To the Graduate Council:

I am submitting herewith a dissertation written by Orville E. Bach, Jr. entitled "A Survey and Analysis of the Perceptions of Business Executives and Community College Business Instructors of the Desired Content Emphasis for the Introductory Collegiate Business Course." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Vocational Technical Education.

George W. Wiegers, Jr., Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:

The Graduate School

A SURVEY AND ANALYSIS OF THE PERCEPTIONS OF BUSINESS EXECUTIVES AND COMMUNITY COLLEGE BUSINESS INSTRUCTORS OF THE DESIRED CONTENT EMPHASIS FOR THE INTRODUCTORY COLLEGIATE BUSINESS COURSE

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Orville E. Bach, Jr.

June 1984

Copyright © Orville E. Bach, Jr., 1984

All rights reserved

ACKNOWLEDGMENTS

I would like to express appreciation to my chairman, Dr. George W. Wiegers, Jr., for his foresight, expertise, consideration, and leadership in directing my doctoral study. I especially thank him and other members of my committee, Dr. Carroll Coakley, Dr. Kenneth McCullough, and Dr. Gerald LaBorde, for their suggestions, cooperation, and encouragement during the development and preparation of this dissertation.

Acknowledgment is also made of the support and encouragement provided by the following personnel at Walters State Community College in Morristown, Tennessee: Dr. Jack Campbell, Dr. James Ford, Dr. Evelyn Honaker, Mrs. Jean Campbell, and Ms. Ina Malone.

Most of all I wish to express my sincere gratitude to my wife, Margaret, and to my parents, Mr. and Mrs. Orville E. Bach, for their love, patience, support and encouragement shown throughout the course of my graduate study.

ABSTRACT

The problem of the study was to determine the desired content emphasis of the introductory collegiate business course and design a model based on the perceptions of business executives and community college business instructors. The major purposes of the study were: (1) to determine the course topics organized into teaching modules to be included in the collegiate introductory business course, (2) to determine the degree of importance attached to those topics as perceived by a sample of business executives and business instructors, (3) to compare the degree of importance attached to those topics by executives and instructors, and (4) to determine what percentage of the college course Introduction to Business should be devoted to each of the teaching modules as perceived by executives and instructors.

The national samples consisted of 217 business executives from Fortune's 500 companies and 266 community college business instructors in institutions with a minimum full-time enrollment of 1000 students as listed in the American Association of Community-Junior Colleges Manual of 1982. One hundred and nine business executives and 192 business instructors responded to a questionnaire which contained 27 course topics organized into seven teaching modules regarding the introductory collegiate business course. They indicated the degree of importance given to the 27 course topics using a five-point scale. Space was provided for additional topics to be included.

Computations of frequencies, percentages, means, and modes were completed for the 27 course topics and seven teaching modules. The Kolmogorov-Smirnov Two-Sample Test was utilized to evaluate the significance of difference between the business executives and the business instructors regarding their perceived importance of each course topic. The test was computed at the .05 level.

Major findings included the following:

1. Business executives perceived the course topics of Marketing, The Private Enterprise System, Long and Short-Term Financing, Employee Selection, Training, Compensation and Evaluation, The Role of Computers, Human Relations, Motivational Theories and Styles of Leadership, The Role of Accounting, and Management Information Systems and Statistics, as being highly appropriate for course coverage in the college course Introduction to Business.

2. Community college business instructors place high emphasis upon the teaching of the course topics of Forms of Business Ownership, Marketing Strategies and Channels of Distribution, Functions and Theories of Management, Employee Selection, Training and Compensation, Human Relations, Motivational Theories and Styles of Leadership, The Role of Computers, Long and Short-Term Financing, Organizational Structure, Small Business and Franchising, Money and The U.S. Banking System, Promotional Strategy, Business and Our Legal System, Labor-Management Relations, and The Role of Accounting.

3. Of the 27 course topics contained on the questionnaire, business executives and business instructors differ on the degree of

importance for 11 of them. Executives place more emphasis on course topics related to the Private Enterprise System and Management Information Systems and Statistics than instructors are giving them in the classroom.

Instructors place more emphasis on the course topics of Forms of Business Ownership, Marketing Channels, Promotional Strategy, Social Responsibility and Business, Organizational Structure, Alternative Economic Systems, The Securities Market, Risk Management and Insurance, and Small Business and Franchising than do executives.

4. Executives and instructors feel that teaching modules containing topics related to Business and Its Environment, Organization and Management, Management of Human Resources and Production, Marketing Management and Financing a Business should receive similar course allotments of approximately 15 percent each. Teaching modules containing topics related to Quantitative Tools of Management and Additional Dimensions should receive smaller course allotments of approximately eight to 10 percent each, according to executives and instructors.

Major conclusions, based on the findings, were:

1. There exists only a moderate degree of commonality among community college instructors regarding the appropriate content emphasis for the Introduction to Business course.

2. Community college instructors are not placing adequate emphasis on the topic of Private Enterprise System in the introductory collegiate business course.

3. Business executives appear to perceive Introduction to Business as a business training course, rather than an educational course designed to broaden students' overall knowledge of contemporary business.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	The Problem	1
	Importance of the Study	8
	Definition of Terms	9
	Organization of the Study	10
II.	REVIEW OF RELATED LITERATURE	11
	Articles Related to the Course Content for the Introductory Collegiate Business Course	11
	Related Studies Which Compared Responses of Business Personnel and Educators in Areas Outside of the Introductory Collegiate Business Course	14
	Studies Related to the Introductory Collegiate Business Course	19
	Summary	22
III.	METHODS AND PROCEDURES	23
	Developing the Survey Instrument	23
	Selecting the Samples of Population	25
	Gathering the Data	25
	Analyzing the Data	27
IV.	ANALYSIS OF THE DATA	35
	Data by Course Topic	35
	Data on Teaching Modules	73
	Supplementary Data	77
V.	SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	83
	Major Findings	85
	Conclusions	87
	Recommendations	88
BIBLIOGRAPHY		93
APPENDIXES		99
	Appendix A	100
	Appendix B	102
	Appendix C	104
	Appendix D	110
VITA		115

LIST OF TABLES

TABLE		PAGE
I.	Summary of Questionnaire Distributions, Follow-Ups and Returns	28
II.	Cross Tabulation of Responses, from Business Executives and Business Instructors Regarding the Importance of Coverage Attached to the Course Topic Private Enterprise System, as Used in the application of the K-S Two-Sample Test	31
III.	Critical Values of D in the K-S Two-Sample Test (Two-Tailed)	33
IV.	Frequencies for Each Degree of Importance Rating as Reported by Executives and Instructors for Introduction to Business Course Topics for Teaching Module 1	36
V.	Comparison of Course Topic Ratings for Teaching Module 1 by Executives and Instructors with Cumulative Frequencies and Proportions	37
VI.	Comparison of Course Topics Which Received the Highest Rating of 1.0 (Essential) by Executives and Instructors	40
VII.	Frequencies for Each Degree of Importance Rating as Reported by Executives and Instructors for Introduction to Business Course Topics for Teaching Module 2 . . .	43
VIII.	Comparison of Course Topic Ratings for Teaching Module 2 by Executives and Instructors with Comulative Frequencies and Proportions	45
IX.	Frequencies for Each Degree of Importance Rating as Reported by Executives and Instructors for Introduction to Business Course Topics for Teaching Module 3 . . .	48
X.	Comparison of Course Topic Ratings for Teaching Module 3 by Executives and Instructors with Cumulative Frequencies and Proportions	49
XI.	Frequencies for Each Degree of Importance Rating as Reported by Executives and Instructors for Introduction to Business Course Topics for Teaching Module 4 . . .	53

TABLE PAGE

XII. Comparison of Course Topic Ratings for Teaching Module 4 by Executives and Instructors with Cumulative Frequencies and Proportions 54

XIII. Frequencies for Each Degree of Importance Rating as Reported by Executives and Instructors for Introduction to Business Course Topics for Teaching Module 5 . . . 58

XIV. Comparison of Course Topic Ratings for Teaching Module 5 by Executives and Instructors with Cumulative Frequencies and Proportions 59

XV. Frequencies for Each Degree of Importance Rating as Reported by Executives and Instructors for Introduction to Business Course Topics for Teaching Module 6 . . . 63

XVI. Comparison of Course Topic Ratings for Teaching Module 6 by Executives and Instructors with Cumulative Frequencies and Proportions 64

XVII. Frequencies for Each Degree of Importance Rating as Reported by Executives and Instructors for Introduction to Business Course Topics for Teaching Module 7 . . . 67

XVIII. Comparison of Course Topic Ratings for Teaching Module 7 by Executives and Instructors with Cumulative Frequencies and Proportions 68

XIX. Frequencies for Percentage of Course Coverage for Each Teaching Module 74

XX. Averages for Percentage of Course Coverage for Each Teaching Module 75

XXI. Other Topics Included by Executives Listed by Teaching Module 78

XXII. Other Topics Included by Instructors Listed by Teaching Module 80

XXIII. Course Content Emphasis Model for Collegiate Introduction to Business Based on Findings of Study 89

CHAPTER I

INTRODUCTION

I. THE PROBLEM

The old manufacturing base of the U.S. economy is giving way to a service- and information-based economy. These rapid developments in modern technology are in the process of changing the way people function in a business environment—workers, labor unions, managers and entrepreneurs alike (Compaine, 1984). For post-secondary business educators the challenge is obvious: to ensure that college business course material be kept relevant and reflect modern business world techniques. Unfortunately evidence is mounting to the contrary.

Many business executives and educators have expressed a serious concern over the lack of communication, coordination, and cooperation between leaders of the business community and teachers of post-secondary business courses (Muse, 1983). Business executives frequently comment that college business courses are too superficial, unrealistic, outdated, unnecessary, incomplete and/or unsupportive of the capitalistic economic system. American industry recently spent $2.5 billion on training and educational materials for its employees, more than all the educational institutions (not just business schools) combined spent (Muse, 1983).

The literature is replete with articles and speeches presented by both business executives and academicians documenting the apparent

gulf between the business and academic communities. Much of what is found in the literature could be summed up in the following selected examples: Siegel (1982), President of Design Executive Search in New York, recently wrote in The Wall Street Journal, that:

> As a recruiter, I am acutely aware of the negative attitudes of teachers' erroneous and ignorant opinions and perceptions from the mouths of recent graduates in the ways in which they are planning their careers. The information and appreciation gulf between the education and business communities is growing and it is a disaster.

Reap and Brown of the University of Houston recently conducted a study in which they concluded that it is possible that the teacher group is not cognizant of contemporary business world techniques (1976). Robert J. Buckley, Chairman and President of Allegheny Ludlow Industries, recently mentioned, "The free enterprise idea is losing, if it has not already lost, the intellectual and moral battle. We have almost irretrievably lost the academic community" (Abrell, 1981).

Waldo stated that students and business often voice legitimate complaints that what is being taught in some business courses bears little relationship to the actual business setting which students will be entering (April, 1980).

Nistal mentions that recently an abundance of written and oral comments have begun "questioning the relevancy of collegiate business education in terms of the demonstrated and anticipated needs of the business community" (1980).

These comments tend to reinforce recent articles in The Wall Street Journal describing how corporations are beginning to invest

in a variety of academic projects, including professorships of free enterprise, executive-in-residence programs, faculty-business programs, contests for students, special internships, and company-designed courses in order to reverse what they see as an "economic illiteracy and an antibusiness bias" (Alsop, 1978). According to Robert T. Davis, President of National Leadership Methods of Austin, Texas, "Antibusiness people have had a virtual monopoly for 30 years on campus. Being for free enterprise was a no-no" (Alsop, 1978).

From the universe of the problem, which is the information, communication, cooperation, and coordination gulf between the business and academic communities, this researcher focused in on one aspect of that universe—that is, what should be the content emphasis for one particular college business course, Introduction to Business? The researcher's interest in this course was derived from eight years of teaching the course at both the university and community college setting, and through observations in the field and confirming many of the aforementioned concerns as applied to the content and coverage of this important course.

Introduction to Business at the collegiate level is an important course, particularly at community colleges where many students are enrolled in career education programs and will not receive exposure to the variety of advanced business course typically taken by juniors and seniors at four-year institutions (Nelson, 1973; Bangs, 1980). The most common objectives for the course Introduction to Business are as follows:

1. To develop a frame of reference for further study in business;
2. To provide vocational and academic guidance;
3. To build a business vocabulary; and
4. To understand and relate business to our economic environment (Manzer, 1979).

There are four basic reasons why students enroll in the college course, Introduction to Business:

1. To serve as a foundation course to help decide whether to pursue a major in business;
2. To serve as a foundation course prior to selecting a particular major within the business field;
3. To satisfy curriculum requirements for non-business majors; and
4. To fulfill general education requirements set forth by the college (Manzer, 1979).

Leaders in the business community are quite interested in the content emphasis of this course for two reasons. First, they want business graduates who may become employed by their firms to have a sound knowledge and relevant understanding of the contemporary world of business and how it functions; and second, today's college students are the customers, influential teachers, and senators, as well as employees, of tomorrow; therefore, they consider a public well-informed on the realistic functions of business, and the free enterprise system imperative (Alsop, 1978).

Based on this researcher's eight years of teaching Introduction to Business and numerous articles in the literature, the problem of what content should be covered in the introductory collegiate business course is complicated by several factors: First, textbook publishers during the past eight years have competed with each other to market comprehensive texts which attempt to cover every possible business topic, and usually consist of over thirty chapters and 500 pages. Second, business instructors at institutions on the quarter system are faced with making arbitrary choices as to what content is selected to be covered in the course during the brief ten-week period; and third, business instructors obviously have different perceptions of business and our economic environment, and the skills and knowledge necessary to succeed in the business world.

What one instructor considers to be important to cover in the course may be considered insignificant by another instructor, or by a business person. For example, some instructors stress the topic "social responsibility of business" while others leave it out of the course completely (Inman, 1974). The same can be said for other topics such as economic systems, production management, prices and pricing strategy, money and the U.S. banking system, financial management, the securities market, risk management and insurance, the role of computers, international business, small business franchising, and careers in business. A study involving both the business community and business instructors regarding course content

for the course Introduction to Business provided this researcher with the opportunity to offer a solution for the problem.

Statement of the Problem

The problem of the study was to determine the desired content emphasis of the introductory collegiate business course and design a model based on the perceptions of business executives and community college business instructors.

Purposes of the Study

In further defining the problem, the following four purposes were established:

1. To determine the course topics and teaching modules to be included in the collegiate introductory business course.
2. To determine the degree of importance attached to those topics as perceived by a sample of business executives and business instructors.
3. To compare the degree of importance attached to those topics by executives and instructors.
4. To determine what percentage of the college course Introduction to Business should be devoted to each of the teaching modules as perceived by executives and instructors.

Analysis of the Problem

The solution of the problem required answers to the following questions:

1. What degree of importance is attached to each course topic by business executives?
2. What degree of importance is attached to each course topic by business instructors?
3. What percentage of the college Introduction to Business course should be devoted to each of the teaching modules according to executives and business instructors?

