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A NEEDS ASSESSMENT TO DETERMINE
TRAINING NEEDS FOR I.C.B.S

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ABSTRACT

A NEEDS ASSESSMENT TO DETERMINE
TRAINING NEEDS FOR ICB'S

By

John C. Graves

The purpose of the study was to determine the per-
ceived training needs of the Executive Directors of Colla-
borative Councils in the State of Michigan in order to have
a sufficient data base for organizing and developing appro-
priate professional development models. The study yielded
answers to the following research questions:

    I.   What demographic factors need to be considered
in working with Executive Directors of Colla-
borative Councils?

   II.   Which Human, Inter-Personal, Technical and
Conceptual Skills are considered most impor-
tant by Executive Directors in the perfor-
mance of their jobs?

 III.   Which Human, Inter-Personal, Technical and
Conceptual Skills, do Executive Directors
perceive a need for most assistance?

  IV.   What perceived preferences do Executive Dir-
ectors of Collaborative Councils in the State

of Michigan have in regards to training methodologies?

V. What perceived preferences do Executive Directors of Collaborative Councils in the State of Michigan have in regards to training sessions length, format and setting?

Methodology of the Study

The instrument was constructed in such a manner that allowed it to be keyed for computer analysis. The Statistical Package for Social Sciences was utilized to treat the data.

The instrument was mailed to the 32 Executive Directors of Collaborative Councils in the State of Michigan.

The data was stratified according to the particular demographic item in the questionnaire. Job skills were ranked according to category (human, conceptual, and technical) according to perceived importance of the particular skill.

Conclusions

The top priority areas I.C.B. Directors consider the most important focus on developing communication, cooperation and facilitating linkages with their constituents. Enlisting the private sector's support was the most important skill Directors identified. Working effectively with their Collaborative Council was the second most important skill perceived by Directors.

John C. Graves

There appears to be a consistent theme in the perceived needs of I.C.B. Directors in regards to the most important skills necessary to fulfill their responsibility. The theme clearly relates to the "process they should utilize" in their planning to encourage and perpetuate a greater degree of understanding and cooperation between groups.

ACKNOWLEDGEMENTS

Grateful appreciation is extended to Dr. Cas Heilman, Chair of my Guidance Committee, without whose support and technical assistance, I would not have attained this aspect of my educational goals.

I would also like to acknowledge Dr. Larry Borosage for insight, encouragement, and above all, his friendship over the years.

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CHAPTER I

IDENTIFICATION OF THE PROBLEM

In 1980, the Michigan Departments of Labor and Educa-
tion, using the CETA-Education Linkage Initiative outlined
in the Special Governor's Grant, presented local education
agencies and prime sponsors with a three-year period of
financial support to develop linkages to bridge the gap
between education and work. This effort was to be accom-
plished by Interagency Collaborative Bodies. These Bodies
were formed for the purpose of developing better cooperative
linkages between community-based organizations, industry,
labor, government, and education. Their major goal was to
combat unemployment through identification of barriers that
prohibit smooth transition between education and work, and
to develop programs to alleviate related problems. In order
to conceptualize the role of ICB's, a historical background
that leads to their inception and their focus on "The
Transition of School-to-Work" is necessary.

The history of cooperation and collaboration used to
bridge the gap between education/training and work is both
long and complex. It is a history of national growth from
an agrarian to an industrial economy, and of institutions
challenged to prepare our youth and adults to become pro-
ductive members of the work force. The beginning of a

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national worklife training policy is commonly traced to the
1860's when the nation began moving from a primarily agri-
cultural to non-agricultural workforce. (Mangum, p. 32)
World War I accelerated this transition and the Smith-Hughes
Act of 1917 sought to foster the cooperation of employers
and labor in programs of vocational education to counsel and
train students in the skills needed by the new labor market.
A decade later the depression brought great hardship and
need to the American worker. A national employment system,
the United States Employment Service, was developed under
the Wagner-Peyser Act of 1933 to aid in welfare and relief
projects. The enormous manpower demand of World War II
reiterated the need for a trained workforce and made
cooperation between industry, government, and education more
acute. Local "industry-education councils" arose during
this period to help coordinate the needs of industry and
education. (Robert Guttman)

Following the war, the Servicemen's Readjustment Act
(G.I. Bill) helped cushion the impact of returning service-
men and women re-entering the civilian labor market. A new
urgency for cooperation between educators and industry to
train teachers, engineers, scientists and other specialists
was spurred, when in 1950, the Soviet Union launched Sput-
nik, the first satellite to orbit the earth. The National
Defense Education Act of 1958 provided for the education of
this "new generation."

By the 1960's there was growing awareness of the unmet manpower needs of large groups in the population as the recession of the late 1950's did not simply fade away. Several legislative initiatives were enacted to ease these manpower difficulties. Among these were: The Area Redevelopment Act of 1961, to provide for economic development activities, the 1962 Manpower Development and Training Act (M.D.T.A.) to provide training for persons unemployed due to structural industrial changes, the Economic Opportunity Act (E.O.A.) of 1964 establishing new manpower and human development programs, the Vocational Education Act (V.E.A.) of 1965, the Concentrated Employment Program (C.E.P.) initiative of 1967, and the Cooperative Manpower Planning System (C.M.P.S.). (Robert Guttman)

In 1973, the Comprehensive Employment and Training Act became law. Its purpose was to help alleviate the fragmentation of the 1960's and increase the flexibility of manpower programs. C.E.T.A. decentralized a significant part of the national manpower effort by placing considerable responsibility and flexibility for planning, administering and operating manpower programs in local C.E.T.A. prime sponsor areas. (C.E.T.A.: Manpower Programs under local control, Washington, D.C. National Academy of Science, 1978, pp. 202-204.) This decentralizing of government control was supported by governors and mayors who had felt that programs, such as M.D.T.A. and the E.O.A. were infringing on the rights of local self determination. During the 1970's

the manpower and education communities began to look at the
overall problems of the relation between education and work
for the individual youth, mid-career adult and older per-
sons. This comprehensive viewpoint was given visibility
when President Ford gave his "World of Work and Education"
speech at Ohio State University in 1975, in which he urged
greater cooperation between public agencies, private
industry, and labor, in the manpower and education fields.

In 1975, Willard Wirtz, former Secretary of Labor and
President of the National Manpower Institute (now the
National Institute for Work and Learning) completed a book,
The Boundless Resource: A Prospectus for an Education/Work
Policy. Written in consultation with a council of business,
education, labor, and community service leaders, the book
argued for an overall education-work policy using public
and private action. With a central doctrine focusing on the
value of collaborative efforts, the book first focused on
youth employment, career education, career experience,
guidance, counseling and placement. It proposed the
expansion of community education-work councils. For adults,
the book explored the attitudes toward work and the history
of adult education. It made recommendations to keep educa-
tional options open to adults throughout their working
years and in retirement.

Work-education councils have currently been establish-
ed in 20 states and Puerto Rico, and represent state-wide,
urban, rural and suburban communities. No two councils are

exactly alike. Each has evolved from interests and problems specific to its community. Generally, council membership is made up of representatives of education, business and industry, labor unions, government, service agencies, youth organizations, the professions, parents, and youth. Work education council budgets are a combination of labor department contract monies and other funds from membership dues, contributions, state support, and in-kind services. Each has an Executive Director (also referred to as director) who usually is the prime source for leadership of the council and its direction.

If there is a single vision that binds the councils together, it is their belief that local problems--even if they are shared by other communities--require local solutions. With funding from the U.S. Department of Labor, a national consortium of local collaborative work-education councils was created in 1976-77. The Consortium provides a forum for sharing the information, experience, and expertise existing within the Consortium communities, and highlights those effective policies and procedures that improve local education-work relationships. Members of the Consortium include local and statewide councils with names which range from Education-Work, Industry-Education, and Industry-Education-Labor Councils, to Community Careers, Career Development, Career Education and Community Councils. Although the focus of most councils is on the transition

of youth from education to work, there is a growing emphasis
on similar services for adults.

The Youth Employment Demonstration Projects Act of
1977, and the C.E.T.A. re-enactment of 1978, both recognized
the need for more and stronger interagency collaboration.
In the 1980's, Michigan has become the first state in the
country to adopt a joint policy and funding support from
state wide departments of labor and education for local
collaborative initiatives involving leaders from all sectors.
This is the C.E.T.A. - Education Linkages' Projects. It
calls for the establishment of work-education councils,
called Interagency Collaborative Bodies, in the 23 prime
sponsor and 10 balance-of-state prime sponsor geographic
areas across the state. Each Collaborative Body (ICB) has
an Executive Director and a Board of Directors composed of
representatives from business, labor, education, community-
based organizations and government. The stated purpose of
these councils is:

> To develop, maintain and support colla-
> boration within local communities among
> educational agencies and institutions,
> C.E.T.A. prime sponsors, service organiza-
> tions and the private sector which lead
> to the maximum utilization of community
> resources to enhance the transition of
> youth and adults into the work of work.
> (Michigan Department of Labor Position
> Paper, Michigan Interagency Collaborative
> Initiative Research, Bureau of Employment
> and Training, 1980.)

An overview of the literature generally identifies
functions of the Executive Director as broad in scope;
and encompassing the following functions:

1. To assist the Council in submitting recommenda-
   tions regarding program plans, goals, policies,
   and procedures.

2. To assist the Council in monitoring and objec-
   tively evaluating employment and training pro-
   grams in the prime sponsor's jurisdiction.

3. To assist the Council in providing for critical
   analysis of employment and training needs.

Generally speaking, however, the role of the Execu-
tive Director is an amalgam of <u>human</u> e.g. communication,
<u>conceptual</u> e.g. understand C.E.T.A. regulations, and
<u>technical</u> e.g. funding procedure's skills. Further, sound
exercise of each skill area requires constant inservice and
on-the-job training. Consequently, this research proposes
to survey Executive Directors to determine their training
needs.

The effectiveness of these programs must begin with
the effectiveness of the people who manage, direct, and
assist in program delivery. The skills of these pro-
fessionals need to be honed and implemented just as do
those of the client population.

A review of existing literature indicates that there
has not been an organized effort to train managers of
collaborative efforts, now or in the past. It is crucial,
if this effort at institutional change is to be effective,
on a long-range basis, that an assessment of the needs of
those formally charged with program implementation be
completed.

This research will address the needs of those who are responsible for managing, overseeing and monitoring Inter-agency Collaborative programs throughout the State of Michigan.

Purpose of the Study

The purpose of the study will be to determine the perceived training needs of the Executive Directors of Collaborative Councils in the State of Michigan in order to have sufficient data base for organizing and developing appropriate professional development models. The results of this study will have immediate impact on the Michigan Employment Training Institute, who has the primary responsibility for I.C.B. training. Pursuit of this purpose will yield answers to the following research questions:

I.   What demographic factors need to be considered in working with Executive Directors of Collaborative Councils?

II. Which Human, Inter-Personal, Technical and Conceptual Skills are considered most important by Executive Directors in the performance of this job?

III. Which Human, Inter-Personal, Technical and Conceptual Skills, do Executive Directors perceive a need for most assistance?

IV. What perceived preferences do Executive Dirtors of Collaborative Councils in the State of Michigan have in regard to training methedologies?

V. What perceived preferences do Executive
Directors of Collaborative Councils in the
State of Michigan have in regards to training
sessions length, format and setting?

Significance of the Study

This study has immediate practical implications for
Executive Directors of Collaborative Councils in terms of
upgrading their skills and operational delivery systems of
programs at the local level, through systematic professional
and educational growth. Further impact may be realized on
both a regional and national basis inasmuch as it has been
determined by the Institute for Work and Learning, formerly
the National Manpower Institute, as well as the National
Work Education Council Consortium, that the identification
of training needs is a national problem for all such colla-
borative bodies.

Limitation of the Study

This study is limited to the perceived training needs
of Executive Directors of Collaborative Councils in the
State of Michigan. Other states may wish to interpret the
results of this study in relationship to training needs in
their respective areas.

Definition of Terms

The terms used in this study cross over several speci-
fic professional areas of discipline. Each area has its
own special definition and acronym. The attempt here will

be to boil down the different terms from business, labor,
education, and Comprehensive Employment Training Act
(C.E.T.A.)to assist the reader in understanding the study.

Barriers to Linkage

Refers to any real or perceived obstacle or block
which is capable of preventing or delaying an individual or
group in their effort to gain a specific goal.

Career Resource Center

Students and teachers use print, audio-visual material
and career counseling staff to get information about
careers, career values, and career decision-making.

The Center for Education and Work at the National Institute for Education and Work (formerly N.M.I.)

Is concerned with the development and implementation
of education-work policy and practices.

C.E.T.A.

Comprehensive Employment and Training Act, the federal
legislation which authorizes funding for a wide range of
employment and training services to youths and adults.

Title II - A,B,C, - the basic authorizing legislation
for the programs of C.E.T.A. which provide for services
to the disadvantaged unemployed through classroom
training, on-the-job training, work experience and
other employment and training activities (including
upgrading programs).

<u>Title II - D</u> - a Public Service Employment Program which authorizes transitional full-time employment opportunities for the economically disadvantaged in the public sector.

<u>Title IV</u> - authorizes a broad range of coordinated employment and training projects for youth age 14 to 21.

<u>Title VI</u> - authorizes the providing of fully federally funded public sector jobs in times of high unemployment to individuals unemployed or economically disadvantaged.

<u>Title VII</u> - authorizes the Private Sector Initiative Program, which is designed to demonstrate the effectiveness of a variety of approaches to increase the involvement of businesses in employment and training activities under C.E.T.A.

<u>Title VIII</u> - establishes programs to train and employ youth in useful conservation work (Y.A.C.C.).

Collaboration

The process of representatives from differing sectors of the community sharing equally in the responsibility for identifying and cooperating in removing barriers that hinder the transition of youth and adults from education/training to work.

Collaborative Councils

Neutral turf where community, needs, resources and strategies can be discussed and acted upon by community.

leaders in positive ways to eliminate unemployment by
bridging the gap between education and work.

Education/Work Council or Committee

Refers to the structural mechanism used to develop an
agenda of activities to address youth and adult transi-
tional problems. (See Collaborative Councils)

Education/Work Initiative

Refers to the process used to stimulate and/or pool
resources of the community to impact on transition from
school/training to work.

Interagency Collaborative Bodies (See Work/Education Council)

A term used to define an organization whose members
represent community-based organizations, business, education,
government and labor. They use the process of collaboration
to help bridge the gap between education/training that
exists for youths and adults.

Linkage

Refers to the relationship established between agencies
and groups to accomplish jointly what cannot be achieved
singly.

National Alliance of Businessmen (N.A.B.)

Management association that is a national (Title VII)
contractor for C.E.T.A. services.

National Institute for Education and Work

A private non-profit institution based in Washington, D.C., which supports its activities through grants, contracts, and private contributions.

Planning or Advisory Councils

Composed of members representative of different segments of the community. The Council identifies local needs, advising on policy, recommends programs, reviews prime sponsor plans, and monitors program operations. Members of the Council are appointed by the prime sponsor and their input is advisory only, as the prime sponsor has the final local decision on activities.

Prime Sponsors

Units of local government with at least 100,000 residents, such as large cities or countries, or combinations (consortia) of local units, as well as the state. Prime sponsors plan, design and operate local employment and training programs with grants received from federal C.E.T.A. funds.

Private Industry Council (P.I.C.'s)

Composed of members representing organized labor, business, community organizations, and educational institutions. The P.I.C. and the prime sponsor develop and implement Title VII private sector programs. The P.I.C. is to be consulted in the development of programs and projects for all Title VII plans and agreements.

Private Sector

Refers to private for profit-making businesses. It refers to the biggest employer of labor in the American economic system.

Public Sector

Refers to those agencies that provide public services. These groups are financed by local, state, and federal resources.

Work/Education Consortium

A network of communities, a national organization, and several federal agencies collaborating to assist youth in their transition from school to work. The Consortium is funded by the U.S. Department of Labor and operates in consultation with representatives from the Departments of Labor, Health, Education and Welfare, and Commerce. The Consortium welcomes information and materials from initiatives that encourage collaboration among educators, employers, representatives from labor unions, service

agencies, and other community organizations to aid young people in the transition process.

