1974

A Study of the Educational Needs of Potential Office Managers.

Mary Nelda Hughes Spinks
Louisiana State University and Agricultural & Mechanical College

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A STUDY OF THE EDUCATIONAL NEEDS OF
POTENTIAL OFFICE MANAGERS

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Education

in
The Department of Education

by

Mary Nelda Hughes Spinks
B.S. Louisiana Tech University, 1948
M.Ed. University of Southwestern Louisiana, 1967

May, 1974
EXAMINATION AND THESIS REPORT

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Title of Thesis: A STUDY OF THE EDUCATIONAL NEEDS OF POTENTIAL OFFICE MANAGERS

Approved:

[Signatures and titles of major professor and chairman, dean of the graduate school]

EXAMINING COMMITTEE:

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ABSTRACT

The purpose of this study was to identify the educational needs of potential office managers. The study was designed to determine the criteria that educators believed should be used to evaluate programs for training potential administrative office managers, to determine the extend to which selected respondents believed that validated criteria items were necessary, and to draw conclusions which would more nearly insure that such programs meet those needs.

The study was limited to the selection of criteria considered essential in such programs. Items composed of course listings and professional experiences for potential office managers were drawn primarily from current professional literature and structured into a tentative evaluative instrument.

The instrument containing the selected items was sent to a jury consisting of twenty educators with expertise in administrative office management education in order to establish validity of each item as to its desirability or importance. A mean score was derived on each item from the responses of the jury and a pre-established minimum rating determined its validity.

A questionnaire containing the validated items was sent to a selected population of Administrative Management Society members. One hundred one individuals participated in the study. Responses were analyzed and presented in tabular form according to the number and percent.
The following conclusions were reached:

1. Certain general educational areas were rated by at least 50 percent of the respondents as necessary in administrative office management programs. Those areas, listed in descending order, were English, speech, mathematics, psychology, logic, and sociology.

2. A majority of the humanistic and behavioral studies items were rated by most of the respondents as necessary in administrative office management programs. The largest number of respondents (88.1 percent) indicated that students should be required to study current problems in administrative management.

3. All of the validated basic business training areas were rated by a majority of the respondents as necessary in administrative office management programs. Two areas most frequently indicated were accounting (95.0 percent) and business communication (93.1 percent).

4. Certain specialized areas of management were rated by most of the respondents as necessary in administrative management programs. Those areas, and the frequency of mention of each, were as follows:

<table>
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<th>Area</th>
<th>Percent</th>
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<td>Personnel management</td>
<td>93.1</td>
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5. Many of the clinical or case study experiences were felt to be necessary by a majority of the persons participating in the study. "Delegation of authority" was the most frequently indicated experience.
Of those responding, 78.2 percent indicated that students should be involved in decision making for clinical or case study experiences, and 72.3 percent felt that students should have opportunity for such experiences during each academic year.

6. Access into administrative management programs should be open to students in other programs and to para-professionals, according to a majority of the AMS respondents.

7. Consideration of employment opportunity, analysis of duties performed by businessmen, and consideration of changing business practices were reported by most of the respondents as necessary criteria for planning program developments.

8. A majority of the respondents (61.4 percent) felt that a practicum in which the student, under the supervision of a cooperating executive, assumes reasonable responsibility for executive duties was necessary in programs for training administrative office managers.

9. A supervisory role during the student's first year of work as a means used to evaluate the program and provide feedback for curriculum planning and revision was rated by more than 50 percent of the respondents as a necessity in administrative office management programs.
Chapter 1

INTRODUCTION

The need for providing educational experiences for administrative management students has been recognized for many years, and such experiences in terms of the characteristics of the professional managerial position are constantly changing. Much has been written about what the role of management is or should be. One definition is the following:

Wherever people work together, they need leaders who will organize their activities, develop guidelines and policies, distribute and safeguard property, apportion work, identify plans and goals, and provide an environment in which the efforts of their followers can materialize. In business, industrial, and government groups, leaders are classified as managers (Place, Hicks, Wilkinson, 1971:3).