The following hypothesis was tested, using the .05 level of significance:

H_1: There are no significant differences between the degrees of importance attached to each course topic by business executives and by instructors of the collegiate introductory business course.

Delimitations and Limitations

Two populations were sampled for this study. Business executives from Fortune's 500 companies were surveyed in an attempt to obtain views and opinions of nationwide significance, and to reflect the views of large firms which employ a substantial number of employees. (Small business executives were not included, and therefore the information received may not adequately reflect the needs and desires of American small business.)

The second population sampled included community college business instructors from institutions with a minimum full-time enrollment of 1000 students. Community colleges were selected because of the importance of the introductory collegiate business course in the typical two-year post-secondary institution. The

minimum full-time student enrollment of 1000 was utilized in order to improve the odds that responding business instructors would be full-time faculty members. Input from professors at four-year colleges was not utilized.

The study did not address curriculum or program development in institutions. It did not address needed course content for the secondary level introductory business course. The study was not concerned with methods and techniques dealing with how to teach the course. The study was further limited to the information that could be obtained by means of mailed survey instruments. An additional limitation involved the degree of cooperation of the samples in providing responses and thoughtful information regarding the data collected for the study.

II. IMPORTANCE OF THE STUDY

The results of the study may serve as guidelines for new and experienced community college business instructors in designing the content and structure for the introductory collegiate business course.

The results can be used as a means for business instructors to upgrade the course by making it more up-to-date, relevant, realistic, comprehensive, and, in general, closer to meeting the perceived needs of the business community.

The results of the study may serve to provide insight pertaining to the relative differences and agreements in opinion between business executives and community college business instructors

regarding what content should be covered in the introductory collegiate business course over the next several years.

III. DEFINITION OF TERMS

Following are the specific definitions of terms as they were used in this study:

1. Business Executive: Business personnel working in a management capacity at corporate headquarters, including those with the following titles: President, Vice-President, CEO (Chief Executive Officer), Chairman, Vice-Chairman, Staff Officer and Administrative Officer.

2. Business Instructor: An instructor who teaches business-related courses in a business department or division at a community college, junior college, or post-secondary vocational-technical institute.

3. Career Education Program: A program of study generally lasting two years and designed to prepare the student for entry into the job market.

4. Full-Time Enrollment: An enrollment figure derived at by counting all students who are carrying at least 12 credit hours of course work.

5. Full-Time Faculty: Includes all campus personnel who spend 50 percent of their time teaching.

6. Part-Time Faculty: Includes all campus personnel who spend less than 50 percent of their time teaching.

7. Post-Secondary: A term referring to institutions offering vocational programs beyond the high school level but less than the baccalaureate level. Examples of such institutions include community and junior colleges and vocational and technical institutes.

8. Secondary: A term referring to the high school level of education. In some school districts a secondary school includes ninth through twelfth grades, while in other districts it includes only the tenth through the twelfth grades.

9. Two-Year Colleges: This term refers to all public and private community, junior, and technical colleges, and similar post-secondary institutions.

IV. ORGANIZATION OF THE STUDY

This study is organized into five chapters. In Chapter I, the introduction, statement of the problem, purposes of the study, analysis of the problem, assumptions, importance of the study, delimitations and limitations, definition of terms and organization of the study are presented. Chapter II presents the results of the review of related literature and pertinent research.

Chapter III provides the research methods and procedures used to conduct the study. Chapter IV presents an analysis of the data. Chapter V presents the findings, conclusions, and recommendations made as a result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

As a foundation for this study, handbooks, yearbooks, research reviews, business and business education periodicals, and abstracts including Resources in Education, Abstracts of Instructional and Research Materials in Vocational and Technical Education, Dissertation Abstracts International and Master's Theses in Education were manually searched for the period 1970-1982. The researcher found little information directly related to a content model for the introductory collegiate business course based on perceptions of business executives and post-secondary business instructors. This review of related literature is divided into three sections. In the first section articles related to the desired course content for the introductory collegiate business course are presented. In the second section studies which compared responses of business personnel and educators in areas outside of the introductory collegiate business course are presented. Studies which dealt with the introductory collegiate business course are presented in the third section.

I. ARTICLES RELATED TO THE COURSE CONTENT FOR THE INTRODUCTORY COLLEGIATE BUSINESS COURSE

A substantial number of articles from professional business education journals and business periodicals were found containing information relating to the apparent gulf between business leaders

and business educators. Only a few articles, however, dealt with the desired course content. Tate (1977) stated that there is a strong need to include business ethics as a topic in basic business courses. According to Tate the preservation of our system of business may depend partly on business educators re-establishing a healthy respect for business by teaching the positive ethical relationships in business and society.

Sink (1977) emphasized that the concept of social responsibility and its economic implications to business and society needs to be included in business courses. Shirley (1977) stated that the working elements of the free enterprise system should be covered in basic business courses.

Douglas (1980) published an article closely related to the present study titled "Content Versus Coverage: A Model for Teaching Introduction to Business." The purpose of his article was to propose a normative model that may help give definition and perspective to the course. Topics were selected and sequenced by Douglas based on his personal experience in the attempt to build a functional learning ladder model. The first step of the learning ladder consisted of subject matter typically referred to as foundation topics, including economic history, economic environment, capitalism versus other systems, and social responsibilities of business. Ten percent of the course was alloted to these topics in the model. The next step on the learning model covered ownership patterns, including small business and franchising, and was assigned a 15 percent allotment. The

third step on the model consisted of financial concepts, including asset management, sources of capital, securities markets, banking systems and insurance/risk management. Twenty percent of the course was assigned for this section. The fourth step on the model was designated management topics including organizational design, functional activities, human resources and production. Twenty percent of the course was alloted to this section. The next learning module consisted of marketing, which, according to Douglas is usually the most popular with students. This module included the topics of consumer behavior, demand creation tools and international marketing. Twenty percent of the course was also assigned to this section. The last learning module was labeled tools and concepts and included such topics as accounting, statistics, business research, and business law. Fifteen percent of the course was assigned to this section. According to Douglas, the tools section was placed in the last part of the course because the majority of the course time should be devoted to the basic functional areas of business: finance, management, and marketing.

Douglas' model was carefully considered when the present survey instrument was developed. Most of the topics listed in the model were included in the researcher's present instrument. Douglas pointed out that he hoped his model would generate philosophical exchanges among current instructors of introduction to business courses.

As previously mentioned, disagreement among instructors regarding content and coverage for the Introduction to Business course is common and therefore serves to underscore the importance of this study. The editors of Business Education Forum appeared to air the same concern in their note following Douglas' article:

> The learning ladder model described in this article has been successful for the author in sequencing and covering subject matter in the introduction to business course and in providing a favorable learning experience for the students. How do other instructors sequence topics? How much time is allotted to each module of learning? Is there a model which provides the optimal learning experience? It is hoped that the normative model proposed here will stimulate discussion about the content and coverage of this important course.

II. RELATED STUDIES WHICH COMPARED RESPONSES OF BUSINESS PERSONNEL AND EDUCATORS IN AREAS OUTSIDE OF THE INTRODUCTORY COLLEGIATE BUSINESS COURSE

Four studies which compared responses of business managers and educators and which had a research design similar to the present study were found. Two of the studies (Jennings and Smith) resembled this study in that competencies performed in business were compared with competencies included in collegiate instruction. A third study (Huckabee) compared responses from managers in business and educators to determine skills and objectives needed to be effective on the job. The fourth study (Stallard, Bahniuk and Petree) compared competencies identified in widely used textbooks with competencies emphasized by administrative office managers.

Jennings Study

The purpose of the investigation by Jennings (1974) was to provide a basis for the improvement of the basic college business communications course to prepare students to write effectively at the middle management level. Information was gathered from middle managers regarding written business communications and from public senior colleges and universities concerning written business communications instruction.

To obtain the data from business managers, a questionnaire was sent to 737 member companies of The Associated Industries of Kentucky. Forty-one percent of the questionnaires were returned. To obtain the data from colleges, a questionnaire was sent to the 128 teachers of the basic business communications course in public four-year colleges in Tennessee, Kentucky, Illinois, Indiana, Ohio, Virginia and West Virginia. Seventy-two percent of the questionnaires were returned. The questionnaire listed competencies for the respondent to rate frequency of occurrence (very frequently, frequently, occasionally, never).

The mean responses of managers and teachers to each question was computed and compared. A z-test was performed to determine significant differences in mean responses. Jennings noted five topics for which there existed a significant difference between the mean response of managers and teachers. Jennings used the comparison of business and college data to provide guidelines for teaching emphasis in the basic business communications course.

This study is related to the Jennings study in that business executives and college instructors were selected to respond to a survey instrument. Both studies compared the perceptions of business leaders with college instructors regarding the needed course content for a basic business-related course. The research projects differ, however, in that the Jennings questionnaire used a four-point frequency scale, and the present study uses a five-point rating scale. The Jennings study was concerned with instructional content in collegiate written business communications, and this study was concerned with content in the introductory collegiate business course. The Jennings study treated ordinal data as interval level data in performing statistical tests. This study used tests of significance at the ordinal level of measurement.

Smith Study

The problem of the Smith study (1979) was to determine how the content of Administrative Office Management courses could be improved to provide more relevant instruction. The major purposes included identifying competencies performed and the importance attached to them by office managers and by instructors. The national samples consisted of 143 managers who were presidents of Administrative Management Society chapters and 204 collegiate office management instructors in colleges affiliated with the American Assembly of Collegiate Schools of Business (AACSB) or the National Association of Business Teacher Education (NABTE). A questionnaire which contained 44 competency statements regarding administrative management and a

five-point importance rating scale, was sent to each group. Computations of frequencies, percentages, means, and modes were completed for the 44 competency statements. The t-test was used to determine differences between the mean importance scores of the managers and instructors for each competency. Smith found that Administrative Office Managers and Administrative Office Management instructors differ on the degree of importance for 28 of the 44 competency statements. Office Managers placed more importance on competencies related to communicating, decision making, directing, and cost and budgetary controlling; instructors placed more emphasis on competencies related to the office function and work measurement.

The Smith study is similar to this study in that both had a purpose of improving the relevancy of content for a collegiate business course, and both conducted national samples of business managerial personnel and college business instructors. Both studies used a five-point rating scale on questionnaires. The studies are different in that the Smith study compared demographic characteristics of managers and instructors and this study did not. The Smith study compared the importance of 44 job competencies as related to the Administrative Office Management course and this study compared the importance of 27 content topics for the college course Introduction to Business. The Smith study used interval level statistical methods. This study used ordinal level statistical methods.

Huckabee Study

The purpose of the Huckabee (1970) study was to compare the perceptions of state vocational directors, business leaders and instructors in two-year management training programs regarding curriculum objectives in management programs at two-year colleges. Questionnaires were sent to 40 state directors, 65 business leaders, and 102 instructors. All were asked to rate on a one-to-five scale the present and future importance of a set of five curriculum objectives for the management training programs in the nation's two-year colleges. A simple analysis of variance was computed to test for significant differences between the perceptions held by each group. The Huckabee study concluded that the three groups needed to communicate more, engage in research and to reassess the priorities of management training programs in two-year colleges.

The Huckabee study is related to this study in that both surveyed business leaders and two-year college instructors. Both studies used a five-point scale for indicating degree of importance. In the Huckabee study, five curriculum objectives were rated, and in this study, 27 course content topics for Introduction to Business were rated. The Huckabee study used an interval level of measure statistical test; this study used an ordinal level of measure test.

Stallard, Bahniuk, and Petree Study

The problem of the Stallard, Bahniuk, and Petree (1976) study was to determine, verify, and validate the competencies needed by an administrative office manager. The purpose was to provide a research

base that educators could use in upgrading the administrative office management course.

Competencies were identified in widely used administrative office management textbooks and then sent to a sample of administrative office managers to determine whether they concurred in the importance of the competencies identified. The survey instrument included 20 broad areas with 184 competencies listed under these areas. A Likert five-point rating scale was used to determine the importance of each of the 184 competencies.

Questionnaires were mailed to 2,478 firms randomly selected from Standard and Poor's 1976 Standard Industrial Classification Codes of Corporation Directory. Only 321 (12.95 percent) usable questionnaires were received. One major conclusion of the study was that the managers surveyed basically concurred in what office management textbook authors perceive to be competencies needed by modern administrative office managers. The investigation was related to this study in that widely used college textbooks were primarily used to develop the survey instrument, a five-point rating scale was used, and a large nationwide population of corporate business personnel was selected. The Stallard, Bahniuk, and Petree study did not survey instructors.

III. STUDIES RELATED TO THE INTRODUCTORY COLLEGIATE BUSINESS COURSE

Four research projects related to the introductory collegiate business course were conducted between 1970 and 1982. The first three studies were not closely related to the present study, except

that the college course involved in the investigation, Introduction to Business, was the same. The fourth study (Koorenny) had a connection with the present study, in that the status and role of Introduction to Business in the collegiate business curriculum was investigated.

The Killen and Ludstrom (1974) study investigated the causes of student dropout in Introduction to Business at Cuyahoga Community College, Ohio; the Phillips (1973) study investigated the effect of the Cloze procedure on content achievement and reading skills in a community college Introduction to Business Course; and the Bernard (1975) study investigated the development of American Collegiate Introduction to Business textbooks published between 1900 and 1973.

Kooreeny Study

The purposes of the Koorenny (1975) study were to determine: (1) the present role and status of the Introduction to Business course in the various collegiate business curricula; (2) changes that have taken place during the past ten years in regard to its place, function, and content; (3) how the various schools treat the issue of transfer credit for students who have taken the course in a junior or community college; and (4) the philosophical approaches of the surveyed schools and whether the approach had a bearing on the course being taken.

Data for the study were obtained from questionnaires responded to by the 1972-1973 members of the American Association of Collegiate Schools of Business (AACSB) and the National Association for Business

Teacher Education (NABTE). Deans and department heads in the above schools were surveyed by means of questionnaires. The number of schools offering the course, objectives of the course, its importance to the overall curriculum, and topics omitted or added, were reviewed to determine the status and role attributed to the course by participating schools. Data obtained were then compared with results of a similar survey completed in 1964 to determine whether the Introduction to Business course had maintained its status during the ensuing ten years or had declined in importance.

The Koorenny study found that Introduction to Business was offered by 55 percent of respondent schools. The course was more often a part of the curriculum in NABTE than in AACSB schools. The course was considered important, particularly as a basic survey course upon which to build more advanced courses.

The primary recommendations of the Koorenny study were the following: (1) Introduction to Business should remain at the freshman level. Seventy-five of 101 schools offered the course at that level. Deans and department heads of AACSB and NABTE schools indicated that a foundation course is needed and proved most helpful to beginning business students. (2) Schools not presently making the course available to students outside the college or department of business should consider doing so to help prepare such students for living in our business-oriented society. (3) A study to outline desired course topics should be undertaken. Such a study would support the adoption of competency-based teaching for those schools

desiring to use an approach and serve as the basis for developing a course in competency-based teaching methodology.

This researcher considers the Koorenny study important and related to the present study because (1) it concluded that the college course Introduction to Business is important and should continue to be offered at the freshman level, and (2) it recommended that a study be performed to determine desired course topics.