Work/Education Initiative

The name given the combined efforts of the Department of Labor; Health, Education and Welfare; and Commerce, to find ways of bringing the worlds of work and education more closely together. The ultimate objectives of this initiative is to help young people bridge the gap between school and work. The strategy being pursued is to bring the institutions of government, industry, education and community into a close working relationship to facilitate this transition. It is a federally-led, locally focused, public and private effort. The strategy, as articulated within the Department of Labor, has four major components:

1. Support and encouragement of local initiatives that create linkages between education and work.

2. Review of federal regulations and policy in order to reduce barriers to youth employment and improve transitional services.

3. Improvement of dissemination and utilization of occupational and career guidance information.

4. Research, demonstration and pilot projects.

Preview of Subsequent Chapters

Chapter II will review the background of the movement to develop institutional and organizational collaborative efforts as they relate to education and training. It will

also present an explanation of how collaborative councils came into existance and what their function is, their agendas and how they have emerged as leading organizations in Michigan in bridging the gap between school/training and work.

Chapter III includes the design of the study and the instrumentation used in the study. The three major areas from which perceptual information was solicited: (1) Human Inter-Personal, (2) Conceptual Skills, (3) Technical Skills, are elaborated upon for clarification in the interpretation of results. A presentation and rationale for collecting specific demographic data is included. Data collection procedures are also addressed in Chapter III.

Chapter IV focuses on the analysis of data for all components of the study. Cross-tabulations of data via SPSS is a major type of treatment used in this chapter.

Chapter V contains conclusion and recommedations.

CHAPTER II

REVIEW OF THE LITERATURE

Background

In setting the historical stage on which the develop-
ment of collaborative councils was conceived and imple-
mented, it is necessary to describe the youth unemploy-
ment problem of the early 60's that led to the U.S. Depart-
ment of Labor's support for the Work/Education Consortium
project. After a bad recession in 1958, a sluggish recovery
started in the early 60's. Adult unemployment was easing,
but youth unemployment was rising three times the average of
all workers. The Kennedy years were the beginning of our
country's effort to face and to solve the nation's youth
unemployment problem. What emerged immediately after the
new administration took office, was a proposed Youth Employ-
ment Act with three parts: A Youth Conservation Corp, a
Neighborhood Youth Corps, and the Youth Training Program.
(Paul E. Barton, Odyssey of "The Transition From School To
Work," paper, page 1)

This period of the 1960's was one in which almost the
entire concern with the youth problem was in the expansion
of youth training opportunities for what is now called the
"disadvantaged." Training was stressed in the rhetoric,

and new models were developed in which training and basic
education were given greater emphasis. Schools, concerned
with a high drop-out rate, were trying to convince youth
to stay in school. James Conant's phrase, "social dynamite,"
was used to describe youth discontent with what was called
the school's non-relevant curriculum. There was also
renewed interest in vocational education, resulting from a
Presidential Commission, and an amended vocational education
law in 1965.

In 1967, after much was said about the youth employment
problem, the nation was still faced with rising youth
unemployment. The public employment service made very
little contribution to the process of youth transition from
school to work, and education and manpower agencies ignored
each other in order to protect their respective turfs. This
state of affairs led the Secretary of Labor, Willard Wirtz,
to recommend five new national manpower policy directions to
President Johnson. President Johnson spoke of these poli-
cies in his 1967 Manpower Message to the Congress. The
first policy was that "we must bridge the gap between
education and work." (Paul E. Barton, Odyssey of "The
Transition From School To Work," paper) He said that "we
pay too little attention to the two out of three young
people who do not go on to college and the many others who
do not finish." (Ibid) President Johnson called for a
broader concept of apprenticeships, more opportunities for
students to learn about work, and the need to develop a

system in which education and work experience are brought together. He further directed the Secretary of Labor and the Secretary of Health, Education and Welfare "to make a thorough study of the relationship between learning and earning in America." In the study state education and employment agencies, local boards of education, business and labor leaders were to be consulted. Completed in 1968, the study is summarized in the 1968 Manpower Report of the President. (U.S. Department of Labor Manpower Report of the President, 1964-1972, Washington, D.C., U.S. Government Printing Office) The report resulted in five major recommendations:

1. A joint programming between local school and manpower agencies to expand work experience, provide youth counseling, and job placement.

2. An increase in the involvement of employers in developing educational programs.

3. Year-round schools to accommodate more work experience opportunities.

4. Scholarships and loans for those pursuing work-oriented educational programs.

5. A volunteer service foundation for additional bridges between education and work.

Also resulting from the study was a proposed "Earning and Learning Act" which was to be jointly sponsored and run by the Department of Labor and the Department of Health, Education and Welfare. However, the reoccurring

problem of turf became an overriding issue and, as a result, the Bill became Part D, Exemplary Programs and Projects, of the 1968 Vocational Education Amendments. The legislation dealing with the school-work transition, the most comprehensive of its kind ever written, stated as its purposes: (1) To stimulate, through federal financial support, new ways to create a bridge between school and earning a living for young people, and (2) to promote cooperation between public education and manpower agencies. (Paul E. Barton, Community Councils and the Transitions Between Education and Work, Copy 1976, National Manpower Institute (N.M.I.)

Since the Department of Health, Education and Welfare did not involve the Department of Labor in this cooperative effort, a decision was made by the White House to assemble a new and more broadly representative group to explore the whole youth transition and to make policy recommendations. The conference, held in May of 1968 at Princeton, was jointly sponsored by the Department of Labor, the Department of Health, Education and Welfare, the Manpower Policy Task Force, and Princeton's Woodrow Wilson School. Attendees were from education, business, government, and labor unions. The purpose of the conference was to discuss the roles and responsibilities of various levels of government in the development of bridges between school and work for non-college bound youth. Background papers were commissioned to provide a briefing for the participants. The papers

provided perspectives that considerably increased under-
standing.

After two days of deliberation and debate, the
Princeton symposium called for the following:

1. More occupational counseling.

2. Better prepared counselors.

3. More and better packaged occupational information.

4. Occupational exploration in the school curriculum.

5. More intimate contact between school counselors,
   the manpower agencies, and employing institutions.

6. Much more reliance on cooperative education-type
   approaches.

7. More resources for inner city schools to increase
   their holding power.

8. A closer liaison between the schools and employers.

9. Review of the effects college entrance require-
   ments have on high school curriculum.

10. More resources for schools to improve their facili-
    tating role.

11. A call to employers to review their hiring criteria
    and recognize their strategic role.

12. An emphasis on special "training status" wages in
    collective bargaining contracts rather than a
    youth differential in the minimum wage.

13. A federal role of initiator or catalyst.

14. A research agenda (Improving the Transition, A
    Collection of Policy Papers Prepared for the
    National Commission for Manpower Policy, 1976).

Although youth unemployment was still on the rise and answers to the problem still not found, Presidents Kennedy and Johnson had given the national issue a new dimension, namely, a focus on local communities having a role and responsibility in solving the problem.

In 1973 the Comprehensive Employment and Training Act became law. Its purpose was to help alleviate the fragmentation of the 1960's and to increase the flexibility of manpower programs. C.E.T.A. decentralized a significant part of the national manpower effort by placing considerable responsibility and flexibility for planning, administering and operating manpower programs in local C.E.T.A. Prime Sponsor areas. During the 1970's the manpower and education communities began to look at the overall problems of the relation between education and work for the individual youth, mid-career adult and older person.

During President Nixon's first term, the Department of Labor, although expressing interest, did little to foster a joint program with the Department of Health, Education and Welfare.

A significant development emerged from within the Department of Health, Education and Welfare. With the aid of Commissioner of Education, Sidney Marland, and Ken Hoyt, Head of U.S. Office of Career Education, the career education movement advocated several strategies to infuse a general consciousness about the meaning of work into the curriculum and services. Primarily for elementary and

secondary schools, the strategies were also for meeting students' needs at each stage of development in post-secondary situations. In 1974, Congress established the Office of Career Education in the U.S. Office of Education, with counterpart offices in state agencies. Its purpose was to support educational staff in developing students' adaptability skills or competencies in the following areas: basic academic skills, work habits, work values, career decision-making, job search and job retention. Career education was designed not as a separately administered program, but rather as an assistance to teachers, counselors, special assessment staff, principals for their own curricula or programs. Cooperative review for these efforts at the local and state level was carried out through Career Education Advisory Committees and Career Education conferences.

Career education was launched to prepare better the youth for the world of work. In 1975 the National Manpower Institute under the leadership of Willard Wirtz, former Secretary of Labor under Kennedy and Johnson, wrote a Prospectus for an Education/Work policy, The Boundless Resources. In this prospectus, Wirtz stated that new institutions called Work/Education Councils should be formed to take the transition from youth to adulthood, from education to work, as its responsibility. To be effective, he said, these councils would have

> to rely essentially on local community
> initiatives and facilitate the transition
> of the younger of the community between
> institutionalized education and whatever
> is to follow it, although without

commitment to the one-way order of
experience this suggest. (W. Wirtz,
and the National Manpower Institute.
The Boundless Resource: A Prospectus
for an Education/Work Policy, Washington,
D.C.: New Republic Book Co., 1975, p. 6)

Work/Education Councils were to include all faculties

of the community, i.e. labor, business, education, and

government, in order to foster the collaborative process

at the local level. It was the collaborative process

between different sectors of the community that the authors

of this concept believed would lead to the development of

programs and projects that would build the bridge between

education and work. These programs and projects were to

include

both the rendering of services directly to
youth and the brokerage of functions of
established institutions--particularly
schools, employing enterprises, labor unions,
employment agencies, and families. (Ibid)

Actually, the Work/Education Councils and the colla-

borative process on which they were built were not origi-

nally conceived exclusively to serve youth. Growing

national concern about youth unemployment in the 1960's

caused federal officials to urge that the demonstration

project activities of the councils be focused on youth

transition problems. It was during this period that Work/

Education Councils were conceived. The history of these

councils is really the history of the application of the

principles forwarded in the Boundless Resource and is an

example for an experiment for social change to bridge what was perceived as a widening gap between work and education.

This Prospectus was the basis for President Ford's major address at Ohio State University in 1975. The address instructed the Departments of Labor and Health, Education and Welfare, and Commerce to explore new ways of bringing the world of work and the institutions of education closer together. The newly formed interagency task force met with the staff of the National Manpower Institute and designed the Work/Education Consortium project for the purpose of demonstrating the concept of local education and work councils.

In March, 1976, the Department of Labor awarded a contract to the National Manpower Institute to identify 20 communities that could demonstrate some degree of collaboration between its various sectors that have school-to-work transition responsibilities. Two such communities were found in Michigan: the Livonia Council which grew and became the Work/Education Council of Southeastern Michigan, and the Mid-Michigan Work/Education Council. Each Council was awarded $50,000 seed money to begin the task of building bridges between education and work. The American Association of Community and Junior College (A.A.C.J.C.) also entered into a contract with the Department of Labor and selected seven colleges to participate in the Consortium. As Richard A. Ungerer stated:

> The project design had two notable
> features--local determination and local
> independence of any institution. There
> was no federal design for councils.
> Their agendas were to be locally deter-
> mined by their members. (Richard A.
> Ungerer, paper entitled "Move to Work
> and Education Initiative")

The second feature Ungerer explained was the status

of the councils as independent decision-making bodies.

Unlike other local councils such as C.E.T.A. planning

councils or advisory councils on vocational education which

advised particular institutions or programs, education and

work councils were designed to operate as independent com-

munity organizations which could influence not one but many

public and private institutions to improve local transition

services. Education and work councils were to conduct

their own activities with their own staff and ultimately

their own financial resources. (Ibid) The independence

was to be accomplished by the collaborative process. The

process and the very existence of the councils were, as

Ungerer said, "to be judged is the final analysis on the

basic impact they have on youth transition to the work-

place." (Ibid)

Collaboration was the basic process the councils were

to use and develop on several levels, as shown by input and

outcome of the council's activities in the community. Rich

Ungerer warned

> If a council fails to address an aspect
> of the planning and execution process,
> such as the institutionalization of
> activities, or neglects to develop a
> part of its overall system, such as
> facilitating collaboration not just
> among its members but also among insti-
> tutions represented by its members, then
> all other aspects of the process or
> system will be affected, and the council
> as a whole will be less effective.
> (Ibid, p. 6)

The primary purpose was to influence groups and institutions to change systems which enhanced the prospectus for improved youth and adult transition from education to work.

The Youth Employment Demonstration Projects Act of 1977 and the C.E.T.A. re-enactment of 1978 both recognized the need for more and stronger interagency collaboration. In the 1980s, due to the vision of Robert Pendleton, Director of the Bureau of Employment and Training, Michigan has become the first state in the country to adopt a joint policy and funding support from state-wide Departments of Labor and Education for local collaborative initiatives involving leaders from all sectors. The C.E.T.A. Education Linkages Projects call for the establishment of work-education councils called Interagency Collaborative Bodies in the 23 prime sponsor and 10 balance-of-state prime sponsor geographic areas across the state. Each Collaborative Body (I.C.B.) has an Executive Director and a Board of Directors comprised of representatives from business, labor, education, community based organizations and government.

Collaboration: The Concept

The collaborative process on which work education councils are founded involves more than simple cooperation. Ken Hoyt, Director of Career Education, U.S. Office of Education, defines collaboration and distinguishes it from cooperation:

> Collaboration is a term that implies the parties who are involved share responsibility and authority for basic policy decision-making... Cooperation on the other hand, is a term that assumes two or more parties, each with separate and autonomous programs, agree to work together in making all such programs more successful. To 'cooperate' with another agency or organization carries no implication that one either can or should affect its policies or operational practices. (Kenneth Hoyt, Monographs on Career Education: Community Resources for Career Education, U.S.D.H.E.W. Office of Career Education, Office of Education, 1976, pp. 1-2)

The principle of collaboration encouraged by Dr. Hoyt emphasizes "process" over "structure." It emphasizes the collective good over individual self-interests. It emphasizes the need for change, both in career education activists' policies and practices and in their attitude about sharing responsibility for the policies and operational practices of each other's institutions.

Dr. Paul Barton, a senior associate of the National Manpower Institute and former H.E.W. senior staffer, looks at "collaboration" from a different perspective. In particular, he envisions a council (a community education/work council) as a collaborative process. He proceeds to

define the structural elements of that process without dis-

tinguishing "collaboration" from "cooperation":

> A process of collaboration means the
> participation of the important insti-
> tutions and sectors of the community
> that have the responsibility, resources,
> and influence to deal with the whole of
> the transition to regular adult employ-
> ment... A collaborative process is identi-
> fied by:
>
> -- being an organized activity with an agreed
>   upon policy for its conduct.
>
> -- the participation of representatives of
>   education, business, labor, parents,
>   the voluntary and service organization
>   sector, the public, students... or at
>   least a sufficient number of the above
>   to provide the expectation of signifi-
>   cant achievement.
>
> -- an involvement in the improvement of the
>   transition arrangements rather than the
>   rest of the group being "advisory" to any
>   one of the represented institutions or
>   sectors.
>
> -- the development of, or working on the
>   development of, an agenda of substantive
>   actions, a prioritizing of the items on
>   the agenda, and planning, toward actually
>   carrying out the agenda.
>
> (Paul E. Barton, "Community Councils and
> the Transitions Between Education and
> Work," Industry/Education and Work: No. 9,
> U.S.D.H.E.W., National Institute of Educa-
> tion, December, 1977, pp. 11-14)

These definitions of collaboration seem similar and

help one to visualize what a collaborative process looks

like in the form of a work-education council. There is,

however, some fundamental disagreement. Some, like Hoyt,

believe that collaboration requires placing the collective

good above individual self-interest. Others, like Barton

and Wirtz, believe that collaboration must build a self-interest rather than request a sacrifice of it.