In a generic sense, management is the ability to achieve desired results through the efforts of other people. Neuner and Keeling (1966:3) suggested that the function of management was to provide leadership and direction to a business organization. Stated still another way, the four basic functions of management are planning, controlling, organizing, and actuating business activities. These four fundamental functions are the distinguishing characteristics of management (Terry, 1970).

The changes which are particularly significant to office operations have altered the nature and extent of the responsibility of the office manager. These changes are inherently illustrated by the other titles by which the office executive may be known, for example, controller, director of finance and services, manager of office services, systems and procedures manager-director, treasurer, operations manager,
and administrative manager (Neuner, Keeling, 1966:2). Therefore, for the sake of clarification, compromise, and progress, these titles can be considered interchangeable. Generally, the title of office manager has enjoyed wide acceptance.

However, in some small or medium-sized firms, one person may be responsible for all or a combination of some of the office activities. As evidenced by the foregoing titles, in large companies several persons may be charged with specific areas of office operations.

Understanding the outside and relating it to business situations has long been one of the goals in the business administrative program. A growing dissatisfaction with business curricula has existed since the highly critical appraisal reports of 1959 sponsored by The Carnegie Corporation and The Ford Foundation (Boddewyn, 1970). These views considered the business curricula a poor preparation for the wide-scale and growing responsibilities of business leadership.

At the time of the reports, both business schools and business organizations showed unparalleled interest in the educational process. The business organizations were asking the question: How should businessmen be educated (Gordon, Howell, 1969:5)?

It was felt that the broad objective—to help students develop the kind of work habits and mental tools which would be of continuing value throughout their business careers—should be the same for all institutions but that the avenues the schools pursued should be many and diverse. In a fast-changing and diversified society this type of preparation for business employment would fit well with the requirements of the many types of business careers (Pierson, 1959:xii).
Approximately a decade later, Hancock and Bell (1970) suggested that while present business curricula often represented meaningful responses to deficiencies noted ten years ago, problems of significance still existed which have not kept the business curricula tuned to the needs of students and to the expectations of employers.

**Statement of the Problem**

The purpose of this study was to determine the educational needs of potential administrative office managers. The study was designed to answer the following questions: (1) What criteria do educators believe should be used to evaluate programs for training potential administrative office managers?, (2) To what extent do selected members of the Administrative Management Society (AMS) believe the validated criteria items are necessary in programs for educating potential office managers?, and (3) What conclusions can be drawn which will more nearly insure that college administrative office management programs meet the educational needs of potential office managers?

**Delimitation of the Study**

The study was limited to the selection of criteria considered essential in programs for meeting the educational needs of potential administrative office managers. The formulated and validated instrument was applied to listings of members of the Administrative Management Society in regional chapters of Area Ten.
Method of Procedure

A review of professional literature was undertaken in order to determine courses and experiences considered essential for programs for training potential administrative office managers. Policy Formulation and Administration (Smith, Christensen, Berg, 1968), Administrative Office Management (Neuner, Keeling, 1966), and related studies designed to develop evaluative criteria also were examined to obtain items which were compiled into a tentative evaluative instrument.

This instrument was sent to a group of nationally recognized educators with expertise in administrative management. These authorities were asked to respond to each item of the opinionnaire as to its relative importance to an optimum program for administrative management students. Using a point value scale, a mean score for each item was obtained. Those items having a mean of 3.5 or more were accepted as validated criteria.

To determine the extent to which Administrative Management Society members felt the validated items were necessary in programs for educating administrative office managers, a second instrument containing these items was sent to a selected population. The respondents were asked to check items which they thought were necessary for such programs. Two sections concerning training preference and trends were included to solicit "write-in" comments. The results of this questionnaire were expressed in percentages, where possible, in tabular form.

