AN INVESTIGATIVE ANALYSIS OF THE PSYCHOLOGICAL CHARACTERISTICS AND JOB SPECIFICATIONS OF A CO-OPERATIVE EDUCATION LECTURER

By

Liesl Susan Smit

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Supervisors: Prof. A Slabbert & Dr LV Engelbrecht

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DECLARATION

I hereby declare that the content of this dissertation represent my own work and that this document has not in its entirety or in part been previously submitted for academic evaluation. The opinions expressed and conclusions arrived at are entirely my own and should not be attributed to the Cape Technikon or NRF.

Signature: _____

OPSOMMING

'N ONDERSOEKENDE ANALISE OOR DIE SIELKUNDIGE
KENMERKE EN POSSPESIFIKASIES VAN 'N
KOÖPERATIEWE ONDERWYSDOSENT

Deur

LIESL SUSAN SMIT

STUDIELEIERS	:	Prof. A Slabbert & Dr LV Engelbrecht
FAKULTEIT	:	Bestuurswetenskappe
GRAAD	:	Magister Technologiae
		Menslike Hulpbronbestuur

Koöperatiewe onderwys is 'n belangrike sub-sisteem van hoër onderwys wat 'n wesenlike rol in die ontwikkeling van studente se kritiese en kreatiwe denkvaardighede speel. Die idee agter die koöperatiewe onderwys program is dat studente hul akademiese termyn met fases in die arbeidsmark afwissel met die oog daarop om hul teoretiese kennis in praktiese situasies toe te pas.

Die Koöperatiewe Onderwysdosent speel 'n integrale rol in die koöperatiewe onderwys program. Hy is 'n onmisbare skakel in die interaksie tussen die student, die werkgewer en die akademiese instelling.

Die veranderende omstandighede in die Suid-Afrikaanse arbeids- en onderwyssektore regverdig navorsing aangaande metodes om die huidige opvoedingstelsels en prosesse te verbeter. 'n Beter begrip van presies waarvoor die Koöperatiewe Onderwysdosent verantwoordelik is, kan net aanleiding gee tot 'n verbetering van die koöperatiewe onderwys proses.

Voordat die navorser hierdie studie onderneem het was daar geen wetenskaplik gevestigde model aangaande die profiel van 'n Koöperatiewe Onderwysdosent in Suid-Afrika nie. As gevolg hiervan was daar geen gevestigde riglyne vir die effektiewe werwing, besoldiging, opleiding en evaluering van so 'n persoon nie.

Die doelwit van hierdie studie was viervoudig:

- Om die huidige rol, verantwoordelikhede, persoonlikheidskenmerke, vermoëns, karaktertrekke, tipes ervaring en kwalifikasies van 'n Koöperatiewe Onderwysdosent te definieer.
- Om 'n profiel van 'n Koöperatiewe Onderwysdosent daar te stel.
- Om 'n posbeskrywing te skep wat as 'n riglyn vir die werwing, besoldiging, opleiding en evaluering van Koöperatiewe Onderwysdosente kan dien.
- Om areas vir verdere navorsing te identifiseer.

Die navorser het die rolle en verantwoordelikhede; persoonlikheidskenmerke; vermoëns en karaktertrekke; tipes ervaring en kwalifikasies benodig deur 'n Koöperatiewe Onderwysdosent om sy werk suksesvol te voltooi, in diepte ondersoek.

Vanuit die ondersoek kan die afleiding gemaak word dat die Koöperatiewe Onderwysdosent se funksie in die totale koöperatiewe onderwys proses multi-dimensioneel is. Hy speel 'n integrale rol in die effektiewe funksionering van die koöperatiewe onderwys program en is 'n onvermydelike skakel in die interaksie tussen die student, die werkgewer en die akademiese instelling.

'n Profiel van 'n Koöperatiewe Onderwysdosent is geskep as deel van die navorsingsprojek. Hierdie profiel kan gesien word as 'n standaard waarteen die Koöperatiewe Onderwysdosente in Suid-Afrika gemeet kan word. Die profiel het dit moontlik gemaak om 'n holistiese beeld van die Koöperatiewe Onderwysdosent, en wat van hom verwag word om die koöperatiewe onderwys proses suksesvol te implementeer, te kry.

Die posbeskrywing wat ontwikkel is as 'n produk van die navorsing kan aangewend word as 'n instrument in die effektiewe werwing, besoldiging, opleiding en evaluering van Koöperatiewe Onderwysdosente in Suid-Afrika.

ABSTRACT

AN INVESTIGATIVE ANALYSIS OF THE PSYCHOLOGICAL CHARACTERISTICS AND JOB SPECIFICATIONS OF A CO-OPERATIVE EDUCATION LECTURER

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LIESL SUSAN SMIT

SUPERVISORS	:	Prof. A Slabbert & Dr LV Engelbrecht
FACULTY	:	Management
DEGREE	:	Magister Technologiae
		Human Resource Management

Co-operative education is an important sub-system of education that plays an essential role in the development of students' critical and creative thinking skills. The idea behind any co-operative education programme is that students alternate their academic periods at the academic institution with periods in the world of work, with the aim of implementing their theoretical knowledge in practical situations.

The Co-operative Education Lecturer plays an integral role in the co-operative education programme. He is an indispensable link in the interaction between the student, the employer and the academic institution.

[The changing circumstances in South Africa's labour and education sectors warrant research into methods of improving current education systems and processes. A better understanding of what exactly a Co-operative Education Lecturer is responsible for can lead to an improvement of the co-operative education process.]

Before the researcher undertook this study, there was no specific scientifically established model pertaining to the profile of a Co-operative Education Lecturer in South Africa.

Therefore, there were no set guidelines for the effective recruitment, remuneration, training and assessment of such a person.

The objectives of this study were fourfold:

- To define the current role, responsibilities, personality traits, abilities, characteristics, types of experience and level of qualifications of a Co-operative Education Lecturer.
- To establish a profile of an ideal Co-operative Education Lecturer.
- To create a job description that can be used as a guideline for the effective recruitment, remuneration, assessment and training of Co-operative Education Lecturers.
- To identify areas for further research.

The researcher investigated the roles and responsibilities; personality traits; abilities and characteristics; types of experience; and qualifications needed by the Co-operative Education Lecturer to complete his job successfully.

From the investigation it is evident that the Co-operative Education Lecturer's function in the total co-operative education process is multi-dimensional. He plays an integral role in the effective functioning of the co-operative education programme and is an indispensable link in the interaction between the student, the employer and the academic institution.

A profile of a Co-operative Education Lecturer was created as part of the research project. This profile can be seen as a benchmark for Co-operative Education Lecturers in South Africa. The profile made it possible to obtain a holistic picture of the Co-operative Education Lecturer and what is expected of him to ensure that the co-operative education process is implemented successfully.

The job description developed as a product of the research can be utilised as a tool in the effective recruitment, remuneration, training and assessment of Co-operative Education Lecturers in South Africa.

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CHAPTER ONE

FORMULATION OF THE RESEARCH PROBLEM AND OBJECTIVES

1.1 INTRODUCTION

The knowledge-based economy is having a profound impact on all societies, including that of South Africa. This development is of significance for the higher education sector in South Africa because it has to adapt to related educational needs. The capacity of South Africa to adopt, disseminate and maximise rapid technological advances is dependent on an adequate system of tertiary or higher education.

Since April 1994 a new approach to education and training has been launched in South Africa when the policy of outcomes-based education and training was adopted. This policy promotes the idea that students should be critical and creative thinkers, which is in contrast with the previous educational approach, which was content-focused. In outcomes-based training it is important that the learner understands and transfers newly acquired knowledge and skills in different situations (Basson, Rothman, Steyn & Rothman, 2001: 27).

No other sub-system of education plays as important a role as co-operative education in the development of learners' critical and creative thinking skills in the different work situations they will find themselves. Certainly one of the foundational cornerstones of the co-operative education concept is the role that the Co-operative Education Lecturer (CEL) plays.

The profile of a CEL entails, *inter alia*, the psychological characteristics and job specifications of such a person.

Hays (1994:31) notes that the world has changed dramatically, presenting co-op practitioners and administrators with new problems and opportunities. Hartley (1988:31) is of the same opinion when he states that educators will face an ever-increasing mandate to develop and refine models that more adequately serve the needs of the rising number of non-traditional students who will be entering colleges and universities (e.g., minorities, the handicapped, older adults and foreign

students). Models that emphasise a breadth of educational experience and foster human flexibility and adaptability will have to be developed.

It therefore becomes clear that the changing situation and circumstances in South Africa's labour and education sectors warrant research into methods of improving current education systems and processes. A better understanding of what exactly a CEL is responsible for, will make it easier to appoint the right person for the job. Hartley (1988:32) supports this when he says while it is not likely, or even desirable, that specific standards be set for the selection of co-op directors and co-ordinators, research may lead to guidelines which may a) more effectively structure the training of such individuals, and b) aid in the screening and selection of leaders for our programmes.

1.2 RESEARCH QUESTIONS

- What is the ideal profile of a CEL?
- What will the guidelines for the effective recruitment, remuneration, assessment and training of such a person be, if an established CEL profile exists?

1.3 PROBLEM STATEMENT

At the moment there is no specific scientifically established model pertaining to the profile of a CEL in South Africa. Therefore there are no set guidelines for the effective recruitment, remuneration, assessment and training of a CEL in South Africa.

1.4 BACKGROUND TO THE RESEARCH PROBLEM

The CEL plays an integral role in the total education process of tertiary students in South Africa, as well as abroad.

Wilson (1984:36) found in his research that a good number of programmes failed because the stimulus was but a single person with only limited influence. In contrast, when there was a broad base of support or felt need for co-operative education, the success rate was substantially greater.

1.4.1 Defining the Problem

At the moment there is no specific scientifically established model pertaining to the profile of a CEL in South Africa. Therefore there are no set guidelines for the effective recruitment, remuneration, assessment and training of a CEL in South Africa.

1.4.2 Analysing the Problem

The multi-dimensional nature of the CEL's function and the variation in co-op programmes has resulted in co-ordinator roles that are diversified and complex. Co-ordinators do not perform in the same way, even in the same institution (Mosbacker, 1989:4).

1.4.2.1 The Role and Responsibility of the CEL

From informal discussions with faculty concerned with co-operative education it seems that the CEL has a wide variety of responsibilities that include being a competent lecturer; an educationalist; a social, occupational and personal counsellor; an effective administrator; a public relations officer and marketer; a competent evaluator of students' progress and a researcher with regard to current labour and education legislation and trends.

International sources add to the above in that they include certain personal qualities and characteristics in the profile of a CEL, such as:
- A professional, businesslike and confident manner and appearance.
- A tactful, patient and optimistic disposition.
- Effective administrative, organising and planning skills.
- An independent and innovative work style.
- Excellent interpersonal communication skills.
- The ability to work under pressure.

Chapman, Coll & Meech (1999:26) are of the opinion that the matching of students to employers' needs is the core business of co-op practitioners.

The University of Waterloo (1995:8) suggests that CELs are the front line facilitators of co-operative education and that their jobs can be divided into two broad roles. Firstly, they are responsible for finding employers who support the co-operative education concept and who are willing to provide relevant and meaningful employment to students. Secondly, they serve as advisors to the students. They are the link between the students and the employers. They are the salesforce of, and ambassadors for, the institution.

Porter (1981:13) agrees with the above by stating that the CEL is primarily responsible for the co-ordination and supervision of the co-operative employment of an assigned group of students. She adds that a CEL is usually a member of the full-time faculty with academic rank who serves in the multifaceted capacity of a placement counsellor, salesperson, educator, administrator and referral agent.

Huber (1971:20) has the same perception of what a CEL's role entails and consequently prepared a comprehensive list of 65 critical requirements of a CEL. He summarises them in the following categories:

Category 1: Administration and Supervision of the Programme
- Provides administrative leadership.
- Works toward continuous development and improvement of the programme.
- Judiciously places students in training assignments.
- Endeavours to maintain student job continuity.
- Maintains control of the programme.

Category 2: Co-ordination

- Maintains efficiency of programmes through the industrial co-ordinator.
- Establishes communication within company structure.
- Keeps school administration current on programme.

Category 3: Personal and Professional Relationships

- Relations with faculty and administration.
- Relations with students.
- Relations with employers.
- Relations with parents.
- Personal characteristics.

Category 4: Guidance and Counselling of Students

- Establishes rapport with students.
- Works toward student recognition of problems.
- Strives for improvement of student performance on the job.
- Assists students in clarifying career plans.
- Refers students with special problems to professional counsellors.

Martin (1988:21), on the other hand, feels that the CEL's task of assisting students is the most important. He identifies eighteen tasks of a CEL which can be divided into six categories:

- *Academic*: "Helps students choose major subjects."
- *Personal profile*: "Values clarification, interests survey skills assessment."
- *Specific career path:* "Helps students to choose the exact kind of work they would like to pursue for their experiential learning, teaches students what different experiential learning placements entail."
- *Personal:* "Teaches students financial budgeting, helps assess salary needs, helps relocate."

- *Skills development:* "Interviewing skills, résumé writing, writing covering letters, placement applications, networking."

- *World-of-work:* "Teaches professionalism and work ethics, assists with problems during experiential learning placement, visits students during placement period, helps students to reflect constructively during debriefing."

Canale and Duwart (1999:27) add to this by saying that the co-operative education faculty works with students to help them develop their job skills, to identify short-term and long-term goals, to do self-assessment regarding their skills, abilities, and needs, to develop a professional résumé, and to help them with their interviewing skills.

1.4.2.2 The Workload of the CEL

According to Martin (1988:17) a negative correlation exists between the size of a CEL's workload and the ability of his[1] students to secure experiential learning placements.

Having to place a large number of students in the workplace and the accompanying lack of time to perform important tasks continue to be a problem (Mosbacker, 1989:16).

The following factors can influence the number of co-ordinators needed to manage a particular co-operative education programme:

- The number of students participating.
- The number and diversity of occupations involved.
- The number of small, medium and large companies co-operating.
- The geographic size and environment of the community.
- The number of site visits required per student.
- The number of students receiving similar related instruction.
- Records and frequency of reports required.
- The availability of administrative assistance.
- The measure of liaison/advisory committees' involvement.

[1] Only the male gender will be referred to for the purpose of brevity.

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- Research (also investigations) required by community.
- The outside funding responsibility of the co-ordinator.
- Alumni involvement.

Mosbacker (1989:21) says that the complexity of the co-ordinator's role still causes many problems. Lack of sufficient time, which implies lack of staffing and funding, is a big problem when a co-ordinator has a large workload.

According to Millikin (1989:27), it is not at all uncommon to find that co-operative education specialists spend 20-30% of their working time on guidance related activities, while Callahan and Epting (1999:42) conclude that the student referral/placement process requires an intense effort and disproportionate amount of time in a co-operative education programme focusing on high quality.

1.4.2.3 Concluding Remarks

Owing to the diversified and complex role of the CEL, specific standards must be set for the selection of Co-operative Education Directors and CELs. Research should lead to guidelines which may more effectively structure the training of such individuals and aid in the screening and selection of leaders for co-op programmes (Hartley, 1988:32).

According to Blake (1987:43), co-operative education educators must adopt the same objectives as classroom teachers, account to the institution as do every other academic programme and adhere to equivalent standards.

The role of the CEL is quite diverse and differs from institution to institution. The profile of such a person would therefore differ from institution to institution. However, it is still important to establish and develop a generic profile of a CEL, as it will make it a lot easier to appoint the right person for the job.

1.4.3 Objectives

An up-to-date profile of the role, responsibilities, personality traits, abilities and characteristics of an ideal CEL will be able to set certain guidelines with regard to the recruitment, remuneration, assessment and training of CELs in South Africa. These guidelines can be used throughout South Africa and can enhance the effectiveness and credibility of the CEL's function in the co-operative education process.

Therefore the objectives of this study are fourfold:

- To define the current role, responsibilities, personality traits, abilities, characteristics, types of experience and level of qualifications of a CEL.
- To establish a profile of an ideal CEL.
- To create a job description that can be used as a guideline for the effective recruitment, remuneration, assessment and training of CELs.
- To identify areas for further research.

1.5 RESEARCH METHODOLOGY

Various techniques were used to research the problem. The problem at hand dictated the methodology used.

1.5.1 Delineation of the Research Project

An ideal CEL profile was developed. This was done through the implementation of questionnaires. The terms of reference were to:

- Conduct an analysis of the role, responsibilities, personality traits, abilities, characteristics, experience and qualifications of a CEL.
- Consult extensively, seeking the perspectives of staff, students and others involved in, or affected by, the existence of a CEL.

The questionnaire was administered to a sample of 150 respondents form various academic institutions in South Africa and internationally. Co-operative education is utilised extensively in the United Kingdom, USA and Canada. The profile of the CEL varies from institution to institution but is much more comprehensive than that of their counterparts in South Africa. Staff, students and other relevant persons involved in co-operative education at each of the identified tertiary institutions were targeted.

1.5.2 Situation Analysis

A Situation Analysis Questionnaire was developed with the help of a dendogram (Appendix A). The questionnaire consisted of dichotomous questions. The terms of reference were to:

- Conduct an analysis of the role, responsibilities, personality traits, abilities and characteristics, experience and qualifications of a CEL.
- Consult extensively, seeking the perspectives of staff, students and others involved in, or affected by, the existence of a CEL.

The Situation Analysis Questionnaire (Appendix B) was then administered to a random sample of the following:

- Delegates of the 2001 WACE (World Association for Co-operative Education) conference.
- Delegates of the 2002 SASCE (South African Society for Co-operative Education) conference.
- CELs at the Cape Technikon.
- Cape Technikon co-operative education students.

1.5.3 Empirical Study

A Final Questionnaire (Appendix C) was then constructed according to the information gained from the Situation Analysis Questionnaire and the review of previous research and investigations focusing on all the elements of co-operative education and the possible best practice of each.

The questionnaire conformed to the following criteria:

- The demographic component must be uncomplicated in style and provide data which should assist in establishing and analysing variables.
- The demographic data must ensure that the sample and the population can be described.
- The collected demographic data must be analysed, using frequency distributions and cross tabulations.
- It must be self-administering (easy to follow instructions).
- It should not take more than 30 minutes to complete.
- Response scores must be weighed from one to four.
- The instrument must measure intrinsic and extrinsic approaches.
- Scoring must be relatively easy.
- An item analysis should be undertaken by means of chi square procedure to validate the items.
- A pilot study must be undertaken to ensure that the proposed instrument is capable of achieving its set objectives.

The final questionnaire was administered to a sample of 150 respondents from various academic institutions involved with co-operative education. These institutions were identified through the membership lists of SASCE (South African Society for Co-operative Education) and WACE (World Association of Co-operative Education) as available on their respective websites. Half of the respondents targeted came from academic institutions within South Africa and the other half from institutions in the USA, UK, The Netherlands, Ireland, Thailand, Canada, China, Australia, New Zealand, Germany, Sweden, Italy and Spain. The 150 respondents targeted were chosen because they were the most likely to respond and they are all experts in the field of co-operative education.

Statistical analysis was performed on the data gathered. Bivariate percentaged tables were used to analyse the data.

1.6   CLARIFICATION OF BASIC TERMS AND CONCEPTS

1.6.1   Assessment

To assess means to evaluate. For the purposes of this study, assessment refers to the evaluation of an employee's worth to a company and the evaluation of an employee's or student's job performance according to criteria set out by the job description.

1.6.2   Career Education.

The specific model of education aimed at the discovery of knowledge, transferring skills, inculcating values and attitudes (with a utilitarian value in the work environment) so as to enable the student to take up a career; not as specific as vocational education but has a broader career emphasis (Stoelinga, 1990:42).

1.6.3   Co-operative Education

Co-operative education is a programme (method) of vocational education for persons who, through written co-operative agreements between school and employers, receive instruction by alternation of study at school with a placement in any occupational field. However, these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and his or her employability (South Carolina Department of Education, 1981).

Porter (1981:1) defines co-operative education as a unique educational process, designed to promote individual career development and self awareness by means of integrating classroom theory with planned and supervised practical experience in vocational, educational or cultural activities outside of the formal classroom environment.

Davies and Hase (1994:33) describe a model for co-operative education that involves joint ownership of programmes between universities and the workplace. Thus, it is taken to include provision of student placements in the workplace for practical experience; having people from professional bodies or the workplace on course advisory committees; joint appointments; contracting to provide or jointly develop educational experiences; and partnership arrangements

that involve a significant sharing of resources. While programmes are accredited towards awards of the university, they are based on an analysis of the needs of the workplace partner.

Tromp (1990:12) defines co-operative education as a post-secondary work experience programme designed to produce academic, career and/or personal enrichment opportunities for students while they are enrolled and registered at the institution. The work experience involves a definitive period (or periods) of employment supplementing full or part-time study on campus.

Canale and Duwart (1999:25) are of the opinion that co-operative education promotes student learning in ways that enhance and complement traditional course work and laboratories.

A review of the literature reveals that co-operative education is defined so broadly that it is taken to describe almost any association between educational institutions and the commerce, industry and public sector, with respect to the provision of education and training programmes.

In this study, co-operative education refers to an educational system in higher education which is based, amongst others, on two main interdependent and interlaced components, namely an academic component and an experiential learning component. Both components are planned and compiled in conjunction with industry and commerce, by the educational institution. The academic component is normally concluded by the educational institution, while industry and/or commerce normally conclude the experiential learning component. Through this it is implied that the educational institution in co-operation with industry (and/or commerce), attempts to provide a specific manpower need within the labour market demands.

Evaluation of the experiential learning is performed by both the educational institution and the industry (and/or commerce) based on the predetermined learning objectives (outcomes) as defined by the student in consultation with both the educational institution and the industry (and/or commerce).

Experiential learning involves people reflecting on their experience in order to explain it and determine how it will be applied (Armstrong, 1996:517).

The following figure (Figure 1.1) illustrates Kolb, Rubin and McIntyre's (1984:128) experiential model. It emphasises that the development of behavioural skills comes from observation and practice. According to this model, comprehensive learning encompasses four elements: active participation in a new experience (concrete experience); examination of that experience (reflective observation); integration of conclusions based on the new experience into workable theories (abstract conceptualisation); and application of the theories to new situations (active experimentation).
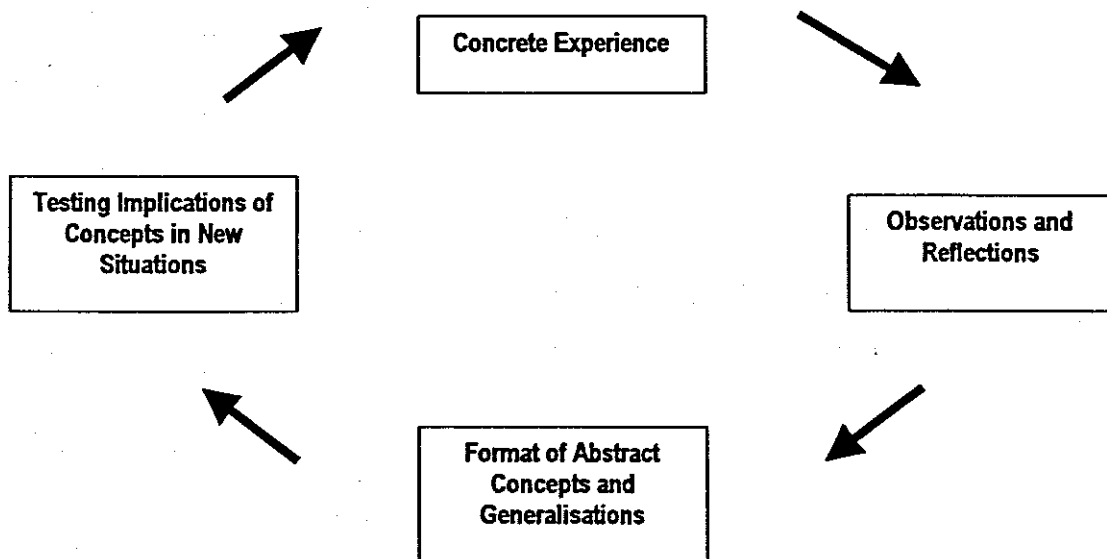
(Kolb, Rubin & Mcintyre,1984:128)

Figure 1.1: The Experiential Learning Model

1.6.4 Co-ordinator/Co-operative Education Lecturer

Lamb (1983:85) states that the person ultimately responsible for the planning and operationalisation of all elements of co-operative education is referred to as the co-ordinator. This person is normally an employee of the educational institution and has a sound academic background as well as relevant industrial/commercial experience.

The co-ordinator is defined by Foertsch and Hlebichuk (1989:33) as the person who is responsible for performing co-operative education services for an assigned group of students within a programme area.

1.6.5 Core Business

The main activity of a company can also be seen as the core business of a company. Examples of main activities are manufacturing in heavy engineering, supply of aluminium products, blanket manufacturers and distributors, etc.

1.6.6 Employer

The company taking part in this venture of preparing occupational-ready graduates is referred to as the employer. These companies are not necessarily employers in the traditional sense of the word, but since some remuneration is often a reality, "employer" is in some cases preferred.

1.6.7 Experiential Training/Learning

Pastore and Korngold (1987:48) and Heineman, De Falco and Smelkinson (1992:19) agree that this is an extension of the formal educational component of the tuition normally provided by the educational institution and may assume various forms with the object of facilitating learning in the real world-of-work and/or extending to the candidate the opportunity for experiential performance within this environment. Implicit is purposeful monitoring, and it is preferable to include or reflect in the candidate's final performance evaluation any achievement(s) during experiential instruction/training/learning. The objective is (also) guided exploration of an occupation, irrespective of the frequency or duration of the interval in order to allow the candidate first-hand experience of the demands of immediate usefulness.

1.6.8 In-service Training

In-service training is defined by Heineman (1983:15) as the non-formal transfer of knowledge and the acquisition of skills with the objective of producing a more useful employee who may be utilised in a particular practice/profession for broader applications than his/her present

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knowledge/experience of a particular occupation permits. It is also training (for a specific placement) within the organisation, systematically planned and provided by a trainer/mentor on the staff internally or by one acting on behalf of the organisation externally.

1.6.9 Job Analysis

Job analysis is broadly defined by Caruth and Handlogten (2001:53) as the process of collecting, interpreting and reporting pertinent facts about the nature of a specific job.

Mathis and Jackson (1999:57) define it as a systematic way to gather and analyse information about the content and human requirements of jobs and the context in which jobs are performed. Job analysis identifies what the existing tasks, duties and responsibilities of a job are.

Statt (1994:220) is of the opinion that the purpose of a job analysis is to uncover, or discover, all the qualities (including psychological qualities) that are necessary to perform the job successfully.

Roberts and Hogan (2001:33) state that there are two approaches to job analysis. The one is the task-oriented approach and the other is the person-oriented approach. The task-oriented approach is concerned with the identification of tasks and activities involved in performing the job. The person-oriented approach focuses on the identifying of the knowledge, skills, abilities and other characteristics that enable a person to perform the tasks associated with his job.

1.6.10 Job Description

According to Meyer (1999:327) a job description includes the tasks a job holder performs. Gerber, Nel and Van Dyk (1998:75) define a job description as a written document that contains what a job incumbent does, how he does it and under what circumstances the relevant tasks are carried out. Mathis and Jackson (1999:59) agree with the above. They state that a job description indicates the tasks, duties and responsibilities of a job.

1.6.11 Mentor

The mentor is the person, normally employed within the company where a student will do experiential learning. The mentor is the person responsible, on behalf of the specific company, to plan and operationalise the experiential learning programme as agreed to with the co-ordinator.

