Activity	Jury	Importance Rating											
		0			1			2			3		
		f	%	f	%	f	%	f	%	f	%	f	%
B. <u>Tax and Insurance Records</u> <u>Group</u>	I	3	42.86	1	14.29	0	0.0	0	0.0	3	42.86	0	0.18
6. Prepares dealership tax returns.	II	1	14.29	2	28.57	2	28.57	2	28.57	2	28.57	2	0.11
	III	0	0.0	1	14.29	2	28.57	4	57.14	4	57.14	0	0.36
	Total	4	19.05	4	19.05	4	19.05	9	42.86	9	42.86	0	0.18
7. Assists in and/or provides information for preparation of dealership insurance claims.	I	0	0.0	1	14.29	3	42.86	3	42.86	3	42.86	0	0.36
	II	0	0.0	1	14.29	3	42.86	3	42.86	3	42.86	0	0.36
	III	0	0.0	0	0.0	1	14.29	6	85.71	6	85.71	0	0.61
	Total	0	0.0	2	9.52	7	33.33	12	57.14	12	57.14	0	0.40
8. Provides necessary summarized data to public accountants for preparation of dealership tax returns.	I	0	0.0	0	0.0	1	14.29	6	85.71	6	85.71	0	0.61
	II	0	0.0	0	0.0	0	0.0	0	0.0	7	100.00	0	0.75
	III	0	0.0	0	0.0	1	14.29	6	85.74	6	85.74	0	0.61
	Total	0	0.0	0	0.0	2	9.52	19	90.48	19	90.48	0	0.65
9. Maintains tax and insurance records file.	I	0	0.0	1	14.29	0	0.0	0	0.0	6	85.71	0	0.61
	II	0	0.0	0	0.0	0	0.0	0	0.0	7	100.00	0	0.75
	III	0	0.0	0	0.0	0	0.0	0	0.0	7	100.00	0	0.75
	Total	0	0.0	1	4.76	0	0.0	20	95.24	20	95.24	0	0.70
C. <u>Advertising and Merchandising</u> <u>Group</u>	I	0	0.0	1	14.29	5	71.43	1	14.29	1	14.29	0	0.36
10. Maintains customer prospect, and owner files.	II	0	0.0	0	0.0	6	85.71	1	14.29	1	14.29	0	0.50
	III	0	0.0	0	0.0	2	28.57	5	71.43	5	71.43	0	0.50
	Total	0	0.0	1	4.76	13	61.90	7	33.33	7	33.33	0	0.45
11. Maintains mailing and sales promotion lists.	I	0	0.0	0	0.0	4	57.14	3	42.86	3	42.86	0	0.50
	II	0	0.0	1	14.29	5	71.43	1	14.29	1	14.29	0	0.36
	III	0	0.0	0	0.0	3	42.86	4	57.14	4	57.14	0	0.50
	Total	0	0.0	1	4.76	12	57.14	8	38.10	8	38.10	0	0.45

APPENDIX E-2Continued

RECORDS AND ACCOUNTS FUNCTION Activity	Jury	Importance Rating											
		0			1			2			3		
		f	%	f	%	f	%	f	%	f	%	f	%
12. Provide data for advertising and merchandising.	I	1	14.29	0	0.0	3	42.86	3	42.86	3	42.86	0.37	
	II	0	0.0	3	42.86	3	42.86	1	14.29	1	14.29	0.25	
	III	0	0.0	0	0.0	3	42.86	4	57.14	4	57.14	0.50	
	Total	1	04.76	3	14.29	9	42.86	8	38.10	8	38.10	0.31	
13. Maintain records of service area surveys.	I	0	0.0	2	28.57	5	71.43	0	0.0	0	0.0	0.25	
	II	1	14.29	1	14.29	3	42.86	2	28.57	2	28.57	0.21	
	III	0	0.0	2	28.57	1	14.29	4	57.14	4	57.14	0.32	
	Total	1	04.76	5	23.81	9	42.86	6	28.57	6	28.57	0.21	
14. Maintain records of demonstrations and other promotional meetings.	I	0	0.0	3	42.86	2	28.57	2	28.57	2	28.57	0.25	
	II	1	14.29	4	57.14	1	14.29	1	14.29	1	14.29	0.21	
	III	0	0.0	2	28.57	2	28.57	3	42.86	3	42.86	0.25	
	Total	1	04.76	9	42.86	5	23.81	6	28.57	6	28.57	0.20	
15. Maintain an adequate supply of manufacturer, and other sales literature and materials.	I	0	0.0	1	14.29	5	71.43	1	14.29	1	14.29	0.36	
	II	0	0.0	1	14.29	1	14.29	5	71.43	5	71.43	0.46	
	III	0	0.0	0	0.0	3	42.86	4	57.14	4	57.14	0.50	
	Total	0	0.0	2	09.52	9	42.86	10	47.62	10	47.62	0.40	
16. Keeps price catalogs and lists current.	I	0	0.0	0	0.0	0	0.0	7	100.00	7	100.00	0.75	
	II	0	0.0	0	0.0	1	14.29	6	85.71	6	85.71	0.61	
	III	0	0.0	0	0.0	0	0.0	7	100.00	7	100.00	0.75	
	Total	0	0.0	0	0.0	1	04.76	20	95.24	20	95.24	0.70	
17. Keeps service manuals and parts catalogs current.	I	0	0.0	0	0.0	0	0.0	7	100.00	7	100.00	0.75	
	II	0	0.0	0	0.0	1	14.29	6	85.71	6	85.71	0.61	
	III	0	0.0	0	0.0	1	14.29	6	85.71	6	85.71	0.61	
	Total	0	0.0	0	0.0	2	09.52	19	90.48	19	90.48	0.65	

