

A PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT
OF PRIVATE POST-SECONDARY BUSINESS
CAREER INSTRUCTORS

CENTRE FOR NEWFOUNDLAND STUDIES

**TOTAL OF 10 PAGES ONLY
MAY BE XEROXED**

(Without Author's Permission)

SALLY ACKERMAN



A PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT OF
PRIVATE POST-SECONDARY BUSINESS CAREER INSTRUCTORS

by

Sally Ackerman

A thesis submitted to the School of Graduate
Studies in partial fulfilment of the
requirements for the degree of
Master of Education

Faculty of Education
Memorial University of Newfoundland

1996

St. John's

Newfoundland



National Library
of Canada

Acquisitions and
Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale
du Canada

Direction des acquisitions et
des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file Votre référence

Our file Notre référence

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-612-13875-5

Canada

ABSTRACT

In this study, the Delphi technique was used to identify and prioritize the professional development needs of instructors responsible for the delivery of user-pay business career programs in the province's private post-secondary school industry. The study sought to describe (a) the ways in which the professional development needs of these instructors may be met, (b) the types of professional development activities in which private post-secondary business career instructors participate, (c) the professional development activities judged by instructors as being most beneficial and meaningful, and (d) the role of the administration of private post-secondary schools in helping instructors achieve professional growth.

The Delphi process utilized in this qualitative research involved two rounds of data collection. The first round questionnaire was exploratory in nature, consisting of open-ended questions. Round Two items, which were fed back to the Delphi panel for assessment and reaction, were derived from the information obtained from the first round questionnaire. Round One resulted in a response rate of 68.75%; a response rate of 62.5% was obtained for Round Two.

Results of the study indicated that private post-secondary business career instructors required professional

development activities that satisfy general role-related, role-specific, interpersonal, and personal growth needs.

The general role-related needs identified were the acquisition of additional teaching methods and strategies, academic credentials, and current resource materials. Keeping abreast of changes in industry and computer training were the principal role-specific needs that were identified. Interpersonal development needs included motivational and student management skills. In the area of personal professional development, teaching skills compatible with the requirements of other provinces were identified.

ACKNOWLEDGEMENTS

For giving generously of his time, advice, guidance, and support throughout this project, I am sincerely grateful to Dr. George Haché, my thesis supervisor. Gratitude is also extended to Dr. Dennis Sharpe for his helpful counsel.

I would like to acknowledge the help and encouragement offered or given by friends and colleagues at Lawrence College; in this regard, special thanks go to Christine Doody and Pamela Phillips.

To those participants who served as members of the Delphi panel, I again thank you for your involvement and dedication to this study.

For supplying information and offering recommendations whenever requested, I wish to acknowledge the assistance provided by Linda Mendoza.

I am indebted to my husband, Peter Morris, for the moral support, tolerance, and understanding that he provided during the time that I was a graduate student. Without his help and support, this project would not have been completed.

TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	viii
CHAPTER	
1 BACKGROUND AND ORIENTATION TO THE STUDY	1
Introduction	1
Background of the Study	2
Definition of Terms	6
Statement of the Problem	7
Research Questions	8
Limitations of the Study	8
Delimitations of the Study	9
Organizational Overview of the Study	9
2 LITERATURE REVIEW	11
Introduction	11
The Meaning of Professional Development	12
Personnel Development Models	14
Professional Development and the Adult Learner	20
Professional Development in Further Education	29
Needs Assessment in Education	36
The Delphi Technique	41
Summary	43
3 METHODOLOGY	46
Introduction	46
Sampling Procedures	46
Sample Selection	47
Selection of Panel Size	48
Round Zero	49
Data Collection Procedures	49
Round One	50
Round Two	51
Data Analysis Procedures	52
Round One	52
Round Two	55
Summary	55

4	RESULTS AND DISCUSSION	57
	Introduction	57
	Results of Round One	57
	Results of Round Two	70
	Discussion	81
5	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	86
	Summary of Findings	86
	Conclusions	97
	Recommendations	104
	Recommendations for Further Study	106
	Related Research	107
	Recommendations Related to Using the Delphi Strategy	108
	Conclusion	108
	REFERENCES	110
	APPENDICES	
	Appendix A: Letter to Principals Seeking Formal Consent to Allow Instructors to Participate in the Study	124
	Appendix B: Follow-up to Appendix A Letter	128
	Appendix C: Letter to Principals Requesting Names of Level I Business Career Training Instructors in Their Employ	131
	Appendix D: Round One Delphi Questionnaire	133
	Appendix E: Initial Letter to Delphi Panel	146
	Appendix F: Round One Follow-up Reminder Letter to Delphi Panel	151
	Appendix G: Round Two Delphi Questionnaire	153
	Appendix H: Round Two Covering Letter Sent to Round One Respondents	174

Appendix I:	Round Two Covering Letter Sent to Round One Non-respondents	177
Appendix J:	Closure Letter to Participants	180

LIST OF TABLES

Table 1:	Seminars and Workshops in Which Instructors Have Participated	58
Table 2:	Courses Identified as Professionally Beneficial to Instructors	60
Table 3:	Other Meaningful Formal and Informal Professional Development Activities	61
Table 4:	Development Experiences Identified as Especially Useful for Professional Growth	62
Table 5:	Professional Development Needs	65
Table 6:	Ways Used by Instructors to Enhance Professional Development	67
Table 7:	Participants' Perceptions of How Their Professional Development Needs Could Be Met	68
Table 8:	Provisions Made by Schools to Assist Instructors in Meeting Their Professional Development Needs	69
Table 9:	Seminars and Workshops Ranked Most Important for Professional Development	71
Table 10:	Courses Ranked as Most Professionally Beneficial	73
Table 11:	Other Formal and Informal Activities Ranked Most Meaningful to Professional Development	74
Table 12:	Development Experiences Ranked Especially Useful to Professional Growth	75
Table 13:	Professional Development Priorities	76

Table 14:	How Participants Were Trying To Meet Their Professional Development Needs	78
Table 15:	Participants' Perceptions of the Most Important Ways Their Professional Development Needs Could Be Met	79
Table 16:	Most Important Professional Development Contributions Made by Schools	80

CHAPTER 1
BACKGROUND AND ORIENTATION TO THE STUDY

Introduction

The purpose for undertaking this project was to ascertain the professional development needs of instructors engaged in the delivery of user-pay career training programs in private post-secondary schools in the Province of Newfoundland and Labrador. The findings generated by this research are considered beneficial to the administration of these schools and to the Newfoundland and Labrador Association of Career Colleges in identifying specific development needs that can potentially contribute to the professional growth of their business career instructors. This study may also be utilized by organizational decision makers as a model for future needs assessments in order to assist them with planning meaningful professional development activities for their teaching personnel.

The literature on adult education and professional development stressed the necessity for active participant involvement in determining needs and planning relevant professional development learning experiences. This study included a literature review relative to adult learning, needs assessment, personnel development models, and professional and staff development. For the purposes of this study, professional development was used as an umbrella concept,

encompassing all formal and informal individual and group activities in which instructors engage to contribute to organizational goals or to meet personal professional development needs.

The Delphi technique was employed as the research design for this study. This technique has been found to be effective for ascertaining group needs and for setting priorities. It is conducive to research in which ideas, opinions, and judgements are solicited from participants to derive a consensus on needs. The Delphi technique has been used to establish a base of knowledge for the field, particularly when little research has been done. In this study, the Delphi methodology was adjusted and used to solicit participants' viewpoints as a means of determining the professional development needs of private post-secondary school instructors engaged in the delivery of business career training programs.

Background of the Study

With the growth of the private school industry, the established private post-secondary schools in the St. John's area were instrumental in forming the Newfoundland and Labrador Association of Career Colleges (NLACC). An informal conversation with an executive member of this association revealed that its initial purpose was to serve as an interest group seeking access to the decision-making process affecting

the private school industry. The NLACC is now recognized as the voice of the industry and has also evolved as an organization offering professional services to its growing membership.

Nineteen schools, colleges, centers, and institutes were members of the NLACC when this study was proposed. Of these 19 members, 10 were conducting business career training programs for user-pay students. An additional four centers (campuses of existing schools) were also conducting Level I business training but were not yet members of the association; however, in these cases, the parent schools were standing members. It was initially proposed to include instructors from the four non-member schools as well as those from the 10 official member schools in the sample population of this study.

Due to changing program offerings and enrolment trends, only 11 members and non-members of the 14 schools were actually engaged in user-pay business training when data was collected for the study. Consent from administration was sought to allow instructors from these 11 schools to participate in this research project.

Decision makers would have a needs assessment profile of business career instructors which they may use as a basis for designing and implementing future professional development

activities. It is intended that the findings derived from this research be used for professional development planning purposes, either independently by the sample schools or collectively in collaboration with the NLACC.

Private training schools have now become an integral part of the Newfoundland and Labrador training system; some of their program offerings provide students with numerous career choices which may not be available through the province's public community colleges. When this study was initially conceived, there were 62 such schools and centers registered with the Department of Education. Of these, 41 offered user-pay programs, categorized as Level I registration. Two other categories of registration also applied to the course offerings of private career institutions. Financially sponsored training programs were registered with the Department of Education as Level II.¹ These took the form of contract training and were often not a part of a school's regular, ongoing program offerings; these specific training programs were externally funded and offered to selected individuals or groups to assist them in the acquisition of new

¹ Level II programs have since been categorized and included as Level I registration.

skills. Some private schools also offered Adult Basic Education, categorized as Level III² registration.

Of the 41 registered schools (referred to above) offering user-pay programs, one was based in the United States and seven were situated in other parts of Canada. These eight out-of-province institutions were registered to offer correspondence courses to Newfoundland and Labrador residents; the remaining schools and centers were dispersed regionally throughout the island of Newfoundland. Based on available information provided by the Department of Education, at that time there were 14 resident schools involved in delivering a total of 67 Level I business training programs, with 120 instructors employed to teach these courses to a total enrolment of 1,930 students.

The number of programs offered and the number of programs delivered by the private post-secondary school industry are not necessarily the same. Although private schools may be registered to offer Level I business career courses, the number of programs actually taught at any given time is based on the demands of the marketplace. For example, a college may offer secretarial training, but because of limited student

² Adult Basic Education programs are now categorized as Level III registration.

interest, it is not financially viable for that school to conduct the program.

Definition of Terms

Terms related to private post-secondary schools have been used above and their corresponding meanings will have been inferred. However, to facilitate comprehension and to help avoid any misunderstanding, some of the terminology relative to this setting is listed below and defined within the context of this study.

Business career instructors. Private post-secondary school instructors engaged in the delivery of business career training programs.

Business (career) training programs. Courses of study leading to a diploma or certificate and qualifying the graduate for employment in a recognized business-related career field.

Level I Registration. The classification used by the Department of Education to designate user-pay training programs.

Private post-secondary schools and colleges/Private training schools/Private career institutions or schools or colleges/Private training centers and institutes. Privately owned and operated for-profit post-secondary schools delivering career training courses and/or Adult Basic Education programs.

Newfoundland and Labrador Association of Career Colleges. An organization representing the needs and interests of the private school industry.

Private (post-secondary) school industry. Terminology used to describe the business of education and training.

Private post-secondary school instructors. Individuals employed as teachers in private post-secondary schools and colleges.

User-pay programs. Career training programs for which students are financially responsible for tuition costs incurred. This term is used to differentiate these courses from training and academic upgrading programs in which the costs for students are funded by Human Resources Development Canada or other external funding agencies.

Statement of the Problem

There is little information available regarding the patterns associated with the professional development of private post-secondary school instructors. Many of the individuals employed as instructors in private post-secondary schools have entered the profession as content experts, not as educators; others have been trained as teachers but do not have practical work experience relative to the career programs taught. As a result, there is a need for professional development in order to meet the instructional, technological, organizational, or other demands of the profession. Although the private post-secondary school industry has grown steadily in this province, there has been a paucity of research conducted in this area. This study was designed to explore and identify the various needs and practices relative to the professional development of private post-secondary business career instructors.

Research Questions

The following research questions formed the basis of this needs assessment study:

1. In what kinds of professional development activities do business career private post-secondary instructors participate?
2. How are these experiences described by the instructors?
3. What are the professional development needs of private post-secondary instructors engaged in the delivery of Level I business career training programs?
4. According to the instructors, what types of activities, programs, or learning experiences would assist them in meeting their professional development needs?
5. What role does the administration of private schools play in supporting the professional development of their business career training instructors?
6. Are there additional roles that the administrators of private schools might play in meeting the development needs of these instructors?

Limitations of the Study

This study has limitations in two areas. Based on schools' and instructors' willingness to participate, the sample for this study included respondents from the business education instructor population of seven member schools of the NLACC. These findings may be generalized only to the target population of Level I business career instructors employed in

private post-secondary schools which are members of this association.

This study is limited to the participants' perceptions and their abilities to assess their own needs. External influences, such as discussion of the study with colleagues or superiors, may have affected the information provided by respondents.

Delimitations of the Study

For the purposes of this study, the following delimitations were in place:

Sample. The sample was restricted to business career instructors employed in resident private post-secondary schools located on the island portion of Newfoundland.

Length of Time for Data Collection and Analysis. Data collection and analyses were conducted between December 1994 and June 1995.

Research Methodology. The study was undertaken using a Delphi technique, modified for needs assessment.

Organizational Overview of the Study

Chapter 2 contains a review of the literature on the topic of professional and staff development. Personnel development models are presented, and professional development is examined within the context of research on adult learning.

Specific practices and development activities in the area of further education are also addressed. The chapter concludes with a discussion of the kinds of needs assessments used for professional development purposes in education and an examination of the Delphi technique.

In Chapter 3, the procedures employed for obtaining the study's sample as well as those implemented for the collection and analysis of the data are outlined.

The results of the information gathered in both rounds of the Delphi process are systematically presented in Chapter 4. The presentation of these results is followed by a discussion of the findings relative to the study's original research questions.

The final chapter, Chapter 5, draws conclusions and recommendations from the study's findings and offers recommendations for further study.

CHAPTER 2

LITERATURE REVIEW

Introduction

Inherent in teacher or instructor development is the concept of change. If instructional personnel change and improve through their development efforts, then the organization should change and develop as well (Burke, 1990). Employees who are able to meet their own needs for change and growth will be effective in contributing to organizational change (Rusk, 1990). Therefore, professional development activities must be designed to meet the needs of instructors as well as those of the school. It is by meeting individual and group needs that organizational goals are achieved. According to Doll (1983), "The best reasons for changing are need-related. The learning teachers feel they really need, they are motivated to get" (p. 114).

Planned educational change is achieved through professional and staff development efforts. Robertson (1988) acknowledged that professional development has always been used as a means for effecting change in education; and Guskey (1986) noted that change is a learning process for teachers. Fullan (1991) further added that professional development is one of the most promising and powerful routes to facilitate change and promote growth on the job.

The Meaning of Professional Development

Various and similar definitions of professional and staff development were found in the literature. Most of the sources reviewed used the terms *professional development* and *staff development* interchangeably. Orlich (1989) stated that the terms *professional development*, *in-service training*, *professional growth*, *staff development*, and *in-service education* were used with the same frequency in the literature and that the one chosen was more a matter of author preference than any significant difference in meaning. The definition offered by Billings was referred to by Bell (1991) and Muller (1988) respectively as professional development and staff development. Dean (1991) explained that these terms tend to be used interchangeably to describe the processes of individual development and organizational growth.

Heideman (1990) described staff development as a growth process designed to influence professional educators' "knowledge, attitudes or skills thus enabling them to create educational concepts and design instructional programs to improve student learning" (p. 4). Corda (1983) defined staff development as "those programs and experiences developed to enhance the competence and personal development of staff members" (p. 51); and Castetter (1986), as "the process of

staff improvement through approaches that emphasize self-realization, self-growth, and self-development (p. 292).

According to Reilly (1990), professional development is a term used to "denote those competencies which will help the teacher convey more effectively his/her subject matter" (p. 11). Professional development was described by Fullan (1991) as "the sum total of formal and informal learning experiences throughout one's career from pre-service [sic] teacher education to retirement" (p. 326).

Within the specific context of higher education, staff development was defined by Stone (1990) as "an activity designed to facilitate the learning of how to facilitate learning" (p. 191) and by Dale (cited in Schultz and Torrie, 1983) as "the totality of educational and personal experiences that contribute toward an individual's competence and satisfaction in an assigned professional role" (p. 1).

Hoerner, Clowes and Impara (1991) described professional development in higher education as "systematic and intentional efforts delivered at the departmental, division, or college level concerning such areas as general professional responsibilities, teaching and advising, discipline competency, and institutional development related to occupational programs" (p. 352); and Harding, Kaewsonthi, Roe and Stevens (cited in Main, 1985) noted that professional

development for post-secondary educators "may be viewed either as an outcome--the growth of the individual--or as a process--the conditions offered or imposed by an institution to effect that growth" (p. 12).

Rogus (1983) viewed staff development as being limited to activities carried out by the school system or school itself; Tindill and Coplin (1989) agreed that staff development is a process involving an entire staff and contended that professional development is what teachers do independently to achieve personal or professional growth. According to Acebo and Watkins (1988), "Personal development, staff development, organizational development, and program development are overlapping processes. Changes in one affect the others; hence, all should be viewed as parts of an interactive learning system" (p. 59).

Personnel Development Models

The formal personnel development process includes several stages. Various human resource and staff development models were discussed in the literature as a systematic procedure for achieving both organizational goals and personal professional growth.

Ryan (1987) described his organizational staff development model as comprehensive, yet simple enough to be practical. It consisted of eight stages, beginning with the

formulation of policy and school mission statements respecting staff development. The second phase, foundations, consisted of a review of relevant research and literature as a means of providing guidance and direction. The third phase, impetus and initiative, advocated a proactive approach to the awareness of need, to initial purposes and goals, and to the problem-solving process. The next stage involved the commitment of material and human resources to the overall effort. After the preceding had been established, an identification and analysis of needs, deemed to be of crucial importance, was then undertaken. The needs assessment process was followed by program development and program delivery. The final stage, evaluation, assessed each of the phases for possible revision and reassessment, including the evaluation process itself.

The operational procedures for the staff development process given by Webb, Montello and Norton (1994) included five steps. The adoption of a guiding philosophy; the development of goals and objectives relative to identified needs; the planning of programs, activities, and delivery systems and the determination of responsibilities; the scheduling and delivering of plans and programs; and the evaluation of the process were the operational procedures through which this model progressed.

Dean (1991) outlined a model that may be used for formal or informal program planning which adhered to the following framework: state aims, create policy, assess needs, state objectives, plan program, and evaluate.

The key elements of the personnel development process identified by Castetter (1986) were the diagnostic, design, operations, and evaluation phases, with the diagnosis of development needs determined by an analysis of individual, group, and system requirements. Corda's (1983) staff development model included needs assessment, program development, program implementation, and evaluation.

A systematic approach to staff development advocated by Verma (1984) emphasized the three interdependent components of planning, implementation, and evaluation that can be achieved through feedback. In the planning component, emphasis was on needs assessment and the strategies required to meet those needs. A similar approach was provided by DeRoche (1987), who identified needs assessment, program planning and implementation, and program evaluation and feedback as the three major aspects of staff development programs.

