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## An Investigation to Identify Management Topics to be Included in the Business Administration Program at Utah State University

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AN INVESTIGATION TO IDENTIFY MANAGEMENT TOPICS  
TO BE INCLUDED IN THE BUSINESS ADMINISTRATION  
PROGRAM AT UTAH STATE UNIVERSITY

by

Richard E. Zackrisson

A report submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Distributive Education

Plan B

UTAH STATE UNIVERSITY  
Logan, Utah

1973

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CHAPTER I  
INTRODUCTION

The development of management techniques which are in keeping with the changing environment has been termed "management science." Thrall points out that "management science has not yet reached a stage in which standardization or freezing of educational programs is desirable." Further, he states that "we should explore new educational ideas, keeping in mind that many management scientists will become managers."<sup>1</sup>

Management science may be in the rut described by Gordon and Howell. They assert that those businessmen and educators who fail to keep pace with change are forced to "plod in a rut they dug long ago. For them it is enough to tell students what business did yesterday and the day before."<sup>2</sup>

The review of literature for this investigation revealed that little research has been done to ascertain whether college business administration programs are keeping pace with the changing business environment. Most of the available research deals with the problem on a national basis. What is needed is research on a local institution level to determine whether the

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<sup>1</sup>Robert M. Thrall, "Management Science Education," Management Science, V, No. 2 (October, 1970), B35-36.

<sup>2</sup>Robert A. Gordon and James L. Howell, Higher Education for Business (New York: Columbia University Press, 1959), p. 4.

the management program offered by a given institution meets the needs of the organizations hiring graduates of that program.

#### Statement of the Problem

This study is designed to identify management topics to be included in the business administration program at Utah State University.

The focus of the investigation is on two specific questions:

1. What topics do business managers consider important in the education of business administration students?
2. What is the relative importance of these topics?

#### Definition of Terms

The term "management science" as used herein refers to groupings of content, concepts and materials which can be identified as forming major integrated units within a college business administration program. For example, the topic "Communication Processes" is a major unit integrating the concepts of business letter writing, public speaking, communications flows, principles of communication feedback, etc.

The terms "business administration program" and "management program" as used in this paper are interchangeable and refer to the bachelor's degree program at Utah State University in the Department of Business Administration.

The terms used in the questionnaire, in identifying the management topics which are the focus of his investigation, are defined in Appendix A.

#### Scope of the Study

This investigation is concerned only with the content of the Business Administration program at Utah State University since the population is limited to firms which employ Utah State University graduates. Further, only the management concepts which are considered to be important are considered. Other areas of study are obviously necessary for preparation of the Business Administration students, but those areas are outside the scope of this study. The purpose of this study is limited to identification of important topics. No attempt is made to compare these topics with what is already being taught and this study is not to be viewed as an evaluation of the Business Administration program as a whole.

The respondents for this study were chosen from firms presently hiring Utah State University Business Administration graduates, thus, many organizations were not included in the population from which this sample was drawn. This limitation indicates that the investigation might have ignored the responses of organizations which form a large portion of the USU Business Administration Department's target market.



### Limitations

It is recognized that there are many alternate means of identifying the topics and/or content to be included in a college business administration program. For example, the U.S. Department of Labor is presently emphasizing task analysis as a means of content determination. The fact that this study is based upon broad managerial functions does not mean that it is the best method to solve the problem which has been identified.

It may be that the personnel directors, supervisory personnel, or other respondent's might have been more valid sources of data. It is recognized that the particular role of the respondent might effect the nature of his responses, however, this problem appears unavoidable in this study.

There are various ways of determining what might be considered "valid content" for management courses in Business Administration. If instructor opinions are assumed to be the best source, then an examination of course outlines and interviews with instructors should be used to identify learning content. This study is limited to only one source of information-- a source which is assumed to be appropriate.

The scope of the research review and the ability of the writer to identify topics may have limited the validity of the topics listed on the questionnaire. It is assumed, however, that by allowing respondents to add topics which they consider to be excluded from the questionnaire, this limitation will, at least in part, be compensated for.

Although effort was made to identify the individual in each organization who possessed the greatest awareness of the needs of college business administration students, this factor is based upon the judgement of the top executive in that firm and is thus limited by his ability to identify that person.

The ability of the researcher and the interviewer to define broad topics utilized on the questionnaire may have effected the perceptions of the respondent as to the meaning of those topics. This limitation is accentuated by the fact that not all respondents requested definitions to be read, thus the perceptions of one respondent might be quite different from those of another.

## CHAPTER II

### RELATED RESEARCH

Analysis of related research will be done in two sections. The first will deal with earlier research in the field and the second with more recent material. This approach is utilized to emphasize several distinctions between the materials of these two time periods.