The concept of self-interest is critical to an understanding of the collaborative process, and it was obviously the center of N.I.E.'s definition of collaboration:

> Collaboration is a participatory decision-making process involving an organized activity in which representatives from vested interest groups within a community give us a portion of their self-interest in creating a new, over-arching identity to achieve a common goal. (N.I.E. RFP-R-78-007, p. 11)

The framework of collaborative councils set up to perform this process includes:

1. Council membership that is representative of major sectors in a community; collaborative mechanisms are intended to join and serve the interests of more than two sectors. Councils should be designed to treat education, industry/business, labor, government, and youth service institutions as equal partners. In local practice, the interest and strength of one or two sectors may predominate, but the goal of collaborative councils is to seek a balance of multiple purposes rather than exclusivity.

2. Collaborative councils that are essentially self-organized. Initial sponsorship may come from one sector or even a single organization, but once organized, the council is responsible for its own continuity. Neither membership nor agenda is

assigned to the collaborative partners by a single institution.

3. Collaborative councils that are <u>performance-orient-ed</u>. Members and staff develop their own agendas and approaches to community needs. While such councils may choose to play advisory roles in specific instances, they are designed to perform a variety of roles ranging from fact-finding, to project operation, to program development, to program brokering and catalyzing.

4. Most crucially, council members and the institutions they represent that <u>share responsibility</u> for implementing the action agenda which brought them together in the first place. Members exercise active leadership within their primary constituencies and with other sectors and constituencies. Collaboration implies a recognition of <u>shared self-interests</u> that leads to mutual action.

5. Organization activity that is sustained through <u>formal council organization</u>, with assistance from a <u>staff</u> director or coordinator.

In describing the efforts of these councils, Gold, Director for the Work/Education Project, states:

> Collaborative councils are formed as 'neutral turfs' where community needs, resources, and strategies can be discussed and acted upon in positive ways by community and state leaders. With the education-to-work and work-to-education transitions of young people and adults as their principal focus, councils find that

> central questions about education and
> skill development are linked to other
> major issues. These include: occupa-
> tion information; career guidance and
> counseling; work and service experience;
> career development and job creation; and
> concern for the ways all sectors can work
> together to develop more rewarding learn-
> ing and work opportunities for all citizens.
> (Internal Memorandum, September 1980)

The sharing of responsibility for community-wide action distinguishes collaborative councils from ad hoc projects. Typical council members represent education, business and industry, labor, community service agencies, professional groups, young and adult learners, and government. Frequently, councils have staff directors to help develop councils agendas and assist in program implementation.

Justine Rodrequez, in "The Whole is Greater," said:

> Work education councils have a unique poten-
> tial to recreate the spirit of community by
> exercising one of the most fundamental func-
> tions of community-developing and socializ-
> ing young people. The bases for their poten-
> tial are their local initiative, cross-cut-
> ing scope, independence, and collaborative
> 'shared responsibility' approach. (The Work
> Exchange, Vol. 4, No. 1, Winter 1980)

A work/education policy is a community collaboration process designed to increase the communication between business and education. Through the pooling of resources and development of a substantive agenda of activities, mechanisms are established whereby people, at the time of critical career decision-making and/or looking for job opportunities in their communities, have the knowledge and/or information available to make smooth transitions from one role to the next.

The Michigan Collaboration Initiations

In 1979 a recommendation was made to Mr. Patrick Babcock, the Director of the Michigan Department of Labor, that the Special Governor Grant monies, (Title II, Subpart D., Section 677.32) be allocated to establish an Interagency Collaborative Body (Work Education Council) in each C.E.T.A. prime sponsorship in the state of Michigan.

Under the Michigan C.E.T.A.-Education Linkage Initiative, local education agencies, prime sponsors and others have been presented with a three-year period of support for "collaborative activities." The support will continue until 1982 when current C.E.T.A. legislation must be reauthorized by Congress. During this period, Interagency Collaborative Bodies (under a name and fiscal agent selected locally--such as Work and Education Council or Employment and Training Council) have the responsibility to develop a role of bringing about continuing interactions between educational institutions, particularly at the intermediate level and in vocational programs, prime sponsors, labor organizations, social service agencies, community-based organizations and private employers to improve the employment, education and training system. Interagency Collaborative Bodies (I.C.B.s) also have the responsibility for developing continuing forms of local support, whether from prime sponsors, educational institutions, or the private sector, as well as from state sources.

The stated purpose of these councils is:

> To develop, maintain and support collabora-
> tion within local communities among educa-
> tional agencies and institutions, C.E.T.A.
> prime sponsors, service organizations and
> the private sector which led to the maxi-
> mum utilization of community resources to
> enhance the transition of youth and adults
> into the world of work. (Michigan Depart-
> ment of Labor, 1981)

Michigan's Interagency Collaborative Initiative is now in its second year and has gained national recognition as an ambitious and unique collaborative effort.

There are four major roles which the I.C.B. must per-form as a balancing agent that create a climate in which shared responsibility and accountability are possible. They are:

1. To serve as a <u>catalyst</u> that brings established local community organizations, institutions and agencies together to provide activities which enhance the transition of youth and adults into the world of work.

2. To serve as a <u>communication link</u> to improve under-standing among local community organizations as well as the general public.

3. To serve as a <u>change agent</u> which works with local service agencies to assist them in being more responsive to the employment and training needs of youth and adults.

4. To serve as the final <u>decision-making board</u> which determines how linkage funds, presently

available to the local community, can provide
maximum benefit to the members of the community.
(Martin Simon, Michigan Department of Labor)

The I.C.B. performs many functions in carrying out
these roles.

Councils:

1. Identify and bring the responsible community
   leaders together to develop lines of communication.

2. Assist in the identification of the various
   target groups that need to be served. These
   would include the flow of individuals into the
   area of work, as well as the pool, who are
   unemployed or require upgrading skills.

3. Assist in determining the extent to which
   target groups are being served. Most agencies
   deal with specific target groups.

4. Assist in the determination of the unique
   training necessary to serve each group.

5. Assist in the inventory of resources available
   to best serve the target group. Identify
   alternative resources to serve these groups
   and create new resources.

6. Assist in marshalling the resources through
   mutual planning to provide the necessary
   programs.

7. Assist in the development of leadership to manage certain functions and activities.

8. Serve as communication mechanism to clarify roles and operational procedures of various community-based organizations.

9. Engage in the encouragement and stimulation of innovative modes since the answers are not all in the maximization of human potential.

10. Seek out funding sources to provide a maintenance of effort should Department of Labor funds be withdrawn or curtailed.

11. Recommend developmental programs for agency personnel whenever deficiencies are found. These could include many excellent programs provided by the various agencies for their own personnel.

12. Disseminate information about exemplary programs, strategies and procedures that now exist that could raise the knowledge and skill base regarding manpower development.

13. Assist in the resolution of conflict which may develop among various agencies in the community and make recommendations for improvements of the situation.

14. Encourage and stimulate the establishment of long range, as well as, short range plans. (Dr. Lawrence Borosage, Michigan State University).

To facilitate I.C.B. efforts the state has established a management structure. An Executive Steering Committee (E.S.C.) consisting of Michigan Department of Education and Michigan Department of Labor administrators establishes overall policy and direction for the initiative. Staff from Michigan Department of Education and Michigan Department of Labor make up a Project Management and Training Assistance Team (PM-TA Team) to implement the E.S.C. policy directives by developing plans and providing technical assistance to facilitate local collaborative arrangements. The State I.C.B. Advisory Council, composed of selected representatives of local collaborating parties across the state, makes recommendations to the E.S.C. and PM-TA Team concerning local needs.

Of the currently established I.C.B.s: About 2/3 of the fiscal agents for the I.C.B. projects have been intermediate school districts, public school systems or community colleges; about 1/3 have been employment and training consortia, manpower or work-education councils, or non-education public agencies.

The most identified intended project with the highest degree of priority has been consultation between C.E.T.A. education agencies, community-based organizations, private employers and others about the role of the I.C.B. This was identified by over 2/3 of the I.C.B.s, with most of them identifying it as their first-described project. (Although I.C.B.s did not place priorities on their projects, this

cursory analysis is based on the order and detail of description.)

The second most often identified intended projects come under the category of assistance in planning, design or research to C.E.T.A. or education administrators, planner or faculty on programs or curriculum. This kind of project was also identified by over 2/3 of I.C.B.s but with a lesser priority.

The third most often identified intended projects involved the provision of information, support or training to counselors, trainers or other delivery staff. This was identified by about 1/2 of the I.C.B.s.

The least often described projects were to provide jobs, training, information or support directly to target population clients.

Thus, Interagency Collaborative Bodies have attempted to carve out roles for themselves as a forum for consultation and collaboration between many parties concerned about employment, education and training. They have also felt the need to "do something" for specific audiences of administrators, service delivery staff and the target populations.

Collaborative councils are one means through which community leaders are learning how to cope with the real problems and needs of youths, adults and the institutions in which they learn and work. Words such as "turfdom" and "politics" were once accepted as negative, irreducible facts of life (and used as excuses for inaction). Through

community councils they are beginning to learn how to turn
the self-interest inherent in those words to the advantage
of all.

Michigan is presently the leader in not only the number
of councils and the state's support of them, but also the
variety of agencies involved. These collaborative bodies
are at the forefront of a social experiment in institutional
change, that of interagency linkage to develop coordinated
human resource plans under local control. This is a new
initiative and those involved need to have the support of
updated training with innovative curriculum if we are to
see this experiment become successful.

Summary

Interagency Collaborative Bodies are a result of years
of cooperative and collaborative efforts between education
and industry in an attempt to bridge the gap that exists
between them. They represent the philosophy, presented by
Wirtz in The Boundless Resources, that each community has
the resources to solve its own problems. They also repre-
sent the thinking of the Industry Education Councils of
America who believe the changes must take place within the
school system itself if employable youth are to be produced.
The Councils also address problems with youth and adult
transition, and through linking C.E.T.A. and local educa-
tion agencies.

Michigan is presently the leader in not only the
number of councils and the state's support of them, but the
agencies they are attempting to address.

These collaborative bodies are at the forefront of social experiments of institutional change, that of inter-agency linkage to develop coordinated human resource plans and resources at the local level under local control. This is a new frontier and those involved need to have the support of updated training with innovative curriculum if this experiment is to be successful.

CHAPTER III

DESIGN OF THE STUDY

This chapter addresses the design of the study, including instrumentation, data collection, and data gathering techniques.

The instrument was designed by the researcher after a review of existing instruments addressing training needs of Department of Labor sub-grantees. Sub-grantees are community-based organizations that deliver services for Comprehensive Employment Training Administration (C.E.T.A.) to the unemployed and disadvantaged in the State of Michigan. The researcher decided to modify an instrument that was developed by the University of Illinois - Department of Research for the Manpower Training Institute of Illinois. This instrument has been field-tested and modified three times over the past five years on C.E.T.A. sub-grantees. Collaborative Councils are usually considered sub-grantees of C.E.T.A. local and national operations. This instrument has been piloted by a "Jury" of persons, Directors for the Center for Work and Learning, and the Executive Bodies of the National Consortium of Work Education Councils. This "Jury" of persons are knowledgeable about the Department of Labor's training needs, as well as the goals of Collaborative Councils.

The instrument, as modified for this study, has been used to address the research questions:

I.   What demographic factors need to be considered in working with Executive Directors of Collaborative Councils?

II. Which Human, Inter-Personal, Technical and Conceptual Skills are considered most important by Executive Directors in performance of their job?

III. Which Human, Inter-Personal, Technical and Conceptual Skills, do Executive Directors perceive a need for most assistance?

IV. What perceived preferences do Executive Directors of Collaborative Councils in the State of Michigan have in regard to training methodologies?

V.   What perceived preferences do Executive Directors of Collaborative Councils in the State of Michigan have in regards to training sessions length, format and setting?

Instrumentation

The instrument has a section of demographics which includes experiences, jobs, and education. In determining the needs of Interagency Collaborative Body Executive Directors, it was believed essential to establish the background of each Director, his/her staff, and the constitutents of I.C.B. served. (See Appendix B)

1. How long have you been a Council Director?

2. How many people (if any) do you supervise?

3. What was your most recent work experience (title), prior to becoming a Council Director?

4. To what extent are your prior career experiences related to your present position of Council Director?

   _____ Highly Related   _____ Unrelated

   _____ Somewhat Related   _____ No prior experience

5. What is the highest level of education you have completed?

   _____ High School   _____ Some College-level Work

   _____ Bachelor's Degree

   _____ Graduate Degree, if   _____ Some Graduate-level Work
         yes, what degree?_____

6. If college graduate, what was your major field of study?_____

7. Other, (e.g., Journeyman, Management Development, Correspondent Courses).

8. Would you describe your Council Service Area to be?

   ____ Rural   ____ Light Industrial

   ____ Urban   ____ Agricultural

   ____ Suburban   ____ High Unemployment

   ____ Heavy Industrial   ____ Low Employment

9. How many school districts does your Council work with?

   _____ Presently work with

   _____ Potentially work with

10. How many city governments do you work with?

    _____ Presently work with

    _____ Potentially work with

11. How many prime sponsors do you work with?

_____ Presently work with

_____ Potentially work with

12. Would you describe your past experiences as being oriented more in the field of:

_____ Social Services   _____ Business (small)

_____ Education   _____ Farming

_____ Business (large corp) _____ Self Employed

Following the initial questions designed to gather demographic information, three sub-group topics were determined in regards to assessing the relative importance of specific statements. The three sub-groups were:

1. Human Inter-Personal (e.g., understanding and motivating individuals and groups).

2. Conceptual Skill Areas (e.g., coordinating and integrating all of the organization's activities and interests toward a common objective--the ability to see the enterprise as a whole).

3. Technical Skill Areas (e.g., performing technical activities, proposal writing and budget skills).

Under each sub-group, statements were presented to solicit the perceptions of directors in (a) to the _importance_ of a particular skill and (b) the relative degree of which they need _developmental assistance_. An example of a statement follows:

I consider understanding how to work effectively with
the Comprehensive Employment and Training Act
(C.E.T.A.) Community as:

A. _____ _____ _____ _____
   Extremely   Important   Somewhat   Not
   Important   Important   Important

B. _____ _____ _____ _____
   Priority   Need   Some Need   No Need

Sample statements in the questionnaire that addressed
the Human Inter-Personal section included:

1. I consider understanding how to develop community
    linkages as:

2. I consider understanding how to work effectively
    with my Collaborative Council as:

3. I consider understanding how to enlist private
    sector support for Education-To-Work programs as:

4. I consider understanding how to foster the team
    approach to solutions of problems as:

5. I consider understanding how to assign responsi-
    bility and delegating authority to group members
    on the basis of their skills and ability as:

Sample statements in the Conceptual Skill section
included:

1. I consider understanding the goals and objectives
    of the Comprehensive Employment Training Act
    (C.E.T.A.) as:

2. I understand the economic structure of my
    Council's Service area as:

3. I consider understanding how plans and programs of the Council affect other organizations' efforts to bridge the gap between education and work (e.g., M.E.S.C., C.E.T.A. and C.B.O.s) as:

4. I consider understanding the meaning of collaboration as it relates to the Education-To-Work transition issue as:

Sample statements from Technical Skill section include:

1. I consider understanding and knowing how to interpret C.E.T.A. regulations as:

2. I consider understanding how to assess my community in order to determine its needs as:

3. I consider understanding how to conduct a Collaborative Council meeting as:

4. I consider understanding how to develop grant applications as:

5. I consider understanding and knowing how to analyze and report statistical information as:

A total of 53 items were included in the questionnaire: 18 under the Human Inter-Personal section, 12 under the Conceptual Skill Area, and 23 under the Technical Skill area. After I.C.B. Directors responded to the 53 items, they were requested to review the items and rank the five skills they perceived as being the most important. Directors were also requested to rank the five skills in which they perceived a need for assistance.

Other information included in the questionnaire was for the purpose of determining the type of instructional methods they preferred. The methods suggested in the questionnaire were directed at both group and individual training processes. Following are the types of group and individual methods submitted to the I.C.B. Directors.