Importance of the Study

The study is important because: (1) the criteria will be useful for evaluating existing and planning new educational programs for teachers of administrative office management; (2) the study will
provide a description of the educational background and the managerial environment of selected Administrative Management Society members, but more significantly it will show the extent of importance of the criteria in programs designed to produce graduates reasonably capable of contributing to the business community; and, (3) it will be a basis for additional research.

DEFINITION OF TERMS

Administrative Management Society

The Administrative Management Society, also known as the AMS, was founded in 1919 and is an international professional organization with five divisions: Administrative services, education, personnel, systems, and advanced management (Encyclopedia of Associations, 1968).

Administrative Management

Administrative management refers to the continuing process of achieving order efficiently through intelligent decisions that govern an organization (Aurner, Wolf, 1967).

Case Study

Case study is a learning experience which confronts the student with individual cases, the diagnosis and solution of which involves the application of principles and theory. An important by-product of case study and discussion is the accumulation of information about business affairs (Smith, Christensen, Berg, 1968:xii).

Computer Simulation

Computer simulation is a business game in which each team's company is in direct competition with the companies of each of the other
student teams. The prime purpose of computer simulation is that it forces the student to actually use tools and concepts from a variety of courses in an integrated problem-solving approach (Estes, 1969).

**Practicum**

Practicum refers to a period of experience in professional practice during which the student tests and reconstructs the theory which he has evolved. In some institutions it may be a type of internship.

**Systems Approach**

The systems approach is a way of pursuing the solution of problems wherein primary attention is focused upon the totality of the problem and the interrelationships of the elements as they relate to the problem as a whole and not upon the elements of the problem (Doney, 1970).

**Word Processing**

Word processing refers to the automated approach to some familiar office routines. It has emerged as an administratively managed type of operation in which letters, lists, tabulations, and other myriad forms of copy are captured, corrected, stored, manipulated, and reused (Kleinschrod, 1971:20).

**Sources of Data**

Data used in this study were secured by means of a questionnaire submitted to a selected population of AMS members. The items in the questionnaire were submitted for validation to a jury of educators with expertise in administrative management.
ORGANIZATION OF THE STUDY

Chapter 1 furnishes an introduction to the problem, the definition of terms, sources of data, and organization of the study.

Chapter 2 provides a review of related studies and of periodical literature in administrative management programs.

Included in Chapter 3 is a discussion of the selection of the jury of educators and of the formulation and analysis of the opinionaire. The structuring of the questionnaire, the selection of the population, and the organization and presentation of the data are discussed.

Analysis of the items and presentation of the validated criteria in a usable instrument are supplied in Chapter 4. The application of the evaluative instrument to a selected population of AMS members is presented in Chapter 5. The last chapter includes the summary and conclusions.
Chapter 2

REVIEW OF THE LITERATURE

Higher education for business in America is a product essentially of the twentieth century. It stems from the response of a democratic society to the educational needs of an industrialized society. Although schools of business administration have been assimilated into the academic structure of the United States, many problems remain to be solved (Gordon, Howell, 1959:v).

Research orientations have generally been associated with needed changes. Among these changes are the characteristics of the professional managerial position. While continuous curriculum study is necessary for maintaining viable, relevant programs of education in any field, keeping the business curriculum tuned to student needs and employer expectations is especially critical (Hancock, Bell, 1970).

The purpose of this chapter is to review the studies and periodical literature which could be considered significantly basic to meeting the educational needs of potential administrative office managers. This review is divided into two major segments: Review of related studies and review of periodical literature.

REVIEW OF STUDIES

The Aberle study (1954) was concerned with how well the college business curriculum served its objectives. The information for this study was obtained from a follow-up of graduates, an analysis of
curriculum, a survey of businessmen, and a survey of business educators. Aberle concluded that: (1) Increased emphasis should be directed toward methods which would utilize the communication skills; (2) the basic business areas, especially in the fields of marketing and accounting, should continue to be emphasized; and, (3) a core of subjects in business and economics should be required of all business students with the exception of secretarial science majors. His study revealed that this core of courses should include economics, accounting, banking, business law, statistics, and marketing.