APPENDIX E-2 Continued

RECORDS AND ACCOUNTS FUNCTION Activity	Jury	Importance Rating												D
		0			1			2			3			
		f	%		f	%		f	%		f	%		
D. <u>Selling Group</u> 18. Makes out sales contracts.	I	0	0.0	0	0.0	2	28.57	5	71.43				0.50	
	II	0	0.0	2	28.57	0	0.0	5	71.43				0.46	
	III	0	0.0	0	0.0	1	14.29	6	85.71				0.61	
	Total	0	0.0	2	09.52	3	14.29	16	76.19				0.51	
19. Makes out job estimates for labor charges and parts costs.	I	0	0.0	1	14.29	4	57.14	2	28.57				0.36	
	II	0	0.0	0	0.0	5	71.43	2	28.57				0.50	
	III	0	0.0	0	0.0	4	57.14	3	42.86				0.50	
	Total	0	0.0	1	04.76	13	61.90	7	33.33				0.45	
20. Records labor, parts, and consumable items on service shop internal job tickets.	I	0	0.0	0	0.0	2	28.57	5	71.43				0.50	
	II	0	0.0	1	14.29	3	42.86	3	42.86				0.36	
	III	0	0.0	0	0.0	2	28.57	5	71.43				0.50	
	Total	0	0.0	1	04.76	7	33.33	13	61.90				0.45	
21. Is sensitive to situations indicating prospective sales.	I	0	0.0	0	0.0	5	71.43	2	28.57				0.50	
	II	0	0.0	1	14.29	4	57.14	2	28.57				0.36	
	III	0	0.0	2	28.57	2	28.57	3	42.86				0.25	
	Total	0	0.0	3	14.29	11	52.38	7	33.33				0.36	
E. <u>Financial Accounts Group</u> 22. Makes adjustments to customers for faulty merchandise or service.	I	0	0.0	0	0.0	4	57.14	3	42.86				0.50	
	II	0	0.0	2	28.57	1	14.29	4	57.14				0.32	
	III	1	14.29	0	0.0	3	42.86	3	42.86				0.36	
	Total	1	04.76	2	09.52	8	38.10	10	47.62				0.36	
23. Determines from tax schedules, and maintains records of employee payroll deductions.	I	0	0.0	0	0.0	0	0.0	7	100.00				0.75	
	II	0	0.0	0	0.0	1	14.29	6	85.71				0.61	
	III	0	0.0	0	0.0	1	14.29	6	85.71				0.61	
	Total	0	0.0	0	0.0	2	09.52	19	90.48				0.65	

APPENDIX E-2Continued

RECORDS AND ACCOUNTS FUNCTION Activity	Jury	Importance Rating											
		f						%					
		f	%	f	%	f	%	f	%	f	%	D	
24. Prepares the dealership payroll.	I	0	0.0	0	0.0	0	0.0	7	100.00	0.75			
	II	0	0.0	1	14.29	0	0.0	6	85.71	0.61			
	III	0	0.0	0	0.0	1	14.29	6	85.71	0.61			
	Total	0	0.0	1	04.76	1	04.76	19	90.48	0.65			
25. Provides payroll data to local business firm for preparation of dealership payroll.	I	4	57.14	2	28.57	0	0.0	1	14.29	0.36			
	II	2	28.57	1	14.29	1	14.29	3	42.86	0.18			
	III	0	0.0	0	0.0	3	42.86	4	57.14	0.50			
	Total	6	28.57	3	14.29	4	19.05	8	38.10	0.13			
26. Pays accounts payable, keeping necessary accounting records in accordance with dealership policy.	I	0	0.0	0	0.0	1	14.29	6	85.71	0.61			
	II	0	0.0	0	0.0	0	0.0	7	100.00	0.75			
	III	0	0.0	0	0.0	1	14.29	6	85.71	0.61			
	Total	0	0.0	0	0.0	2	09.52	19	90.48	0.65			
27. Operates, and is responsible for, the cash register.	I	0	0.0	0	0.0	1	14.29	6	85.71	0.61			
	II	0	0.0	0	0.0	0	0.0	7	100.00	0.75			
	III	0	0.0	2	28.57	0	0.0	5	71.43	0.46			
	Total	0	0.0	2	09.52	1	04.76	18	85.71	0.61			
28. Provides for security of funds by bonding and banking.	I	0	0.0	1	14.29	2	28.57	4	57.14	0.36			
	II	1	14.29	0	0.0	0	0.0	6	85.71	0.61			
	III	0	0.0	1	14.29	1	14.29	5	71.43	0.46			
	Total	1	04.76	2	09.52	3	14.29	15	71.43	0.46			
29. Assist in periodic audits.	I	1	14.29	0	0.0	3	42.86	3	42.86	0.36			
	II	0	0.0	0	0.0	3	42.86	4	57.14	0.50			
	III	0	0.0	1	14.29	1	14.29	5	71.43	0.46			
	Total	1	04.76	1	04.76	7	33.33	12	57.14	0.40			

APPENDIX E-2 Continued

RECORDS AND ACCOUNTS FUNCTION Activity	Jury	Importance Rating											
		0			1			2			3		
		f	%	f	f	%	f	f	%	f	f	%	D
30. Uses available business computer services to prepare financial reports-income statement (Profit-Loss) and balance sheet.	I	2	28.57	1	14.29	0	0.0	0	0.0	4	57.14	0.32	
	II	0	0.0	1	14.29	5	71.43	1	14.29	1	14.29	0.36	
	III	0	0.0	1	14.29	2	28.57	4	57.14	4	57.14	0.36	
	Total	2	09.52	3	14.29	7	33.33	9	42.86	9	42.86	0.26	
31. Prepares periodic bills to collect overdue, and other outstanding accounts.	I	0	0.0	0	0.0	1	14.29	6	85.71	0.61			
	II	0	0.0	0	0.0	2	28.57	5	71.43	0.50			
	III	0	0.0	0	0.0	1	14.29	6	85.71	0.61			
	Total	0	0.0	0	0.0	4	19.05	17	80.95	0.56			
32. Provides information to customers regarding the status of their accounts upon request.	I	0	0.0	0	0.0	1	14.29	6	85.71	0.61			
	II	0	0.0	0	0.0	1	14.29	6	85.71	0.61			
	III	0	0.0	0	0.0	1	14.29	6	85.71	0.61			
	Total	0	0.0	0	0.0	3	14.29	18	85.71	0.61			
33. Prepares financial reports - income statement (profit-loss) and balance sheet.	I	1	14.29	1	14.29	0	0.0	5	71.43	0.46			
	II	0	0.0	1	14.29	0	0.0	6	85.71	0.61			
	III	1	14.29	1	14.29	0	0.0	5	71.43	0.46			
	Total	2	09.52	3	14.29	0	0.0	16	76.19	0.51			
34. Provides data to public accountants for preparation of financial reports-income statement (profit-loss) and balance sheet.	I	0	0.0	1	14.29	0	0.0	6	85.71	0.61			
	II	0	0.0	1	14.29	3	42.86	3	42.86	0.36			
	III	0	0.0	0	0.0	1	14.29	6	85.71	0.61			
	Total	0	0.0	2	09.52	4	19.85	15	71.43	0.46			