Group Methods	Individual Methods
Lecture	Case Study
Reading Followed by Group Discussion	Job Rotation
Question and Answer	Exchanging Job Experiences
Peer Presentation	Individualized (programmed) Instruction
Group Exercise	On-The-Job Training
Management and Operational Games	Observation of an Experienced Worker
Seminar	Critique and Review of a Take-home Assignment
Small Group Discussion	Film or Video-tape
Role Playing	
Simulation	
T-Group or Sensitivity Training	

Respondents were then asked to select the three instructional methods they most preferred from the entire list.

Preference for the length of the training sessions, i.e. half-day, one-day, two-day or three-day sessions was also included in the instrumentation. Additional data was

obtained to determine the days of the week most appropriate for inservice and what type of setting they preferred, i.e., motel/hotel, educational institution, or at their own office. (See Appendix B)

Data Collection

The instrument was mailed out to the I.C.B.s in the State of Michigan. Follow-up phone calls were made to those Directors who were delinquent in returning the questionnaire. The questionnaire was returned by 23 of the state's Executive Directors. This represents 75 percent return which is considered appropriate and sufficient for analyzing the data from this particular population.

The responses to the items on the questionnaire were treated by the Statistical Package for the Social Sciences (S.P.S.S.) This Statistical Package was used to generate percentages for each item, cumulative percentage and cross-tablulations of the data.

Chapter IV consists of an analysis of the data, including the methods utilized in the treatment of the data. Interpretations of the skills of most importance and the need for training as perceived by I.C.B. Directors is also included in Chapter IV.

CHAPTER IV

FINDINGS

The purpose of Chapter IV is to analyze the results
of the needs assessment questionnaire responded to by the
Executive Directors of Michigan Interagency Collaborative
Bodies. The five major research questions addressed in
regard to the perceived needs of the I.C.B. Directors are:

I.   What demographic factors need to be considered
     in working with Executive Directors of Colla-
     borative Councils?

II. Which Human, Inter-Personal, Technical and
     Conceptual skills are considered most impor-
     tant by Executive Directors in the performance
     of their jobs?

III. Which Human, Inter-Personal, Technical, and
     Conceptual skills, do Executive Directors
     perceive a need for most assistance?

IV. What perceived preferences do Executive Direc-
     tors of Collaborative Councils in the State of
     Michigan have in regard to training methodolo-
     gies?

V.   What perceived preferences do Executive Direc-
     tors of Collaborative Councils in the State of

Michigan have in regard to training sessions,
length, format, and setting?

Data Analysis

The responses to the items on the questionnaire were
coded for treatment by the Statistical Package for the
Social Sciences (S.P.S.S.). From the S.P.S.S. process,
tabulations of the data in absolute frequency, percent and
cumulative percent were generated.

Demographic Data

The first research question captured the demographic
factors that reflect the Executive Director population.
There are 13 questions of a demographic nature addressed in
this section of the study. From the demographic information,
cross tabulations of S.P.S.S. generated some additional in-
formation in regard to the following three areas:

1. The I.C.B. Director's educational background in
    relationship to how they responded to each
    question.

2. The relationship of responses to questions by
    rural, urban, and suburban area I.C.B. Directors.

3. The responses to questions and corresponding needs
    as the relate to the size of the I.C.B. staff.

The first question on the survey asked, "How long have
you been a Council Director?" Eleven Directors are classi-
fied as educators as determined from Table VI on page 56,
"Others" refers to the remaining segment of the population

who responded to the survey. (See Table VI) The results
can be found in Table I

ITEM #1

TABLE I

HOW LONG HAVE YOU BEEN A COUNCIL DIRECTOR?

Months as Council Director	Educators	Other	Numerical Frequency	Percent Frequency
6 Months or Less	-	5	5	21.7
7 to 10 Months	1	4	5	21.0
11 to 12 Months	8	3	11	47.8
13 Months or More	2	0	2	8.7
Total	11	12	23	100%

Findings

Experience of Directors

Of the 23 Directors that responded to the question-
naire, 48 percent, or approximately half the total
population that responded, have been in the position
from 11 to 12 months. Only two of the Directors have
had more than one year experience while 10 had 10
months or less experience.

The second question determined how many persons the
I.C.B. Directors supervised. The responses are found in
Table II.

ITEM #2

TABLE II

NUMBER OF PERSONS SUPERVISED

Number of People Supervised	Educators	Other	Numerical Frequency	Percent Frequency
0	1	7	8	34.8
1-2	1	5	6	26.1
3-5	5	0	5	22.6
6-19	2	0	2	8.7
20-28	2	0	2	8.7
Total	11	12	23	100%

Findings

Number of People Supervised

Eight of the 23 Directors who responded (35 percent) did not have anyone on staff to assist them. Six Directors had one or two staff members; five Directors supervised three to five people; two Directors supervised from six to 19 people while two Directors supervised 20 to 28 staff members. The range of staff members served indicates that some Directors were most likely performing many I.C.B. tasks themselves and had a limited budget.

In order to determine the background of I.C.B. Directors, information was solicited to identify their most recent work experience prior to becoming a Council Director.

ITEM #3

TABLE III

RECENT WORK EXPERIENCE

	Numerical Frequency	Percent Frequency
Education Administrator	6	26.1
Farmer	5	21.7
Analyst - U.S. Army - Training	2	8.7
C.E.P.D. Specialist	2	8.7
Vocational Technical Specialist	2	8.7
Youth Employment Training Director	3	13.0
Director State/Federal Program	1	4.3
Counselor/Education	2	8.7
Total	23	100%

Findings

Most Recent Work Experience Prior to Becoming A Council Director

Six or 26 percent of those responding indicated educational administration as their background followed by five persons or 22 percent who indicated they were farmers.

Directors were asked if their previous work experiences were related to their present role as an I.C.B. Director. Table IV indicates the perception of Directors in regard to the relationship of their previous career experiences to their present role.

ITEM #4

TABLE IV

PRIOR CAREER EXPERIENCES RELATED TO PRESENT
POSITION AS COUNCIL DIRECTOR

Prior Experience Related to Council Directors	Educators	Other	Numerical Frequency	Percent Frequency
Highly Related	10	7	17	73.9
Somewhat Related	1	4	5	21.7
Unrelated	0	0	0	0
No Prior Experience	0	1	1	4.3
Total	11	12	23	100%

Findings

Extent That Prior Career Experiences Related to Position of Council Director

Seventy-four percent perceived their prior career experiences related to their role as Council Director. Five or 22 percent believed their past experiences were somewhat related to their present role as Council Director while only one expressed the opinion that his background did little or nothing in relation to the responsibilities as a Council Director.

The educational level of I.C.B. Directors was determined from the questionnaire and is found in Table V.

ITEM #5

TABLE V

EDUCATIONAL LEVEL OF I.C.B. DIRECTORS

Level of Education	Educator	Other	Numerical Frequency	Percent Frequency
High School	0	0	0	0
Some College	0	1	1	4.3
B.A.	1	1	1	8.7
Some Graduate Work	1	5	6	26.1
Graduate Degree	9	5	14	60.9
Total	11	12	23	100%

Findings

Educational Level

The educational background of the I.C.B. Directors is quite impressive. Sixty-one percent have had a graduate degree while 26 percent had "some graduate work." Two had a B.A. degree.

Ninety-five percent of the Directors had, at a minimum, an undergraduate degree, and a majority (61 percent) had a graduate degree. All Directors had completed high school, and only one person, who had "some college", did not have a higher education degree.

Further demographic data was gathered by determining the major field of study of those I.C.B. Directors who are college graduates. Table VI lists the major field of study of I.C.B. Directors with college degrees.

ITEM #6

TABLE VI

I.C.B. COLLEGE GRADUATE'S MAJOR FIELD OF STUDY

Major Field of Study	Educator	Other	Numerical Frequency	Percent Frequency
Education General	4	5	9	39.1
Vocational Education	2	2	4	17.4
Political Science	1	2	3	13.0
Business Education	1	2	3	13.0
Economics	2	0	2	8.7
Education Administration	1	0	1	4.4
No Response	0	1	1	4.4
Total	11	12	23	100%

Findings

Major Field of Study

Seventy-four percent of the I.C.B. Directors' major field of study was in education. The majority of the population's major field was general education (39 percent) followed by vocational education (17 percent) and business education (13 percent). Two Directors' education background was in economics and three indicated Political Science.

Some I.C.B. Directors indicated that they had other experiences than those listed in Table III. A list of four occupational areas in which Directors had "other" experiences is shown in Table VII.

ITEM #7

TABLE VII

OTHER OCCUPATIONAL BACKGROUND INDICATED BY DIRECTORS

Other Occupations Listed	Educator	Other	Numerical Frequency	Percent Frequency
Licensed Builder	1	1	2	8.7
Management Training	1	0	1	4.3
Journeyman	0	1	1	4.3
Computer Programmer	0	1	1	4.3
No Response	9	9	18	78.4
Total	11	12	23	100%

Findings

Other Occupational Experiences

Some of the Directors stated background experience as a computer programmer (one person), licensed builder (two persons), journeyman (one person), and management (one person). The majority of the Directors had no experience other than education.

The areas served by the I.C.B. Directors, rural, urban, or suburban are found in Table VIII.

ITEM #8

TABLE VIII

AREAS SERVED BY I.C.B. DIRECTORS

Council Area	Educator	Other	Numerical Frequency	Percent Frequency
Rural	8	10	18	78.3
Urban	2	1	3	13.1
Suburban	1	0	1	4.3
No Response	0	1	1	4.3
Total	11	12	23	100%

Findings

Council Service Area

Eighteen of the areas served by those who responded were rural, three are urban and one is suburban.

It should be noted that 78 percent of the respondents indicated that their council area was rural.

When asked if their council area was heavy industrial, light, or agricultural, the Directors responded in Table IX as follows:

ITEM #8A

TABLE IX

COUNCIL AREA

Council Area	Educational	Other	Numerical Frequency	Percent Frequency
Heavy Industrial	7	4	11	47.9
Light Industrial	2	1	3	13.0
Agricultural	0	3	3	13.0
No Response	2	4	6	26.1
Total	11	12	23	100%

Findings

Council Area in Relation to Heavy Industrial, Light Industrial or Agricultural

Eleven Council Directors indicated their service area to be heavy industrial, three indicated light industrial, and three stated their service area was agricultural. The response in this section of the questionnaire seems to be in deference to the fact that 78 percent of the Directors stated their service area was rural. An inference could be made that

although the majority of the Directors served in heavy industrial areas, they also served a large population of rural constituents.

In order to assess the employment conditions in the I.C.B. Council areas, Directors were asked to indicate the present status in regard to working condition. This information is found in Table X.

ITEM #8B

TABLE X

EMPLOYMENT CONDITION IN COUNCIL AREA

Council Area	Educators	Others	Numerical Frequency	Percent Frequency
High Unemploy-ment	10	9	19	82
Low Unemployment	0	0	0	0
No Response	1	3	4	17.4
Total	11	12	23	100%

Findings

High vs. Low Employment

Nineteen or 83 percent of the respondents indicated high unemployment existed in their service area. This finding correlates with the general unemployment conditions existing in the State of Michigan.

From the outset, it was known that the I.C.B. Directors often worked with more than one school district. Indeed, many Directors indicated they were involved with numerous districts. A question was included to determine

with how many school districts Directors worked and with
how many they potentially worked. This information is found
in Table XI.

ITEM #9

TABLE XI

NUMBER OF SCHOOL DISTRICTS COUNCILS WORK WITH

School Districts	Work With	Percent	Potentially Work With	Percent
0-10	5	21.7	4	17.4
11-18	8	34.8	3	13.0
19-28	5	21.7	2	8.6
29-33	3	13.0	0	0
34 or More	2	8.8	0	0
No Response	0	0	14	61.0
Total	23	100%	23	100%

Findings

Number of School Districts Served

Thirty-five percent of the I.C.B.s presently worked
with 11 to 18 school districts. Two I.C.B.s worked
with 34 or more school districts while only five
I.C.B.s worked with five or less school districts.
The number of school districts being "worked with"
by the I.C.B. was quite extensive and most likely
was a drain on the limited staff.

To determine the number of city governments Directors
worked with, or potentially worked with, a question was
asked to solicit this information; the results are in
Table XII.

ITEM #10

TABLE XII

CITY GOVERNMENTS DIRECTORS WORK WITH

City Governments	Work With	Percent	Potentially Work With	Percent
1-3	7	20.5	4	17.3
4-10	4	17.4	4	17.3
15-25	2	8.7	1	4.4
42 or more	1	4.3	2	8.6
Total	23	100%	23	100%

Findings

Number of City Governments Worked With

The range of city or municipality governing bodies the I.C.B.s worked with ranged from one to 42. Twenty-one percent of those who responded stated they worked with one to three governing bodies. One respondent stated that 42 governing bodies were presently worked with, while nine persons did not respond to this question.

To determine the relationship between the I.C.B.s and prime sponsors in the area, Directors were asked to indicate the number of prime sponsors with which they worked and the number of prime sponsors with which they could potentially work. The results can be found in Table XIII.

ITEM #11

TABLE XIII

RELATIONSHIP BETWEEN THE I.C.B.S AND PRIME SPONSORS

Prime Sponsors	Work With	Percent	Potentially Work With	Percent
1	20	87.0	7	30.9
2	1	4.4	2	8.6
3	1	4.3	0	0
No Response	1	4.3	14	60.5
Total	23	100%	23	100%

Findings

Number of Prime Sponsors Worked With

Twenty I.C.B. Directors, or 87 percent of those responding, stated that they worked with one prime sponsor. One Director indicated his/her I.C.B. worked with two prime sponsors while one other Director indicated his/her I.C.B. worked with three prime sponsors.

The background experience of I.C.B. Directors was determined and this information is found in Table XIV. (Directors were allowed to indicate more than one background experience which resulted in an N or 36.)

ITEM #12

TABLE XIV

COUNCIL DIRECTOR'S DESCRIPTION OF PAST EXPERIENCE

Area of Past Experience	Educator	Other	Numerical Frequency	Percent Frequency
Social Services	6	0	6	16.7
Business (small)	0	5	5	13.9
Education	11	7	18	50.0
Farming	0	1	1	2.8
Business (large)	0	4	4	11.1
Self-Employed	1	1	2	5.5
Total	18	18	36	100%

Findings

Director's Description of Past Experience

This component of the questionnaire (somewhat similar to an earlier section) supported the finding that most of the Directors were in either education or social service work. Sixty-eight percent indicated education and/or social service as their most relevant past experience. Twenty-five percent stated experience in either a small or large business, while two persons had been self-employed.

Other "recent work experiences" stated by Directors included Analyst-U.S. Army, C.E.P.D. Specialist, Youth Employment Technical Assistance, Vocational Technical Specialist, Director of state federal programs and counselor/education. Many of those who responded had major responsibilities in jobs other than as Director of the I.C.B. Again, this factor

must be taken into consideration in planning training needs.

The Directors were asked if they were part-time or full-time in the position. Table XV relates the results of this question.

ITEM #13

TABLE XV

DIRECTORS PART-TIME OR FULL-TIME

Director's Time Given to Job	Educator	Other	Numerical Frequency	Percent Frequency
Full-Time Assignment	3	1	4	17.4
Part-Time Assignment	8	11	19	82.6
Total	11	12	23	100%

Findings

Full-Time or Part-Time Committed to Director's Role

Fifteen or 65 percent of the Directors served part-time in their role with the I.C.B., while eight or 35 percent were employed full-time as Director.

Because of a knowledge that some I.C.B. Directors were not devoting full-time to I.C.B. responsibilities, a question was asked to determine the amount of time they were devoting, the results are in Table XVI.

ITEM #13A

TABLE XVI

PERCENT OF TIME COMMITTED TO COUNCIL DIRECTOR'S ROLE

Percent of Time	Educator	Other	Absolute Frequency	Percent
5%	1	0	1	4.4
10%	1	2	1	13.0
15%	2	1	3	13.0
20%	1	0	1	4.4
25%	1	1	2	8.7
50%	1	4	1	4.3
80%	1	3	1	4.3
100%	3	1	11	47.9
Total	11	12	23	100%

Findings

Percent of Time Committed to Council Director's Role

The range of time committed to the role as Director was from five percent to 80 percent. This factor seems to be in deference to the fact that 65 percent of the Directors indicated they were full-time Directors.