#### Early Research

Many of the studies of the late 1950's and early 1960's must be recognized for their contributions to the study of management as well as their relevance to the current educational environment. Most of these earlier studies were concerned with the validity of the college business program in terms of its ability to train students for business careers. As such, they tended to be national in scope, investigating the business education system as a whole. Many of these earlier studies were funded by such philanthropic organizations as the Carnegie and Ford Foundations.

#### The Pierson Study

Frank C. Pierson was one of the first modern researchers to question the validity of business administration training in terms of the needs of the business sector. Under a Carnegie grant, he set out to accomplish the following:

The purpose of this study was to make an intensive analysis of the educational experience and career patterns of college trained managers in two cross section samples of the managerial personnel in each of three moderate sized companies. The focus of the inquiry was on the question, "How effective is college education in preparing individuals for careers in business?"<sup>3</sup>

The findings of Pierson's study include:

1. Financial rewards for workers with educational backgrounds in business were less than for those with liberal arts backgrounds.
2. Sixty-one percent of those workers with backgrounds in business were highly satisfied with their career progress and would recommend pursuit of a business degree to others with similar interests and abilities.
3. Comparisons of capabilities of business versus liberal arts students verified the fact that the poorer students pursued business programs. The rationale for this indicated that business programs were considered less demanding.

Based upon the preceding findings, Pierson makes several specific recommendations for improvement of business administration programs:

1. Maintenance of a business core which was closer to other disciplines outside of the business/economic areas.

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<sup>3</sup>Frank C. Pierson, et al., The Education of the American Businessman - A Study of University-College Programs in Business Administration (New York: McGraw-Hill Book Co., Inc., 1959).

2. The core should have internal cohesion to provide students with an overview of the business function thus dealing in more general topics as opposed to the more specific.
3. The core should offer the student more opportunity for the utilization of knowledge.
4. The core should expose the students to research techniques and offer greater opportunity for implementation of these techniques.
5. The core should make certain that the student is faced with challenging experiences.
6. The core program should be on a par with the most demanding work required in any department of the university.

Pierson's study is highly prescriptive in nature, as are many of the studies of this period. It differed from many of the following studies, however, in that it prescribed changes in the basic foundations of the business program and not in the program content as such.

An interesting facet of Pierson's recommendations and conclusions is that they are still relevant to many business programs today. There are still problems related to the differences between the discipline and business and other disciplines, the degree of demands placed upon the business student, general versus specialized training and the provision of research proficiency.

### The Gordon and Howell Study

This study by Robert A. Gordon and James L. Howell was undertaken at approximately the same time as the Pierson study and was funded by a Ford Foundation grant. Although the purpose and procedures of this study were quite similar to those employed by Pierson, Gordon and Howell's recommendations take a different slant than those of Pierson. As mentioned, Pierson recommended changes in the basic foundations of the business administration program. Gordon and Howell, on the other hand, recommended specific improvements in the curricular offering of the business program. They identify four major approaches possible for the study of the field of management:

1. Management Analysis - An explicitly rational approach to making decisions through the allocation of resources within a firm.
2. Organizational Theory - Concerned with scientific study of human behavior in an organization.
3. Principles of Management - Concerned with describing and distilling the best of current management practices into a set of generalizations which workers in this area call principles."
4. Human Relations - Simply defined as "the fourth aspect of management is human relations."<sup>4</sup>

Of these four approaches, Gordon and Howell conclude from their research that the most valid approach is that of "organizational administration which would combine the second and third areas of management."<sup>5</sup>

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<sup>4</sup>Gordon and Howell, pp. 179-182.

<sup>5</sup>Ibid., p. 182.

### The Houston Analysis

It is difficult to define the work of George C. Houston as a "research study" due to a lack of stated purpose and procedure. He does, however, provide a detailed analysis of the problem of training prospective managers. As a basis for this analysis, Houston first identifies the following essential knowledge and skill requirements of a practicing manager:

#### Knowledge Requirements:

1. Business Organization
2. Business Policy
3. Human Relations Problems and Practices
4. Business Economics
5. Principles and Methods of Supervision
6. Administrative Processes and Practices
7. The Decision-making Process

#### Skill Requirements:

1. Technical and Analytical Skills
2. Conceptual Skill
3. Human Relations Skill
4. Teaching and Learning Skill
5. Communications Skill
6. Decision-making Skill<sup>6</sup>

From these stated requirements, Houston proceeds to identify three central concepts to be studied by the management student:

- Step 1: The concept of our society or the environment in which a business organization lives and is a part.
- Step 2: The concept of the business as a dynamic, living organization, or rational integrated system.
- Step 3: The concept of managing as a dynamic, rational process.<sup>7</sup>

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<sup>6</sup>George C. Houston, Manager Development--Principles and Perspectives (New York: Richard D. Irwin, Inc., 1962), p. 145.