[illegible]

APPENDIX E-2 Continued

RECORDS AND ACCOUNTS FUNCTION Activity	Jury	Importance Rating									
		0		1		2		3		D	
		f	%	f	%	f	%	f	%		
53. Alerts customers and other employees to safety hazards.	I	0	0.0	2	28.57	3	42.86	2	28.57	0.25	
	II	0	0.0	1	14.29	3	42.86	3	42.86	0.36	
	III	0	0.0	1	14.29	2	28.57	4	57.14	0.36	
	Total	0	0.0	4	19.05	8	38.10	9	42.86	0.31	
54. Maintains a clean, attractive, hazard free records and accounts area for customers and fellow employees.	I	0	0.0	0	0.0	3	42.86	4	57.14	0.50	
	II	0	0.0	0	0.0	4	57.14	3	42.86	0.50	
	III	0	0.0	0	0.0	2	28.57	5	71.43	0.50	
	Total	0	0.0	0	0.0	9	42.86	12	57.14	0.50	
55. Follows safe working procedures and policies.	I	0	0.0	0	0.0	2	28.57	5	71.43	0.50	
	II	0	0.0	0	0.0	2	28.57	5	71.43	0.50	
	III	0	0.0	0	0.0	2	28.57	5	71.43	0.50	
	Total	0	0.0	0	0.0	6	28.57	15	71.43	0.50	
56. Develops harmonious working relations with co-workers.	I	0	0.0	0	0.0	3	42.86	4	57.14	0.50	
	II	0	0.0	0	0.0	3	42.86	4	57.14	0.50	
	III	0	0.0	0	0.0	1	14.29	6	85.74	0.61	
	Total	0	0.0	0	0.0	7	33.33	14	66.67	0.50	
57. Is familiar with, and follows, dealership policies and procedures.	I	0	0.0	0	0.0	3	42.86	4	57.14	0.50	
	II	0	0.0	0	0.0	3	42.86	4	57.14	0.50	
	III	0	0.0	0	0.0	2	28.57	5	71.43	0.50	
	Total	0	0.0	0	0.0	8	38.10	13	61.90	0.50	
58. Strives to keep up to date and improve himself in his field.	I	0	0.0	0	0.0	3	42.86	4	57.14	0.50	
	II	0	0.0	0	0.0	4	57.14	3	42.86	0.50	
	III	0	0.0	0	0.0	1	14.29	6	85.71	0.61	
	Total	0	0.0	0	0.0	8	38.10	13	61.90	0.50	

APPENDIX E-2 Continued

RECORDS AND ACCOUNTS FUNCTION Activity	Jury	Importance Rating											
		0			1			2			3		
		f	%		f	%		f	%		f	%	D
65. Uses effective interpersonal relations in dealing with customers.	I	0	0.0	0	0	0.0	5	71.43	2	28.57	0.50		
	II	0	0.0	0	0	0.0	6	85.71	1	14.29	0.50		
	III	0	0.0	0	0	0.0	4	57.14	3	42.86	0.50		
	Total	0	0.0	0	0	0.0	15	71.43	6	28.57	0.50		
66. Participates in, and promotes, community service activities.	I	0	0.0	1	14.29	4	57.14	2	28.57	0.36			
	II	0	0.0	4	57.14	3	42.86	0	0.0	0.25			
	III	0	0.0	3	42.86	2	28.57	2	28.57	0.25			
	Total	0	0.0	8	38.10	9	42.86	4	19.05	0.25			
67. Attempts to resolve customer complaints.	I	0	0.0	0	0.0	4	57.14	3	42.86	0.50			
	II	0	0.0	0	0.0	3	42.86	4	57.14	0.50			
	III	0	0.0	1	14.29	2	28.57	4	57.14	0.36			
	Total	0	0.0	1	04.76	9	42.86	11	52.38	0.45			
68. Interprets dealership policies to customers.	I	0	0.0	0	0.0	4	57.14	3	42.86	0.50			
	II	0	0.0	0	0.0	0	0.0	7	100.00	0.50			
	III	0	0.0	2	28.57	2	28.57	3	42.86	0.25			
	Total	0	0.0	2	09.92	13	61.90	6	28.57	0.40			
69. Specialized activities Group	I	0	0.0	1	14.29	4	57.14	2	28.57	0.36			
	II	0	0.0	0	0.0	3	42.86	4	57.14	0.50			
	III	0	0.0	0	0.0	2	28.97	5	71.43	0.50			
	Total	0	0.0	1	04.76	9	42.86	11	52.38	0.45			
70. Participates in in-service training.	I	0	0.0	1	14.29	2	28.57	4	57.14	0.36			
	II	0	0.0	0	0.0	6	85.71	1	14.29	0.50			
	III	0	0.0	1	14.29	2	28.57	4	57.14	0.36			
	Total	0	0.0	2	09.52	10	47.62	9	42.86	0.40			

APPENDIX E-2 Continued

RECORDS AND ACCOUNTS FUNCTION Activity	Jury	Importance Rating											
		0				1				2			
		f	%	f	%	f	%	f	%	f	%	f	%
71. Assists in the evaluation of the records and accounts and makes suggestions for improvements.	I	0	0.0	1	14.29	5	71.43	1	14.29	0.36			
	II	0	0.0	1	14.29	4	57.14	2	28.57	0.36			
	III	0	0.0	0	0.0	3	42.86	4	57.14	0.50			
	Total	0	0.0	2	09.52	12	57.14	7	33.33	0.40			
72. Maintains the dealership policy and procedures file.	I	0	0.0	2	28.57	2	28.57	3	42.86	0.25			
	II	0	0.0	0	0.0	6	85.74	1	14.29	0.50			
	III	0	0.0	0	0.0	4	57.14	3	42.86	0.50			
	Total	0	0.0	2	09.52	12	57.14	7	33.33	0.40			