Among the studies, a significant one concerning an office management curriculum was the Ferguson study (1958). He recommended courses for an office management program. To obtain this information, Ferguson made an analysis of the duties or responsibilities of fifteen selected office managers in the National Office Management Association (NOMA). From this list of duties, thirty items were selected which were found to be common in all types of managerial positions. These items along with certain other questions which related to the educational and occupational backgrounds of the managers were developed into a questionnaire. Copies of this questionnaire were completed by members of selected chapters of NOMA.

The results of his study indicated, in order of significance, that: (1) Accounting was a highly important function of office managers; (2) correspondence responsibilities were very great; (3) competence in the operation of the adding machine, the calculator, and the typewriter was important; (4) economics appeared to be highly necessary in a management curriculum; (5) knowledge of how to handle employee grievances was highly important; and, (6) an understanding of state
and federal legislation affecting business regulations was important. Ferguson recommended courses of study according to the relative importance of the duties as indicated by the NOMA members.

In addition, the Ferguson study revealed that a college degree was a significant factor in the selection of personnel for managerial positions. The three areas of specialization which he found to be important in the educational background of managers in respective order were accounting, management, and general business.

One of the notable studies in education for business at the university and college level was *The Education of American Businessmen* conducted by Pierson and others (1959), sponsored financially by The Carnegie Corporation of New York. The authors of the study indicated that the central problem of education for business was the need to materially increase academic standards. Against this consideration, the writers found a compelling need to provide programs of diversified study so that each student might carry his developments as far as his capacity would permit him. The researchers concluded that the role of institutions other than business schools might be broadened to accommodate those students seeking simpler business skills.

Pierson and his associates reasoned that the special area of undergraduate and graduate business schools appeared to lie in the application of general knowledge and scientific methods to significant issues of business policy. The findings of this study indicated that the most promising development was increased emphasis placed upon the responsibilities of management for formulating and carrying through decisions. The importance of a broad general background and the need for college trained men in industry were documented with comments from and with studies of business leaders. One of the conclusions of the
Pierson report was that, on a number of counts, the general quality of work performed at business schools and other institutions in the business area appeared sorely deficient.

A similar study which paralleled the Pierson report was one prepared by Gordon and Howell (1959) entitled *Higher Education for Business*, sponsored by The Ford Foundation. This report proposed that collegiate education for business should educate students for an entire career and not primarily for the first job. Furthermore, it was recognized by the authors that businessmen in the decades ahead will need a high order of analytical tools, a greater degree of organizational skill, a greater capacity to deal with the external environment of business, and more of an ability to cope with rapid change. Gordon and Howell proposed that every school should keep its program under continuous study; and as needs change and knowledge accumulates, regarding what to teach and how to teach, educational programs should change accordingly.

Gordon and Howell reported that, in general, business courses could be taught with any one of three kinds of emphasis—the descriptive, the analytical, and the managerial-clinical. The report indicated that the practice in the undergraduate schools was to concentrate primarily upon a purely descriptive approach. It suggested a need to combine the analytical and the managerial-clinical approaches, although conceding that some descriptive material should not be avoided.

In acquiescence with the Pierson report, the Gordon and Howell study also found a growing emphasis on management as one of the most important curriculum developments in business education. The study indicated that this interest in management had taken two forms. First, it had become important to stress a "managerial approach" in many
courses, particularly through the use of problem-solving case studies. Second, there had been developments of a field of study called "management" or "administration."

Erickson (1971) made an investigative study of the basic components of office work to identify and analyze job components which could be considered basic to most beginning and intermediate levels of office work. His study also considered the implications of these findings for the business education curriculum.