1.6.12 Placement

Students are "placed" at companies to do their experiential learning component. This "placement" takes on various forms, e.g. with/without remuneration, with/without standard employment procedures, etc.(Gotlieb, 1986:47).

1.6.13 Recruitment

Gerber, et al. (1998:90) explain that recruitment aims at encouraging relevantly skilled and qualified applicants to apply for a specific position according to the company's needs. Recruitment can be defined as the actions a company takes to ensure that the ideal person applies for a vacant position within the company.

1.6.14 Remuneration

Remuneration is the payment made or reward given to a job incumbent for services rendered or work completed.

1.6.15 Skill

Skill pertains to specific expertise, competency, etc., that are required for the performance of a defined occupational task; particular skills are associated with certain fields, enterprises and subject matter; as all learning involves some skill or another, skills may be acquired and developed through training; a set of acquired skills makes up a technique used in the performance of a defined task (Petersen & Nelson, 1986:18).

1.6.16 Training

Training can be defined as the process of developing a person's abilities and skills through practice and instruction. Mello (2002:273) explains that training involves some kind of change for employees. They will learn how to do their jobs differently and how to relate to others in a different way. Training will change the conditions under which they perform and it will change their job responsibilities.

Statt (1994:257) identified five stages in the training process (Figure 1.2). The first stage is an analysis of what needs to be done. The second stage comprises the setting of training goals. In other words, identifying what the outcome of the training must be. The third stage is concerned with the content of the training. The training must be relevant for the trainee and it has to match the trainee circumstances and abilities. The fourth stage is the determining of the methods that are going to be used during the training (e.g. simulations and presentations). The last stage is the evaluation of the effectiveness of the training. From the evaluation it can be deduced that there are further training needs, or that a different training method will be more effective.
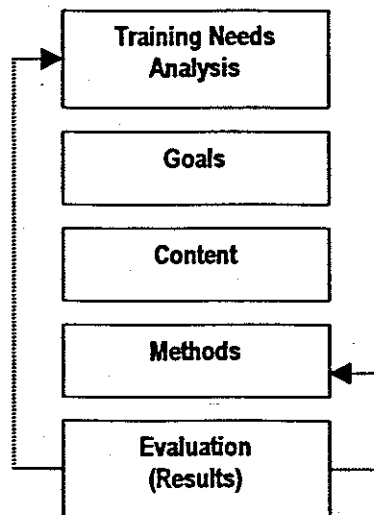
(Statt, 1994:257)

Figure 1.2: Stages in the Training Process

1.6.17 Vocational Education

Vocational education, according to Korowski (1991:92), indicates the educational process aimed at the development of vocational skills with a view to occupational competence/economic independence.

1.7 SUMMARY

It seems that the role and responsibilities of the CEL are quite diverse and complex. They may also differ from academic institution to academic institution.

The CEL plays an integral role in the education process of the students involved in the co-operative education programme. Therefore it is important to research methods to improve the functioning of the CEL in the tertiary education sector.

An up-to-date profile of the roles and responsibilities; personality traits; abilities and characteristics; qualifications and experience required for an ideal CEL will be able to set certain guidelines with regard to the recruitment, remuneration, assessment and training of CELs in South Africa.

The different roles and responsibilities; personality traits; characteristics and abilities; level of qualifications and types of experience of a CEL will be discussed in detail in the following chapter.

CHAPTER TWO

LITERATURE STUDY

2.1 INTRODUCTION

A co-operative education programme is an educational programme that formally integrates a student's academic studies with practical or work experience at an approved work station.

The norm is that students alternate academic study periods with work periods in appropriate fields of business, industry and government. The idea is that students put their academic knowledge into action by applying it to paid, monitored and credit-bearing work in industry. The CEL plays an integral part in the effective implementation of any co-operative education programme.

The role of the CEL is quite diverse. It stands to reason that the CEL has roles and responsibilities relative to students, employers, the institution and administration.

As seen in Figure 2.1, the CEL must have certain personality traits, abilities and characteristics, qualifications and experience to fulfil these roles and responsibilities. A combination of the most important personality traits, abilities and characteristics, qualifications and experience of a CEL will lead to an ideal profile of a CEL.

In this chapter these factors will be clearly defined and discussed.

CO-OPERATIVE EDUCATION LECTURER

ROLES AND RESPONSIBILITIES
1. Relative to Students.
2. Relative to Employers.
3. Relative to the Institution.
4. Relative to Administration.

Personality Traits	Abilities and Characteristics	Qualifications	Experience

PROFILE OF AN IDEAL CO-OPERATIVE EDUCATION LECTURER
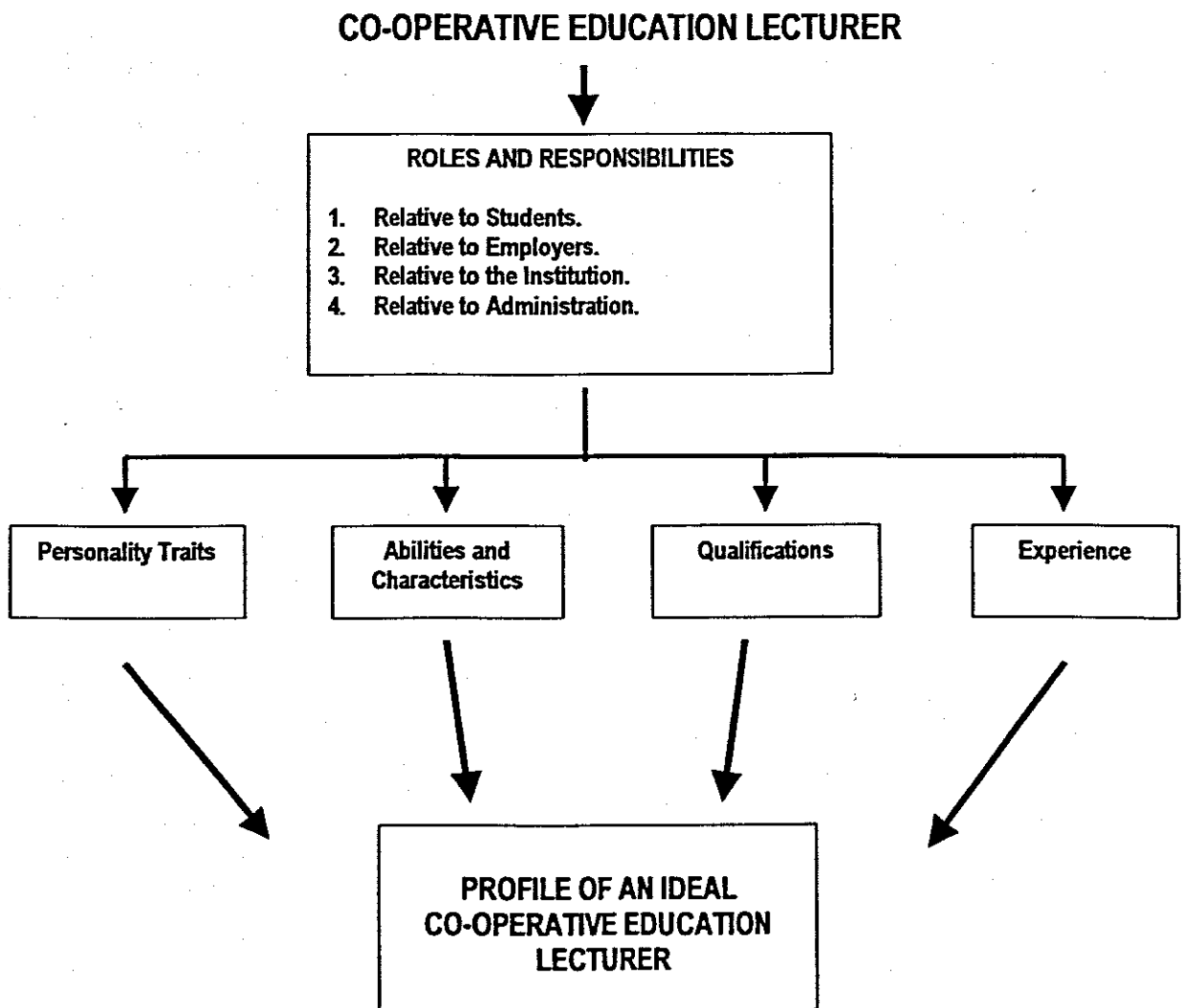
Figure 2.1: Suggested Profile of an Ideal CEL

2.2   ROLE AND RESPONSIBILITY

Rue and Byars (1993:155) define responsibility as accountability for reaching objectives, using resources properly and adhering to organisational policy. They add that once you accept responsibility, you become obligated to perform the assigned work. Furnham (1994: 608) agrees with this when he states that responsibility is an obligation placed on a person who occupies a certain position.

At work, the term "role" describes the part to be played by individuals in fulfilling their job requirements. Roles therefore indicate the specific forms of behaviour required to carry out a particular task or the group of tasks contained in a position or job.

The role of the CEL in terms of his duties and responsibilities relative to his relationships with students, employers and faculty is referred to as the Dynamics of Co-ordination (Figure 2.2). The CEL serves as the middleman in the Dynamics of Co-ordination because it is his responsibility to promote harmony and teamwork among all participants in the programme.

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                    ┌──────────────────┐
                    │   Co-operative    │
                    │     Student       │
                    └──────────────────┘
                             ╱╲
                            ╱  ╲
                           ╱    ╲
                          ╱      ╲
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┌──────────────────┐    ╱          ╲    ┌──────────────────┐
│   Co-operative    │               │  Co-operative    │
│   Institution     │               │   Employer       │
└──────────────────┘               └──────────────────┘
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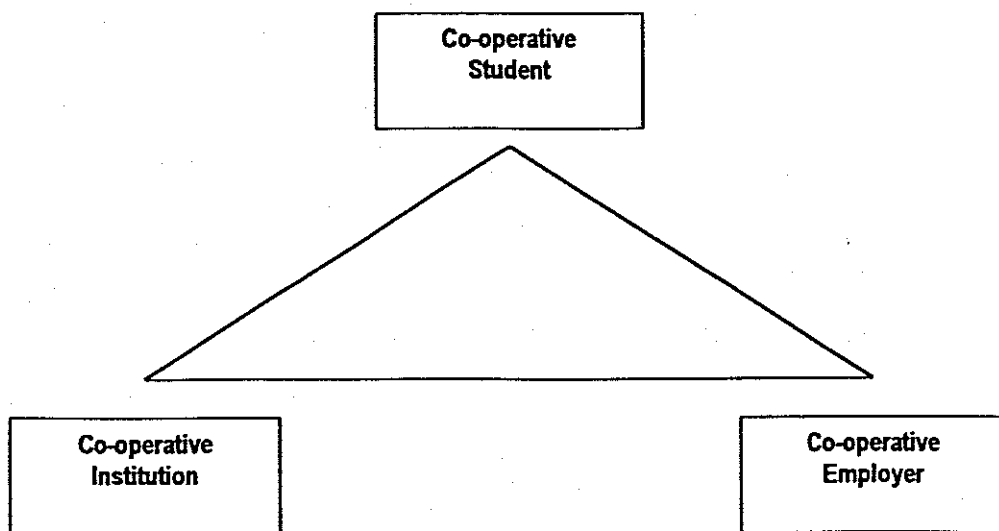
(Porter, 1981:16)

Figure 2.2: The Dynamics of Co-ordination

Eakins (2000:67) notes that the partnership and communication between the educational institution, students and employers must be strongly established. The reason for this is that the context of the work place and the opportunities it provides for student learning, must be clearly understood by all the partners in co-operative education.

Weisz and Kimber (2001:46) add to the above. They explain that co-operative education strengthens the relationship between academic institutions, employers, industry groups and

professions and builds on the need to interact and be inter-dependent in co-creating education and work.

According to Pienaar (1990:105) the task of co-ordinating does not consist of the supervision of co-operative education activities alone. The co-operative education programme must be organised, co-ordinated and monitored effectively, otherwise the system will not stand the test of time.

The CEL can make or break the programme. The CEL is totally responsible for bridging the gap that exists in modern society between the world of education and the world of work. Therefore the CEL is the person that takes on full responsibility for the administration and co-ordination of the co-operative education programme and he is the person to whom the students are accountable at all times.

Davis and Davis (1998:364) concur and supplement it when they state that experience-based learning refers to sponsored or guided experiences identified or established for the express purpose of bringing about learning. In most cases this involves procedures for selecting or assigning the experience, planning for it, supervising it and making provisions for participants to reflect on the experience.

It is apparent that the CEL has a wide variety of roles and responsibilities. He will be obligated to be accountable for these roles and responsibilities in order to ensure client satisfaction. The client in this case is the student, the student's employer or the academic institution.

The role and responsibility of the CEL will be discussed in detail in the following four sections. For the sake of clarity the roles and responsibilities of a CEL will be divided into four categories, namely:

- Role and responsibility relative to students.
- Role and responsibility relative to employers.
- Role and responsibility relative to the institution.
- Role and responsibility relative to administration.

2.2.1 Role and Responsibility Relative to Students

One of the most important roles and responsibilities of a CEL is to create an environment in which the student can learn and develop new skills. Making learning concrete and relevant to the learner has been the goal of educationists over the ages (Ekpenyong, 1999: 453).

Clark (1991:17) concurs with the above when he states that there is a requirement to establish some basic conditions to facilitate learning and personal change. The first set of conditions has to do with the individual - how he or she feels about self. The second set of conditions has to do with the environment - physical and emotional.

According to Coll, Eames and Halsey (1997:32) the CEL is an academic member of staff and has three main duties. The first of these duties is to act as an academic consultant for the student and so provide advice to the student while on placement. Consequently the CEL is a staff member who has some expertise in the subject that the student is studying while on placement. Each student is required to prepare a detailed report about the placement, and the second role of the CEL is to offer support in the writing of the report. The final role of the CEL is the assessment of the placement.

Furthermore, Porter (1981:17) states that the co-ordinator must give his students proper guidelines within which to channel their thinking about career options for co-operative work assignments and for after graduation opportunities; encourage them to seek opportunities compatible with their interests and consistent with their skills, aptitudes and abilities; and counsel them with respect to their progress and adjustment on their work assignments.

From the above it is evident that student counselling plays an important role. On one hand Stone (1991: 86) argues that in counselling the objective is to have the subjects talk themselves towards their own solutions to their problems. On the other hand, Clark (1991:65) concludes that counselling is not primarily concerned with solving problems or seeking particular answers, it is about helping people understand more clearly how they are managing a situation, how they make things easy or difficult for themselves and how they restrict their ability to solve problems.

Graham and Bennet (1998:236) agree by explaining that counselling is the process of helping people recognise their feelings about problems, define those problems accurately, find solutions, or learn to live with a situation.

Davis and Davis (1998:390) add to the above by submitting that counselling, as opposed to mentoring, is generally a more formal relationship in which the counsellor often has a clearly defined role. Formal counselling focuses on personal growth and development of an individual seeking help voluntarily. They also state that facilitating experience-based learning is partly counselling and may draw on some of the abilities of a skilled helper. The focus is on the personal growth that is learned through particular experiences.

Porter (1981:33) discusses the counselling role of the CEL. Porter also states that since many co-ordinators are not professionally trained client counsellors, most of the counselling performed by them is in the form of sharing knowledge and advice regarding specific co-operative jobs and employers, career information and some academic or personal adjustment problems. The co-ordinator must also be able to identify more serious problems and refer these cases to the appropriate services.

Cherrington (1995:9) and Ashcroft and Foreman-Peck (1994:127) add to the above. They are of the opinion that in the counselling role the CEL is seen as an internal consultant who gathers information, diagnoses problems, prescribes solutions and offers assistance and guidance in solving problems. Counselling as a mode of interaction can be useful to help students overcome a deep-seated problem in their studies or to help them overcome a lack of responsibility, open-mindedness or empathy with others.

Furnham (1992:90) defines the CEL's counselling role as obvious and quite straightforward. It is to help students make appropriate vocational choices and adjustments. Furnham (1994:5) elaborates on his previous statement by stating that vocational and career counselling examines the nature of rewarding and satisfying career paths in the context of individuals' different patterns of interests and abilities.

The CEL should also discuss the learning situation with his students. According to Peters (1973:49) there is a strong case for getting together with students in order to discuss how learning situations could be improved. For apart from that fruitful suggestions may develop from such discussions, there is at least one thing that is known about learning, which is that it tends to improve if the learners begin to feel involved in and responsible for their learning situation.

Blunden (1999:174) feels the same about this relationship between the student and the CEL. The relationship between teachers and trainers and their students is irreducible. They exist, of course, as individuals, but as related individuals. The character and nature of this relationship is critical for developing competence or skill in the student.

Because the CEL is involved in teaching students in lectures and laboratory classes Chapman, *et al.* (1999:27) are of the opinion that the CEL get to know the students well. This will help in identifying students' practical and academic ability.

The CEL must also ensure that the students have the relevant skills to manage themselves in the workplace. There is increasing emphasis on the idea that staff in the vocational and training sector should tutor in ways which help learners to think effectively in work-related contexts (Pithers & Soden, 1999:23).

Finegold, Wagner and Mason (2000:498) argue that skills development is particularly important for individuals who have just entered the workforce, as they seek to acquire relevant occupational competencies as well as the form-specific skills needed to succeed within an organisation.

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The CEL should systematically develop and implement learning activities to enhance students' knowledge, skills and competencies and to prepare them to perform a wider or more demanding range of tasks now and in the future. Their knowledge, values and understanding required in all aspects of life should be developed, rather than developing knowledge and skills relating to particular areas of activity (Armstrong, 1996:29, 508).

From the above it is clear that the CEL is responsible for developing and guiding the student. He must facilitate the learning process during the student's experiential learning experience and give counselling and support where it is needed.

2.2.2 Role and Responsibility Relative to Employers

The relationship between the CEL and the student employers is of great importance. Without a good relationship between the CEL and the employers, the co-operative education process will be a failure. Since the co-operative plan is dependent upon a mutual agreement between the educational institution and the employing organisation to provide a meaningful educational programme for the student, it is essential that the CEL establishes and maintains good rapport with his co-operative employers (Porter, 1981:18)

The CEL should keep the needs of his employers in mind when placing students at workstations. The employers will not repeat the co-operative education placement if it was not beneficial to the student supervisor or the company.

Therefore the CEL must make sure that the student will fit in with the culture and company policy of the employer and that the student will make a positive contribution towards the production of the company.

The CEL should also train or advise new employers on the implementation of an experiential training programme at their company. New employers should be informed of what is expected of them as training facilitators. The CEL should act as an interpreter of the academic institution's goals, policies, procedures and services.

It is important that the CEL nurtures his relationship with the employers and that he facilitates constant communication between the student, the employer and the academic institution.

2.2.3 Role and Responsibility Relative to the Institution

The CEL serves as a campus expert in the field of co-operative education. He should collaborate with faculty members to ensure that the educational values of the experiential training programme are achieved.

According to Porter (1981:18), co-operative education co-ordinators and teaching faculty members are all dedicated to the educating of students. The co-ordinator is more involved with the students' non-academic learning gained from practical experience, while the classroom teacher is primarily interested in disseminating subject matter with an emphasis on the intellectual and the scholarly.

Active rapport with teaching faculty members should be established and maintained. The CEL should conduct presentations and information sessions to inform the rest of the academic institution about current events and developments in the co-operative education field. The educational significance of co-operative education should be continuously enforced.

To stay informed and learn about the latest developments in his field, the CEL should attend conferences relevant to co-operative education, be a member of professional societies relevant to co-operative education, and enhance the professional development of co-operative education through research.

The CEL must also represent the viewpoint of the academic institution's department of co-operative education on various institutional committees, where he should encourage ideas to improve the functioning of the co-operative education programme.

Most importantly, the CEL should remember that he is a representative of the academic institution and in most cases the only contact that the professional world will have with the academic

institution. Therefore the CEL should also represent the academic institution to the best of his ability.

2.2.4 Role and Responsibility Relative to Administration

The CEL also has a very big part to play when it comes to administrative duties. Administrative skills refer to knowledge about the organisation and how it works - the planning, organising and controlling functions of supervision (Rue & Byars, 1993:8).

Administrative duties take up a lot of the CEL's time and therefore it is very important that the CEL should have a well developed administrative support system in place.

According to Bourn (2000:35), considerable time, administrative input and an efficient administrative system are essential to oversee and manage the production process for the course materials used in the co-operative education process.

Kok (2000:57) adds to the above by expressing that it is essential for co-ordinators and students engaged in the co-operative education programme to have the benefit of a sound administrative support structure.

A well developed administrative support system is very important because the CEL should establish and maintain student records for placement and counselling purposes. He must also develop and maintain a database of student and employer information.

Furthermore, the CEL is responsible for routine correspondence with students, employers and the academic institution. He must also prepare reports relating to the co-operative education process and conduct surveys about the co-operative education programme.

In many cases the CEL has administrative support personnel to help him. These individuals must be supervised and trained to maintain the administrative support system.

2.2.5 Summary

It is quite clear that the CEL has a dynamic role to play in the relationship between the student, the employer and the academic institution. He is ultimately responsible for the effective implementation of the co-operative education programme and for the establishment and maintenance of relationships between the student, the employer and the academic institution.

2.3 PERSONALITY TRAITS

Armstrong (1996:475) defines personality as an all-embracing and imprecise term which refers to the behaviour of individuals and the way it is organised and co-ordinated when they interact with the environment.

Carrel, Jennings and Heavrin (1997:105) agree with the above by stating that personality is determined by the interaction of genetic and environmental factors (Figure 2.3). They also state that personality is the set of distinct traits and characteristics that can be used to compare and contrast individuals.
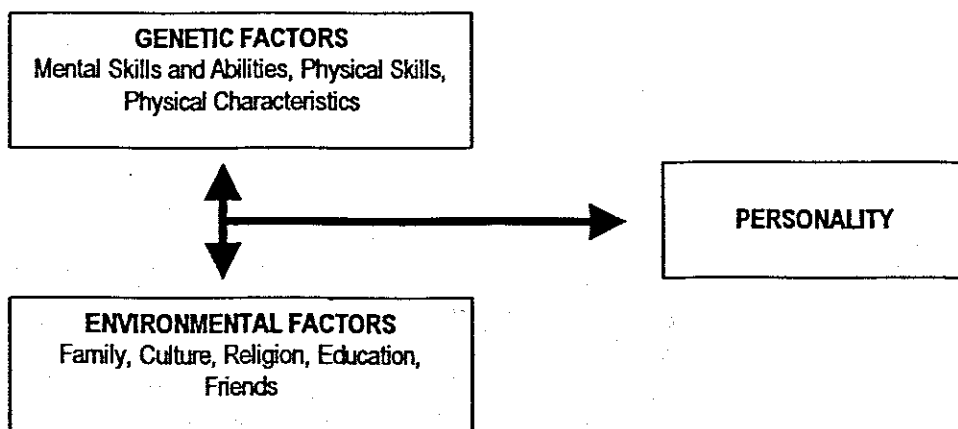
(Carrel, Jennings & Heavrin, 1997:105)

Figure 2.3: Personality: An Interaction between Genetic and Environmental Factors

Personality is further defined by Graham and Bennet (1998:117) as the sum total of the various qualities that are shown in behaviour. Although this definition taken literally includes intelligence and physique, the term personality is usually taken to include above all emotions, motivation, interests and social qualities.

Dubrin (1997:14) concurs when he states that personality refers to those persistent and enduring behaviour patterns that tend to be expressed in a wide variety of situations.

Gibson, Ivancevich and Donnelly (1994:124) and Furnham (1992:15) elaborate further when they define personality as a stable set of characteristics and tendencies that determine commonalities and differences in people's behaviour and that it refers to stylistic consistencies in social behaviour which are a reflection of an inner structure and process.

A character trait is defined by Dubrin (1997:265) as an enduring characteristic of a person that is related to moral and ethical behaviour and that shows up consistently.

Phares (1984:237) states that a trait is almost like a readiness to think or act in a similar fashion in response to a variety of different stimuli or situations. Roberts and Hogan (2001:131) add that people use personality traits to characterise other people and themselves.

From the above definitions it becomes evident that personality traits are influenced by the environment and the inherent characteristics of an individual.

To develop an ideal profile of a CEL it is important that the most important personality traits of such a person are understood.

With the help of the Situation Analysis Questionnaire (Appendix B), a list of 42 specific personality traits were identified as being essential for a CEL to perform his duties effectively. These 42 personality traits will be discussed in detail in the following segments.

2.3.1 Accurate

It is important that the CEL performs his tasks with care and without error. Faithful representation of the truth is very important.

The CEL works with a wide variety of information and must be accurate in his rendering of information. Students need accurate information about orientation, employers, placement, methods of evaluation, remuneration, etc., while employers need accurate information about students, legislation, policy and procedures. The institution needs accurate information about placement statistics, student and employer feedback, etc.

The need for accuracy is therefore quite clear. If the CEL can't perform his duties accurately it will lead to confusion between the student, the employer and the institution, thus hampering the effective implementation of the co-operative education process.

The CEL must also be accurate and meticulous when capturing data for his student and employer databases. Incorrect data can once again lead to confusion and the failure of the co-operative education process.

2.3.2 Alert

The CEL should be alert for various reasons. He should be alert to notice new placement opportunities, student needs, employer needs, marketing opportunities and any possible problems that may occur during the co-operative education process so that action can be taken timeously.

If the CEL is alert and acts on problems and opportunities speedily, the co-operative education process will be effectively implemented and completed as planned by him.

2.3.3 Analytical

Fincham and Rhodes (1999:109) define analytical thinking as the ability to break complex problems (or processes or projects) into component parts and consider or organise the parts in a systematic way. Byrne (2002:1) agrees with the above and explains that analysis has to do with the breaking up of something into its component parts and explaining the whole in terms of the properties of the parts of which it consists. The CEL should be able to analyse any problem or process relevant to co-operative education in a systematic way.

Problems occurring during the co-operative education programme, e.g., having trouble finding a student a work station, should be approached in an analytical manner. The reasons for the problem should be analysed systematically. The CEL should then go about finding the student placement in a systematic way.

An analytical CEL would be able to find solutions to problems and difficult situations much more readily than a CEL with fewer analytical abilities. In a working environment where a variety of problems constantly occurs, such as that of the CEL, the ability to approach situations analytically can only be beneficial.

2.3.4 Assertive

According to LeMon (2000:92), the assertive CEL is someone who has claimed the right to represent what is in his head and heart without apology, or false guilt and, most importantly, without violating anyone's personal rights in the process.

Ashcroft and Foreman-Peck (1994:138); Kolb, Osland and Rubin (1995:173); Nelson-Jones (1986:106) and Newman and Hodgetts (1998:76) all agree with the above by stating that assertive behaviour depends upon a recognition of our own rights, but not at the expense of those of others. Assertiveness also depends upon a willingness to take responsibility for our reactions and feelings, rather than to impute blame to others. It is about having choices. One of these choices is the ability

to act assertively, rather than aggressively or submissively.

Assertion can be defined as a person's capacity to express wants and feelings and to stand up for his rights without unnecessarily violating other's needs.

Furthermore Dubrin (1997:148) and Armstrong (1996:902) add that assertiveness is being forthright in expressing demands, opinions, feelings and attitudes in direct, honest and appropriate ways.

The CEL should be able to assert himself in any situation with a student or an employer. He must have the ability to communicate clearly what he is feeling and thinking without infringing upon the rights of the student, the employer or the institution.

2.3.5 Cheerful

The CEL must have a happy disposition. He is in constant contact with people and being in good spirits will influence those around him positively. This is very important if the CEL has to recruit new student employers. Being cheerful will make a good impression with student employers.

Being cheerful will also help the CEL when he has to counsel students or take care of a difficult situation. Cheerfulness relieves tension, especially during stressful times.