APPENDIX F

APPENDIX F

Explanation of the Kolmogorov-Smirnov One-Sample Test¹

Test Statistic

$$D = \text{Maximum } |\bar{F}_O(X) - S_n(X)|$$

Where:

D = the maximum deviation of the largest value of $\bar{F}_O(X) - S_n(X)$

X = any possible importance rating category

$\bar{F}_O(X)$ = a specified theoretical random cumulative frequency distribution under H_0

$S_n(X)$ = the observed cumulative frequency distribution of the jury importance ratings

N = number of jury members

Significance Level

$$\alpha = .05$$

Sampling Distribution under H_0^2

Rejection region

$$D \geq 0.468$$

¹Sidney Siegel, Non-Parametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), p. 48.

²Ibid., Table E, p. 251.

APPENDIX G

APPENDIX 3

Explanation of Kolmogorov-Smirnov Two-Sample Test¹Test statistic

K_n = the numerator of the largest observed deviation of the cumulative frequencies of the two samples.

where:

D = maximum $(F_{n1}(x) - F_{n2}(x))$ = the largest observed deviation of the cumulative frequencies of the two samples.

x = any importance rating category

n_1 = the number of jury members in sample 1

n_2 = the number of jury members in sample 2

$F_{n1}(x)$ = the cumulative frequency of sample 1

$F_{n2}(x)$ = the cumulative frequency of sample 2

Note: Samples were either 7 member jury groups or 21 member total jury.

Significance Level

$$\alpha = 0.05$$

Sampling Distribution under H_0 :² - where n_1 equals 12 and n_2 and n_2 are less than 40.

Rejection Decision

$$K_n \geq D$$

¹Sidney Siegel, Non-Parametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), p. 126.

²Ibid., Table L, 273.

APPENDIX H

APPENDIX H -1

K_D LEVELS OF A COMPARISON OF ACTIVITY IMPORTANCE RATINGS IN THE RETAIL
SALES FUNCTION BETWEEN DEALERSHIP MANAGER (I), INDUSTRY
ADVISOR (II), AND EDUCATIONAL EXPERT (III)
GROUPS

Activity Sales Function	K _D		
	Jury Ratings Compared I & II	I & III	II & III
<u>A. Advertising and Merchandising Group</u>			
1. Assists in planning, develops, and carries out, advertising and merchandising programs.	1	0	1
2. Conducts field machinery demonstrations, meetings, fairs and shows.	1	2	1
3. Uses effective recognized advertising and merchandising techniques.	1	1	1
4. Develops mailing and sales promotion lists.	1	5	4
5. Develops customer files.	3	4	1
6. Assist in planning, and uses inducements to customers, to encourage service and repair jobs in the off-season.	4	1	3
7. Attractively arranges merchandising displays of equipment, parts, accessories, and service facilities.	1	2	1
8. Prepares advertising and merchandising materials.	1	1	2

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APPENDIX H-1 Continued

Activity SALES FUNCTION	K _D		
	Jury I & II	Ratings I & III	Compared II & III
9. Uses manufacturer and other advertising and merchandising materials.	1	2	1
10. Uses advertising agencies to develop, prepare, and place advertising in advertising media.	2	2	4
11. Uses different types of advertising such as direct mail circulars, and newspaper ads.	1	2	3
12. Is familiar with the advantages and application of the different types of advertising.	1	4	3
B. Selling Activities Group			
13. Uses personal contact, survey, information from present customers service and parts records, and co-workers information to locate prospective customers.	1	2	2
14. Sells himself to the customer.	2	1	3
15. Recognizes advance clues for customer buying decisions.	1	2	1
16. Gains the respect of the customer through knowledge of the application of farm machinery to the farm operation.	6	1	5
17. Identifies the customer's wants and needs as early as possible.	1	3	2 ⁺

APPENDIX H-1 Continued

Activity SALES FUNCTION	K _D		
	Jury Ratings Compared I & II	I & III	II & III
18. Demonstrates and explains the individual features, and merits of the new and used equipment for sale.	3	1	4
19. Explains and shows the customer the advantages of available accessories to complete the job to be done.	2	3	5
20. Uses sales aids, quotes prices, and provides descriptive literature when available.	4	1	5
21. Bases sales on customer needs and convinces customers of that need.	2	3	5
22. Is familiar with competitive products features and prices.	2	2	4
23. Demonstrates to the customer that the equipment will perform satisfactorily and be a profitable investment.	4	2	2
24. Sells quality and performance as well as price.	0	0	0
25. Advises customers on the advantage of buying new vs used equipment.	2	1	2
26. Advises customers on the advantage of buying new or used equipment vs repair of equipment.	2	2	2
27. Interprets parts catalogues and equipment manuals.	2	4	4
28. Obtains an appraisal of the value of used equipment offered in trade.	1	1	2

APPENDIX H-1 Continued

Activity SALES FUNCTION	K _D		
	Jury I & II	Ratings I & III	Compared II & III
29. Interprets manufacturer descriptions into the language and terminology of the customer.	2	3	3
30. Provides estimates of labor charges, and parts cost, for repair and service jobs.	3	1	2
31. Increases service and parts sales through use of a mobile service unit for emergency field service repair.	2	1	3
32. Sells related items and services.	4	2	2
33. Informs customer of all costs that will be incurred in the purchase.	1	1	0
34. Rents or leases equipment to customers in accord with dealership policy.	2	3	1
35. Is sensitive to situations indicating prospective sales.	1	2	1
36. Obtains final approval of sales contracts for equipment from management consistent with dealership policy.	1	2	1
37. Is successful in getting the customer to make the decision to buy.	0	1	1
38. Records items and service sold on sales slip.	1	1	1