Erickson's data showed the basic components which comprised the highest percentage of office work to be the following: (1) Communicating with others (interpersonal relations); (2) sorting, filing, and retrieving; (3) typewriting; and, (4) checking, computing, and verifying.

Erickson recommended that the business education curriculum should meet two criteria of curriculum organization: Learning and use. He concluded that the content should be sequenced in a way so as to insure the most learning in the least amount of time. In addition, he concluded that the content should be organized so as to be as practical and useful as possible to the learner in meeting the economic demands of earning a living in a technological society.

REVIEW OF PERIODICAL LITERATURE

Chen and Zane (1969) analyzed 94 college catalogs to determine current practices in the Association of American Collegiate Schools of Business (AACSB) in offering core courses. The objectives of the writers were the following: (1) To get a general picture of core requirements in a representative group of AACSB schools, and (2) to compare the present core requirements of their sample schools with the programs recommended by the Gordon-Howell and the Pierson studies of 1959.
Chen and Zane showed that there was considerable unanimity among the sample schools relative to the specific subject areas included in the core programs. The Gordon-Howell and Pierson studies indicated that the most significant factor influencing the selection of subject areas was the AACSB membership requirements. The same situation was found to exist at the time of this study. However, Chen and Zane noted that a significant number of schools had added advanced courses in the quantitative area and in managerial economics and managerial accounting.

Estes (1969), in attempting to bridge the gap between business organizations and the classroom, introduced a learning experience into his policy course called the "living case." He reported that this experience gave the students a chance to get out of the classroom and to make a variety of situational visits with various companies. Estes concluded that this planned approach had proved effective for the companies as well as for the students. This participation made the companies better known on the campus; thus, the business enterprises felt this would help in their recruiting programs on the college campus.

Estes concluded also that the case study and the computer simulation game were two teaching tools suited for the application of learning theory in a supervised "dry run" prior to the student's entering the business arena.

Hancock and Bell (1970), in a report on changing the curriculum, concluded that students as the immediate "purchasers" of business education and employers as the ultimate "users" could no longer be regarded as passive recipients of predetermined course offerings. In addition, they stated that it was imperative that curriculum change be more anticipatory in nature.
Doney (1970) reported that the systems approach could be applied to curriculum development. By viewing the program as an entity, he concluded that the inefficiencies which were bound to appear in terms of subject matter duplication were likely to be identified and eliminated in the systems approach.

Edgeworth (1971) concluded in a curriculum feedback survey of a selected group of former business students from Florida State University that one-third to one-half of the respondents of his survey indicated that several of the required subject areas were of little or no benefit in their career. Edgeworth questioned the required core program of AACSB.

Byars (1971) reported that until recently most managers were unfamiliar with the systems concept of management. However, with the widespread use of computers and quantitative techniques, he noted that managers were beginning to search for ways to use this data more effectively. He concluded that the switch to systems management may be slow in coming because the traditional concept of management was firmly imbedded not only in the orientation of organizations, but also in the curriculum of most business schools.

VonRiesen and Webb (1971) indicated that the business administration faculty at Wichita State University agreed on the desirability of a change in the core curriculum; thus, the members gave an ad hoc committee a "free hand" for this change. One of the major criticisms of the old core was that it was so highly structured that it was somewhat difficult to plan a program for students with individual needs or preferences.

The writers noted that the two major attractions of the new core were its multi-tracked nature and the choices it offered the
student. The new core curriculum was divided into four major areas: Environment of Business, Business Functions, Quantitative Studies, and Administrative Processes. Each of the four major areas had two tracks. Track A offered the more conventional approach while Track B offered a more integrative approach and utilized a new set of courses. The student could elect to take Track A or Track B in a selected area. A third alternative for the student was to mix the two tracks.

The writers concluded that the core developed by this committee had its advantages and limitations, and only time would reveal whether the advantages would outweigh the limitations.