2.3.6 Competent

According to Armstrong (1996:189), competence is a wide concept that embodies the ability to transfer skills and knowledge to new situations within the occupational area. It encompasses organisation and planning of work, innovation and coping with non-routine activities.

Bingham (1973:19) agrees with the above by expressing that an individual's capacity to acquire the knowledge and skill necessary for successful achievement in a specified industrial employment or job is called competency.

De Raad (2000:28) further defines competency as the scarce resource necessary to cope adequately with the demands of the ever changing environment.

Competence is any personal trait, characteristic or skill which can be shown to be directly linked to effective or outstanding job performance.

The CEL must have sufficient skills and knowledge that can be linked to effective or outstanding job performance. He must be competent as a communicator, negotiator, facilitator, etc., to perform his duties efficiently.

2.3.7 Co-operative

The CEL must have the ability to work with others and combine efforts and talents in a harmonious way. The CEL has to co-operate with his colleagues, the students and employers to ensure that the co-operative education programme will be implemented successfully.

2.3.8 Creative

Rue and Byars (1993:39) state that being creative does not necessarily mean coming up with revolutionary ideas. It does mean taking a fresh and uninhibited approach when making decisions and not being restricted by what has been done in the past.

Newman and Hodgetts (1998:128) are in agreement with the above. They state that creative thinking is the ability to see things in new, imaginative ways.

Davis and Davis (1998:201) further add that creativity is any act, idea or product that changes an existing domain or that transforms an existing domain into a new one while Carrel, *et al.* (1997:622) define creativity as the development of novel solutions to perceived problems.

According to Rostron (2002:124), creativity opens the door to innovation, new ideas and change. He further expresses the opinion that creative people are self-motivated, achieving satisfaction

simply from being involved in their work.

When it comes to solving problems, Nadler, Hibino and Farrel (1999:246) find that the CEL's creativity must be tapped at all stages of the solution-finding process, not only when trying to generate new ideas. He must be creative about problem identification, problem selection, preparation, as well as about innovative ideas and solutions and about how to install and implement the chosen solution.

The CEL should therefore be creative in his problem solutions, development of course material and his interaction with students and student employers.

2.3.9 Diligent

Being diligent means to be careful and persevering in carrying out tasks or duties. The CEL should perform his duties and tasks diligently. He should persevere when he is confronted with problems or difficult situations.

The CEL will often find himself in situations where the problems and amount of work seem endless. In these situations the CEL will have to act diligently and persevere until the work is finished or the problem is solved.

2.3.10 Diplomatic

The diplomatic CEL is tactful in dealing with people. This is important when the CEL has to deal with student or employer problems. Difficult situations should be handled in a tactful manner.

The CEL must be skilled in dealing with a variety of people with different personality types, religious beliefs, historical backgrounds and levels of education.

2.3.11 Efficient

Efficiency is defined by Gibson, *et al.* (1994:41) as the ratio of outputs to inputs.

The CEL should be efficient because students and employers rely on him for a certain amount of output. Efficient CELs are able to acquire more work stations for students and place these students more efficiently according to their and the employer's needs.

Efficient management of time and use of available resources are also important.

2.3.12 Empathic

According to Armstrong (1996:772), empathy is the ability to put oneself in the other party's shoes to understand not only what they are hoping to achieve but also why they have these expectations and the extent to which they are determined to fulfil them.

Nelson-Jones (2003:30) defines empathy as the capacity to identify oneself mentally with the other person and to comprehend that person's inner world. Empathy is further defined by Brewster, Carey, Dowling, Grobler, Holland and Wärnich (2003:49). They say it is a skill at sensing other people's emotions, understanding their perspective and taking an active interest in their concerns.

Ashcroft and Foreman-Peck (1994:130) state that having empathy implies that the CEL should creatively imagine himself in his student's shoes, so that he can think the way the student thinks and experience the world as he does.

Cox (1994:51) adds that if the CEL can develop and maintain empathy with his students, it is one of the most powerful tools for communication he will have. Rostron (2002:241) elaborates by explaining that a combination of empathy, an awareness of others' feelings and needs, and social skill all help to produce a desirable response in others and help the CEL to collaborate, co-operate and develop rapport.

2.3.13 Energetic

The CEL should be active and industrious and should approach tasks and situations with zeal, vigour and intent.

The energetic CEL will have a positive influence on the students and colleagues around him and inspire them to act more energetically as well. Energetic people also appear more efficient and this will have a positive influence on the CEL's relationship with the students, the employers and the faculty members of the academic institution.

2.3.14 Enthusiastic

An ardent and lively interest in the people around the CEL can only help to improve his relationship with faculty members, students and employers. The CEL should approach his tasks with eagerness to complete them to the best of his ability.

2.3.15 Ethical

Ethics refers to standards of conduct that indicate how one should behave, based on moral duties and virtues arising from principles about right and wrong (Kolb, *et al.*, 1995:119).

According to Carrel, *et al* (1997:17, 66), ethical behaviours are the value systems of individuals to make ethical choices in the workplace, requiring responsibility to other employees, customers, shareholders, and to the public. It is the philosophical study of morality. It includes the study of the ultimate value of moral judgements, principles of conduct and the qualities of human thought and actions known as values.

Simoncelli (2003:46) agrees with the above when he states that ethics stem from values. A value in itself is a belief and a feeling of goodwill. He further explains that values become principles that guide us along in an acceptable normative system.

Macleod (2001:9) is of the opinion that most people aspire to conduct their personal and professional affairs with ethical integrity. The CEL must conduct himself in an ethical way at all times. He has a responsibility towards the students, the employers and the academic institution to act in a moral way.

2.3.16 Fair

Carrel, *et al.* (1997:100) state that fairness is doing what is fair and being impartial in all activities.

The CEL should treat all role players in the co-operative education process fairly and without prejudice. All students should be treated in the same manner and the rules and processes set out by the CEL and the academic institution should be applicable to everyone. The CEL must be impartial in all problem and conflict situations.

2.3.17 Flexible

Fincham and Rhodes (1999:110) define flexibility as acting to adapt to and work effectively with a variety of situations, individuals or groups. This pertains to the ability to understand and appreciate different and opposing perspectives on an issue, to adapt one's approach as the requirements of a situation change, and to change or easily accept changes in one's own organisation or job requirements.

CELs should be flexible in the management of their tasks. Nadler, *et al.* (1999: 262) conclude that CELs who practise flexible management are not constrained by a rigid set of previous experiences. They are able to adapt their management style to the situation or problem at hand and approach it with an open mind. Chapman, *et al.* (1999:27) mention that it is possible that employers needs may

change over time and that employers have the perception that co-op providers need to be flexible.

2.3.18 Friendly

The CEL should be sociable and interact with students and employers in a kind and congenial manner.

A friendly CEL will be able to get better co-operation from the students as well as the student employers. People are always more willing to work with and help a friendly and congenial person.

2.3.19 Helpful

Being helpful can be defined as sharing the work, cost or burden of something. The CEL should always be willing to help students and employers with their problems. He should respond positively to a request for help from faculty members, colleagues, students and employers.

Counselling is a very important part of the CEL's duties. By taking the role of counselor, the CEL can help students in many ways. According to Graham and Bennet (1998:236), counselling is the process of helping people recognise their feelings about problems, define those problems accurately, find solutions, or learn to live with a situation. Clark (1991:65) also concludes that counselling is about helping people understand more clearly how they are managing a situation, how they make things easy or difficult for themselves and how they restrict their ability to solve problems.

The CEL must also be able to help the students make decisions about their careers and futures. He must be able to help them find placement positions that will give them the appropriate experience according to their career choice. The CEL must also be helpful if the student experiences any difficulties during his experiential learning period.

The student employers will also often need assistance form the CEL. He must help the student employers with any facet of the co-operative education process that may be problematic for them.

The CEL can also be of help to the faculty members of the academic institution or to his colleagues. It is expected of him to be willing to assist these people with patience and understanding and to make the implementation of the co-operative education programme as simple as possible.

2.3.20 Honest

Carrel, *et al.* (197:100) define honesty as being truthful in dealings with others.

The CEL should always be honest with students, student employers, faculty members and his colleagues. Being dishonest will only make a bad impression and will cause distrust. The CEL must have the trust of the students, employers and the academic institution if he is to implement the co-operative education process successfully.

2.3.21 Innovative

The CEL should be able to apply new ideas or methods. The CEL must be innovative enough to improve the processes and systems in place to implement and manage the co-operative education process. He must have the ability to identify problem areas and find innovative solutions to solve these problems.

2.3.22 Intelligent

According to Phares (1984:422), most definitions of intelligence fall into one of the following broad definitional classes:

- the ability to adjust to the environment, adapt to new situations, or deal with a broad range of situations;
- the ability to learn or the capacity for education (broadly defined);
- the ability to employ abstract concepts and to use a wide range of symbols and concepts.

Graham and Bennet (1998:114) add to the above by saying that intelligence is the capacity to make effective use of the intellect, which is the sum total of the mental functions of understanding, thinking, learning, observing, problem-solving and perceptual relationships.

Dubrin (1997:21) agrees when he states that intelligence is the capacity to acquire and apply knowledge, including solving problems. Nadler, et al. (1999:241) add that intelligence has to do with a person's accumulated knowledge.

It is important that the CEL is an intelligent person. It is expected of him to adapt to new situations easily, to learn new skills quickly, solve problems timeously and apply his accumulated knowledge in the co-operative education environment.

2.3.23 Mature

Maturity means to be relatively mentally advanced. Being mature means that a person has developed into an adult and can approach life in an objective and realistic way. The CEL must be able to act in a mature and responsible way. The students are dependent on the CEL for guidance and counselling. He will only be able to give such guidance and counselling if he is a mature adult with a well developed sense of responsibility.

2.3.24 Optimistic

Optimism can be defined as expecting the best of all situations and people.

The CEL must be optimistic about the co-operative education process because he will have to promote this process to students, student employers and faculty members. He must have an absolute belief that the process is of value to the student, the employer and the academic institution.

An optimistic CEL will influence his students positively and inspire them to achieve their goals in the work place. Being optimistic about the academic institution can also have a positive influence on the image that the student employers have of the academic institution.

2.3.25 Patient

The ability to endure or tolerate delay or confusion can be very important for the CEL to complete his duties effectively. It often happens that the CEL must patiently wait for responses from the different role players in the co-operative education process. Circumstances that can't be controlled by the CEL often cause delays when it comes to the effective final placement of a student in a work station.

The CEL should also have patience with his students, especially when the CEL teaches them new skills during the orientation phase of the co-operative education process. Some students will have trouble understanding and applying the skills taught to them and then the CEL should exhibit patience and help the students to the best of his ability.

2.3.26 Personable

A personable person is pleasant in appearance and personality. The CEL should be personable because he must make a good impression with current and prospective employers. The CEL is a representative of the academic institution and should therefore make the best impression he can.

The students will also feel that the CEL is more approachable if he is pleasant in appearance and personality. The CEL must be someone that they trust and can relate to.

2.3.27 Persuasive

According to Robbins and Hunsaker (1989:110) persuasion preserves others' freedom to do whatever they want after one has tried to convince them to choose a certain course of action.

The CEL must have the ability to persuade prospective student employers to create an experiential learning work station for one or more of his students. He must also have the ability to persuade students to perform at an optimum level during their experiential learning period.

An ability to persuade faculty members of the academic institution that they should give their full support to the co-operative education process will also be beneficial to the successful completion of the CEL's duties.

2.3.28 Polite

Politeness can be defined as showing a high regard for others. A polite person acts with the appropriate manners and proper form of speech.

Being polite goes hand in hand with being personable. A polite CEL will make a better impression on current and prospective employers of students. The polite CEL also has a high regard for his colleagues and will treat them with respect.

If the CEL is polite to his students he will set an example for them. In return they will respect him and treat him with the appropriate manners and sense of respect.

2.3.29 Professional

The professional CEL is extremely competent in his job. He is able to produce a piece of work performed with competence and skill.

Professionalism includes being organised and keeping up to date with the latest developments in a specific field. The CEL must be able to complete his tasks with confidence in his level of skills and be competent enough to perform his duties with poise.

2.3.30 Rational

Rationality can be defined as being sensible. A rational person makes decisions based on intellectual reasoning. Therefore a rational CEL's actions and feelings will be based on logic and objectivity.

According to Nadler, *et al.* (1999:119), rational approaches to tasks are characterised by structured, systematic and methodical processes.

The CEL must structure his roles and responsibilities in a systematic and methodical way to ensure successful implementation of the co-operative education process.

2.3.31 Resilient

The resilient CEL must be able to recover from disappointment easily. He has to deal with disappointments in the working environment on a regular basis. Not being able to get a student placement or not getting the needed support from faculty members should not influence the CEL in such a way that he will not be able to fulfil his duties. He must be able to "bounce back" and carry on regardless.

2.3.32 Resourceful

Resourcefulness can be defined as being ingenious, capable and full of initiative. It goes hand in hand with being creative and innovative.

The CEL must be resourceful enough to find creative and innovative solutions to problems and conflict situations. He must be able to apply creative ideas to his roles and responsibilities.

2.3.33 Responsible

According to Rue and Byars (1993:155), a responsible person is accountable for reaching objectives, uses resources properly and adheres to the organisational policy.

The responsible CEL must therefore be accountable for his actions and decisions at all times. He alone is responsible for the successful completion of his duties and must be held accountable for the resources and processes used to complete these duties.

2.3.34 Self Confident

Fincham and Rhodes (1999:110) define self-confidence as expressing belief in one's ability to accomplish a task and select an effective approach to a task or problem. This includes confidence in one's own ability expressed in increasingly challenging circumstances, confidence in one's own decisions or opinions, and the ability to handle failures constructively.

Rue and Byars (1993:365) add that self-confidence stems from having precise knowledge and knowing how to use it. Maccaleer and Shannon (2002:11) add that self-confidence is a sound sense of one's self-worth and capabilities.

The CEL must have confidence in his own abilities. He must have the self-confidence to present a lecture to students, approach prospective student employers, give feedback to faculty members on his performance, etc.

Clark (1991:39) states that confidence is an ability to maintain self-belief when faced with uncertainty, pressure or conflict.

The CEL should be confident that he is able to complete his duties effectively. The CEL should have enough confidence to communicate with people on all levels of society. It often happens that the CEL will meet with the CEO of a large company and the technicians of a small company in one day. He must be able to conduct himself with confidence in all situations.

2.3.35 Self-Controlled

Fincham and Rhodes (1999:109) conclude that being self-controlled is acting to keep one's emotions under control and restrain negative behaviours when provoked, when faced with opposition or hostility from others, or when working under conditions of stress.

The CEL will often have to work in stressful conditions and must have the ability to control his own emotions and feelings. He must stay calm and focused at all times and not give in to negative feelings and behaviour.

2.3.36 Sensible

The CEL must be sensible. That is to say, he must show good judgement or have good sense. He must be able to judge a situation correctly and respond or react with good sense.

2.3.37 Sociable

To be sociable is to be friendly and companionable. This personality trait is closely related to being personable. The CEL must be likeable. He must be friendly with colleagues, students, student employers and faculty members. These people should feel that the CEL is approachable and a "nice person".

2.3.38 Sympathetic

Whitaker (1995:108) defines sympathy as a close identification and involvement with another person's concerns.

It is very important that the CEL be understanding of other people's circumstances. He works with a wide variety of people that come from different environments.

The CEL must have sympathy with a student, a colleague or an employer that may have a problem or find himself in difficult circumstances. This will often cause more work or a loss of valuable time for the CEL but he must be understanding of the other person's situation.

2.3.39 Tactful

The CEL should take care not to offend students, employers, faculty members or colleagues when communicating with them. Difficult or conflict situations must be handled with finesse.

The people around the CEL have different cultural, social and religious backgrounds and the CEL must ensure that he does not knowingly or unknowingly offend these people with his actions or words.

2.3.40 Thorough

Thoroughness can be defined as approaching and completing tasks in a precise and meticulous way.

The CEL should be thorough in everything he does. Meticulous record must be kept of all student and employer information. He must make sure that all bases are covered during the student

placement process. The CEL must also be thorough in his evaluation of the student and the co-operative education process.

2.3.41 Tolerant

It is very important that the CEL be able to tolerate the beliefs and actions of other people. The CEL works with people from a variety of cultural, social and religious backgrounds and it is expected of him to be tolerant of their beliefs and actions if these are different from his.

2.3.42 Understanding

Understanding goes hand in hand with tolerance. The CEL must be able to understand other people's situations and circumstances.

He must be able to understand if a colleague, a student, an employer or a faculty member comes to him with a problem.

2.3.43 Summary

It is quite obvious that it is expected of the CEL to have a wide variety of personality traits. Knowledge of what kind of personality traits is most important for the CEL to perform his duties effectively is very important to this study. Without this knowledge the development of an effective profile of such a person would be impossible.

2.4   ABILITIES AND CHARACTERISTICS

A skill, by definition, is the ability to demonstrate a system and sequence of behaviour that is functionally related to attaining a performance goal. It is a system of behaviour that can be applied in a wide range of situations (Robbins and Hunsaker, 1989:7).

Gibson, et al. (1994:102) and Nelson-Jones (1986:5) define skills as task-related competencies or proficiencies. The essential element of a skill is the ability to make and implement an effective sequence of choices so as to achieve a desired objective.

An ability, on the other hand can be defined as the attributes a CEL has inherited or acquired in previous situations. It is a trait that permits a person to do something mental or physical (Landy, 1989:677) and (Gibson, et al., 1994:102).

In general, the CEL should have the following skills as described by Robbins and Hunsaker (1989:3):

- **Conceptual Skills**

  The mental ability to co-ordinate all of the organisation's interests and activities.

- **Human Skills**

  The ability to work with, understand and motivate other people, both individually and in groups.

- **Technical Skills**

  The ability to use the tools, procedures and techniques of a specialised field.

- **Political Skills**

  The ability to enhance one's position, build a power base and establish the right connections.

To develop an ideal profile of a CEL it is important that the most important characteristics and abilities of such a person are understood.

During the situation analysis (Appendix B) a list of 26 specific abilities and characteristics was identified as being essential for the CEL to perform his duties effectively. These abilities and characteristics will be discussed in detail in the following segments.

2.4.1 Student Oriented

The CEL must have the ability to put himself in the students' position and have an understanding of their circumstance and needs.

According to Curzon (1997:259), the most important matter in affairs concerning discipline and student counselling appears to be the need to perceive situations and problems as they are perceived by the students,

2.4.2 Acceptable as a Member of Faculty

The faculty members should have professional and personal respect for the CEL. He must be seen as a member of faculty, even if he is not a full-time lecturer or shares the same office space as the faculty members. The CEL must earn this respect and acceptance from the faculty members by making himself available to these people and by sharing relevant information with them.

2.4.3   Willing to Tackle and Solve Problems

A problem is a question proposed for solution or discussion, usually a matter involving doubt, uncertainty or difficulty. Problem solving is focused on generating solutions that will make a change for the better. Problem solvers make recommendations; they say how they think a particular problem can be addressed with a particular solution (Davis & Davis, 1998:226).

Stone (1991:41) states that in real life most problems are solved instantaneously, because the human mind is an extremely powerful object and is capable of almost unbelievably rapid thought. But the mental process does itself follow a logical process, however quickly; and there are problems which will better be solved if time is taken and the problem approached step-by-step. This process is a series of steps, and an informal description of them would be as follows:

- Recognise the existence of a problem.
- Set criteria for a good solution.
- Gather facts and opinions.
- Analyse facts and opinions.
- Set out and consider alternative solutions.
- Select a solution.
- Implement the solution.

Kolb, et al. (1995:247) agree with the above by stating that problem solving is the management of one's own and others' thinking processes to ensure an orderly and systematic approach of analysis that determines the right problem or opportunity to work on, the most likely cause of the problem, the best solution given available alternatives and constraints, and a process for implementing the solution that ensures quality and commitment. It is not just an activity of the mind, it is fundamentally a social process. Solutions to problems are inevitably combinations, new applications, or modifications of old solutions.

According to Travers (1993:80), problem solving should be structured and systematic and not be a random activity.

The CEL must show the ability to recognise a problem as soon as possible, be willing to find a solution, gather facts about the problem, analyse these facts, set out alternative solutions, consider the alternative solutions to the problem, select the solution and then implement the solution with confidence.

2.4.4 Free from Bias and Prejudice

Current student populations are diverse in culture, race, religion and sexual orientation. The ideal CEL should be able to work with all students from this diverse population. He can't be biased or prejudiced. All students should be managed the same way, with respect and understanding. Personal prejudices and biases must be put aside if the CEL wants to complete his tasks effectively.

An open-minded CEL is unprejudiced and willing to consider new ideas. He must be willing to consider new ideas and processes and evaluate these ideas and processes without prejudice or bias.

2.4.5 A Good Sense of Humour

According to Fincham and Rhodes (1999:214) a sense of humour enables individuals to cope better with pressure and prevents their thinking from becoming preoccupied with pessimistic scenarios.

Dubrin (1997:149) agrees by stating that humour serves such functions in the workplace as relieving tension and boredom and defusing hostility.

A good sense of humour can only benefit a CEL. He will often have to work under pressure because of time constraints and student numbers and a good sense of humour will be useful in relieving tension.

Working with students also requires a good sense of humour. A shared joke or laugh can go a long way in building good relationships with his students.

A sense of humour will also come in handy in the CEL's relationship with faculty members and employers.

2.4.6 Ability to Relate Well in Interpersonal Situations

The CEL must be approachable and friendly. He must have the ability to communicate with his students, student employers, faculty members and colleagues without effort.

2.4.7 Ability to Work Independently

It will often be expected from the CEL to be able to work independently. He will have to develop his own systems and processes to complete tasks effectively. Each CEL in a department will have to work independently from the other. Each one is responsible for his own workload and is not dependent on faculty members or colleagues for the completion of tasks.

2.4.8 Ability to Work Without Constant Supervision

The CEL must have enough discipline to complete tasks without being supervised. He will more often than not have to complete tasks without the guidance of his supervisor. He will have to take responsibility for his position and make sure that the work gets done.

2.4.9 Ability to Work Well in a Group

The faculty members, colleagues of the CEL and CEL combine to make a working group. Although they will not be in constant contact with one another, they must be able to work together as a unit. The CEL must have the ability to work in a group. He must be able to contribute towards the group's efforts effectively and have respect for the rest of the group members' abilities and contributions. If the CEL is not the leader of the group, he must be able to follow the instructions of the leader.

2.4.10 Ability to Work Under Pressure

Because of time constraints and high student numbers, the CEL must often work under pressure. He must be able to handle stressful situations and manage his workload effectively.

2.4.11 Ability to Communicate Effectively with All Role Players

According to Newman and Hodgetts (1998:64) and Carrel, *et al.* (1997:256) communication is an interactive process of transmitting meanings from sender to receiver. Rue and Byars (1993:56) define it as the process by which information is transferred from one source to another source and is made meaningful to the individual sources.

Graham and Bennet (1998:93) add to the above by stating that communication consists of all the processes by which information is transmitted and received. The subject matter may include facts, intentions, attitudes, etc., and the chief purpose of communication is to make the receiver of a communication understand what is in the mind of the sender.

Gibson, *et al.* (1994:573) define communication as the transmission of information and understanding through the use of common symbols.

Communication occurs in many forms, ranging from face-to-face conversation, to written messages to the more subtle forms involving facial expressions and body movements. It takes place through the spoken and written word and through behaviour and personal example (Rue & Byars, 1993:56; Travers, 1993:188).

Armstrong (1996:772) is of the opinion that communication skills encompasses the ability to convey information and arguments clearly, positively and logically, while also being prepared to listen to the other side and to respond appropriately.

Del Brocco and Sprague (2000:18) say that like creativity, communication is a muscle...a skill...and a process. It must be learned, drilled, practised, rehearsed, and experimented with.

The CEL will have to be able to communicate effectively with a wide variety of people from a wide variety of backgrounds and environments. Knox (1980: 188) and Kok (2000:57) agree with this when they state that many people who work in adult education must not only know a subject well, but must be able to work well with a wide range of people and be good communicators.

2.4.12 Ability to Organise Effectively

Rue and Byars (1993:152) define organising as the grouping of activities necessary to achieve objectives.

Stone (1991:40) elaborates on this by stating that organising is about ensuring that all is happening as it should at present and in the immediate future. It consists of two main activities, namely, the allocation and re-allocation of present resources, and the exercise of vigilance to keep things going well.

Travers (1993:118) is of the opinion that organising brings order, structure and co-ordination to the pursuit of objectives. When done well, organising allows a person to achieve a high degree of efficiency and effectiveness.

The CEL must be able to organise his environment in such a way that the co-operative education programme can be implemented with efficiency.

2.4.13 Ability to Plan Effectively

According to Travers (1993:96), planning can be thought of as both a philosophy and as a process. It is a philosophy when people come to believe that planning is an important and necessary element in supervisory effectiveness. It can be seen as having the potential to give a person greater control over the events that affect him. Planning is a process by which a person applies a systematic method to control outcomes. In other words, planning is a step-by-step approach to stating what a person intends to make happen and how. Planning, then, is seen as a personal commitment to an organised way of determining objectives and the search for the most efficient means to reach these objectives.

Gibson, et al. (1994:29) and Stone (1991:25) further add that the planning function includes defining the ends to be achieved and determining appropriate means to achieve the defined ends. Planning is designing actions to cope with forecast events. A good plan should have an element of flexibility and have contingencies built in.

Stone (1991:40) also adds that planning takes time and that time must be taken to plan.

Rue and Byars (1993:124-125) are of the opinion that planning is concerned not with future decisions, but with the future impact of today's decisions. When planning, a supervisor should think about how today's decisions might affect future actions. Planning is the process of deciding what objectives to pursue during a future time period, and what to do in order to achieve those objectives.

The CEL must plan his work if it is to be done effectively, properly and on time. Failure to plan can result in lost time, wasted materials, poor use of equipment and misuse of space. The CEL must also understand how his plans fit into the overall planning scheme of the organisation.

Ashcroft and Foreman-Peck (1994:30) state that effective planning for learning involves taking the factors relating to student learning into account and considering these in the light of the material or syllabus to be taught.

Cox (1994:16) adds to the above. According to him, good planning is essential, from the overall degree programme, through specific courses, to individual lectures and other teaching activities.

2.4.14 Ability to Train Staff

Training is defined by Armstrong (1996:507) as the planned and systematic adjustment of behaviour through learning events, programmes and instruction that enables individuals to achieve the levels of knowledge, skill and competence to carry out their work effectively.

The CEL must have the ability to train his support personnel. The systems and processes of the co-operative education process change constantly and therefore the CEL has to keep his support personnel up to date with current developments.

It will also be expected of the CEL to train and guide newly appointed support personnel.

2.4.15 Ability to Supervise Staff

The CEL must have the power to supervise support personnel. Newman and Hodgetts (1998:249) define power as the ability to influence someone to do something that he would not otherwise do.

Rue and Byars (1993:362) add to the above. They explain that power is the ability to get others to respond favourably to instructions and orders. Put another way, power is a measure of a person's potential to get others to do what her wants them to do, as well as avoiding being forced by others to do what he or she does not want to do.

Carrel, *et al.* (1997:315) further define power as the possession of control, authority or influence over others and the ability to act or produce an effect. It is the ability to get things done in the workplace by exerting influence over others.

The CEL should also have leadership skills if he wants to supervise personnel. According to Rue and Byars (1993:514) and Furnham (1994:514), leadership is the ability to influence people to willingly follow one's guidance or adhere to one's decisions. It is the art of getting others to do (and want to do) something he believes should be (must be) done. It is about interpersonal influence, goal-setting and communication.