Doelker and Lynett (1983) suggested that staff development be addressed from an ecological viewpoint, with preplanning, planning, training and follow-up, and renegotiation phases. The primary task of the planning phase

was to identify specific training needs. During the renegotiation stage of this circular, ecological paradigm, the impact of training was evaluated and also used as a process of continuous need assessment.

Koll and Hetland (1983), in their treatment and discussion of an andragogical approach to professional growth, identified the assessment of needs, program planning, program delivery, evaluation, and follow-up as the components necessary for effective staff development programs.

The elements of the human resource model for staff development espoused by Parker (1990) included needs assessment, planning, implementation, evaluation, and participant empowerment. In this model, the elements of assessment and planning were especially intertwined because the emphasis was on comprehensive programming to meet the needs of individual teachers.

According to Rogus (1983), the first ingredient of an effective staff development program was commitment, which takes the form of both a policy statement and the provision of resources. This was followed by a needs assessment and diagnosis. Once needs assessment data were collected and analyzed, program objectives were set and ensuing activities planned and implemented. Evaluation involved continuous

examination of resources, planning procedures, and learning outcomes.

A staff development model found to be effective for in-service training in a supportive school context was provided by Wood, Thompson and Russell (1981). In the initial readiness stage, a school climate supportive of change in professional behaviour was developed. This element of readiness has been identified by Urick, Pendergast and Hillman (1981), along with awareness and commitment, as one of the three pre-conditions for curriculum change or staff development. According to Wood et al. (1981), "once a school has established a climate conducive to growth, developed common expectations for improvement, and made a commitment to professional development, it is ready to move on to Stage II" (p. 68). It was in Stage II, the planning stage of this model, when a needs assessment would be conducted. This was followed by training, implementation, and maintenance. The maintenance phase was designed to evaluate learning outcomes and completed the model's cycle by generating new data and needs that could be used to plan additional development activities.

Blair and Lange (1990) also described a model on which district staff development may be based. The key phases of this design involved creating awareness and readiness,

conducting a needs assessment, and planning, implementing, and evaluating the program.

Hipps (1982) discussed a procedure for faculty development in higher education as a means of realizing institutional change. The first step in this procedure was the formulation and agreement on the mission, goals, and objectives of the organization. After organizational goals and objectives had been established, the next step in the process was the assessment of needs. Supported by the needs analysis, the resulting goals and objectives for a development program were then identified. The next stage was planning and designing the actual program based on the commitment of resources. The final step in this process was evaluation.

A series of guidelines for organizing staff development programs at the college level was provided by O'Banion (1982). These included the following: an assessment of administrative views and support; institutional and professional/personal needs, and internal and external resources; a statement of philosophy to focus the program; the co-ordination of organization and staffing appropriate to the resources of the institution; a wide variety of activities designed to meet the various needs of participants; incentives and rewards, such as release time, institutional recognition, and stipends, or

intrinsic personal and professional growth; adequate funding; and program evaluation.

As illustrated by the above discussion, various personnel development models may be utilized as a basis for pre-planning, planning, implementing, and evaluating formal professional development programs. All of the models presented above shared many or some of the same components and characteristics. Integral to each of the professional development strategies reviewed was the importance of assessing participants' needs and designing learning experiences intended to meet these needs.

Professional Development and the Adult Learner

The concept of andragogy, or how adults learn, is based on certain assumptions about the characteristics of the adult learner (Ellis and Bernhardt, 1989; Dalellew and Martinez, 1988; Knowles, 1970). Four of these assumptions deemed to be critical by Knowles (1970) are:

- (a) adult learners are self-directed;
- (b) adults possess a range of experiences that may be used as resources for learning;
- (c) adults are motivated to learn for specific purposes; and
- (d) adult learning is problem-oriented and requires immediacy of application.

Those responsible for planning staff development require an understanding of the principles of adult learning as they make decisions about the design and delivery of staff development and in-service programs (Daleliew and Martinez, 1988; Moore, 1988; Palmer, 1989; Wieck, 1979; Wood and Thompson, 1980). Knowledge of the characteristics of andragogy must be applied to planning and implementation as a means of providing teachers with meaningful and relevant learning experiences (Guglielmino, 1993; Marshall and Caldwell, 1984; Richardson and Prickett, 1994; Wieck, 1979). Staff developers can help educators develop an internal locus of control, manage change and enhance self-esteem by applying andragogical principles to the delivery of district and individual professional development programs (Krupp, 1991).

MacKay and Hixson (1977) noted that each adult person "has lead a unique life, has developed a unique body of knowledge and set of skills and a unique set of habits and attitudes" (p. 148). Adults who enter into a learning situation are highly differentiated and, therefore, have diverse needs (Dettmer, 1986; Levine, 1993; Roth, 1989; Shipp, 1978). Dettmer (1986) further added that numerous factors influence participant needs for adult learning experiences such as in-service and staff development. According to Aquila and Galovic (1988), these variables must be taken into

consideration in order to individualize learning and change efforts in order to meet the professional needs of adults.

Adults are motivated to learn only what they perceive as being necessary and relevant to their personal situations (Ellis and Bernhardt, 1989; Pine and Horne, 1969; Wood and Thompson, 1980; Zemke and Zemke, 1981). Krupp (1991) maintained that in designing programs intended to meet the personal and professional needs of participants, it was important that staff developers seek information about participants as a first step in program planning. Marshall and Caldwell (1984), Wood and Thompson (1980), and Tyler (1990) further suggested that in-service programs be more individualized by relating to learner interests and needs.

Adult learners see themselves as independent and self-directed (Guglielmino, 1993; Knowles, 1970; Moore, 1988; Wildman and Niles, 1987; Zemke and Zemke, 1981). Brundage (cited in Taylor, 1986) described self-directed learning as "learning what's important for you to learn, in the context of your life, your work, and your situation, and using the resources that are available to you . . . particularly your peers" (p. 5). Adults have a wide variety of experiences and knowledge from which to draw upon; the sharing of this expertise with colleagues may be used as a resource for school-based in-services (Blair and Lange, 1990; Dunaway,

Meichenbier, Parsons and Wright, 1987; Fessler, 1990; Koll and Hetland, 1984; Reilly, 1990; Stallings, 1987; Steffin and Sleep, 1988).

In addition to involving teachers in planning and carrying out learning activities, Daleliew and Martinez (1988) and Koll and Hetland (1984) recognized the value of enabling participants to share their experiences while attempting to incorporate new learning into their personal frames of reference. Within the context of self-directed learning as a means of realizing professional growth, Moore (1988) discussed how individuals can construct their own learning environments and stated, "Staff developers can make concerted efforts to use materials that encourage self-directed learning" (p. 3). Additionally, she contended that "faculty workshops can also include opportunities for independent study, and the overall staff development effort can include recognition for independent study" (p. 3). Geller (1982) purported that the most compelling professional development was that which was self-initiated.

Adults are generally internally motivated (Dickinson, 1973; Doll, 1983; Herzog and Koll, 1990; Zemke and Zemke, 1981). Their participation in activities designed to foster growth and facilitate change must be voluntary, not imposed (Allen, 1979; Pine and Horne, 1969; Robertson, 1988); the

imposition of learning is ineffective and unlikely to result in the desired outcome (Daresh, 1987; Dawson, 1978; Ryor, Shanker and Sandefur, 1979).

According to Palmer (1989), adult learners are motivated to participate in learning activities to acquire new skills or information for which they have an immediate, practical use. This assessment was reiterated by Daleliew and Martinez (1988) and Zemke and Zemke (1981), who further added that adults seek specific learning experiences for which they have a need for the knowledge or skill being sought. This implies that planned professional development activities must be designed to help participants cultivate the skills or knowledge which they perceive as being practical and relevant to their specific situations.

It is necessary that professional development efforts address the practical concerns of participants and provide them with concrete, problem-oriented or hands-on learning experiences (Daleliew and Martinez, 1988; Dettmer, 1986; Koll and Hetland, 1984; Moore, 1988; Palmer, 1989; Ryor et al., 1979; Thompson and Cooley, 1986; Tyler, 1990; Wieck, 1979). Rogus (1983) noted that "learning by doing" has been found to be very effective in working with adults. Brown and Scribner additionally (1982) reported that in-service activities which offered vocational educators active participation and

immediate opportunities for success were found to be the more successful of in-service formats.

Zemke and Zemke (1981) pointed out that the needs, interests, and values of adults continually grow and change and that learning experiences need to be designed to accommodate people in different life stages. Teachers' needs change as they progress through the different developmental stages of their adult lives and professional careers (Burden and Wallace, 1983; Burke, 1990; Duncan and McCombs, 1982; Evans, 1989; Krupp, 1983; Levine, 1993; Parker, 1990; Spector, 1989; Stallings, 1987; Steffy, 1987). Moore (1988) stated that an understanding of the stages, roles, and changes of adulthood is an asset to the adult educator and, moreover, should be considered a factor in teacher development. DeHart (1982) noted that professional development programs "should be designed to address adulthood theory and career development theory" (p. 15); and Jones (1990) pointed out that training needs to be appropriate to the different stages at which individual teachers find themselves in their careers. Duncan and McCombs (1982), in their presentation of the characteristics of adult life phases as a basis for staff development planning, insisted that knowledge about these phases can be applied in planning a comprehensive professional

development program appropriate to the needs of community college faculty at different life stages.

Central to the concept of andragogy (and embedded in the above discussion) is the underlying assumption that adults are motivated to learn, through active participation, what they consider to be relevant to their own needs. Massey (cited in Ellis and Bernhardt, 1989) stated that adults must be allowed to select their own learning experiences based on their self-perceived needs and interests. According to Wood and Thompson (1980), "adults will learn, retain and use what they perceive is relevant to their personal and professional needs" (p. 376). This view is supported by Byrne (1983) and Sergiovanni and Starratt (1988), who acknowledged that the perceived needs of teachers must be taken into consideration for meaningful professional growth to occur.

The necessity of conducting needs assessments as a prerequisite to successful program implementation was strongly supported in the literature (Allen, 1979; Bennett and Mitchell, 1983; Bradley, 1983; Browne and Ritchie, 1991; Castetter, 1986; Daresh, 1987; Fairchild, 1987; Halvorson, Thibodeau and McKenna, 1987; Heideman, 1990; Locke, 1985; Main, 1985; The National Center for Research in Vocational Education, 1985; O'Banion, 1982; Orlich, 1989; Thompson and Cooley, 1986). This idea was further supported by one of

Dawson's (1978) conclusions regarding in-service education when he stated that:

If some group external to the people for whom the in-service training is designed decides a priori what teachers need, without taking account of the teachers' own view of what is relevant to them, then the chances are extremely good that teachers will ignore the in-service activity. (p. 49)

By implication, the inclusion of teaching personnel in the needs assessment planning phase of the professional development decision-making process contributed to more active participation and commitment to the program effort (Marshall and Caldwell, 1984; Koll and Hetland, 1984; Locke, 1985; Dawson, 1978). Harty (1980) noted that educators want to be more directly involved in the design and decision-making process with respect to their own career planning and professional development.

According to Ladwig (1983), involving employees in planning and decision making resulted in increased motivation and commitment to organizational goals. Carbone (1990) and Maeroff (1988) stated that access to decision making was essential for teacher empowerment. Palmer (1989) further added that participatory decision making was fundamental to successful growth and learning, with empowerment the likely outcome. Garmston and Pahre (1988) and Roberts (1990) described empowered teachers as motivated and committed to self-improvement, assuming responsibility for, and "ownership"

of, their own learning, utilizing the continuously developing resources within themselves as well as those external to them.

Andragogy stresses the importance and utility of involving participants in the different phases of the decision-making process affecting their learning experiences. Levine (1993) stated that the idea of valuing participation cannot be underestimated in relation to the concept of empowerment. "With participation comes ownership; with ownership comes investment" (p. 225). Research suggested that participant input through needs assessments and participatory planning was fundamental in developing a sense of ownership and acceptance of a change effort (Locke, 1985); and a growth plan activity was viewed more successful with commitment and increased ownership on the part of those involved (Daresh, 1987; Geller, 1982; Rogus, 1983). Dean, Dean and Guman (1992), in discussing a needs assessment that they conducted at a mid-sized community college further emphasized that those from whom the data were derived had greater ownership of the subsequent results.

By using the Delpi technique in this study, private post-secondary school instructors were involved in the determination of their own professional development needs. This was one way of helping to contribute to the empowerment of their professional growth.

Professional Development in Further Education

It is recognized that educators at the post-secondary level have often entered the profession prepared as content specialists, not as trained teachers (Acebo and Watkins, 1988; Alfano, 1993; Askins and Galloy, 1993; Pucel, 1989; Stone, 1990). It is also acknowledged that these content specialists must acquire the teaching skills necessary to effectively share their knowledge with students (Alfano, 1993; Askins and Galloy, 1993; Stone, 1990). Further recognized is that all instructors, including those who entered the teaching profession as trained educators, must develop new teaching skills and strategies in order to meet the demands of changing technology and to improve teacher effectiveness (Alfano, 1993; Bennett and Mitchell, 1983; Roberts, 1990). Hoerner et al. (1991) reported that the majority of respondents in a research study that examined professional development programs in community and technical colleges identified teaching methods and improvement of instruction as the primary topics. Leach (1986) also reported that presentation skills and classroom instruction, along with knowledge of adult learning, were the items receiving the highest mean rankings in an assessment study of the perceived importance of selected competencies required for training and development professionals.

In addition to acquiring instructional skills and keeping up to date with changes in teaching methods, those responsible for the training and education of others need to keep up to date with changes in industry and business as well as in their specialized areas of knowledge (Askins and Galloy, 1993; Barr, 1982; Bradley, 1983). Impara, Hoerner, Clowes and Allkins (1991) noted that the rate of change and technical development required that all faculty, especially those in occupational and technical fields, be current in their area of specialization as well as in methods of teaching. Roth and Tesolowski (1984) added that vocational teachers were required to contend with the applications of new instructional technologies and equip students with the skills required for a continually changing workplace. Cap, Breckman, Hink and Ostermann (1981) and Van Ast (1982) asserted that a successful professional development program of technical updating would enable vocational instructors to supply technologically current employees to business and industry.

The literature described professional development programs instituted by some community and technical colleges whereby instructors returned to industry in order to maintain skill currency and develop new skills and knowledge (Alfano, 1993; Anglin, 1981; Askins and Galloy, 1993; Bender and Lukenbill, 1984; Bennett and Mitchell, 1983; Pieratt and

Wilson, 1982; Rinehart and Schaller, 1983; Roberts, 1990). This was achieved through formal occupational exchange programs (Anglin, 1981; Pieratt and Wilson, 1982; Rinehart and Schaller, 1983), sabbaticals or leaves of absence (Rinehart and Schaller, 1983), internships (Askins and Galloy, 1993; Bennett and Mitchell, 1983; Roberts, 1990), and summer projects at industry sites (Alfano, 1993). Increased exposure to business and industry was also accessible through participation on various types of committees, active memberships in professional associations (Rinehart and Schaller, 1983), specialized industry workshops and seminars (Bennett and Mitchell, 1983; Askins and Galloy, 1993), industrial visitation, vacation experience, student co-ordination visits (Bennett and Mitchell, 1983), and teacher participation on advisory councils (Roberts, 1990). Within the Canadian experience, examples of vocational updating practices at the provincial and territorial level, as well as the nature and extent of possible updating programs, were addressed by Cap et al. (1981).

The industry-based approach to faculty development was supported by Conrad and Hammond (1982), who advocated co-operative agreements with business and industry as well as paired arrangements between faculty members both internal and external to the organization. The kind of external

arrangement advanced by Conrad and Hammond proposed that instructors from the same discipline be paired for a semester of shared professional development with their counterparts from neighbouring colleges. For the internal paired arrangements, it was proposed that experienced full-time faculty share their teaching expertise with part-time instructors.

The sharing of skills and knowledge between and among colleagues has been found to be an effective form of professional development, especially during the implementation of an innovation (Fullan, 1991; Guskey, 1986; Jacobson, 1987; Little, 1982). Collegial learning has also taken the form of formal mentoring programs (Gould and Letven, 1987). As induction programs, mentoring introduced new teachers to organizational structure and to policies and procedures; mentors also assisted with classroom management and instructional techniques (Fessler, 1990). However, the benefits of mentoring were not only derived by the beginning teacher (Gould and Letven, 1987). According to Parker (1990), mentoring provided a professional development opportunity for both novice and experienced teachers, "especially mid-career teachers, with mentors citing benefits such as revitalization of their own teaching and re-evaluation of their own teaching techniques and beliefs" (p. 103).

Mentors have been considered one of the most helpful resources for professional development in vocational education (Roberts, 1990). Successful mentoring programs have not been restricted to the pairing of instructors within the same organization. Fuller (1987) described a mentor program in which a participating university provided vocational teacher education at area vocational-technical education centers. Initially designed as a teaching induction program for trade and industrial education employees, it was also tailored to meet the professional development needs of teachers in other vocational program areas and to serve adults who wished to begin preparing for employment in vocational education.

Smolin (1991) discussed a successful mentor program that utilized the experiences of recognized expert teachers in a vocational program area. These mentors helped participating teachers implement a model curriculum through the use of new teaching methods and instructional materials and local community resources.

Loyd and Redick (1991) described a mentoring project, based on a partnership between a local university and a county career center, which grew out of their research on the professional development perceptions of vocational teachers. The role of the visiting, school-based mentor was to assist individual teachers with their specific interests and needs,

using small group activities only when teachers indicated similar interests. Loyd and Redick (1991) credited the accomplishments of the program to a number of key components but primarily attributed its success to teacher initiative and ideas.

Letven and Klobuchar (1990) maintained that educators needed collegial support and recognition if they were to remain challenged and enthusiastic and added that this was one of the premises on which teacher professional development centers was based. Gould and Letven (1987) noted that teaching centers reflected the belief that collegial interaction between and among peers facilitated professional growth. Webb, Greer, Montello and Norton (1987) also stated that in this setting, teachers were provided the opportunity to communicate with other educators and exchange ideas and experiences concerning curriculum and the instructional process. Within the context of higher education, Halvorson et al. (1987) discussed the evolution of a center for staff development for university faculty based on the need to foster a supportive climate for individual growth among professional staff. The authors asserted that one of the reasons that the center has been successful was because programs and activities met participants' felt needs.

According to Garmston and Pahre (1988), educational goals are accomplished mainly through teachers; furthermore, the most valuable resource that any educational institution possesses is its teaching faculty (DeHart, 1982; Hoerner et al., 1991; Impara et al., 1991; Muller, 1988). Muller (1988) added that from both an educational and a resource perspective, the development of appropriate strategies for furthering professional growth was a sound investment for institutions of further and higher education. Acebo and Watkins (1988) reported that a long-term view of faculty development, as part of the process of developing an organizational learning framework, encouraged the continuous upgrading of the skills and abilities of faculty members. Halvorson et al. (1987) noted that the more that an organization encouraged and assisted individuals in these endeavours, the better able it was to maintain the vitality and productivity of its professional staff. Duncan and McCombs (1982) stated that "when a college has an investment in the growth of faculty ... benefits will accrue to the organization as well as the individuals" (p. 26).