IV. SUMMARY

A review of articles related to the course content for the introductory collegiate business course was presented in this chapter. The chapter also included a review of related studies conducted outside the introductory collegiate business course area, studies which involved surveys of business personnel and college instructors of a particular course, similar in design to that of the present study. A review of studies related to the introductory collegiate business course was also included in this chapter.

Although several research studies have been conducted which involve surveying business personnel and college instructors to determine ways to improve a particular college course, none has been performed for the college course Introduction to Business. Only four studies which pertained to the course were found. Of these, one concluded that the college course Introduction to Business is important and recommended a study similar in purpose to that of this study.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this chapter is to describe the methodology involved in conducting the present study. The design of the study is classified as a descriptive survey. Primary data for the survey were secured through the use of a basic questionnaire developed for this study. The questionnaire contained a list of 27 potential course topics organized into seven teaching modules regarding the collegiate introductory business course. The sources and procedures used in collecting and treating the data are described in the following sections: developing the survey instrument; selecting the samples of populations; gathering the data; and analyzing the data.

I. DEVELOPING THE SURVEY INSTRUMENT

Two forms of a basic instrument were developed with identical item content for business executives and business instructors. The preliminary questionnaire was developed by first reviewing the five most widely-used textbooks in use for the college course Introduction to Business. Twenty-seven topics from these texts were divided into seven modules and arranged into a questionnaire. The preliminary questionnaire was submitted to a group of Tennessee community college management department heads for review and constructive criticism at a meeting at the State Board of Regents Office in Nashville of March, 1983.

To obtain pilot test data, the preliminary questionnaire was sent to three business executives in Morristown, Tennessee. They served as members of the Walters State Community College Management Technology Advisory Committee. The pilot test participants gave information about the content, readability, and time required for completing the questionnaire. Based on the input received from the pilot test responses, the instrument was revised and then sent to three community college business instructors. Some minor revisions were then incorporated into the final instrument.

A five-point scale similar to that of Likert (1932) for showing degree of importance was selected. The degrees of importance attached to the list of course topics ranged from (1) essential to (5) unimportant.

The final instrument consisted of an introduction and two parts, I and II. The introduction contained the most common objectives for the college course Introduction to Business. Part I contained topics organized into seven teaching modules and a brief set of instructions. Each module contained a separate space for listing other topics not included on the survey instrument.

Part II consisted of a list of the seven modules. Respondents were asked to indicate what percentage of the course should be devoted to each teaching module. The two forms of the questionnaire were identical except for the two separate titles: Survey of Business Executives and Survey of Business Instructors (See Appendixes C and D for list of cover letters, follow-up letters, and instrument.)

II. SELECTING THE SAMPLES OF POPULATIONS

The population of business executives in the United States was represented by a sample of corporate executives from Fortune's 500 Companies. The population of community college business instructors in the United States was represented by a sample of business instructors from the nation's 853 two-year postsecondary institutions which had a minimum full-time enrollment of 1000 students as listed in the American Association of Community-Junior College (AACJC) Manual of 1982. In order to assure randomization in both samples a table of random numbers was utilized from The Rand Corporation's A Million Random Digits (1955). In order to achieve a 95 percent confidence level, a sample of 217 companies and 266 two-year postsecondary institutions was selected at random from the two respective populations. Standard and Poor's Directory of Directors (1982) was utilized to find the names and addresses of the firms' corporate executives, and the AACJC Manual of 1982 was utilized to find the addresses of the institutions.

III. GATHERING THE DATA

In an attempt to achieve a more personal touch and thereby increase the response rate, a word processor and computerized mailer were used to produce the cover letters and address the envelopes for each mailing. Cover letters were individually signed by the researcher, and stamped, self-addressed envelopes were used for the respondents' convenience. In order to obtain the names and addresses

of business instructors who regularly taught the course Introduction to Business, the researcher sent letters to the presidents of each of the 266 institutions selected in the sample. Two hundred and twelve (80 percent) of the presidents responded with the names and addresses of business instructors who regularly teach Introduction to Business. The cover letter to these 212 business instructors contained in the opening sentence the phrase "your president has identified you to me as being well-qualified to participate in this research," a statement which the researcher felt would have a persuasive effect in increasing the response rate. For the other 54 institutions whose presidents did not respond, the questionnaires were mailed to the business division chairperson with a cover letter requesting that the survey be given to the instructor who teaches Introduction to Business in their division.

Of the 217 questionnaires sent out to business executives in the first mailing, there were 78 responses, or 36 percent. Eighteen respondents indicated that the company maintained a policy against executives responding to surveys due to the large number they receive. A second and third follow-up mailing increased the final number of responses to 109 or 50 percent. In order to ensure that the nonrespondents did not represent a source of data different from the respondents, the following procedure was used: the completed questionnaires from the respondents of the first mailing were compared with those from the respondents of the second and third mailings. The rationale for this procedure is that the responses of

nonrespondents are usually more similar to the responses of late respondents than they are to the responses of early responses (Warmrod, 1978). An inspection of the completed questionnaires revealed no substantive differences between the respondents of the three mailings.

Of the 266 questionnaires sent out to business instructors in the first mailing, there were 164 responses, or 61 percent. A second and third follow-up mailing increased the final number of responses to 192, or 72 percent. As with the business executive sample, the completed questionnaires from the respondents of the first mailing were compared with those from the respondents of the second and third mailings. No substantive difference was observed between the business instructors' three sets of completed questionnaires.

Internal validity and reliability for the research project were achieved through the use of probability samples. The kind of probability sampling employed was simple random sampling. External validity was achieved by drawing random samples from two national populations. Table I contains a summary of questionnaire returns.

IV. ANALYZING THE DATA

Respondents had been asked to indicate the degree of importance attached to listed topics for the collegiate introductory business course, and to add and rate other topics not included on the questionnaire. Respondents were also asked to indicate what

TABLE I

SUMMARY OF QUESTIONNAIRE DISTRIBUTIONS, FOLLOW-UPS AND RETURNS

	Number in 1st Mailing	Received Prior to 1st Follow-Up	Received Between 1st and 2nd Follow-Up	Received After 2nd Follow-Up	Total Received	Percentage Return
Business Executives	217	78	14	17	109	50.23
Business Instructors	266	164	12	16	192	72.18
Totals	483	242	26	33	301	62.32

percentage of the course should be devoted to each of the seven teaching modules.

In analyzing the data collected, it was decided not to treat the Likert-type scale as interval-level data, although use of the t-test with ordinal-level data was observed to be rather common in reviewing related studies. According to Champion (1981)

> The t-test is often incorrectly applied to attitudinal data that have been measured according to Likert, Thurstone, or Guttman scaling procedures. Since these procedures yield an ordinal scale of measurement at best, the interval-level scale requirement of the t-test is immediately violated (Edwards and Kenney, 1946; Lavovitz, 1967).

To evaluate the significance of difference between the business executives and the business instructors regarding their perceived importance for each course topic, the Kolmogorov-Smirnov (K-S) Two-Sample Test was utilized. The K-S test was selected because (1) The primary assumptions of randomness and the ordinal level of measurement were met; (2) The K-S test had a power of 85 to 90 percent in relation to rejecting false null hypotheses; (3) Calculations involved in the derivation are not difficult or complex; (4) The table "Critical Values of D in the Kolmogorov-Smirnov Two-Sample Test" (Massey, 1951) is available for rapid determination of critical D values so that hypotheses tests can be made easily; (5) There are no sample-size restrictions; and (6) There are no serious disadvantages of the K-S Test for research applications and hypothesis testing (Champion, 1981).

An example of how the K-S Two-Sample Test was utilized to evaluate the significance of difference between business executives

and business instructors regarding their perceived importance of a course topic for Introduction to Business follows: Using a measure of "importance of coverage" the researcher examined two independent samples of respondents, business executives and business instructors. The first sample (N_1) consisted of 86 business executives. The second sample (N_2) consisted of 181 business executives. Table II shows the two samples of business executives and business instructors cross-tabulated according to the degree to which they rated the importance of a given course topic (private enterprise system) from 1 (essential) to 5 (unimportant). The following hypothesis was tested at the .05 level of significance.

H_1: There is no significant difference between the degree of importance attached to the college Introduction to Business course topic "private enterprise system" by business executives and business instructors.

$$P \leq .05 \text{ (two-tailed test).}$$

Table II is constructed as follows: Based on the importance of coverage scale, five categories of graduated responses are created from "essential" to "unimportant," as shown across the top of the table. Rows one and two (R1 and R2) contain the two distributions of frequencies throughout the five categories created.

Row three (R3) is a cumulative frequency distribution of the frequencies in row one. The frequencies from the first cell in row three are added to those in the second cell, and so on. These have also been transferred into cumulative proportions as well. For

TABLE II

CROSS TABULATION OF RESPONSES, FROM BUSINESS EXECUTIVES AND BUSINESS INSTRUCTORS REGARDING THE IMPORTANCE OF COVERAGE ATTACHED TO THE COURSE TOPIC PRIVATE ENTERPRISE SYSTEM, AS USED IN THE APPLICATION OF THE K-S TWO-SAMPLE TEST

	Importance of Coverage					
	Essential		Nice to Have		Unimportant	
	1	2	3	4	5	Totals (N)
	TOPIC: Private Enterprise System					
Business Executives (R1)	62	14	7	3	0	N_1=86
Business Instructors (R2)	56	71	39	8	7	N_2=181
Cumulative Business Executives (R3)	62	76	83	86	86	
(Cumulative Proportion)	86	86	86	86	86	
	(.720)	(.883)	(.965)	(1.000)	(1.000)	
Cumulative Business Instructors (R4)	56	127	166	174	181	
	181	181	181	181	181	
	(.309)	(.701)	(.917)	(.961)	(1.000)	
Absolute Difference (R5) Between R3 and R4	.411	.182	.048	.039	---	

instance, the absolute difference between the pair of cells in rows three and four for essential importance of coverage responses would be .720 minus .309 equals .411. The absolute difference for the second pair of cells would be .833 minus .701 equals .182, and so on. The absolute differences in the two cumulative frequency distributions (expressed in proportionate terms) have been entered in row five. Focusing on the largest proportionate difference, which is .441, allows the researcher to then evaluate the statistical significance of it.

Table III contains the critical values of D in the K-S Two-Sample test. In the left hand column of this table are two-tailed probabilities. The body of the table to the right of these probabilities contains formulas that will yield critical values. Since the researcher's hypothesis test is being made at the .05 level of significance, the formula $1.36\sqrt{N_1 + N_2/N_1 N_2}$ is used to obtain the critical D value.

The critical D values that are obtained by using the formulas in Table III are actually critical proportions that the researcher's largest observed proportionate difference must equal or exceed in order to be significant statistically. The observed D value refers to the largest difference between the two cumulative proportion distributions in Table III. The critical value of D is determined as follows:

TABLE III

CRITICAL VALUES OF D IN THE K-S
TWO-SAMPLE TEST (TWO-TAILED)

Level of Significance (Two-Tailed)	Value of D So Large as to Call for Rejection of H_0 at the Indicated Level of Significance
.10	$1.22\sqrt{\frac{N_1+N_2}{N_1,N_2}}$
.05	$1.36\sqrt{\frac{N_1+N_2}{N_1,N_2}}$
.025	$1.48\sqrt{\frac{N_1+N_2}{N_1,N_2}}$
.01	$1.63\sqrt{\frac{N_1+N_2}{N_1,N_2}}$
.005	$1.73\sqrt{\frac{N_1+N_2}{N_1,N_2}}$
.001	$1.95\sqrt{\frac{N_1+N_2}{N_1,N_2}}$

$$\text{Critical value of } D = 1.36\sqrt{\frac{N_1 + N_2}{N_1\ N_2}}$$

$$= 1.36\sqrt{\frac{86 + 181}{(86)\ (181)}}$$

$$= 1.36\sqrt{\frac{267}{15,566}}$$

$$= 1.36\ \sqrt{.0171}$$

$$= (1.36)\ (.13)$$

$$= .1768.$$

Rounding off to the nearest hundredth, the resulting critical value of D = .1768. The researcher must obtain a D equal to or larger than .1768 with the observed D in order to reject H_1. With an observed D of .411 H_1 is rejected. It may be concluded that there is a significant difference between business executives and business instructors regarding the degree to which they rate the importance of covering the topic "private enterprise system" in the college course Introduction to Business.

The percentages assigned to each of the seven teaching modules by the business executives and business instructors were compiled for each group. The mean percentage each group assigned to each of the seven modules was then calculated.

CHAPTER IV

ANALYSIS OF THE DATA

The analysis of the data is presented in the following sequence: data by course topic in order of appearance on the basic instrument; data pertaining to teaching module percentages; and data which is supplementary. Tables are provided which contain frequencies and modes to depict the degrees of importance attached to course topics by business executives and business instructors, and which contain cumulative frequencies, cumulative proportions and critical D and observed D computations used in the K-W Two-Sample Test to evaluate the research hypothesis: "H_1: There are no significant differences between the degree of importance attached to each course topic by business executives and by instructors of the collegiate introductory business course."

I. DATA BY COURSE TOPIC

This section presents an analysis of data by course topic in order of appearance on the survey instrument.

Course Topic 1

As shown in Table IV, the mode importance score for executives was 1.0 (essential); the mode importance score for instructors was 2.0 (between essential and nice-to-have). Table V reflects cumulative

TABLE IV

FREQUENCIES FOR EACH DEGREE OF IMPORTANCE RATING AS REPORTED BY EXECUTIVES AND INSTRUCTORS FOR INTRODUCTION TO BUSINESS COURSE TOPICS FOR TEACHING MODULE 1

Course Topic	Frequencies for Degrees of Importance					(N)
	Essential		Nice to Have		Unimportant	
	1	2	3	4	5	Totals
1. Private Enterprise System						
Executives	62*	14	7	3	0	86
Instructors	56	71*	39	8	7	181
2. Alternative Economic Systems						
Executives	18	28	33*	6	3	88
Instructors	67	71*	39	8	7	192
3. Social Responsibility and Business						
Executives	20	32*	30	5	2	89
Instructors	78	57*	43	9	1	188
4. Forms of Business Ownership						
Executives	29	37*	12	7	0	85
Instructors	133*	35	15	3	1	187

*Mode

TABLE V

COMPARISON OF COURSE TOPIC RATINGS FOR TEACHING MODULE 1 BY EXECUTIVES AND INSTRUCTORS WITH CUMULATIVE FREQUENCIES AND PROPORTIONS

	Importance of Coverage					
	Essential		Nice to Have		Unimportant	(N)
	1	2	3	4	5	Totals
			1. Private Enterprise System			
Executives	62	14	7	3	0	N_1=86
Instructors	56	71	39	8	7	N_2=181
Cumulative Executives	62/86	76/86	83/86	86/86	86/86	
	(.720)	(.883)	(.965)	(1.000)	(1.000)	
Cumulative Instructors	56/181	127/181	166/181	174/181	181/181	
	(.309)	(.701)	(.917)	(.961)	(1.000)	
Critical D .1768						
Observed D .411*						
			2. Alternative Economic Systems			
Executives	18	28	33	6	3	N_1=88
Instructors	67	71	39	8	7	N_2=192
Cumulative Executives	18/88	46/88	79/88	85/88	88/88	
	(.204)	(.522)	(.897)	(.965)	(1.000)	
Cumulative Instructors	67/192	138/192	177/192	185/192	192/192	
	(.349)	(.719)	(.922)	(.964)	(1.000)	
Critical D .175						
Observed D .197*						

TABLE V (continued)

	Importance of Coverage					
	Essential		Nice to Have		Unimportant	(N)
	1	2	3	4	5	Totals
3. Social Responsibility and Business						
Executives	20	32	30	5	2	N_1=89
Instructors	78	57	43	9	1	N_2=188
Cumulative Executives	20/89	52/89	82/89	87/89	89/89	
	(.225)	(.548)	(.921)	(.978)	(1.000)	
Cumulative Instructors	78/188	135/188	178/188	187/188	188/188	
	(.415)	(.718)	(.947)	(.995)	(1.000)	
Critical D .175						
Observed D .190*						
4. Forms of Business Ownership						
Executives	29	37	12	7	0	N_1=85
Instructors	133	35	15	3	1	N_2=187
Cumulative Executives	29/85	66/85	78/85	85/85	85/85	
	(.341)	(.776)	(.918)	(1.000)	(1.000)	
Cumulative Instructors	133/187	168/187	183/187	186/187	187/187	
	(.711)	(.898)	(.979)	(.995)	(1.000)	
Critical D .178						
Observed D .370*						

*Significant at .05 level.

frequencies and proportions for course topic 1, Private Enterprise System. The observed D value of .411 was significant at the .05 level, indicating differences in degree of importance attached to the topic by executives and instructors.