<sup>7</sup>Ibid., p. 171.

These steps are designed to form a broad base from which the actual content of the business administration program can be identified or designed. This base is similar to that provided by the four approaches listed by Gordon and Howell. Unlike Gordon and Howell, however, Houston moves from this general foundation to development of a specific list of topics to be included in a management development program. Due to the length of this list, it will not be presented here, however, it may be found on pages 180 through 184 of the Houston text.

#### An overview of early research

The research of the late 1950's and early 1960's follows a definite progression from examination of general ills in the business education system to provision of specific suggestions for curriculum content. Such research formed an excellent base upon which further research could be performed. Unfortunately, as will be noted in the next section of this chapter, this was not done. Instead of maintaining a current picture of the status of the art of business education, it appears that authorities in the field were content to devise new solutions to the ills which had already been identified.

#### Current Research

As mentioned, rather than pursue a research program to further ascertain the needs of the business sector as related to business administration training, most modern writers engaged in analyses of the various



approaches for providing the cures to predescribed ills. Thus, little actual research is available in this area. Rather, literature appears to be limited to statements of experts as to the content of the business curriculum.

#### Analysis by Koontz

Harold Koontz was one of the first to attempt to disentangle what he terms the "management theory jungle."<sup>8</sup> In an early work he formed the groundwork for categorizing the deluge of management thought into various schools of thought which he identifies as the "management process school," the "empirical school," the "social system school," the "decision theory school," and the "mathematical school." In a later work he uses an embryo of the systems approach to produce a model for the training of the effective business manager. This model analyzes the study of management from an interdisciplinary approach which relates all of the various elements of managerial and business functions.<sup>9</sup>

#### Haggart's systems approach

John C. Haggart extends the systems approach to the design of what he considers to be the proper "curriculum for a management

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<sup>8</sup> Harold Koontz, "The Management Theory Jungle," Academy of Management Journal (December, 1961), pp. 174-178.

<sup>9</sup> Harold Koontz, "A Model for Analyzing the Universality and Transfer Ability of Management," Academy of Management Journal, XII, No. 4 (December, 1969), 420-422.

program."<sup>10</sup> He begins with a statement of the progressive order of ideas which are necessary to lead the student from program entry to program exit. Next, he arranges these ideas into a pattern of courses after which each course is broken down into its specific content. The basic purpose of Haggart's model is not only the identification of "ideas" to be included, but the arrangement of these ideas in an order that will minimize unnecessary overlap and redundancy.

#### AACSB recommendations

The AACSB is an accrediting association for collegiate schools of business. To each accredited school this organization provides a statement of standards which must be met to maintain accreditation. These standards include the following statement:

To provide students with the "common body of knowledge" in business and administration, programs shall include in their course work of instruction the equivalent of at least one year of work comprising the following areas:

1. A background of the concepts, processes, and institutions involved in the marketing, distribution and production functions of business enterprise.
2. A background of the economic and legal environment of business enterprise along with considerations of the social and political influences on business.
3. A basic understanding of the concepts and methods of accounting, quantitative methods, and information systems.
4. A study of organization theory, interpersonal relationships, control, and motivation systems, and communications.

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<sup>10</sup> John C. Haggart, "A Systems Approach to the Revision of an Undergraduate Business Curriculum," American Association of Collegiate Schools of Business Bulletin, VII, No. 1 (October, 1970), 17-34.

5. A study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.<sup>11</sup>

This guideline is highly reflective of the Gordon and Howell study, as well as the Houston analysis, in that it is a general guideline with little mention of the specific topics to be included nor concern for relevance in the eyes of the business sector.

#### Summary of Related Research

Analysis of related research indicates that in the early 1950's and late 1960's a great deal of research was undertaken to determine the validity or relevance of college business administration programs. Most of this research was done on a national basis, and much of it was funded by such national philanthropic institutions as Carnegie and Ford. As indicated, the early research took three basic forms. The first of these forms was similar to that of the Pierson study which sought to discover the major problems in the business education system. The second form outlined general program guidelines as did the Gordon and Howell study. The third form provided specific suggestions as to program content, as did Houston.

Results of the earlier research identified many problems in the total business education system. The needs for general reforms became

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<sup>11</sup>American Association of Collegiate Schools of Business, "Accreditation Standards and Interpretation of Standards" (1969-1971).

apparent, and many reform programs were undertaken. It is unfortunate, however, that many of these reforms, even up to the present, are based upon the problems identified in the 1950's and 1960's. It is also unfortunate that little appears to have been done at the local level to identify problems.