The ideal partnership between staff development and organizational development, advocated by Hammons (1983), is one in which professional development programs are related to

both institutional goals and the needs of individual staff members.

Needs Assessment in Education

An assessment of needs may develop through a desire for information concerning either a performance problem or the introduction of a new system, task or technology. According to Rossett (1990), in both cases the starting point is a desire to effect change. A needs assessment is a method of determining the difference between what "is" and what "ought" to take place in a school setting (Orlich, 1989). Needs assessments ordinarily assume the following forms:

1. Persons in supervisory positions determine needs from their assessment of the quality of work being performed by those reporting to them.
2. Individuals are asked to state their own perceived needs or to respond to a checklist or similar instrument.
3. Groups of individuals (teams, departments, schools) respond to various internal or external pressures by planning collaboratively to bring about specific changes (Dillon-Peterson, 1981, p. 4).

What people say they need, documentation which identifies needs, and observation of needs should all play a part in the needs assessment program. Information from these sources may be obtained through individual discussions and interviews, observations, questionnaires, personnel appraisals, job

descriptions, staff conferences (Dean, 1991), peer review (Cain, 1982;), and case studies (Verma, 1984). Other sources of information which may be used in the needs assessment process include students, research and current trends, program evaluations, documentary evidence, student assessment/testing programs, and long-range strategic plans (Blair and Lange, 1990).

Similar techniques for determining training needs were offered by Greene (1971). These included personnel statistics, school and opinion surveys, performance appraisals, requests by administrative personnel, examination of personnel changes, and individual and group conferences.

Training and educational needs assessment data can also be obtained through other methods, such as discrepancy analyses (Orlich, 1989), competency-based systems (Clay, Blakeslee, Holt and Silverman, 1985; The National Center for Research in Vocational Education, 1985; Roth and Tesolowski, 1984), the nominal group process (Blair and Lange, 1990; Parker, 1990), the Delphi technique (Orlich, 1989; Parker, 1990), clinical supervision procedures (Harris, 1980; Lovell and Wiles, 1983; Sergiovanni and Starratt, 1988; Smyth, 1980; Webb et al., 1987), and the Johari Window teacher self-assessment process (Iwanicki and McEachern, 1984).

Studies undertaken to determine the professional development needs of teaching personnel have used a number of the techniques listed above in the collection of information for needs assessment purposes. For example, a competency-based questionnaire was used by Leach (1986) to determine potential professional development needs of individuals working in the training and development field and by Summerlin, Blackburn and Hare (1986) to assess staff development skill areas.

In order to target in-service provision, Cumming, Kidd, McIver and Wight (1985) conducted one-to-one interviews with teachers and senior management to identify respective individual and school needs. Informal interviewing and a formal questionnaire were the methods employed by Marshall and Caldwell (1984) to determine the consistency of information gathered in both formal and informal assessment procedures. Huling-Austin and O'Bryan-Garland (1988) also employed a combination of personal interviews and questionnaires to identify problems of mutual concern to be used as a focus for collaborative projects between area public schools and the university.

A variety of needs assessment instruments have been administered in post-secondary education research. Hoerner et al. (1991) utilized a survey containing a variety of items to

address the need for professional development of occupational-technical faculty in two-year colleges. A needs assessment inventory survey was used by Halvorson et al. (1987) to measure career expectations and interest in professional development among faculty and professional staff. Using a formal questionnaire, Brown and Scribner (1982) conducted a study to determine vocational educators' preferences with regard to key aspects of the delivery of special needs-related in-service activities.

The nominal group technique was the methodology implemented to identify performance solutions at community colleges (Dean et al., 1992) and to determine priorities for vocational education research (Lynch, Schmidt and Asche, 1988). The staff development needs of co-operative extension faculty were identified by Waters and Haskell (1989) using a modified Borich needs assessment model, which gathered information from respondents regarding their current knowledge of a topic and their ability to apply that knowledge.

Professional development needs may be grouped or classified into different categories or frameworks. For example, the needs identified by Dean et al. (1992) through the nominal group technique were organized according to the type of solution that would meet the need: information, resources, incentives, and knowledge/skills (training).

Bishop (cited in Ryan, 1987) identified seven comprehensive categories of educational needs, which he referred to as informational, content/skills, competencies, resources and utilization, organization, attitudes, and process. In a sample professional development training needs survey furnished by Wright (1984), skills were classified as teaching, program-related professional, counselling, management, leadership, computer, and stress management.

Bradley (1983) recognized induction and initial training, post-experience training and development, curriculum development, and further education management as the areas applicable to staff development in further education. By synthesizing components from the works of Gaff, Bergquist and Phillips, and Nelson, college faculty development activities based on needs analyses were organized by Hipps (1982) into five categories. These consisted of instructional development, curriculum development, organizational development, personal development, and professional renewal.

The general needs assessment framework identified by The National Center for Research in Vocational Education (1985) included recognition of the following: general role-related needs, role-specific needs, organization-related needs, interpersonal needs, and personal needs. This model was adopted to assist with the data analysis process of this

project and will be discussed as part of the analysis procedure.

The Delphi Technique

The Delphi technique, the method chosen as the research design for this study, has been found to be effective for ascertaining group needs and for setting priorities (Brooks, 1979; McKillip, 1987; Orlich, 1989; Tersine and Riggs, 1976). It is conducive to research in which ideas, opinions, and judgements are to be elicited from group participants in arriving at a needs consensus (Lauffer, 1982; Martorella, 1991). The Delphi technique has been used to "engage respondents in an anonymous, moderately interactive debate, to arrive at a consensus on issues" (Barnette, Danielson and Algozzine, 1978, p. 68). As means of achieving agreement, features of this interactive decision-making process have included participant anonymity, iterations of responses, and controlled group feedback (Heath, Neimeyer and Pedersen, 1988; Morgan and Griffin, 1981; Race and Planek, 1992; Spinelli, 1983).

Since its inception and initial application to technological forecasting by Olaf Helmer and colleagues at the Rand Corporation in the early 1950s, Delphi methodology has been used in a number of diverse fields. Uhl (1983) listed business, government, industry, medicine, regional planning,

and education as examples. Within the field of education, this research design has been applied to various areas and to different types of issues. Frazer, Kush and Richardson (1984) used the Delphi technique to identify the most pressing research questions in health education; Kurth-Schai (1988), to study children's perceptions of the future; Adams, Piercey, Jurich and Lewis (1992), to specify important components of a model adolescent AIDS/drug prevention program; and Vincent and Brooks (1982), to identify the implications of declining enrollment for different areas of educational leadership.

The Delphi approach has been utilized as the research design for exploring issues at the post-secondary educational level. This was the strategy chosen by Long (1990) to identify trends, topics, results, approaches, and funding in continuing higher education. Chambers (1992) employed this methodology to develop criteria to evaluate college student leadership programs; Holden and Mitchell (1993) used the technique to project the future of computer-mediated communication in higher education; and Griggs (1990) applied the Delphi procedure to identify and gain consensus among vocational educators regarding their perceptions of the most critical research goals and the most critical research problem areas in vocational education personnel development.

The Delphi technique has been advocated by Somers, Baker and Isbell (1984) and by Weaver (1988) as an effective medium for training programs needs analyses. This method was found to be an effective research device by Morgan and Griffin (1981) in formulating a consensus of perceived needs in reading programs. A study conducted in the Netherlands (Van Tulder, Veenman and Sieben, 1988) revealed the successful use of Delphi in the identification of salient features of effective in-service activities at the primary school level.

According to Frazer et al. (1984):

The Delphi process is especially useful in situations where the task or problem does not lend itself to precise analysis but where a collective, subjective judgment can provide a contribution to the professional development within an industrial setting or an educational field. (p. 188)

The Delphi technique is generally supported in the literature as being an effective, viable, and valid educational research tool for soliciting ideas and opinions and for determining needs. It was found to be useful for research in which the views of participants were obtained in a non-confrontational and non-threatening environment.

Summary

The concept of professional development was discussed by surveying a number of definitions of professional and staff development found in the literature. The process of

organizational staff development was examined by delineating the different components of several formal personnel development models that may be used by organizations to guide their professional development efforts.

The theory of andragogy was presented, its principles were examined, and its applicability to, and implications for, professional development programs were discussed. The literature review demonstrated that the incorporation of the principles of andragogy in planning and implementing professional development activities facilitates learning and empowers participants to assume responsibility for their own development. By understanding and applying the characteristics of adult learning to the design and delivery of in-service training, those responsible for staff development can help meet the needs of instructors by providing them with meaningful, relevant learning experiences which contribute to their professional growth.

Analogous to the context of this research project, the literature related to professional development needs and practices specific to those teaching in various settings at the post-secondary education level was also reviewed.

An overview of some of the different types of needs identification research used in education was provided, and frameworks that may be used in the needs classification

process were examined. This section concluded with an examination of the general needs assessment framework identified by The National Center for Research in Vocational Education (1985), which was adopted to assist with the data analysis procedures for this research project.

From among the various needs assessment methodologies introduced in the literature review, the Delphi technique was found to be established as a viable research design, as illustrated by its various applications, for identifying and prioritizing needs.

CHAPTER 3

METHODOLOGY

Introduction

An extensive search of the literature revealed that there has not been a systematic application of research into the professional development needs of private post-secondary school instructors. Given the exploratory and descriptive nature of this study, a research strategy yielding qualitative data was required. "Qualitative measurement strategies are the basis of most research and developmental studies aimed at the determination of needs" (Jeffery, Haché and Lehr, 1995, p. 45). This study applied the Delphi technique, a qualitative approach, to identify the professional development needs of instructors employed in this setting. The Delphi was considered to be an appropriate and effective means of achieving the objectives of this study because of its utility in exploring issues and assessing needs.

Sampling Procedures

Eleven of the major, established private schools in the province were selected to be included in the study's sample. These schools were conducting Level I business career training programs at the time that this research was undertaken. The sample schools were also affiliated with the Newfoundland and Labrador Association of Career Colleges.

In conformity with the Ethical Guidelines for Research Involving Human Subjects, a letter was sent to the principals of these schools seeking formal consent to allow their instructors to participate in this research project. This letter (see Appendix A) yielded a positive response from four of the schools contacted.

A follow-up letter (see Appendix B) was sent to the principals of the schools from which response had not been initially received. This resulted in four more schools granting permission to have their instructors become potential Delphi panelists. A telephone follow-up of the remaining three non-respondent schools resulted in formal notification of refusal to participate in the study.

To generate and prioritize professional development needs, the individuals included in this study were chosen from among those instructors responsible for the delivery of user-pay business career training programs in the Newfoundland private post-secondary school system.

Sample Selection

In order to select a sample and subsequently contact potential participants, the eight consenting principals were again contacted by mail to request that they provide a list of the names of their instructors engaged in the delivery of Level I business career training programs. A copy of the

letter requesting this information is located in Appendix C. In some instances, it was also necessary to conduct follow-up telephone calls to ensure receipt of the information.

Selection of Panel Size

Upon receipt of the names of business career instructors employed in the participating schools, it was decided to select a stratified random sample so that representative instructors from each of these schools would be included in the study. This type of sampling procedure assures that certain subgroups in the population will be represented in proportion to their numbers in the population itself (Borg and Gall, 1989).

There are no set criteria or guidelines for determining the size of a Delphi panel (Chambers, 1992; Tersine and Riggs, 1976). Brooks (1979) concluded that "little improvement in results is achieved with groups of more than twenty-five," and "Delphi probes have involved numbers ranging from fewer than twenty to several hundred" (p. 377). Somers, Baker and Isbell (1984) advocated limiting the panel size to a maximum of twenty people to control the work generated because "too much input buries good data" (p. 27).

Round Zero

A total of 16 potential participants were identified as a result of the above procedure. In an attempt to encourage involvement of respondents to the Delphi procedures and commitment prior to the distribution or administration of any formal research instrument, each individual was personally contacted by telephone and, after information was communicated to each concerning all aspects of the study, invited to serve as a member of the Delphi panel. All agreed to do so.

This optional, preliminary procedure is referred to as "Round Zero" of a Delphi study. According to Uhl (1983):

Round Zero refers to work done before distributing the first questionnaires and is the single most important step. A useful procedure that can greatly decrease the number of nonreturns and generally improve the study is to invite potential panel members to participate. Those who agree to participate are more likely to continue throughout the study. If some do not agree to participate, there is time at this stage to substitute someone else. (p. 90)

The utilization of Round Zero resulted in the commitment of the 16 participants selected through the sampling procedures described above. Therefore, it was not necessary to proceed any further with the sampling process.

Data Collection Procedures

Data were collected through the administration of two questionnaires, referred to as "rounds." After establishing

the panel in the manner described above, the 16 participants were mailed the Round One questionnaire (see Appendix D) which consisted of a series of open-ended questions based on the original research questions.

Delphi implementation procedures allow for open-ended questions as Round One or for a series of prepared statements to which respondents react (Orlich, 1989). Because the researcher was also an instructor at a private post-secondary school, open-ended questions were used to prevent any bias which might occur in the formulation of prepared statements to be presented to the panel. In addition, open-ended questions were more appropriate than other types of items, given the exploratory nature of the study.

Round One

Enclosed with the Round One questionnaire were a letter outlining the research procedures to be utilized in the study and a participant consent form, which are found in Appendix E of this document. A return date was included in the covering information accompanying the questionnaire. Prior to the given return date, a reminder follow-up letter (see Appendix F) was sent to the panelists from whom questionnaires were not received. After the expiration of the suggested submission date, two separate telephone follow-ups were conducted. In total, 11 completed questionnaires were received, culminating

in a response rate of 68.75%; this attrition resulted in a panel of instructors from seven sample schools.

The analysis of the information obtained from the first round formed the basis for the development of the Round Two questionnaire, which is provided in Appendix G. A copy of the Round Two questionnaire was mailed to Round One non-respondents as well as to respondents in an attempt to procure their subsequent involvement. Different covering letters were enclosed with the questionnaire packet sent to respondents and non-respondents. These are included in Appendix H and Appendix I respectively.

Round Two

When the results of Round One were categorized and fed back in the form of the Round Two questionnaire, the Delphi panel was asked to react to the integrated group input by choosing and ranking a specified number of items (1/3 of the generated responses) for each question. Participants were asked to assign the value (1) to the item they felt to be most important to the professional development of instructors, (2) to the next most important, and so on until the nth item, the least important, was assigned a value. In addition to making the data more manageable, this forced respondents to prioritize the group-generated responses.

Participants were also invited to comment on any item found on the Round Two questionnaire and to include and rank additional items if they wished.

A return date was included with the instructions given for the completion of the Round Two questionnaire. However, telephone follow-ups were necessary in order to attain the realized response rate of 62.5%, reflecting a total of 10 returned questionnaires. The number of sample schools remained the same from Round One to Round Two.

Because the main focus of this study was to identify the professional development needs of instructors, not to seek consensus of opinion, the administration of a third round was not necessary. A "closure" letter (see Appendix J) thanking participants for their contribution to this research project was sent to panel members participating in both rounds of the study.

Data Analysis Procedures

Round One

After the first round of questionnaires was received, a thorough, progressive analysis and refinement of the data were undertaken. Principal concepts were identified, information was organized into major categories, duplication of responses was eliminated, and similar statements were combined. Care was exercised to accurately reflect each participant's

responses during the process of collating and compiling a final list of constructs. The expertise of knowledgeable individuals was called upon to assist in the interpretation of any unclear or ambiguous data.

After reviewing the literature on needs assessment frameworks, it was decided to further categorize the Round One data based on the model for instructor professional development provided by The National Center for Research in Vocational Education (1985). The following areas of need, along with their accompanying definitions, are given in this model:

1. *General role-related.* These are needs common to the instructional role, such as instructional planning, execution, and evaluation.
2. *Role-specific.* These needs are specific to the particular position that an instructor occupies in the organization.
3. *Organization-related.* These are needs resulting from organizational policies, procedures, or philosophical positions.
4. *Interpersonal.* These include the ability to relate to others as an integral part of an instructional position in any educational setting.
5. *Personal.* These are needs not directly related to the job function.

The definition of *personal* needs given in the above model did not fully accommodate the data collected. Therefore, a caveat was included, for the purposes of this study, to

encompass the concept of career development as part of personal professional development. This was achieved by borrowing from part of the definition of personal professional development given by Hipps (1982). Ideas were then organized according to the appropriate category definition.

Further analysis revealed that an additional category was necessary in order to accommodate data which did not conform to the pre-existing categories of the model adopted because of a lack of specific content in some of the responses provided by participants. For example, when participants were asked to identify the types of seminars and workshops attended while working in their present positions, "participation at national association conferences" was given as a response. The topics addressed at the conference seminars or workshops in which they had participated were not specified. This additional category was called *Other*.

To confirm the validity of the Round One analysis, an expert in the field of private post-secondary education was consulted concerning the organization and categorization of the data for each of the questionnaire items. Additional comments were offered regarding editorial improvements. It was concluded that the validity check on the first round verified the procedure used in the data analysis.

Round Two

As the Round Two questionnaires were received, the rankings assigned to each of the items chosen by the panel were coded and entered into a document file. The data were analyzed based on both frequency and importance; the mean and frequency of response were computed for each of the items selected. Higher frequency responses were translated as indicators of higher needs priorities. For identical frequency items belonging to the same category, the lower mean was used as the priority needs indicator.

One participant had misinterpreted the instructions for the completion of Round Two; and, consequently, the data from this questionnaire were deemed inadmissible for use in this study.

Organized according to the appropriate category of general role-related, role-specific, organization-related, interpersonal or personal, the frequency and mean were calculated for all of the items identified in each question of the Round Two questionnaire.

Summary

This chapter included a rationale as to why the Delphi technique was an appropriate research methodology for the purposes of this study. The procedures followed to obtain formal consent from selected private post-secondary schools to

permit their instructors to participate in this study were outlined. The sampling procedures that were used in selecting and determining the size of the Delphi panel were then detailed.

The rationale was provided for implementing Round Zero, and the data collection procedures employed in Round One and Round Two of this study were presented.

The needs assessment framework adopted for the categorization of the Round One data was described as well as the procedure followed in establishing the validity of the Round One data analysis. The chapter concluded with a discussion of the statistical procedures used in the analysis of the Round Two data.

CHAPTER 4

RESULTS AND DISCUSSION

Introduction

The purpose of Round One was to solicit information, opinions, and judgements while exploring different facets of the professional development of Level I business career training instructors employed in private post-secondary schools. This was achieved through a series of open-ended questions derived directly from the study's original research questions.

After analysis and "filtering" of the Round One information, Round Two was designed to identify professional development priorities by having participants select and rank order a specified number of items contained in each question of the Round Two questionnaire.

This chapter presents the findings and an analysis of responses obtained for each question that were components of the Round One and Round Two Delphi data gathering procedures used in the study.

Results of Round One

The first four questions of the Round One questionnaire were derived from the following research questions: (1) In what kinds of professional development activities do business education private post-secondary instructors participate? and (2) How are these experiences described by instructors?