APPENDIX H-1 Continued

Activity SALES FUNCTION	K _D		
	Jury I & II	Ratings I & III	Compared II & III
39. Follows up sales at a later date to determine customer satisfaction.	1	1	0
40. Assists in planning for, and conducts, a survey of the service area to determine equipment best suited and desired by customers.	1	1	1
41. Provides information to assist in balancing equipment, parts, accessories and consumable items with seasonal needs.	1	3	2
42. Works to prevent excess inventory of used equipment.	1	3	2
43. Exhibits enthusiasm for sales work.	0	1	1
44. Exhibits honesty and personal integrity in performance of sales activities.	0	1	1
45. Backs dealership guarantees by making adjustments for faulty equipment, parts, accessories, or service.	1	2	1
46. Provides information to customers on operation, service, and maintenance problems and procedures.	2	3	1
47. Becomes acquainted with customers on a first name basis.	3	1	3

APPENDIX H-1 Continued

Activity SALES FUNCTION	K _D		
	Jury I & II	Ratings I & III	Compared II & III
48. Follows through to see that delivery, set-up, and adjustment for operation, is made for equipment sold.	0	2	2
49. Instructs customers in the use of operator's manuals, and demonstrates proper operation and maintenance.	1	3	3
50. Keeps current on recommended farm production methods and statistics.	1	1	1
51. Explains the advantages of good maintenance procedures in terms of dollars and cents.	3	1	3
C. <u>Employee Attitudes and Habits, and Public Relations</u>			
52. Advises management and works to correct existing safety hazards.	1	1	0
53. Alerts customers and other employees to safety hazards.	1	1	1
54. Maintains a clean attractive, hazard free sales area for customers and fellow employees.	2	2	0
55. Follows safe working procedures and policies.	1	2	1
56. Develops harmonious working relationships with co-workers.	1	1	2

APPENDIX H-1 Continued

Activity SALES FUNCTION	K _D		
	Jury I & II	Ratings I & III	Compared II & III
57. Is familiar with, and follows, dealership policies and procedures.	1	1	2
58. Strives to keep up to date, and improve himself in his field.	2	3	1
59. Maintains desirable personal habits of cleanliness, dress, and grooming.	0	1	1
60. Communicates effectively with customers and fellow employees.	1	1	0
61. Performs work assignments to the best of his ability.	0	1	1
62. Exhibits a positive attitude toward the dealership.	4	4	0
63. Provides honest dependable service.	2	2	0
64. Provides emergency service as needed.	2	2	4
65. Uses effective interpersonal relationships in dealing with customers.	3	0	3
66. Participates in, and promotes, community service activities.	4	0	4
67. Attempts to resolve customer complaints.	0	3	3
68. Interprets dealership policies to customers.	2	2	2

APPENDIX H-1 Continued

Activity SALES FUNCTION	K _D		
	Jury I & II	Ratings I & III	Compared II & III
D. <u>Specialized Activities Group</u>			
69. Assists in orientation and training of new employees in the sales area.	0	1	1
70. Participates in inservice training.	2	1	2
71. Assists in evaluation of dealership sales and service and makes suggestions for improvement.	1	2	1
72. Maintains personal travel and expense records for reimbursement.	2	0	2

APPENDIX H-2

K_D LEVELS OF A COMPARISON OF ACTIVITY IMPORTANCE RATINGS IN THE RECORDS & ACCOUNTS FUNCTION BETWEEN DEALERSHIP MANAGER (I), INDUSTRY ADVISORY (II), AND EDUCATIONAL EXPERT (III) JURY GROUPS

RECORDS AND ACCOUNTS FUNCTION Activity	K _D Jury Ratings Compared I & II I & III II & III		
<u>A. Personnel and Employment Records</u>			
1. Maintains employment application file.	2	3	1
2. Maintains current job description and other prospective employee information.	1	2	1
3. Maintains employee time, sales, and travel records.	3	3	0
4. Maintain employee evaluation records and training records.	1	4	4
5. Maintain employee work attendance and accident records.	1	1	2
<u>B. Tax and Insurance Records</u>			
6. Prepares dealership tax returns.	2	3	2
7. Assists in and/or provides information for preparation of dealership insurance claims.	0	3	3
8. Provides necessary summarized data to public accountants for preparation of dealership tax returns.	1	0	1

APPENDIX H-2 Continued

RECORDS AND ACCOUNTS FUNCTION Activity	K _D Jury Ratings Compared I & II I & III II & III		
	I & II	I & III	II & III
9. Maintains tax and insurance records file.	1	1	0
C. Advertising and Merchandising			
10. Maintains customer prospect, and owner files.	1	4	4
11. Maintains mailing and sales promotion lists.	2	1	3
12. Provide data for advertising and merchandising.	2	1	3
13. Maintain records of service area surveys.	2	4	2
14. Maintain records of demonstrations and other promotional meetings.	2	1	3
15. Maintain an adequate supply of manufacturer, and other sales literature and materials.	4	3	1
16. Keeps price catalogs and lists current.	1	0	1
17. Keeps service manuals and parts catalogs current.	1	1	0
D. Selling			
18. Makes out sales contracts.	2	1	2
19. Makes out job estimates for labor charges and parts costs.	1	1	1

APPENDIX H-2 Continued

RECORDS AND ACCOUNTS FUNCTION Activity	K _D Jury Ratings Compared		
	I & II	I & III	II & III
20. Records labor, parts, and consumable items on service shop internal job tickets.	2	0	2
21. Is sensitive to situations indicating prospective sales.	1	2	1
<u>E. Financial Accounts</u>			
22. Makes adjustments to customers for faulty merchandise or service.	2	1	1
23. Determines from tax schedules, and maintains records of, employee payroll deductions.	1	1	0
24. Prepares the dealership payroll.	1	1	1
25. Provides payroll data to local business firm for preparation of dealership payroll.	3	6	3
26. Pays accounts payable, keeping necessary accounting records in accordance with dealership policy.	1	0	1
27. Operates, and is responsible for, the cash register.	1	2	2
28. Provides for security of funds by bonding and banking.	2	1	1
29. Assist in periodic audits.	1	2	1