However, 11 persons did not respond to this component of the questionnaire. Nevertheless, the definition of what constitutes a full-time role by the Directors is not clear. (They are reimbursed 100 percent by the State of Michigan to perform as full-time Directors of the I.C.B.s)

Research Question II

The second research question addressed the Directors'
perception of the importance and training needs in 53 speci-
fic areas. The 53 items included 18 Human Inter-Personal
Skills (e.g. understanding and motivating others); 12 Con-
ceptual Skills (e.g. coordinating and intergrating the
organization's activities and interests toward a common
goal); and 23 Technical Skills (e.g. proposal writing,
budget/fiscal skills). Directors were asked to indicate on
a five-point scale the importance, or lack of importance,
of each skill in the performance of their job and the need
or lack of need for training in that skill area. In tabu-
lating the data to determine the rank importance of the
skill areas, the extremely important and important cate-
gories were clustered as were the priority need and need
categories. Results were then compiled into four tables,
numbers XVII, XVIII, XVIV, XX, to illustrate: 1) the over-
all response to each item, and 2) the overall response to
each of the three categories. Human Inter-Personal Skills,
(H), Conceptual Skills (C), and Technical Skills (T).
Table XVII presents all 53 items in rank order of impor-
tance; Tables XVIII to XX present the data in rank order of
the differences between importance and need. Table XXI
illustrates the summary of the means for each category.

It is important to note that the less the numerical
difference between importance and need, the greater the
actual perceived need.

Human Inter-Personal (H)
Conceptual (C)
Technical (T)

TABLE XVII

SUMMARY OF DIRECTOR RESPONSES TO ALL ITEMS IN RANK ORDER
OF IMPORTANCE, AND IDENTIFIED BY CATEGORY

Item	Statement Item	Importance	Need	Difference	H	C	T
1	Understanding how to work effectively with CETA community.	100	52.2	47.8	X		
2	Understanding how to work effectively with Collaborative Council.	100	60.8	39.2	X		
7	Understanding how to enlist private sector support for education-to-work programs.	100	91.3	9.7	X		
13	Understanding how to insure attainment of Council's goals and providing personal satisfaction.	100	78.2	21.8	X		
14	Understanding how to motivate employees and members toward goal.	100	78.3	21.7	X		
18	Understanding how to generate ideas discuss their practicality, summarize position, and lead discussion, and move toward solution.	100	65.2	34.8	X		
23	Understanding the goals and objectives of the education community.	100	60.8	39.2		X	
11	Understanding group decision-making.	97.7	52.2	43.5	X		
17	Understanding how to communicate goals and objectives of Council to gain community support for pro-rams.	95.7	61.2	34.5	X		
35	Understanding how to evaluate a program to determine if it had reached its desired goals.	95.7	73.9	21.8		X	

Table XVII (Con't)

Item	Statement Item	Importance	Need	Difference	H	C	T
4	Understanding how to work with education community.	95.6	47.8	47.8	X		
9	Understanding how to maintain communications and information flows within my Council.	95.6	69.5	26.1	X		
10	Understanding how to maintain communications and information flows with other organizations.	95.6	60.9	34.7	X		
15	Understanding how to maintain health organization climate.	95.6	60.8	34.8	X		
19	Understanding goals and objectives of CETA.	95.6	38.7	56.9		X	
20	Understanding how to develop plans and programs related to overall objectives and goals of Council.	95.6	60.8	34.8		X	
36	Understanding how to clearly communicate in a proposal the goals and objectives of the Council in order to acquire funding.	95.6	69.6	26.0			X
3	Understanding how to develop community linkages.	91.3	56.5	34.8	X		
16	Understanding how to involve others in joint planning to reach education-to-work issues.	91.3	78.3	13.0	X		

Table XVII (Con't)

Item	Statement Item	Importance	Need	Difference	H	C	T
24	Understanding special needs economically disadvantaged.	91.3	52.2	39.1		X	
28	Understanding the major goals of organizations, both within and outside the Council's structure with whom Council has or is developing a working relationship.	91.3	52.1	39.2		X	
29	Understanding the different views of organizations on my Council and knowing how to reach common ground for agreement.	91.3	60.9	30.4		X	
30	Understanding the meaning of collaboration as it relates to education-to-work transition issue.	91.3	69.5	21.8		X	
31	Understanding and knowing how to interpret CETA regulations.	91.3	60.8	30.5			X
46	Understanding how to develop grant applications.	91.3	69.6	21.7			X
51	Understanding general management's skills required to run a colla-borative Council.	91.3	43.4	47.9			X
5	Understanding how to maintain effective relations with local groups.	90.3	65.2	25.1	X		
33	Understanding how to develop an employment-related needs assessment.	88.3	61.4	26.9			X

Table XVII (Con't)

Item	Statement Item	Importance	Need	Difference	H	C	T
27	Understanding broad programmatic efforts of employment and training field and how Council and its efforts fit into the overall plan.	86.9	65.2	21.7		X	X
45	Understanding how to develop employment and training.	86.9	47.8	39.1			X
38	Understanding how to assess my community in order to determine its needs.	82.9	69.6	13.3			X
12	Understanding how to assign authority and responsibility on basis of skills and ability.	82.6	43.5	39.1	X		
21	Understanding political structure of my Council's service area.	82.6	56.5	26.1		X	
32	Understanding and knowing how to interpret school rules and regulations.	82.6	52.2	30.4			X
40	Understanding how to conduct a Collaborative Council meeting.	82.6	52.2	30.4			X
41	Understanding how to develop sound conflict management techniques.	82.6	65.2	17.4			X
42	Understanding how to analyze labor market needs and trends.	82.6	60.9	21.7			X
44	Knowing how to recruit Council members.	82.6	47.8	34.8			X

Continued.....

Table XVII (Con't)

Item	Statement Item	Importance	Need	Difference	H	C	T
49	Understanding and knowing how to evaluate and monitor project performance.	82.6	52.1	30.5			X
50	Understanding and knowing how to analyze and report statistical information.	82.6	56.5	26.1			X
52	Understanding how to identify target groups for employment and training programs.	82.6	51.2	31.4			X
53	Understanding how to assess my community in order to determine its sources.	82.6	47.8	34.8			X
22	Understanding goals and objectives of CETA.	78.3	26.0	52.3		X	
47	Understanding how to implement and carry out a contract with the CETA Prime Sponsor.	78.2	39.1	39.1			X
26	Understanding plans and programs of the Council affecting other organizations' efforts to bridge gap between education and work.	73.9	65.2	8.7		X	
43	Understanding and knowing how to develop long-range plans.	73.9	52.2	21.7			X
34	Understanding how to help develop employment training projects to be used to bridge gap between education and work.	69.6	82.6	-13.0			X

Continued......

Table XVII (Con't)

Item	Statement Item	Importance	Need	Difference	H	C	T
25	Understanding how to establish sound working relationships between all sectors involved in education-to-work issue.	69.5	43.4	26.1		X	
37	Understanding the hows and whos about fund raising.	69.5	52.1	17.4			X
8	Understanding how to foster team approach to solutions of problems.	66.9	56.5	10.4	X		
6	Understanding how to relate to other CETA subcontractors.	65.2	43.4	21.8	X		
39	Understanding how to develop a management by objectives system.	60.9	49.1	11.8			X
48	Understanding how to develop and manage an employment and train-ing budget.	30.3	21.7	8.6			

TABLE XVIII

DIRECTOR'S RESPONSES TO STATEMENTS REGARDING THE IMPORTANCE OF HUMAN/
INTERPERSONAL SKILLS RANK ORDERED BY DIFFERENCES BETWEEN
IMPORTANCE AND TRAINING NEEDS

Item #	Item	Importance	Training Need	Difference	Ranked Difference
7	Understanding how to enlist private sector support for Education-to-Work programs	100	91.3	9.7	1
8	Understanding how to foster team approach to solutions to problems.	66.9	56.5	10.4	2
16	Understanding how to involve others in joint planning to reach Education-to-Work issues.	100	78.3	21.7	4
14	Understanding how to motivate employees and members toward goal.	100	78.3	21.7	4
13	Understanding how to insure attainment of Council's goals and providing personal satisfaction.	100	78.2	21.8	5.5
6	Understanding how to relate to other C.E.T.A. Subcontractors.	65.2	43.4	21.8	5.5
5	Understanding how to maintain effective relations with local groups.	90.3	65.2	25.1	7
9	Understanding how to maintain communications and information flows within my Council.	95.6	69.5	26.1	8
17	Understanding how to communicate goals and objectives of Council to gain community support for programs.	95.7	61.2	34.5	9

Continued........

Table XVIII (Con't)

Item #	Item	Importance	Training Need	Difference	Ranked Difference
10	Understanding how to maintain communications and information flows with Other Organizations.	95.6	60.9	34.7	10
18	Understanding how to generate ideas, discuss their practicality, summarize position, and lead discussion and move toward solution.	100	65.2	34.8	11.33
15	Understanding how to maintain healthy organization climate.	95.6	60.8	34.8	11.33
3	Understanding how to develop Community Linkages.	91.3	56.5	34.8	11.33
12	Understanding how to assign authority and responsibility on basis of skills and ability.	82.6	43.5	39.1	14
2	Understanding how to work effectively with Collaborative Council.	100	60.8	39.2	15
11	Understanding group decision-making process.	95.7	52.2	43.5	16
4	Understanding how to work with Education Community.	95.6	47.8	47.8	17.5
1	Understanding how to work effectively with C.E.T.A. Community.	100	52.2	47.8	17.5
		$\bar{X}=92.3$	$\bar{X}=62.3$	30.0	

TABLE XIX

DIRECTOR'S RESPONSES TO STATEMENT REGARDING THE IMPORTANCE OF CONCEPTUAL
SKILLS RANK ORDERED BY DIFFERENCES BETWEEN IMPORTANCE
AND TRAINING NEEDS

Item #	Item	Importance	Training Need	Difference	Ranked Difference
26	Understanding plans and programs of the Council affecting other organizations' efforts to bridge gap between education and work.	73.9	65.2	8.7	1
25	Understanding the meaning of collaboration as it relates to Education-to-Work transition issue.	91.3	69.5	21.8	2
27	Understanding broad programmatic efforts of employment and training field and how council and its efforts fit into the overall plan.	86.9	65.2	21.7	3
30	Understanding how to establish sound working relationships between all sectors involved in Education-to-Work issues.	69.5	43.4	26.1	4.5
21	Understanding political structure of my Council's service area.	82.6	56.5	26.1	4.5
29	Understanding the different views or organizations on my Council and knowing how to reach common ground for agreement.	91.3	60.9	30.4	6
20	Understanding how to develop plans and programs related to overall objectives of goals of Council.	95.6	60.8	34.8	7

Continued.......

Table XIX (Con't)

Item #	Item	Importance	Training Need	Difference	Ranked Difference
24	Understanding special needs economically disadvantaged.	91.3	52.2	39.1	8
28	Understanding the major goals of organizations, both within and outside the Council's structure with whom Council has or is developing a working relationship.	91.3	52.1	39.2	9.5
23	Understanding the goals and objectives of the education community.	100	60.8	39.2	9.5
22	Understanding economic structure of my Council's service area.	78.3	26	52.3	11
19	Understanding goals and objectives of C.E.T.A.	95.6	38.7	56.9	12
		$\overline{X}=87.3$	$\overline{X}=54.3$	33.0	

TABLE XX

DIRECTOR'S RESPONSES TO STATEMENTS REGARDING THE IMPORTANCE OF TECHNICAL
SKILLS RANK ORDERED BY THE DIFFERENCES BETWEEN IMPORTANCE
AND TRAINING NEEDS

Item #	Item	Importance	Training Need	Difference	Ranked Difference
34	Understanding how to develop employment training projects to be used to bridge gap between education and work.	69.6	82.6	-13	1
48	Understanding how to develop and manage an employment and training budget.	30.3	21.7	8.6	2
39	Understanding how to develop a management by objectives system.	60.9	49.1	11.8	3
38	Understanding how to assess my community in order to determining its needs.	82.9	69.6	13.3	4
41	Understanding how to develop sound conflict management techniques.	82.6	65.2	17.4	5.5
37	Understanding the hows and whos about fund raising.	69.5	52.1	17.4	5.5
46	Understanding how to develop great applications.	91.3	69.6	21.7	7.33
43	Understanding and knowing how to develop long-range plans.	73.9	52.2	21.7	7.33
42	Understanding how to analyze labor market needs and trends.	82.6	60.9	21.7	7.33

Table XX (Con't)

Item #	Item	Importance	Training Need	Difference	Ranked Difference
35	Understanding how to evaluate a program to determine if it has reached its desired goal.	95.7	73.9	21.8	10
36	Understanding how to clearly communicate in a proposal the goals and objectives of the Council in order to acquire funding.	95.6	69.6	26	11
50	Understanding and knowing how to analyze and report statistical information.	82.6	56.5	26.1	12
33	Understanding how to develop an employment-related needs assessment.	88.3	61.4	26.9	13
40	Understanding how to conduct a Collaborative Council meeting.	82.6	52.1	30.4	14.5
32	Understanding and knowing how to interpret school rules and regulations.	82.6	52.2	30.4	14.5
49	Understanding and knowing how to evaluate and monitor project performance.	82.6	52.1	30.5	16.5
31	Understanding and knowing how to interpret C.E.T.A. regulations.	91.3	60.8	30.5	16.5

Table XX (Con't)

Item #	Item	Importance	Training Need	Difference	Ranked Difference
52	Understanding how to identify target groups for employment and training programs.	82.6	51.2	31.4	18
53	Understanding how to assess my community in order to determine its sources.	82.6	47.8	34.8	19.5
44	Knowing how to recruit Council members.	82.6	47.8	34.8	19.5
47	Understanding how to implement and carry out a contract with the C.E.T.A. prime sponsor.	78.2	39.1	39.1	21.5
45	Understanding how to develop employment and training.	86.9	47.8	39.1	21.5
51	Understanding general managements' skills required to run a Collaborative Council.	91.3	43.4	47.9	22
		$\overline{X}$=80.4	$\overline{X}$=55.6	24.8	

TABLE XXI

COMPARISONS OF OVERALL MEAN RESPONSES
BY CATEGORY

	N	X̄ Importance	X̄ Training Need	Difference
Human/Inter-Personal	18	92.3	62.3	50.0
Conceptual	12	87.3	54.3	33.0
Technical	23	80.4	55.6	24.8

Findings

Comparisons of Overall Mean Responses by Category

Fifteen of 18 or 83 percent of the items that Directors scored 90 percent or over as important were in the Human/Inter-Personal skills category.

Eighteen of 23 or 78 percent of the items that were in the Technical Skill category were scored at less than 90 percent importance by the Directors.

Seven of the 12 or 58 percent of the items in the Conceptual category were scored at over 90 percent importance by the Directors.

Only one item, number 7, how to enlist private sector support for education-to-work programs, reach a high level of importance 100 percent and need for training 91.3 percent.

Research Question III

From the entire list of 53 items, the I.C.B. Directors were asked to review all items and rank order the top five skills they perceived to be the most important in the performance of their job and the top five skills in which they desired assistance.

Findings

Directors' Perceptions of the Major Skills They Consider Most Important

The top priority area I.C.B. Directors consider the most important all focus on developing communication, cooperation and facilitating linkages with their constituents. Enlisting the private sector's support was the most important skill Directors identified in the questionnaire. Working effectively with their collaborative council was the second most important skill perceived by the Directors. Closely related to the first two major priorities was gaining a clearer understanding of how to foster a team approach to the solution of problems.

There appears to be a consistent theme apparent in the perceived needs of I.C.B. Directors in regards to the most important skills necessary to fulfill their responsibility. The theme clearly relates to the "process they should utilize" in their planning to encourage and perpetuate a greater degree of understanding and cooperation between groups.