Table 1: Seminars and Workshops in Which Instructors Have Participated

Organization-related	General role-related	Role-specific	Interpersonal	Personal	Other
School policies and procedures	Exam marking	Teaching methods in specific subject areas	Meeting and interacting with fellow teachers	Stress management	Participation at provincial association conferences
Women in supervision	Teaching methods	Telephone procedures and technology	Motivation skills	Time management	Participation at national association conferences
Student retention	Lesson plan preparation	Computer training	Communication skills		
Sexual harassment	Preparation of exams and assignments	Financial statements			
Management aspects of private schools	Job search procedures for students	Marketing			
Goals and future of the institution	Instructional roles	Orientation to subject and course content			
Team work	Principles of adult learning				
Student loan default management	Facilitation skills				
Customer service	Classroom management				
General information session for new employees					

The 11 participants who responded to the first open-ended question in Round One generated 32 responses. This question had asked each to describe separately the types of seminars and workshops attended while teaching in their present position. The 32 responses were grouped into the categories entitled (1) general role-related, (2) role-specific, (3) organization-related, (4) interpersonal, (5) personal, and (6) other. The ideas that were abstracted from Round One and organized under these six categories appear in Table 1.

The second Round One question asked participants to list the types of courses that have been most professionally beneficial to them in their role as instructors. A total of nine different content items related to the categories of (1) general role-related, (2) role-specific, and (3) interpersonal was obtained for this question. These items and their corresponding categories are shown in Table 2.

Seventeen responses were obtained to the question, Describe any other professional development activities, both formal and informal, that are meaningful to you as an instructor. Responses given to this question fell into categories entitled (1) general role-related, (2) role-specific, (3) organization-related, (4) interpersonal, and (5) other. Data obtained in response to the third question were tabulated under one of these appropriate categories and are presented in Table 3.

Table 2: Courses Identified as Professionally Beneficial to Instructors

Role-specific	General role-related	Interpersonal
Accounting courses	University education courses	Communications
Computer courses	Teacher education	
Secretarial courses		
Courses offered by the Associate Institute of Canadian Bankers		
Courses contained in a post-secondary Banking and Financial Services program		
Job-related courses while employed in industry		

In Question 4 of Round One, panelists were asked to refer to the answers they had given to the first three open-ended Delphi questions and to identify those items that stood out as being especially useful to their professional growth. As shown in Table 4, participants selected items from each of the categories.

Additional comments were made by a number of panel members in relation to Question 4, indicating why they found particular activities to be beneficial to their professional

Table 3: Other Meaningful Formal and Informal Professional Development Activities

Organization-related	Role-specific	Interpersonal	Other	General role-related
Membership in the Association of Records Managers and Administrators	Computer applications	Membership in the school's secretarial programs social club	Participation at provincial association conferences	University education courses
Member of the school's secretarial programs advisory board	Work experience relevant to programs being taught	Reading literature pertaining to human relations	Participation at national association conferences	
Participation in school's annual business day functions	Previous vocational training	Interacting with instructors external to the organization		
Staff meetings	Reading literature on business			
Participation at business and trade seminars	Business ownership and consulting services			
In-house staff workshops and seminars				

Table 4: Development Experiences Identified as Especially Useful to Professional Growth

Role-specific	General role-related	Interpersonal	Other	Organization-related	Personal
Work experience related to the field in which instruction is given	Seminar on teaching methods	Motivation seminars	Participation at provincial association conferences	Member of the secretarial programs advisory board	Computer courses
Secretarial training	Teacher training program	Course in business communications	Participation at national association conferences		
Business ownership	University education courses				
Reading of business journals					
Post-secondary vocational training					
Computer courses					

development. These additional comments were organized according to the related category and are provided below.

General role-related.

1. seminar on teaching methods

This session was very informative to me as a new instructor.

This was beneficial to me as a first-time teacher because it helped me to apply effective classroom and personal management skills.

2. teacher-training program

My initial teacher training is still relevant to current methods of motivating, and relating to, students.

3. university education courses

University education courses better prepared me to enter the field of teaching by providing me with the mechanics of teaching. I also learned how and where to search for information and how to become a more independent learner.

Role-specific.

1. related work experience

I am able to share on-the-job experiences with students.

I can bring practical experience to the classroom.

I am able to use examples from previous work experiences to help students understand specific situations.

Practical work experience has proven invaluable to me as an instructor.

2. business ownership

Business ownership has kept me in touch with the business world; this offers insight not found in courses and textbooks.

3. reading business journals

The content of many university courses is adjusted slowly, and other formal courses have become irrelevant. Therefore, reading is the best way to keep up to date with the rapid changes occurring in the business world.

4. post-secondary vocational training

This training has enhanced my work experience.

5. computer courses

Understanding the basics enabled me to develop additional computer skills.

Organization-related.

1. advisory board meetings

Information obtained at these meetings give instructors ideas of how a student is expected to perform in the business world; this knowledge enables the instructor to guide the student toward this performance standard.

Interpersonal.

1. motivation seminars

It is important to develop motivational skills when trying to motivate students to consider developing a business as a means of self-employment.

2. business communications course

This has helped me to better communicate with professionals from the business community and has provided me with the confidence to speak in public and to lecture to students. I also draw on training in this area to help students develop confidence and improved communication skills.

Other.

1. participation at national association conferences

These conferences bring instructors together from across the country to share teaching styles, curriculum, etc.

Question 5 of the Round One questionnaire, At this stage of your teaching career, what are your professional development needs?, mirrored Research Question 3: What are the professional development needs of private post-secondary instructors engaged in the delivery of Level I business career training programs?

Table 5: Professional Development Needs

General role-related	Role-specific	Interpersonal	Personal
Teaching methods and strategies	Skills in the application of global strategies	Assertiveness training	Career development
Academic credentials	Keeping up to date with changes in industry	Motivation skills	Teaching skills compatible with the requirements of other provinces
Current resource materials	Computer training	Student management skills	

The 11 responses obtained to Question 5 were categorized as (1) general role-related, (2) role-specific, (3) interpersonal, and (4) personal. The responses obtained to this question are presented in Table 5.

Questions 6 and 7 of the Round One questionnaire sought to answer Research Question 4: According to the instructors, what types of activities, programs, or learning experiences would assist them in meeting their professional development needs? Question 7 was also designed to obtain information to Research Question 6: Are there additional roles that the administrators of private schools might play in meeting the development needs of these instructors?

Table 6 consists of the data obtained in response to Question 6 of the questionnaire. This table provides an inventory of the different methods utilized by private post-secondary business career instructors when attempting to enhance their professional development.

In addition to determining how the panel members were trying to meet their professional development needs, Round One was also designed to explore participants' ideas about ways they felt their professional needs could be better met, along with implications for the support role of administrators of private post-secondary schools.

Table 6: Ways Used by Instructors to Enhance Professional Development

General role-related	Role-specific	Other	Interpersonal	Personal
University education courses	Self-taught computer applications	On-the-job teaching experience	Maintaining high level of motivation	Independent reading in areas of special interest
Available resource materials	Reading business and trade literature	Workshops		
Updating core materials	Computer courses			
Consulting with other instructors and students	Professional trade seminars			
Seminars offered by employer				
Feedback from students and peers				

Question 7, Describe the ways in which you think your professional development needs can be met, resulted in the data shown in Table 7.

The provisions that private post-secondary schools made to assist instructors in meeting their professional development needs were identified by the study's panel in Question 8. This question of the Round One questionnaire directly reflected Research Question 5: What role does the administration of private schools play in supporting the professional development of the business career training

Table 7: Participants' Perceptions of How Their Professional Development Needs Could Be Met

General role-related	Role-specific	Interpersonal	Organization-related	Personal	Other
University education courses	Computer courses	Motivation skills	Financial support	Independent reading in areas of special interest	Seminars
Seminars	Reading about global economy	Communications courses	Time to undertake needed activities	University graduate studies in education	
Conferences and workshops	Updating course content	Seminars and workshops			
Unspecified sources of teacher training	Seminars on the latest techniques, technology, methods and procedures introduced in the office environment	Feedback from staff and students			
New ideas for program delivery					

instructors? A total of 13 responses relevant to the categories of (1) general role-related, (2) role-specific, (3) organization-related, (4) interpersonal, and (5) other were generated to this question. See Table 8 for the categorical lists of items identified.

Table 8: Provisions Made by Schools to Assist Instructors in Meeting Their Professional Development Needs

General role-related	Role-specific	Organization-related	Other	Interpersonal
Reimbursing one-half the cost of tuition after completion of university education courses	Release time to complete needed activities	Addressing the needs of industry	School-sponsored seminars and workshops	Providing help and moral support when necessary
Financial assistance applied to university tuition costs	Curriculum seminars	In-house seminars	School-sponsored conferences	
Release time to complete required activities	On-site computer training			
In-house seminars	Financial assistance			

Question 9, the final open-ended question of Round One, was not of a specific nature but asked participants if they had additional comments relating to professional development. Two were received, and both endorsed the necessity for continuing professional growth.

Results of Round Two

The above Round One findings formed the basis for the development of the Round Two questionnaire. For each Round Two question, the Delphi panel was asked to select and rank order one-third of the items in all the different categories that were listed.

Participants were instructed to indicate the importance of each item by assigning a value to it. The value (1) was to be used to indicate the item they felt to be most important; the value (2) was to be used to indicate the next most important; and so on until the nth item, (the least important), was assigned a value.

The responses obtained from each question were catalogued and tabulated using frequency of response as the primary criterion for establishing priorities and the mean as the secondary criterion.

For Question 1 of the Round Two questionnaire, participants were asked to select and rank 11 items from the total listed under all of the various categories. Twenty-eight different items were collectively identified as the panel chose and ranked the types of seminars and workshops they believed to be most important for their professional development purposes. The items and their ranks are shown in Table 9.

Table 9: Seminars and Workshops Ranked Most Important for Professional Development

Rank	No. of respondents selecting item (n = 9)	Mean	Category	Item
1	9	4.00	General role-related	Teaching methods
2	7	3.43	Interpersonal	Communication skills
3	7	5.00	Interpersonal	Motivation skills
4	7	5.14	General role-related	Lesson plan preparation
5	6	6.33	Role-specific	Computer training
6	5	4.60	Personal	Time management
7	5	6.00	Role-specific	Orientation to subject and course content
8	5	6.40	General role-related	Classroom management
9	4	3.50	Role-specific	Teaching methods in specific subject areas
10	4	5.75	General role-related	Facilitation skills
11	4	6.75	General role-related	Preparation of exams and assignments
12	4	9.75	General role-related	Exam marking
13	3	4.00	General role-related	Instructional roles
14	3	4.67	Organization-related	Customer service

Table 9 (continued): Seminars and Workshops Ranked Most Important for Professional Development

Rank	No. of respondents selecting item (n = 9)	Mean	Category	Item
15	3	6.33	General role-related	Principles of adult learning
16	3	8.00	Organization-related	Student retention
17	3	9.33	Organization-related	Student loan default management
18	3	9.67	Organization-related	Team work
19	3	10.00	General role-related	Job search procedures for students
20	2	6.50	Personal	Stress management
21	2	7.50	Role-specific	Telephone procedures and technology
22	1	3.00	Interpersonal	Meeting and interacting with fellow teachers
23	1	5.00	Organization-related	School policies and procedures
24	1	6.00	Organization-related	Orientation session for new employees
25	1	8.00	Other	Participation at national association conferences
26	1	10.00	Organization-related	Management aspects of private schools
26	1	10.00	Other	Participation at provincial association conferences
27	1	11.00	Organization-related	Sexual harassment

The six items identified of the nine given in Question 2 and their corresponding ranks are shown in Table 10. Respondents had been requested to select and rank order three items for this question. These included courses pertaining to the teaching-learning process as well as those related to specific fields of instructional training, which were previously identified by panel members in Round One as being most professionally beneficial.

Table 10: Courses Ranked as Most Professionally Beneficial

Rank	No. of respondents selecting item (n = 9)	Mean	Category	Item
1	6	1.83	Role-specific	Computer courses
2	6	2.00	Interpersonal	Communications
3	5	2.00	General role-related	Basic teacher training program
4	5	2.40	General role-related	University education courses
5	4	1.50	Role-specific	Job-related courses while employed in industry
6	1	3.00	Role-specific	Secretarial courses

The third question of the Round Two questionnaire included a listing of other professional development

activities, both formal and informal, that had been identified by participants as being meaningful to their professional growth. From the list of 13 categorized items, participants were asked to indicate, in order of importance, the six that they judged to be most important to the professional

Table 11: Other Formal and Informal Activities Ranked Most Meaningful to Professional Development

Rank	No. of respondents selecting item (n = 9)	Mean	Category	Item
1	9	1.56	Role-specific	Work experience relevant to programs being taught
2	8	2.25	Role-specific	Previous vocational training
3	7	3.00	Role-specific	Computer applications
4	6	3.50	General role-related	University education courses
5	4	4.25	Organization-related	Participation at business and trade seminars
6	3	4.67	Interpersonal	Reading literature pertaining to human relations
7	3	5.00	Organization-related	In-house staff workshops and seminars
8	3	5.33	Interpersonal	Interacting with instructors external to the organization
9	2	5.50	Other	Participation at provincial association conferences
10	1	1.00	Role-specific	Business ownership and consulting services
12	1	5.00	Organization-related	Staff meetings
13	1	6.00	Other	Participation at national association conferences

development of instructors. Twelve of the 13 items chosen by one or more respondents are indicated in Table 11.

A number of items given in response to the first three questions discussed above were identified in question four of Round One as being especially useful to professional growth. In feeding back these results in the form of Question 4 in the

Table 12: Development Experiences Ranked Especially Useful to Professional Growth

Rank	No. of respondents selecting item (n = 9)	Mean	Category	Item
1	9	1.56	Role-specific	Work experience related to the field in which instruction is given
2	8	2.25	Role-specific	Post-secondary vocational training
3	7	4.58	General role-related	Seminar on teaching methods
4	5	3.00	General role-related	University education courses
5	4	3.25	Role-specific	Computer courses
6	4	4.00	Interpersonal	Motivation seminars
7	3	4.30	Interpersonal	Course in business communications
8	2	2.50	General role-related	Teacher training program
9	2	3.50	Personal	Computer courses
10	1	2.00	Role-specific	Business ownership

second round, the panel was instructed to select and rank the five most important of the 15 Round One items they had

previously generated. This yielded a total of 10 selections with rankings as shown in Table 12.

In the first round, participants had identified a total of 11 different professional development needs relative to the categories of (1) general role-related, (2) role-specific, (3) interpersonal, and (4) personal. Question 5 of the Round Two

Table 13: Professional Development Priorities

Rank	No. of respondents selecting item (n = 9)	Mean	Category	Item
1	8	2.00	General role-related	Teaching methods and strategies
2	8	2.25	Role-specific	Keeping up to date with industry changes
3	5	2.20	Role-specific	Computer training
4	5	2.40	General role-related	Academic credentials
5	3	3.67	General role-related	Current resource materials
6	2	2.00	Interpersonal	Motivation skills
7	2	3.50	Personal	Teaching skills compatible with requirements of other provinces
8	2	4.00	Interpersonal	Student management skills
9	1	3.00	Role-specific	Skills in the application of global strategies

questionnaire required that respondents prioritize these needs by having them choose and rank order the four items they considered to be most important. This further delineation resulted in the nine collective choices presented in Table 13.

Consistent with the presentation of information from Round One to Round Two, Question 6 of the Round Two questionnaire reflected the data obtained in response to the respective question in the former round, which asked participants to explain how they were trying to meet their professional development needs. When asked to select and rank order five of the 14 panel items fed back in Round Two, all except one item were chosen as being the most important in meeting instructors' needs. Based on frequency of response and mean, these items were hierarchically ranked, producing the results found in Table 14.

From the total number of 18 items identified in Question 7 as ways in which instructors believed that their professional development needs could be met, the panel members were directed to select and assign a value to the six most important of these. A rating was given to one or more items from each of the six needs assessment categories, resulting in the prioritization of the 15 items contained in Table 15.

Question 8 of the Round Two questionnaire recounted the 13 practices and activities, identified by the Delphi panel in

Table 14: How Participants Were Trying to Meet Their Professional Development Needs

Rank	No. of respondents selecting item (n = 9)	Mean	Category	Item
1	7	2.71	General role-related	University education courses
2	6	3.00	Role-specific	Computer courses
3	5	2.80	General role-related	Student and peer feedback
4	5	3.60	General role-related	Seminars offered by employer
5	4	2.75	Interpersonal	Maintaining high level of motivation
6	3	2.67	General role-related	Updating core materials
7	3	3.00	Other	On-the-job teaching experience
8	3	3.33	General role-related	Consulting with students and other instructors
9	3	4.67	Other	Workshops
10	2	2.00	Role-specific	Self-taught computer applications
11	2	3.00	General role-related	Available resource materials
12	1	1.00	Role-specific	Reading business and trade literature
13	1	3.00	Role-specific	Professional trade seminars

Round One, in which private post-secondary schools engaged in order to assist instructors in meeting their professional development needs. It was requested that participants specify the four that they considered to be the most important in

Table 15: Participants' Perceptions of the Most Important Ways Their Professional Development Needs Could Be Met

Rank	No. of respondents selecting item (n = 9)	Mean	Category	Item
1	7	3.14	Role-specific	Seminars on the latest techniques, technology, methods and procedures being introduced in the office environment
2	7	3.57	General role-related	Conferences and workshops
3	6	2.83	Role-specific	Computer courses
4	5	3.20	General role-related	New ideas for program delivery
5	5	3.40	General role-related	University education courses
6	4	3.25	General role-related	Seminars
7	4	3.75	Interpersonal	Motivation skills
8	3	4.33	Interpersonal	Feedback from staff and students
9	3	5.00	Interpersonal	Communications courses
10	2	1.50	Organization-related	Time to undertake needed activities
11	2	3.50	Personal	Reading in areas of special interest
12	2	4.00	Role-specific	Updating course content
13	1	2.00	Personal	University graduate studies in education
14	1	5.00	Organization-related	Financial support
14	1	5.00	Other	Seminars

meeting these needs. Of the 13 original listings, 12 were chosen by one or more of the panelists. The compilation of the individual ranks yielded the results shown in Table 16.

Table 16: Most Important Professional Development Contributions Made by Schools

Rank	No. of respondents selecting item (n = 9)	Mean	Category	Item
1	6	2.00	Role-specific	On-site computer training
2	5	3.40	Organization-related	Addressing the needs of industry
3	4	2.50	General role-related	Financial assistance applied to university tuition costs
4	4	2.75	Role-specific	Curriculum seminars
5	3	1.67	General role-related	Reimbursing one-half of the cost of tuition after the successful completion of university education courses
6	3	2.33	Role-specific	Release time to complete needed activities
7	2	2.00	General role-related	In-house seminars
7	2	2.00	Interpersonal	Providing help and moral support when necessary
8	2	2.50	Other	School-sponsored seminars and workshops
8	2	2.50	Other	School-sponsored conferences
9	2	3.00	General role-related	Release time to complete required activities
10	1	4.00	Organization-related	In-house seminars

Utilized again in its original Round One form, the final question of the Round Two questionnaire regarding other comments based on professional development did not yield any additional observations.