APPENDIX H-2 Continued

RECORDS AND ACCOUNTS FUNCTION Activity	K _D Jury Ratings Compared I & II I & III II & III		
	I & II	I & III	II & III
30. Uses available business computer services to prepare financial reports - income statement (profit-loss) and balance sheet.	3	2	3
31. Prepares periodic bills to collect overdue, and other outstanding accounts.	1	0	1
32. Provides information to customers regarding the status of their accounts upon request.	0	0	0
33. Prepares financial reports - income statement (profit-loss) and balance sheet.	1	0	1
34. Provides data to public accountants for preparation of financial reports-income statement (profit-loss) and balance sheet.	3	1	3
<u>F. Credit</u>			
35. Maintains individual customer credit records.	1	1	2
36. Checks credit references.	1	1	2
37. Acts as a Notary Public for the dealership and customer convenience.	3	3	2
38. Makes out credit contracts.	2	2	1
39. Assists customers in making out customer portion of credit applications and contracts.	1	1	0

APPENDIX H-2 Continued

RECORDS AND ACCOUNTS FUNCTION Activity	K _D Jury Ratings Compared		
	I & II	I & III	II & III
<u>G. Warehousing and Inventory Control Records</u>			
40. Assists in determining inventory levels by computing annual, and seasonal sales levels of equipment, parts, accessories, and consumable items.	1	3	3
41. Maintains an inventory record file of new and used equipment.	2	3	1
42. Maintains parts department stock inventory, and locator files.	2	2	1
43. Maintains an inventory of consumable items used by the dealership.	2	4	2
44. Prepares purchase orders for equipment, parts, accessories, and consumable items needed to maintain inventory levels.	1	3	4
45. Checks merchandise received against invoice listings.	0	1	1
<u>H. Secretarial Activities</u>			
46. Performs typing and mailing services for the dealership.	2	3	1
47. Performs filing services for the dealership.	2	3	2
48. Takes dictation and transcribes.	1	2	2

APPENDIX H-2Continued

RECORDS AND ACCOUNTS FUNCTION Activity	K _D Jury Ratings Compared I & II I & III I & III		
	I & II	I & III	I & III
49. Informs customers of receipt of ordered merchandise.	1	1	1
50. Uses acceptable telephone techniques.	1	1	1
51. Greets and provides information to customers.	0	1	1
I. <u>Employee Attitudes and Habits; and Public Relations</u>			
52. Advise management and work to correct existing safety hazards.	1	2	1
53. Alerts customers and other employees to safety hazards.	1	2	1
54. Maintains a clean, attractive, hazard free records and accounts area for customers and fellow employees.	1	1	2
55. Follows safe working procedures and policies.	0	0	0
56. Develops harmonious working relations with co-workers.	0	2	2
57. Is familiar with, and follows, dealership policies and procedures.	0	1	1
58. Strives to keep up to date and improve himself in his field.	1	2	3

APPENDIX H-2 Continued

RECORDS AND ACCOUNTS FUNCTION Activity	K _D Jury Ratings Compared		
	I & II	I & III	II & III
59. Maintains desirable personal habits of cleanliness, dress, and grooming.	1	3	4
60. Communicates effectively with customers and fellow employees.	2	4	2
61. Performs work assignments to the best of his ability.	2	3	1
62. Exhibits a positive attitude toward the dealership.	2	2	0
63. Provides honest, dependable service.	3	1	2
64. Provide emergency service as required.	0	2	2
65. Uses effective interpersonal relations in dealing with customers.	1	1	2
66. Participates in, and promotes, community service activities.	3	2	2
67. Attempts to resolve customer complaints.	1	1	1
68. Interprets dealership policies to customers.	3	2	3
J. Specialized Activities Group			
69. Assists with orientation and training of new employees in the records and accounts area.	2	3	1

APPENDIX H-2 Continued

RECORDS AND ACCOUNTS FUNCTION Activity	K _D Jury Ratings Compared		
	I & II	I & III	II & III
70. Participates in in-service training.	3	0	3
71. Assists in the evaluation of the records and accounts and makes suggestions for improvements.	1	3	2
72. Maintains the dealership policy and procedures file.	2	2	2

APPENDIX I

APPENDIX I -1

RANK ORDER OF RETAIL SALES FUNCTION ACTIVITIES BY TOTAL NUMBER
OF ESSENTIAL (3) IMPORTANCE RATINGS

Rank	Activity	Importance Scale			D
		0	1	2	3
1	44. Exhibits honesty and personal integrity in performance of sales activities.	0	0	1	20
					.70
2	43. Exhibits enthusiasm for sales work.	0	1	2	18
					.61
2	45. Backs dealership guarantees by making adjustments for faulty equipment, parts, accessories, or service.	0	1	2	18
					.61
3	14. Sells himself to the customer.	0	0	4	17
					.56
3	37. Is successful in getting the customer to make the decision to buy.	0	0	4	17
					.56
4	42. Works to prevent excess inventory of used equipment.	0	1	3	17
					.56
5	63. Provides honest dependable service.	0	0	5	16
					.51
6	28. Obtains an appraisal of the value of used equipment offered in trade.	0	0	6	15
					.50
7	62. Exhibits a positive attitude toward the dealership.	0	0	7	14
					.50
8	16. Gains the respect of the customer through knowledge of the application of farm machinery to the farm operation.	0	1	6	14
					.45

APPENDIX I-1 Continued

Rank	Activity	Importance Scale				D
		0	1	2	3	
8	38. Records items and service sold on sales slip	0	1	6	14	.45
8	48. Follows through to see that delivery, set-up, and adjustment for operation, is made for equipment sold.	0	1	6	14	.45
9	33. Informs customer of all costs that will be incurred in the purchase.	0	3	4	14	.42
10	54. Maintains a clean attractive, hazard free sales area for customers and fellow employees.	0	0	8	13	.50
11	18. Demonstrates and explains the individual features and merits of the new and used equipment for sale.	0	1	7	13	.45
12	24. Sells quality and performance, as well as price.	0	0	9	12	.50
12	67. Attempts to resolve customer complaints.	0	0	9	12	.50
13	55. Follows safe working procedures and policies.	0	1	8	12	.45
13	56. Develops harmonious working relationships with co-workers.	0	1	8	12	.45
14	57. Is familiar with, and follows, dealership policies and procedures.	0	1	8	12	.45
14	4. Develops mailing and sales promotion lists.	0	2	7	12	.40