The preceding comments are by no means meant to discredit or otherwise minimize the importance of the work of such men as Koontz and Haggart. Their analyses and contributions to the field are immeasurable. There is, however, another direction to be taken; one which must be taken if the business education is to be current in terms of the needs of the organizations for whom the system is training personnel. That direction is an investigation of the needs of the target market for graduates of the individual college. Thus, the purpose of this paper is to fill that need for Utah State University.

## CHAPTER III

## PROCEDURE

Identification of Respondent Organizations

A study of Rees C. Tribett formed the basis for identification of the specific organizations to provide information for this study. In his investigation Tribett identified organizations which he classified as "major users of Utah State University Business graduates."<sup>12</sup> Of these organizations, he identified 13 which hire two or more graduates annually. These organizations are:

Thiokol	IBM
Boeing	Hill Field
U. S. Steel	Internal Revenue Service
Hercules	Mountain States Telephone
Sears	Phillip's Petroleum
Litton	U. S. Forest Service
Kennecott	

Tribett provided an additional list of organizations which hire at least one Utah State University Business Administration graduate annually. Because two organizations on the preceding list, Boeing and Phillip's Petroleum, refused to respond, it was necessary to select nine organizations from this

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<sup>12</sup>Rees C. Tribett, "An Analysis of Business Administration Graduates for Utah State University" (unpublished M. S. Thesis, Utah State University, Logan, Utah, 1967), pp. 49-51.

second list in order to obtain a total of 20 respondents. Therefore, the following firms were also included:

Grand Central	Beneficial Insurance Company
ZCMI	Commercial Security Bank
Burrough's Corp.	Utah Power and Light
J.C. Penney's	Traveler's Insurance Company
First Security Bank	

To ascertain the validity of Tribbet's list, produced in 1967, Dr. Howard Carlisle, Head of the Business Administration Program at Utah State University, was asked to provide a list of companies he felt to be representative of those presently hiring Utah State University Business Administration graduates. His list indicated a high degree of validity in the Tribett list, as evidenced by comparison of the two. The only exception identified was Thiokol, which had been identified by Tribett as hiring two or more graduates annually. Dr. Carlisle felt that Thiokol now hires only one graduate annually, however, this fact would not disqualify Thiokol from the investigation.

#### Identification of Respondents

It is essential to the validity of this study that the personnel selected as respondents be those who could accurately provide the information being sought. A research manual prepared by the School of Business Administration and Finance at Dartmouth College suggested:

If the study is one involving broad policy, or the information wanted would require extensive aid from an institution or concern, it may be desirable to seek the cooperation of a major executive.

In some cases it may be the general manager or operating vice-president, or even the president. Although such an official may not himself give the matter much time, he will know the individual who can best handle it and his approval of the inquiry will lend it importance.<sup>13</sup>

Based upon this recommendation, the top executive of each of the preceding organizations was contacted by telephone and informed of the purpose of this study. He was then asked to provide the name of the person in his organization whom he felt would be most aware of the relationship between college management education and the needs of his organization pertinent to such education. In all cases in which this top executive suggested the personnel manager, efforts were made to identify another executive more actively involved in the management process. In cases in which the top executive identified himself as most qualified, his decision was accepted.

The rationale for this procedure is that regardless of their qualifications, experience backgrounds, or whatever, they are in the key positions in the organization; they are the one who select the new mid-management trainees. While it might be assumed that they have extensive academic and experience backgrounds which would qualify them for this decision, nevertheless, the validity of this study rests on the assumption that what they think is important is important.

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<sup>13</sup> Committee on Research for the Amos Tuck School of Business Administration, Manual on Research and Reports, Dartmouth College (New York: McGraw-Hill Book Co., Inc., 1937), p. 33.

### The Questionnaire

The topics listed on the questionnaire were developed from an examination and synthesis of existing literature in the field, as well as extraction from specific course syllabi (see Appendix C for a list of sources).

By examining the possible content from such a base, the topics tend to follow a theoretical base roughly corresponding with what Koontz identifies as the management process school of thought.

Once the topics had been identified, a definition for each was developed and typed on three inch by five inch cards (see Appendix D). These definitions were read to the respondent upon request. The interviewer was thoroughly versed on the topic so that he would be able to offer further definition extemporaneously, should it prove necessary.

Space was provided at the end of each questionnaire in which the respondent could list any topics he felt to be excluded from the given list.

Opposite each topic, space was provided for the respondents' perceptions as to the importance of the given topic. The five categories of responses possible were "Very Important", "Fairly Important", "Of Little Importance", "Not Important", and "No Opinion". (A copy of the questionnaire is provided in Appendix A.)

To pretest this questionnaire, two firms were selected and interviewed as intended for all respondents. The results of the pretest indicated no necessary changes in either the questionnaire or the procedure, thus these responses are included in the findings of this investigation.