Discussion

The findings of this study revealed that Level I business career instructors had professional development needs that were common to the instructional role as well as those that are specific to the particular position occupied within the organization. All respondents indicated that they required professional development in the areas pertaining to general and specific instructional roles. Needs belonging to both these categories were identified as being the most important to the professional growth of instructors and, therefore, were ranked as priorities. Interpersonal needs and those relative to fulfilling personal career objectives were also expressed by the Delphi panel.

Participants explained that they were trying to meet their professional development needs by engaging in formal and informal group or independent activities applicable to the categories of (1) general role-related, (2) role-specific, (3) interpersonal, (4) personal, and (5) other needs. Consistent with the greater areas of need identified above, the majority of learning experiences that were undertaken by respondents and considered to be the most important in meeting instructors' development needs were those related to general and specific instructional roles.

Various types of activities, programs, and learning experiences that would have assisted instructors in meeting

their professional development needs were proposed by the panel. One or more suggestions were offered relative to each needs assessment category, with most ideas falling into the (1) general role-related, (2) role-specific, and (3) interpersonal categories. The suggestions given for each of these categories collectively received the largest number of nominations as panelists selected the items deemed to be the most significant in contributing to professional growth.

Most of the workshops and seminars attended by the study's respondents were related to the achievement of organizational or instructional goals. However, business career private post-secondary instructors also participated in seminars and workshops designed to meet (1) interpersonal, (2) personal, or (3) other needs, such as participation at provincial and national association conferences. Although most of the originally generated items were chosen and ranked by individual panel members as being the most meaningful to the professional development of instructors, the items that received priority rankings as a result of the combined panel effort were those related to (1) general role-related, (2) interpersonal, (3) role-specific, and (4) personal needs.

In addition to participating in professional development workshops and seminars, Level I business career instructors enrolled in courses pertaining to the teaching-learning process and to their different fields of instructional

training. Specific types of courses from both these categories were selected and ranked by respondents as being professionally beneficial. Communications skills were also identified and ranked highly by all panel members as one of the most important types of courses contributing to the professional development of instructors.

Besides enrolling in formal courses and participating in a variety of seminars and workshops, private post-secondary instructors engaged in other formal and informal professional development activities designed to meet either individual or organizational needs. As a result, of the other activities identified by the panel as being the most meaningful to professional growth, the selections receiving the highest rankings were those chosen from the (1) role-specific, (2) general role-related, and (3) organization-related categories.

Participants highlighted a number of experiences from the previously mentioned professional development activities that stood out overall as being especially useful to their professional growth. One or more panel members identified experiences relative to each of the study's needs assessment categories. However, when asked to select and rank those they considered to be most important from the total number of items collectively generated, responses were taken primarily from the (1) general role-related and (2) role-specific instructional categories. Selected interpersonal and personal

activities were also included in the ranking process, but organization-related and "other" items were not assessed as priorities.

The administration of private schools has supported the professional development efforts of their business career training instructors in several ways. External and in-house training, financial assistance, and other kinds of support have been made available to help instructors in meeting (1) general role-related, (2) role-specific, (3) organization-related, (4) interpersonal, and (5) other needs. Private post-secondary schools have assisted business career teachers in meeting development needs relative to the five preceding categories. The contributions the schools have made in helping staff members respond to industry changes and in assisting individual instructors in meeting their general role-related and role-specific needs were judged by the panel as being the most valuable ways of supporting professional development.

As well as exploring the ways in which the administration of private schools have facilitated professional development efforts, this study was also designed to discern other roles that private schools might have played in meeting the development needs of their Level I business career training instructors. An analysis of the findings revealed both an additional general role-related and other role-specific ways

in which the administration of these schools could have assisted instructors in meeting their professional development needs.

One-half of the study's participants felt that the provision of new ideas for program delivery would have contributed to meeting their general role-related needs. The majority of respondents felt that role-specific needs could have been met through seminars addressing the latest techniques, technology, methods, and procedures introduced in the office environment. Less than one-third of the participants believed that the role-specific needs of instructors could have additionally been met through the provision of updated course content.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

Based on the resources checked, there has been no research conducted to identify what skills and knowledge are useful to instructors working in the Newfoundland private post-secondary school system. This study used a modified Delphi technique to conduct a needs assessment to collect data on the professional development practices and perceived needs of private post-secondary instructors engaged in the delivery of Level I business career training programs. The following research questions guided this study:

1. In what kinds of professional development activities do business career private post-secondary instructors participate?
2. How are these experiences described by the instructors?
3. What are the professional development needs of private post-secondary instructors engaged in the delivery of Level I business career training programs?
4. According to the instructors, what types of activities, programs, or learning experiences would assist them in meeting their professional development needs?
5. What role does the administration of private schools play in supporting the professional development of their business career training instructors?
6. Are there additional roles that the administrators of private schools might play in meeting the development needs of these instructors?

The findings indicated that these instructors have participated in a variety of activities in order to advance their professional growth. The Delphi panel defined their professional development needs, described the ways in which they were trying to meet these needs, and explained how their employers were assisting them in this regard. Also identified were various learning experiences and organizational support mechanisms that they believed would be effective in helping them meet their professional development needs.

Of the nine panelists who participated in both rounds of this study, eight indicated that their primary general role-related need was additional teaching methods and strategies. The acquisition of academic credentials and current resource materials were respectively identified by five and three participants as general instructional needs.

A total of eight respondents indicated that they needed professional development experiences which would enable them to keep up to date with industry changes related to their specific areas of vocational training. Another role-specific need, identified by five participants, was computer training. A lesser role-specific need, identified by one participant, was skills in the application of global strategies.

The professional development needs that were specified relative to the category of interpersonal were motivation

skills and student management skills. These were each identified by a total of two respondents. The one personal need, expressed by two panelists, was the acquisition of teaching skills compatible with the requirements of other provinces.

The study's participants identified the types of activities, programs, and learning experiences that they believed would assist them in meeting their professional development needs. The majority of respondents indicated that their general role-related instructional needs could be met through university education courses; conferences, seminars, and workshops; new ideas for program delivery; and student and peer feedback. Fewer panel members felt that general instructional needs could also be met by updating core materials, by consulting with students and other instructors, and by availing of resource materials.

Most panel members felt that their role-specific development needs could be met through seminars addressing the latest techniques, technology, methods, and procedures being introduced in the office environment; and through computer courses. Fewer respondents thought that role-specific needs could be met by updating course content, independently learning computer applications, reading business and trade literature, and attending professional trade seminars.

One-third of the panel members felt that the provision of time and financial support to undertake needed activities were important ways of meeting organization-related needs.

A number of participants believed that their interpersonal professional development needs could be met in several ways. These included maintaining a high level of motivation and participating in motivation skills training, obtaining feedback from staff and students, and enrolling in communications courses.

Specific participants felt that their personal development needs could be met through university graduate studies in education and by reading literature related to specific areas of special interest.

On-the-job teaching experience and participating in workshops were ways that were identified as means of enhancing professional development pertaining to the category of "other" needs.

Business career private post-secondary instructors have participated in numerous kinds of activities in order to further their professional growth. These have included seminars and workshops designed to contribute to (1) general role-related, (2) role-specific, (3) organization-related, (4) interpersonal, (5) personal, and (6) "other" kinds of professional development. They have participated in formal

courses pertaining to the teaching-learning process, their specific fields of instructional training, and the development of interpersonal skills. In addition to the preceding, these instructors have participated in other formal and informal activities associated with (1) general role-related, (2) role-specific, (3) organization-related, (4) interpersonal, (5) personal, and (6) "other" professional growth needs.

Participation in various seminars and workshops related to the general instructional role were identified by panelists as being important to professional development. All members of the Delphi panel identified seminars and workshops addressing teaching methods as the most important. The majority of panelists felt that seminars and workshops concerning the preparation of lesson plans to be important to the professional development of instructors, and more than one-half of the respondents considered classroom management to be important to professional growth. Other general role-related seminars and workshops deemed to be important to professional development that were identified by one-third or more of the participants were those concerning facilitation skills, the preparation and grading of exams and assignments, instructional roles, the principles of adult learning, and job search procedures for students.

In the area of role-specific development, computer training seminars and workshops were identified as the most important to the professional development of instructors. More than one-half of the panelists felt that seminars and workshops designed to orient instructors to subject and course content were important, while more than one-third of the participants believed that seminars and workshops addressing teaching methods in specific subject areas were important. Less than one-third of the respondents identified seminars and workshops concerning telephone procedures and technology to be important to professional development.

Relative to the category of organization-related, one-third of the respondents felt that seminars and workshops which addressed the following topics were important to professional development: customer service, student retention, student loan default management, and team work. Organization-related seminars and workshops addressing school policies and procedures, the orientation of new employees, management aspects of private schools, and sexual harassment were considered to be not as important to professional growth.

With regard to interpersonal development, seminars and workshops concentrating on communication and motivation skills were identified by the majority of panelists as being most important to the professional growth of instructors. One

participant felt that seminars and workshops primarily designed to enable instructors to meet and interact with fellow teachers were important for development purposes.

The seminars and workshops that were identified as being important in meeting personal professional needs were those which concentrated on time management and stress management issues. More than one-half of the study's respondents considered time management to be important to professional growth while less than one-third considered stress management to be important.

Participation at seminars and workshops as part of provincial and national association conferences were each identified by one participant respectively as important to contributing to "other" kinds of professional development.

The formal courses pertaining to the general instructional role and the teaching-learning process that were considered most professionally beneficial and important to the development of instructors, as identified by more than one-half of the respondents, were university education courses and basic teacher training.

Two-thirds of the study's participants described role-specific computer courses as being most beneficial to their professional development. For almost one-half of respondents, job-related courses that they had completed while employed in

industry were considered to be important to their role-specific development. Secretarial courses were identified by one participant as being professionally beneficial.

Communications courses were also considered professionally beneficial by two-thirds of the panel and were judged as being important to the development of instructors.

The Delphi panel identified other formal and informal activities that they described as being meaningful to their professional growth. University education courses were considered by two-thirds of the respondents as a meaningful way of meeting general role-related needs.

All of the panelists felt that work experience relevant to programs being taught was a form of professional development that was the most meaningful to their specific instructional roles. Other role-specific development activities deemed important by the majority of respondents were previous vocational training and computer applications. One participant identified business ownership and consulting as a meaningful form of role-specific professional development.

Included with other formal and informal activities that were described as being meaningful to professional growth were those that pertained to the category of organization-related. In this category, participation at business and trade seminars

was considered the most important by almost one-half of respondents. One-third of the participants identified in-house staff workshops and seminars as being meaningful to their professional development while one respondent felt that staff meetings contributed to meaningful development.

Other experiences described as meaningful were those related to interpersonal professional development. One-third of the panelists agreed that reading literature pertaining to human relations and interacting with instructors external to the organization were important means of achieving professional growth.

Participation at provincial and national association conferences, identified as contributing to "other" needs, was judged to be meaningful to the professional development of instructors by less than one-third of the respondents.

Of all their development experiences, the Delphi panel identified those that were especially useful to their professional growth. These experiences were applicable to the categories of (1) general role-related, (2) role-specific, (3) interpersonal, and (4) personal.

With regard to their general role-related development, the majority of panel members identified seminars on teaching methods as being especially useful in contributing to their professional development. University education courses stood

out for more than one-half of the participants; and a teacher training program, for less than one-third.

All of the participants indicated that work experience related to the specific field in which instruction is given has been particularly useful to their professional development. All but one participant identified post-secondary vocational training as an exceptional form of role-specific development. Computer courses stood out for over one-third of the respondents while business ownership was considered especially useful by one respondent.

Motivation seminars and business communications courses were noted by a number of respondents as being especially useful for the development of instructors' interpersonal skills; computer courses were identified by less than one-third of the participants as being particularly helpful in achieving personal professional growth.

The administration of private schools has supported the professional development of business career training instructors in a number of ways. According to participants, the most important contribution that administrators have made to assist instructors in meeting their general instructional needs has been the provision of financial assistance applied toward the cost of tuition for university education courses. Private post-secondary schools have provided in-house seminars

and release time to assist instructors in achieving their general role-related development goals. These support measures were considered important to the professional development of instructors by less than one-third of the participants.

Two-thirds of the study's respondents felt that the most important way that private post-secondary schools have supported the role-specific development of their instructors has been by providing on-site computer training. Schools have also provided curriculum seminars and release time to help instructors meet role-specific needs. Less than one-half of the participants perceived these as important ways of supporting the professional development of instructors.

Private schools have helped instructors achieve organization-related goals by addressing the needs of industry and by providing in-house seminars. Addressing the needs of industry was considered by more than one-half of the respondents to be an important contribution to professional development, while the provision of in-house seminars was judged important by only one participant.

With regard to supporting the interpersonal professional development of instructors, it was identified that the administrators of private schools have provided instructors with help and moral support when necessary. This form of

support was perceived to be important by less than one-third of the study's panel. Private schools have helped instructors achieve "other" kinds of professional growth by sponsoring their participation at seminars, workshops, and conferences. However, less than one-third of the respondents perceived this to be an important contribution to their professional development.

The Delphi panel identified additional roles that the administrators of private post-secondary schools might play in meeting the development needs of their business career training instructors. These additional roles were associated with general role-related and role-specific development needs. Participants felt that the provision of new ideas for program delivery would have contributed to meeting their general role-related needs. They believed that the role-specific needs of instructors could have been further met through the provision of updated course content and through seminars addressing the latest techniques, technology, methods, and procedures introduced in the office environment.

Conclusions

The information provided by panel members led to numerous conclusions concerning the professional development of private post-secondary instructors. These conclusions are presented below, organized according to the various categories of the

needs assessment model which formed the basis for describing the findings of the study.

General role-related (common to the instructional role, such as instructional planning, execution, and evaluation)

1. Seminars and workshops designed to meet general role-related instructional needs were very important to the professional development of instructors. Seminars addressing teaching methods were considered to be especially useful.
2. University education courses and teacher education programs were essential to the preparation and strengthening of general instructional roles.
3. The acquisition of teaching strategies, academic credentials, and current resource materials were the general role-related professional development needs of private post-secondary business career instructors.
4. Instructors were trying to meet their general instructional needs by attending teaching seminars; by consulting with, and obtaining feedback from, peers and students; by enrolling in university education courses; by availing of resource materials; and by updating core course materials.
5. It was perceived that instructors' general role-related professional development needs could be met through

conferences, workshops, and seminars; through university education courses; and through new ideas for program delivery.

6. Private post-secondary schools assisted instructors in meeting their general instructional needs by providing financial support, in-house seminars, and release time to complete required activities.

Role-specific (specific to the particular position that an instructor occupies in the organization)

1. In-service role-specific computer training, subject and program content orientation, and teaching methodologies were important in contributing to individual professional development.

2. Formal computer courses and courses pertaining to individual fields of instructional training were beneficial in meeting role-specific instructional needs.

3. Work experience relevant to programs being taught, previous vocational training, and knowledge of computer applications were especially useful and very important to the role-specific professional development of business career instructors.

4. The principal role-specific professional development needs of Level I business education instructors were keeping up to date with changes in industry and with computer applications and technology.

5. Primarily, instructors enrolled in computer courses in an attempt to meet their role-specific needs. The secondary activities in which they engaged included independently learning computer application programs, reading business and trade literature, and participating in professional trade seminars.

6. The Delphi panel believed that the role-specific development needs of instructors could be met through seminars addressing the latest techniques, technology, methods, and procedures introduced in the office environment; through computer courses; and through updated course content.

7. The administration of private post-secondary schools assisted business career instructors in meeting their role-specific professional development needs by providing on-site computer training, curriculum seminars, and release time.

Organization-related (resulting from organizational policies, procedures, or philosophical positions)

1. Level I business career instructors participated in a variety of workshops and seminars related to the achievement of organizational goals. Those identified as being somewhat important to the professional development of instructors pertained to customer service, student retention, student loan default management, and team work.

2. The organization-related activities that were meaningful to instructors' professional growth included participation in business and trade seminars and in in-house staff workshops and seminars.

3. It was perceived that the most important ways in which the organization could help meet the professional development needs of business career training instructors was by granting release time to undertake required activities and by providing financial support.

4. As well as contributing to the growth of the organization, private post-secondary schools helped to meet some of the professional needs of instructors by addressing the needs of industry and by conducting organization-related in-house seminars.

Interpersonal (relating to others as an integral part of an instructional position in any educational setting)

1. Seminars and workshops focusing on communication and motivation skills and formal courses in communications were both beneficial and very important to the professional development of private school instructors.

2. Interacting with instructors external to the organization and reading literature pertaining to human relations were described as meaningful, interpersonal professional development activities.

3. Motivational skills and student management skills were areas of need related to the interpersonal professional development of Level I business career instructors.

4. Instructors were attempting to meet their interpersonal development needs by maintaining a high level of motivation.

5. It was believed that the interpersonal professional development needs of instructors could be met through motivational skills training, courses in communications, and feedback received from staff and students.

6. The provision of necessary help and moral support was acknowledged as a contribution that the administration of private post-secondary schools made to the interpersonal professional development of instructors.

Personal (not directly related to the current job function but contributing to the instructor's personal well-being or career development)

1. Seminars or workshops addressing time management issues and stress management skills were, respectively, important and somewhat important to the personal professional development of private post-secondary school instructors.

2. Computer courses were recognized as being useful for personal professional development purposes.

3. Teaching skills compatible with the requirements of other provinces, identified as a personal need, were judged to be

somewhat important to the professional development of instructors.

4. It was perceived that specific, personal professional development needs of some of the individual panel members could be met through reading literature relative to areas of special interest and by pursuing graduate studies in education.

Other (includes professional development experiences not distinctly specific to either of the above categories)

1. Provincial and national association conferences were meaningful to the professional growth of participating instructors.

2. Participation at provincial and national association conferences was judged overall as being relatively unimportant to the professional development of Level I business career instructors.

3. Instructors were also trying to meet their development needs through on-the-job teaching experience and by attending workshops, both of which were considered somewhat important to the professional growth of instructors.

4. The findings indicated that other, undefined professional development needs may be met through seminars.

5. Private post-secondary institutions assisted instructors in meeting their "other" professional development needs by

sponsoring individual participation at seminars, workshops, and conferences.

Recommendations

The following recommendations are offered to help guide the decision makers of private post-secondary schools in their professional development planning efforts. These recommendations are not hierarchically arranged but are presented as an aid in providing ideas for future professional development practices.

1. Provide general role-related and role-specific training related to the instructional roles of planning, execution, and evaluation.
2. Provide training in student management skills and the principles of adult learning.
3. Provide opportunities, support, and time to allow instructors to acquire needed academic teaching credentials and to complete formal courses related to their specific fields of instructional training.
4. Provide instructors with current instructional resource, core course, and program content teaching materials, and with professional trade, special interest, and human relations literature.