TABLE XXII

DIRECTORS' PERCEPTIONS OF THE MAJOR SKILLS THEY CONSIDER MOST IMPORTANT
IN THE PERFORMANCE OF THEIR JOB AND AREAS
THEY DESIRE ASSISTANCE

IN RANK ORDER

H - Human
C - Conceptual
T - Technical

Item #	Importance Statement	Skill	Item #	Need Statement	Skill
7	Understanding how to enlist private sector support for for education-to-work programs.	H	7	Understanding how to enlist private sector support for education-to-work programs.	H
2	Understanding how to work effectively with my collaborative Council.	H	3	Understanding how to develop community linkages.	H
16	Understanding how to involve others in joint planning to reach education-to-work issues.	H	4	Understanding how to work with the education community.	H
14	Understanding how to motivate employees toward goals.	H	17	Understanding how to communicate the goals and objectives of Council in order to gain community support for programs.	H
17	Understanding how to communicate the goals and objectives of the Council in order to gain support for its program.	H	2	Understanding how to work effectively with collaborative Council.	H

The Directors' perception of areas in which they need assistance correlates with the skills they perceive as being most important. Once again, the priority I.C.B. Directors ranked first was "enlisting the private sector support for Education-To-Work programs." Of the first five prioritized areas which I.C.B. Directors listed as skills to have, they have identified three of the same items they identified as having a need for assistance.

Research Question IV

Directors were submitted a list of group and individual methods commonly used for instructional purposes. Also presented in the questionnaire was a listing of settings in which to present the training seminars and a list of time sequences for the seminars. Directors were allowed to select more than one choice. Following are the results of the responses from the Directors.

TABLE XXIII

DIRECTOR'S PREFERENCES FOR INSTRUCTIONAL
METHODS FOR TRAINING

Educa-tors	Others	Group Methods of Training Preffered	Educa-tors	Others	Individual Methods of Training Preferred
8	7	Group exercise	7	9	Film or video tape
8	7	Peer presenta-tion	7	8	Exchanging job experi-ences
7	6	Seminar	5	6	Case study
7	5	Small group discussion	4	4	Observation of an experi-enced worker
6	5	Lecture	3	4	Job rotation
4	3	Question and answers	3	3	On-the-job coaching
2	2	Simulation	2	3	Individualized instruction
2	1	Management & operational games	1	1	Critique and review of a take-home assignment
1	1	T-group or sensitivity training			
1	1	Role playing			
-	1	Reading fol-lowed by group discussion			

Findings

Director's Preference for Instructional Methods for Training

I.C.B. Directors prefer group exercises, peer presentations, seminars and small group discussions as their top priorities for instructional methods. Group exercises received nine "checks" while peer presentation and seminars received eight "checks" followed by small group discussion with seven. (Directors were allowed to check more than one area.) Role playing, simulation exercises, and T-grouping which all tend to be less cognitive experiences were rated low by Directors in group-type presentations.

Individual instructional modalities identified were films/video tapes, exchanging job experiences and case studies. Take home assignments and "on-the-job-coaching" were rated the lowest by I.C.B. Directors.

College Credit

Inasmuch as Michigan State University was involved in some of the training, a question was asked to determine if Directors desired to receive college credit for the training where appropriate.

Thirteen of the 23 I.C.B. Directors indicated they would be interested in receiving college credit for the M.E.T.I. training experiences. None stated they did not want college credit while 10 did not respond to the question.

Research Question V

The type of instructional meeting formats, length of training, and setting preferred by Directors can be found in Tables XXIV, XXV, XXVI.

TABLE XXIV

DIRECTOR'S PREFERENCE FOR INSTRUCTIONAL
SESSION FORMATS

Type of Session	Educators	Others	Frequency
One-day	5	7	12
Two-day	3	9	12
Multi-Sessions	1	5	6
Three-day	1	4	5
Half-day	1	-	1
One-week	-	1	1

Findings

Director's Preference for Instructional Session Formats

The I.C.B. Directors' preference for the type of instructional sessions resulted in the one-day or two-day sessions being ranked first. Respondents were requested to rank their preference, but instead checked (x) preferences. Therefore, a count was made of the categories checked most frequently. Twelve "checks" were made in the one and two-day session categories while six "checks" were made in the mult-sessions category. The least "checked" categories

were the one-week and half-day. Five "checks" were made in the three-day category. The inference is that most people have busy schedules and would prefer on or two-day training sessions with a few people being open to three day training workshops.

Four options were presented in regard to the Directors' preference for a setting for the training sessions. The results are found in Table XXV.

TABLE XXV

DIRECTOR'S PREFERENCE FOR A SETTING FOR THE
TRAINING SESSIONS

(Some respondents checked more than one circle)

Setting Indicated in Survey	Educators	Others	Director Preference
Commercial establishment (such as a motel)	7	5	12
Retreat facility	3	3	6
Educational institution	2	3	5
Within their own office	2	1	3

Findings

Director's Preference for a Setting for the Training Sessions

The major preference (12 persons) was for a motel (commercial establishment). Following in order were a retreat facility (6), an educational institution (5), and three persons stated they wished the training in their own office.

Directors' preference for when training session should be held are indicated in Table XXVI.

TABLE XXVI

DIRECTOR'S PREFERENCE FOR WHEN SESSIONS
SHOULD BE HELD

Suggested Time for Sessions	Educators	Other	Preference	Percent
During the regular work week	11	12	23	100
On weekends			0	0
Combination (regular work week and weekend)			0	0

Findings

Director's Preference for When Sessions Should be Held

Directors prefer one or two-day blocks of time for training in contrast to other options they prefer commercial establishments (such as a motel) as the training site with training conducted during the regular work week.

Chapter V will review the findings and address conclusions for future study.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The study addressed I.C.B. Directors' perceptions of their job tasks through five major research questions.

  I.   What demographic factors need to be considered in working with Executive Directors of Collaborative Councils?

  II. Which Human, Inter-Personal, Technical and Conceptual Skills are considered most important by Executive Directors in the performance of this job?

  III. Which Human, Inter-Personal, Technical and Conceptual Skills, do Executive Directors perceive a need for most assistance?

  IV. What perceived preferences do Executive Directors of Collaborative Councils in the State of Michigan have in regard to training methodologies?

  V.   What perceived preferences do Executive Directors of Collaborative Councils in the State of Michigan have in regards to training sessions length, format and setting?

The following are the CONCLUSIONS AND RECOMMENDATIONS based on the findings.

Research Question I

What demographic factors need to be considered in working with Executive Directors of Collaborative Councils?

Conclusions

Experience of Directors?

The majority of the I.C.B. leadership at the local level is inexperienced in their roles as Executive Directors.

The ability of these new Executive Directors lead their councils in the collaborative effort is weakened because there is no cadre of experienced Executive Directors to aid new Executive Directors in setting up and running an Interagency Collaborative Body.

Number of People Supervised?

Most Executive Directors are performing the tasks of managing the councils by themselves. This is going to hinder the amount of time they have to attend training programs, and possibly increase the necessity of other skills not addressed in this study.

Prior Experience and Relatedness to Director Position

Seventy-four percent perceived their prior career experiences related to their roles as Council Directors. This is due to the fact that the majority of the

Council Directors are from education, and the fiscal agent for most of these councils are school districts.

In many of these cases, the councils are involved in school-related projects and the Executive Directors still have other functions to perform for their districts.

Educational Level and Field of Study

All of the Executive Directors have some college experience and the vast majority hold one degree or more. These Directors are obviously better educated than the average council membership, especially in the field of education. The problem, however, is that education as a field of study has generally not spent a great deal of time on courses that would aid an Executive Director of a Collaborative Council e.g. - networking, labor market studies.

Other Occupational Experiences

Council Directors have had limited experience in the private sector, and/or outside of education.

Time Commitment by Directors

This is the area of greatest concern. Only four of the Executive Directors considered this a full-time responsibility and the other 19 considered it a part-time job. This is not to forget that they are all considered full-time by the Michigan Department of Labor and are funded on that basis.

Based on the above conclusions and preceeding findings, the following recommendations are made regarding research question number one.

Recommendations

In order that councils not lose sight of their mission, strong leadership from the State Department of Labor must continue. There must be immediate and continued training of Executive Directors. Once a cadre of exemplary Executive Directors can be identified, they should become a resource team for other Directors to call upon for assistance.

Workshops and training programs should be limited to two-day sessions and should be as content specific as possible. Each training program should give the Executive Directors practical information that is applicable to the operation of their council.

Training and education courses and programs should be provided that will increase the Directors ability to understand the private sectors more fully.

Professional development programs for existing and new Directors, should be developed with degree-granting institutions to stimulate continuing professional growth of Directors and the collaboration effort, and

which builds on the existing personal and community expertise.

Councils must become independent fiscal agents and Council Directors should become full-time community leaders, in the collaborative council movement.

That Michigan Department of Labor's Bureau of Employment and Training should require:

1) All Directors to be accountable for 100 percent of their time to administer their respective councils.

2) That councils, over a period of two years, become incorporated independent organizations.

Rationale

Collaborative Councils are neutral forums where ideas are exchanged, programs undertaken and resources shared, not necessarily for the benefit of one single group but for the benefit of the entire community. This is extremely difficult if the council is under the jurisdiction of a special interest group which controls its finances, staffing and time to be alloted to council activities.

The confusion as to whether Directors were full or part-time and the percent of time committed to council activities (Table XV and XVI) is a direct result of councils being seen as a project by a fiscal agent with different agendas than just collaboration.

Councils must be autonomous to be truly neutral forums and to be accepted by the entire community. Private sector support, ranked as number one in both areas of importance and need for assistance (Table XXIV), would be greatly enhanced by this autonomy. Presently, 16 of the 23 councils have educational institutions as their fiscal agents. As a result, many councils are viewed by the private sector as projects of education.

Once autonomy is achieved, the private and public sectors can feel a part of the collaborative movement and not just a member of another advisory group. Councils will then have the authority to direct activities as well as the time commitment of the Director.

Research Question II and III

Which <u>Human</u>, <u>Inter-Personal</u>, <u>Technical</u> and <u>Conceptual</u> <u>Skills</u> are considered <u>most important</u> by Executive Directors in the performance of this job?

Which <u>Human</u>, <u>Inter-Personal</u>, <u>Technical</u> and <u>Conceptual</u> <u>Skills</u>, do Executive Directors <u>perceive a need</u> for most assistance?

<u>Conclusions</u>

Executive Directors identified Human - Interpersonal Skills and processes as the most important functions and highest perceived needs. Twelve of the most important 17 skills were in the Human-Inter-Personal category. Importance closely parralled the perceived need.

Enlisting private sector support, involving and motivating council members and employees were identified as the most crucial components of the Director role.

Conceptual and Technical Skills were generally viewed as important and the Directors having a need for assistance. Implicit, however, in many of these two categories of skills is the contextual issue of the Human-Inter-Personal Skills requirement.

Recommendations

There should be a yearly comprehensive needs assessment of Council Directors, council membership and agencies served by the council (e.g., community-based organization, labor, business, education, C.E.T.A.).

Courses and workshops should be conducted through the colleges of education in cooperation with other university units, such as labor studies, business, and communication. Infusion of this concept into other college courses, such as those offered in adult and continuing education and community education, should be encouraged.

Instructional programs should result in:
1) An increased awareness of the purpose and goals of the I.C.B.s.

2) A process for developing team approach to problem
    solving.

3) A process of more clearly articulating goals and
    objectives of the I.C.B.s to the community and
    educational bodies that would lead to the enlist-
    ment of the private sector's support of the program.

4) A process for developing networking techniques
    clearly outlining steps and procedures on how
    community agencies, groups and organizations, with
    mutual interests can develop working agreements.

5) A process for developing leadership techniques for
    both Council Director and council members. These
    techniques should reflect the philosophy and con-
    cepts of collaboration and should provide a cadre
    of trained professionals who could be called upon
    for training others in the collaborative process.

Research Question IV and V

What perceived preferences do Executive Directors of
Collaborative Councils in the State of Michigan have in
regard to training methedologies?

What perceived preferences do Executive Directors of
Collaborative Councils in the State of Michigan have in
regards to training sessions' length, format and setting?

Conclusions

Executive Directors preferred to work in group exercises, sharing presentations with other Directors in small group situations.

The majority of Council Directors have indicated that they were not full-time and they had other responsibilities.

Given this information, along with the complexity of the job, time for training is not easily available.

Recommendations

As Council Directors are concerned about Human-Inter-Personal Skill development, the organization, delivery and format of training sessions should address this high priority need through content and context.

The format for the professional development program for I.C.B. personnel should consider: Personnel are employed full-time and therefore, not able to devote large blocks of time and distance normally required for graduate study. Therefore, the program format should include convenient locations, short-term, high intensity instruction which has continuity between sessions and are relevant to specific council concerns.

Reflections

The study did not address the question of funding; however, the area is important as those who control the finances usually control the operation.

Additional Research

Recommendations

Studies should continue to be conducted to monitor the effects that training/education has on the collaborative movement in the State of Michigan. These studies should measure the impact on the performance of Council Directors, the council membership and their efforts to build linkages with other agencies serving the employment and training community.

A study should be conducted that analyzes the variety of potential and existing joint funding and programmatic opportunities among existing agencies who have a primary interest in education and employment.

Michigan Department of Education should support the dissemination of successful pilot projects.

Funding

Recommendations

The Michigan Department of Labor's Bureau of Employment and Training should continue to fund collaborative councils using the Governor's special grants

for developing linkage between education and C.E.T.A.
until the following can be implemented.

State level financial support to councils must
be a shared responsibility between affected govern-
mental agencies who benefit from council activities,
i.e., Michigan Departments of Labor, Education, Social
Services, Bureau of Vocational Rehabilitation, and the
Employment Security Commission.

Rationale

Presently, funding is provided by the State Department
of Labor, Bureau of Employment and Training. Without this
funding, the collaborative movement in Michigan would not
be as widespread and accepted.

If collaborative councils are to continue as dependent
projects tied to specific local agencies, state funding
must continue at its present level. This is necessary
because most organizations are reluctant to fund someone
else's project. If councils become autonomous, funding
from other sources may become available but usually only
for specific projects. Funding for the process of colla-
boration must continue to come from the state and with as
few rules and regulations as possible. Collaboration, the
process, must be free from ownership.

APPENDIX A

TO: Executive Director of Collaborative Councils

FROM: John Graves – Director, Michigan Employment Training Institute

Your cooperation in filling out this assessment has immediate
practical implications. The results of this assessment will guide
the Michigan Employment Training Institute in developing workshops
around your perceived skill needs as they relate to your role as an
Executive Director of a collaborative council.

This assessment instrument will assume that an Executive Director
is one who, along with many other tasks: a) directs the activities
of others, b) assumes the responsibility for achieving the goals and
objectives of the Council and c) is responsible for technical writing,
program development, and budgeting.

Within this definition, a successful Executive Director's role
rests in three basic skill areas; human, conceptual and technical.

Human Skills, as defined in this assessment, involves the ability
to work effectively as a group member and to build cooperative
effort within the team.

Conceptional Skills, as defined in this assessment, involves the
ability to see the enterprise as a whole and recognize
various functions of the organization depend on one another.

Technical Skills, as defined in this assessment, implies an under-
standing of, and proficiency in, a specific kind of activity, particularly
one involving methods, processes, procedures or techniques.

The first section of the assessment concerns background information
followed by (48) questions related to the above areas. It is estimated
that completion will take approximately 20 minutes.

100

APPENDIX B

COLLABORATIVE COUNCIL

TRAINING NEEDS ASSESSMENT

DEMOGRAPHICS (e.g. History Background Information)

1. HOW LONG HAVE YOU BEEN A COUNCIL DIRECTOR?_____

2. HOW MANY PEOPLE (IF ANY) DO YOU SUPERVISE?_____

3. WHAT WAS YOUR MOST RECENT WORK EXPERIENCE (TITLE), PRIOR

    TO BECOMING A COUNCIL DIRECTOR?_____

    _____

4. TO WHAT EXTENT ARE YOUR PRIOR CAREER EXPERIENCES RELATED

    TO YOUR PRESENT POSITION OF COUNCIL DIRECTOR?

    _____*Highly related*

    _____*Somewhat related*

    _____*Unrelated*

    _____*No Prior Experience*

5. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED?