### Analysis of Data

To facilitate analysis of data gained from this investigation, a summary of responses was prepared. This summary listed each topic to which a response was desired. Following each topic, in columns corresponding to the possible perceptions of the importance of that topic, the total number and percentage of responses in that category were listed.

From this summary table, it was possible to develop two additional tables, the first listing those topics which the majority of respondents considered to be "Very Important" and the second those considered to be "Fairly Important". In addition, it was possible to identify one topic not fitting either of these two categories.

Next, those topics listed by the respondents as being excluded from the list were listed in order of frequency. To accomplish this, it was often necessary to synthesize. For example topics listed such as "minorities in business" and "women in business" were considered as the same topic.

Finally, the data in both of these sections was critically analyzed in terms of possible procedural errors.

## CHAPTER IV

## FINDINGS

The purpose of this study was to determine what business managers consider to be important topics in the training of college business administration students at Utah State University. A presentation of the number and percentage of responses to each of the topics on the questionnaire is presented in Appendix E.

The second purpose was the determination of the perceptions of business managers as to the importance of these topics to the college business administration program. The ranking of the topics presented below, based upon the responses of business managers, accomplishes this purpose.

The following topics were identified as "Fairly Important" based upon the fact that they received over 50 percent of the responses in both the "Very Important" and "Fairly Important" categories, but not 50 percent or more of the responses in the "Very Important" category alone.

In addition to the preceding two categories of topics, the topic "Comparative International Management" received 55 percent of the total responses in the "Of Little Importance" category.

Thus, of the topics utilized, none can be identified as being "Not Important".

Table 1. Topics ranked as very important

Topic	Percentage of Responses of the "Very Important" category
1. Motivation, Incentives and Morale	100%
2. Planning	95%
3. Communication Processes	90%
4. Organizing	75%
5. Leadership	75%
6. Selection and Training of Workers	70%
7. Business Ethics	70%
8. Controlling	70%
9. Measurement and Improvement of Work	65%
10. Management by Objective	65%
11. Principles of Decision-making	60%
12. Labor Union Relations	50%

#### Topics Suggested by Respondents

As mentioned earlier, many of the topics suggested by the respondents were synthesized into single topics wherever possible. These topics are presented in order of frequency of occurrence in Table 3.

The free responses listed in Table 3 indicate that two topics, "Transition from Theoretical to Practical" and "Minorities and Business" might possibly fit in the "Very Important" category of responses. The topics "Human Behavior" and "Safety", both of which received two responses,

Table 2. Topics ranked as fairly important

Topic	Percentage of Responses in the "Very Important" and "Fairly Important" Categories Combined
1. Economic Analysis in Managerial Decisions	85%
2. Organizational Structures	85%
3. The Process of Organizational Change	85%
4. Information Systems	80%
5. Accounting in Managerial Decision	80%
6. Management under Conditions of Uncertainty and Risk	75%
7. Consumer Behavior	70%
8. Quantitative Methods in Managerial Decisions	70%
9. Policy Making	65%
10. Distribution Systems	65%
11. Graphic Analysis of Information	65%
12. Legislation and Business	65%
13. Group Dynamics	60%
14. The Developmental History of Manage- ment Science	55%
15. Business Insurance	50%

Table 3. Topics suggested by respondents

Topic	Frequency of Occurrence
1. Transition from Theoretical to Practical	5
2. Minorities and Business	4
3. Human Behavior	2
4. Safety	2
5. Computer Usage	2
6. Public Speaking, Speech, and Debate	2
7. Business Development	1
8. Market Concepts	1
9. Social Action	1
10. Community Relations	1
11. Recruitment of Personnell	1
12. Basic Principles of Selling	1
13. Business Correspondence	1
14. Instructional Tehcniques	1
15. Management of Time and Priorities	1
16. Knoweldge of Competition	1
17. Scientific Problem Solving	1
18. Participative Management	1
19. Synergistic Products	1
20. Executive Promotions	1
21. Executive Organizational Relationships	1
22. Reprimanding Employees	1
23. Training by Objective	1
24. The Free Enterprise System	1
25. Business Law	1

might be classified as "Fairly Important". The two remaining topics, which were listed by two respondents, "Computer Usage" and "Public Speaking, Speech, and Debate", are actually components of two listed topics, "Information Systems" and "Communication Processes" respectively.

## CHAPTER V

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SummaryBackground

Gordon and Howell have stated that unless management educators keep pace with the changes in the business environment, they are doomed to teaching business history rather than actual business practices. However, available research indicates that little has been done at the local college level to ascertain whether what is being taught is actually what is needed. In the late 1950's and early 1960's, several studies were undertaken to identify key problems in education for business. These studies were national in scope, and are, for all practical purposes, outdated.

The lack of either current or local studies relating business administration programs to business practitioner needs justifies this investigation.