Kleinschrod (1971b:27), editor of Administrative Management, noted that the demand for "relevance" in business training came more from the ranks of upper management than from the students. He concluded that perhaps the only way to achieve long-term relevance in training was through a major overhaul of the entire vocational assembly line leading from the school to the institution of high learning to the company. His view decried the abrupt turn in career development young people encountered in shifting from school to the job.

Lachter (1971), executive editor of Administrative Management, noted that stress was now being placed upon building administrative profit. Also, he reported that a major area where cost control techniques were being utilized was in that of personnel. He also noted that increased productivity of clerical employees would be the goal for managers and that work measurement techniques would be used for this purpose. To increase productivity, a new concept called "word processing" would begin to emerge. Basically the idea would streamline the dictation process on a remote basis through a "word processing
center." He concluded that there would be an increased demand for knowledgeable business system analysts in the decade ahead.

Vogel (1971) cited evidences of indifference of management to complaints of employees. In his concluding note, he emphasized it seemed likely, unless management acted soon, that the discontent of clerical workers would increase in the future. He reported that, by and large, management lost out to unions in the 1930's when the dissatisfaction of factory workers emerged. He questioned whether history would repeat itself with the discontent of office workers.

Cooper (1971) noted that with the recent gains made by employee organizations in government, the impetus was strong for private business unions to increase their ranks. As an attorney, he concluded that a continuous educational program in labor relations for management could be the answer. Such an educational program could make management aware of what to expect in the event a labor problem arose, and it could prepare management to cope with it.

SUMMARY

A review of the literature revealed few recent studies limited to programs for administrative office management. These studies seemed to emphasize primarily aspects of programs which are rife with needed changes.

The following terms were frequently found in the periodical literature: Systems approach, word processing, case study, automation, business unions, and relevance in business. The emphasis placed upon relevance in the programs seemed to indicate a need for bridging the hiatus between business organizations and the classroom. It appeared that the
forces external to the college classroom are somewhat pressuring the teachers of administrative management to face up to a change. The school could take the initiative in working as a catalyst to bring about a change.
Chapter 3

PROCEDURES OF THE STUDY

The purpose of this chapter is to describe the procedures used to develop an opinionnaire for evaluative criteria for administrative office management programs. The tentative evaluative instrument which was the product of this opinionnaire, the selection of the jury of authoritative educators in administrative office management, and the analysis of the responses of the jury are presented.

In addition, the restructuring of the validated instrument (the questionnaire), the selected population of AMS members; and the discussion of the analysis and presentation of the information are incorporated in this chapter.

SELECTION OF ITEMS FOR OPINIONAIRE

A tentative list of courses, experiences, and proficiencies considered desirable for training potential administrative office managers was primarily obtained from Office Administration Handbook (Aspley, 1967); Administrative Office Management (Neuner, Keeling, 1966); Policy Formulation and Administration (Smith, Christensen, Berg, 1968: ix-x); and various college catalogs.

The general and professional educational requirements were classified into four categories, namely, general educational, humanistic and behavioral studies, learning theory and clinical experiences, and a practicum. Several recent articles (Estes, 1969; Hancock, Bell, 1970;
Doney, 1970; Kleinschrod, 1971; and Vogel, 1971) were reviewed for the purpose of obtaining other items.

The items were arranged according to general and professional educational elements into a tentative evaluative instrument which was sent for validation to a jury of experts. (Appendix C)

SELECTION OF THE JURY

To devise an instrument which might reflect the opinions of educators with expertise in administrative office management programs, a jury was selected with attention to individual interests in administrative management education, publication of recent periodical articles, authorship of books, and contributions to various academic fields in business administrative programs. All such educators were currently engaged in instruction in such college programs. Furthermore, an effort was made to select jurors who represented the several geographical regions of the United States. (Appendix B)

VALIDATION OF THE INSTRUMENT

The opinionaire and cover letter (Appendix A), which explained the purposes of the study and asked for action from the respondent, were sent to each jury member. The juror was requested to express an opinion about each item as to its relative importance or consistency with the purposes of administrative office management programs.