Table VI reveals that 72.0 percent of executives assigned the highest rating of 1.0 (essential) to this topic which ranked number one out of the 27 topics; 30.9 percent of instructors assigned a rating of 1.0, which ranked number 22 out of the 27 topics.

Course Topic 2

The data for course topic 2, Alternative Economic Systems, shown in Table IV revealed that the mode importance score for executives was 3.0 (nice-to-have); the mode importance score for instructors was 2.0 (rating positioned between essential and nice-to-have). The observed D value .197 as shown in Table V, was significant at the .05 level, indicating differences in degree of importance attached to the topic by executives and instructors.

Table VI reveals that 20.4 percent of executives assigned the highest rating of 1.0 (essential) to this topic which ranked number 23 out of the 27 topics; 34.0 percent of instructors assigned a rating of 1.0, which ranked number 19 out of the 27 topics.

Course Topic 3

The data for course topic 3, Social Responsibility and Business, shown in Table IV revealed the mode importance score for executives was 2.0 (the rating positioned between essential and

TABLE VI

COMPARISON OF COURSE TOPICS WHICH RECEIVED THE HIGHEST RATING OF 1.0 (ESSENTIAL) BY EXECUTIVES AND INSTRUCTORS

Course Topic	Percent of Executives Rating Essential (1) to Cover	Rank According to Executives (1 to 27)	Percent of Instructors Rating Essential (1) to Cover	Rank According to Instructors (1 to 27)
Private Enterprise System	.720	1	.309	22
Human Relations, Motivational Theories, and Styles of Leadership	.558	2	.557	5
Marketing: Strategies, Characteristics, Product Life Cycle	.535	3	.688	2
Employee Selection, Training, Compensation, and Evaluation	.517	4	.50	11
The Role of Computers	.465	5	.511	8
The Role of Accounting	.430	6	.525	7
Functions and Theories of Management	.429	7	.581	4
Money and the U.S. Banking System	.419	8	.591	3
Long and Short-Term Financing	.412	9	.505	9
Labor-Management Relations	.402	10	.432	14
Prices and Pricing Strategy	.372	11	.393	16
Management Information Systems and Statistics	.356	12	.231	25
Forms of Business Ownership	.341	13	.711	1
Marketing Channels: Wholesaling, Retailing, and Physical Distribution	.337	14	.548	6
Business and Government	.305	15	.368	18
Careers in Business	.253	16	.310	21

TABLE VI (continued)

Course Topic	Percent of Executives Rating Essential (1) to Cover	Rank According to Executives (1 to 27)	Percent of Instructors Rating Essential (1) to Cover	Rank According to Instructors (1 to 27)
Production Management	.233	17	.206	26
Promotional Strategy: Advertising and Sales	.230	18	.503	10
Business and Our Legal System	.226	19	.342	20
Social Responsibility and Business	.225	20	.415	15
Organizational Structure	.214	21	.487	12
International Business	.210	22	.250	24
Alternative Economic Systems	.204	23	.349	19
The Securities Market	.188	24	.392	17
Business Research and Sources of Information	.179	25	.128	27
Risk Management and Insurance	.106	26	.295	23
Small Business and Franchising	.081	27	.459	13

nice-to-have); the mode importance score for instructors was 1.0 (essential). The observed D value of .190 as shown in Table V, was significant at the .05 level, indicating differences in degree of importance attached to the topic by executives and instructors.

Table VI reveals that 22.5 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 20 out of 27 topics; 41.5 percent of instructors assigned a rating of 1.0, which ranked number 15 out of the 27 topics.

Course Topic 4

The data for course topic 4, Forms of Business Ownership, shown in Table IV revealed the mode importance score for executives was 2.0 (the importance rating between essential and nice-to-have); the mode importance score for instructors was 1.0 (essential). Table V reveals that the observed D value of .370 was significant at the .05 level, indicating differences in degree of importance attached to the topic by executives and instructors.

Table VI shows that 34.1 percent of executives assigned the highest rating of 1.0 (essential) to the topic. This resulted in a ranking of number 13 out of 27 topics; 71.1 percent of instructors assigned a rating of 1.0 which ranked number one out of the 27 topics.

Course Topic 5

The data for course topic 5, Functions and Theories of Management, shown in Table VII revealed the mode importance score for executives was 1.0 (essential); the mode importance score for

TABLE VII

FREQUENCIES FOR EACH DEGREE OF IMPORTANCE RATING AS REPORTED BY EXECUTIVES AND INSTRUCTORS FOR INTRODUCTION TO BUSINESS COURSE TOPICS FOR TEACHING MODULE 2

Course Topic	Frequencies for Degrees of Importance					(N)
	Essential		Nice to Have		Unimportant	
	1	2	3	4	5	Totals
5. Functions and Theories of Management						
Executives	36*	30	14	4	0	84
Instructors	108*	54	18	6	0	186
6. Organizational Structure						
Executives	18	38*	23	4	1	84
Instructors	91*	65	22	9	0	187
7. Human Relations, Motivational Theories and Styles of Leadership						
Executives	48*	23	12	2	1	86
Instructors	102*	53	22	5	1	183

*Mode

instructors was also 1.0. The observed D value of .152 as shown in Table VIII, indicated that there was no significant difference between the two groups regarding degree of importance assigned to this topic.

Table VI reveals that 42.9 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number seven out of 27 topics; 58.1 percent of instructors assigned a rating of 1.0, which ranked number four out of the 27 topics.

Course Topic 6

Table VII reflects that for course topic 6, Organizational Structure, the mode importance score for executives was 2.0 (rating between essential and nice-to-have); the mode importance score for instructors was 1.0 (essential). Table VIII reveals that the observed D value of .273 was significant at the .05 level, indicating differences in degree of importance attached to the topic by executives and instructors.

Table VI shows that 21.4 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 21 out of 27 topics; 48.7 percent of instructors assigned a rating of 1.0, which ranked number 12 out of the 27 topics.

Course Topic 7

The data for course topic 7, Human Relations, Motivational Theories and Styles of Leadership, shown in Table VII revealed the

TABLE VIII

COMPARISON OF COURSE TOPIC RATINGS FOR TEACHING MODULE 2 BY EXECUTIVES AND INSTRUCTORS WITH CUMULATIVE FREQUENCIES AND PROPORTIONS

	Importance of Coverage					
	Essential		Nice to Have		Unimportant	(N)
	1	2	3	4	5	Totals
5. Functions and Theories of Management						
Executives	36	30	14	4	0	N_1=84
Instructors	108	54	18	6	0	N_2=186
Cumulative Executives	36/84 (.429)	66/84 (.786)	80/84 (.952)	84/84 (1.000)	84/84 (1.000)	
Cumulative Instructors	108/186 (.581)	162/186 (.871)	180/186 (.968)	186/186 (1.000)	186/186 (1.000)	
Critical D .179						
Observed D .152						
6. Organizational Structure						
Executives	18	38	23	4	1	N_1=84
Instructors	91	65	22	9	0	N_2=187
Cumulative Executives	18/84 (.214	56/84 (.667)	79/84 (.940)	83/84 (.988)	84/84 (1.000)	
Cumulative Instructors	91/187 (.487)	156/187 (.834)	178/187 (.952)	187/187 (1.000)	187/187 (1.000)	
Critical D .179						
Observed D .273*						

TABLE VIII (continued)

	Importance of Coverage					
	Essential		Nice to Have		Unimportant	(N)
	1	2	3	4	5	Totals
7. Human Relations, Motivational Theories and Styles of Leadership						
Executives	48	23	12	2	1	N_1=86
Instructors	102	53	22	5	1	N_2=183
Cumulative Executives	48	71	83	85	86	
	86	86	86	86	86	
	(.558)	(.826)	(.965)	(.988)	(1.000)	
Cumulative Instructors	102	155	177	182	183	
	183	183	183	183	183	
	(.557)	(.847)	(.967)	(.995)	(1.000)	
Critical D .178						
Observed D .021						

*Significant at .05 level.

mode importance score for executives was 1.0 (essential); the mode importance score for instructors was also 1.0. The observed D value of .021 as shown in Table VIII, indicated that there was no significant difference between the two groups regarding degree of importance assigned to this topic.

Table VI reveals that 55.8 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number two out of 27 topics; 55.7 percent of instructors assigned a rating of 1.0, which ranked number five out of the 27 topics.

Course Topic 8

Table IX reflects that for course topic 8, Employee Selection, Training, Compensation and Evaluation, the mode importance score for executives was 1.0 (essential); the mode importance score for instructors was also 1.0. The observed D value of .023 as shown in Table X, indicated that there were no significant differences between the two groups regarding degrees of importance assigned to this topic.

Table VI shows that 51.7 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number four out of 27 topics; 50.0 percent of instructors assigned a rating of 1.0, which ranked number 11 out of the 27 topics.

TABLE IX

FREQUENCIES FOR EACH DEGREE OF IMPORTANCE RATING AS REPORTED BY EXECUTIVES AND INSTRUCTORS FOR INTRODUCTION TO BUSINESS COURSE TOPICS FOR TEACHING MODULE 3

Course Topic	Frequencies for Degrees of Importance					(N)
	Essential		Nice to Have		Unimportant	
	1	2	3	4	5	Totals
8. Employee Selection, Training, Compensation, and Evaluation						
Executives	46*	29	9	5	0	89
Instructors	92*	65	21	4	2	184
9. Labor-Management Relations						
Executives	35*	30	17	4	1	87
Instructors	80*	69	27	7	2	185
10. Production Management						
Executives	20	37*	25	3	1	86
Instructors	37	59	63*	20	1	180

*Mode

TABLE X

COMPARISON OF COURSE TOPIC RATINGS FOR TEACHING MODULE 3 BY EXECUTIVES AND INSTRUCTORS WITH CUMULATIVE FREQUENCIES AND PROPORTIONS

	Importance of Coverage					
	Essential		Nice to Have		Unimportant	(N)
	1	2	3	4	5	Totals
8. Employee Selection, Training, Compensation and Evaluation						
Executives	46	29	9	5	0	N_1=89
Instructors	92	65	32	4	2	N_2=184
Cumulative Executives	46/89 (.517)	75/89 (.843)	84/89 (.944)	89/89 (1.000)	89/89 (1.000)	
Cumulative Instructors	92/184 (.50)	157/184 (.853)	178/184 (.967)	182/184 (.989)	184/184 (1.000)	
Critical D .176						
Observed D .023						
9. Labor-Management Relations						
Executives	35	30	17	4	1	N_1=87
Instructors	80	69	27	7	1	N_2=185
Cumulative Executives	35/87 (.402)	65/87 (.747)	82/87 (.943)	86/87 (.989)	87/87 (1.000)	
Cumulative Instructors	80/185 (.432)	149/185 (.805)	176/185 (.951)	183/185 (.989)	185/185 (1.000)	
Critical D .177						
Observed D .058						

TABLE X (continued)

	Importance of Coverage					(N)
	Essential		Nice to Have		Unimportant	
	1	2	3	4	5	Totals
		10. Production Management				
Executives	20	37	25	3	1	N_1=86
Instructors	37	59	63	20	1	N_2=180
Cumulative Executives	20	57	82	85	86	
	86	86	86	86	86	
	(.233)	(.663)	(.953)	(.988)	(1.000)	
Cumulative Instructors	37	96	159	179	180	
	180	180	180	180	180	
Critical D .178						
Observed D .130						

*Significant at .05 level.

Course Topic 9

The data for course topic 9, Labor-Management Relations, shown in Table IX revealed the mode importance score for executives was 1.0 (essential); the mode importance score for instructors was also 1.0. The observed D value of .021 as shown in Table X, indicated that there was no significant difference between the two groups regarding degree of importance assigned to this topic.

Table VI reveals that 40.2 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 10 out of 27 topics; 43.2 percent of instructors assigned a rating of 1.0, which ranked number 14 out of the 27 topics.

Course Topic 10

Table IX reveals that for course topic 10, Production Management, the mode importance score for executives was 2.0 (rating positioned between essential and nice-to-have); the mode importance score for instructors was 3.0 (nice-to-have). The observed D value of .130 as shown in Table X indicated that there was no significant difference between the two groups regarding degree of importance assigned to this topic.

Table VI shows that 23.3 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 17 out of 27 topics; 20.6 percent of instructors assigned a rating of 1.0, which ranked number 16 out of the 27 topics.

Course Topic 11

The data for course topic 11, Marketing: Strategies, Characteristics, Product Life Cycle, shown in Table XI revealed the mode importance score for executives was 1.0 (essential); the mode importance score for instructors was also 1.0. The observed D value of .133 as shown in Table XII, indicated that there was no significant difference between the two groups regarding degree of importance assigned to this topic.

Table VI revealed that 53.5 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number three out of 27 topics; 68.8 percent of instructors assigned a rating of 1.0, which ranked number two out of the 27 topics.

Course Topic 12

Table XI reveals that for course topic 12, Marketing Channels: Wholesaling, Retailing and Physical Distribution, the mode importance score for executives was 2.0 (rating positioned between essential and nice-to-have); the mode importance score for instructors was 1.0 (essential). The observed D value of .211 as shown in Table XII, was significant at the .05 level, indicating differences in the degree of importance attached to the topic by executives and instructors.