If the CEL is to be a good supervisor, he will have to empower his support personnel. Armstrong (1996:385) states that empowerment is the process of giving people more scope or "power" to exercise control over, and take responsibility for, their work.

2.4.16 Ability to Delegate

Yukl and Fu (1999:219) are of the opinion that delegation is a complex, multi-faceted process that includes assigning important new tasks to subordinates, giving subordinates responsibility for decisions formerly handled by the manager, and increasing the amount of latitude and discretion allowed subordinates in how they do their work, including the authority to take action without getting prior approval.

Rue and Byars (1993:158) concur and add that delegation is an art. Unfortunately, it does not come naturally to many people. In its most common use, delegation refers to the delegation of authority. To delegate authority means to grant or confer authority from one person to another. Generally, authority is delegated to assist the receiving party in completing his assigned duties.

Carrel, *et al.* (1997:477) feel that one of the greatest compliments one may bestow upon employees is to ask their opinion and delegate to them the authority to make decisions about their work.

The CEL must be able to delegate tasks to his support personnel. This will install a sense of confidence and responsibility in the support personnel and make more time available for the CEL to complete other tasks.

2.4.17 Ability to Command Professional Respect

The CEL must have the relevant qualifications and knowledge of the subject matter to command professional respect from his colleagues and members of faculty. He must be able to hold his own in the professional environment. A work ethic of a high standard must be exhibited.

2.4.18 Ability to Motivate Others

The word motivation comes from the Latin verb *movere*, which means to move. According to Rue and Byars (1993:338), numerous definitions can be found for the word "motivation". Often included in these definitions are such words as aim, desire, end, impulse, intention, objective and purpose. In today's organisations, motivation means getting people to exert a high degree of effort in their job.

Armstrong (1996:296) elaborates on the above. He states that motivation is inferred from or defined by goal-directed behaviour. It is concerned with the strength and direction of that behaviour. Motivation takes place when people expect that a course of action is likely to lead to the attainment of a goal and a valued reward - one which satisfies their particular needs.

Travers (1993:44); Gibson, *et al.* (1994:145) and Carrel, *et al.* (1997:19) also define motivation. They conclude that motivation is stimulating or causing purposeful activity that is directed to satisfying needs or wants. It is the forces acting on or within an individual to initiate or direct

behaviour. Motivation is the effective stimulant that causes individuals to take action or to achieve different levels of productivity in pursuit of a goal.

Dubrin (1997:166) is of the opinion that motivation has two meanings:
- an internal state that leads to effort expanded toward objectives, and
- an activity performed by one person to get another to accomplish work.

The CEL must be able to motivate his students. Cherrington (1995:334) states that human behaviour is goal oriented, and adequate motivation is essential to the success of any learning situation.

At the beginning of the learning process, motivation will be affected by the attitudes the learner brings about the learning environment, instructor, subject matter and self, and also by the number and intensity of needs that the participant has for learning. During the learning process, motivation is affected by the stimulation that comes from (or does not come from) the learning experience and from the kind of emotional experience the learner is having. Towards the end of the process, motivation is influenced by the degree to which the new learning is valued by the learner and the reinforcement that comes form learning new things (Davis & Davis, 1998:425).

Porter (1981: 17) is of the opinion that motivating students is often a slow process requiring many avenues of approach. The co-ordinator should set the emotional climate for this by listening actively to his students on all matters that involve them. Curzon (1997:230) adds that the arousal, regulation and sustaining of the student's enthusiasm for learning, that is, the utilisation of his power of motivation in the service of the learning process, constitutes an important task for the CEL.

Anyone in power can order people to do things but Stone (1991:25-26) argues that if a CEL is a good motivator he will inspire the students to want to accomplish things. The CEL will be able to encourage, guide and counsel, and give the students such opportunities as are available to fulfil themselves.

2.4.19 Ability to Criticise Tactfully

Sometimes it will be expected of the CEL to criticise students or support personnel about the work they have completed. The CEL must be able to criticise these people with tact and in an uplifting manner. Criticism must be delivered in such a way that the person will not feel offended or hurt.

2.4.20 Ability to Receive Criticism

The CEL's actions and work will always be open to criticism. He must receive criticism in a professional and mature manner and be able to use the criticism constructively to improve his performance.

Rostron (2002:201) suggests the following seven steps to deal with criticism:

- Adopt a posture of curiosity.
- Be courageous and ask questions to find out more.
- Consider the merit of the criticism.
- Establish what can be done differently.
- Ask if the criticism is valid or invalid.
- If the criticism is valid, establish what can be learnt from it.
- If the criticism is invalid, let it go.

2.4.21 Ability to Give Praise

According to Carrel, et al. (1997:198) praise, given for legitimate reasons, makes both the giver and receiver feel good, reinforces correct actions, and very likely leads to further positive actions.

The CEL must be able to give praise where praise is due. Giving praise can go a long way to positively influence the relationship between the CEL and his students, employers, colleagues and faculty members. A word of praise or congratulation can make the people surrounding the CEL feel good about themselves and improve the working environment.

2.4.22 Ability to Negotiate

Robbins and Hunsaker (1989:242) state that negotiation is a process in which two or more parties exchange goods or services and attempt to agree upon the exchange rate for them.

The ability to negotiate is related to the ability to persuade other people to do what the CEL want them to do. Statt (1994:301-302) explains that there are two important factors that determine the persuasion of the communicator whose aim it is to change people's attitudes. These factors are credibility and attractiveness. The CEL must be credible. He must be perceived as someone that is an expert in his field and is trustworthy. The CEL must be attractive. People are inclined to favour attractive people.

The CEL must have the ability to negotiate new placement opportunities for his students that will suit their respective needs. He must be able to convince the student and the employer that the placement arrangement will benefit them both.

It is also expected of the CEL to negotiate with faculty members and colleagues for resources and time to implement the co-operative education programme.

2.4.23 Ability to Listen

According to Brammer and Macdonald (1999:71), the term listening implies, at fist glance, a passive act of taking in the content of the communication, but actually it involves a very active process of responding to total messages.

Robbins and Hunsaker (1989:34-35) agree with the above and state that listening is making sense out of what is heard. That is, listening requires paying attention, interpreting and remembering sound stimuli. They conclude that active listening requires a person to empathise with the speaker so that he can understand the communication from his point of view. There are four essential requirements for active listening. A person needs to listen with intensity, empathy, acceptance and a willingness to take a responsibility for completeness.

Rue and Byars (1993: 57); Nelson-Jones (1986:135, 163) and LeMon (2000:93) elaborate on the above by defining listening as the primary method of receiving messages. It is a powerful way of affirming another human being. Effective listening requires a person to be able to respond helpfully and it signals respect.

The ability to listen is a characteristic that the CEL uses in his daily communications with all the role players in the co-operative education environment. He must be able to listen effectively to respond correctly to the relevant communication.

2.4.24 Ability to Make Decisions

What happens in making a decision? Stone (1991:43) answers this question by stating that the fact that a decision has to be made must be discerned, and that criteria for choice must be set out. Facts and opinions must be obtained and analysed, alternatives must be set forth, the utility of each alternative must be calculated, outcomes and side-effects of each course of action must be forecast, the action must be selected, implemented and monitored.

Newman and Hodgetts (1998:124-126) agree with the above. They conclude that decision-making begins with a definition of the problem. The next step is to gather data about the problem. From the information that is gathered, alternative solutions to the problem need to be formulated. Now a decision has to be made regarding which of these alternatives will best solve the problem. The next step is to choose the best alternative. Once the best alternative has been chosen, it is important to analyse the consequences of the decision. Based on all the analysis, the decision should now be put into action.

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Rue and Byars (1993:9, 28); Furnham (1994:479) and Nelson-Jones (1984:144) further define decision-making as the ability to analyse information and objectively reach a decision. Recognising the need to make a decision is a natural prerequisite to making a sound decision. Timelines are also critical to a sound decision. Essentially, decision-making is concerned with the processing of generating options and then choosing among them and deciding where to proceed. Coates (2003:5) adds that decision-making is increasingly important in contemporary life.

The CEL must use all information available to him to make decisions. Landy (1989:270) states that good decision-makers use information in a rational and accurate manner. The CEL should therefore make his decisions in a rational and accurate manner. He must be able to analyse information accurately, identify the possible decision alternatives and then decide which alternative will be the best one. Finally the CEL should then implement this alternative with confidence.

2.4.25 Ability to Manage Conflict

Conflict can be defined as opposition or antagonism towards other individuals or things (Newman & Hodgetts, 1998:77).

Rue and Byars (1993:390); Furnham (1994:347); Kolb, Osland and Rubin (1995:296) and Sheth and Parvatiyar (2000:234) perceive conflict quite similarly. They state that conflict is a condition that results when one party feels that some concern of that party has been frustrated or is about to be frustrated by a second party. It is a process that begins when one person or group perceives that another person or group takes action inconsistent with the perceiver's interests. Conflict is a form of interaction among parties that differ in interests, perceptions and preferences.

Dubrin (1997:60) further defines conflict as a situation in which two or more goals, values or events are incompatible or mutually exclusive.

Carrel, *et al.* (1997:489) are of the opinion that conflict arises in the workplace when two interdependent parties perceive that they have incompatible goals and scarce resources, and there is interference from each other in achieving these goals or gaining the resources.

Tyrrel (2003:22) is of the opinion that conflict is all too rife in what people do. It can greatly damage interpersonal relationships and a non-emotional way is needed to manage conflict.

Conflict situations often exist in the CEL's working environment. He must be able to approach these situations calmly and rationally. If the conflict exists, for example, between a student and an employer it will often be expected of the CEL to act as an arbitrator. The CEL should then be able to listen to both sides' version of the events objectively and try to find a solution to the conflict that is acceptable to both parties. If the CEL is involved in the conflict himself, he must be able to distance himself from the conflict and approach a possible solution calmly and objectively.

2.4.26 Ability to Manage Time

According to Rue and Byars (1993:102), the ability to manage time makes any job easier, improves performance on the job and reduces job stress.

Ashcroft and Foreman-Peck (1994:46-47) feel that time management is essential for effective teaching and learning. Effective time management requires organisation, planning, communication, trust and discipline.

The efficient CEL must be able to manage his time effectively, especially if he has a large workload and there are time constraints involved. He must know how to prioritise tasks and how much time to spend on each task.

2.4.27 Summary

As with personality traits, it is quite obvious that it is expected of the CEL to have a wide variety of characteristics and abilities. Knowledge of what kind of abilities and characteristics is most important for the CEL to perform his duties effectively is very important to this study. Without this knowledge, the development of an effective profile of such a person would not be possible.

2.5   QUALIFICATIONS

Peters (1973:47) determined that teachers occupy the role of the experienced in the subjects in which they have specialised. They are put in authority by the community because they have qualified as authorities, to a certain extent, on those forms of knowledge with which educational institutions are concerned.

The CEL will have to have a certain level of education to be able to function effectively as a part of the co-operative education process. He will be surrounded by highly qualified people in the workplace and in the academic institution and must be able to stand his ground in these environments. The CEL must also have the relevant level of qualifications to act as a person with authority in the academic environment

2.5.1   Level of Qualifications

According to the feedback given during the situation analysis (Appendix B) four qualification levels for the ideal CEL were identified.

The four levels of qualifications are as follows:

- Diploma (for the purposes of this study a diploma will be seen as a three-year tertiary qualification).
- Degree (for the purposes of this study a degree will be seen as a four-year tertiary qualification).
- Master's degree.
- Doctorate.

2.5.2 Summary

The level of qualifications of an ideal CEL will be determined by the needs of the academic institution and what the level of qualifications of other role players in the co-operative education environment is.

2.6 EXPERIENCE

Knox (1980:198) found that given the wide range of topics taught in adult education agencies, knowledge might well include not only information gained in the classroom but also knowledge gained outside the formal educational system and unrelated to degrees earned.

The CEL must have a wide field of expertise to perform his duties effectively. He does not only use academic knowledge to implement the co-operative education programme. He must fulfil the roles of placement officer, counsellor, lecturer, marketer, etc., on a daily basis and experience in these fields can only have a positive influence on the completion of his tasks.

2.6.1 Types of Experience

According to the feedback given during the situation analysis (Appendix B) nine types of experience for the ideal CEL were identified.

The nine types of experience are as follows:
- Experience in the career field served.
- Marketing experience.
- Public Relations experience.
- Lecturing experience.
- Training experience.
- Counselling experience.
- Human Resource Management experience.
- Higher Education experience.
- Adult Education experience.

2.6.2 Summary

The CEL has many roles to fulfil. Some may say that he is a "Jack of all trades, master of none". He needs a wide range of experience to function as an effective and important element of the co-operative education process.

2.7   CONCLUSION

It is quite obvious that it is expected of the CEL to fulfil many roles in the co-operative education process. He is ultimately responsible for the effective implementation of the co-operative education programme and for the establishment and maintenance of relationships between the student, the employer and the academic institution.

The ideal CEL will have just the right combination of the most important personality traits, abilities and characteristics, qualifications and type of experience. It remains to be seen if such a person exists.

The objective of this study, is however, not to determine the existence of such a person but to determine a profile of an ideal CEL. This will make it easier to recruit the best person for the job to satisfy the needs of the students, the student employers and the academic institution.

In the following chapter the research methodology of this study will be discussed in detail.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

There will always be problems that require research for solutions. For this reason there will always be something for the researcher to investigate. These questions can be answered and problems be solved only if the researcher asks questions to solve the problems (Neuman, 2003:2). The role of research is therefore to create a method to solve problems and answer questions. All research must follow a certain plan to find answers to the questions.

Walsh (2001:2) declares that real research investigation involve more than general information seeking. It involves:

- Putting forward ideas that can be tested.
- Collecting data to test these ideas in a systematic way.
- Analysing the collected data.
- Drawing conclusions based on the research evidence.

According to Phillips and Pugh (1994:47), research is distinguished from information gathering and decision making by three distinct but interrelated characteristics:

3.1.1 Research as an Open System of Thought

Researchers are entitled to think what they want. They have no hidden agendas or closed systems. They continuously test, review and criticise other researchers' work. Critical thinking develops in this way. Non-researchers often regard research results as demonstrations of the obvious or as unimportant. However, by investigating the obvious, a good researcher discovers elaborations that are not trivial. A good researcher is not someone who knows the right answers, but someone who is struggling to find out what the right questions might be.

3.1.2 Researchers Examine Data Critically

Researchers examine data and their sources critically. Good researchers go to great lengths to get systematic, valid and reliable data. The researcher's aim is to interpret and understand the data. This interpretation and understanding is based largely on the researcher's knowledge of existing theory and current literature, as well as the researcher's personal experiences and perspectives.

3.1.3 Researchers Generalise and Specify Limits on their Generalisations

It is the aim of research to obtain valid generalisations. These generalisations can be established most effectively through the development of explanatory theory as it is the application of theory that turns fact-finding into research.

In this chapter the research methodology will be discussed. Leedy (1997: 104) defines methodology as merely an operational framework within which the data is placed so that its meaning may be seen more clearly. The research design and method will be discussed, as well as the measuring instruments used to collect the data. There will be an overview of the sample design and sampling methods, whereafter the data collection methods, data capturing, data editing and data analysis will be discussed in detail. The chapter will be concluded with an overview of the shortcomings and sources of error of the research project.

3.2 RESEARCH DESIGN

Mouton (2001: 55) states that research design is a plan or blueprint of how the researcher intends conducting the research. Research designs are tailored to address different kinds of questions or problems. It is therefore logical to assume that the research design will have the research problem as a point of departure.

3.2.1 The Research Problem

According to Mouton (2001: 53), researchers often formulate problems in the form of questions as a way of focusing the research problem. A specific research problem or question can be formulated form the general domain of co-operative education. This research problem is the axis around which the whole research problem revolves. The problem statement therefore constitutes the focus of the research and suggests the extent and probable outcome of the study.

Questions that arise from the above stated problem are:

- What is the ideal profile of a CEL?
- What will the ideal job description of a CEL consist of?
- What will the guidelines for the effective recruitment, remuneration, assessment and training of a CEL be?

3.2.2 The Research Statement

From the above, the following research statement can be posited.

At the moment no specific scientific established model pertaining to the profile of a CEL in South Africa exists. Therefore, there are no set guidelines for the effective recruitment, remuneration, assessment and training of CELs in South Africa.

3.2.3 The Research Objectives

An up-to-date profile of the role and responsibilities, personality traits, characteristics and abilities, level of qualifications and type of experience of an ideal CEL will be able to set certain guidelines with regard to the recruitment, remuneration, assessment and training of CELs in South Africa. These guidelines can be used throughout South Africa and can enhance the effectiveness and credibility of the CEL's function in the co-operative education process.

Therefore the objective of this study are fourfold:

- To define the current role, responsibilities, personality traits, abilities, characteristics, types of experience and level of qualifications of a CEL.
- To establish a profile of an ideal CEL.
- To create a job description that can be used as a guideline for the effective recruitment, remuneration, assessment and training of CELs.
- To identify further areas for research.

3.3 RESEARCH METHOD

The researcher can use various methods to collect, analyse and interpret information. Various schools of thought exist on how information is gathered and interpreted. These various schools of thought can be divided into quantitative research and qualitative research. It was decided to follow the quantitative research approach for the purposes of this study. Therefore the quantitative research approach will be discussed in the following section.

3.3.1 Quantitative Research

According to Struwig and Stead (2001:4), quantitative research is a form of conclusive research involving large representative samples and fairly structured data collection procedures. A primary role of quantitative research is to test hypotheses. A hypothesis is a statement regarding the relationship between two or more variables and a hypothesis can be tested. Creswell (1994:72) agrees when he states that questions, objectives and hypotheses represent specific restatements of the purpose of the study in quantitative research.

3.3.2 Characteristics of Quantitative Research

Struwig and Stead (2001: 4; 16) also mention certain characteristics of the quantitative research approach. They are the following:

3.3.2.1 Constructs and their measurement

Quantitative research examines constructs or variables that are based on the hypothesis derived from a theoretical scheme. It normally gives a weak theoretical account of how constructs are derived. Constructs, however, are the central focus in quantitative research. To conduct quantitative research, these constructs must be measured. The measurements of constructs are usually done through the use of questionnaires and/or some form of structured observation.

3.3.2.2 Causality

Quantitative research often tries to establish causal relationships between constructs. Causal relationships can be defined as cause and effect relationships. The frequent use of independent and dependent variables is evidence of quantitative researchers' tendency to establish causal relationships between variables. A causal relationship between variables explains why things are the way they are by specifying the causes thereof.

3.3.2.3 Generalisation

Quantitative researchers prefer to generalise results beyond the confines of the research sample. A great deal of attention is paid to sampling issues and particularly to the representativeness of the sample. It is important to establish that findings can be generalised legitimately to a wider population.

3.3.2.4 Replication

The replication of a study provides a way of determining the extent to which findings are applicable to other contexts. It also serves as a way of checking the biases of the researcher. It is possible to replicate a study when the research process has been clearly and accurately described. This enables other researchers to repeat the study if they wish to.

3.3.2.5 Individual as focus

The individual is the focus of the empirical inquiry in quantitative research. The survey instruments are administered to individuals and the individual's, not the group's, responses are required. These individual responses are then collected to form overall measures for the sample. There is no requirement that the individuals should know one another, only that their responses can be analysed.

3.3.2.6 The nature of reality

The quantitative research approach has its origins in positivism. Positivism sees reality as existing. Context-free laws of behaviour are assumed to exist. In addition, the object being researched is assumed to be independent from the researcher. Quantitative researchers also attempt to control and predict phenomena. Their research reports also tend to reflect impersonal statements in an attempt to remain objective.

3.3.2.7 The researcher-participant relationship

The relationship between the researcher and the participant is usually negligible when it comes to quantitative research. Contact between the researcher and the participant is generally brief. This is in keeping with the quantitative researcher's attempts to be as objective as possible.

3.3.2.8 Theory and research

Theories and previous research are supposed to guide the quantitative researcher.

3.3.2.9 Degree of structure in the research strategy

Quantitative research is very structured in that sampling, research design, questionnaires and statistical methods are mostly determined prior to the participants' completing the questionnaires.

3.3.2.10 The nomothetic approach

Quantitative researchers tend to take a nomothetic approach. This means that general or universal laws of behaviour that can transcend space and time are sought. Therefore the sampling method is critical as this determines the extent of the generalisation of the findings.

3.3.2.11 Static research

Quantitative research can be perceived as being very static because the complex interaction of individual and contextual variables, on a developmental continuum, is seldom studied in any depth. The relationship between variables, the differences between individuals according to certain variables, and the causes of behaviour are emphasised.

3.3.2.12 Types of data

Quantitative data is often portrayed as being objective, precise and reliable. It is often the types of data that are gathered from true/false and Likert-type responses.

3.3.2.13Validity

Validity in quantitative research includes the application of statistics to questionnaire construction as well as the use of statistical hypothesis testing.

3.4 ISSUES OF MEASUREMENT

The following section will concentrate on the measuring instruments used during this research process.

3.4.1 Exploratory Research

Neuman (2003: 29) defines exploratory research as research into an area that has not been studied and in which a researcher wants to develop initial ideas and a more focused research question.

At the start of this research project the researcher conducted a literature review in the hope of understanding the different aspects of the CEL's job in the academic institution. As she is a CEL herself it wasn't that difficult to get access to other CELs and role players (students and lecturers) in the co-operative education domain. The researcher interviewed these role players on an informal basis and made certain deductions regarding the role and responsibility, personality traits, abilities and characteristics, experience and qualifications of a CEL. These deductions were combined to construct a Situation Analysis Questionnaire (Appendix B).

3.4.2 Situation Analysis Questionnaire

With the help of a dendogram (Appendix A) and by consulting Peterson's (2000) book on the construction of effective questionnaires, a self-administered questionnaire was developed. The

questionnaire consisted of dichotomous questions that indicated an unmistakable division. Scope was left for the addition of the respondents' own alternatives by adding spaces for "other" and "comments". This questionnaire was based on a review of previous research and investigations focusing on all the elements of co-operative education and the possible best practice of each as discussed in 3.4.1.

A panel consisting of at least fifteen members (representatives of academia, mentors from industry and/or commerce as well as students or alumni who had completed their experiential learning component, each having an active association with co-operative education) were recruited to evaluate the proposed instrument for its ability to measure the identified variables. It was expected of the panel to render qualitative feedback on a predetermined scale, each level being specifically defined in a covering document. This feedback was used to provide input for the design of a final instrument. This was done by subjecting the feedback to an intense review in a statistical as well as semantic manner.

The Situation Analysis Questionnaire was then administered to a random sample of the following:

- Attendants of the 2001 WACE (World Association for Co-operative Education) conference.
- Attendants of the 2002 SASCE (South African Society for Co-operative Education) conference.
- CELs at the Cape Technikon.
- Cape Technikon co-operative education students.

3.4.3 Final Questionnaire

The Final Questionnaire (Appendix C) was then constructed according to the insights gained from the Situation Analysis Questionnaire. The Final Questionnaire is self-administerable.

The questionnaire contains clear and precise instructions on how to answer the questions. The questionnaire is divided into logical sections according to the following subjects:

- The Role and Responsibility of the CEL.
- Personality Traits of a Successful CEL.
- Characteristics/Abilities of a Successful CEL.
- Qualifications.
- Experience.

The questionnaire starts with general questions that are easy to answer and then proceed to more specific questions. An attempt was made to avoid technical jargon and employ the respondent's vocabulary.

The constructed questions are completely structured. A four-category Likert-type scale was used and the respondents had to reply by indicating if they thought something was essential, very important, important or not important when the importance of a statement was tested; or daily, weekly, monthly or annually when frequency was tested.

The researcher preferred these kinds of questions because they simplified the recording, tabulation and editing process. Special care was taken to prevent the options from overlapping.

The final questionnaire was administered to a sample of 150 respondents from various academic institutions involved with co-operative education. These institutions were identified through the membership lists of SASCE (South African Society for Co-operative Education) and WACE (World Association of Co-operative Education).

Half of the respondents targeted came form academic institutions within South Africa and the other half from institutions in the USA, UK, The Netherlands, Ireland, Thailand, Canada, China, Australia, New Zealand, Germany, Sweden, Italy and Spain. The 150 respondents targeted were chosen because they were the most likely to respond and are all experts in the field of co-operative education.

The academic institutions targeted are listed below (Table 3.1).

Table 3.1: Targeted Academic Institutions

Local Institutions	International Institutions	
• Border Technikon • Cape Technikon • Mangosuthu Technikon • ML Sultan Technikon • Peninsula Technikon • PE Technikon • Technikon Eastern Cape • Technikon Free State • Technikon Natal • Technikon Northern Gauteng • Technikon North West • Technikon Pretoria • Technikon South Africa • Technikon Witwatersrand • Tygerberg College • Vaal Triangle Technikon • Vista University	• Acadia University • Alburquerque Technical Vocational Institute • American University • Anglia Polytechnic University • Berufsakademie Karlsruhe • Broward Community College • Central Queensland University • Christchurch Polytechnic • Coopertiva di Studio e Ricerca Sociale Marcella • Drexel University • East Carolina University • Fachochschule Gelsenkirchen • Hanzehogeschool Groningen • Hogeschool Brabant • Hogeschool Enschede • Massey University • Mississippi State University • Mohawk College of Applied Arts and Technology • Napier University • Northeastern University Queen Margaret University • Queensland University of Technology • RMIT University	• Shenzhen University • Suranaree University of Technology • Swinburne University of Technology • The Hong Kong Polytechnic University • Universidad Autonoma De Madrid • University of Cincinatti • University of Co-operative Education • University of Huddersfield • University of Limerick • University of North Carolina • University of Southern Queensland • University of Surrey • University of Technology Sydney • University of Trollhattan-Udevalla • University of Victoria • University of Waikato • University of Waterloo • Utah State University • West-Brabant University of Professional Education • Xavier University

The questionnaires were administered via e-mail and could be completed electronically and returned to the researcher via e-mail. The e-mail that was sent to the respondents consisted of a covering letter introducing the researcher and explaining the objectives of the research project. The contact details of the researcher were included in the questionnaire in case of any queries or problems. The respondents were given two weeks to complete the questionnaire. If they didn't respond after one week, the researcher sent them a follow-up e-mail to remind them of the questionnaire.

3.4.4 Reliability

Reliability means dependability. Neuman (2003:179) states that reliability means the numerical results produced by an indicator do not vary because of characteristics of the measurement process or measurement instrument itself. Struwig and Stead (2001:130) agree with the above. They say that reliability is the extent to which test scores are accurate, consistent or stable. Neuman (2003:179) identifies three types of reliability: stability reliability, representative reliability and equivalence reliability. For the purposes of this study, only stability reliability will be discussed.

3.4.4.1 Stability Reliability

Stability reliability is also known as Test-retest reliability. According to Struwig and Stead (2001:131) and Neuman (2003:179), stability reliability is the extent to which a test score is reliable over a period of time.

The final questionnaire's reliability was tested by administering the questionnaire to the same group of people at two different times. The group used for the above reliability test was the group of 75 respondents from the academic institutions within South Africa. The test scores from the two different test sessions were similar and therefore the questionnaire can be deemed reliable.

3.4.5 Validity

According to Struwig and Stead (2001:138) the validity of a measuring instrument's scores refers to the extent to which the instrument measures what it is intended to measure. They elaborate further by stating that the validity of a test's scores is related to its reliability in that if the test scores are not reliable, its scores are not valid.

Neuman (2003:183) identifies eight types of validity, namely face validity, content validity, criterion validity, concurrent validity, predictive validity, construct validity, convergent validity and discriminant validity. For the purposes of this study, only face and content validity will be discussed.