5. Provide time to allow instructors to consult with colleagues and students, to update course and teaching materials, and to study resource materials and literature.
6. Provide opportunities for instructors to participate in conferences, workshops, or seminars related to their general instructional roles and to their specialized areas of vocational training.
7. Provide instructors with new ideas for the delivery of training programs.
8. Provide orientation sessions to familiarize new and beginning teachers with program content and to introduce curricular changes to existing staff.
9. In-house seminars and workshops designed to achieve organizational goals should also be designed to meet the professional development needs of instructors.
10. Instructors should be given release time and financial support to undertake professional development activities related to the achievement of organizational goals.
11. Facilitate the interaction of instructors with peers and counterparts external to the organization.
12. Offer seminars or workshops dealing with effective time management and stress management techniques.
13. Obtain information for those interested about teaching skills compatible with the requirements of other provinces.

14. Support instructors in acquiring computer and other skills which may not be directly related to their current job functions.

15. Encourage and support individual academic pursuits of graduate education studies.

16. Provide opportunities for different staff members to participate in provincial and national association conferences.

17. Sponsor instructor participation at seminars, workshops, and conferences designed to meet other, individual professional development needs.

18. Provide opportunities, support, and time to allow instructors to complete formal computer courses and to acquire training in computer application programs.

19. Provide opportunities, support, and time to allow instructors to participate in motivation and communications skills training.

Recommendations for Further Study

It is evident that more studies should be done to explore the professional development needs and practices of individuals employed in the private post-secondary school system. Such studies would contribute to our understanding of instructors' professional needs and form the basis for ongoing personnel development planning. Also, private post-secondary

school operators should explore professional development practices that focus on meeting the needs of individual instructors as they pass through the different career stages of their professional lives.

Related Research

Because there has been a paucity of research conducted pertaining to the Newfoundland and Labrador private post-secondary school industry, the following recommendations are viewed as important for further studies to proceed:

1. that a study be undertaken to profile students who enrol in various training programs.
2. that a study be conducted to describe how instructors are inducted into this work environment.
3. that a study be conducted to examine student retention rates.
4. that a study be undertaken to investigate the job placement rate of graduates.
5. that a study be undertaken to assess whether training programs are meeting the requirements of the workplace.
6. that a study be conducted to examine how instructional personnel are recruited and selected.
7. that a study be conducted to explore the supervisory practices employed by administrators.

8. that a study be undertaken to assess the job satisfaction of instructors.

Recommendations Related to Using the Delphi Strategy

The following are recommendations related to the use of the Delphi strategy in conducting a study of this nature:

1. that the sample of participants be taken from other areas of instructional training.
2. that a larger number of training institutions be included in the sample.
3. that participants from private post-secondary schools located in the Labrador region be included in the sample.
4. that administrators be included in the sample.
5. that a third round questionnaire be administered if the objective is to reach consensus of opinion, derive strategies, or suggest solutions.
7. that personal interviews be used as a method of collecting data.

Conclusion

Closing the gap between "what is" and "what should be" in education goes beyond assessing needs; however, such an experience is part of the process for effecting change. According to Smith (1989), it is the the way to begin the

process. Information obtained from needs assessments is meant to serve a planning function (Myers, 1988).

In addition to providing insight into, and presenting issues concerning, the professional development needs and practices of business career instructors employed in private post-secondary schools, it is recommended that the information obtained from this study be used by decision makers as a basis to plan future professional development activities in private post-secondary education.

REFERENCES

- Acebo, S. C., & Watkins, K. (1988). Community college faculty development: Designing a learning organization. New Directions for Continuing Education, (38).
- Adams, R. A., Piercey, F. P., Jurich, J. A., & Lewis, R. A. (1992). Components of a model adolescent AIDS/drug abuse prevention program: A Delphi study. Family Relations, 41(3), 312-317.
- Alfano, K. (1993). Recent strategies for faculty and staff development. Community College Review, 21(1), 68-77.
- Allen, S. (1979). Guidelines for inservice programs. Teacher Education, 14, 86-90.
- Anglin, G. J. (1981). Kentucky's vocational staff-industry exchange program. Viewpoints in Teaching and Learning, 57(4), 101-104.
- Aquila, F. D., & Galovic, J. (1988). Encouraging teachers to adopt change. NASSP Bulletin, 72(506), 50-53.
- Askins, K. B., & Galloy, M. J. (1993). A quality initiative for postsecondary technical instructors. Community College Journal of Research and Practice, 17(6), 509-517.
- Barnette, J. J., Danielson, L. C., & Algozzine, R. F. (1978). Delphi methodology: An empirical investigation. Educational Research Quarterly, 3(1), 67-73.
- Barr, F. (1982). Challenge and response: The changing role of further education colleges. The Vocational Aspect of Education, 34(89), 89-98.
- Bell, L. (1991). Approaches to the professional development of teachers. In L. Bell & C. Day (Eds.), Managing the professional development of teachers (pp. 3-22). Bristol, PA: Open University Press.
- Bender, L. W., & Lukenbill, M. D. (1984). Human resource development: Let's begin with ourselves. Community and Junior College Journal, 55(2), 16-18.
- Bennett, C. L., & Mitchell, R. (1983). Staff development on a shoestring. VocEd, 58(8), 46-47.
- Blair, N., & Lange, R. (1990). A model for district staff development. In P. Burke, R. Heideman, & C. Heideman

- (Eds.), Programming for staff development: Fanning the flame (pp. 138-167). Bristol, PA: The Falmer Press.
- Borg, W. R., & Gall, M. D. (1989). Educational research: An introduction. (5th ed.). New York: Longman.
- Bradley, J. (1983). Staff development in further education. Educational Research, 25(1), 21-27.
- Brooks, K. W. (1979). Delphi technique: Expanding applications. The North Central Association Quarterly, 53(3), 377-385.
- Brown, J. M., & Scribner, R. (1982). Special needs inservice training for vocational educators: How, when, and by whom? Journal of Vocational Education Research, 7(4), 15-28.
- Browne, D. L., & Ritchie, D. C. (1991). Cognitive apprenticeship: A model of staff development for implementing technology in schools. Contemporary Education, 63(1), 28-33.
- Burden, P. R., & Wallace, D. (1983). Tailoring staff development to meet teachers' needs. Paper presented at the Mid-America Mini-Clinic of the Association of Teacher Educators, Wichita, Kansas. (ERIC Document Reproduction Service No. ED 237 506)
- Burke, P. (1990). Future directions for staff development--The staff development specialist. In P. Burke, R. Heideman, & C. Heideman, (Eds.), Programming for staff development: Fanning the flame (pp. 205-215). Bristol, PA: The Falmer Press.
- Byrne, R. (1983). Inservice programs--What are the essentials for making them effective? NASSP Bulletin, 67(461), 1-7.
- Cain, C. L. (1982). Media specialists and the quest for lifelong learning. School Library Journal, 29(2), 109-113.
- Cap, O., Breckman, G., Hink, F., & Ostermann, A. (1981). Vocational teacher updating patterns--Canada. Canadian Vocational Journal, 17(2), 30-34.

- Carbone, M. (1990). Why teacher empowerment now? The High School Journal, 73(2), 98-102.
- Castetter, W. B. (1986). The personnel function in educational administration (4th ed.). New York: Macmillan Publishing.
- Chambers, T. (1992). The development of criteria to evaluate college student leadership programs: A Delphi approach. Journal of College Student Development, 33(4), 339-347.
- Clay, M. C., Blakeslee, S., Holt, G. T., & Silverman, R. (1985). How do you start a training/HRD department from scratch? Training and Development Journal, 39(8), 12-20.
- Conrad, C. F., & Hammond, M. (1982). Cooperative approaches to faculty development. Community College Review, 10(2), 48-51.
- Corda, S. J. (1983). Staff development--An investment in productivity. School Business Affairs, 49(10), 51-52.
- Cumming, C., Kidd, J., McIver, J., & Wight, J. (1985). Teachers learning: Targeting inservice on users' needs. Scottish Educational Review, 17(2), 99-106.
- Daleliew, T., & Martinez, Y. (1988). Andragogy and development: A search for the meaning of staff development. Journal of Staff Development, 9(3), 28-31.
- Dareesh, J. C. (1987). Staff development--Guidelines for the principal. NASSP Bulletin, 71(497), 20-23.
- Dawson, A. J. (1978). Criteria for the creation of in-service education programs. Canadian Journal of Education, 3(1), 49-60.
- Dean, J. (1991). Professional development in school. Bristol, PA: Open University Press.
- Dean, P. J., Dean, M. R., & Guman, E. C. (1992). Identifying a range of performance improvement solutions through evaluation research. Performance Improvement Quarterly, 5(4), 16-31.
- DeHart, A. R. (1982). Thank God it's Monday. Community and Junior College Journal, 52(6), 12-15.

- DeRoche, E. F. (1987). An administrator's guide for evaluating programs and personnel: An effective schools approach. Boston: Allyn and Bacon.
- Dettmer, P. (1986). Characteristics and needs of adult learners in gifted program inservice and staff development. Gifted Child Quarterly, 30(3), 131-134.
- Dickinson, G. (1973). Teaching adults. Toronto: New Press.
- Dillon-Peterson, B. (1981). Staff development/organization development--Perspective 1981. In B. Dillon-Peterson (Ed.), Staff development/organization development (pp. 1-10). Alexandria, VA: Association for Supervision and Curriculum Development.
- Doelker, R. E., Jr., & Lynett, P. A. Strategies in staff development: An ecological approach. Social Work, 28(5), 380-384.
- Doll, R. C. (1983). Supervision for staff development: Ideas and application. Boston: Allyn and Bacon.
- Dunaway, M., Mechenbier, P., Parsons, K., & Wright, C. (1987). A practical approach to making inservice programs more valuable. NASSP Bulletin, 71(497), 17-19.
- Duncan, M. E., & McCombs, C. (1982). Adult life phases: Blueprint for staff development planning. Community College Review, 10(2), 26-35.
- Ellis, N., & Bernhard, R. (1989). Andragogical supervision: A supervisory style for adult professionals. The Clearing House, 62(8), 362-363.
- Evans, R. (1989). The faculty in midcareer: Implications for school improvement. Educational Leadership, 46(8), 10-15.
- Fairchild, T. N. (1987). Planning in-service presentations. Techniques, 3(3), 196-204.
- Fessler, R. (1990). The teacher as leader. In P. Burke, R. Heideman, & C. Heideman (Eds.), Programming for staff development: Fanning the flame (pp. 57-67). Bristol, PA: The Falmer Press.

- Frazer, G. H., Kush, R., & Richardson, C. E. (1988). Research questions in health education: A professional evaluation. Journal of School Health, 54(5), 188-192.
- Fullan, M. (1991). The new meaning of educational change (2nd ed.). New York: Teachers College Press.
- Fuller, G. R. (1987). The Vermont mentor program. Vocational Education Journal, 62(2), 36-37.
- Garmston, R., & Pahre, B. (1988). Empowering teachers: Some practical steps. Thrust, 18(2), 21-24.
- Geller, W. W. (1982). Professional growth contracting. Journal of NAWDAC, 45(2), 20-21.
- Gould, S., & Letven, E. (1987). A center for interactive professional development. Educational Leadership, 45(3), 49-52.
- Greene, J. E. (1971). School personnel administration. Philadelphia: Chilton Book Company.
- Griggs, M. B. (1990). Research priorities and goals for vocational education personnel development. Berkeley, CA: National Center for Research in Vocational Education. (ERIC Document Reproduction Service No. ED 326 663)
- Guglielmino, L. M. (1993). Staff development programs based on teacher choice: Insights from adult education research. Journal of Personnel Evaluation in Education, 7(3), 231-233.
- Guskey, T. R. (1986). Staff development and the process of teacher change. Educational Researcher, 15(5), 5-11.
- Halvorson, P. L., Thibodeau, J. A., & McKenna, P. G. (1987). Professional development: Whose agenda? Academe, 73(3), 15-18.
- Hammons, J. O. (1983). Staff development isn't enough. Community College Review, 10(3), 3-7.
- Harris, Ben M. (1980). Improving staff performance through in-service education. Boston: Allyn and Bacon.

- Harty, H. (1980). Some collective thoughts on nontraditional inservice preparation of school-based professionals. Contemporary Education, 51(2), 74-78.
- Heath, A. E., Neimeyer, G. J., & Pedersen, P. B. (1988). The future of cross-cultural counseling: A Delphi poll. Journal of Counseling and Development, 67(1), 27-30.
- Heideman, C. (1990). Introduction to Staff Development. In P. Burke, R. Heideman, & C. Heideman (Eds.), Programming for staff development: Fanning the flame (pp. 3-9). Bristol, PA: The Falmer Press.
- Herzog, B., & Koll, P. (1990). The practitioner's perspective. In P. Burke, R. Heideman, & C. Heideman (Eds.), Programming for staff development: Fanning the flame (pp. 68-83). Bristol, PA: The Falmer Press.
- Hipps, G. M. (1982). Faculty and administrative development. New Directions for Institutional Research, (38); (Effective Planned Change Strategies), 2(1), 49-65.
- Hoerner, J. L., Clowes, D. A., & Impara, J. C. (1991). Professional development programs in community and technical colleges: Are occupational-technical faculty well served? Journal of Studies in Technical Careers, 13(4), 351-360.
- Holden, M., & Mitchell, W. (1993). The future of computer-mediated communication in higher education. EDUCOM, 28(2), 31-37.
- Huling-Austin, L. & O'Bryan-Garland, S. (1988). Concerns, issues and priorities of educators: A model for collaboration. Teacher Education and Practice, 5(1), 49-57.
- Impara, J. C., Hoerner, J. L., Clowes, D. A., & Allkins, M. T. (1991). Professional development programs: A comparison of full- and part-time occupational-technical faculty. Community Services Catalyst, 21(2), 8-12.
- Iwanicki, E. F., & McEachern, L. (1984). Using teacher self-assessment to identify staff development needs. Journal of Teacher Education, 35(2), 38-41.

- Jacobson, W. C. (1987). Meeting the challenge: The rewards of instructional leadership for principals. NASSP Bulletin, 71(498), 57-66.
- Jeffery, G., Haché, G.; & Lehr, R. (1995). A group-based Delphi application: Defining rural career counseling needs. Measurement and Evaluation in Counseling and Development, 28(1), 45-60.
- Jones, J. (1990). The role of the headteacher in staff development. The British Journal of Educational Management and Administration, 18(1), 27-34.
- Knowles, M. S. (1970). The modern practice of adult education: Andragogy versus pedagogy. New York: Association Press.
- Koll, P. J., & Hetland, R. R. (1984). What staff developers can learn from the private sector: An andragogical approach. The Journal of Staff Development, 5(1), 81-89.
- Krupp, J. A. (1983). Sparking an aging staff through increased awareness of adult developmental changes. SAANYS Journal, 13(3), 9-13.
- Krupp, J. A. (1991). Beyond the 3 R's: Focusing on quality life. Journal of Staff Development, 12(4), 20-23.
- Kurth-Schai, R. (1988). Collecting the thoughts of children: A delphic approach. Journal of Research and Development in Education, 21(3), pp. 53-59.
- Ladwig, D. J. (1983). Quality circles improve school operations. School Business Affairs, 49(10), 36-37; 50.
- Lauffer, A. (1982). Assessment tools: For practitioners, managers, and trainers. Beverly Hills, CA: Sage Publications.
- Leach, J. A. (1986). An assessment of the importance of selected competencies and perceived ability among training and development professionals. Journal of Vocational and Technical Education, 3(1), 45-53.
- Letven, E., & Klobuchar, J. (1990). A regional staff development center model. In P. Burke, R. Heideman, & C. Heideman (Eds.), Programming for staff development:

- Fanning the flames (pp. 168-179). Bristol, PA: The Falmer Press.
- Levine, S. L. (1993). Developmental assessment: Accounting for adult growth in supervision and evaluation. Journal of Personnel Evaluation in Education, 7(3), 223-230.
- Little, J. W. (1982). The effective principal. American Education, 18(7) 38-42.
- Locke, W. E. (1985). Teacher attitudes suggest inservice programs. (ERIC Document Reproduction Service No. ED 283 785)
- Long, H. B. (1990). Research trends, topics, results, approaches and funding in continuing higher education 1989-1998: A Delphi study. Continuing Higher Education Review, 54(1), 1-10.
- Lovell, J. T., & Wiles, K. (1983). Supervision for better schools (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Loyd, C. M. & Redick, S. S. (1991). Mentors make it easier. Vocational Education Journal, 66(6), 30-32.
- Lynch, R. L., Schmidt, B. J., & Asche, F. M. (1988). Determining priorities for vocational education research through use of the nominal group technique. Journal of Vocational and Technical Education, 5(1), 13-27.
- MacKay, J. L., & Hixson, L. E. (1977). Toward a better understanding of how to teach older adults. Adult Leadership, 25(5), 148; 160.
- Maeroff, G. I. (1988). Teacher empowerment: A step toward professionalization. NASSP Bulletin, 72(511), 52-60.
- Main, A. (1985). Educational staff development. London: Croom Helm.
- Marshall, J. C., & Caldwell, S. D. (1984). How valid are formal, informal needs assessment methods for planning staff development programs? NASSP Bulletin, 68(475), 24-30.
- Martorella, P. H. (1991). Consensus building among social educators: A Delphi study. Theory and Research in Social Education, 19(1), 83-94.

- McKillip, J. (1987). Need analysis: Tools for the human services and education. Newbury Park, CA: Sage Publications.
- Moore, J. R. (1988). Guidelines concerning adult learning. Journal of Staff Development, 9(3), 2-5.
- Morgan, R. F., & Griffin, E. L. (1981). Delphi technique modified for use in reading. Reading Improvement, 18(3), 270-274.
- Muller, D. J. (1988). Staff development: Whose responsibility? Programmed Learning and Educational Technology, 25(2), 101-106.
- Myers, A. M. (1988). Needs assessment: Broadening the perspective on its utility and timing. The Canadian Journal of Program Evaluation, 3(2), 103-113.
- The National Center for Research in Vocational Education. (1985). Appraise staff development needs (rev. ed.). Athens, GA: American Association for Vocational Instructional Materials.
- O'Banion, T. (1982). Guidelines for organizing staff development programs. Community and Junior College Journal, 52(6), 19-21.
- Orlich, D. C. (1989). Staff development: Enhancing human potential. Boston: Allyn and Bacon.
- Palmer, D. (1989). Adult learners. The Canadian School Executive, 8(10), 25-27.
- Parker, L. S. (1990). A prototypic human resource model. In P. Burke, R. Heideman, & C. Heideman (Eds.), Programming for staff development: Fanning the flame (pp. 87-116). Bristol, PA: The Falmer Press.
- Pieratt, H. E., Jr., & Wilson, A. K. (1982). Kentucky's industry exchange. VocEd, 57(2), 38-40.
- Pine, G. J., & Horne, P. J. (1969). Principles and conditions for learning in adult education. Adult Leadership, 18(4), 108-110; 126; 133-134.
- Pucel, D. J. (1989). A comparison of the career and professional development patterns of non-education-

- degreed vocational instructors in postsecondary and adult extension programs. Journal of Industrial Teacher Education, 26(3), 7-18.
- Race, K. E., and Planek, T. W. (1992). Modified scree test: Further considerations on its application to Delphi study data. Evaluation Review, 16(2), 171-183.
- Reilly, J. J. (1990). Is in-service of service? Momentum, 21(4), 10-11.
- Richardson, M. D., and Prickett, R. L. (1994). Recognizing how adults learn: Implications for principals. NASSP Bulletin, 78(558), 85-89.
- Rinehart, R., & Schaller, S. (1983). Staff development through direct contact with employers. Journal of Career Education, 9(4), 324-329.
- Roberts, K. M. (1990). Getting ahead in voc ed. Vocational Education Journal, 65(4), 20-21; 41-42.
- Robertson, H. (1987). Planning staff development in turbulent times. B.C. Teacher, 67(1), 8-9.
- Rogus, J. F. (1983). Building an effective staff development program: A principal's checklist. NASSP Bulletin, 67(461), 8-16.
- Rossett, A. (1990). Needs assessment: Forerunner to successful HRD programs. In J. W. Pfeiffer (Ed.), The 1990 annual: Developing human resources (pp. 191-207). San Diego, CA: University Associates.
- Roth, G. L. (1989). Old trucks, teaching, and learning with adults. Performance & Instruction, 28(4), 1-4.
- Roth, G. L., & Tesolowski, D. G. (1984). Microcomputer competencies for vocational teachers. The Computing Teacher, 12(3), 64-66.
- Rusk, T. (1990). Overcoming mind traps: Self-change and its implications for the HRD professional. In J. W. Pfeiffer (Ed.), The 1990 annual: Developing human resources (pp. 171-184). San Diego, CA: University Associates.