Table VI shows that 33.7 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 14 out of 27 topics; 54.8 percent of instructors

TABLE XI

FREQUENCIES FOR EACH DEGREE OF IMPORTANCE RATING AS REPORTED BY EXECUTIVES AND INSTRUCTORS FOR INTRODUCTION TO BUSINESS COURSE TOPICS FOR TEACHING MODULE 4

Course Topic	Frequencies for Degrees of Importance: Essential 1	2	Nice to Have 3	4	Unimportant 5	(N) Totals
11. Marketing: Strategies, Characteristics, Product Life Cycle						
Executives	46*	30	9	1	0	86
Instructors	125*	43	13	3	3	187
12. Marketing Channels: Wholesaling, Retailing and Physical Distribution						
Executives	29	31*	22	4	0	86
Instructors	102*	56	20	6	2	186
13. Promotional Strategy: Advertising, Sales						
Executives	20	31*	31	5	0	87
Instructors	93*	57	30	3	2	185
14. Prices and Pricing Strategy						
Executives	32*	32	14	7	1	86
Instructors	72*	63	40	6	2	183

*Mode

TABLE XII

COMPARISON OF COURSE TOPIC RATINGS FOR TEACHING MODULE 4 BY EXECUTIVES AND INSTRUCTORS WITH CUMULATIVE FREQUENCIES AND PROPORTIONS

	Importance of Coverage					
	Essential		Nice to Have		Unimportant	(N)
	1	2	3	4	5	Totals
11. Marketing: Strategies, Characteristics, Product Life Cycle						
Executives	46	30	9	1	0	N_1=86
Instructors	125	43	13	3	3	N_2=187
Cumulative Executives	46/86 (.535)	76/86 (.884)	85/86 (.988)	86/86 (1.000)	86/86 (1.000)	
Cumulative Instructors	125/187 (.688)	168/187 (.898)	181/187 (.968)	184/187 (.984)	187/187 (1.000)	
Critical D .177						
Observed D .133						
12. Marketing Channels: Wholesaling, Retailing and Physical Distribution						
Executives	29	31	22	4	0	N_1=86
Instructors	102	56	20	6	2	N_2=186
Cumulative Executives	29/86 (.337)	60/86 (.698)	82/86 (.953)	86/86 (1.000)	86/86 (1.000)	
Cumulative Instructors	102/186 (.548)	158/186 (.849)	178/186 (.957)	184/186 (.989)	186/186 (1.000)	
Critical D .178						
Observed D .211*						

TABLE XII (continued)

	Importance of Coverage					
	Essential		Nice to Have		Unimportant	(N)
	1	2	3	4	5	Totals
13. Promotional Strategy: Advertising, Sales						
Executives	20	31	31	5	0	N_1=87
Instructors	93	57	30	3	2	N_2=185
Cumulative Executives	20	52	62	87	87	
	87	87	87	87	87	
	(.230)	(.587)	(.943)	(1.000)	(1.000)	
Cumulative Instructors	93	150	180	183	185	
	185	185	185	185	185	
	(.503)	(.811)	(.973)	(.989)	(1.000)	
Critical D .177						
Observed D .273*						
14. Prices and Pricing Strategy						
Executives	32	32	14	7	1	N_1=86
Instructors	72	63	40	6	2	N_2=183
Cumulative Executives	32	64	78	85	86	
	86	86	86	86	86	
	(.372)	(.744)	(.907)	(.988)	(1.000)	
Cumulative Instructors	72	135	175	181	183	
	183	183	183	183	183	
	(.393)	(.738)	(.956)	(.989)	(1.000)	
Critical D .178						
Observed D .049						

*Significant at .05 level.

assigned a rating of 1.0, which ranked number six out of the 27 topics.

Course Topic 13

The data for course topic 13, Promotional Strategy: Advertising, Sales, shown in Table XI revealed the mode importance score for executives was 2.0 (rating between essential and nice-to-have); the mode importance score for instructors was 1.0 (essential). The observed D value of .273 as shown in Table XII was significant at the .05 level, indicating differences in the degree of importance attached to the topic by executives and instructors.

Table VI shows that 23.0 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 18 out of 27 topics; 50.3 percent of instructors assigned a rating of 1.0, which ranked number 10 out of the 27 topics.

Course Topic 14

Table XI reveals that for course topic 14, Prices and Pricing Strategy, the mode importance score for executives was 1.0 (essential); the mode importance score for instructors was also 1.0 (essential). The observed D value of .049 as shown in Table XII, indicated that there was no significant difference between the two groups regarding degree of importance assigned to this topic.

Table VI shows that 37.2 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 11 out of 27 topics; 39.3 percent of instructors assigned a rating of 1.0, which ranked number 16 out of the 27 topics.

Course Topic 15

The data for course topic 15, Money and the U.S. Banking System, shown in Table XIII revealed the mode importance score for executives was 1.0 (essential); the mode importance score for instructors was also 1.0. The observed D value of .172 as shown in Table XIV, indicated that there was no significant difference between the two groups regarding degree of importance assigned to this topic.

Table VI shows that 41.9 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number eight out of 27 topics; 59.1 percent of instructors assigned a rating of 1.0, which ranked number three out of the 27 topics.

Course Topic 16

Table XIII reveals that for course topic 16, Long and Short-Term Financing, the mode importance score for executives was 2.0 (rating between essential and nice-to-have); the mode importance score for instructors was 1.0 (essential). The observed D value of .093 as shown in Table XIV, indicated that there was no significant difference between the two groups regarding degree of importance assigned to this topic.

Table VI shows that 41.2 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number nine out of 27 topics; 50.5 percent of instructors assigned a rating of 1.0, which also ranked number nine out of the 27 topics.

TABLE XIII

FREQUENCIES FOR EACH DEGREE OF IMPORTANCE RATING AS REPORTED BY EXECUTIVES AND INSTRUCTORS FOR INTRODUCTION TO BUSINESS COURSE TOPICS FOR TEACHING MODULE 5

Course Topic	Frequencies for Degrees of Importance					(N)
	Essential		Nice to Have		Unimportant	
	1	2	3	4	5	Totals
15. Money and the U.S. Banking System						
Executives	36*	28	18	4	0	86
Instructors	110*	42	27	5	2	186
16. Long and Short-Term Financing						
Executives	35	39*	8	3	0	85
Instructors	96*	63	28	2	1	190
17. The Securities Market						
Executives	16	26	32*	9	2	85
Instructors	73*	55	48	9	1	186
18. Risk Management and Insurance						
Executives	9	35*	31	10	0	85
Instructors	56	73*	40	16	5	190

*Mode

TABLE XIV

COMPARISON OF COURSE TOPIC RATINGS FOR TEACHING MODULE 5 BY EXECUTIVES AND INSTRUCTORS WITH CUMULATIVE FREQUENCIES AND PROPORTIONS

	Importance of Coverage					
	Essential		Nice to Have		Unimportant	(N)
	1	2	3	4	5	Totals
15. Money and the U.S. Banking System						
Executives	36	28	18	4	0	N_1=86
Instructors	110	42	27	5	2	N_2=186
Cumulative Executives	36/86 (.419)	64/86 (.744)	82/86 (.953)	86/86 (1.000)	86/86 (1.000)	
Cumulative Instructors	110/186 (.591)	152/186 (.817)	179/186 (.952)	184/186 (.989)	186/186 (1.000)	
Critical D .178						
Observed D .172						
16. Long and Shot-Term Financing						
Executives	35	39	8	3	0	N_1=85
Instructors	96	63	28	2	1	N_2=190
Cumulative Executives	35/85 (.412)	74/85 (.871)	82/85 (.965)	85/85 (1.000)	85/85 (1.000)	
Cumulative Instructors	96/190 (.505)	159/190 (.837)	187/190 (.984)	189/190 (.995)	190/190 (1.000)	
Critical D .177						
Observed D .093						

TABLE XIV (continued)

	Importance of Coverage					
	Essential		Nice to Have		Unimportant	(N)
	1	2	3	4	5	Totals
			17. The Securities Market			
Executives	16	26	32	9	2	N_1=85
Instructors	73	55	48	9	1	N_2=186
Cumulative Executives	16/85 (.188)	42/85 (.494)	74/85 (.871)	83/85 (.976)	85/85 (1.000)	
Cumulative Instructors	73/186 (.392)	128/186 (.688)	176/186 (.946)	185/186 (.995)	186/186 (1.000)	
Critical D .178						
Observed D .204*						
			18. Risk Management and Insurance			
Executives	9	35	31	10	0	N_1=85
Instructors	56	73	50	17	5	N_2=190
Cumulative Executives	9/85 (.106)	44/85 (.518)	75/85 (.882)	85/85 (1.000)	85/85 (1.000)	
Cumulative Instructors	56/190 (.295)	129/190 (.679)	169/190 (.890)	185/190 (.974)	190/190 (1.000)	
Critical D .177						
Observed D .189*						

*Significant at .05 level.

Course Topic 17

The data for course topic 17, The Securities Market, shown in Table XIII revealed the mode importance score for executives was 3.0 (nice-to-have); the mode importance score for instructors was 1.0 (essential). The observed D value of .204 as shown in Table XIV, was significant at the .05 level, indicating differences in the degree of importance attached to the topic by executives and instructors.

Table VI shows that 18.8 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 24 out of 27 topics; 39.2 percent of instructors assigned a rating of 1.0, which ranked number 17 out of the 27 topics.

Course Topic 18

Table XIII reveals that for course topic 18, Risk Management and Insurance, the mode importance score for executives was 2.0 (rating between essential and nice-to-have); the mode importance score for instructors was 2.0. The observed D value of .189 as shown in Table XIV was significant at the .05 level, indicating differences in the degree of importance attached to the topic by executives and instructors.

Table VI shows that 10.6 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 26 out of 27 topics; 29.5 percent of instructors assigned a rating of 1.0, which ranked number 23 out of the 27 topics.

Course Topic 19

The data for course topic 19, The Role of Accounting, shown in Table XV revealed the mode importance score for executives was 1.0 (essential); the mode importance score for instructors was also 1.0. The observed D value of .095 as shown in Table XVI, indicated that there was no significant difference between the two groups regarding degree of importance assigned to this topic.

Table VI shows that 43.0 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number six out of 27 topics; 52.5 percent of instructors assigned a rating of 1.0, which ranked number seven out of the 27 topics.

Course Topic 20

Table XV reveals that for course topic 20, The Role of Computers, the mode importance score for executives was 1.0 (essential); the mode importance score for instructors was also 1.0. The observed D value of .046 as shown in Table XVI, indicated that there was no significant difference between the two groups regarding degree of importance assigned to this topic.

Table VI shows that 46.5 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number five out of 27 topics; 51.1 percent of instructors assigned a rating of 1.0, which ranked number eight out of the 27 topics.

TABLE XV

FREQUENCIES FOR EACH DEGREE OF IMPORTANCE RATING AS REPORTED BY EXECUTIVES AND INSTRUCTORS FOR INTRODUCTION TO BUSINESS COURSE TOPICS FOR TEACHING MODULE 6

Course Topic	Frequencies for Degrees of Importance					(N)
	Essential		Nice to Have		Unimportant	
	1	2	3	4	5	Totals
19. The Role of Accounting						
Executives	37*	33	14	2	0	86
Instructors	96*	50	33	3	1	183
20. The Role of Computers						
Executives	40*	32	12	1	1	86
Instructors	95*	62	24	4	1	186
21. Management Information Systems and Statistics						
Executives	34	39*	14	1	2	87
Instructors	43	70*	57	14	2	186

*Mode

TABLE XVI

COMPARISON OF COURSE TOPIC RATINGS FOR TEACHING MODULE 6 BY EXECUTIVES AND INSTRUCTORS WITH CUMULATIVE FREQUENCIES AND PROPORTIONS

	Importance of Coverage					
	Essential		Nice to Have		Unimportant	(N)
	1	2	3	4	5	Totals
			19. The Role of Accounting			
Executives	37	33	14	2	0	N_1=86
Instructors	96	50	33	3	1	N_2=183
Cumulative Executives	37	70	84	86	86	
	86	86	86	86	86	
	(.430)	(.814)	(.977)	(1.000)	(1.000)	
Cumulative Instructors	96	146	179	182	183	
	183	183	183	183	183	
	(.525)	(.798)	(.978)	(.995)	(1.000)	
Critical D .178						
Observed D .095						
			20. The Role of Computers			
Executives	40	32	12	1	1	N_1=86
Instructors	95	62	24	4	1	N_2=186
Cumulative Executives	40	72	84	85	86	
	86	86	86	86	86	
	(.465)	(.837)	(.997)	(.988)	(1.000)	
Cumulative Instructors	95	157	181	185	186	
	186	186	186	186	186	
	(.511)	(.844)	(.973)	(.995)	(1.000)	
Critical D .178						
Observed D .046						

TABLE XVI (continued)

	Importance of Coverage					
	Essential		Nice to Have		Unimportant	(N)
	1	2	3	4	5	Totals
21. Management Information Systems and Statistics						
Executives	34	39	14	1	2	N_1=87
Instructors	43	70	57	14	2	N_2=186
Cumulative Executives	31/87 (.356)	70/87 (.805)	84/87 (.966)	85/87 (.977)	87/87 (1.000)	
Cumulative Instructors	43/186 (.231)	113/186 (.607)	170/186 (.914)	184/186 (.989)	186/186 (1.000)	
Critical D .177						
Observed D .198*						

*Significant at .05 level.

Course Topic 21

The data for course topic 21, Management Information Systems and Statistics, shown in Table XV revealed the mode importance score for executives was 2.0 (rating between essential and nice-to-have); the mode importance score for instructors was also 2.0. The observed D value of .198 as shown in Table XVI, was significant at the .05 level, indicating differences in the degree of importance attached to the topic by executives and instructors.

Table VI shows that 35.6 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 12 out of 27 topics; 23.1 percent of instructors assigned a rating of 1.0, which ranked number 25 out of the 27 topics.

Course Topic 22

Table XVII reveals that for course topic 22, International Business, the mode importance score for executives was 3.0 (nice-to-have); the mode importance score for instructors was 3.0. The observed D value of .042 as shown in Table XVIII, indicated that there was no significant difference between the two groups regarding degree of importance assigned to this topic.

Table VI shows that 21.0 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 22 out of 27 topics; 25.0 percent of instructors assigned a rating of 1.0, which ranked number 24 out of the 27 topics.