A rating system from "1" (indicating strong agreement with the idea) to "5" (indicating strong disagreement with the idea) was used for each item. The scale was designed to denote the following:
"1" indicated that the juror strongly agreed with or considered the idea of major importance; "2" indicated that the juror agreed with or considered the idea of moderate importance; "3" indicated that the juror was undecided about agreement or importance of the idea; "4" indicated that the juror disagreed with or considered the idea of little importance; and "5" indicated that the juror strongly disagreed with or considered the idea of no importance. Two other ratings were used: "a" indicated that the meaning of the statement was not clear to the respondent; and "b" indicated that no response was intended by the respondent.

The jury members made some comments which strengthened the study. Responses were received from 13 of the 20 educational authorities. One of the respondents disqualified himself because he had changed positions within the university and was no longer a teacher.

When analyzing the responses of the jury members, a point value was assigned to each rating to obtain a basis for statistical procedure (Daigle, 1968:13-15). The numerical values assigned were as follows:

For the rating of "1" a value of five points was assigned; for the rating of "2" a value of four points was assigned; for the rating of "3" a value of three points was assigned; for the rating of "4" a value of two points was assigned; and for the rating of "5" a value of one point was assigned. For the ratings of "a" and "b" zero points were assigned. As the total responses for each item in the opinionaire ranged from nine to twelve, a mean score was calculated for the individual items.

The mid-point of the rating scale was "3"; thus, for a mean score to show a positive rating, it would have to be closer to "4" than to "3." For this reason, 3.51 or above was considered to show positive
agreement or importance; 2.49 or below was considered to show negative reaction and little or no importance. The two positive categories were determined by dividing the remaining positive distance: A mean score of from 3.51 to 4.25 was considered to denote agreement or moderate importance, and a mean score of from 4.26 to 5.00 was considered to denote strong agreement or major importance of the idea. The two negative categories were determined by dividing the remaining negative distance: A mean score of from 1.76 to 2.49 was considered to denote disagreement or little importance, and a mean score of from 1.00 to 1.75 was considered to denote strong disagreement or no importance of the idea. The mean score that fell between 2.50 and 3.50 was considered to denote undecidedness about agreement or importance of the idea. An item-by-item analysis of the responses of the jurors to the opinionnaire is stated in Chapter 4.

APPLICATION OF THE QUESTIONNAIRE TO A SELECTED POPULATION

The validated items were restructured into a second instrument, the questionnaire (Appendix F), which was then submitted to members of three selected chapters of AMS of Area Ten. The three regional chapters were located in New Orleans, Louisiana; Beaumont, Texas; and Houston, Texas. The New Orleans and Beaumont chapters furnished chapter rosters for the study. The President of the Houston chapter, with the consent of the Board of Directors, sent the questionnaires to members of the organization and furnished the necessary roster information. These chapters have a combined membership of 210 members. However, 17 of the members (about 8 percent) were not engaged in administrative
management but were educators, retirees, or office machine sales representatives and, accordingly, were not included as respondents in this study.

Persons to whom questionnaires were sent were employed by a wide spectrum of types of business enterprises. (Appendix E) The accompanying cover letter (Appendix D) contained the purpose and a description of the study. Of the 193 questionnaires mailed, 68 (35.2 percent) were returned. Approximately five weeks later, a follow-up copy of the questionnaire and another cover letter were mailed to persons who had not responded. Personal appeals were made by telephone to the presidents of each chapter in an effort to encourage participation from individuals who had not responded. The second mailing and appeal resulted in additional replies; a total return of 113 (58.5 percent) was obtained.