The problem

The two-fold purpose of this study was (1) the identification of topics to be included in the Utah State University Business Administration Bachelor's Degree program and (2) identification of the relative importance of these topics as perceived by business managers.

### Procedure

To accomplish these purposes top management personnel were asked to respond to a questionnaire which listed 28 management topics commonly found in business administration programs. Respondents were asked to rate these topics as either "Very Important", "Fairly Important", "Of Little Importance", "Not Important" or "No Opinion".

A study by Rees Tribbet identified organizations which hire one or more graduates annually and the sample for this study was selected from that list. Twenty organizations were selected to serve as respondents, selection being based on their being representative of firms hiring Utah State University Business Administration graduates.

### Findings

Table 1 and Table 2 on pages 22 and 23 categorize the responses based on importance. In addition to reacting to the list of topics provided, the respondents were asked to list any topics they felt were excluded from the list. The topics identified in this manner are presented on page 24 of this paper.

### Conclusions

The topics listed in Table 1 on page 22 are indicated by respondents as being very important to the training of business administration students at Utah State University. Their rank order indicates that the topic



"Motivation, Incentives and Morale," which received 100 percent of the responses in this category, is relatively more important than "Labor Union Relations" which received 50 percent of the responses in the "Very Important" category. Topics falling between these extremes are of relatively more or less importance, but are still to be considered as very important topics.

The topics listed by respondents suggest several possible conclusions. It appears that those topics receiving over one response might be classified as important, even though not all respondents were able to supply their opinions as to the importance of these topics. Several of the topics listed indicate possible problems in the test instrument. The fact that "Computer Usage" was listed by two respondents might indicate misinterpretation of the topic "Information Systems". Also, many of the respondents listed topics central to the major topic "Distribution Systems".

#### Recommendations

In terms of the findings directly related to the purposes of this study, it is recommended that curriculum planners in the Utah State University Department of Business Administration consider the findings reported herein as input to program development.

The following recommendations relate to additional studies. If the procedure or test instrument of this investigation is to be utilized there should be several changes. First, to facilitate common understanding of the topics provided on the questionnaire, the definitions of these topics

should be read to all respondents. Second, the topics "Transition from Theoretical to Practical", "Minorities in Business", "Human Behavior", and possibly "Employee Safety" should be included in the topics listed. Third, the topic "Information Systems" should be changed to read "Data Processing and Other Information Systems" and the topic "Distribution Systems" should be changed to "Marketing and Distribution Systems".

Table 2 on page 23 lists those topics which are indicated as being fairly important to the business administration program. Although of less importance than those previously cited, these topics probably should not be excluded from the program.

The one topic identified as "Of Little Importance", "Comparative International Management" should be excluded from the general requirements of the management program.

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## APPENDIXES

Appendix A: Questionnaire

Part I

INSTRUCTIONS: Following is a list of topics which could possibly be included in a college Business Administration degree program in Management. Please examine each topic individually. Should you be in doubt as to the exact meaning of any term or phrase, please ask the interviewer for its definition. After each topic, space has been provided for your response to the following question:

"How important is it to include this topic in the curriculum for a bachelor's degree in business management?"

You will have the following alternative answers to choose from:

- Very Important
- Fairly Important
- Of Little Importance
- Not Important
- No Opinion

Please place a check mark ( ) in the column which most nearly identifies your opinion.

TOPIC	<i>Very Important</i>	<i>Fairly Important</i>	<i>Of Little Importance</i>	<i>Not Important</i>	<i>No Opinion</i>
1. The Developmental History of Management Science					
2. Selection and Training of Workers					
3. Motivation, Incentives and Moral					
4. Measurement and Improvement of Work					

TOPIC	<i>Very Important</i>	<i>Fairly Important</i>	<i>Of Little Importance</i>	<i>Not Important</i>	<i>No Opinion</i>
5. Management by Objective					
6. Accounting in Managerial Decisions					
7. Policy Making					
8. Organizing					
9. Controlling					
10. Organizational Structures					
11. Leadership					
12. Communication Processes					
13. Graphic Analysis of Information					
14. Planning					
15. Business Ethics					
16. Group Dynamics					
17. Principles of Decision-Making					
18. The Process of Organizational Change					
19. Quantitative Methods in Business Decisions					

TOPICS	<i>Very Important</i>	<i>Fairly Important</i>	<i>Of Little Importance</i>	<i>Not Important</i>	<i>No Opinion</i>
20. Management under Conditions of Uncertainty and Risk					
21. Economic Analysis in Managerial Decisions					
22. Comparative International Management					
23. Labor Union Relations					
24. Distribution Systems					
25. Legislation and Business					
26. Information Systems					
27. Consumer Behavior					
28. Business Insurance					
Please list any topics which you feel have been excluded from this list and respond as above.					
29.					
30.					