3.4.5.1 Face Validity

Neuman (2003: 183) is of the opinion that face validity is the easiest to achieve. According to him and Struwig and Stead (2001:139), face validity refers to whether the items of the test appear to measure what the test claims to measure.

The different items contained in the final questionnaire, e.g., role and responsibility, personality traits, abilities and characteristics, qualifications and experience clearly comprises the profile of a CEL and therefore the questionnaire measures what it claims to measure.

3.4.5.2 Content Validity

According to Struwig and Stead (2001:139), content validity refers to the extent to which the items reflect the theoretical content domain of the construct being measured.

The content validity of the researcher's measuring instruments was evaluated by a panel of experts as discussed in 3.4.2.

3.5 DATA CAPTURING AND DATA EDITING

The researcher consulted various sources (Rose & Sullivan, 1993; Fink, 1995; Greenfield, 1996; Wright, 1997 and Byrne, 2002) on statistics and data capturing, editing, and analysis. In addition she consulted a specialist in the field of statistics. This is also recommended by Struwig and Stead (2001:150). They mention that data analysis is a specialised area of research procedures and that the researcher should use experts in the field.

It was established that a process was needed to convert the masses of raw data into meaningful information. The researcher may have had many completed questionnaires, but until they were tabulated and analysed, they remained useless (Struwig & Stead, 2001:150).

The first step the researcher and the statistician took was to edit and encode the data. Neuman (2003:332) advises that before a researcher examines quantitative data, he needs to put it into a different form. Struwig and Stead (2001:150) advise that the primary purpose of editing is to eliminate errors in the raw data and to place the data into categories to facilitate the tabulation and interpretation of the data. They also add that editing refers to the elimination of errors in the raw data and encoding refers to the assignment of data to appropriate categories. The different categories were established. These categories are as follows (Table 3.2):

Table 3.2: Data Capturing Categories

Code	Category
A	Institution
B	Job Title
C1	Role/Responsibility relative to students
C2	Role/Responsibility relative to employers
C3	Role/Responsibility relative to the institution
C4	Role/Responsibility relative to administration
D	Personality Traits
E	Abilities and Characteristics
F	Qualifications
G	Experience

After the different categories had been established, the questions and possible answers of the questionnaire were coded. Neuman (2003:332) defines coding as the systematic reorganising of raw data into a format that is machine readable. Examples of the coding can be seen in Table 3.3.

Table 3.3: Examples of Coding

Role/Responsibility relative to students

Code	Category
C1	Role/Responsibility relative to students

Code	Question
Q1.1.1	Helps students set appropriate goals responsive to their particular needs.

Code	Answer
F1	Daily
F2	Weekly
F3	Monthly
F4	Annually
I1	Essential
I2	Very Important
I3	Important
I4	Not Important

Personality Traits

Code	Category
D	Personality Traits

Code	Question
Q2.1	Accuracy

Code	Answer
I1	Essential
I2	Very Important
I3	Important
I4	Not Important

Abilities and Characteristics

Code	Category
E	Abilities and Characteristics

Code	Question
Q3.1	Student Oriented

Code	Answer
I1	Essential
I2	Very Important
I3	Important
I4	Not Important

Qualifications

Code	Category
F	Qualifications

Code	Answer
K1	Diploma
K2	Degree
K3	Masters Degree
K4	Doctorate

Experience

Code	Category
G	Experience

Code	Answer
E1	Experience in the career field served.
E2	Marketing experience.
E3	Public Relations experience.
E4	Lecturing experience.
E5	Training experience.
E6	Counselling experience.
E7	Human Resource Management experience.
E8	Higher Education experience.
E9	Adult Education experience.

The researcher and the statistician developed a spreadsheet in Excel onto which the raw data could be captured. The researcher then captured the data on the spreadsheet and the statistician checked the spreadsheet to make sure that there were no data capturing errors.

3.6 DATA ANALYSIS

Mouton (2001:108) states that the aim of data analysis is to under`:tand the various elements of the captured data through an investigation of the relationships between concepts, constructs or variables, and to see whether there are any patterns or trends that can be identified.

Struwig and Stead (2001:155) add that to understand how to analyse a variable the researcher should know the various levels of measurement. These levels of measurement include categorical levels of measurement (e.g. nominal or ordinal scales) and continuous levels of measurement (e.g. interval and ratio scales).

3.6.1 Categorical Variables

Categorical variables are measured in terms of classes or categories. Struwig and Stead (2001:154) distinguish between nominal-scaled responses and ordinal-scaled responses. Nominal-scaled responses have no numerical value and produce data that fit into categories (Fink, 1995:4). Ordinal-scaled responses possess the power of rank order. The researcher made use of an ordinal scale (e.g. annually, monthly, weekly, daily) in a part of her final questionnaire.

3.6.2 Continuous Variables

According to Struwig and Stead (2001:155), continuous variables can be measured on a continuum rather than in a class or category. There are two types of response categories, namely interval-scaled responses and ratio-scaled responses. The researcher made use of interval-scaled responses for her study. The value or unit of measurement in the interval scale remains constant throughout. Its starting point is arbitrary. The differences between the scale values (e.g. essential, very important, important and not important) can be meaningfully interpreted. Each response category is one step away from the one before and after it.

3.6.3 Data Analysis Techniques

Struwig and Stead (2001:156) mention that selecting the appropriate data analysis technique is a complex process. The researcher and the statistician discussed the various variables to be analysed and the levels of measurement used. The data were once again screened for errors. It

was decided to use bivariate percentaged tables to analyse the data. See Table 3.4 for an example.

Table 3.4: Example of a Bivariate Percentaged Table

Accuracy

Group of Respondents

Importance	Local	International	Total
Essential	42%	34%	76%
Very Important	9%	7%	16%
Important	6%	2%	8%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.7 SHORTCOMINGS AND SOURCES OF ERROR

The researcher had to capture a considerable amount of data manually from the 103 completed questionnaires. Inevitably some capturing errors slipped in. These errors were eliminated by the scanning of the data by the consulted statistician and by the recapturing of the data onto a separate spreadsheet designed by the statistician.

CHAPTER FOUR

DISCUSSION OF RESULTS AND FINDINGS

4.1   INTRODUCTION

In the following chapter, the results (as set out in the tables in Appendix D) of the study will be discussed. The researcher will also identify an ideal profile of a CEL according to these results. Based on the ideal profile of a CEL, certain recommendations can be made regarding the recruitment, advancement, remuneration, training and assessment of CELs.

As discussed in the previous chapter the final questionnaire was administered to a sample of 150 respondents from various academic institutions involved with co-operative education. 75 of the respondents targeted came from academic institutions within South Africa and the other 75 from institutions in the USA, UK, The Netherlands, Ireland, Thailand, Canada, China, Australia, New Zealand, Germany, Sweden, Italy and Spain. The 150 respondents targeted were chosen because they were the most likely to respond and are all experts in the field of co-operative education.

59 of the 75 respondents, targeted in South Africa, completed the questionnaire and returned it to the researcher before the deadline date. In other words 79% of the South African respondents completed the questionnaire. On the other hand, 44 of the 75 international respondents completed the questionnaire before the deadline. That is a response percentage of 59%. In total 103 respondents completed the questionnaire. The total response percentage was therefore 69%.

The researcher noted that although co-operative education is utilised on a more extensive scale at the targeted international academic institutions than at the targeted local academic institutions, the respondents (both international and local) scored the questionnaire in very much the same way. For example, when the respondents were asked to indicate if they thought assertiveness was an essential, very important, important or not important personality trait for a CEL, they responded in the following way:

31% of the local respondents and 26% of the international respondents indicated that they thought assertiveness was an essential personality trait. 16% of the local respondents and 14% of the international respondents indicated that they thought it was very important while 8% of the local respondents and 3% of the international respondents indicated that assertiveness was an important personality trait. None of the international respondents indicated that assertiveness was not important while 2% of the local respondents thought assertiveness was not important.

The above is indicative of responses throughout the whole questionnaire. The conclusion can be drawn that local and international people concerned with co-operative education experience the CEL's position in the co-operative education process in very much the same way.

In the following sections the research results will be discussed according to the percentage tables as set out in Appendix D.

4.2   ROLE AND RESPONSIBILITY

The respondents were asked to respond regarding the importance and frequency of the identified roles and responsibilities of a CEL. According to the percentage tables, the different roles and responsibilities of a CEL were arranged from most important to least important (Appendix E). The scores indicated by the respondents under "Essential" and "Very Important" were combined to obtain a final score according to which the arrangement was done.

4.2.1   Role and Responsibility Relative to Students

The most important role or responsibility in this category is the periodic visits made to the students. 94% of respondents indicated that this role or responsibility was either an essential or very important task of the CEL. The respondents also indicated that counselling students regarding personal matters was not such an important part of the CEL's duties. Only 35% of the respondents were of the opinion that this role or responsibility was essential or very important. Most of the

respondents (47%) also indicated that they only counselled students once a month and that it was not a daily activity.

The most important (response percentage of more than 75%) roles or responsibilities in this category (as illustrated in figure 4.1) were identified as the following:

- Makes periodic visits to each student.
- Verifies that the student's placement site activities are related to the co-operative education programme.
- Prepares students for placement interviews.
- Develops material to orientate and inform students about the co-operative education programme.
- Evaluates the possible placement opportunities for each student.
- Conducts follow-up activities regarding all placements.
- Gives continuous feedback to the students about their progress during their co-operative education work period.
- Encourages and motivates students.
- Approves placement sites before placing the students.
- Gives guidance to students regarding the writing of CVs, business letters, etc.
- Provides the students with guidelines for the co-operative education programme and procedures.
- Conducts group orientation sessions.
- Helps students set appropriate goals responsive to their particular needs.
- Keeps parameters like grades, personal qualities, geographic and transportation preferences in mind when placing students.
- Evaluates the student's employment experience closely.

Percentage Response

Role or Responsibility

Periodic student visits.	94%
Verifies students' placement site activities.	87%
Prepares students for placement interviews.	87%
Develops orientation material.	86%
Evaluates possible placement opportunities.	86%
Conducts follow-up activities.	84%
Gives continuous feedback to students.	83%
Encourages and motivates students.	82%
Approves placement sites.	79%
Gives guidance regarding CVs.	79%
Provides programme guidelines.	79%
Conducts group orientation sessions.	77%
Helps students with goal-setting.	76%
Keeps parameters in mind when placing students.	76%
Evaluates the students' employment experience.	76%

Figure 4.1 Most Important Roles and Responsibilities Relative to Students

4.2.2 Role and Responsibility Relative to Employers

The respondents indicated that they thought two roles or responsibilities in this category were very important. 90% of the respondents were of the opinion that establishing effective communication links between the employers and the institution and assisting new student employers in developing and operating the co-operative education programme were either essential or very important tasks of the CEL.

Only 36% of the respondents thought that to encourage student employers to serve as sponsors for on-campus events was an essential or very important role or responsibility. Most of the respondents (70%) also indicated that this was an activity that happened only once a year.

The most important (response percentage of more than 75%) roles or responsibilities in this category (as illustrated in figure 4.2) were identified as the following:

- Establishes effective communication links between new student employers and the institution.

- Assists new student employers in developing and operating the co-operative education programme.

- Maintains effective communication links between existing student employers and the institution.

- Responds to employer enquiries about the co-operative education programme and students.

- Communicates regularly with established student employers to check on the students' job performance, to solve possible problems and to answer any questions.

- Encourages student employers to consider the co-operative education programme as part of their long-term planning.

- Acts as an interpreter of the institutional goals, policies, procedures and services relative to the employer.

- Provides possible employers with student information.

Figure 4.2: Most Important Roles and Responsibilities Relative to Employers

4.2.3   Role and Responsibility Relative to the Institution

In this category 81% of the respondents indicated that they thought that it was essential or very important that the CEL encourage ideas to improve the functioning of the co-operative education programme. They also indicated that this was a monthly activity.

Only 54% of the respondents were of the opinion that enhancing the professional development of co-operative education through research was an essential or very important task of the CEL. Therefore it is the least important role or responsibility in this category.

The most important (response percentage of more than 75%) roles or responsibilities in this category (as illustrated in figure 4.3) were identified as the following:

- Encourages ideas to improve the functioning of the co-operative education programme.
- Serves as a campus expert in the field of co-operative education.
- Collaborates with faculty members to ensure that the educational values of the programme are achieved.
- Continuously reinforces the educational significance of co-operative education.

Most Important Roles and Responsibilities Relative to the Institution

Percentage Response

Role or Responsibility	
Encourages ideas for improvement	81%
Serves as an expert in co-operative education	76%
Collaborates with faculty members	76%
Reinforces the educational significance	76%
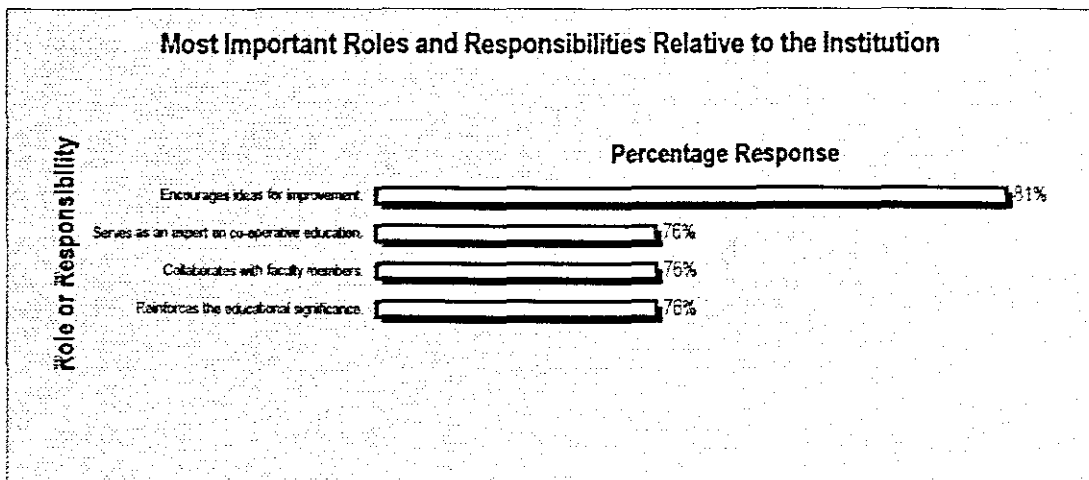
Figure 4.3: Most Important Roles and Responsibilities Relative to the Institution

4.2.4 Role and Responsibility Relative to Administration

According to 90% of the respondents, it was either essential or very important for the CEL to maintain a database of student and employer information. Most of the respondents (35%) also indicated that this was an activity that should take place on a daily basis.

On the other hand, only 57% of the respondents felt that maintaining student records for counselling purposes was essential or very important.

The most important (response percentage of more than 75%) roles or responsibilities (as illustrated in figure 4.4) in this category were identified as the following:

- Maintains a database of student and employer information.
- Develops a database of student and employer information.
- Maintains student records for placement purposes.
- Selects students for participation in the co-operative education programme.
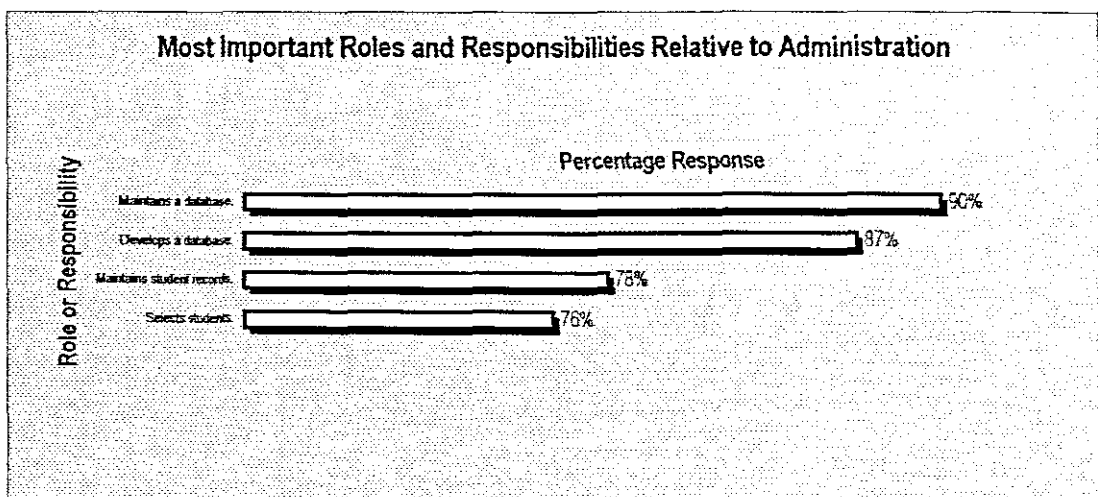
Figure 4.4: Most Important Roles and Responsibilities Relative to Administration.

4.3   PERSONALITY TRAITS

The respondents were asked to respond regarding the importance of the identified personality traits of a CEL. According to the percentage tables, the different personality traits of a CEL were arranged from most important to least important (Appendix E). The scores indicated by the respondents under "Essential" and "Very Important" were combined to get a final score according to which the arrangement was done.

All of the respondents indicated that being competent was either an essential or very important personality trait for the ideal CEL to have. Just 59% of the respondents were of the opinion that resilience was needed for the CEL to complete his duties effectively.

The most important (response percentage of more than 85%) personality traits (as illustrated in figure 4.5) were identified as the following:
- Competent.
- Ethical.
- Responsible.
- Self-confident.
- Efficient.
- Professional.
- Accurate.
- Honest.
- Thorough.
- Fair.
- Diplomatic.
- Personable.
- Polite.
- Rational.
- Sensible.
- Assertive.

- Co-operative.

- Enthusiastic.

- Helpful.

- Diligent.

- Energetic.

- Intelligent.

- Self-controlled.

- Tactful.

- Tolerant.
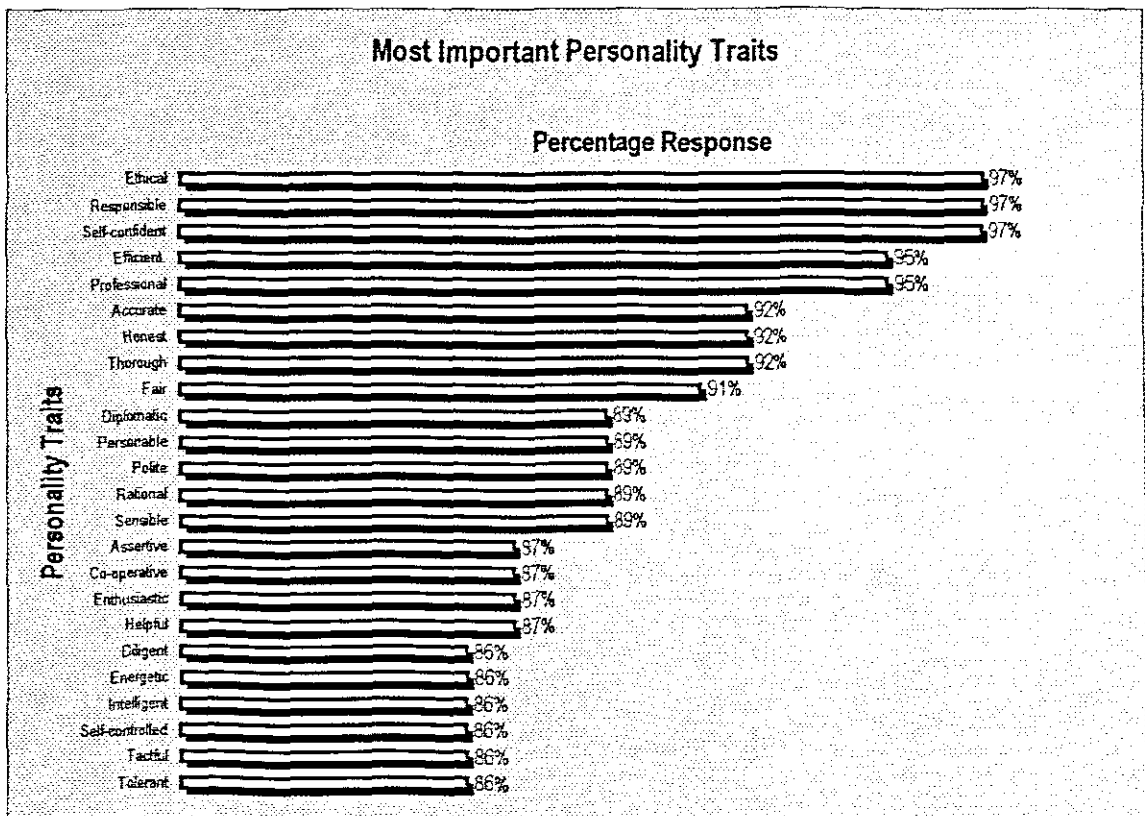
Figure 4.5: Most Important Personality Traits

4.4   ABILITIES AND CHARACTERISTICS

The willingness to tackle and solve problems as well as the ability to manage time effectively were identified as the two most important abilities or characteristics an ideal CEL should have. 94% of the respondents indicated that these abilities or characteristics were either essential or very important for the effective functioning of a CEL. The respondents also felt that the ability to delegate was the least important ability or characteristic of a CEL. Only 57% of the respondents indicated that this ability or characteristic was essential or very important.

The most important (response percentage of more than 85%) abilities and characteristics (as illustrated in figure 4.6) were identified as the following:

- Willing to tackle and solve problems.
- Ability to manage time effectively.
- Student oriented.
- Free from bias and prejudice.
- Ability to communicate effectively with all role players.
- Ability to plan effectively.
- Ability to command professional respect.
- Ability to negotiate.
- Ability to listen.
- Acceptable as a member of faculty.
- Ability to work without constant supervision.
- Ability to work well under pressure.
- Ability to make decisions.
- Ability to motivate others.
- Ability to handle conflict.
- Ability to work independently.

- Ability to work well in a group.
- Ability to organise effectively.
- Ability to receive criticism gracefully.

Most Important Abilities and Characteristics

Percentage Response

Ability	%
Willing to tackle and solve problems	94%
Ability to manage time effectively	94%
Student oriented	93%
Free from bias and prejudice	92%
Ability to communicate	92%
Ability to plan effectively	92%
Ability to command respect	92%
Ability to negotiate	92%
Ability to listen	92%
Acceptable as faculty member	91%
Work without supervision	90%
Work well under pressure	89%
Ability to make decisions	89%
Ability to motivate others	89%
Ability to manage conflict	87%
Ability to work independently	86%
Ability to work well in a group	86%
Ability to organise effectively	86%
Ability to receive criticism	86%

Figure 4.6: Most Important Abilities and Characteristics

4.5 QUALIFICATIONS

Most of the respondents (52%) indicated that the minimum qualification a CEL should have obtained is a degree (four-year tertiary qualification). Only 1% of the respondents indicated that a CEL should have a doctorate. The remaining responses were divided almost equally between a minimum qualification of a diploma (three-year tertiary qualification) or a master's degree. These responses are illustrated in figure 4.7.
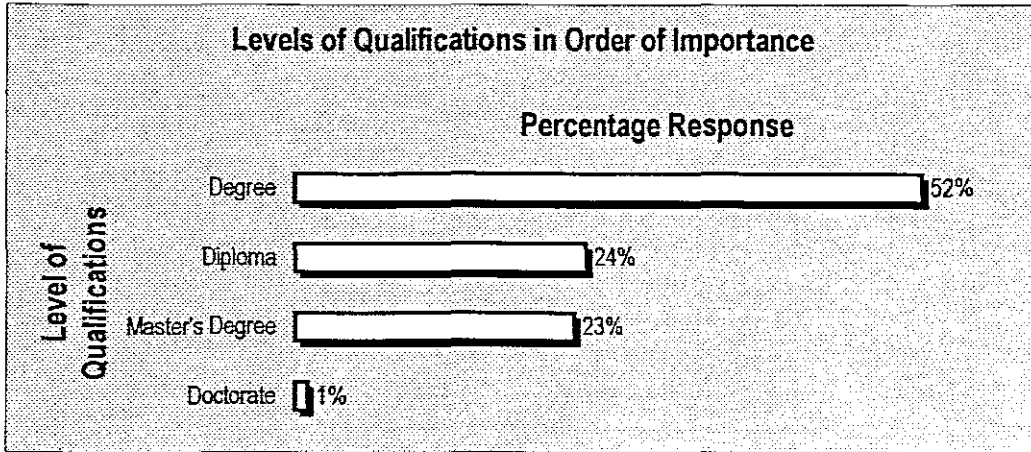
Figure 4.7: Qualifications in Order of Importance

4.6 EXPERIENCE

According to the scores in this category, the respondents were of the opinion that it was either essential or very important for the CEL to have experience in the career field served. This means that if the CEL is responsible for the orientation, placement, visitation and evaluation of, for example civil engineering students, he should have some experience in the civil engineering field himself. Experience in the career field served will also be helpful with the communication between the CEL and the employers.

The respondents also felt that the following types of experience (as illustrated in figure 4.8) could make the CEL's duties easier to perform:

- Lecturing experience.
- Counselling experience.
- Marketing experience.
- Public Relations experience.
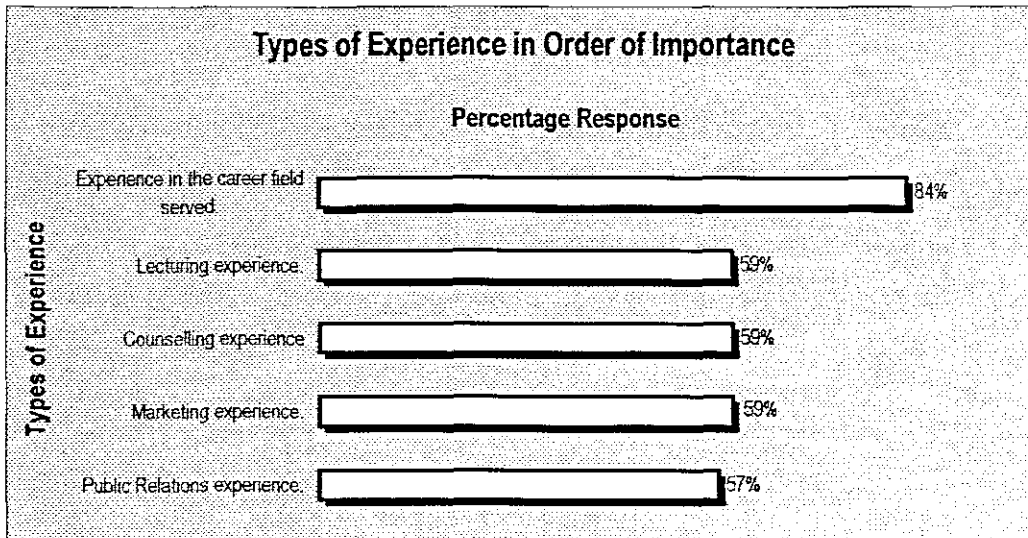
Figure 4.8: Types of Experience in Order of Importance

4.7 AN IDEAL PROFILE OF A CEL

The objectives of this study, as set out in Chapter 3, were firstly to develop an ideal profile of a CEL and secondly to create a job description that will make it possible to establish guidelines for the effective recruitment, remuneration, training and assessment of a CEL.

4.7.1 Job Analysis

Before a job description can be created, a job analysis must be done. Statt (1994: 223) states that one of the major products of job analysis is a job description. He adds that such a description should include the work content and the key characteristics of the .ncumbent. The purpose of the job analysis is to uncover all the qualities that are necessary for the CEL to complete his job successfully. According to Swanepoel, Erasmus, Van Wyk & Schenk (1998: 270), a job analysis is a study of the requirements of the job in terms of skills, knowledge and experience. Mathis and Jackson (1999: 57) agree with the above. They are of the opinion that a job analysis is the

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systematic way to gather and analyse information about the content and human requirements of jobs and the context in which these jobs are performed.