    _____*High School*

    _____*Some College-Level Work*

    _____*Bachelor's Degree*

    _____*Some Graduate-Level Work*

    _____*Graduate Degree. If yes, what degree?*_____._____

6. IF COLLEGE GRADUATE, WHAT WAS YOUR MAJOR FIELD OF STUDY?

    _____

7. OTHER, (e.g. Journeyman, Management Development, Correspond-

    ant Courses)_____

    _____

8. WOULD YOU DESCRIBE YOUR COUNCIL SERVICE AREA TO BE:

_____*Rural*   _____*Heavy Industrial*   _____*%High Unemployment*

_____*Urban*   _____*Light Industrial*   _____*%Low Unemployment*

_____*Suburban*   _____*Agricultural*

9. HOW MANY SCHOOL DISTRICTS DOES YOUR COUNCIL WORK WITH?

_____*Presently work with*

_____*Potentially work with*

10. HOW MANY CITY GOVERNMENTS DO YOU WORK WITH?

_____*Presently work with*

_____*Potentially work with*

11. HOW MANY PRIME SPONSORS DO YOU WORK WITH?

_____*Presently work with*

_____*Potentially work with*

12. WOULD YOU DESCRIBE YOUR PAST EXPERIENCES AS BEING ORIENTED

MORE IN THE FIELD OF:

_____*Social Services*   _____*Farming*

_____*Business (small)*   _____*Business (large corp.)*

_____*Education*   _____*Self Employed*

DESCRIBE YOUR AREA OF EXPERTISE (e.g. vocational education,

clergy)_____

_____

_____

13. IS YOUR ROLE AS EXECUTIVE DIRECTOR:

_____*Full Time Assignment*

_____*Part Time Assignment,* _____*% of time devoted to being Council Director.*

BELOW IS A LIST OF SKILLS PERCEIVED TO BE IMPORTANT FOR SUCCESSFUL EXECUTION OF YOUR ROLE AS AN EXECUTIVE DIRECTOR OF A COLLABORATIVE COUNCIL.

ROW A - is asking to what degree you perceive these skills to be important in the performance of your job.

ROW B - is asking to what degree you would like further developmental assistance in that skill area.

HUMAN INTER-PERSONAL (e.g. understanding and motivating individuals and groups.)

1. I CONSIDER UNDERSTANDING HOW TO WORK EFFECTIVELY WITH THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA) COMMUNITY AS:

   A. _____   _____   _____   _____
      Extremely *Important*   *Somewhat*   *Not*
      Important   *Important*   *Important*

   B. _____   _____   _____   _____
      Priority   *Need*   *Some Need*   *No Need*

2. I CONSIDER UNDERSTANDING HOW TO WORK EFFECTIVELY WITH MY COLLABORATIVE COUNCIL AS:

   A. _____   _____   _____   _____
      Extremely *Important*   *Somewhat*   *Not*
      Important   *Important*   *Important*

   B. _____   _____   _____   _____
      Priority   *Need*   *Some Need*   *No Need*

3. I CONSIDER UNDERSTANDING HOW TO DEVELOP COMMUNITY LINKAGES AS:

   A. _____   _____   _____   _____
      Extremely *Important*   *Somewhat*   *Not*
      Important   *Important*   *Important*

   B. _____   _____   _____   _____
      Priority   *Need*   *Some Need*   *No Need*

4. I CONSIDER UNDERSTANDING HOW TO WORK WITH THE EDUCATION
COMMUNITY AS:

A. _____   _____   _____   _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B. _____   _____   _____   _____
   Priority   *Need*   *Some Need*   *No Need*

5. I CONSIDER UNDERSTANDING HOW TO MAINTAIN EFFECTIVE RELATIONS
WITH LOCAL GROUPS AS:

A. _____   _____   _____   _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B. _____   _____   _____   _____
   Priority   *Need*   *Some Need*   *No Need*

6. I CONSIDER UNDERSTANDING HOW TO RELATE TO OTHER CETA SUB-
CONTRACTORS AS:

A. _____   _____   _____   _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B. _____   _____   _____   _____
   Priority   *Need*   *Some Need*   *No Need*

7. I CONSIDER UNDERSTANDING HOW TO ENLIST PRIVATE SECTOR SUPPORT
FOR EDUCATION-TO-WORK PROGRAMS AS:

A. _____   _____   _____   _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B. _____   _____   _____   _____
   Priority   *Need*   *Some Need*   *No Need*

8. I CONSIDER UNDERSTANDING HOW TO FOSTER THE TEAM APPROACH TO
SOLUTIONS OF PROBLEMS AS:

A. _____   _____   _____   _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B. _____   _____   _____   _____
   Priority   *Need*   *Some Need*   *No Need*

9. I CONSIDER UNDERSTANDING HOW TO MAINTAIN COMMUNICATIONS AND

INFORMATION FLOWS WITHIN MY COUNCIL AS:

A. _____   _____   _____   _____
   Extremely   Important   Somewhat   Not
   Important   Important   Important

B. _____   _____   _____   _____
   Priority   Need   Some Need   No Need

10. I CONSIDER UNDERSTANDING HOW TO MAINTAIN COMMUNICATIONS AND

INFORMATION FLOWS WITH OTHER COMMUNITY ORGANIZATIONS AS:

A. _____   _____   _____   _____
   Extremely   Important   Somewhat   Not
   Important   Important   Important

B. _____   _____   _____   _____
   Priority   Need   Some Need   No Need

11. I CONSIDER UNDERSTANDING THE GROUP DECISION MAKING PROCESS AS:

A. _____   _____   _____   _____
   Extremely   Important   Somewhat   Not
   Important   Important   Important

B. _____   _____   _____   _____
   Priority   Need   Some Need   No Need

12. I CONSIDER UNDERSTANDING HOW TO ASSIGN RESPONSIBILITY AND

DELEGATING AUTHORITY TO GROUP MEMBERS ON THE BASIS OF THEIR

SKILLS AND ABILITY AS:

A. _____   _____   _____   _____
   Extremely   Important   Somewhat   Not
   Important   Important   Important

B. _____   _____   _____   _____
   Priority   Need   Some Need   No Need

13. I CONSIDER UNDERSTANDING HOW TO INSURE THE ATTAINMENT OF THE

COUNCIL'S GOALS AS WELL AS PROVIDING FOR PERSONAL SATISFACTION

OF THE MEMBERS OF THE COUNCILS AS:

A. _____   _____   _____   _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B. _____   _____   _____   _____
   Priority   *Need*   *Some Need*   *No Need*

14. I CONSIDER UNDERSTANDING HOW TO MOTIVATE EMPLOYEES AND COUNCIL

MEMBERS TO WORK TOWARD THE DESIRED GOAL OF THE COUNCIL AS:

A. _____   _____   _____   _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B. _____   _____   _____   _____
   Priority   *Need*   *Some Need*   *No Need*

15. I CONSIDER UNDERSTANDING HOW TO MAINTAIN A HEALTHY ORGAN-

IZATIONAL CLIMATE AS:

A. _____   _____   _____   _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B. _____   _____   _____   _____
   Priority   *Need*   *Some Need*   *No Need*

16. I CONSIDER UNDERSTANDING HOW TO INVOLVE OTHERS IN JOINT

PLANNING OF COUNCIL ACTIVITIES IN ORDER TO ARRIVE AT A COMMON

AGREED UPON APPROACH TO RESOLVING EDUCATION-TO-WORK ISSUES AS:

A. _____   _____   _____   _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B. _____   _____   _____   _____
   Priority   *Need*   *Some Need*   *No Need*

17. I CONSIDER UNDERSTANDING HOW TO COMMUNICATE THE GOALS AND
OBJECTIVES OF THE COUNCIL IN ORDER TO GAIN BROAD COMMUNITY
SUPPORT FOR ITS PROGRAMS AS:

A. _____   _____   _____   _____
   Extremely Important Somewhat   Not
   Important   Important Important

B. _____   _____   _____   _____
   Priority   Need   Some Need No Need

18. I CONSIDER UNDERSTANDING HOW TO GENERATE IDEAS, DISCUSS THEIR
PRACTICALITY, SUMMARIZE THE POSITION OF THE GROUP, LEAD THE
DISCUSSION AND MOVE THE GROUP TOWARD A SOLUTION ACCEPTABLE TO
THE COUNCIL'S GOALS AS:

A. _____   _____   _____   _____
   Extremely Important Somewhat   Not
   Important   Important Important

B. _____   _____   _____   _____
   Priority   Need   Some Need No Need

CONCEPTUAL SKILL AREAS (e.g. coordinating and integrating all of the
organization's activities and interests toward a common objective,
the ability to see the enterprise as a whole)

19. I CONSIDER UNDERSTANDING THE GOALS AND OBJECTIVES OF THE
COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA) AS:

A. _____   _____   _____   _____
   Extremely Important Somewhat   Not
   Important   Important Important

B. _____   _____   _____   _____
   Priority   Need   Some Need No Need

25. I CONSIDER UNDERSTANDING HOW TO ESTABLISH SOUND WORKING RELATIONSHIPS BETWEEN ALL SECTORS INVOLVED IN THE EDUCATION - TO-WORK ISSUE AS:

A. _____   _____   _____   _____
   Extremely Important   Somewhat   Not
   Important   Important   Important

B. _____   _____   _____   _____
   Priority   Need   Some Need   No Need

26. I CONSIDER UNDERSTANDING HOW PLANS AND PROGRAMS OF THE COUNCIL AFFECT OTHER ORGANIZATIONS' EFFORTS TO BRIDGE THE GAP BETWEEN EDUCATION AND WORK, (e.g. CETA, MESC, & CBOs) AS:

A. _____   _____   _____   _____
   Extremely Important   Somewhat   Not
   Important   Important   Important

B. _____   _____   _____   _____
   Priority   Need   Some Need   No Need

27. I CONSIDER UNDERSTANDING THE BROAD PROGRAMATIC EFFORTS OF THE EMPLOYMENT & TRAINING FIELD AND HOW THE COUNCIL AND ITS EFFORTS FIT INTO THE OVERALL PLAN AS:

A. _____   _____   _____   _____
   Extremely Important   Somewhat   Not
   Important   Important   Important

B. _____   _____   _____   _____
   Priority   Need   Some Need   No Need

28. I CONSIDER UNDERSTANDING THE MAJOR GOALS OF THE ORGANIZATIONS, BOTH WITHIN AND OUTSIDE THE COUNCIL'S STRUCTURE, WITH WHOM THE COUNCIL HAS OR IS DEVELOPING A WORKING RELATIONSHIP (e.g. labor business, education, government) AS:

A. _____   _____   _____   _____
   Extremely Important   Somewhat   Not
   Important   Important   Important

B. _____   _____   _____   _____
   Priority   Need   Some Need   No Need

20. I CONSIDER UNDERSTANDING HOW TO DEVELOP PLANS AND PROGRAMS
RELATED TO THE OVERALL GOALS AND OBJECTIVES OF THE COUNCIL AS:

A._____ _____ _____ _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B._____ _____ _____ _____
   Priority   *Need*   *Some Need*   *No Need*

21. I UNDERSTAND THE POLITICAL STRUCTURE OF MY COUNCIL'S SERVICE
AREA AS:

A._____ _____ _____ _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B._____ _____ _____ _____
   Priority   *Need*   *Some Need*   *No Need*

22. I UNDERSTAND THE ECONOMIC STRUCTURE OF MY COUNCIL'S SERVICE
AREA AS:

A._____ _____ _____ _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B._____ _____ _____ _____
   Priority   *Need*   *Some Need*   *No Need*

23. I CONSIDER UNDERSTANDING THE GOALS AND OBJECTIVES OF THE
EDUCATION COMMUNITY AS:

A._____ _____ _____ _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B._____ _____ _____ _____
   Priority   *Need*   *Some Need*   *No Need*

24. I CONSIDER UNDERSTANDING THE SPECIAL NEEDS OF THE ECONOMICALLY
DISADVANTAGED AS:

A._____ _____ _____ _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B._____ _____ _____ _____
   Priority   *Need*   *Some Need*   *No Need*

29. I CONSIDER UNDERSTANDING THE DIFFERENT VIEWS OF THE ORGANI-

IZATIONS ON MY COUNCIL AND KNOWING HOW TO REACH COMMON GROUND

FOR AGREEMENT AS:

A. _____   _____   _____   _____
   Extremely Important   Somewhat   Not
   Important   Important Important

B. _____   _____   _____   _____
   Priority   Need   Some Need No Need

30. I CONSIDER UNDERSTANDING THE MEANING OF COLLABORATION AS IT

RELATES TO THE EDUCATION-TO-WORK TRANSITION ISSUE AS:

A. _____   _____   _____   _____
   Extremely Important   Somewhat   Not
   Important   Important Important

B. _____   _____   _____   _____
   Priority   Need   Some Need No Need

TECHNICAL SKILL AREAS (e.g. performing technical activities, proposal writing and budget skills)

31. I CONSIDER UNDERSTANDING AND KNOWING HOW TO INTERPRET CETA

REGULATIONS AS:

A. _____   _____   _____   _____
   Extremely Important   Somewhat   Not
   Important   Important Important

B. _____   _____   _____   _____
   Priority   Need   Some Need No Need

32. I CONSIDER UNDERSTANDING AND KNOWING HOW TO INTERPRET SCHOOL

RULES AND REGULATIONS AS:

A. _____   _____   _____   _____
   Extremely Important   Somewhat   Not
   Important   Important Important

B. _____   _____   _____   _____
   Priority   Need   Some Need No Need

33. I CONSIDER UNDERSTANDING HOW TO DEVELOP AN EMPLOYMENT-RELATED

NEEDS ASSESSMENT AS:

A.____   ____   ____   ____
  Extremely   Important   Somewhat   Not
  Important   Important   Important

B.____   ____   ____   ____
  Priority   Need   Some Need   No Need

34. I CONSIDER UNDERSTANDING HOW TO HELP DEVELOP EMPLOYMENT

TRAINING PROJECTS TO BE USED TO BRIDGE THE GAP BETWEEN

EDUCATION AND WORK AS:

A.____   ____   ____   ____
  Extremely   Important   Somewhat   Not
  Important   Important   Important

B.____   ____   ____   ____
  Priority   Need   Some Need   No Need

35. I CONSIDER UNDERSTANDING HOW TO EVALUATE A PROGRAM TO DETER-

MINE IF IT HAS REACHED ITS DESIRED GOAL AS:

A.____   ____   ____   ____
  Extremely   Important   Somewhat   Not
  Important   Important   Important

B.____   ____   ____   ____
  Priority   Need   Some Need   No Need

36. I CONSIDER UNDERSTANDING HOW TO CLEARLY COMMUNICATE IN A

PROPOSAL THE GOALS AND OBJECTIVES OF THE COUNCIL IN ORDER

TO ACQUIRE FUNDING AS:

A.____   ____   ____   ____
  Extremely   Important   Somewhat   Not
  Important   Important   Important

B.____   ____   ____   ____
  Priority   Need   Some Need   No Need

37. I CONSIDER UNDERSTANDING THE HOWS AND WHOS ABOUT FUND RAISING

AS:

A. _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B. _____
   Priority   *Need*   *Some Need*   *No Need*

38. I CONSIDER UNDERSTANDING HOW TO ASSESS MY COMMUNITY IN ORDER

TO DETERMINE ITS NEEDS AS:

A. _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B. _____
   Priority   *Need*   *Some Need*   *No Need*

39. I CONSIDER UNDERSTANDING HOW TO DEVELOP A MANAGEMENT BY

OBJECTIVES SYSTEM AS:

A. _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B. _____
   Priority   *Need*   *Some Need*   *No Need*

40. I CONSIDER UNDERSTANDING HOW TO CONDUCT A COLLABORATIVE COUNCIL

MEETING AS:

A. _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B. _____
   Priority   *Need*   *Some Need*   *No Need*

41. I CONSIDER UNDERSTANDING HOW TO DEVELOP SOUND CONFLICT MANAGE-

MENT TECHNIQUES AS:

A. _____
   Extremely   *Important*   *Somewhat*   *Not*
   Important   *Important*   *Important*

B. _____
   Priority   *Need*   *Some Need*   *No Need*

42. I CONSIDER UNDERSTANDING HOW TO ANALYZE LABOR MARKET NEEDS

AND TRENDS AS:

A. _____   _____   _____   _____
   Extremely   Important   Somewhat   Not
   Important   Important   Important

B. _____   _____   _____   _____
   Priority   Need   Some Need   No Need

43. I CONSIDER UNDERSTANDING AND KNOWING HOW TO DEVELOP LONG-RANGE

PLANS AS:

A. _____   _____   _____   _____
   Extremely   Important   Somewhat   Not
   Important   Important   Important

B. _____   _____   _____   _____
   Priority   Need   Some Need   No Need

44. I CONSIDER KNOWING HOW TO RECRUIT COUNCIL MEMBERS AS:

A. _____   _____   _____   _____
   Extremely   Important   Somewhat   Not
   Important   Important   Important

B. _____   _____   _____   _____
   Priority   Need   Some Need   No Need

45. I CONSIDER UNDERSTANDING HOW TO DEVELOP EMPLOYMENT AND TRAINING

AS:

A. _____   _____   _____   _____
   Extremely   Important   Somewhat   Not
   Important   Important   Important

B. _____   _____   _____   _____
   Priority   Need   Some Need   No Need

46. I CONSIDER UNDERSTANDING HOW TO DEVELOP GRANT APPLICATIONS AS:

A. _____   _____   _____   _____
   Extremely   Important   Somewhat   Not
   Important   Important   Important

B. _____   _____   _____   _____
   Priority   Need   Some Need   No Need

47. I CONSIDER UNDERSTANDING HOW TO IMPLEMENT AND CARRY OUT A

CONTRACT WITH THE CETA PRIME SPONSOR AS:

A. _____ _____ _____ _____
   Extremely   Important   Somewhat   Not
   Important   Important   Important

B. _____ _____ _____ _____
   Priority   Need   Some Need   No Need

48. I CONSIDER UNDERSTANDING HOW TO DEVELOP AND MANAGE AN

EMPLOYMENT AND TRAINING BUDGET AS:

A. _____ _____ _____ _____
   Extremely   Important   Somewhat   Not
   Important   Important   Important

B. _____ _____ _____ _____
   Priority   Need   Some Need   No Need

49. I CONSIDER UNDERSTANDING AND KNOWING HOW TO EVALUATE AND

MONITOR PROJECT PERFORMANCE AS:

A. _____ _____ _____ _____
   Extremely   Important   Somewhat   Not
   Important   Important   Important

B. _____ _____ _____ _____
   Priority   Need   Some Need   No Need

50. I CONSIDER UNDERSTANDING AND KNOWING HOW TO ANALYZE AND REPORT

STATISTICAL INFORMATION AS:

A. _____ _____ _____ _____
   Extremely   Important   Somewhat   Not
   Important   Important   Important

B. _____ _____ _____ _____
   Priority   Need   Some Need   No Need

51. I CONSIDER UNDERSTANDING GENERAL MANAGEMENT SKILLS REQUIRED

TO RUN A COLLABORATIVE COUNCIL AS:

A. _____ _____ _____ _____
   Extremely   Important   Somewhat   Not
   Important   Important   Important

B. _____ _____ _____ _____
   Priority   Need   Some Need   No Need

52. I CONSIDER UNDERSTANDING HOW TO IDENTIFY TARGET GROUPS
FOR EMPLOYMENT AND TRAINING PROGRAMS AS:

    A. ‾‾‾‾   ‾‾‾‾   ‾‾‾‾   ‾‾‾‾
       Extremely   *Important*   *Somewhat*   *Not*
       Important   *Important*   *Important*

    B. ‾‾‾‾   ‾‾‾‾   ‾‾‾‾   ‾‾‾‾
       Priority   *Need*   *Some Need*   *No Need*

53. I CONSIDER UNDERSTANDING HOW TO ASSESS MY COMMUNITY IN
ORDER TO DETERMINE ITS RESOURCES AS:

    A. ‾‾‾‾   ‾‾‾‾   ‾‾‾‾   ‾‾‾‾
       Extremely   *Important*   *Somewhat*   *Not*
       Important   *Important*   *Important*

    B. ‾‾‾‾   ‾‾‾‾   ‾‾‾‾   ‾‾‾‾
       Priority   *Need*   *Some Need*   *No Need*

II. FROM THE ABOVE 53 ITEMS, PLEASE RANK THE FIVE TOP SKILLS
YOU PERCEIVE TO BE MOST IMPORTANT.

    1. *ITEM #*_____

    2. *ITEM #*_____

    3. *ITEM #*_____

    4. *ITEM #*_____

    5. *ITEM #*_____

FROM THE ABOVE 53 ITEMS, PLEASE RANK THE FIVE TOP SKILLS
IN WHICH YOU PERCEIVE A NEED FOR ASSISTANCE.

    1. *ITEM #*_____

    2. *ITEM #*_____

    3. *ITEM #*_____

    4. *ITEM #*_____

    5. *ITEM #*_____

III. PLEASE INDICATE IN THE SPACE BELOW OTHER SKILL AREAS NOT

MENTIONED IN THE ASSESSMENT THAT YOU BELIEVE TO BE IMPORTANT.

_____   _____

_____   _____

_____   _____

BELOW IS A LIST OF SOME COMMONLY USED INSTRUCTIONAL METHODS.

WHICH TYPES OF INSTRUCTIONAL METHODS PROVIDE THE BEST LEARNING

INVIRONMENT FOR YOU?

GROUP METHODS	INDIVIDUAL METHODS
____ Lecture	____ Case Study
____ Reading followed by Group Discussion	____ Job Rotation
____ Question and Answer	____ Exchanging Job Experiences
____ Peer Presentation ;	____ Individualized (programmed) Instruction
____ Group Exercise	____ On-the-job Coaching
____ Management and Operational games	____ Observation of an experienced worker
____ Seminar	
____ Small Group Discussion	____ Critique and Review of a take-home assignment
____ Role Playing	____ Film or Video-tape
____ Simulation	
____ T-Group or Sensitivity Training	

VI. GENERALLY, WHICH THREE TYPES OF METHODS DO YOU MOST PREFER?

1. _____

2. _____

3. _____

4. _____

5. _____

VII. ASSUMING TRAVEL IS NOT A CONCERN, PLEASE RANK THE ORDER

OF YOUR TOP THREE PREFERENCES OF INSTRUCTIONAL SESSION

FORMATS.

_____ *Half-day session*   _____ *One week session*

_____ *One-day session*   _____ *Multi-session (weekly meeting of a course that lasts several months*

_____ *Two-day session*

_____ *Three-day session*   _____ *Other:* _____

_____

WOULD YOU PREFER SESSIONS THAT WERE HELD: (CHECK ONE)

_____ *During the regular work week*

_____ *On Weekends*

_____ *Combination (regular work week day and weekend)*

VIII. WHAT SETTING DO YOU PREFER FOR SESSIONS YOU ATTEND?

_____ *Within your office*

_____ *At a commercial establishment (such as a motel)*

_____ *At an educational institution*

_____ *At a retreat facility*

_____ *Other:* _____

IX. IF COLLEGE CREDIT WAS OFFERED, WOULD YOU BE INTERESTED?

_____ *Yes*

_____ *No*

THANK YOU VERY MUCH FOR YOUR TIME AND ASSISTANCE. ALL OF THIS INFORMATION WILL BE VERY USEFUL IN DESIGNATING EDUCATIONAL OR INSTRUCTIONAL PROGRAMS FOR THE COMING YEAR.

PLEASE RETURN COMPLETED QUESTIONNAIRE IMMEDIATELY TO:

John C. Graves, Director
Michigan Employment Training Institute
4321 Okemos Road - P.O. Box 304
Okemos, MI 48304

APPENDIX C

SUMMARY OF TOTAL FREQUENCY RESPONSE FOR EACH ITEM

Item #	Item	Cat.	Importance				Need			
			Extrem. Impor-tant	Impor-tant	Some Impor-tant	Not Impor-tant	Prior-ity	Need	Some Need	Not Need
1	I consider understanding how to work effectively with the Comprehensive Employment and Training Act (CETA) community as:	H	20	3	0	0	8	4	9	2
2	I consider understanding how to work effectively with my Collaborative Council as:	H	21	2	0	0	11	3	8	1
3	I consider understanding how to develop community linkages as:	H	18	3	2	0	10	3	10	0
4	I consider understanding how to maintain effective relations with local groups as:	H	16	5	2	0	8	7	6	2
5	I consider understanding how to work with the educa-tion community as:	H	17	5	1	0	5	6	11	1
6	I consider understanding how to relate to other CETA sub-contractors as:	H	9	8	3	2	5	5	8	4
7	I consider understanding how to enlist private sec-tor support for education-to-work programs as:	H	20	3	0	0	17	4	2	0

Continued......

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Appendix

Item #	Item	Cat	Importance				Need			
			Extrem. Impor-tant	Impor-tant	Some Impor-tant	Not Impor-tant	Prior-ity	Need	Some Need	Not Need
8	I consider understanding how to foster the team approach to solutions of problems as:	H	13	7	2	1	6	7	8	2
9	I consider understanding how to maintain communications and information flows within my council as:	H	17	5	1	0	7	9	5	2
10	I consider understanding how to maintain communications and information flows with other community organiza-tions as:	H	13	9	1	0	8	6	7	2
11	I consider understanding the group decision-making process as:	H	12	10	1	0	6	6	8	3
12	I consider understanding how to assign responsibility and delegating authority to group members on the basis of their skills and ability as:	H	11	8	4	0	4	6	11	2
13	I consider understanding how to insure the attainment of the council's goals as well as providing for personal satisfaction of the members of the councils as:	H	15	8	0	0	7	11	4	1

Appendix

Item #	Item	Cat	Importance				Need			
			Extrem. Impor- tant	Impor- tant	Some Impor- tant	Not Impor- tant	Prior- ity	Need	Some Need	Not Need
14	I consider understanding how to motivate employees and council members to work toward the desired goal of the council as:	H	15	8	0	0	8	10	4	1
15	I consider understanding how to maintain a healthy organizational climate as:	H	13	9	1	0	9	5	7	2
16	I consider understanding how to involve others in joint planning of council acti- vities in order to arrive at a common agreed upon approach to resolving education-to- work issues as:	H	14	7	2	0	10	8	4	1
17	I consider understanding how to communicate the goals and objectives of the council in order to gain broad com- munity support for its pro- grams as:	H	12	10	1	0	7	8	7	1
18	I consider understanding how to generate ideas, discuss their practicality, summarize the position of the group, lead the discussion and move the group toward a solution acceptable to the council's goals as:	H	17	6	0	0	6	9	8	0

Item #	Item	Cat	Importance				Need			
			Extrem. Impor- tant	Impor- tant	Some Impor- tant	Not Impor- tant	Prior- ity Need	Need	Some Need	Not Need
19	I consider understanding the goals and objectives of the Comprehensive Employment Training Act (CETA) as:	C	11	11	1	0	4	8	5	6
20	I consider understanding how to develop plans and programs related to the overall goals and objectives of the council as:	C	13	9	0	0	7	7	6	2
21	I understand the political structure of my council's service area as:	C	14	5	3	1	11	2	7	3
22	I understand the economic structure of my council's service area as:	C	12	6	3	1	5	7	8	2
23	I consider understanding the goals and objectives of the education community as:	C	16	7	0	0	9	5	8	1
24	I consider understanding the special needs of the economically disadvan- taged as:	C	16	5	2	0	8	4	10	0
25	I consider understanding how to establish sound work- ing relationships between all sectors involved in the education-to-work issue as:	C	15	6	1	0	9	3	8	2

Appendix

Item #	Item	Cat	Importance				Need			
			Extrem Impor-tant	Impor-tant	Some Impor-tant	Not Impor-tant	Prior-ity	Need	Some Need	Not Need
26	I consider understanding how plans and programs of the council affect other organizations' efforts to bridge the gap between education and work, (e.g., CETA, MESC, & CBOs) as:	C	15	5	1	0	7	8	5	1
27	I consider understanding the broad programmatic efforts of the employment and training field and how the council and its efforts fit into the overall plan as:	C	9	11	2	0	6	9	6	1
28	I consider understanding the major goals of the organizations, both within and outside the council's structure, with whom the council has or is developing a working relationship (e.g., labor, business, education, govern-... ment) as:	C	10	11	1	0	5	7	8	1
29	I consider understanding the different views of the organizations on my council and knowing how to reach common ground for agreement as:	C	17	4	1	0	4	10	7	1

Appendix

Item #	Item	Cat	Importance				Need			
			Extrem Impor-tant	Impor-tant	Some Impor-tant	Not Impor-tant	Prior-ity Need	Need	Some Need	Not Need
30	I consider understanding the meaning of collaboration as it relates to the education-to-work transition issue as:	C	19	2	2	0	11	5	4	2
31	I consider understanding and knowing how to interpret CETA rules and regulations as:	T	12	9	2	0	7	9	5	4
32	I consider understanding and knowing how to interpret school rules and regulations as:	T	11	8	3	1	6	6	10	1
33	I consider understanding how to develop an employment-related needs assessment as:	T	14	4	4	1	10	6	6	1
34	I consider understanding how to help develop employment training projects to be used to bridge the gap between education and work as:	T	17	5	1	0	11	8	4	0
35	I consider understanding how to evaluate a program to determine if it has reached its desired goal as:	T	16	6	1	0	11	6	3	3

Appendix

Item #	Item	Cat	Importance				Need			
			Extrem Impor-tant	Impor-tant	Some Impor-tant	Not Impor-tant	Prior-ity	Need	Some Need	Not Need
36	I consider understanding how to clearly communicate in a proposal the goals and objectives of the council in order to acquire funding as:	T	15	7	1	0	10	6	5	2
37	I consider understanding the hows and whos about fund raising as:	T	9	7	6	1	5	7	7	4
38	I consider understanding how to assess my community in order to determine its needs as:	T	16	3	3	1	10	6	4	2
39	I consider understanding how to develop a management by objectives system as:	T	6	8	8	1	9	9	5	0
40	I consider understanding how to conduct a collaborative council meeting as:	T	11	8	4	0	6	6	8	3
41	I consider understanding how to develop sound conflict management techniques as:	T	15	4	4	0	10	5	5	3
42	I consider understanding how to analyze labor market needs and trends as:	T	9	10	2	2	8	6	6	3
43	I consider understanding and knowing how to develop long-range plans as:	T	15	2	5	1	8	4	9	2

Appendix

Item #	Item	Cat	Importance				Need			
			Extrem Impor-tant	Impor-tant	Some Impor-tant	Not Impor-tant	Prior-ity	Need	Some Need	Not Need
44	I consider knowing how to recruit council members as:	T	9	10	4	0	6	5	7	5
45	I consider understanding how to develop employment and training as:	T	1	9	11	2	4	7	8	3
46	I consider understanding how to develop grant applications as:	T	12	9	2	0	10	6	4	3
47	I consider understanding how to implement and carry out a contract with the CETA prime sponsor as:	T	1	17	4	1	1	8	8	6
48	I consider understanding how to develop and manage an employment and training budget as:	T	6	10	4	2	3	2	12	5
49	I consider understanding and knowing how to evaluate and monitor project performance as:	T	12	7	3	1	9	3	8	3
50	I consider understanding and knowing how to analyze and report statistical informa-tion as:	T	5	14	3	1	4	9	6	4

Continued.......

Appendix

Item #	Item	Cat	Importance				Need			
			Extrem Impor-tant	Impor-tant	Some Impor-tant	Not Impor-tant	Prior-ity Need	Need	Some Need	Not Need
51	I consider understanding general management skills required to run a colla-borative council as:	T	8	13	2	0	7	3	11	2
52	I consider understanding how to identify target groups for employment and training programs as:	T	7	12	3	1	2	10	8	3
53	I consider understanding how to assess my community in order to determine its resources as:	T	10	9	3	1	7	4	9	3

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