TOPIC	<i>Very Important</i>	<i>Fairly Important</i>	<i>Of Little Importance</i>	<i>Not Important</i>	<i>No Opinion</i>
31.					
32.					
33.					
34.					
35.					
36.					
37.					
38.					



Appendix BNames and Titles of Respondents

1. Beneficial Insurance Company - Mr. Marvin Sorensen - Administrative VP
2. Burrough's Corporation - Mr. Reed Pope - Salt Lake City Manager
3. Commercial Security Bank - Mr. Roy Nelson - Senior Vice President
4. First Security Bank - Mr. Bob Dove - Personnel Manager
5. Grand Central - Mr. Bill Donaldson - Personnel Director
6. Hercules - Mr. C. J. Koefel - Manager
7. Hill Field - Mr. Richard Frandsen - Director of Personnel Training
8. IBM - Mr. Don Winterhalter - Salt Lake City Manager
9. Internal Revenue Service - Mr. Wallberg - Chief Administrative Officer
10. Kennecott Copper - Mr. Kefauver - General Manager
11. Litton Industries - Mr. Ence - Personnel Director
12. Mountain States Telephone - Mr. J. D. Burchett - Associate General Manager
13. Penney's - Mr. R. Wayne Bentley - Salt Lake City Manager
14. Sears - Mr. B. G. Taylor - Operations Superintendent
15. Thiokol - Mr. R. Gilbert Moore - General Manager
16. Traveler's Insurance Company - Mr. Jack Keimeyer - Manager
17. U. S. Steel - Mr. Dick Stone - Assistant Superintendent
18. U. S. Forest Service - Mr. Charles Teaque - Chief of Operations
19. Utah Power and Light - Mr. Richard Pizza - Manager of Customer Services

20. ZCMI - Mr. Adams - Operations Vice President

Appendix C: Sources for TopicsTexts

1. Utah State University Catalogue - 1971 & 1972
2. Weber State College Bulletin - 1971 to 1973
3. University of Minnesota Bulletin - 1972 to 1974
4. Management Analysis, Concepts and Cases by W. Warren Haynes and Joseph L. Massie (Prentice-Hall, Inc., 1969)
5. Fundamentals of Management - Functions, Behavior and Models by Donnelly, Gibson and Ivancevich (Business Publications, Inc., 1971)

Syllabi

1. Dr. Lawrence Taylor, Dept. of Business Administration, Utah State University.
2. Dr. Charles Lein, Dept. of Business Administration, Weber State College
3. Dr. Bruce Handley, Dept. of Business Administration, Weber State College

Oral Input

1. Dr. Gerald Cleveland, Head of the Dept. of Business Administration, Seattle University
2. Dr. Donald Ireland, Dept. of Business Administration, Seattle University
3. Dr. Robert Rose, Head of the Dept. of Business, Weber State College

Appendix D: Definition of Topics

1. The Developmental History of Management: This topic is designed to provide a background of knowledge in the foundations and developmental progression of managerial thinking from its earliest phases to modern day.
2. Selection and Training of Workers: Analysis of various procedures for selection and training of personnel at various levels in the organization.
3. Motivation, Incentives and Morale: Studies of human needs and behavior in terms of their implications upon management of the worker, especially as related to the proper motivational techniques, development of incentive programs, and maintenance of morale.
4. Measurement and Improvement of Work: Analysis and effective arrangement of the essential elements of the work process. More fully, examination of various units and processes involved in the accomplishment of a given task.
5. Management by Objectives: The process of coordinating activities within an organization toward predetermined common goals through the definition and evaluation of the role of each individual as it relates to goal attainment.
6. Policy Making: Preparation of overall objectives for the firm and dissemination of guidelines for carrying out these objectives throughout the firm.
7. Organizing: Coordination of material and human resources through the design of a formal structure of tasks and authority.
8. Controlling: Activities which the manager undertakes in attempting to assure that actual operations conform to planned operations.
9. Accounting in Managerial Decisions: Development and utilization of accounting data for the distinct purpose of assisting in the managerial decision-making process.
10. Organizational Structures: Analysis of various approaches toward establishing chains of authority and/or communications within a business organization. Organizational structure implies the formal and not the informal structure.