APPENDIX I-1 Continued

Rank	Activity	Importance Scale				D
		0	1	2	3	
15	13. Uses personal contact, surveys, information from present customers service and parts records, and co-workers information to locate prospective customers.	0	3	6	12	.36
16	58. Strives to keep up to date and improve himself in his field.	0	0	10	11	.50
16	60. Communicates effectively with customers and fellow employees.	0	0	10	11	.50
17	1. Assists in planning, develops, and carries out, advertising and merchandising programs.	0	2	8	11	.40
18	17. Identifies the customer's wants and needs as early as possible.	0	0	11	10	.50
18	61. Performs work assignments to the best of his ability.	0	0	11	10	.50
19	3. Uses effective recognized advertising and merchandising techniques.	0	1	10	10	.45
19	11. Uses different types of advertising such as direct mail circulars, and newspaper ads.	0	1	10	10	.45
19	21. Bases sales on customer needs and convinces customer of that need.	0	1	10	10	.45
20	70. Participates in in-service training.	0	2	9	10	.40
21	5. Develops customer files.	0	3	8	10	.36

APPENDIX I-1 Continued

Rank	Activity	Importance Scale					D
		0	1	2	3	10	
22	53. Alerts customers and other employees to safety hazards.	0	4	7	10		.31
23	23. Demonstrates to the customer that the equipment will perform satisfactorily and be a profitable investment.	0	1	11	9		.45
23	35. Is sensitive to situations indicating prospective sales.	0	1	11	9		.45
23	36. Obtains final approval of sales contracts for equipment from management consistent with dealership policy.	0	1	11	9		.45
23	49. Instructs customers in the use of operator's manuals, and demonstrates proper operation and maintenance.	0	1	11	9		.45
23	64. Provides emergency service as needed.	0	1	11	9		.45
24	7. Attractively arranges merchandising displays of equipment parts, accessories, and service facilities.	0	2	10	9		.40
24	15. Recognizes advance clues for customer buying decisions.	0	2	10	9		.40
24	20. Uses sales aids, quotes prices, and provides descriptive literature when available.	0	2	10	9		.40
25	9. Uses manufacturer and other advertising and merchandising materials.	0	3	9	9		.36

APPENDIX I-1 Continued

Rank	Activity	Importance Scale				D
		0	1	2	3	
26	52. Advises management and works to correct existing safety hazards.	0	5	7	9	.26
27	27. Interprets parts catalogues and equipment manuals.	2	5	5	9	.18
28	46. Provides information to customers on operating, service, and maintenance, problems and procedures.	0	1	12	8	.45
29	39. Follows up sales at a later date to determine customer satisfaction.	0	2	11	8	.40
29	72. Maintains personal travel and expense records for reimbursement.	0	2	11	8	.40
30	69. Assists in orientation and training of new employees in the sales area.	0	3	10	8	.36
31	41. Provides information to assist in balancing equipment, parts, accessories, and consumable items with seasonal needs.	0	4	9	8	.31
32	59. Maintains desirable personal habits of cleanliness, dress, and grooming.	0	0	14	7	.50
33	19. Explains and shows the customer the advantages of available accessories to complete the job to be done.	0	3	11	7	.36
33	68. Interprets dealership policies to customers.	0	3	11	7	.36

APPENDIX I-1 Continued

Rank	Activity	Importance Scale					D
		0	1	2	3		
34	30. Provides estimates of labor charges, and parts costs, for repair and service jobs.	2	3	9	7		.26
35	2. Conducts field machinery demonstrations, meetings, fairs, and shows.	0	1	14	6		.45
35	65. Uses effective interpersonal relationships in dealing with customers.	0	1	14	6		.45
36	22. Is familiar with competitive products features and prices.	0	3	12	6		.36
36	29. Interprets manufacturer's descriptions into the language and terminology of the customer.	0	3	12	6		.36
37	71. Assists in evaluation of dealership sales and service and makes suggestions for improvement.	0	3	13	5		.36
38	12. Is familiar with the advantages and application of the different types of advertising.	0	6	10	5		.25
39	32. Sells service, maintenance, and (related) items.	0	6	11	4		.25
40	66. Participates in, and promotes community service activities.	0	7	10	4		.25
41	40. Assists in planning for, and conducts, surveys of the service area to determine equipment best suited and desired by the customers.	1	7	9	4		.20
42	51. Explains the advantages of good maintenance procedures in terms of dollars and cents.	0	6	12	3		.25

APPENDIX I-1 Continued

Rank	Activity	Importance Scale				D
		0	1	2	3	
43	6. Assist in planning, and uses inducements to customers, to encourage service and repair jobs in the off-season.	0	5	14	2	.26
43	50. Keeps current on recommended farm production methods and statistics.	0	5	14	2	.26
44	8. Prepares advertising and merchandising materials.	0	6	13	2	.25
44	26. Advises customers on the advantages of buying new and used equipment vs. repair of equipment.	0	6	13	2	.25
45	25. Advises customers on the advantages of buying new vs. used equipment.	1	7	11	2	.20
46	31. Increases service and parts sales through use of a mobile service unit for emergency field service repair.	2	14	3	2	.26
47	47. Becomes acquainted with customers on a first name basis.	1	5	14	1	.21
48	10. Uses advertising agencies to develop, prepare, and place advertising in advertising media.	7	8	5	1	.21
49	34. Rents or leases equipment to customers in accord with dealership policy.	1	9	11	0	.25

APPENDIX I -2

RANK ORDER OF RECORDS AND ACCOUNTS FUNCTION ACTIVITIES BY
TOTAL NUMBER OF ESSENTIAL (3) IMPORTANCE RATINGS

Rank	Activity	Importance scale				D
		0	1	2	3	
1	16. Keeps price catalogs and lists current.	0	0	1	20	.70
2	9. Maintains tax and insurance records file.	0	1	0	20	.70
3	8. Provides necessary summarized data to public accounts for preparation dealership tax returns.	0	0	2	19	.65
3	17. Keeps service manuals and parts catalogs current.	0	0	2	19	.65
3	23. Determines from tax schedule, and maintains records of, employee payroll deductions.	0	0	2	19	.65
3	26. Pays accounts payable, keeping necessary accounting records in accordance with dealership policy.	0	0	2	19	.65
4	24. Prepares the dealership payroll.	0	1	1	19	.65
5	32. Provides information to customers regarding the status of their accounts upon request.	0	0	3	18	.61
6	27. Operates, and is responsible for, the cash register.	0	2	1	18	.61
7	31. Prepares periodic bills to collect overdue, and other outstanding accounts.	0	0	4	17	.56
8	63. Provides honest, dependable service.	0	0	5	16	.51

