

**DEVELOPMENT OF INSTRUCTIONAL MATERIALS
FOR USE BY INDIANA VOCATIONAL TEACHERS IN
TEACHING LEADERSHIP AND CHARACTER
DEVELOPMENT TO YOUTH IN INDIANA**

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Introduction

Sidney P. Marland, U.S. Commissioner of Education, recently noted that a singleness of purpose has marked the history of vocational youth organizations, namely encouraging leadership and good citizenship in young people. The National Advisory Council on Vocational Education emphasized the need for increased support of vocational youth organizations in its Seventh Annual Report to the Department of Health, Education, and Welfare. The State of Indiana cited "leadership development activities" and "improved instruction" as goals for its vocational youth organizations in 1974. Thus, research and development activities directed toward developing instructional materials designed to facilitate leadership and character development in vocational education students constitutes a realistic step toward achieving these goals.

Simulation has been advocated as a technique for leadership training by a number of researchers such as Brandon (1970), Koeniger and Ward (1972), Meckley (1970), and Rowe (1973). Meckley (1970, 26) defined simulation as "an operating representation of the central features of a real circumstance aimed at providing a relatively safe, simplified, and germane learning environment." Simulation has, for example, been used successfully in driver, air force, and naval training programs. Simulation often involves some type of role playing on the part of the learner. Used in the leadership training of members of youth organizations, simulated role playing involves various members taking on leadership roles in a particular setting.

A simulation approach to developing leadership is advantageous in several ways: first, simulation provides a realistic learning environment; second, simulation generates a high degree of participant involvement; third, simulation encourages the learner to actually apply leadership principles; and fourth, simulation can be adapted to use with either large groups or individuals working by themselves.

The overall rationale of this research was to provide instructional materials that are especially suited and designed for use by Indiana vocational education teachers to develop leadership and character in vocational education students. Careful consideration of this rationale reveals that there are actually two important factors that make up the goal. The first factor is the more obvious one and concerns the actual development of instructional materials designed to teach leadership and character development. The second factor is less obvious,

but equally important, and concerns the teacher's use or implementation of the materials developed. If the materials do not provide for the involvement and interest of the teacher, then it is likely that the materials will receive limited and ineffectual use. The aim of this research was to generate a unified treatment of these two important factors.

Plans were therefore made for the teacher's use or implementation of the materials developed. Thus, a major emphasis of this research was to coordinate materials development with a plan for materials implementation in teaching. The plan for implementing the materials is called "the three-stage model of instruction" (Feldhusen, Ames, and Linden, 1973). The model is described in the next section.

Procedures

Leadership skills and character traits that are important for vocational students were identified via an analysis based on review of the literature and consulting committee recommendations. The consulting committee consisted of vocational education teachers, vocational students, and representatives of the Indiana State Department of Public Instruction who are involved in statewide leadership capacities with vocational youth organizations.

The leadership skills and character traits that were identified were categorized into thirteen topical areas for which three - stage learning packages were based on a model called the "Three Stage Model of Instruction" (Feldhusen, Ames, Linden, 1973). Basically, the model includes: (1) a knowledge - acquisition stage (stage one) - the function of materials at this stage is to convey to the student basic knowledge about each of the leadership skills and character traits; (2) a knowledge - application stage (stage 2) - the function of materials at this stage is to provide the learner a safe environment in which to practice new skills. (3) a knowledge-interpretation-synthesis and personal relevance stage (stage 3)-the function of materials at this stage is directed toward individual interpretative activity designed to synthesize what has been learned from stages one and two of each topical area. The advantage of this model is that the teacher spends less time as lecturer and more time as small group facilitator and consultant guiding the application and synthesis of knowledge. A teacher and student manual were developed for each of the three-stage packages.

Results

The leadership analysis revealed in excess of 100 specific skills deemed necessary for your vocational youth leaders. The consulting committee assisted by evaluating the importance of these skills. The project staff ordered these skills into a logical sequence. A series of thirteen units resulted. The following thirteen topics were basis for the development of the units:

Unit 1:	Introduction to Leadership
Unit 2:	Planning and Initiating
Unit 3:	Parliamentary Procedure
Unit 4:	Developing Group Goals
Unit 5:	Levels of Leadership in a Group
Unit 6:	Skills of a Group Leader
Unit 7:	Personal Characteristics of a Group Leader
Unit 8:	Skills of a Group Member
Unit 9:	Developing Group Cohesiveness
Unit 10:	Effective Committees
Unit 11:	Communication Skills
Unit 12:	Internal Operations of a Group
Unit 13:	Outcomes of Leadership

Each of the topics served as the foundation for a three-stage learning package. A detailed description of each stage of this model follows.

Stage One

Students are given a Self-Instructional Guide (SIG) in Stage One to direct their learning activities. The SIG gives an introduction, states the objectives, specifies the learning activities, and offers self-quiz questions.

Included with the SIG is a Basic Information Summary (BIS). The BIS is a three-to-five page reading designed to teach the objectives stated in the SIG. Additional readings are provided in the manual and can be circulated among the students. In the BIS for Unit One, for example, students learn four definitions of leadership, they learn two theoretical explanations of leadership, and they learn to distinguish between democratic and autocratic leadership styles.

When the students have finished the BIS and any additional instructional activities specified in the SIG, they respond to the self-quiz questions and receive a self-quiz feedback sheet. When they are satisfied with their performance, they take a mastery quiz to ascertain whether or not they have mastered the basic information provided in Stage One.

Stage Two

Group work is directed by a Group Instructional Guide (GIG). The GIG provides an introduction, states the objectives, and specifies the learning activities. As was the case for Stage One, a Basic Information Summary (BIS) is supplied to the students. The BIS includes specific directions on how to perform the group simulation or project. The BIS for Stage Two of Unit One, for example, provides direction for a simulation called Mock Class Election. The simulation is designed to involve the application of the definitions of leadership learned in Stage One.

In Stage Two, the class is organized into small groups as they pursue the designated task or problem. The teacher, when working with a small group of students, takes the role of a probing questioner, listening to discussions and interrupting, when needed, to ask the group to evaluate critically what they are saying. The teacher continuously assists groups that express difficulty in understanding a particular point or have misinterpreted it. At times the teacher may bring the entire class together for a mini-lecture and/or discussion which clarifies and explains the point. Stage Two provides an opportunity for students to cooperate and learn from one another and also prepares them for Stage Three.

Stage Three

Individual work in Stage Three is directed by a document called Procedures for Individual Projects (PIP). The PIP states the objectives and specifies the instructional activities. Occasionally a BIS will accompany a PIP in which case the BIS specifies the directions for accomplishing the individual activity. The student is expecting to accomplish the individual project outside of class as homework. The instructional activity in the PIP is always designed to develop the individual student's interests and abilities. The PIP for Unit One asks the student to identify an area in his/her life that has potential for improved leadership and to describe in writing feelings and reactions concerning this area of potential leadership. Completion of the PIP marks the end of a unit of instruction.

The materials are organized as a teacher's manual and a student manual. The teacher's manual contains all the basic documents plus the self quizzes, answers to the self-quizzes, the mastery quizzes, and additional readings. The student manual contains only the SIG's, GIG's, PIP's, and BIS'.

Summary

This developmental model has sought to provide quality instructional materials for use by local teachers in teaching leadership and character development to Indiana vocational youth. The materials were developed utilizing a three-stage learning model which was designed to provide individual and group participation in a series of thirteen units of instruction. The explicit outcome of this project is to enhance the comprehensive leadership skills in vocational students and increase the quality of vocational instruction. These materials will be available by Mid-Fall, 1975.

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