Roberts and Hogan (2001: 33) state that there are two approaches to job analysis. The first is the task-oriented approach and the second is the person-oriented approach. The task-oriented approach is an analysis and identification of the tasks and activities involved in performing the job. The person-oriented approach is an analysis and identification of the knowledge, skills, abilities and other characteristics that enable a person to perform his duties.

Caruth and Handlogten (2001:53) summarise all of the above when they remark that job analysis encompasses determining the duties and responsibilities that comprise a certain job; and identifying the skills, abilities, knowledge, experience and other factors required of a job incumbent to be able to perform the job. They add that job analysis is the most fundamental of all human resource management activities, because all other personnel functions depend to a large extent on the successful execution of this one activity.

Gerber, *et al.* (1998:69) concur with the above. They express the opinion that a comprehensive job analysis provides important information for a variety of human resource management activities, such as:

- Organisational planning.
- Human resource planning.
- Recruitment, selection and placement.
- Training and development.
- Remuneration.
- Performance appraisal.
- Safety and health.
- Career planning.

This research study is in effect a job analysis of the CEL's job and therefore it will be possible to produce a job description. The researcher made use of a dendogram (Appendix F) to set out the different aspects of the CEL's job. The dendogram can also be seen as a visual or graphic version of an ideal profile of a CEL. The profile consists of the most important roles and responsibilities, personality traits, abilities and characteristics, types of experience and level of qualifications as identified from the results of the questionnaire completed by the respondents.

4.7.2 Job Description

The creation of a job description of an ideal CEL will be helpful in developing a profile of a CEL and to establish guidelines regarding recruitment, advancement, training and assessment of a CEL. A job description indicates the tasks, duties and responsibilities of a job (Mathis & Jackson, 1999: 59). Gerber, *et al.* (1998: 69) define a job description as a document in which it is spelled out what the CEL does, how he does it and under what circumstances the job is carried out. Meyer (1999: 327) agrees by stating that a job description includes the tasks a job holder performs.

The researcher created a job description for an ideal CEL according to the findings of the implemented questionnaires (Table 4.9).

Table 4.9: Job Description of a CEL

A	Job Title
	Co-operative Education Lecturer

B	Main Purpose of the Job
	To perform a key role in the co-operative education process as the link between industry, students and the academic institution in a professional, ethical, responsible, self-confident and efficient manner.

C	Key Performance Areas
	Relative to students
	• Develops relevant co-operative education material.
	• Provides students with guidelines regarding the co-operative education process and procedures.
	• Helps students set appropriate goals responsive to their particular needs.
	• Encourages and motivates students.
	• Conducts group orientation sessions.
	• Gives guidance to students regarding the writing of CVs, business letters, etc.
	• Prepares students for placement interviews.
	• Evaluates the possible placement opportunities for each student.
	• Keeps parameters like grades, personal qualities, geographic and transportation preferences in mind when placing students.
	• Approves placement sites before placing students.
	• Conducts follow-up activities regarding all placements.
	• Makes periodic visits to each student.
	• Verifies that the student's placement site activities are related to the co-operative education programme.
	• Evaluates the student's employment experience closely.
	• Gives continuing feedback to the students regarding their progress in the co-operative education programme.
	Relative to employers
	• Establishes effective communication links between new student employers and the institution.
	• Assists new student employers in developing and operating the co-operative education programme.
	• Maintains effective communication links between existing student employers and the institution.
	• Responds to employer enquiries regarding the co-operative education programme.
	• Communicates regularly with established student employers to check on the student's job performance, to solve possible problems and to answer any questions.
	• Encourages student employers to consider the co-operative education programme as part of their long-term planning.
	• Acts as an interpreter of the institutional goals, policies, procedures and services relative to the employer.
	• Provides possible employers with student information.
	Relative to the institution
	• Encourages ideas to improve the functioning of the co-operative education programme.
	• Serves as a campus expert in the field of co-operative education.
	• Continuously reinforces the educational significance of co-operative education.
	Relative to administration
	• Develops and maintains a database of student and employer information.
	• Maintains student records for placement purposes.
	• Selects students for participation in the co-operative education programme.

D	Qualifications and Experience Required
	Minimum qualification • Degree (four year-tertiary qualification)
	Experience required • Experience in the career field served. • Lecturing experience. • Counselling experience. • Marketing experience. • Public relations experience.

E	Skills and Competencies
	• Problems solving skills. • Good communication skills. • Planning skills. • Organising skills. • Listening skills. • Conflict management skills. • Decision making skills. • Negotiating skills. • Assertiveness skills.

4.8 GUIDELINES

The job description in Table 4.9 can be used as a guideline for the following human resource activities regarding a CEL:

4.8.1 Recruitment

Statt (1994: 224) states that after a thorough job analysis and an accurate job description have been done, an organisation can start recruiting potential applicants. He adds that the most common method used by organisations to recruit external applicants is the advertisement. Mathis and Jackson (1999: 61) agree with the above. They argue that organisations use job analysis to identify job specifications in order to plan how to obtain employees.

Gerber, *et al.* (1998: 90) say that recruitment aims at encouraging applicants, with the necessary skills and qualifications that meet the organisation's needs, to apply for employment.

The job description can be used as a guideline for the writing of job advertisements and vacancy descriptions when a new CEL has to be recruited. The job description can be used as a matrix for the evaluation of candidates during the interviewing and selection process. A candidate's qualifications, experience, skills and competencies can be compared to those set out in the job description to determine if he will be competent enough to perform the duties of a CEL. The interviewer can also prepare questions according to the job description.

4.8.2 Remuneration

According to Mathis and Jackson (1999: 61) job analysis information is very useful in determining compensation. Information garnered from the job analysis can give more weight, and therefore more pay, to jobs involving more difficult tasks, duties and responsibilities.

Gerber, *et al.* (1998: 69) are of the opinion that remuneration is determined by the contribution a particular job makes to the attainment of organisational objectives. They say that the importance of jobs within an organisation differs and that these differences require differences in remuneration. They add that a thorough job analysis identifies these differences and ensures that the remuneration for a particular job is equal to that in similar organisations.

Remuneration is defined by Caruth and Handlogten (2001:123) as the process by which monetary rates are attached to certain jobs. They add that it is through job pricing that the internal values of jobs are aligned with the external rates of pay suggested by the labour market.

The job description can provide guidelines for remuneration scales for the position of CEL in an institution. It gives an indication of the level that a CEL has to perform on and therefore makes it possible to determine the remuneration of a CEL according to the level of difficulty and importance of his job. It can also make it possible to compare the CEL's remuneration with other similar positions' remuneration to see if it is competitive.

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4.8.3 Training

Comprehensive job information is, according to Gerber, *et al.* (1998: 69) very valuable for those who have to administer training and development programmes within the organisation. Training involves some kind of change for employees. Changes in how they do their job, how they relate to others, the conditions under which they perform and changes in their job responsibilities (Mello, 2002: 273).

Gibson, *et al.* (1994:653) explain that training programmes are essential to instruct employees in proper techniques and to develop the needed skills. Brewster, *et al.* (2003:175) are of the opinion that training ensures that employees have the skills and knowledge to complete their job tasks successfully.

The job description can be used as a template for the training needs of a CEL. The job description indicates what kind of skills, competencies and experience a CEL should have to complete his job successfully. If the CEL is lacking in experience or competencies, as set out in the job description, a training programme can be developed to suit the CEL's needs.

4.8.4 Assessment

Gerber, *et al.* (1998: 69) are of the opinion that the requirements as set out in a job description can be used to develop accurate standards for employee performance.

Assessment of employees is very important in the modern working environment. The outcomes of assessment often have an influence on the employee's remuneration and training. Performance management contracts, according to which the CEL can be assessed, can be set up with the help of the job description. The job description indicates the different key performance areas of a CEL. These key performance areas can be incorporated in the performance management contract as critical outputs that must be evaluated and assessed by the CEL's superior. Continuous

assessment of the CEL should take place, because it is important to identify training and development needs as soon as possible.

4.9   CONCLUSION

The roles and responsibilities, personality traits, abilities and characteristics, levels of qualifications and types of experience discussed in this research project can provide academic institutions and those interested in co-operative education with an idea of what an ideal CEL should look like. This profile of an ideal CEL can be utilised as a benchmark for CELs in South Africa.

The research has shown that the CEL's function in the total co-operative education process is multi-dimensional.   He plays an integral role in the effective functioning of the co-operative education programme and is an indispensable link in the interaction between the student, the employer and the academic institution.

CHAPTER 5

CONCLUDING REMARKS AND AREAS FOR FURTHER RESEARCH

5.1   INTRODUCTION

The objective of this study was to identify an ideal profile of a CEL in South Africa. The researcher wanted to investigate the role that the CEL plays in the co-operative education process as part of a sub-system of tertiary education.

It became quite apparent that the CEL's role is quite diverse and multi-dimensional and that it is expected of him to have a wide variety of skills and competencies as well as experience in various fields. He plays an integral role in the effective functioning of the relevant co-operative education department and academic institution.

5.2   CONCLUDING REMARKS

After the completion of this study it is possible to get a holistic picture of the CEL. It is also possible to realise what kind of person would fit perfectly in the shoes of a CEL.

The CEL has a wide variety of roles and responsibilities regarding the interaction between the student, employer and academic institution. He can be seen as the link between these role players in the co-operative education process and is therefore indispensable as part of any co-operative education programme.

From the research it became apparent that the CEL should be an efficient, competent and responsible employee with high ethical standards and a professional approach to his tasks. He must be a self-confident, creative, innovative and intelligent person that can approach any situation in a rational, tactful and diplomatic manner.

The CEL should be able to communicate with his students in an emphatic, sympathetic, patient and understanding manner without bias or prejudice. He should be able to complete his tasks as accurately and thoroughly as possible. The CEL should approach the co-operative education process in a mature and efficient way. When the need arises, the CEL must be assertive without being unfriendly or dishonest.

The CEL should be able to co-operate with the other role players in the co-operative education process. He should be flexible when it comes to change or the consideration of other people's ideas, and be resilient if he experiences negative feedback or circumstances.

An effective CEL can persuade the students, employers or the academic institution to contribute positively to the co-operative education programme by being optimistic and enthusiastic about it. He should be able to negotiate with the role players to ensure that the co-operative education programme is implemented successfully.

The CEL is a person that has the ability to make decisions on his own without being under constant supervision. He should be able to manage conflict situations, especially when he is under pressure to complete certain tasks.

It is expected of the CEL to organise his environment with the help of effective planning and time management. It is possible that the CEL may be criticised by other people in his work environment. In situations like these he should be able to listen and evaluate what has been said and accept the criticism as something that can be helpful in the completion of his duties.

The CEL should be willing to tackle and solve problems when they arise and still be able to motivate the people in his environment. By having these personality traits and abilities, the CEL will command the professional respect of his peers and be accepted as a member of the faculty by his colleagues.

The research also indicated that the CEL should be an educated person with at least a degree (four-year tertiary qualification). This will most certainly be helpful in establishing academic credibility as well as giving the CEL the necessary basis from which to perform his duties.

Although it is quite impossible for any one person to have all the necessary types of experience as indicated by the research, it will be helpful if the CEL has at least some experience in one or two of the fields of expertise. The most important type of experience seems to be experience in the career field served. This is understandable, as experience in the specific career field served will make it much easier to communicate with the relevant role players. Lecturing, marketing and counselling experience also seems to be of some importance to the performance of the effective CEL.

The job description developed as a product of the research can be utilised as a tool in the effective recruitment, remuneration, training and assessment of CELs. It is, however, just a guideline of what a CEL is supposed to do. The recruitment, remuneration, training and assessment of CELs will differ from institution to institution and from country to country. These human resource management activities can be influenced by a variety of factors such as current economic tendencies, legislation and the needs of the academic institution.

5.3   AREAS FOR FURTHER RESEARCH

The following areas for further research have been identified:

- A study could be done to identify at what level the CEL performs his duties in comparison with other academic personnel.
- It would also be interesting to determine how much time the CEL spends on each of his roles or responsibilities.

- Further research could be done on how the South African CEL's remuneration compares with that of an international CEL or how a CEL's remuneration compares with that of other people in similar professions.

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APPENDIX A
DENDOGRAM: PROPOSED PROFILE OF AN IDEAL CEL

PROPOSED PROFILE OF AN IDEAL CEL

CEL is full time co-ordinator	CEL is member of faculty

Role and Responsibility	Personality Traits	Characteristics and Abilities	Qualifications	Experience
Relative to Students	- Patient	Student oriented	*Diploma*	In the career field served
Relative to Employers	- Sympathetic	Acceptable as a member of faculty	Degree	Marketing
Relative to the Institution	- Sensitive	Willing to tackle and solve problems	Masters Degree	Public Relations
Relative to Administration	- Diligent	Free from bias and prejudice.	Doctorate	Lecturing
	- Resourceful	Good sense of humour		Training
	- Resilient	Relate well in interpersonal *situations*		
	- Tactful	Work independently		
	- Diplomatic	Organise and plan effectively		
	- Fair	Work under pressure		
	- Energetic	Communicate with all role players		
	- Innovative	Train personnel		
	- Personable	Supervise personnel		
	- Tolerant	Delegate authority		
	- Confident	Command personal and professional respect		
	- Optimistic	Motivate others		
	- Professional	Give and receive help		
	- Self-controlled	Give and receive criticism		
	- Friendly	Give and receive praise		

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APPENDIX B
SITUATION ANALYSIS QUESTIONNAIRE

SITUATION ANALYSIS QUESTIONNAIRE
PROFILE OF A CO-OPERATIVE EDUCATION LECTURER (CEL)

The following questionnaire's aim is to analyse the current situation regarding the role/responsibility/personality traits/ characteristics/qualifications/experience of Co-operative Education Lecturers in your institution. Your answers should therefore be indicative of the current situation in your institution and not the ideal situation. Please make use of the provided spaces to add comments or other roles, responsibilities etc. that may be of significance to your situation.

Please complete the following questionnaire by marking the applicable block with an X.

1.	GENERAL		
		YES	NO
1.1	The CEL is a member of the full time faculty.		
1.2	The CEL has academic rank.		

2	ROLE/RESPONSIBILITY OF THE CEL		
2.1	Role/Responsibility Relative to Students		
		YES	NO
2.1.1	Educates students by helping them set appropriate goals responsive to their particular needs.		
2.1.2	Provides career guidance and counselling for students.		
2.1.3	Evaluates the possible placement opportunities for each student.		
2.1.4	Conducts group orientations sessions.		
2.1.5	Conduct personal interviews with students.		
2.1.6	Gives guidelines to the students about the co-operative education programme and procedures.		
2.1.7	Encourages and motivates students.		
2.1.8	Prepares students for and provide students with meaningful co-operative assignments.		
2.1.9	Evaluates the student's employment experience closely.		
2.1.10	Conducts follow-up activities regarding all placements.		
2.1.11	Make periodic visits to each student.		
2.1.12	Serves as a referral agent in cases where there are special counselling problems.		
Other Roles/Responsibilities:			
Comments:			

2.2	Role/Responsibility Relative to Employers		
		YES	NO
2.2.1	Establishes and maintains an effective communication link between student employers and the institution.		
2.2.2	Relates to the employer as an interpreter of the institutional goals, policies, procedures and services.		
2.2.3	Assists new employers in developing and operating the co-operative education programme.		
2.2.4	Communicates with established employers regularly to check on students' job performance and answer any questions.		
2.2.5	Solicit co-operative jobs ranging from basic, entry level jobs to training programmes in business, industry and government agencies.		
2.2.6	Encourages employers to consider the co-operative education programme as part of their long-term planning.		

Other Roles/Responsibilities:

Comments:

2.3	Role/Responsibility Relative to the Institution	YES	NO
2.3.1	Serves as a campus expert in the field of co-operative education.		
2.3.2	Works with faculty members to ensure that the educational values of the programme are achieved.		
2.3.3	Actively establishes rapport with teaching faculty members.		
2.3.4	Enhances the professional development of co-operative education through research and participation in professional societies.		
2.3.5	Reinforces the educational significance of co-operative education.		
2.3.6	Listens to and encourages ideas to improve the functioning of co-operative education.		
2.3.7	Represents the viewpoint of the department of co-operative education on various institutional committees.		

Other Roles/Responsibilities:

Comments:

2.4	Role/Responsibility Relative to Administration	YES	NO
2.4.1	Establishes and maintains student records for counselling and placement purposes.		
2.4.2	Attracts and selects students for participation in the co-operative education programme.		
2.4.3	Prepares routine correspondence and other paperwork.		
2.4.4	Develops and maintains administrative support of the co-operative education programme.		
2.4.5	Manages the co-operative education programme and supervises support personnel.		

Other Roles/Responsibilities:

Comments:

3.	PERSONALITY TRAITS OF A SUCCESSFUL CEL			
		Not Important	Important	Very Important
3.1	Patient			
3.2	Sympathetic			
3.3	Sensitive			
3.4	Diligent			
3.5	Resourceful			
3.6	Resilient			
3.7	Tactful			
3.8	Diplomatic			
3.9	Fair			
3.10	Energetic			
3.11	Innovative			
3.12	Personable			
3.13	Tolerant			
3.14	Confident			
3.15	Optimistic			
3.16	Professional			
3.17	Self-controlled			
3.18	Friendly			

Other Personality Traits:

Comments:

4.	CHARACTERISTICS/ABILITIES OF A SUCCESSFUL CEL			
		Not Important	Important	Very Important
4.1	Student oriented.			
4.2	Acceptable as a member of the faculty.			
4.3	Willing to tackle and solve problems.			
4.4	Free from bias and prejudice.			
4.5	Good sense of humour.			
4.6	Ability to relate well in interpersonal situations.			
4.7	Ability to work independently.			
4.8	Ability to organise and plan effectively.			
4.9	Ability to work under pressure.			
4.10	Ability to communicate effectively with all role players.			
4.11	Ability to train personnel.			
4.12	Ability to supervise personnel.			
4.13	Ability to delegate authority.			
4.14	Ability to command personal and professional respect.			
4.15	Ability to motivate others.			
4.16	Ability to give and receive help.			
4.17	Ability to give and receive criticism.			
4.18	Ability to give and receive praise.			

Other Characteristics/Abilities:

Comments:

5.	QUALIFICATIONS		
		YES	NO
5.1	Diploma		
5.2	Degree		
5.3	Master's Degree		
5.4	Doctorate		
Other Qualifications:			
Comments:			

6.	EXPERIENCE		
		YES	NO
6.1	Experience in the career field served.		
6.2	Marketing experience.		
6.3	Public Relations experience.		
6.4	Lecturing experience.		
6.5	Training experience.		
Other Experience:			
Comments:			

APPENDIX C
FINAL QUESTIONNAIRE

PROFILE OF AN IDEAL CO-OPERATIVE EDUCATION LECTURER (CEL)

MTECH
MS LS SMIT
CAPE TECHNIKON

QUESTIONNAIRE

Please complete the following questionnaire regarding the role and responsibilities; personality traits; characteristics and abilities; qualifications and experience of a Co-operative Education Lecturer.

A. *Please indicate below what institution you are representing, e.g. Cape Technikon.*

B. *Are you employed as a full time Co-operative Education Lecturer/Co-ordinator?*

YES	NO

C. *Are you employed as a full time lecturer with co-operative education as a part of your workload?*

YES	NO

D. *If B & C are not applicable to you, in what capacity are you involved with the co-operative education process?*

*Please indicate what you think the frequency and level of importance of each of the following roles/responsibilities (1.1, 1.2, 1.3, 1.4) of an **ideal** CEL should be according to the keys indicated below.*

Keys:

Frequency	1 = Daily
	2 = Weekly
	3 = Monthly
	4 = Annually
Importance	1 = Essential
	2 = Very Important
	3 = Important
	4 = Not Important

1.	ROLE/RESPONSIBILITY OF THE CEL		
1.1	**Role/Responsibility Relative to Students**		
		Frequency	**Importance**
1.1.1	Helps students set appropriate goals responsive to their particular needs.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.2	Provides career guidance and counselling for students.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.3	Counsels students regarding personal matters.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.4	Facilitates the enrolment in the co-operative education programme of students with special needs.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.5	Develops material to orientate and inform students about the co-operative education programme e.g. students handbooks, guidelines.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.6	Evaluates the possible placement opportunities for each student.	1 2 3 4 O O O O	1 2 3 4 O O O O

		Frequency	Importance
1.1.7	Keeps parameters like grades, personal qualities, geographic and transportation preferences in mind when placing students.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.8	Approves placement sites before placing students.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.9	Verifies that the students' placement site activities are related to the co-operative education programme.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.10	Conducts group orientation sessions.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.11	Conducts personal interviews with students before placement.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.12	Gives guidance to students regarding the writing of CVs, business letters, etc.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.13	Prepares students for placement interviews.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.14	Helps to develop the students' work place skills before they start their co-operative education work period.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.15	Provides the students with guidelines for the co-operative education programme and procedures.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.16	Encourages and motivates students.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.17	Prepares students for co-operative assignments by using learning agreements that include performance objectives.	1 2 3 4 O O O O	1 2 3 4 O O O O

		Frequency	Importance
1.1.18	Provide students with meaningful co-operative assignments.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.19	Evaluates the students' employment experience closely.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.20	Conducts follow-up activities regarding all placements.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.21	Makes periodic visits to each student.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.22	Gives continuous feedback to the students about their progress during their co-operative education work period.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.23	Debriefs students after their completion of the co-operative education work period.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.1.24	Serves as a referral agent in cases where there are special counselling problems.	1 2 3 4 O O O O	1 2 3 4 O O O O

1.2	Role/Responsibility Relative to Employers		
		Frequency	Importance
1.2.1	Establishes effective communication links between new student employers and the institution.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.2.2	Maintains effective communication links between existing student employers and the institution.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.2.3	Acts as an interpreter of the institutional goals, policies, procedures and services relative to the employer.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.2.4	Assists new student employers in developing and operating the co-operative education programme.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.2.5	Trains student employers on the use of the co-operative education system.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.2.6	Provides possible employers with student information.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.2.7	Communicates regularly with established student employers to check on students' job performance, to solve possible problems and to answer any questions.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.2.8	Responds to employer enquiries about the co-operative education programme and students.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.2.9	Negotiates basic entry-level jobs.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.2.10	Arranges training programmes in business, industry and government.	1 2 3 4 O O O O	1 2 3 4 O O O O

		Frequency	Importance
1.2.11	Plans and executes publicity activities to promote the co-operative education programme.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.2.12	Encourages student employers to consider the co-operative education programme as part of their long-term planning.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.2.13	Invites student employers to post full-time positions.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.2.14	Encourages student employers to serve as sponsors for on-campus events.	1 2 3 4 O O O O	1 2 3 4 O O O O

1.3	Role/Responsibility Relative to the Institution		
		Frequency	**Importance**
1.3.1	Serves as a campus expert in the field of co-operative education.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.3.2	Collaborates with faculty members to ensure that the educational values of the programme are achieved.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.3.3	Establishes and maintains active report with teaching faculty members.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.3.4	Enhances the professional development of co-operative education through research.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.3.5	Belongs to professional societies relevant to co-operative education.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.3.6	Continuously reinforces the educational significance of co-operative education.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.3.7	Encourages ideas to improve the functioning of the co-operative education programme.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.3.8	Nepresents the viewpoint of the department of co-operative education on various institutional committees.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.3.9	Attends conferences relevant to co-operative education.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.3.10	Conducts presentations and information sessions to inform the rest of the institution about current developments in co-operative education.	1 2 3 4 O O O O	1 2 3 4 O O O O

1.4	Role/Responsibility Relative to Administration		
		Frequency	Importance
1.4.1	Establishes student records for counselling purposes.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.4.2	Maintains student records for counselling purposes.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.4.3	Establishes student records for placement purposes.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.4.4	Maintains student records for placement purposes.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.4.5	Develops a database of student and employer information.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.4.6	Maintains a database of student and employer information.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.4.7	Selects students for participation in the co-operative education programme.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.4.8	Prepares routine correspondence and other paper work.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.4.9	Develops administrative support systems for the co-operative education programme.	1 2 3 4 O O O O	1 2 3 40 O
1.4.10	Maintains the administrative support systems of the co-operative education programme.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.4.11	Supervises co-operative education support personnel.	1 2 3 4 O O O O	1 2 3 4 O O O O

		Frequency	Importance
1.4.12	Does strategic planning for the co-operative education programme.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.4.13	Establishes policy guidelines for the co-operative education programme.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.4.14	Prepares reports relating to co-operative education.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.4.15	Conducts surveys about the co-operative education programme.	1 2 3 4 O O O O	1 2 3 4 O O O O
1.4.16	Manages the co-operative education programme.	1 2 3 4 O O O O	1 2 3 4 O O O O

*Please indicate what you think the level of importance of each of the following personality traits of an **ideal** CEL should be.*

Key:

Importance	1 = Essential 2 = Very Important 3 = Important 4 = Not Important

2.	PERSONALITY TRAITS OF A SUCCESSFUL CEL				
		Importance			
2.1	Accurate (Faithfully representing or describing the truth; performs tasks with care and without error.)	1 O	2 O	3 O	4 O
2.2	Alert (Brisk, lively or nimble.)	1 O	2 O	3 O	4 O
2.3	Analytical (Seeks to understand things or people by breaking them down into their component parts and investigating their meaning.)	1 O	2 O	3 O	4 O
2.4	Assertive (Persistently positive or confident in insisting on one's rights in expressing thoughts and feeling or on being recognised.)	1 O	2 O	3 O	4 O
2.5	Cheerful (Having a happy disposition: to be in good spirits.)	1 O	2 O	3 O	4 O
2.6	Competent (Having sufficient skills or knowledge that can be linked to effective or outstanding job performance.)	1 O	2 O	3 O	4 O
2.7	Co-operative (Has ability to work together with others, combining efforts and talents in harmonious, helpful way.)	1 O	2 O	3 O	4 O
2.8	Creative (To invent new things or processes or to develop new ideas.)	1 O	2 O	3 O	4 O
2.9	Diligent (Careful and persevering in carrying out tasks or duties.)	1 O	2 O	3 O	4 O
2.10	Diplomatic (Tactful in dealing with people.)	1 O	2 O	3 O	4 O

		Importance
2.11	Efficient (Produces desired results with minimum possible time, expense or waste.)	1 2 3 4 O O O O
2.12	Empathic (The power of understanding and imaginatively entering into another person's feelings.)	1 2 3 4 O O O O
2.13	Energetic (Active and industrious, approaches task and situations with zeal, vigour and intent.)	1 2 3 4 O O O O
2.14	Enthusiastic (Ardent and lively interest in people and tasks, eager.)	1 2 3 4 O O O O
2.15	Ethical (In accordance with principles of conduct that are considered correct.)	1 2 3 4 O O O O
2.16	Fair (Free from discrimination, dishonesty, etc.)	1 2 3 4 O O O O
2.17	Flexible (Adapts readily to changes in the environment.)	1 2 3 4 O O O O
2.18	Friendly (Sociable, interacts with others, expresses kindness, congeniality and interest.)	1 2 3 4 O O O O
2.19	Helpful (Giving help.)	1 2 3 4 O O O O
2.20	Honest (Trustworthy, is open and genuine in dealing with others.)	1 2 3 4 O O O O
2.21	Innovative (To invent or begin to apply new ideas, methods, etc.)	1 2 3 4 O O O O
2.22	Intelligent (Having or indicating the capacity for understanding, to perceive and comprehend meaning.)	1 2 3 4 O O O O
2.23	Mature (Relatively advanced mentally.)	1 2 3 4 O O O O