- Ryan, R. L. (1987). The complete inservice staff development program: A step-by-step manual for school administrators. Englewood Cliffs, NJ: Prentice-Hall.
- Ryor, J., Shanker, A., & Sandefur, J. T. (1979). Three perspectives on inservice education. Journal of Teacher Education, 30(1), 13-19.
- Schultz, J. B., & Torrie, M. (1983). Impact of inservice teacher education. Journal of Vocational Education Research, 8(3), 1-9.
- Sergiovanni, T. J., & Starratt, R. J. (1988). Supervision: human perspectives (4th ed.). New York: McGraw-Hill.
- Shipp, T. (1978). Kurt Lewin: Revisited. Lifelong Learning: The Adult Years, 1(10), 28-29; 38.
- Smith, S. S. (1989). Assessing needs for education for employment. Springfield, IL: Illinois State Board of Education. Department of Adult, Vocational and Technical Education. (ERIC Document Reproduction Service No. ED 305 499)
- Smolin, C. J. (1991). This corps of teachers answers calls for help throughout Alaska. Vocational Education Journal, 66(6), 32-33.
- Smyth, W. J. (1980). Clinical supervision: A reality-centered mode of inservice education. Educational Technology, 20(3), 31-34.
- Somers, K., Baker, G., & Isbell, C. (1984). How to use the Delphi technique to forecast training needs. Performance & Instruction Journal, 23(4), 26-28.
- Spector, B. S. (1989). "... About stages of professional development. Science and Children, 27(1), 62-65.
- Spinelli, T. (1983). The Delphi decision-making process. Journal of Psychology, 113(1), 73-80.
- Stallings, J. (1987). What students should learn in schools: An issue for staff development. NASSP Bulletin, 71(498), 67-76.

- Steffin, A., & Sleep, R. (1988). A model for successful school based staff development. The Canadian School Executive, 8(6), 11-16.
- Steffy, B. (1987). How to develop a human development model. The School Administrator, 44(5), 14-15.
- Stone, H. (1990). A staff development model for post-secondary education. In P. Burke, R. Heideman, & C. Heideman (Eds.), Programming for staff development: Fanning the flame (pp. 191-202). Bristol, PA: The Falmer Press.
- Summerlin, C., Blackbourn, R., & Hare, D. (1986). Staff development needs assessment: Implications for system planning and implementation. Catalyst for Change, 16(1), 4-7.
- Taylor, J. (1986). How adults learn: Interview with Don Brundage. The Practice of Ministry in Canada, (Bonus Issue), 5-7.
- Tersine, R. J., & Riggs, W. E. (1976). The Delphi technique: A long-range planning tool. Business Horizons, 19(2), 51-56.
- Thompson, J. C., Jr., & Cooley, V. E. (1986). A national study of outstanding staff development programs. Educational Horizons, 64(2), 94-98.
- Tindill, A. S., & Coplin, L. (1989). Evaluating staff development activities. Education Canada, 29(1), 16-23.
- Tyler, C. (1990). Components to consider for your district's staff development needs. Thrust, 19(5), 21-23.
- Uhl, N. P. (1983). Using the Delphi technique in institutional planning. New Directions For Institutional Research, 37; (Using Research for Strategic Planning), 10(1), 81-94.
- Urlick, R. V., Pendergast, D. M., & Hillman, S. B. (1981). Pre-conditions for staff development. Educational Leadership, 38(7), 546-549.
- Van Ast, J. (1982). Iowa updates its technical teachers. VocEd, 57(2), 33-34.

- Van Tulder, M.; Veenman, S.; & Sieben, J. (1988). Features of effective in-service activities: Results of a Delphi-study. Educational Studies, 14(2), 209-223.
- Verma, S. (1984). Staff development: A systematic approach. Education Canada, 24(3), 9-13.
- Vincent, D. R., & Brooks, K. W. (1982). A Delphi projection: Implications of declining enrollment. Planning and Changing, 13(1), 24-31.
- Waters, R. G., & Haskell, L. J. (1989). Identifying staff development needs of cooperative extension faculty using a modified Borich needs assessment model. Journal of Agricultural Education, 30(2), 26-32.
- Weaver, M. O. (1988). From the beginning. Training and Development Journal, 42(2), 18-23.
- Webb, L. D., Greer, J. T., Montello, P. A., & Norton, M. S. (1987). Personnel administration in education: New issues and new needs in human resource management. Columbus, OH: Merrill Publishing.
- Webb, L. D., Montello, P. A., & Norton, M. S. (1994). Human resources administration: Personnel issues and needs in education (2nd ed.). New York: Macmillan College.
- Wieck, C. (1979). Training and development of staff: Lessons from business and industry. Education Unlimited, 1(3), 6-13.
- Wildman, T. M., & Niles, J. A. Essentials of professional growth. Educational Leadership, 44(5), 4-10.
- Wright, P. C. (1984). Professional development: Treat problems, not symptoms. The Canadian School Executive, 4(3), 6-9.
- Wood, F. H., & Thompson, S. R. (1980). Guidelines for better staff development. Educational Leadership, 37(5), 374-378.
- Wood, F. H., Thompson, S. R., & Russell, F. (1981). Designing effective staff development programs. In B. Dillon-Peterson (Ed.), Staff development/organization development. Alexandria, VA: Association for Supervision and Curriculum Development.

Zemke, R., & Zemke, S. (1981). 30 things we know for sure about adult learning. Training/HRD, 18(6), 45-52.

APPENDIX A

Letter to Principals Seeking Formal Consent to Allow
Instructors to Participate in the Study

2 Coaker Place
St. John's, NF
A1A 4B1
Current Date

Princip.l
School Name
Mailing Address

Dear :

I am a business education instructor employed at a St. John's private post-secondary school and also a part-time graduate student at Memorial University of Newfoundland.

In partial fulfilment for a Master of Education degree, I am planning to conduct a study of the professional development needs of private post-secondary instructors responsible for the delivery of Level I business career training programs. It is hoped that the findings of this study will provide information which may be used in planning effective professional development experiences which benefit both (name of school) and its instructors. I am, therefore, requesting your permission to have (name of school)'s instructors take part in this study.

This research project will use a methodology known as the Delphi technique, which consists of a series of questionnaires (usually three) designed to elicit participants' viewpoints in arriving at a needs consensus. Data will be collected during the September 1994 - June 1995 school year; all data and records of participation will be destroyed when the final written thesis has been submitted to Memorial University. The research will be conducted under the general supervision of Memorial and the direct supervision of Dr. George Haché and Dr. Dennis Sharpe of the Faculty of Education.

All information gathered in this study will be kept strictly confidential and at no time will (name of school) or its instructors be identified; I am not interested in isolating the professional development needs of individual schools or specific instructors. Participation is voluntary, subjects may refrain from answering any questionnaire items they prefer to omit, and (name of school) or any of your instructors may withdraw from the study at any time. This research will be conducted within the guidelines of the Faculty of Education's

Principal's Name
Current Date
Page 2

Ethics Review Committee, and the results of my completed research would be made available to you upon request.

This proposed study has received the support and endorsement of Ms. Nellie Burke of the Department of Education. However, it is not able to be conducted without the assistance and co-operation of the administrators of the province's established private post-secondary schools. Your help in this regard would be invaluable and most appreciated. If you are willing to contribute to this research by having your instructors participate in the study, please sign the enclosed forms and return one copy to me at the above address by (date). The other is for your own records.

I assure you that the research study is my own original idea and is being conducted by me as a graduate student and not as an employee of a private school. All correspondence and any information you may release to me will be kept confidential and used only to obtain a sample for the study.

If you have any questions or concerns, please do not hesitate to contact me at 722-3248. If at any time you would like to speak with a resource person not associated with the study, you may contact Dr. Patricia Canning, Associate Dean, Research and Development, Faculty of Education.

Yours sincerely,

Sally Ackerman, B.A., B.Ed.

Enclosures

I, _____, give permission for (name of school) instructors to take part in a study being undertaken by Sally Ackerman which is designed to identify the professional development needs of Level I business career training instructors. I understand that participation is entirely voluntary and that (name of school) can withdraw permission at any time. All information is confidential and neither (name of school) nor its instructors will be identified.

Date _____

Signature _____

APPENDIX B

Follow-up to Appendix A Letter

2 Coaker Place
St. John's, NF
A1A 4B1
Current Date

1~ 2~ 3~, 4~
5~
6~

Dear 1~ 3~:

In a letter dated August 25, 1994, I requested your permission to allow your school's business career training instructors to participate in a study I am planning to undertake in partial requirement for a Master of Education degree. The purpose of this research is to determine the professional development needs of instructors responsible for teaching Level I business education programs in private post-secondary training institutions.

Because 5~ is one of the province's established private post-secondary schools, the contribution of your school and its instructors would be integral to the study. In addition, it is hoped that the research findings will yield insights and information which may be used by private schools in planning meaningful professional development activities for their instructors.

With the start-up of new classes, I know this is a very busy time of year for you. For your convenience, I am again enclosing two copies of a permission form for you to sign, indicating your willingness to have your instructors become involved in this study. Please return one to me and retain the other for your records. Your co-operation is greatly appreciated.

If you have already responded to my previous letter, I would like to thank you for your support.

Sincerely yours,

Sally Ackerman, B.A., B.Ed.

Enclosures

I, _____, give permission for 5~ instructors to take part in a study being undertaken by Sally Ackerman which is designed to identify the professional development needs of Level I business career training instructors. I understand that participation is entirely voluntary and that 5~ can withdraw permission at any time. All information is confidential and neither 5~ nor its instructors will be identified.

Date _____

Signature _____

APPENDIX C

Letter to Principals Requesting Names of Level I Business
Career Training Instructors in Their Employ

2 Coaker Place
St. John's, NF
A1A 4B1
Current Date

1~ 2~ 3~, 4~
5~

Dear 1~ 3~:

Thank you for consenting to allow your school's instructors to participate in a study that I will be undertaking to determine the professional development needs of private post-secondary instructors engaged in the delivery of Level I business career training programs. It is only through the support and co-operation of the administrators of the province's established private post-secondary schools that this research project is able to be conducted.

In order to contact potential participants to serve on the study's Delphi panel, it is necessary that I know the names and mailing addresses of the instructors in your employ who are involved in teaching Level I business career training programs. Because of ethical considerations, this information must be obtained from the administration of your school. Therefore, I am seeking your further assistance by requesting that you provide me with the needed information. Your contribution in this regard would be greatly appreciated.

Again, I thank you for the assistance you have provided thus far and look forward to your continued support of this project.

Yours sincerely,

Sally Ackerman, B.A., B.Ed.

APPENDIX D

Round One Delphi Questionnaire

A PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT OF
PRIVATE POST-SECONDARY LEVEL I
BUSINESS CAREER INSTRUCTORS:
A DELPHI STUDY

2 Coaker Place
St. John's, NF
A1A 4B1

November 1994

To Delphi Study Panelists:

Based on your willingness to participate, you have been selected as a member of this study's Delphi panel. Thank you for agreeing to assist in the research. The completion of this questionnaire will take about an hour of your time.

The Delphi technique avails of the expertise of its panel members in establishing needs and setting priorities. The purpose of this study is to explore the professional development needs of private post-secondary instructors responsible for the delivery of Level I business career training programs. As indicated in the accompanying letter, this needs identification is based on the responses given by participants to a series of questionnaires.

The Delphi approach is cumulative. This first round questionnaire is largely exploratory in nature. You are asked to generate responses to nine open-ended questions. All information obtained from the Round One open-ended questions will be summarized in the form of distinct statements and fed back to you for your appraisal. By the third round, a group view of consensus will have emerged.

All necessary steps will be taken to ensure the anonymity of all participants. Under no circumstances will you be cited or quoted; you are personally assured of absolute anonymity and confidentiality.

Please give thoughtful consideration to the completion of this Round One Delphi questionnaire. I would appreciate your completing the full questionnaire. However, you may leave blank any item you wish. If you need more space, please use the back page and additional sheets if necessary.

Please return your completed questionnaire by January 10, 1995.

If you have any questions concerning this questionnaire, please contact me by telephoning (709) 722-3248. Out-of-town residents may call collect.

Thank you for your help.

1. Briefly describe the types of seminars and workshops you have attended while teaching in your present position.

2. What types of courses, including those related to your field and those pertaining to the teaching-learning process, have been most professionally beneficial to you as an instructor?

3. Describe any other professional development activities, both formal and informal, that are meaningful to you as an instructor.

4. Of all the items you have listed above in response to Questions 1 through 3 inclusive, please identify those that stand out, and indicate why they have been especially useful to your professional growth.

5. At this stage of your teaching career, what are your professional development needs?

6. Describe the ways in which you are trying to meet these needs. (In reference to Question 5)

7. Describe the ways in which you think your professional development needs can be met.

8. How is your school assisting you in meeting these needs? (In reference to Question 5)

9. Any other comments based on professional development?

PARTICIPANT BACKGROUND INFORMATION (OPTIONAL)

10. What is the total number of years of teaching experience that you possess?
11. How many years have you been employed as an instructor in the private post-secondary school system?
12. Are you teaching full time or part time in your present position?
13. Which business career training programs are you involved in teaching? (For example, Secretarial Studies, Computerized Accounting, etc.)
14. Please list the certificates, diplomas, and degrees that you hold.

Certificates, Diplomas, Degrees

Year of Graduation

15. Please list any other qualifications that you are in the process of completing.

APPENDIX E

Initial Letter to Delphi Panel

2 Coaker Place
St. John's, NF
A1A 4B1
November 30, 1994

1~ 2~ 3~
4~

Dear 1- 3-:

Thank you for agreeing to participate in the research project that I will be undertaking in partial fulfilment for the degree of Master of Education.

With this letter, I have enclosed the first questionnaire and the "Consent to Participate" forms. Please sign both forms, and retain one for your own records; the other is to be returned to me with your completed questionnaire. I have also enclosed a stamped, self-addressed envelope for your mailing convenience. The envelope contains a code number; this is for follow-up purposes only, not for participant identification.

As mentioned during our telephone conversation, I am planning to conduct a study to determine the professional development needs of private post-secondary school teachers engaged in the delivery of Level I business career training programs. It is hoped that the research findings will provide information that may be used by the administration of private schools when planning professional development activities for its instructors.

This research project will use a method known as the Delphi technique, which is designed to obtain expert opinion on a given topic through a series of questionnaires (usually three) and controlled feedback as a means of identifying needs and achieving consensual group judgements. Data will be collected during the current school year; all data and records of participation will be destroyed when the final written thesis has been submitted to Memorial University. The research will be conducted under the general supervision of Memorial and the direct supervision of Dr. George Haché and Dr. Dennis Sharpe of the Faculty of Education.

Because of your employment as a private post-secondary business career instructor, you are considered to be knowledgeable about the professional development needs of

1~ 2~ 3~

Page 2

November 30, 1994

teachers in this setting. Your expertise in the identification and prioritizing of the professional development needs of Level I business career instructors will provide an invaluable contribution to this research.

All information gathered in this study will be kept strictly confidential, and at no time will any instructor or school be identified; I am not interested in isolating the professional development needs of individual schools or specific instructors. Participation is completely voluntary, and you have the right to withdraw from the study at any time and/or refrain from answering any questionnaire items you prefer to omit. This research will be conducted within the guidelines of the Faculty of Education's Ethics Review Committee, and the results of my completed research would be made available to you upon request.

After obtaining a signed consent form and the first-round questionnaire from each participant, the procedure that will be observed in using the Delphi technique is as follows:

- 1) A second-round questionnaire, summarizing and listing the statements obtained from the first questionnaire, will be sent to you. You will be asked to rank the listed items and, if you choose, make additional comments.
- 2) The third-round questionnaire reflects the summarized group ratings of the second-round questionnaire. I will ask you to consider the data and to reconsider your original ratings, which you may wish to change after learning the group judgement. You may also comment.
- 3) The results of the third-round questionnaire will be summarized and fed back to you.

I assure you that the research study is my own original idea and is being conducted by me as a graduate student and not as an employee of a private school. All correspondence and any information you release to me will be kept confidential and anonymous. Please also be assured that your school has formally given permission to allow its instructors to participate in the research.

1~ 2~ 3~
Page 3
November 30, 1994

If you would like more information concerning this study, please call me collect at (709) 722-3248. If you would at any time like to speak with a resource person not associated with the study, you may contact Dr. Patricia Canning, Associate Dean, Research and Development, Faculty of Education, Memorial University of Newfoundland.

I would appreciate your commitment and co-operation. However, if you have decided against contributing to this research, it is important that I know as soon as possible so that another potential participant may be requested to serve as a panel member. In the event that this is the case, please contact me at the above telephone number.

Yours sincerely,

Sally Ackerman, B.A., B.Ed.

Enclosures

CONSENT TO PARTICIPATE

I, 2-3-, agree to participate in a Delphi research study to determine the professional development needs of private post-secondary instructors responsible for the delivery of Level I business career training programs being undertaken by Sally Ackerman. I understand that participation is entirely voluntary and that I may withdraw from the study at any time. All information is strictly confidential and no individual will be identified.

Signature: _____

Date: _____

APPENDIX F

Round One Follow-up Reminder Letter to Delphi Panel

2 Coaker Place
St. John's, NF
A1A 4B1
December 29, 1994

1- 2- 3-
4-

Dear 1- 3-:

During mid-November, I contacted you by telephone requesting your participation in the research project that I am undertaking in partial fulfilment for the degree of Master of Education. After you had graciously agreed to assist in this study, I then mailed you an explanatory letter (dated November 30) outlining the research procedure along with the first-round Delphi questionnaire and two copies of a "Consent to Participate" form.