TABLE XVII

FREQUENCIES FOR EACH DEGREE OF IMPORTANCE RATING AS REPORTED BY EXECUTIVES AND INSTRUCTORS FOR INTRODUCTION TO BUSINESS COURSE TOPICS FOR TEACHING MODULE 7

Course Topic	Frequencies for Degrees of Importance					(N)
	Essential		Nice to Have		Unimportant	
	1	2	3	4	5	Totals
22. International Business						
Executives	17	21	32*	9	2	81
Instructors	45	47	66&	17	5	180
23. Small Business and Franchising						
Executives	7	17	44*	11	7	86
Instructors	85*	69	27	2	2	185
24. Business and Our Legal System						
Executives	19	40*	18	6	1	84
Instructors	63	86*	29	2	4	184
25. Careers in Business						
Executives	21	21	28*	12	1	83
Instructors	57	47	64*	13	3	184
26. Business and Government						
Executives	25	28*	26	2	1	82
Instructors	67	72*	37	5	1	182
27. Business Research and Sources of Information						
Executives	14	22	34*	6	2	78
Instructors	22	55	70*	19	6	172

*Mode

TABLE XVIII

COMPARISON OF COURSE TOPIC RATINGS FOR TEACHING MODULE 7 BY EXECUTIVES AND INSTRUCTORS WITH CUMULATIVE FREQUENCIES AND PROPORTIONS

	Importance of Coverage					
	Essential		Nice to Have		Unimportant	(N)
	1	2	3	4	5	Totals
		22. International Business				
Executives	17	21	32	9	2	N_1=81
Instructors	45	47	66	17	5	N_2=180
Cumulative Executives	17/81 (.210)	38/81 (.469)	70/81 (.864)	79/81 .975)	81/81 (1.000)	
Cumulative Instructors	45/180 (.250)	92/180 (.511)	158/180 (.878)	175/180 (.972)	180/180 (1.000)	
Critical D .182						
Observed D .042						
		23. Small Business and Franchising				
Executives	7	17	44	11	7	N_1=86
Instructors	85	69	27	2	2	N_2=185
Cumulative Executives	7/86 (.081)	24/86 (.279)	68/86 (.790)	79/86 (.919)	86/86 (1.000)	
Cumulative Instructors	85/185 (.459)	154/185 (.832)	181/185 (.978)	183/185 (.989)	185/185 (1.000)	
Critical D .177						
Observed D .553*						

TABLE XVIII (continued)

	Importance of Coverage					
	Essential		Nice to Have		Unimportant	(N)
	1	2	3	4	5	Totals
	24. Business and Our Legal System					
Executives	19	40	18	6	1	N_1=84
Instructors	63	86	29	2	4	N_2=184
Cumulative Executives	19	59	77	83	84	
	84	84	84	84	84	
	(.226)	(.702)	(.917)	(.988)	(1.000)	
Cumulative Instructors	63	149	178	180	184	
	184	184	184	184	184	
	(.342)	(.810)	(.967)	(.978)	(1.000)	
Critical D .179						
Observed D .116						
	25. Careers in Business					
Executives	21	21	28	12	1	N_1=83
Instructors	57	47	64	13	3	N_2=184
Cumulative Executives	21	42	70	82	83	
	83	83	83	83	83	
	(.253)	(.506)	(.843)	(.988)	(1.000)	
Cumulative Instructors	57	104	168	181	184	
	184	184	184	184	184	
	(.310)	(.565)	(.913)	(.984)	(1.000)	
Critical D .180						
Observed D .070						

TABLE XVIII (continued)

	Importance of Coverage					
	Essential		Nice to Have		Unimportant	(N)
	1	2	3	4	5	Totals
26. Business and Government						
Executives	25	28	26	2	1	N_1=82
Instructors	67	72	37	5	1	N_2=182
Cumulative Executives	25/82	53/82	79/82	81/82	82/82	
	(.305)	(.646)	(.963)	(.988)	(1.000)	
Cumulative Instructors	67/182	139/182	176/182	181/182	182/182	
	(.368)	(.764)	(.967)	(.995)	(1.000)	
Critical D .180						
Observed D .118						
27. Business Research and Sources of Information						
Executives	14	22	34	6	2	N_1=78
Instructors	22	55	70	19	6	N_2=172
Cumulative Executives	14/78	36/78	70/78	76/78	78/78	
	(.179)	(.462)	(.897)	(.974)	(1.000)	
Cumulative Instructors	22/172	77/172	147/172	166/172	172/172	
	(.128)	(.448)	(.855)	(.965)	(1.000)	
Critical D .185						
Observed D .051						

*Significant at .05 level.

Course Topic 23

The data for course topic 23, Small Business and Franchising, shown in Table XVII revealed the mode importance score for executives was 3.0 (nice-to-have); the mode importance score for instructors was 1.0 (essential). The observed D value of .533 as shown in Table XVIII, was significant at the .05 level, indicating differences in the degree of importance attached to the topic by executives and instructors.

Table VI shows that 8.1 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 27 out of the 27 topics; 45.9 percent of the instructors assigned a rating of 1.0, which ranked number 13 out of the 27 topics.

Course Topic 24

Table XVII reveals that for course topic 24, Business and Our Legal System, the mode importance score for exectives was 2.0 (rating between essential and nice-to-have); the mode importance score for instructors was also 2.0. The observed D value of .116 as shown in Table XVIII, indicated that there was no significant difference between the two groups regarding degree of importance assigned to this topic.

Table VI shows that 22.6 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 19 out of 27 topics; 34.2 percent of instructors assigned a rating of 1.0, which ranked number 20 out of the 27 topics.

Course Topic 25

The data for course topic 25, Careers in Business, shown in Table XVII revealed the mode importance score for executives was 3.0 (nice-to-have); the mode importance score for instructors was also 3.0. The observed D value of .070 as shown in Table XVIII, indicated that there was no significant difference between the two groups regarding degree of importance assigned to this topic.

Table VI shows that 25.3 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 16 out of 27 topics; 31.0 percent of instructors assigned a rating of 1.0, which ranked number 21 out of the 27 topics.

Course Topic 26

Table XVII reveals that for course topic 26, Business and Government, the mode importance score for executives was 2.0 (rating between essential and nice-to-have); the mode importance score for instructors was also 2.0. The observed D value of .118 as shown in Table XVIII, indicated that there was no significant difference between the two groups regarding degree of importance assigned to this topic.

Table VI shows that 30.5 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 15 out of 27 topics; 36.8 percent of instructors assigned a rating of 1.0, which ranked number 18 out of the 27 topics.

Course Topic 27

The data for course topic 27, Business Research and Sources of Information, shown in Table XVII revealed the mode importance score for executives was 3.0 (nice-to-have); the mode importance score for instructors was also 3.0. The observed D value of .051 as shown in Table XVIII, indicated that there was no significant difference between the two groups regarding degree of importance assigned to this topic.

Table VI shows that 17.9 percent of executives assigned the highest rating of 1.0 (essential) to this topic. This resulted in a ranking of number 25 out of 27 topics; 12.8 percent of instructors assigned a rating of 1.0, which ranked number 27 out of the 27 topics.

II. DATA ON TEACHING MODULES

This section presents an analysis of the data by teaching module in order of appearance on the survey instrument.

Teaching Module 1

The data for teaching module 1, Business and Its Environment, shown in Table XIX revealed the mode course coverage percentage for executives was 10 percent; the mode percentage for instructors was 20. The average percentage for executives was 16.72, as shown in Table XX; for instructors the average was 16.47 percent. The combined average percentage was 16.57.

TABLE XIX

FREQUENCIES FOR PERCENTAGE OF COURSE COVERAGE
FOR EACH TEACHING MODULE

Teaching Module	Percentage of Course Coverage											
	0	5	10	15	20	25	30	35	40	45	50	Total
1. Business and Its Environment												
Executives	1	8	26*	11	18	6	8	0	1	0	2	81
Instructors	1	5	28	39	48*	12	3	0	0	0	0	136
2. Organization and Management												
Executives	0	4	26	32	27*	2	2	0	0	0	0	62
Instructors	1	3	41	40	42*	5	3	0	0	0	0	135
3. Management of Human Resources and Production												
Executives	0	1	14	26	31*	6	1	2	0	0	0	81
Instructors	2	3	33	45	46*	3	3	0	0	0	1	136
4. Marketing Management												
Executives	1	6	22	21	23*	4	2	1	0	0	0	80
Instructors	1	2	28	44	50*	5	6	0	0	0	0	136
5. Financing a Business												
Executives	1	3	32*	22	19	2	2	0	0	0	0	81
Instructors	2	6	34	48*	47	3	0	0	0	0	0	140
6. Quantitative Tools of Management												
Executives	1	9	31*	21	14	3	0	1	0	0	0	80
Instructors	7	19	66*	32	3	0	0	0	0	0	0	127
7. Additional Dimensions												
Executives	12	24	37*	4	3	0	0	0	0	0	0	80
Instructors	19	33	51*	17	10	1	1	0	0	2	0	134

*Mode

TABLE XX

AVERAGES FOR PERCENTAGE OF COURSE COVERAGE
FOR EACH TEACHING MODULE

Teaching Module	Average Percent of Course
1. Business and its Environment	
Executives	16.72
Instructors	16.47
Combined	16.57
2. Organization and Management	
Executives	15.18
Instructors	15.41
Combined	15.32
3. Management of Human Resources and Production	
Executives	17.35
Instructors	15.85
Combined	16.41
4. Marketing Management	
Executives	15.69
Instructors	16.58
Combined	16.25
5. Financing a Business	
Executives	14.26
Instructors	15.04
Combined	14.75
6. Quantitative Tools of Management	
Executives	13.25
Instructors	10.20
Combined	11.38
7. Additional Dimensions	
Executives	7.63
Instructors	9.51
Combined	8.80

Teaching Module 2

The data for teaching module 2, Organization and Management, shown in Table XIX revealed the mode course coverage percentage for executives was 20 percent; the mode percentage for instructors was also 20 percent. As shown in Table XX, the average percentage for executives was 15.18; for instructors the average was 15.41 percent. The combined average percentage was 15.32.

Teaching Module 3

The data for teaching module 3, Management of Human Resources and Production, shown in Table XIX revealed the mode course coverage percentage for executives was 20 percent; the mode percentage for instructors was also 20 percent. As shown in Table XX, the average percentage for executives was 17.35; for instructors the average was 15.85 percent. The combined average percentage was 15.32.

Teaching Module 4

The data for teaching module 4, Marketing Management, shown in Table XIX revealed the mode course coverage percentage for executives was 20 percent; the mode percentage for instructors was also 20 percent. As shown in Table XX, the average percentage for executives was 15.69; for instructors the average was 16.58 percent. The combined average percentage was 16.25.

Teaching Module 5

The data for teaching module 5, Financing a Business, shown in Table XIX revealed the mode course coverage percentage for executives

was 10 percent; the mode percentage for instructors was 15. As shown in Table XX, the average percentage for executives was 14.26; for instructors the average was 15.04 percent. The combined average percentage was 14.75.

Teaching Module 6

The data for teaching module 6, Quantitative Tools of Management, shown in Table XIX revealed the mode course coverage percentage for executives was 10 percent; the mode percentage for instructors was also 10 percent. As shown in Table XX, the average percentage for executives was 13.25; for instructors the average was 10.20 percent. The combined average percentage was 11.38.

Teaching Module 7

The data for teaching module 7, Additional Dimensions, shown in Table XIX revealed the mode course coverage percentage for executives was 10 percent; the mode percentage for instructors was also 10 percent. As shown in Table XX, the average percentage for executives was 7.63; for instructors the average was 9.51 percent. The combined average percentage was 8.80 percent.

III. SUPPLEMENTARY DATA

Tables XXI and XXII show the additional topics which executives and instructors, respectively, included under the seven teaching modules for course coverage in Introduction to Business. The most popular additional topics for module 1 were basic economic theories,

TABLE XXI

OTHER TOPICS INCLUDED BY EXECUTIVES LISTED BY TEACHING MODULE

Module 1: Business and Its Environment
1. Cooperatives
2. World competition for markets
3. Ethics
4. History of corporations' growth
5. Economic transformations
6. Internship or other business experience
7. Realistic aspects of corporate world
8. Basic economic theories (listed three times)

Module 2: Organization and Management
1. Effective time management (listed twice)
2. Stimulating innovation
3. Organization effectiveness
4. Interpersonal relations and effective communication
5. Attitudes in getting along with others

Module 3: Management of Human Resources and Production
1. Compensation and job classification
2. Asset management
3. Role of research and development
4. Maintaining a union-free company (listed twice)
5. Employee relations (listed four times)

Module 4: Marketing Management
1. Customer relations
2. Public versus private sector marketing
3. Worldwide markets
4. Business and the media
5. Public relations and marketing (listed twice)

Module 5: Financing a Business
1. Building a business plan
2. Theory of investment
3. Corporate financing
4. Cash flow management (listed twice)
5. Currency variables
6. Views regarding the role of profit

TABLE XXI (continued)

Module 6: Quantitative Tools of Management
1. Control function
2. Shareholder value
3. Basic accounting
4. Budget forecasts and performance
5. Role of business taxes in business decisions
6. Understanding discounting and present value
7. Cash and income planning
8. How to read a balance sheet

Module 7: Additional Dimensions
1. Business writing skills
2. Presentation skills
3. Communications games
4. Computer games, case studies and simulations (listed twice)

TABLE XXII

OTHER TOPICS INCLUDED BY INSTRUCTORS LISTED BY TEACHING MODULE

Module 1: Business and Its Environment

1. Basic economic problem and cycles (listed twice)
2. Legal and political environment
3. Historical background of business, 1500 to present (listed three times)
4. Limited partnerships and investment credits
5. Work ethic
6. Why study business?
7. Factors of production and productivity
8. Business ethics

Module 2: Organization and Management

1. Characteristics of future managers
2. Process of decision-making
3. Theory Z (listed three times)
4. Basic principles of organization theory
5. Conflicts with management
6. Necessity of change

Module 3: Management of Human Resources and Production

1. Federal laws affecting employment (listed twice)
2. Unions
3. Dignity of labor
4. labor force in the year 2000 A.D.
5. Motivation methods
6. How to cummunicate in an organization

Module 4: Marketing Management

1. What is the role of price?
2. What determines price?
3. Market research (listed three times)
4. Product development
5. Product life cycles
6. Consumer laws
7. Types of retailers
8. Consumer buying habits
9. Current trends in advertising

TABLE XXII (continued)

Module 5: Financing a Business
1. The national debt
2. The Federal Reserve System (listed three times)
3. Planning a budget
4. Cash flow
5. Methods for financing new high-risk business ventures
6. Personal financial matters

Module 6: Quantitative Tools of Management
1. Applied use of computers in case projects (listed three times)
2. Importance and growth of information society
3. Industrial engineering solutions to business problems
4. Ration analysis

Module 7: Additional Dimensions
1. Future products in the year 2000 A.D.
2. Importance of developing good work habits (conscientiousness, listening and following-through
3. Future of U.S. business (listed twice)
4. Case studies, projects, stimulation games (listed three times)

problems and cycles (listed five times), and historical background of business (listed three times).

For module 2 the most popular additional topics listed were Theory Z (listed three times) and effective time management (listed twice). For module 3 the topics maintaining a union-free company (listed twice) and federal laws affecting employment (listed twice) were most frequently mentioned. The additional topics of market research (listed three times) and public relations and marketing (listed twice) were the most popular under module 4.

For module 5 the topics of cash flow management (listed twice) and the Federal Reserve System (listed three times) were the most popular. The most frequently mentioned topic for module 6 was applied use of computers in case projects (listed three times). For module 7 the topics of computer games, case studies and simulations were listed five times and the topic of future of U.S. business was listed twice.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The problem of the study was to determine the desired content emphasis of the introductory collegiate business course and design a model based on the perceptions of business executives and community college business instructors. In further defining the problem, the following four purposes were established: (1) to determine the course topics organized into teaching modules which should be included in the collegiate introductory business course; (2) to determine the degree of importance attached to those topics as perceived by a sample of business executives and business instructors; (3) to compare the degree of importance attached to those topics by business executives and business instructors; and (4) to determine what percentage of the course should be devoted to each of the teaching modules as perceived by executives and instructors. The solution to the problem required answers to the following questions:

1. What degree of importance is attached to each course topic by business executives?
2. What degree of importance is attached to each course topic by business instructors?
3. What percentage of the introductory collegiate business course should be devoted to each of the teaching modules according to executives and business instructors?