		Importance			
2.24	Optimistic (Tendency to expect the best in all things.)	1 O	2 O	3 O	4 O
2.25	Patient (Endures pain, trouble, etc. without complaining; calmly tolerates delay, confusion, etc.)	1 O	2 O	3 O	4 O
2.26	Personable (Pleasant in appearance and personality.)	1 O	2 O	3 O	4 O
2.27	Persuasive (Having the power to induce, urge or prevail upon successfully.)	1 O	2 O	3 O	4 O
2.28	Polite (Showing a great regard for others as in manners, speech, etc.)	1 O	2 O	3 O	4 O
2.29	Professional (Extremely competent in a job, ability to produce a piece of work or anything performed with competence or skill.)	1 O	2 O	3 O	4 O
2.30	National (Sensible; makes judgements based on intellectual reasoning; actions and feelings are based on logic and objectivity.)	1 O	2 O	3 O	4 O
2.31	Nesilient (Recovering easy from illness, hardship, etc.)	1 O	2 O	3 O	4 O
2.32	Nesourceful (Ingenious, capable and full of initiative.)	1 O	2 O	3 O	4 O
2.33	Nesponsible (Being accountable for one's actions and decisions.)	1 O	2 O	3 O	4 O
2.34	Self-confident (Secure and self-assured; believes in own ability to accomplish most tasks undertaken.)	1 O	2 O	3 O	4 O
2.35	Self-controlled (The ability to exercise restraint or control over one's feelings, emotions, reactions, etc.)	1 O	2 O	3 O	4 O
2.36	Sensible (Having or showing good sense or judgement.)	1 O	2 O	3 O	4 O
2.37	Sociable (Friendly or companionable.)	1 O	2 O	3 O	4 O

		Importance			
2.38	Sympathetic (Feeling or showing sympathy, being understanding.)	1 O	2 O	3 O	4 O
2.39	Tactful (Takes care to avoid offending in communications with others; diplomatic.)	1 O	2 O	3 O	4 O
2.40	Thorough (Always completes tasks and approaches them in a precise, meticulous way.)	1 O	2 O	3 O	4 O
2.41	Tolerant (Able to tolerate the beliefs, actions, etc. of others.)	1 O	2 O	3 O	4 O
2.42	Understanding (Sympathetic, tolerant or wise towards people.)	1 O	2 O	3 O	4 O

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*Please indicate what you think the level of importance of each of the following characteristics/abilities of an **ideal** CEL should be.*

Key:

Importance	1 = Essential
	2 = Very Important
	3 = Important
	4 = Not Important

3.	CHARACTERISTICS/ABILITIES OF A SUCCESSFUL CEL				
		Importance			
3.1	Student oriented.	1 O	2 O	3 O	4 O
3.2	Acceptable as a member of the faculty.	1 O	2 O	3 O	4 O
3.3	Willing to tackle and solve problems.	1 O	2 O	3 O	4 O
3.4	Free from bias and prejudice.	1 O	2 O	3 O	4 O
3.5	A good sense of humour.	1 O	2 O	3 O	4 O
3.6	Ability to relate well in interpersonal situations.	1 O	2 O	3 O	4 O
3.7	Ability to work independently.	1 O	2 O	3 O	4 O
3.8	Ability to work without constant supervision.	1 O	2 O	3 O	4 O
3.9	Ability to work well in a group.	1 O	2 O	3 O	4 O
3.10	Ability to work under pressure.	1 O	2 O	3 O	4 O
3.11	Ability to communicate effectively with all role players.	1 O	2 O	3 O	4 O
3.12	Ability to organise effectively.	1 O	2 O	3 O	4 O
3.13	Ability to plan effectively.	1 O	2 O	3 O	4 O
3.14	Ability to train personnel.	1 O	2 O	3 O	4 O
3.15	Ability to supervise personnel.	1 O	2 O	3 O	4 O
3.16	Ability to delegate.	1 O	2 O	3 O	4 O
3.17	Ability to command professional respect.	1 O	2 O	3 O	4 O
3.18	Ability to motivate others.	1 O	2 O	3 O	4 O

		Importance			
3.19	Ability to give criticism tactfully.	1 O	2 O	3 O	4 O
3.20	Ability to receive criticism.	1 O	2 O	3 O	4 O
3.21	Ability to give praise.	1 O	2 O	3 O	4 O
3.22	Ability to negotiate.	1 O	2 O	3 O	4 O
3.23	Ability to listen.	1 O	2 O	3 O	4 O
3.24	Ability to make decisions.	1 O	2 O	3 O	4 O
3.25	Ability to manage conflict.	1 O	2 O	3 O	4 O
3.26	Ability to manage time effectively.	1 O	2 O	3 O	4 O

Please indicate the minimum qualification you think an ideal CEL should have obtained.

4.	QUALIFICATIONS	
4.1	Diploma (3 year tertiary qualification)	O
4.2	Degree (4 year tertiary qualification)	O
4.3	Master's Degree	O
4.4	Doctorate	O

Please indicate the type/s of experience that you think is needed for an ideal CEL to perform his/her responsibilities effectively.

5.	EXPERIENCE	
5.1	Experience in the career field served.	O
5.2	Marketing experience.	O
5.3	Public Nelations experience.	O
5.4	Lecturing experience.	O
5.5	Training experience.	O
5.6	Counselling experience.	O
5.7	Human Nesource Management experience.	O
5.8	Higher Education experience.	O
5.9	Adult Education experience.	O

APPENDIX D
PERCENTAGED TABLES

1.1 ROLE/RESPONSIBILITY RELATIVE TO STUDENTS

1.1.1 Helps students set appropriate goals responsive to their particular needs.

Group of Respondents

Importance	Local	International	Total
Essential	27%	19%	46%
Very Important	16%	14%	30%
Important	11%	8%	19%
Not Important	3%	2%	5%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	0%	0%	0%
Weekly	17%	10%	27%
Monthly	19%	13%	32%
Annually	21%	20%	41%
Total	57%	43%	100%

1.1.2 Provides career guidance and counselling for students.

Group of Respondents

Importance	Local	International	Total
Essential	31%	14%	45%
Very Important	5%	11%	16%
Important	18%	17%	35%
Not Important	3%	1%	4%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	1%	2%	3%
Weekly	12%	8%	20%
Monthly	24%	9%	33%
Annually	20%	24%	44%
Total	57%	43%	100%

1.1. 3 Counsels students regarding personal matters.

Group of Respondents

Importance	Local	International	Total
Essential	9%	10%	19%
Very Important	7%	9%	16%
Important	33%	21%	54%
Not Important	8%	3%	11%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	5%	4%	9%
Weekly	11%	8%	19%
Monthly	25%	22%	47%
Annually	16%	9%	25%
Total	57%	43%	100%

1.1.4 Facilitates the enrollment in the co-operative education programme of students with special needs.

Group of Respondents

Importance	Local	International	Total
Essential	18%	17%	35%
Very Important	18%	9%	27%
Important	19%	16%	35%
Not Important	2%	1%	3%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	5%	6%	11%
Weekly	4%	3%	7%
Monthly	12%	5%	17%
Annually	36%	29%	65%
Total	57%	43%	100%

1.1.5 Develops material to orientate and inform students about the co-operative education programme.

Group of Respondents

Importance	Local	International	Total
Essential	37%	35%	72%
Very Important	9%	5%	14%
Important	7%	2%	9%
Not Important	4%	1%	5%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	2%	1%	3%
Weekly	2%	3%	5%
Monthly	14%	8%	22%
Annually	39%	31%	70%
Total	57%	43%	100%

1.1.6 Evaluates the possible placement opportunities for each student.

Group of Respondents

Importance	Local	International	Total
Essential	36%	26%	62%
Very Important	14%	10%	24%
Important	6%	5%	11%
Not Important	1%	2%	3%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	11%	8%	19%
Weekly	8%	8%	16%
Monthly	24%	14%	38%
Annually	14%	13%	27%
Total	57%	43%	100%

1.1.7 Keeps parameters like grades, personal qualities, geographic and transportation preferences in mind when placing students.

Group of Respondents

Importance	Local	International	Total
Essential	21%	25%	46%
Very Important	18%	12%	30%
Important	15%	4%	19%
Not Important	3%	2%	5%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	10%	6%	16%
Weekly	7%	4%	11%
Monthly	18%	9%	27%
Annually	22%	24%	46%
Total	57%	43%	100%

1.1.8 Approves placement sites before placing students.

Group of Respondents

Importance	Local	International	Total
Essential	29%	20%	49%
Very Important	16%	14%	30%
Important	11%	5%	16%
Not Important	1%	4%	5%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	5%	3%	8%
Weekly	2%	3%	5%
Monthly	13%	9%	22%
Annually	37%	28%	65%
Total	57%	43%	100%

1.1.9 Verifies that students' placement site activities are related to the co-operative education programme.

Group of Respondents

Importance	Local	International	Total
Essential	41%	24%	65%
Very Important	9%	13%	22%
Important	5%	6%	11%
Not Important	2%	0%	2%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	8%	3%	11%
Weekly	7%	9%	16%
Monthly	18%	14%	32%
Annually	24%	17%	41%
Total	57%	43%	100%

1.1.10 Conducts group orientation sessions.

Group of Respondents

Importance	Local	International	Total
Essential	27%	20%	47%
Very Important	17%	13%	30%
Important	10%	6%	16%
Not Important	3%	4%	7%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	3%	2%	5%
Weekly	15%	9%	24%
Monthly	9%	10%	19%
Annually	30%	22%	52%
Total	57%	43%	100%

1.1.11 Conducts personal interviews with students before placement.

Group of Respondents

Importance	Local	International	Total
Essential	27%	19%	46%
Very Important	13%	11%	24%
Important	10%	12%	22%
Not Important	7%	1%	8%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	8%	8%	16%
Weekly	9%	7%	16%
Monthly	16%	8%	24%
Annually	24%	20%	44%
Total	57%	43%	100%

1.1.12 Gives guidance to students regarding the writing of CVs, business letters, etc.

Group of Respondents

Importance	Local	International	Total
Essential	27%	25%	52%
Very Important	19%	8%	27%
Important	11%	10%	21%
Not Important	0%	0%	0%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	9%	7%	16%
Weekly	7%	9%	16%
Monthly	18%	8%	26%
Annually	23%	19%	42%
Total	57%	43%	100%

1.1.13 Prepares students for placement interviews

Group of Respondents

Importance	Local	International	Total
Essential	35%	22%	57%
Very Important	17%	13%	30%
Important	3%	5%	8%
Not Important	2%	3%	5%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	4%	3%	7%
Weekly	13%	11%	24%
Monthly	14%	13%	27%
Annually	26%	16%	42%
Total	57%	43%	100%

1.1.14 Helps to develop the students' work place skills before they start their co-operative education work period.

Group of Respondents

Importance	Local	International	Total
Essential	21%	19%	40%
Very Important	18%	14%	32%
Important	9%	7%	16%
Not Important	9%	3%	12%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	5%	2%	7%
Weekly	17%	10%	27%
Monthly	8%	12%	20%
Annually	27%	19%	46%
Total	57%	43%	100%

1.1.15 Provides the students with guidelines for the co-operative education programme and procedures.

Group of Respondents

Importance	Local	International	Total
Essential	26%	29%	55%
Very Important	15%	9%	24%
Important	12%	4%	16%
Not Important	4%	1%	5%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	4%	5%	9%
Weekly	11%	8%	19%
Monthly	16%	10%	26%
Annually	26%	20%	46%
Total	57%	43%	100%

1.1.16 Encourages and motivates students.

Group of Respondents

Importance	Local	International	Total
Essential	30%	24%	54%
Very Important	19%	9%	28%
Important	7%	6%	13%
Not Important	1%	4%	5%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	19%	22%	41%
Weekly	12%	7%	19%
Monthly	19%	8%	27%
Annually	7%	6%	13%
Total	57%	43%	100%

1.1.17 Prepares students for co-operative assignments by using learning agreements that include performance objectives.

Group of Respondents

Importance	Local	International	Total
Essential	21%	16%	37%
Very Important	8%	8%	16%
Important	24%	18%	42%
Not Important	4%	1%	5%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	2%	1%	3%
Weekly	10%	9%	19%
Monthly	17%	15%	32%
Annually	28%	18%	46%
Total	57%	43%	100%

1.1.18 Provides students with meaningful co-operative education assignments.

Group of Respondents

Importance	Local	International	Total
Essential	20%	19%	39%
Very Important	19%	8%	27%
Important	17%	10%	27%
Not Important	1%	6%	7%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	1%	2%	3%
Weekly	6%	6%	12%
Monthly	23%	21%	44%
Annually	27%	14%	41%
Total	57%	43%	100%

1.1.19 Evaluates the students' employment experience closely.

Group of Respondents

Importance	Local	International	Total
Essential	25%	26%	51%
Very Important	15%	10%	25%
Important	10%	4%	14%
Not Important	7%	3%	10%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	3%	2%	5%
Weekly	4%	5%	9%
Monthly	32%	27%	59%
Annually	18%	9%	27%
Total	57%	43%	100%

1.1.20 Conducts follow-up activities regarding all placements.

Group of Respondents

Importance	Local	International	Total
Essential	30%	24%	54%
Very Important	17%	13%	30%
Important	10%	6%	16%
Not Important	0%	0%	0%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	5%	2%	7%
Weekly	3%	2%	5%
Monthly	32%	21%	53%
Annually	17%	18%	35%
Total	57%	43%	100%

1.1.21 Makes periodic visits to each student.

Group of Respondents

Importance	Local	International	Total
Essential	34%	29%	63%
Very Important	20%	11%	31%
Important	1%	2%	3%
Not Important	2%	1%	3%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	4%	1%	5%
Weekly	7%	5%	12%
Monthly	27%	24%	51%
Annually	19%	13%	32%
Total	57%	43%	100%

1.1.22 Gives continuing feedback to the students regarding their progress during their co-operative education work period.

Group of Respondents

Importance	Local	International	Total
Essential	22%	20%	42%
Very Important	24%	17%	41%
Important	10%	4%	14%
Not Important	1%	2%	3%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	4%	1%	5%
Weekly	4%	5%	9%
Monthly	31%	20%	51%
Annually	18%	17%	35%
Total	57%	43%	100%

1.1.23 Debriefs students after their completion of the co-operative education work period.

Group of Respondents

Importance	Local	International	Total
Essential	34%	18%	52%
Very Important	10%	8%	18%
Important	13%	17%	30%
Not Important	0%	0%	0%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	2%	1%	3%
Weekly	1%	2%	3%
Monthly	12%	12%	24%
Annually	42%	28%	70%
Total	57%	43%	100%

1.1.24 Serves as a referral agent in cases where there are special counselling needs.

Group of Respondents

Importance	Local	International	Total
Essential	14%	13%	27%
Very Important	29%	17%	46%
Important	10%	12%	22%
Not Important	4%	1%	5%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	4%	3%	7%
Weekly	10%	4%	14%
Monthly	18%	17%	35%
Annually	25%	19%	44%
Total	57%	43%	100%

1.2 ROLE/RESPONSIBILITY RELATIVE TO EMPLOYERS

1.2.1 Establishes effective communication links between new student employers and the institution.

Group of Respondents

Importance	Local	International	Total
Essential	42%	32%	74%
Very Important	9%	7%	16%
Important	4%	3%	7%
Not Important	2%	1%	3%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	7%	2%	9%
Weekly	9%	5%	14%
Monthly	14%	16%	30%
Annually	27%	20%	47%
Total	57%	43%	100%

1.2.2 Maintains effective communication links between existing student employers and the institution.

Group of Respondents

Importance	Local	International	Total
Essential	37%	35%	72%
Very Important	11%	6%	17%
Important	9%	2%	11%
Not Important	0%	0%	0%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	13%	11%	24%
Weekly	7%	4%	11%
Monthly	21%	17%	38%
Annually	16%	11%	27%
Total	57%	43%	100%

1.2.3 Acts as an interpreter of the institutional goals, policies, procedures and services related to the employer.

Group of Respondents

Importance	Local	International	Total
Essential	32%	27%	59%
Very Important	11%	9%	20%
Important	10%	6%	16%
Not Important	4%	1%	5%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	12%	8%	20%
Weekly	3%	4%	7%
Monthly	14%	13%	27%
Annually	28%	18%	46%
Total	57%	43%	100%

1.2.4 Assists new students employers in developing and operating the co-operative education programme.

Group of Respondents

Importance	Local	International	Total
Essential	36%	20%	56%
Very Important	15%	19%	34%
Important	3%	2%	5%
Not Important	3%	2%	5%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	5%	2%	7%
Weekly	12%	8%	20%
Monthly	18%	12%	30%
Annually	22%	21%	43%
Total	57%	43%	100%

1.2.5 Shows student employers how to utilise the co-operative education programme.

Group of Respondents

Importance	Local	International	Total
Essential	21%	14%	35%
Very Important	10%	6%	16%
Important	26%	23%	49%
Not Important	0%	0%	0%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	0%	0%	0%
Weekly	12%	12%	24%
Monthly	11%	4%	15%
Annually	34%	27%	61%
Total	57%	43%	100%

1.2.6 Provides possible employers with student information.

Group of Respondents

Importance	Local	International	Total
Essential	22%	19%	41%
Very Important	21%	16%	37%
Important	12%	7%	19%
Not Important	2%	1%	3%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	8%	6%	14%
Weekly	9%	11%	20%
Monthly	19%	9%	28%
Annually	21%	17%	38%
Total	57%	43%	100%

1.2.7 Communicates regularly with established student employers to check on the students' job performance, to solve problems, etc.

Group of Respondents

Importance	Local	International	Total
Essential	28%	22%	50%
Very Important	22%	16%	38%
Important	6%	3%	9%
Not Important	1%	2%	3%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	10%	9%	19%
Weekly	8%	11%	19%
Monthly	21%	15%	36%
Annually	18%	8%	26%
Total	57%	43%	100%

1.2.8 Responds to employer enquiries about the co-operative education programme and students.

Group of Respondents

Importance	Local	International	Total
Essential	31%	34%	65%
Very Important	19%	5%	24%
Important	7%	4%	11%
Not Important	0%	0%	0%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	16%	14%	30%
Weekly	18%	16%	34%
Monthly	18%	9%	27%
Annually	5%	4%	9%
Total	57%	43%	100%

1.2.9 Negotiates basic entry-level jobs.

Group of Respondents

Importance	Local	International	Total
Essential	15%	9%	24%
Very Important	23%	15%	38%
Important	15%	12%	27%
Not Important	4%	7%	11%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	7%	7%	14%
Weekly	2%	3%	5%
Monthly	22%	18%	40%
Annually	26%	15%	41%
Total	57%	43%	100%

1.2.10 Arranges training programmes in business, industry and government.

Group of Respondents

Importance	Local	International	Total
Essential	10%	6%	16%
Very Important	13%	11%	24%
Important	20%	21%	41%
Not Important	14%	5%	19%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	0%	0%	0%
Weekly	5%	2%	7%
Monthly	15%	15%	30%
Annually	37%	26%	63%
Total	57%	43%	100%

1.2.11 Plans and executes publicity activities to promote the co-operative education programme.

Group of Respondents

Importance	Local	International	Total
Essential	17%	13%	30%
Very Important	17%	10%	27%
Important	16%	11%	27%
Not Important	7%	9%	16%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	1%	2%	3%
Weekly	3%	0%	3%
Monthly	21%	14%	35%
Annually	32%	27%	59%
Total	57%	43%	100%

1.2.12 Encourages student employers to consider the co-operative education programme as part of their long-term planning.

Group of Respondents

Importance	Local	International	Total
Essential	29%	30%	59%
Very Important	14%	11%	25%
Important	14%	2%	16%
Not Important	0%	0%	0%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	3%	2%	5%
Weekly	32%	27%	59%
Monthly	10%	12%	22%
Annually	12%	2%	14%
Total	57%	43%	100%

1.2.13 Invites student employers to post full-time positions.

Group of Respondents

Importance	Local	International	Total
Essential	17%	18%	35%
Very Important	11%	8%	19%
Important	19%	13%	32%
Not Important	10%	4%	14%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	3%	0%	3%
Weekly	28%	25%	53%
Monthly	8%	6%	14%
Annually	18%	12%	30%
Total	57%	43%	100%

1.2.14 Encourages student employers to serve as sponsors for on-campus events.

Group of Respondents

Importance	Local	International	Total
Essential	9%	7%	16%
Very Important	11%	9%	20%
Important	16%	16%	32%
Not Important	21%	11%	32%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	4%	1%	5%
Weekly	1%	2%	3%
Monthly	12%	10%	22%
Annually	40%	30%	70%
Total	57%	43%	100%

1.3 ROLE/RESPONSIBILITY RELATIVE TO THE INSTITUTION

1.3.1 Serves as a campus expert in the field of co-operative education.

Group of Respondents

Importance	Local	International	Total
Essential	29%	25%	54%
Very Important	13%	9%	22%
Important	11%	8%	19%
Not Important	4%	1%	5%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	23%	20%	43%
Weekly	7%	1%	8%
Monthly	17%	13%	30%
Annually	10%	9%	19%
Total	57%	43%	100%

1.3.2 Collaborates with faculty members to ensure that the educational values of the programme are achieved.

Group of Respondents

Importance	Local	International	Total
Essential	32%	25%	57%
Very Important	12%	7%	19%
Important	7%	9%	16%
Not Important	6%	2%	8%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	9%	9%	18%
Weekly	6%	5%	11%
Monthly	26%	23%	49%
Annually	16%	6%	22%
Total	57%	43%	100%

1.3.3 Establishes and maintains active report with lecturing faculty members.

Group of Respondents

Importance	Local	International	Total
Essential	28%	23%	51%
Very Important	9%	5%	14%
Important	16%	11%	27%
Not Important	4%	4%	8%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	10%	8%	18%
Weekly	8%	6%	14%
Monthly	29%	25%	54%
Annually	10%	4%	14%
Total	57%	43%	100%

1.3.4 Enhances the professional development of co-operative education through research.

Group of Respondents

Importance	Local	International	Total
Essential	12%	12%	24%
Very Important	16%	14%	30%
Important	20%	12%	32%
Not Important	9%	5%	14%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	9%	11%	20%
Weekly	7%	5%	12%
Monthly	38%	18%	56%
Annually	3%	9%	12%
Total	57%	43%	100%

170

1.3.5 Belongs to professional societies relevant to co-operative education.

Group of Respondents

Importance	Local	International	Total
Essential	16%	19%	35%
Very Important	12%	10%	22%
Important	18%	9%	27%
Not Important	11%	5%	16%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	4%	1%	5%
Weekly	2%	3%	5%
Monthly	9%	14%	23%
Annually	42%	25%	67%
Total	57%	43%	100%

1.3.6 Continuously reinforces the educational significance of co-operative education.

Group of Respondents

Importance	Local	International	Total
Essential	24%	22%	46%
Very Important	17%	13%	30%
Important	14%	8%	22%
Not Important	2%	0%	2%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	14%	10%	24%
Weekly	12%	7%	19%
Monthly	17%	19%	36%
Annually	14%	7%	21%
Total	57%	43%	100%

1.3.7 Encourages ideas to improve the functioning of the co-operative education programme.

Group of Respondents

Importance	Local	International	Total
Essential	33%	21%	54%
Very Important	16%	11%	27%
Important	5%	9%	14%
Not Important	3%	2%	5%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	13%	9%	22%
Weekly	8%	6%	14%
Monthly	22%	16%	38%
Annually	14%	12%	26%
Total	57%	43%	100%

1.3.8 Represent the point of view of the department of co-operative education on various institutional committees.

Group of Respondents

Importance	Local	International	Total
Essential	26%	17%	43%
Very Important	9%	13%	22%
Important	13%	11%	24%
Not Important	9%	2%	11%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	3%	8%	11%
Weekly	14%	10%	24%
Monthly	26%	17%	43%
Annually	14%	8%	22%
Total	57%	43%	100%

1.3.9 Attends conferences relevant to co-operative education.

Group of Respondents

Importance	Local	International	Total
Essential	11%	8%	19%
Very Important	19%	22%	41%
Important	16%	8%	24%
Not Important	11%	5%	16%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	2%	1%	3%
Weekly	2%	3%	5%
Monthly	3%	0%	3%
Annually	50%	39%	89%
Total	57%	43%	100%

1.3.10 Conducts presentations and information sessions to inform the rest of the institution of the current developments in co-operative education.