11. Leadership: Analysis of characteristics, principles and theories designed to aid the manager in maintenance or development of the ability to direct others.
12. Communications Processes: Examination of communications flows, both internal and external to the business operations, the various forms these flows can take, and principles of proper utilization of the overall communications system.
13. Graphic Analysis of Information: Analysis of various ways of presenting business data such as graphs, charts, profiles, indexes, and checklists, as well as training in development and interpretation of such data formats.
14. Planning: The managerial functions which lead to definition of company goals and determination of appropriate means of attaining these goals.
15. Business Ethics: Examination of both acceptable and unacceptable business practices which are outside the realm of normal legal jurisdiction.
16. Group Dynamics: Examination of the formation and operation of various groups, both formal and informal, large and small, and analysis of their effect upon business operations.
17. Principles of Decision-Making: Examination of various approaches which can be utilized to attain sound business decisions.
18. The Process of Organizational Change: Examination of the causes and effects of organizational change with emphasis upon the managerial control necessary in both effecting and reacting to such change.
19. Quantitative Methods in Business Decisions: Identification of various mathematical approaches to business management, including analysis of the advantages and disadvantages of using each of these techniques or quantitative methods.
20. Management under Conditions of Uncertainty and Risk: Identification and analysis of specific conditions of business risk and uncertainty under which a business must function with emphasis upon management techniques for coping for such conditions.

21. Economic Analysis in Managerial Decisions: Utilization of such economic principles as basic cost concepts, supply and demand analysis, and investment decision analysis.
22. Comparative International Management: Comparisons of the functioning of business management in different countries and under different social, economic, cultural, and political environments.
23. Labor Union Relations: Analysis of the historical and philosophical foundations of the labor movement, the problems involved in maintenance of good union-company (management) relations, and the activities of either during conditions of disagreement.
24. Distribution Systems: Identification and analysis of the various elements of the system through which goods and services must flow as they are transformed from raw materials until their ultimate consumption.
25. Legislation and Business: Identification of specific laws that effect the management of a business enterprise.
26. Information Systems: Managerial use of data processing systems as a means of handling information flows within the organization.
27. Consumer Behavior: The area which attempts to determine what influences effect the buying decisions of the ultimate consumers of business products.
28. Business Insurance: Identification and analysis of the insurance needs of various sizes and types of business enterprises.

Appendix E:Number and Percentage of Responses by Topic

Table 4. Number and percentage of responses by topic

Topic	Very Important	Fairly Important	Of Little Importance	Not Important	No Opinion
1. The Developmental History of Management Science	1-( 5%)	10-(50%)	9-(45%)	0	0
2. Selection and Training of Workers	14-(70%)	5-(25%)	1-( 5%)	0	0
3. Motivation, Incentives and Morale	20-(100%)	0	0	0	0
4. Measurement and Improvement of Work	13-(65%)	7-(35%)	0	0	0
5. Management by Objective	13-(13%)	7-(35%)	0	0	0
6. Accounting in Managerial Decisions	8-(40%)	8-(40%)	4-(20%)	0	0
7. Policy Making	8-(40%)	5-(25%)	7-(35%)	0	0
8. Organizing	15-(75%)	5-(25%)	0	0	0
9. Controlling	14-(70%)	4-(20%)	2-(10%)	0	0
10. Organizational Structures	6-(30%)	11-(55%)	2-(10%)	1-( 5%)	0
11. Leadership	15-(75%)	3-(15%)	2-(10%)	0	0
12. Communication Processes	18-(90%)	2-(10%)	0	0	0
13. Graphic Analysis of Information	3-(15%)	10-(50%)	4-(20%)	3-(15%)	0
14. Planning	19-(95%)	1-* 5%)	0	0	0



Table 4. Continued

Topic	Very Important	Fairly Important	Of Little Importance	Not Important	No Opinion
15. Business Ethics	14-(70%)	5-(25%)	1-( 5%)	0	0
16. Group Dynamics	6-(30%)	6-(30%)	6-(30%)	2-(10%)	0
17. Principles of Decision-Making	12-(60%)	8-(40%)	0	0	0
18. The Process of Organizational Change	5-(25%)	12-(60%)	3-(15%)	0	0
19. Quantitative Methods in Business Decisions	5-(25%)	9-(45%)	4-(20%)	1-( 5%)	1-( 5%)
20. Management under Conditions of Uncertainty and Risk	4-(20%)	11-(55%)	4-(20%)	1-( 5%)	0
21. Economic Analysis in Managerial Decisions	8-(40%)	9-(45%)	2-(10%)	1-( 5%)	0
22. Comparative International Management	0	4-(20%)	11-(55%)	5-(25%)	0
23. Labor Union Relations	10-(50%)	5-(25%)	3-(15%)	1-( 5%)	0
24. Distributive Systems	4-(20%)	9-(45%)	3-(15%)	4-(20%)	0
25. Legislation and Business	3-(15%)	10-(50%)	4-(20%)	3-(15%)	0
26. Information Systems	9-(45%)	7-(35%)	1-( 5%)	2-(10%)	1-( 5%)
27. Consumer Behavior	7-(35%)	7-(35%)	2-(10%)	3-(15%)	1-( 5%)
28. Business Insurance	2-(10%)	8-(40%)	5-(25%)	5-(25%)	0