I want to thank you again for agreeing to be a member of the study's Delphi panel. I am optimistic that the valuable contributions of educators like you will provide information that will be beneficial to private post-secondary school leaders as they plan programs to help meet the professional development needs of business career instructors.

If you would like further information or have any questions concerning the first-round questionnaire, please call me at (709) 722-3248.

I am looking forward to soon receiving your completed questionnaire.

Yours sincerely,

Sally Ackerman

APPENDIX G

Round Two Delphi Questionnaire

1. The types of seminars and workshops attended by participants while working in their current positions were identified as follows.

From the total number of items listed below under the various categories, select the eleven that you feel are most important to the professional development of instructors. Assign the value (1) to the item you feel is most important. Assign (2) to the next most important and so on until the eleventh item (the least important of the eleven) is assigned a value of 11.

Any additional items you provide may also be included in the ranking.

Rank	General role-related (common to the instructional role, such as instructional planning, execution, and evaluation)	Comments
_____	(a) exam marking	
_____	(b) teaching methods	
_____	(c) lesson plan preparation	
_____	(d) preparation of exams and assignments	
_____	(e) job search procedures for students	
_____	(f) instructional roles	
_____	(g) principles of adult learning	
_____	(h) facilitation skills	
_____	(i) classroom management	
	<u>Additional Items</u>	
_____	(j) _____	
_____	(k) _____	
_____	(l) _____	
	<u>Role-specific (specific to the particular position that an instructor occupies in the organization)</u>	
_____	(a) teaching methodologies in specific subject areas	

_____	(b) telephone procedures and technology	
_____	(c) computer training	
_____	(d) financial statements	
_____	(e) marketing	
_____	(f) orientation to subject and course content	
	<u>Additional Items</u>	
_____	(g)	
_____	(h)	
_____	(i)	
	<u>Organization-related</u> (resulting from organizational policies, procedures, or philosophical positions)	
_____	(a) school policies and procedures	
_____	(b) women in supervision	
_____	(c) student retention	
_____	(d) sexual harassment	
_____	(e) management aspects of private schools	
_____	(f) goals and future of the institution	
_____	(g) team work	
_____	(h) student loan default management	
_____	(i) customer service	
_____	(j) general information session for new employees	

	<u>Additional Items</u>
_____	(k)
_____	(l)
_____	(m)
	Interpersonal <i>(relating to others as an integral part of an instructional position in any educational setting)</i>
_____	(a) meeting and interacting with fellow teachers
_____	(b) motivation skills
_____	(c) communication skills
	<u>Additional Items</u>
_____	(d)
_____	(e)
_____	(f)
	Personal <i>(not directly related to the current job function but contributing to the instructor's personal well-being or career development)</i>
_____	(a) stress management
_____	(b) time management
	<u>Additional Items</u>
_____	(c)
_____	(d)
_____	(e)

	<u>Other</u> (please specify content or provide clarification in the adjacent "Comments" section)	
_____	(a) participation at provincial association conferences	
_____	(b) participation at national association conferences	
	<u>Additional Items</u>	
_____	(c)	
_____	(d)	
_____	(e)	

2. The types of courses, including those pertaining to the teaching-learning process and those related to the specific field of instructional training, that were identified as being most professionally beneficial are provided below.

From the total number of items listed under the different categories, select the three that you feel are most important to instructors' professional development. Assign the value (1) to the item you feel is most important. Assign (2) to the next most important; assign a value of (3) to the third item (the least important of the three).

Any additional items you provide may also be included in the ranking.

Rank	<u>General role-related</u> (common to the instructional role, such as instructional planning, execution, and evaluation)	Comments
_____	(a) university education courses	
_____	(b) basic teacher's training program	
	<u>Additional Items</u>	
_____	(c)	
_____	(d)	
_____	(e)	
	<u>Role-specific</u> (specific to the particular position that an instructor occupies in the organization)	
_____	(a) accounting courses	

_____	(b)	computer courses
_____	(c)	secretarial courses
_____	(d)	courses offered by the Associate Institute of Canadian Bankers
_____	(e)	courses contained in a post- secondary Banking and Financial Services program
_____	(f)	job-related courses while employed in industry
		<u>Additional Items</u>
_____	(g)	
_____	(h)	
_____	(i)	
		<u>Interpersonal</u> (relating to others as an integral part of an instructional position in any educational setting)
_____	(a)	communications
_____	(b)	other
		<u>Additional Items</u>
_____	(c)	
_____	(d)	
_____	(e)	

3. The following list includes other professional development activities, both formal and informal, that were identified by instructors as being meaningful to their professional growth.

From the total number of items listed under the different categories, select the six that you feel are most important to the professional development of instructors. Assign the value (1) to the item you feel is most important. Assign (2) to the next most important and so on until the sixth item (the least important of the six) is assigned a value of 6.

Any additional items you provide may also be included in the ranking.

Rank	<u>General role-related</u> (common to the instructional role, such as instructional planning, execution, and evaluation)	Comments
_____	(a) university education courses	
	<u>Additional Items</u>	
_____	(b) _____	
_____	(c) _____	
_____	(d) _____	
	<u>Role-specific</u> (specific to the particular position that an instructor occupies in the organization)	
_____	(a) computer applications	
_____	(b) work experience relevant to programs being taught	
_____	(c) previous vocational training	
_____	(d) reading literature on business	
_____	(e) business ownership and consulting services	
	<u>Additional Items</u>	
_____	(f) _____	
_____	(g) _____	
_____	(h) _____	
	<u>Organization-related</u> (resulting from organizational policies, procedures, or philosophical positions)	
_____	(a) membership in the Association of Records Managers and Administrators	

_____	(b)	member of the school's secretarial program(s) advisory board
_____	(c)	participation in school's annual business day functions
_____	(d)	staff meetings
_____	(e)	participation at business and trade seminars
_____	(f)	in-house staff workshops and seminars
		<u>Additional Items</u>
_____	(g)	
_____	(h)	
_____	(i)	
		<u>Interpersonal</u> <i>(relating to others as an integral part of an instructional position in any educational setting)</i>
_____	(a)	membership in the school's secretarial program(s) social club
_____	(b)	reading literature pertaining to human relations
_____	(c)	interacting with instructors external to the organization
		<u>Additional Items</u>
_____	(d)	
_____	(e)	
_____	(f)	

	<u>Other</u> (please specify content or provide clarification in the adjacent "Comments" section)	
_____	(a) participation at provincial association conferences	
_____	(b) participation at national association conferences	
	<u>Additional Items</u>	
_____	(c)	
_____	(d)	
_____	(e)	

4. Of all the information given above in Numbers 1-3 inclusive, the following were identified as being especially useful to the professional development of instructors.

From the total number of items given under the different categories, select the five that you feel are most important to the professional development of instructors. Assign the value (1) to the item you feel is most important. Assign (2) to the next most important and so on until the fifth item (the least important of the five) is assigned a value of 5.

Any additional items you provide may also be included in the ranking.

Rank	<u>General role-related</u> (common to the instructional role, such as instructional planning, execution, and evaluation)	Comments
_____	(a) seminar on teaching methods	
_____	(b) teacher training program	
_____	(c) university education courses	
	<u>Additional Items</u>	
_____	(d) _____	
_____	(e) _____	

_____	(f) _____	
	<u>Role-specific</u> (specific to the particular position that an instructor occupies in the organization)	
_____	(a) work experience related to the field in which instruction is given	
_____	(b) secretarial training	
_____	(c) business ownership	
_____	(d) reading of business journals	
_____	(e) post-secondary vocational training	
_____	(f) computer courses	
	<u>Additional Items</u>	
_____	(g)	
_____	(h)	
_____	(i)	
	<u>Organization-related</u> (resulting from organizational policies, procedures, or philosophical positions)	
_____	(a) member of the secretarial program(s) advisory board	
	<u>Additional Items</u>	
_____	(b)	
_____	(c)	
_____	(d)	

	<u>Interpersonal</u> (relating to others as an integral part of an instructional position in any educational setting)
_____	(a) motivation seminars
_____	(b) course in business communications
	<u>Additional Items</u>
_____	(c)
_____	(d)
_____	(e)
	<u>Personal</u> (not directly related to the current job function but contributing to the instructor's personal well-being or career development)
_____	(a) computer courses
	<u>Additional Items</u>
_____	(b)
_____	(c)
_____	(d)
	<u>Other</u> (please specify content or provide clarification in "Comments" section)
_____	(a) participation at provincial association conferences
_____	(b) participation at national association conferences
	<u>Additional Items</u>
_____	(c)
_____	(d)
_____	(e)

5. The following professional development needs were identified.

From the total number of items given under the different categories, select the four that you feel are most important in contributing to the professional development of instructors. Assign the value (1) to the item you feel is most important. Assign (2) to the next most important and so on until the fourth item (the least important of the four) is assigned a value of 4.

Any additional items you provide may also be included in the ranking.

Rank	General role-related (common to the instructional role, such as instructional planning, execution, and evaluation)	Comments
_____	(a) teaching methods and strategies	
_____	(b) academic credentials	
_____	(c) current resource materials	
	<u>Additional Items</u>	
_____	(d) _____	
_____	(e) _____	
_____	(f) _____	
	<u>Role-specific (specific to the particular position that an instructor occupies in the organization)</u>	
_____	(a) skills in the application of global strategies	
_____	(b) keeping up to date with changes in industry	
_____	(c) computer training	
	<u>Additional Items</u>	
_____	(d) _____	
_____	(e) _____	
_____	(f) _____	

	<u>Interpersonal</u> (relating to others as an integral part of an instructional position in any educational setting)	
_____	(a) assertiveness training	
_____	(b) motivation skills	
_____	(c) student management skills	
	<u>Additional Items</u>	
_____	(d)	
_____	(e)	
_____	(f)	
	<u>Personal</u> (not directly related to the current job function but contributing to the instructor's personal well-being or career development)	
_____	(a) career development	
_____	(b) teaching skills compatible with requirements of other provinces	
	<u>Additional Items</u>	
_____	(c)	
_____	(d)	
_____	(e)	

6. Members of the panel stated that they are trying to meet their professional development needs through the following.

From the total number of items given under the different categories, select the five that you feel to be the most important in meeting instructors' professional development needs. Assign the value (1) to the item you feel is most important. Assign (2) to the next most important and so on until the fifth item (the least important of the five) is assigned a value of 5.

Any additional items you provide may also be included in the ranking.

Rank	<u>General role-related</u> (common to the instructional role, such as instructional planning, execution, and evaluation)	Comments
_____	(a) university education courses	
_____	(b) available resource materials	
_____	(c) updating core materials	
_____	(d) consulting with other instructors and students	
_____	(e) seminars offered by the employer	
_____	(f) feedback from students and peers	
	<u>Additional Items</u>	
_____	(g) _____	
_____	(h) _____	
_____	(i) _____	
	<u>Role-specific</u> (specific to the particular position that an instructor occupies in the organization)	
_____	(a) self taught computer applications	
_____	(b) reading business and trade literature	
_____	(c) computer courses	
_____	(d) professional trade seminars	
	<u>Additional Items</u>	
_____	(e)	
_____	(f)	
_____	(g)	

	<u>Interpersonal</u> (relating to others as an integral part of an instructional position in any educational setting)	
_____	(a) maintaining high level of motivation	
	<u>Additional Items</u>	
_____	(b)	
_____	(c)	
_____	(d)	
	<u>Personal</u> (not directly related to the current job function but contributing to the instructor's personal well-being or career development)	
_____	(a) independent reading in areas of special interest	
	<u>Additional Items</u>	
_____	(b)	
_____	(c)	
_____	(d)	
	<u>Other</u> (please specify content or provide clarification in the adjacent "Comments" section)	
_____	(a) on-the-job teaching experience	
_____	(b) workshops	
	<u>Additional Items</u>	
_____	(c)	
_____	(d)	
_____	(e)	

7. The following were identified as ways in which instructors felt that their professional development needs could be met.

From the total number of items given under the different categories, select the six that you feel to be the most important in meeting instructors' professional development needs. Assign the value (1) to the item you feel is most important. Assign (2) to the next most important and so on until the sixth item (the least important of the six) is assigned a value of 6.

Any additional items you provide may also be included in the ranking.

Rank	<u>General role-related</u> (common to the instructional role, such as instructional planning, execution, and evaluation)	Comments
_____	(a) university education courses	
_____	(b) seminars	
_____	(c) conferences and workshops	
_____	(d) unspecified sources of teacher training	
_____	(e) new ideas for program delivery	
	<u>Additional Items</u>	
_____	(f) _____	
_____	(g) _____	
_____	(h) _____	
	<u>Role-specific</u> (specific to the particular position that an instructor occupies in the organization)	
_____	(a) computer courses	
_____	(b) seminars on the latest techniques, technology, methods and procedures being introduced in the office environment	
_____	(c) reading about global economy	
_____	(d) updating course content	

	<u>Additional Items</u>
_____	(e)
_____	(f)
_____	(g)
	<u>Organization-related</u> (resulting from organizational policies, procedures, or philosophical positions)
_____	(a) financial support
_____	(b) time to undertake needed activities
	<u>Additional Items</u>
_____	(c)
_____	(d)
_____	(e)
	<u>Interpersonal</u> (relating to others as an integral part of an instructional position in any educational setting)
_____	(a) motivation skills
_____	(b) communications courses
_____	(c) seminars and workshops
_____	(d) feedback from staff and students
	<u>Additional Items</u>
_____	(e)
_____	(f)
_____	(g)

	<u>Personal</u> (not directly related to the current job function but contributing to the instructor's personal well-being or career development)	
_____	(a) independent reading in areas of special interest	
_____	(b) university graduate studies in education	
	<u>Additional Items</u>	
_____	(c)	
_____	(d)	
_____	(e)	
	<u>Other</u> (please specify content or provide clarification in the adjacent "Comments" section)	
_____	(a) seminars	
	<u>Additional Items</u>	
_____	(b)	
_____	(c)	
_____	(d)	

8. The following were identified as ways in which private post-secondary schools are assisting instructors in meeting their professional development needs.

From the total number of items given under the different categories, select the four that you feel to be the most important in meeting instructors' professional development needs. Assign the value (1) to the item you feel is most important. Assign (2) to the next most important and so on until the fourth item (the least important of the four) is assigned a value of 4.

Any additional items you provide may also be included in the ranking.

Rank	<u>General role-related</u> (common to the instructional role, such as instructional planning, execution, and evaluation)	Comments
_____	(a) reimbursing one-half of the cost of tuition after the completion of university education courses	
_____	(b) financial assistance applied to university tuition costs	
_____	(c) release time to complete required activities	
_____	(d) in-house seminars	
	<u>Additional Items</u>	
_____	(e) _____	
_____	(f) _____	
_____	(g) _____	
	<u>Role-specific</u> (specific to the particular position that an instructor occupies in the organization)	
_____	(a) curriculum seminars	
_____	(b) on-site computer training	
_____	(c) financial assistance	
_____	(d) release time to complete needed activities	
	<u>Additional Items</u>	
_____	(e) _____	
_____	(f) _____	
_____	(g) _____	

	<u>Organization-related</u> (resulting from organizational policies, procedures, or philosophical positions)
_____	(a) addressing the needs of industry
_____	(b) in-house seminars
	<u>Additional Items</u>
_____	(c)
_____	(d)
_____	(e)
	<u>Interpersonal</u> (relating to others as an integral part of an instructional position in any educational setting)
_____	(a) providing help and moral support when necessary
	<u>Additional Items</u>
_____	(b)
_____	(c)
_____	(d)
	<u>Other</u> (please specify content or provide clarification in the adjacent "Comments" section)
_____	(a) school-sponsored seminars and workshops
_____	(b) school-sponsored conferences
	<u>Additional Items</u>
_____	(c)
_____	(d)
_____	(e)

9. Any other comments based on professional development?

APPENDIX H

Round Two Covering Letter Sent to Round One Respondents

2 Coaker Place
St. John's, NF
A1A 4B1
Current Date

Dear Delphi Panelist:

Thank you for completing the Round One questionnaire of this study. Your co-operation and continued participation in this research project is very much appreciated.

The content of the responses given to each question on the Round One questionnaire was carefully analyzed; duplication was eliminated and similar statements were combined. The information was then organized into major categories designated as general role-related, role-specific, organization-related, interpersonal, and personal. (Definitions of these are included in the Round Two questionnaire.) Any data which did not fit into these categories were classified as "other."

The enclosed Round Two questionnaire summarizes and lists the information provided from the first-round questionnaire.

Please do the following when completing Delphi Questionnaire # 2:

1. Review all the information found on the Round Two questionnaire. You are encouraged to comment on any item(s) you wish.
2. Suggest additional items, if you wish.
3. Rank order items according to the instructions given in the Round Two questionnaire.
5. Return your completed questionnaire in the enclosed self-addressed, stamped envelope by May 30, 1995.

Again, thank you for your participation in this study. If you have any questions concerning Round Two, please phone me (collect) at 709-722-3248.

Yours sincerely,

Sally Ackerman

Enclosures

APPENDIX I

Round Two Covering Letter Sent to Round One Non-respondents

2 Coaker Place
St. John's, NF
A1A 4B1
Current Date

Dear Delphi Panelist:

Although you weren't able to take part in Round One of the Delphi study that I am undertaking to determine the professional development needs of Level I private post-secondary business career instructors, I am hoping that you will be able to participate in Round Two; your co-operation would be very much appreciated.

The content of the responses given to each question on the Round One questionnaire was carefully analyzed; duplication was eliminated and similar statements were combined. The information was then organized into major categories designated as general role-related, role-specific, organization-related, interpersonal, and personal. (Definitions of these are included in the Round Two questionnaire.) Any data which did not fit into these categories were classified as "other."

The enclosed Round Two questionnaire summarizes and lists the information provided from the first-round questionnaire.

Please do the following when completing Delphi Questionnaire # 2:

1. Review all the information found on the Round Two questionnaire. You are encouraged to comment on any item(s) you wish.
2. Suggest additional items, if you wish.
3. Rank order items according to the instructions given in the Round Two questionnaire.
5. Return your completed questionnaire in the enclosed self-addressed, stamped envelope by May 30, 1995.

I look forward to your participation in this study. If you have any questions concerning Round Two, please phone me (collect) at 709-722-3248.

Yours sincerely,

Sally Ackerman

Enclosures

APPENDIX J

Closure Letter to Participants

2 Coaker Place
St. John's, NF
A1A 4B1
Current Date

1~ 2~ 3~
4~

Dear 1~ 3~:

Thank you for completing the round two Delphi questionnaire and for participating in the research project I am undertaking in partial fulfilment of the requirements for the degree of Master of Education.

As you know, this study was designed to identify professional development needs of Level I business career instructors employed in the province's private post-secondary school industry. Because of your participation and that of the other members of the Delphi panel, enough information has been obtained so that I may begin writing my master's thesis.

I greatly appreciate your help and dedication; without your involvement, it would not have been possible for me to proceed with this project.

If you would like further information on this research or have any comments, please contact me at (709) 722-3248.

Again, thank you for getting involved.

Yours sincerely,

Sally Ackerman