Group of Respondents

Importance	Local	International	Total
Essential	12%	12%	24%
Very Important	17%	13%	30%
Important	15%	12%	27%
Not Important	13%	6%	19%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	1%	4%	5%
Weekly	3%	0%	3%
Monthly	13%	9%	22%
Annually	40%	30%	70%
Total	57%	43%	100%

1.4 ROLE/RESPONSIBILITY RELATIVE TO ADMINISTRATION

1.4.1 Establishes student records for counselling purposes.

Group of Respondents

Importance	Local	International	Total
Essential	17%	21%	38%
Very Important	14%	8%	22%
Important	13%	11%	24%
Not Important	13%	3%	16%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	7%	4%	11%
Weekly	5%	11%	16%
Monthly	13%	11%	24%
Annually	32%	17%	49%
Total	57%	43%	100%

1.4.2 Maintains student records for counselling purposes.

Group of Respondents

Importance	Local	International	Total
Essential	17%	10%	27%
Very Important	16%	14%	30%
Important	12%	15%	27%
Not Important	12%	4%	16%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	4%	9%	13%
Weekly	12%	7%	19%
Monthly	17%	13%	30%
Annually	24%	14%	38%
Total	57%	43%	100%

174

1.4.3 Establishes student records for placement purposes.

Group of Respondents

Importance	Local	International	Total
Essential	28%	23%	51%
Very Important	10%	14%	24%
Important	11%	5%	16%
Not Important	8%	1%	9%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	8%	8%	16%
Weekly	4%	10%	14%
Monthly	19%	13%	32%
Annually	26%	12%	38%
Total	57%	43%	100%

1.4.4 Maintains student records for placement purposes.

Group of Respondents

Importance	Local	International	Total
Essential	28%	23%	51%
Very Important	16%	11%	27%
Important	8%	6%	14%
Not Important	5%	3%	8%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	17%	14%	31%
Weekly	11%	11%	22%
Monthly	15%	12%	27%
Annually	14%	6%	20%
Total	57%	43%	100%

1.4.3 Establishes student records for placement purposes.

Group of Respondents

Importance	Local	International	Total
Essential	28%	23%	51%
Very Important	10%	14%	24%
Important	11%	5%	16%
Not Important	8%	1%	9%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	8%	8%	16%
Weekly	4%	10%	14%
Monthly	19%	13%	32%
Annually	26%	12%	38%
Total	57%	43%	100%

1.4.4 Maintains student records for placement purposes.

Group of Respondents

Importance	Local	International	Total
Essential	28%	23%	51%
Very Important	16%	11%	27%
Important	8%	6%	14%
Not Important	5%	3%	8%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	17%	14%	31%
Weekly	11%	11%	22%
Monthly	15%	12%	27%
Annually	14%	6%	20%
Total	57%	43%	100%

1.4.5 Develops a database of student and employer information.

Group of Respondents

Importance	Local	International	Total
Essential	39%	26%	65%
Very Important	13%	9%	22%
Important	2%	3%	5%
Not Important	3%	5%	8%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	12%	7%	19%
Weekly	11%	13%	24%
Monthly	13%	6%	19%
Annually	21%	17%	38%
Total	57%	43%	100%

1.4.6 Maintains a database of student and employer information.

Group of Respondents

Importance	Local	International	Total
Essential	35%	33%	68%
Very Important	14%	8%	22%
Important	7%	1%	8%
Not Important	1%	1%	2%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	16%	19%	35%
Weekly	13%	9%	22%
Monthly	17%	10%	27%
Annually	11%	5%	16%
Total	57%	43%	100%

1.4.7 Selects students for participation in the co-operative education programme.

Group of Respondents

Importance	Local	International	Total
Essential	29%	25%	54%
Very Important	13%	9%	22%
Important	8%	5%	13%
Not Important	7%	4%	11%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	9%	5%	14%
Weekly	13%	11%	24%
Monthly	14%	8%	22%
Annually	21%	19%	40%
Total	57%	43%	100%

1.4.8 Prepares routine correspondence and other paper work.

Group of Respondents

Importance	Local	International	Total
Essential	24%	19%	43%
Very Important	12%	15%	27%
Important	16%	6%	22%
Not Important	5%	3%	8%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	15%	13%	28%
Weekly	16%	8%	24%
Monthly	11%	16%	27%
Annually	15%	6%	21%
Total	57%	43%	100%

1.4.9 Develops administrative support systems for the co-operative education programme.

Group of Respondents

Importance	Local	International	Total
Essential	21%	17%	38%
Very Important	16%	11%	27%
Important	17%	10%	27%
Not Important	3%	5%	8%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	6%	2%	8%
Weekly	5%	6%	11%
Monthly	17%	13%	30%
Annually	29%	22%	51%
Total	57%	43%	100%

1.4.10 Maintains the administrative support systems for the co-operative education programme.

Group of Respondents

Importance	Local	International	Total
Essential	16%	19%	35%
Very Important	16%	11%	27%
Important	20%	2%	22%
Not Important	5%	11%	16%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	8%	8%	16%
Weekly	15%	12%	27%
Monthly	13%	11%	24%
Annually	21%	12%	33%
Total	57%	43%	100%

1.4.11 Supervises co-operative education administrative personnel.

Group of Respondents

Importance	Local	International	Total
Essential	27%	19%	46%
Very Important	10%	9%	19%
Important	11%	8%	19%
Not Important	9%	7%	16%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	22%	18%	40%
Weekly	8%	11%	19%
Monthly	13%	9%	22%
Annually	14%	5%	19%
Total	57%	43%	100%

1.4.12 Does strategic planning for the co-operative education programme.

Group of Respondents

Importance	Local	International	Total
Essential	23%	18%	41%
Very Important	16%	11%	27%
Important	13%	9%	22%
Not Important	5%	5%	10%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	2%	1%	3%
Weekly	3%	5%	8%
Monthly	11%	8%	19%
Annually	41%	29%	70%
Total	57%	43%	100%

1.4.13 Establishes policy guidelines for the co-operative education programme.

Group of Respondents

Importance	Local	International	Total
Essential	22%	21%	43%
Very Important	13%	11%	24%
Important	13%	9%	22%
Not Important	9%	2%	11%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	4%	1%	5%
Weekly	2%	3%	5%
Monthly	8%	6%	14%
Annually	43%	33%	76%
Total	57%	43%	100%

1.4.14 Prepares reports relating to co-operative education.

Group of Respondents

Importance	Local	International	Total
Essential	18%	23%	41%
Very Important	16%	8%	24%
Important	15%	7%	22%
Not Important	8%	5%	13%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	4%	4%	8%
Weekly	3%	2%	5%
Monthly	16%	11%	27%
Annually	34%	26%	60%
Total	57%	43%	100%

1.4.15 Conducts surveys regarding the co-operative education programme.

Group of Respondents

Importance	Local	International	Total
Essential	18%	12%	30%
Very Important	19%	21%	40%
Important	9%	7%	16%
Not Important	11%	3%	14%
Total	57%	43%	100%

Group of Respondents

Frequency	Local	International	Total
Daily	6%	2%	8%
Weekly	2%	1%	3%
Monthly	9%	5%	14%
Annually	40%	35%	75%
Total	57%	43%	100%

2. PERSONALITY TRAITS

2.1 Accurate

Group of Respondents

Importance	Local	International	Total
Essential	39%	37%	76%
Very Important	11%	5%	16%
Important	7%	1%	8%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.2 Alert

Group of Respondents

Importance	Local	International	Total
Essential	23%	19%	42%
Very Important	23%	18%	41%
Important	7%	4%	11%
Not Important	4%	2%	6%
Total	57%	43%	100%

2.3 Analytical

Group of Respondents

Importance	Local	International	Total
Essential	33%	24%	57%
Very Important	13%	14%	27%
Important	11%	5%	16%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.4 Assertive

Group of Respondents

Importance	Local	International	Total
Essential	31%	26%	57%
Very Important	16%	14%	30%
Important	8%	3%	11%
Not Important	2%	0%	2%
Total	57%	43%	100%

2.5 Cheerful

Group of Respondents

Importance	Local	International	Total
Essential	25%	21%	46%
Very Important	17%	13%	30%
Important	11%	8%	19%
Not Important	4%	1%	5%
Total	57%	43%	100%

2.6 Competent

Group of Respondents

Importance	Local	International	Total
Essential	45%	41%	86%
Very Important	12%	2%	14%
Important	0%	0%	0%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.7 Co-operative

Group of Respondents

Importance	Local	International	Total
Essential	35%	30%	65%
Very Important	13%	9%	22%
Important	6%	4%	10%
Not Important	3%	0%	3%
Total	57%	43%	100%

2.8 Creative

Group of Respondents

Importance	Local	International	Total
Essential	24%	21%	45%
Very Important	18%	17%	35%
Important	15%	5%	20%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.9 Diligent

Group of Respondents

Importance	Local	International	Total
Essential	31%	26%	57%
Very Important	19%	10%	29%
Important	5%	6%	11%
Not Important	2%	1%	3%
Total	57%	43%	100%

2.10 Diplomatic

Group of Respondents

Importance	Local	International	Total
Essential	42%	33%	75%
Very Important	8%	6%	14%
Important	7%	4%	11%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.11 Efficient

Group of Respondents

Importance	Local	International	Total
Essential	32%	36%	68%
Very Important	20%	7%	27%
Important	5%	0%	5%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.12 Empathic

Group of Respondents

Importance	Local	International	Total
Essential	25%	24%	49%
Very Important	18%	14%	32%
Important	14%	5%	19%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.13 Energetic

Group of Respondents

Importance	Local	International	Total
Essential	19%	16%	35%
Very Important	29%	22%	51%
Important	9%	5%	14%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.14 Enthusiastic

Group of Respondents

Importance	Local	International	Total
Essential	32%	25%	57%
Very Important	18%	12%	30%
Important	7%	6%	13%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.15 Ethical

Group of Respondents

Importance	Local	International	Total
Essential	38%	32%	70%
Very Important	19%	8%	27%
Important	0%	3%	3%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.16 Fair

Group of Respondents

Importance	Local	International	Total
Essential	35%	29%	64%
Very Important	16%	11%	27%
Important	6%	3%	9%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.17 Flexible

Group of Respondents

Importance	Local	International	Total
Essential	26%	28%	54%
Very Important	17%	10%	27%
Important	11%	5%	16%
Not Important	3%	0%	3%
Total	57%	43%	100%

2.18 Friendly

Group of Respondents

Importance	Local	International	Total
Essential	27%	21%	48%
Very Important	18%	12%	30%
Important	11%	8%	19%
Not Important	1%	2%	3%
Total	57%	43%	100%

2.19 Helpful

Group of Respondents

Importance	Local	International	Total
Essential	37%	28%	65%
Very Important	13%	9%	22%
Important	7%	6%	13%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.20 Honest

Group of Respondents

Importance	Local	International	Total
Essential	39%	26%	65%
Very Important	14%	13%	27%
Important	4%	4%	8%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.21 Innovative

Group of Respondents

Importance	Local	International	Total
Essential	23%	18%	41%
Very Important	16%	8%	24%
Important	18%	17%	35%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.22 Intelligent

Group of Respondents

Importance	Local	International	Total
Essential	27%	18%	45%
Very Important	21%	20%	41%
Important	9%	5%	14%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.23 Mature

Group of Respondents

Importance	Local	International	Total
Essential	22%	24%	46%
Very Important	19%	16%	35%
Important	16%	3%	19%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.24 Optimistic

Group of Respondents

Importance	Local	International	Total
Essential	27%	19%	46%
Very Important	15%	12%	27%
Important	15%	12%	27%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.25 Patient

Group of Respondents

Importance	Local	International	Total
Essential	30%	24%	54%
Very Important	19%	10%	29%
Important	6%	8%	14%
Not Important	32%	1%	3%
Total	57%	43%	100%

2.26 Personable

Group of Respondents

Importance	Local	International	Total
Essential	26%	17%	43%
Very Important	28%	18%	46%
Important	3%	8%	11%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.27 Persuasive

Group of Respondents

Importance	Local	International	Total
Essential	22%	16%	38%
Very Important	25%	17%	42%
Important	7%	8%	15%
Not Important	3%	2%	5%
Total	57%	43%	100%

2.28 Polite

Group of Respondents

Importance	Local	International	Total
Essential	31%	23%	54%
Very Important	19%	16%	35%
Important	5%	3%	8%
Not Important	2%	1%	3%
Total	57%	43%	100%

2.29 Professional

Group of Respondents

Importance	Local	International	Total
Essential	46%	38%	84%
Very Important	8%	3%	11%
Important	3%	2%	5%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.30 Rational

Group of Respondents

Importance	Local	International	Total
Essential	27%	24%	51%
Very Important	22%	16%	38%
Important	8%	3%	11%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.31 Resilient

Group of Respondents

Importance	Local	International	Total
Essential	16%	16%	32%
Very Important	15%	12%	27%
Important	26%	15%	41%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.32 Resourceful

Group of Respondents

Importance	Local	International	Total
Essential	27%	19%	46%
Very Important	18%	14%	32%
Important	12%	10%	22%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.33 Responsible

Group of Respondents

Importance	Local	International	Total
Essential	42%	36%	78%
Very Important	12%	7%	19%
Important	3%	0%	3%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.34 Self-confident

Group of Respondents

Importance	Local	International	Total
Essential	36%	26%	62%
Very Important	19%	16%	35%
Important	2%	1%	3%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.35 Self-controlled

Group of Respondents

Importance	Local	International	Total
Essential	33%	21%	54%
Very Important	18%	14%	32%
Important	6%	8%	14%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.36 Sensible

Group of Respondents

Importance	Local	International	Total
Essential	28%	18%	46%
Very Important	22%	21%	43%
Important	7%	4%	11%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.37 Sociable

Group of Respondents

Importance	Local	International	Total
Essential	24%	19%	43%
Very Important	22%	13%	35%
Important	11%	11%	22%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.38 Sympathetic

Group of Respondents

Importance	Local	International	Total
Essential	26%	14%	40%
Very Important	28%	13%	41%
Important	2%	14%	16%
Not Important	1%	2%	3%
Total	57%	43%	100%

2.39 Tactful

Group of Respondents

Importance	Local	International	Total
Essential	39%	23%	62%
Very Important	13%	11%	24%
Important	5%	9%	14%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.40 Thorough

Group of Respondents

Importance	Local	International	Total
Essential	42%	31%	73%
Very Important	11%	8%	19%
Important	4%	4%	8%
Not Important	0%	0%	0%
Total	57%	43%	100%

2.41 Tolerant

Group of Respondents

Importance	Local	International	Total
Essential	21%	17%	38%
Very Important	25%	23%	48%
Important	8%	3%	11%
Not Important	3%	0%	3%
Total	57%	43%	100%

2.42 Understanding

Group of Respondents

Importance	Local	International	Total
Essential	26%	23%	49%
Very Important	21%	11%	32%
Important	10%	9%	19%
Not Important	0%	0%	0%
Total	57%	43%	100%

3. ABILITIES AND CHARACTERISTICS

3.1 Student oriented.

Group of Respondents

Importance	Local	International	Total
Essential	39%	36%	75%
Very Important	11%	7%	18%
Important	7%	0%	7%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.2 Acceptable as a member of the faculty.

Group of Respondents

Importance	Local	International	Total
Essential	37%	28%	65%
Very Important	17%	9%	26%
Important	2%	5%	7%
Not Important	1%	1%	2%
Total	57%	43%	100%

3.3 Willing to tackle and solve problems.

Group of Respondents

Importance	Local	International	Total
Essential	28%	23%	51%
Very Important	26%	17%	43%
Important	3%	3%	6%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.4 Free from bias and prejudice.

Group of Respondents

Importance	Local	International	Total
Essential	27%	22%	49%
Very Important	26%	17%	43%
Important	4%	4%	8%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.5 A good sense of humour.

Group of Respondents

Importance	Local	International	Total
Essential	13%	9%	22%
Very Important	21%	17%	38%
Important	20%	15%	35%
Not Important	3%	2%	5%
Total	57%	43%	100%

3.6 Ability to relate well in interpersonal situations.

Group of Respondents

Importance	Local	International	Total
Essential	33%	29%	62%
Very Important	14%	8%	22%
Important	10%	6%	16%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.7 Ability to work independently.

Group of Respondents

Importance	Local	International	Total
Essential	35%	33%	68%
Very Important	11%	7%	18%
Important	11%	3%	14%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.8 Ability to work without constant supervision.

Group of Respondents

Importance	Local	International	Total
Essential	39%	29%	68%
Very Important	14%	8%	22%
Important	3%	5%	8%
Not Important	1%	1%	2%
Total	57%	43%	100%

3.9 Ability to work well in a group.

Group of Respondents

Importance	Local	International	Total
Essential	22%	16%	38%
Very Important	27%	21%	48%
Important	8%	6%	14%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.10 Ability to work well under pressure.

Group of Respondents

Importance	Local	International	Total
Essential	31%	28%	59%
Very Important	16%	14%	30%
Important	10%	1%	11%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.11 Ability to communicate effectively with all role players.

Group of Respondents

Importance	Local	International	Total
Essential	37%	31%	68%
Very Important	15%	9%	24%
Important	5%	3%	8%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.12 Ability to organise effectively.

Group of Respondents

Importance	Local	International	Total
Essential	28%	26%	54%
Very Important	19%	13%	32%
Important	10%	4%	14%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.13 Ability to plan effectively.

Group of Respondents

Importance	Local	International	Total
Essential	28%	26%	54%
Very Important	22%	16%	38%
Important	7%	1%	8%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.14 Ability to train personnel.

Group of Respondents

Importance	Local	International	Total
Essential	11%	8%	19%
Very Important	28%	15%	43%
Important	18%	20%	38%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.15 Ability to supervise personnel.

Group of Respondents

Importance	Local	International	Total
Essential	7%	12%	19%
Very Important	29%	14%	43%
Important	19%	16%	35%
Not Important	2%	1%	3%
Total	57%	43%	100%

3.16 Ability to delegate.

Group of Respondents

Importance	Local	International	Total
Essential	11%	8%	19%
Very Important	28%	10%	38%
Important	17%	24%	41%
Not Important	1%	1%	2%
Total	57%	43%	100%

3.17 Ability to command professional respect.

Group of Respondents

Importance	Local	International	Total
Essential	26%	16%	42%
Very Important	27%	23%	50%
Important	2%	3%	5%
Not Important	2%	1%	3%
Total	57%	43%	100%

3.18 Ability to motivate others.

Group of Respondents

Importance	Local	International	Total
Essential	18%	20%	38%
Very Important	36%	14%	50%
Important	3%	9%	12%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.19 Ability to give criticism tactfully.

Group of Respondents

Importance	Local	International	Total
Essential	22%	16%	38%
Very Important	23%	22%	45%
Important	12%	5%	17%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.20 Ability to receive criticism gracefully.

Group of Respondents

Importance	Local	International	Total
Essential	19%	16%	35%
Very Important	28%	23%	51%
Important	7%	4%	11%
Not Important	3%	0%	3%
Total	57%	43%	100%

3.21 Ability to give praise.

Group of Respondents

Importance	Local	International	Total
Essential	25%	13%	38%
Very Important	22%	16%	38%
Important	10%	14%	24%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.22 Ability to negotiate.

Group of Respondents

Importance	Local	International	Total
Essential	32%	33%	65%
Very Important	19%	8%	27%
Important	4%	1%	5%
Not Important	2%	1%	3%
Total	57%	43%	100%

3.23 Ability to listen.

Group of Respondents

Importance	Local	International	Total
Essential	36%	29%	65%
Very Important	15%	12%	27%
Important	6%	2%	8%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.24 Ability to make decisions.

Group of Respondents

Importance	Local	International	Total
Essential	31%	26%	57%
Very Important	18%	14%	32%
Important	8%	3%	11%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.25 Ability to manage conflict.

Group of Respondents

Importance	Local	International	Total
Essential	33%	24%	57%
Very Important	17%	13%	30%
Important	7%	6%	13%
Not Important	0%	0%	0%
Total	57%	43%	100%

3.26 Ability to manage time effectively.

Group of Respondents

Importance	Local	International	Total
Essential	26%	18%	44%
Very Important	28%	22%	50%
Important	3%	3%	6%
Not Important	0%	0%	0%
Total	57%	43%	100%

4. MINIMUM QUALIFICATIONS

Group of Respondents

Importance	Local	International	Total
Diploma	13%	11%	24%
Degree	28%	24%	52%
Master's Degree	15%	8%	23%
Doctorate	1%	0%	1%
Total	57%	43%	100%

5. EXPERIENCE

Group of Respondents

Importance	Local	International	Total
Experience in the career field served.	46%	39%	85%
Public Relations experience.	31%	28%	59%
Training experience.	27%	26%	53%
Human Resource Management experience.	19%	13%	32%
Adult Education experience.	18%	20%	38%
Marketing experience.	34%	25%	59%
Lecturing experience.	36%	29%	65%
Counselling experience.	33%	26%	59%
Higher Education experience.	26%	21%	47%

APPENDIX E
TABLES: ARRANGEMENT FROM MOST TO LEAST IMPORTANT

ROLE/RESPONSIBILITY RELATIVE TO STUDENTS IN ORDER OF IMPORTANCE

ROLE/RESPONSIBILITY	PERCENTAGE RESPONSE
Makes periodic visits to each student.	94%
Verifies that the students' placement site activities are related to the co-operative education programme.	87%
Prepares students for placement interviews.	87%
Develops material to orientate and inform students about the co-operative education programme.	86%
Evaluates the possible placement opportunities for each student.	86%
Conducts follow-up activities regarding all placements.	84%
Gives continuous feedback to the students about their progress during their co-operative education work period.	83%
Encourages and motivates students.	82%
Approves placement sites before placing students.	79%
Gives guidance to students regarding the writing of CVs, business letters, etc.	79%
Provides the students with guidelines for the co-operative education programme and procedures.	79%
Conducts group orientation sessions.	77%
Helps students set appropriate goals responsive to their particular needs.	76%
Keeps parameters like grades, personal qualities, geographic and transportation preferences in mind when placing students.	76%
Evaluates the students' employment experience closely.	76%
Serves as a referral agent in cases where there are special counseling needs.	73%
Helps to develop the students' work place skills before they start their co-operative work period.	72%
Conducts personal interviews with students before placement.	70%
Debriefs students after their completion of the co-operative education work period.	70%
Facilitates the enrollment in the co-operative education programme of students with special needs.	62%
Provides students with meaningful co-operative assignments.	66%
Provides career guidance and counselling for students.	61%
Prepares students for co-operative assignments by using learning agreements that include performance objectives.	53%
Counsels students regarding personal matters.	35%

ROLE/RESPONSIBILITY RELATIVE TO EMPLOYERS IN ORDER OF IMPORTANCE

ROLE/RESPONSIBILITY	PERCENTAGE RESPONSE
Establishes effective communication links between new student employers and the institution.	90%
Assists new student employers in developing and operating the co-operative education programme.	90%
Maintains effective communication links between existing student employers and the institution.	89%
Responds to employer enquiries about the co-operative education programme and students.	89%
Communicates regularly with established student employers to check on the students' job performance, to solve possible problems and to answer any questions.	88%
Encourages student employers to consider the co-operative education programme as part of their long-term planning.	84%
Acts as an interpreter of the institutional goals, policies, procedures and services relative to the employer.	79%
Provides possible employers with student information.	78%
Negotiates basic entry-level jobs.	62%
Plans and executes publicity activities to promote the co-operative education programme.	57%
Invites students employers to post full-time positions.	54%
Trains student employers how to utilise the co-operative education programme.	51%
Arranges training programmes in business, industry and government.	40%
Encourages student employers to serve as sponsors for on-campus events.	36%

ROLE/RESPONSIBILITY RELATIVE TO THE INSTITUTION IN ORDER OF IMPORTANCE

ROLE/RESPONSIBILITY	PERCENTAGE RESPONSE
Encourages ideas to improve the functioning of the co-operative education programme.	81%
Serves as a campus expert in the field of co-operative education.	76%
Collaborates with faculty members to ensure that the educational values of the programme are achieved.	76%
Continuously reinforces the educational significance of co-operative education.	76%
Establishes and maintains active report with lecturing faculty members.	65%
Represents the point of view of the department of co-operative education on various institutional committees.	65%
Attends conferences relevant to co-operative education.	60%
Belongs to professional societies relevant to co-operative education.	57%
Conducts presentations and information sessions to inform the rest of the institution of the current developments in co-operative education.	54%
Enhances the professional development of co-operative education through research.	54%

ROLE/RESPONSIBILITY RELATIVE TO ADMINISTRATION IN ORDER OF IMPORTANCE

ROLE/RESPONSIBILITY	PERCENTAGE RESPONSE
Maintains a database of student and employer information.	90%
Develops a database of student and employer information.	87%
Maintains student records for placement purposes.	78%
Selects students for participation in the co-operative education programme.	76%
Establishes student records for placement purposes.	75%
Prepares routine correspondence and other paper work.	70%
Conducts surveys regarding the co-operative education programme	70%
Does strategic planning for the co-operative education programme.	68%
Establishes policy guidelines for the co-operative education programme.	67%
Develops administrative support systems for the co-operative education programme.	65%
Supervises co-operative education administrative personnel.	65%
Prepares reports relating to co-operative education.	65%
Maintains the administrative support systems for the co-operative education programme.	62%
Establishes student records for counseling purposes.	60%
Maintains student records for counseling purposes.	57%

PERSONALITY TRAITS IN ORDER OF IMPORTANCE

PERSONALITY TRAIT	PERCENTAGE RESPONSE
Competent	100%
Ethical	97%
Responsible	97%
Self-confident	97%
Efficient	95%
Professional	95%
Accurate	92%
Honest	92%
Thorough	92%
Fair	91%
Diplomatic	89%
Personable	89%
Polite	89%
Rational	89%
Sensible	89%
Assertive	87%
Co-operative	87%
Enthusiastic	87%
Helpful	87%
Diligent	86%
Energetic	86%
Intelligent	86%
Self-controlled	86%
Tactful	86%
Tolerant	86%
Analytical	84%
Alert	83%
Patient	83%
Empathic	81%
Flexible	81%
Mature	81%
Sympathetic	81%
Understanding	81%
Creative	80%
Persuasive	80%
Friendly	78%
Resourceful	78%
Sociable	78%
Cheerful	73%
Optimistic	73%
Innovative	65%
Resilient	59%

ABILITIES AND CHARACTERISTICS IN ORDER OF IMPORTANCE

ABILITIES AND CHARACTERISTICS	PERCENTAGE RESPONSE
Willing to tackle and solve problems	94%
Ability to manage time effectively	94%
Student oriented	93%
Free from bias and prejudice	92%
Ability to communicate effectively with all role players	92%
Ability to plan effectively	92%
Ability to command professional respect	92%
Ability to negotiate	92%
Ability to listen	92%
Acceptable as a member of faculty	91%
Ability to work without constant supervision	90%
Ability to work well under pressure	89%
Ability to make decisions	89%
Ability to motivate others	88%
Ability to handle conflict	87%
Ability to work independently	86%
Ability to work well in a group	86%
Ability to organise effectively	86%
Ability to receive criticism gracefully	86%
Ability to relate well in interpersonal situations	84%
Ability to give criticism tactfully	83%
Ability to give praise	76%
Ability to train personnel	62%
Ability to supervise personnel	62%
A good sense of humour	60%
Ability to delegate	57%

MINIMUM QUALIFICATIONS OF AN IDEAL COEL

QUALIFICATION	PERCENTAGE RESPONSE
Degree	52%
Diploma	24%
Master's Degree	23%
Doctorate	1%

TYPES OF EXPERIENCE IN ORDER OF IMPORTANCE

TYPE OF EXPERIENCE	PERCENTAGE RESPONSE
Experience in the career field served	84%
Lecturing experience	59%
Counselling experience	59%
Marketing experience	59%
Public Relations experience	57%
Training experience	49%
Higher Education experience	46%
Adult Education experience	35%
Human Resource Management experience	35%

APPENDIX F
DENDOGRAM: PROFILE OF AN IDEAL CEL

PROFILE OF AN IDEAL CEL

ROLE AND RESPONSIBILITY	PERSONALITY TRAITS	ABILITIES AND CHARACTERISTICS	TYPES OF EXPERIENCE	MINIMUM QUALIFICATIONS

Relative to Students

Makes periodic visits to each student.
Verifies that the student's placement site activities are related to the co-operative education programme.
Prepares students for placement interviews.
Develops material to orientate and inform students about co-operative education programme.
Evaluates the possible placement opportunities for each student.
Conducts follow-up activities regarding all placements.
Gives continuous feedback to the students about their progress during their co-operative education work period.
Encourages and motivates students.
Approves placement sites before placing the students.
Gives guidance to students regarding the writing of CVs, business letters, etc.
Provides the students with guidelines for the co-operative education programme and procedures.
Conducts group orientation sessions.
Helps students set appropriate goals responsive to their particular needs.
Keeps parameters like grades, personal qualities, geographic and transportation preferences in mind when placing students.
Evaluates the student's employment experience closely

Relative to Employers

Establishes effective communication links between new student employers and the institution.
Assists new student employers in developing and operating the co-operative education programme.
Maintains effective communication links between existing student employers and the institution.
Responds to employer enquiries about the co-operative education programme and students.
Communicates regularly with established student employer to check on the students' job performance, to solve possible problems and to answer any questions.
Encourages student employers to consider the co-operative education programme as part of their long-term planning
Acts as an interpreter of the institutional goals, policies, procedures and services relative to the employer.
Provides possible employers with student information

Relative to the Institution

Encourages ideas to improve the functioning of the co-operative education programme.
Serves as a campus expert in the field of co-operative education.
Continuously reinforces the educational significance of co-operative education

Relative to Administration

Maintains a database of student and employer information
Develops a database of student and employer information
Maintains student records for placement purposes.
Selects students for participation in the co-operative education programme

Accurate
Assertive
Competent
Co-operative
Diligent
Diplomatic
Efficient
Energetic
Enthusiastic
Ethical
Fair
Helpful
Honest
Intelligent
Personable
Polite
Professional
Rational
Responsible
Self-confident
Self-controlled
Sensible
Tactful
Thorough
Tolerant

Willing to tackle and solve problems.
Ability to manage time effectively
Student oriented.
Free from bias and prejudice.
Ability to communicate effectively with all role players.
Ability to plan effectively.
Ability to command professional respect.
Ability to negotiate.
Ability to listen.
Acceptable as a member of faculty.
Ability to work without constant supervision.
Ability to work well under pressure.
Ability to make decisions.
Ability to motivate others.
Ability to manage conflict.
Ability to work independently.
Ability to work well in a group.
Ability to organise effectively.
Ability to receive criticism gracefully.

Experience in the career field served
Lecturing experience.
Counselling experience.
Marketing experience.
Public Relations experience.

Degree (4 year qualification)

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