The following hypothesis was tested, using the .05 level of significance:

H_1: There are no significant differences between the degrees of importance attached to each course topic by business executives and by instructors of the collegiate introductory business course.

The following supplementary information was also sought: what additional topics not listed on the basic survey instrument do business executives and business instructors believe should be included for course coverage under each of the seven teaching modules?

The data in this chapter are based on responses by business executives and business instructors to two forms of a basic questionnaire (with identical item content) developed for this study. The questionnaire contained 27 topics organized into seven teaching modules. The population of business instructors was represented by a national sample of 266 instructors of Introduction to Business who taught in two-year postsecondary institutions with a minimum full-time enrollment of 1000 students. The respondent group consisted of 109 executives and 192 instructors, representing a return rate of 62.32 percent. Respondents were asked to select the degree of importance given to the 27 listed course topics for Introduction to Business, using a five-point Likert scale ranging from 1 (essential) to 5 (unimportant). Under each of the seven teaching modules, respondents were also asked to list other topics which were not included on the basic survey instrument.

In analyzing the data collected, computations of frequencies, percentages, and modes were completed for the 27 course topics. Frequencies, modes, and mean percentages were computed to determine the percent of course time which should be devoted to each of the seven teaching modules. The Kolmogorov-Smirnov Two-Sample Test was utilized to determine significant differences between the importance ratings of the executives and instructors for each topic; testing was at the .05 level of significance.

I. MAJOR FINDINGS

The findings for this study are presented as follows:

1. Of the 27 course topics contained in the questionnaire, business executives perceive the following topics listed in order of importance to be highly important for course coverage in Introduction to Business: Marketing: Strategies, Characteristics, Product Life Cycle, Private Enterprise System; Long and Short-Term Financing; Employee Selection, Training, Compensation and Evaluation; The Role of Computers; Human Relations, Motivational Theories and Styles of Leadership; The Role of Accounting; and Management Information Systems and Statistics.

Course topics relating to International Business, Careers in Business, The Securities Market, Business Research and Sources of Information and Small Business and Franchising are perceived as least important for course coverage by business executives.

2. Business instructors perceive the following topics listed in order of importance to be highly important for course coverage in Introduction to Business: Forms of Business Ownership; Marketing: Strategies, Characteristics, Product Life Cycle; Functions and Theories of Management; Employee Selection, Training, Compensation and Evaluation; Marketing Channels: Wholesaling, Retailing and Physical Distribution; Human Relations, Motivational Theories and Styles of Leadership; The Role of Computers; Long and Short-Term Financing; Organizational Structure; Small Business and Franchising; Money and the U.S. Banking System; Promotional Strategy: Advertising, Sales; Business and Our Legal System; Labor-Management Relations; and The Role of Accounting.

Course topics relating to International Business and Business Research and Sources of Information are perceived as least important for course coverage by business instructors.

3. Business executives and business instructors differ on the degree of importance for 11 of the 27 course topics. Executives place more emphasis on course topics related to the Private Enterprise System and Management Information Systems and Statistics than instructors.

Business instructors place more emphasis on course topics relating to Forms of Business Ownership; Marketing Channels: Wholesaling, Retailing and Physical Distribution; Promotional Strategy: Advertising, Sales; Social Responsibility and Business; Organizational

Structure; Alternative Economic Systems; The Securities Market; Risk Management and Insurance; and Small Business and Franchising.

4. Executives and business instructors feel that teaching modules containing topics related to Business and Its Environment, Organization and Management, Management of Human Resources and Production, Marketing Management and Financing a Business should receive similar course allotments of approximately 15 percent each. Teaching modules containing topics related to Quantitative Tools of Management and Additional Dimensions should receive smaller course allotments of approximately 8 to 10 percent each, according to executives and business instructors.

5. Executives and business instructors are interested in having the following additional course topics included in Introduction to Business: Historical Background of Business, Basic Economic Theories, Theory Z, Market Research, Federal Reserve System, Applied Use of Computers in Case Projects and Case Studies, and Projects/ Simulation Games.

6. The percentage of business executives from Fortune's 500 companies who either did not respond or who stated that it was against company policy to respond to questionnaires was relatively high.

II. CONCLUSIONS

Based on the findings of this study, the following conclusions were made:

1. There exists only a moderate degree of commonality among community college instructors regarding the appropriate content emphasis for the Introduction to Business course.

2. The widely-expressed concern by business executives that the free enterprise idea is losing support in the academic community is well-founded. Business instructors are not placing the necessary emphasis on this important topic in the classroom for the introductory collegiate business course.

3. Business executives appear to perceive Introduction to Business as a training course rather than an educational course.

III. RECOMMENDATIONS

1. Instructors of the collegiate Introduction to Business course should use the information from this study's findings, findings which have incorporated into a course content emphasis model contained in Table XXIII, as a reference in determining what course topics to cover and emphasize in class.

2. In an attempt to ensure that instructors of the course keep abreast of new developments in business, business division chairpersons and department heads should consider requiring and/or encouraging several faculty development activities; these involve ensuring that instructors have completed advanced courses in economics, statistics, finance, accounting, and data processing (involving both mainframe computers and microcomputers); temporarily returning to business-related jobs when possible to gain valuable

TABLE XXIII

COURSE CONTENT EMPHASIS MODEL FOR COLLEGIATE INTRODUCTION TO BUSINESS BASED ON FINDINGS OF STUDY

Teaching Module	Percent of Course	Course Topics (In Order of Importance)
1. Business and its Environment	20	Private Enterprise System Forms of Business Ownership Social Responsibility of Business Historical Development of Business Basic Economic Theories Alternative Economic System
2. Organization and Management	20	Human Relations, Motivational Theories and Styles of Leadership Functions and Theories of Management Theory Z Organizational Structure
3. Management of Human Resources and Production	15	Employee Selection, Training, Compensation and Evaluation Labor-Management Relations Production Management
4. Marketing Management	15	Marketing: Strategies, Characteristics, Product Life Cycle Marketing Channels: Wholesaling, Retailing and Physical Distribution Prices and Pricing Strategy Promotional Strategy: Advertising, Sales Market Research

TABLE XXIII (continued)

Teaching Module	Percent of Course	Course Topics (In Order of Importance)
5. Financing a Business	15	Money and the U.S. Banking System Long and Short-Term Financing The Securities Market
6. Quantitative Tools of Management	10	The Role of Computers The Role of Accounting Management Information Systems and Statistics Applied Use of Computers in Case Projects
7. Additional Dimensions	5	Business and Government Business and Our Legal System Small Business and Franchising International Business Careers in Business Business Research and Sources of Information

experience; attending conferences and seminars sponsored or co-sponsored by business and industry; and subscribing to and regularly reading important business news publications such as The Wall Street Journal and Business Week.

3. Instructors of the collegiate Introduction to Business course should increase the amount of importance given to the topic Private Enterprise System. They should ensure that students understand and appreciate how a business operates within the private enterprise system, as well as the basic rights of the private enterprise system and its resulting advantages to society as a whole.

4. Instructors should continue to cover certain topics, such as Social Responsibility of Business, Alternative Economic Systems, Small Business and Franchising, and Forms of Business Ownership, deemed important for broadening students' overall understanding of contemporary business, even though executives may have assigned low importance ratings to them.

5. Researchers performing future studies involving surveys of business and industry personnel should consider selecting a population consisting of smaller companies in order to avoid the restrictive policies which many large firms now have against personnel responding to questionnaires.

6. Given today's rapid developments in modern business technology, a follow-up study should be conducted frequently to determine the desired content emphasis of the collegiate Introduction to Business course at that time and for comparison with this study.

7. A follow-up study should be conducted to determine why differences exist between business executives and business instructors regarding the appropriate content emphasis for the collegiate Introduction to Business course.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

Bittle, Lester R., Ronald S. Burke, and R. Lawrence LaForge. Business in Action. Second Edition. New York: McGraw-Hill Co., 1984.

Boone, Louis E. and David L. Kurtz. Contemporary Business. Third Edition. Chicago: Dryden Press, 1983.

Champion, Dean J. Basic Statistics for Social Research. Second Edition. New York: Macmillan Co., 1981.

Compaine, Benjamin M. and Robert F. Litro. Business: An Introduction. First Edition. Chicago: Dryden Press, 1984.

Musselman, Vernon A. and John H. Jackson. Introduction to Modern Business. Ninth Edition. Englewood Cliffs: Prentice-Hall, Inc., 1984.

Rachman, David J. and Michael H. Mescon. Business Today. Third Edition. New York: Random House, Inc., 1982.

Rand Corporation's A Million Random Digits. First Edition. New York: The Free Press, 1955.

Siegel, Sidney. Nonparametric Statistics for the Behavior Sciences. First Edition, New York: McGraw Hill Co., 1956.

Standard and Poor's Register of Corporations, Directors and Executives. New York: Standard and Poor Co., 1980.

Steade, Richard D., James R. Lowry, and Raymond E. Glos. Business: Its Nature and Environment. Tenth Edition. Cincinnati: South-Western Publishing Co., 1984.

Yarrington, Roger, ed. 1982 Community, Junior, and Technical College Directory. Washington: American Association of Community and Junior Colleges, 1982.

Periodicals

Abrell, Ron. "Free Enterprise Education: An Idea Whose Time has Come." Journal of Business Education, May, 1981, 320-323.

Alsop, Ronald. "Capitalism 101: Programs to Teach Free Enterprise Sprout on College Campuses." Wall Street Journal, May 10, 1978, 1, 27.

Bangs, F. K. "Introduction to Business for All Business Majors." Journal of Business Education, March, 1980, 238-240.

Baxter, B. "Business Courses Vital, Executive Advise." Journalism Education, July, 1980, 42-44.

Berson, James. "Business Wants the 'Generalist'." Journal of Business Education, March, 1975, 250-52.

"Business Education: Its Status, its Potential, its Needs in the 1980's." Business Education Forum, November 1980, 3-4.

Campbell, R. F. G. "Controversy Between Education and Business." Management World, December 1978, 28-29.

Davis, R. T. "Fighting Free Enterprise Illiteracy," Management World, December , 1980, 1.

Douglas, Max. "Content Versus Coverage: A Model for Teaching Introduction to Business." Journal of Business Education, January, 1973, 165-66.

Duff, Thomas. "Now is the Time for Basic Business." Business Education Forum, May, 1977, 24-25.

Eggers, M. A. "Where Education is Losing Touch." Business Week, September 15, 1975, 16.

Finch, Alton. "Message to Business Educators: A Recommendation for Revitalizing Business Education to Revitalize America." Journal of Business Education, March, 1981, 211-215.

Fox, J. "Building Ties to the Academic Community." Chemical and Engineering News, July 14, 1980, 28-29.

Furtado, L. T. and P. G. Haines. "Entrepreneurship Education: The Time Has Come." Business Education Forum, April, 1980, 15-17.

Hofstede, G. "Businessmen and Business School Faculty: A Comparison of Value Systems." Journal of Management Studies, February, 1978, 77-87.

Inman, Thomas. "Environmentalism Instruction in Basic Business Courses." Business Education Forum, February, 1974, 43-44.

Kilpatrick, J. J. "How Our Schools Can Do a Better Job." National Business, May, 1978, 13-14.

Kilpatrick, J. J. "Why Students are Hostile to Free Enterprise." National Business, July, 1975, 11-12.

Kingstone, Brett. "Back to the Basics of Free Enterprise." Journal of Business Education, October, 1981, 1-2.

Lesly, P. "Why Economic Education is Failing." Management Review, October, 1976, 17-23.

Little, William. "A Businessman's View of Business Education." Balance Sheet, December, 1974, 160-161.

Luft, Roger. "What Does Business Expect of Our Graduates." VocEd Inside, January, 1980, 42a-42d.

Malott, R. H. "Corporate Support of Education: Some Strings Attached." Harvard Business Review, August, 1979, 2-5.

Manzer, J. P. "New Directions for Introduction to Business at the Collegiate Level." Business Education Forum, March, 1979, 23-25.

Miller, Arjay. "What the Marketplace Wants from Business Schools." Address delivered at Annual Meeting of American Association of Collegiate Schools of Business, Detroit, Michigan, May, 1969.

Moore, Jeanne. "Standard Oil Company and Business Education." Business Education Forum, Frebuary, 1974, 20-22.

Muse, William V. "If All the Business Schools in the Country Were Eliminated . . . Would Anyone Notice?," Collegiate News and Views, Spring, 1983, 1.

Nelson, Robert. "An Integrated Approach to Teaching Introduction to Business." Journal of Business Education, January, 1973, 165-66.

Nistal, Gerard. "Is Higher Education Responsive to the Needs of the Real World of Business?," Collegiate News and Views, Winter, 1979-80, 7-11.

Podell, Abraham, Jonas Falik, and Dennis Green. "The Introductory College Business Course: A New Dimension." Journal of Business Education, May, 1977, 352-55.

Schreier, James. "Drugs Should be Included in Business Education." Journal of Business Education, February, 1974, 207-208.

Shane, H. G. "What Business can Expect From Education in the 1980's." Business Horizons, August, 1979, 2-5.

Shirley, David. "Free Enterprise and The Business Student." Business Education Forum, April, 1977, 3-5.

Siegel, Rita Sue. "Letter to the Editor." Wall Street Journal, June 10, 1982, 26.

Sink, Clay. "Include the Concept of Social Responsibility in Business Courses." Business Education Forum, April, 1977, 3-5.

Stallark, John J. Margaret H. Bahniuk, and Helen Petree. "Determination, Verification, and Validation of Competencies of Administrative Office Managers." The Delta Pi Epsilon Journal, April, 1979, 1-12.

Tate, Don. "Wanted: Professional Identification for Two-Year College Business Teachers and Curricula." Journal of Business Education, February, 1977, 182.

"Teaching Teachers About Business." Management Review, April, 1979, 41.

Tonne, Herbert. "Curriculum Lag in Business Education." Journal of Business Education, April, 1974, 272-273.

Waldo, Charles. "Closing the Classroom/Business World Relevancy Gap." Journal of Business Education, April, 1975, 86.

Reap, Margaret Casey and K. W. Brown. "Perceptions: Businessmen and Business Educators." Journal of Business Education, December, 1976, 107.

Warmrod, Robert J. "The Sampling Problem in Research Design." Agricultural Education Magazine, November, 1977, 106-107, 114-115.

Unpublished Works

Bernard, Moreau. "The Development of American Collegiate Introduction to Business Textbooks Published Between 1900 and 1973." Ed.D. dissertation, University of Pittsburg, 1975.

Huckabee, Junuetta. "A Comparison of Perceptions Held by Three Significant Groups Concerning Management Training Programs in Two-Year Colleges in the United States." Ph.D. dissertation, North Texas State University, 1970.

Jennings, Myrena Sue. "A Comparison of Middle Managerial Written Business Communications Practices and Problems and Collegiate Written Business Communications Instruction." Ph.D. dissertation, Georgia State University, 1974.