APPENDIX I-2 Continued

Rank	Activity	Importance Scale			
		0	1	2	3
9	42. Maintains parts department stock inventory, and locator files.	0	1	4	16
9	45. Checks merchandise received against invoice listings.	0	1	4	16
10	18. Makes out sales contracts.	0	2	3	16
11	33. Prepares financial reports - income statement (profit-loss) and balance sheet.	2	3	0	16
12	55. Follows safe working procedures and policies.	0	0	6	15
12	60. Communicates effectively with customers and fellow employees.	0	0	6	15
13	36. Checks credit references.	0	1	5	15
14	34. Provides data to public accountants for preparation of financial reports-income statement (profit and loss) and balance sheet.	0	2	4	15
14	3. Maintains employee time, sales, and travel records.	0	1	5	15
15	35. Maintains individual customer credit records.	0	2	4	15
16	28. Provides for security of funds by bonding and banking.	1	2	3	15
17	56. Develops working relations with co-workers and customers.	0	0	7	14

APPENDIX I-2 Continued

Rank	Activity	Importance Scale				D
		0	1	2	3	
18	41. Maintains an inventory of new and used equipment.	0	1	6	14	.45
19	57. Is familiar with, and follows, dealership policies and procedures.	0	0	8	13	.50
19	58. Strives to keep up to date and improve himself in his field.	0	0	8	13	.50
19	62. Exhibits a positive attitude toward the dealership.	0	0	8	13	.50
20	20. Records labor, parts, and consumable items on service shop internal job tickets.	0	1	7	13	.45
20	38. Makes out credit contracts.	0	1	7	13	.45
21	54. Maintains a clean, attractive, hazard free records and accounts area for customers and fellow employees.	0	0	9	12	.50
22	5. Maintain employee work attendance and accident records.	1	0	8	12	.46
23	7. Assists in and/or provides information for preparation of dealership insurance claims.	0	2	7	12	.40
23	40. Assists in determining inventory levels by computing annual, and seasonal sales levels or equipment, parts, accessories, and consumable items.	0	2	7	12	.40
24	9. Assist in periodic audits.	1	1	7	12	.40

APPENDIX I-2 Continued

Rank	Activity	Importance Scale				D
		0	1	2	3	
25	44. Prepares purchase orders for equipment, parts, accessories, and consumable items needed to maintain inventory levels.	0	0	10	11	.50
25	59. Maintains desirable personal habits of cleanliness, dress, and grooming.	0	0	10	11	.50
25	61. Performs work assignments to the best of his ability.	0	0	10	11	.50
26	67. Attempts to resolve customer complaints.	0	1	9	11	.45
27	69. Assists with orientation and training of new employees in the records and accounts area.	0	1	9	11	.45
28	50. Uses acceptable telephone techniques.	0	1	10	10	.45
29	51. Greets and provides information to customers.	1	0	10	10	.45
30	15. Maintain an adequate supply of manufacturer, and other sales literature and materials.	0	2	9	10	.40
31	22. Makes refunds to customers for family merchandise or service.	1	2	8	10	.36
32	52. Advise management and work to correct existing safety hazards.	0	2	10	9	.40
32	70. Participates in in-service training.	0	2	10	9	.40
33	43. Maintains an inventory of consumable items.	0	3	9	9	.36

APPENDIX I-2 Continued

Rank	Activity	Importance Scale				D
		0	1	2	3	
34	53. Alerts customers and other employees to safety hazards.	0	4	8	9	.31
35	30. Uses available business computer services to prepare financial reports-income statement (profit-loss) and balance sheet.	2	3	7	9	.31
36	6. Prepares dealership tax returns.	4	4	4	9	.18
37	11. Maintains mailing and sales promotion lists.	0	1	12	8	.45
37	64. Provide emergency service as required.	0	1	12	8	.45
38	49. Informs customers of receipt of ordered merchandise.	1	1	11	8	.40
39	12. Provide data for advertising and merchandising.	1	3	9	8	.31
40	2. Maintains current job descriptions and other prospective employee information.	0	6	7	8	.25
41	25. Provides payroll data to local business firms for preparation of dealership payroll.	6	3	4	8	.13
42	10. Maintains customer prospect and owner files.	0	1	13	7	.45
42	19. Makes out job estimates for labor charges and parts costs.	0	1	13	7	.45
43	47. Performs filing services for the dealership.	0	2	12	7	.40
43	71. Assists in the evaluation of the records and makes suggestions for improvements.	0	2	12	7	.40

APPENDIX I-2 Continued

Rank	Activity	Importance Scale				D
		0	1	2	3	
43	72. Maintains the dealership policy and procedure file.	0	2	12	7	.40
44	21. Is sensitive to situations indicating prospective sales.	0	3	11	7	.36
44	39. Assists customers in making out customer portion of credit applications and contracts.	0	3	11	7	.36
45	65. Uses effective interpersonal relations in dealing with customers.	0	0	15	6	.50
46	68. Interprets dealership policies to customers.	0	2	13	6	.40
47	13. Maintain records of service area surveys.	1	5	9	6	.21
48	1. Maintains employment application file.	0	7	8	6	.25
49	14. Maintain records of demonstrations and other promotional meetings.	1	9	5	6	.20
50	46. Performs typing and mailing services for the dealership.	0	5	11	5	.26
51	4. Maintain employee evaluation records and training records.	1	4	12	4	.26
52	66. Participates in, and promotes, community service activities.	0	8	9	4	.25
53	37. Acts as a Notary Public for the dealership and customer convenience.	4	7	6	4	.06
54	48. Takes dictation and transcribes.	5	9	6	1	.20

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