Killen, K. and K. Lidstrom. "An Investigation of the Causes of Student Dropout in Introduction to Business at Cuyahoga Community College, Ohio." Graduate Thesis for Nova University, 1974.

Koorenny, Raymond. "A Study to Determine the Status and Role of Introduction to Business in the Collegiate Business Curriculum." Ed.D. dissertation, University of Houston, 1975.

Phillips, Bonnie. "The Effect of the Cloze Procedure on Content Achievement and Reading Skills in a Junior College Introduction to Business Course." Ph.D. dissertation, University of Northern Colorado, 1973.

Smith, Betty E. "Competencies in Administrative Office Management as Perceived by Office Managers and Collegiate Office Management Instructors." Ed.D. dissertation, University of Tennessee, 1979.

APPENDIXES

APPENDIX A

LETTER OF CERTIFICATION FROM DEAN OF RESEARCH EXEMPTING PROJECT FROM REVIEW BY THE COMMITTEE ON RESEARCH PARTICIPATION

THE UNIVERSITY OF TENNESSEE, KNOXVILLE
KNOXVILLE 37996-0140

OFFICE OF THE VICE CHANCELLOR FOR
GRADUATE STUDIES AND RESEARCH

March 13, 1983

Mr. Orville E. Bach, Jr.
Rt. 5, Box 381
Morristown, TN 37814

Dear Mr. Bach:

The project which you submitted entitled, "A Survey and Analysis of the Perceptions of Business Executives and Community College Business Instructors of the Desired Content Emphasis for the Introductory Collegiate Business Course," CRP #A-81, has been reviewed.

I concur with you and Dr. Matthews that this project comes within the guidelines which permit me to certify that the project is exempt from review by the Committee on Research Participation.

The responsibility of the project director includes the following:

1. Prior approval from the Dean for Research must be obtained before any changes in protocol are instituted.

2. A statement must be submitted (Form D) at 12-month intervals attesting to the current status of the project (protocol is still in effect, project is terminated, etc.)

The Committee wishes you success in your research endeavors.

Sincerely,

Marla Peterson

Marla Peterson
Dean for Research

SCW

cc: Dr. L. Evans Roth
Dr. John I. Matthews
Dr. George W. Wiegers
Randal Pierce

APPENDIX B

SAMPLE LETTER TO COMMUNITY COLLEGE PRESIDENTS

WALTERS STATE COMMUNITY COLLEGE
MORRISTOWN, TENNESSEE 37814
(615) 581-2121

BUSINESS DIVISION

May 9, 1983

Dr. Philip Speegle, President
Odessa College
Odessa, TX 79762

Dear Dr. Speegle:

I need your brief but important assistance with a survey I will be performing soon of two-year college business instructors, the results of which will become part of my dissertation for the Ed.D. in Vocational-Technical Education at the University of Tennessee. Could you please provide me with the name of one of your full-time business faculty members who regularly teaches your Introduction to Business courses. I have enclosed a stamped, self-addressed envelope for your convenience.

My research involves utilizing input from business executives and business instructors to design a content emphasis model for the introductory collegiate business course. My interest in this project stems from the expressed concern by many over the apparent lack of communication, coordination, and cooperation between the business community and instructors of post-secondary business courses.

It is my hope to help bridge this gap. Your assistance in this endeavor will be greatly appreciated.

Sincerely,

Orville E. Bach, Jr.
Assistant Professor of Business

Instructor's Name: Jack Felts

MAY
OFFICE

APPENDIX C

SAMPLE SURVEY INSTRUMENT, ACCOMPANYING SAMPLE COVER LETTER TO COMMUNITY COLLEGE BUSINESS INSTRUCTORS, AND FOLLOW-UP LETTER AND CARD

SURVEY OF BUSINESS FACULTY

The following list contains topics organized into seven teaching modules sometimes covered in the college course Introduction to Business.

The most common objectives of this course are:

1) to develop a frame of reference for further study in business,
2) to provide vocational and academic guidance,
3) to build a business vocabulary, and
4) to understand and relate business to our economic environment.

Part I. Please rank the relative importance of each topic on a scale of 1 to 5. Feel free to add any topics not included.

	Importance of Coverage				
	Essential		Nice to have		Unimportant
Module I: Business and Its Environment					
Topics: The private enterprise system	1	2	3	4	5
Alternative economic systems	1	2	3	4	5
Social responsibility and business	1	2	3	4	5
Forms of business ownership	1	2	3	4	5
Other topics (please list)	1	2	3	4	5
Module II: Organization and Management					
Topics: Functions and theories of management	1	2	3	4	5
Organizational structure	1	2	3	4	5
Human relations, motivational theories and styles of leadership	1	2	3	4	5
Other topics (please list)	1	2	3	4	5
Module III: Management of Human Resources and Production					
Topics: Employee selection, training, compensation and evaluation	1	2	3	4	5
Labor-management relations	1	2	3	4	5
Production management	1	2	3	4	5
Other topics (please list)	1	2	3	4	5
Module IV: Marketing Management					
Topics: Marketing: strategies, characteristics, product life cycle	1	2	3	4	5
Marketing channels: wholesaling, retailing, and physical distribution	1	2	3	4	5
Promotional strategy: advertising, sales	1	2	3	4	5
Prices and pricing strategy	1	2	3	4	5
Other topics (please list)	1	2	3	4	5

		Importance of Coverage			
Module V: Financing a Business	Essential		Nice to Have		Unimportant
Topics: Money and the US Banking system	1	2	3	4	5
Long- and short-term financing	1	2	3	4	5
The securities market	1	2	3	4	5
Risk management and insurance	1	2	3	4	5
Other topics (please list)	1	2	3	4	5
Module VI: Quantitative Tools of Management					
Topics: The role of accounting	1	2	3	4	5
The role of computers	1	2	3	4	5
Management information systems and statistics	1	2	3	4	5
Other topics (please list)	1	2	3	4	5
Module VII: Additional Dimensions					
Topics: International business	1	2	3	4	5
Small business and franchising	1	2	3	4	5
Business and our legal system	1	2	3	4	5
Careers in business	1	2	3	4	5
Business and government	1	2	3	4	5
Business research and sources of information	1	2	3	4	5
Other topics (please list)	1	2	3	4	5

Part II. Please indicate what percentage of the course should be devoted to each teaching module.

Module I: Business and Its Environment	_____%
Module II: Organization and Management:	_____%
Module III: Management of Human Resources and Production	_____%
Module IV: Marketing Management	_____%
Module V: Financing a Business	_____%
Module VI: Quantitative Tools of Management	_____%
Module VII: Additional Dimensions	_____%
	100%

Please use the enclosed reply envelope to return the completed survey.

WALTERS STATE COMMUNITY COLLEGE
MORRISTOWN, TENNESSEE 37814
(615) 581-2121

BUSINESS DIVISION

October 18, 1983

Professor John Balek
Business Division
Morton College
Cicero, IL 60650

Dear Professor Balek:

Your president has identified you to me as being highly qualified to participate in a brief survey designed to produce a content emphasis model for the introductory collegiate business course. A select group of business executives and post-secondary business educators are participating in this survey, the results of which will become part of my dissertation for the Ed.D. in Vocational-Technical Education at the University of Tennessee.

Please take a few minutes of your time to complete the brief survey enclosed and provide your very important input to the educational community. A stamped, self-addressed envelope is enclosed for your convenience.

Also, if you would like to receive a summary of the results of this survey, please list your name and address at the bottom of the survey form and I will be sure to send you a copy. Thanks in advance for your assistance.

Sincerely,

Orville E. Bach, Jr.
Assistant Professor of Business

OEB/rs

Enclosures (2)

WALTERS STATE COMMUNITY COLLEGE
MORRISTOWN, TENNESSEE 37814
(615) 581-2121

BUSINESS DIVISION

November 21, 1983

Dear Business Educator:

As a community college business instructor, will you please take 10-15 minutes to complete the enclosed questionnaire?

Your participation is urgently needed. A response has not yet been received to the questionnaire sent you in October. In order for the study to have implications on the national level for instruction in the collegiate introductory business course, it is very important to include your response.

In completing the questionnaire, please rank the degree of importance given each listed topic for the college course Introduction to Business, and also indicate what percentage of the course you feel should be devoted to each teaching module.

Your response will be very helpful in assessing instruction in this course. A pre-paid envelope is enclosed for your convenience.

Sincerely,

Orville E. Bach, Jr.
Assistant Professor of Business

Enclosures

FOLLOW-UP POST CARD

DON'T LEAVE YOURSELF OUT of the study on the college course Introduction to Business!

Your input will make the results of the study much more meaningful. Two questionnaires have been mailed to you previously.

PLEASE TAKE A MOMENT TO FILL IN ONE OF THEM AND RETURN TO ME WITHIN THE NEXT TWO WEEKS. Your response is urgently needed. Thanks in advance for your cooperation.

Orville E. Bach, Jr., Business Division, WSCC
Morristown, TN 37814

APPENDIX D

SAMPLE SURVEY INSTRUMENT, ACCOMPANYING SAMPLE COVER LETTER TO BUSINESS EXECUTIVES, AND FOLLOW-UP LETTER AND CARD

SURVEY OF BUSINESS EXECUTIVES

The following list contains topics organized into seven teaching modules sometimes covered in the college course Introduction to Business.

The most common objectives of this course are:

1) to develop a frame of reference for further study in business,
2) to provide vocational and academic guidance,
3) to build a business vocabulary, and
4) to understand and relate business to our economic environment.

Part I. Please rank the relative importance of each topic on a scale of 1 to 5. Feel free to add any topics not included.

	Importance of Coverage				
Module I: Business and Its Environment	Essential		Nice to have		Unimportant
Topics: The private enterprise system	1	2	3	4	5
Alternative economic systems	1	2	3	4	5
Social responsibility and business	1	2	3	4	5
Forms of business ownership	1	2	3	4	5
Other topics (please list)	1	2	3	4	5
Module II: Organization and Management					
Topics: Functions and theories of management	1	2	3	4	5
Organizational structure	1	2	3	4	5
Human relations, motivational theories and styles of leadership	1	2	3	4	5
Other topics (please list)	1	2	3	4	5
Module III: Management of Human Resources and Production					
Topics: Employee selection, training compensation and evaluation	1	2	3	4	5
Labor-management relations	1	2	3	4	5
Production management	1	2	3	4	5
Other topics (please list)	1	2	3	4	5
Module IV: Marketing Management					
Topics: Marketing: strategies, characteristics, product life cycle	1	2	3	4	5
Marketing channels: wholesaling, retailing, and physical distribution	1	2	3	4	5
Promotional strategy: advertising, sales	1	2	3	4	5
Prices and pricing strategy	1	2	3	4	5
Other topics (please list)	1	2	3	4	5

		Importance of Coverage				
Module V: Financing a Business		Essential		Nice to Have		Unimportant
Topics:	Money and the US Banking system	1	2	3	4	5
	Long- and short-term financing	1	2	3	4	5
	The securities market	1	2	3	4	5
	Risk management and insurance	1	2	3	4	5
	Other topics (please list)	1	2	3	4	5
Module VI: Quantitative Tools of Management						
Topics:	The role of accounting	1	2	3	4	5
	The role of computers	1	2	3	4	5
	Management information systems and statistics	1	2	3	4	5
	Other topics (please list)	1	2	3	4	5
Module VII: Additional Dimensions						
Topics:	International business	1	2	3	4	5
	Small business and franchising	1	2	3	4	5
	Business and our legal system	1	2	3	4	5
	Careers in business	1	2	3	4	5
	Business and government	1	2	3	4	5
	Business research and sources of information	1	2	3	4	5
	Other topics (please list)	1	2	3	4	5

Part II. Please indicate what percentage of the course should be devoted to each teaching module.

Module I: Business and Its Environment	_____%
Module II: Organization and Management:	_____%
Module III: Management of Human Resources and Production	_____%
Module IV: Marketing Management	_____%
Module V: Financing a Business	_____%
Module VI: Quantitative Tools of Management	_____%
Module VII: Additional Dimensions	_____%
	100%

Please use the enclosed reply envelope to return the completed survey.

WALTERS STATE COMMUNITY COLLEGE
MORRISTOWN, TENNESSEE 37814
(615) 581-2121

BUSINESS DIVISION

September 21, 1983

Mr. Roy A. Anderson, CEO
Lockheed Corp.
2555 Hollywood Way
Burbank, CA 91503

Dear Mr. Anderson:

I need your brief but important assistance with my project to design a content emphasis model for the introductory collegiate business course based on input from business executives.

The results of this survey will become part of my dissertation for the Ed.D. in Vocational-Technical Education at the University of Tennessee, and will be provided to business educators in post- secondary institutions throughout the nation.

There has been a concern expressed recently that collegiate business courses may often lack some of the practical and relevant content which business executives perceive as being vitally important.

Please take a few minutes of your time to complete the brief survey enclosed and provide your very meaningful input to the educational community. A stamped, self-addressed envelope is enclosed for your convenience.

Thank you in advance for your help, and I look forward to receiving your input soon.

Sincerely

Orville E. Bach, Jr.
Assistant Professor of Business

Enclosures: 2

Completed by --

Lockheed

Dr. William H. Henry, Jr.
Assistant Director-Human Resources Development
Organization and Management Development

Lockheed Corporation
P.O. Box 551
Burbank, California 91520 (213) 847-9156

WALTERS STATE COMMUNITY COLLEGE
MORRISTOWN, TENNESSEE 37814
(615) 581-2121

BUSINESS DIVISION

October 20, 1983

Dear Business Executive:

As a member of your firm's corporate staff, will you please take 10-15 minutes to complete the enclosed questionnaire?

Your participation is urgently needed. A response has not yet been received to the questionnaire sent you in September. In order for the study to have national implications, and truly reflect the perceptions of business, it is very important to include your response.

In completing the questionnaire, please rank the degree of importance given each listed topic for the college course Introduction to Business, and also indicate what percentage of the course you feel should be devoted to each teaching module.

Your response will be helpful in efforts made to provide relevant instruction in introductory collegiate business courses. A pre-paid envelope is enclosed for your convenience.

Sincerely,

Orville E. Bach, Jr.
Assistant Professor of Business

Enclosures

VITA

Orville E. Bach, Jr., was born in Montgomery, Alabama, on October 27, 1946. He was graduated from Robert E. Lee High School of Montgomery, Alabama, in June 1965. The following September he entered Auburn University, and in June 1969 he received a Bachelor of Science degree in Business Administration.

After a four-year tour of duty as an Officer in the United States Air Force, the author accepted a teaching assistantship at Auburn University, and began study toward a Master's degree in Economics. This degree was awarded in June 1976.

The author has been a professor of Business and Management at Walters State Community College at Morristown, Tennessee, for a total of eight years, and has been employed by the U.S. Department of Interior in Yellowstone National Park, Wyoming, for the past ten summer seasons.

In the fall of 1977, he began a doctoral program of study at The University of Tennessee, Knoxville. He received the Doctor of Education degree with a major in Vocational Technical Education in June 1984. Dr. Bach, his wife Margaret, and daughters Caroline and Alison reside in Morristown, Tennessee.