Returned questionnaires were examined and those which were not usable were discarded. Information from the completed questionnaires was compiled in tabular form.
Chapter 4

ANALYSIS AND PRESENTATION OF VALIDATED CRITERIA

This chapter provides an item-by-item analysis of the responses of the jurors to the opinionnaire of evaluative criteria for administrative office management programs. For each idea, first the statement is presented; second, the mean score and the interpretation of the mean score are revealed; and third, the disposition of the item is noted including, where needed, a revision of the statement and an opportunity for an addendum. A summary is presented in tabular form at the end of this chapter.

General Education

1. **Statement**: The teacher of administrative management students must be a broadly and liberally educated person.

   **Interpretation**: The mean score of 4.42 indicated that the jurors strongly agreed with or considered the idea of major importance.

   **Disposition**: The item was retained after consideration of the responses of the jurors.

2. **Statement**: The preparation of administrative management students should be the responsibility of the Department of Management.

   **Interpretation**: The mean score of 4.17 indicated that the jurors agreed with or considered the idea of moderate importance.

   **Disposition**: The item was retained after consideration of the responses of the jurors.

3. **Statement**: The program for administrative management students should be interdisciplinary.
Interpretation: The mean score of 4.50 indicated that the jurors strongly agreed with or considered the idea of major importance.

Disposition: The item was retained after consideration of the responses of the jurors.

4. Statement: Administrative management students should be allowed to plan individualized programs of general education courses by electing from a wide selection of courses in fine arts and liberal arts.

Interpretation: The mean score of 3.92 indicated that the jurors agreed with or considered the idea of moderate importance.

Disposition: The item was retained after consideration of the responses of the jurors.

5. Statement: Administrative management students should have a secondary area of academic concentration or an academic minor.

Interpretation: The mean score of 4.00 indicated that the jurors agreed with or considered the idea of moderate importance.

Disposition: The item was retained after consideration of the responses of the jurors.

6. Statement: An initial assessment should be made of the level and quality of the general educational background of each student.

Interpretation: The mean score of 3.67 indicated that the jurors agreed with or considered the idea of moderate importance.

Disposition: The item was retained after consideration of the responses of the jurors.

7. Statement: Such an assessment (No. 6, above) would be a means of individualizing programs of study for each student.
Interpretation: The mean score of 3.64 indicated that the jurors agreed with or considered the idea of moderate importance.

Disposition: The item was retained after consideration of the responses of the jurors.

8. Statement: Administrative management students should meet general educational requirements in the following areas:

a. English
b. Linguistics
c. Semantics
d. Mathematics
e. Logic
f. Science
g. Behavioral and Social Science
   (1) Anthropology
   (2) Geography
   (3) American History
   (4) World History
   (5) Political Science
   (6) Sociology
   (7) Psychology
h. Humanities
   (1) Classical Literature
   (2) Classical Art
   (3) Philosophy
i. Fine Arts
   (1) Art Appreciation
   (2) Music Appreciation
j. Fundamentals of Speech

**Interpretation:**

<table>
<thead>
<tr>
<th>Mean</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.00</td>
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<td>Linguistics</td>
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<tr>
<td>3.17</td>
<td>Semantics</td>
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<td>4.33</td>
<td>Mathematics</td>
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<td>4.25</td>
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<tr>
<td>3.50</td>
<td>Anthropology</td>
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<tr>
<td>2.92</td>
<td>Geography</td>
</tr>
<tr>
<td>3.75</td>
<td>American History</td>
</tr>
<tr>
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<td>World History</td>
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<td>Sociology</td>
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<td>Psychology</td>
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<td>Classical Literature</td>
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<td>Classical Art</td>
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<td>Philosophy</td>
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<td>Music Appreciation</td>
</tr>
<tr>
<td>4.92</td>
<td>Fundamentals of Speech</td>
</tr>
</tbody>
</table>

Mean scores on responses of these items revealed: Strong agreement items a, d, g-(6), g-(7), and j; agreement with items e, g-(3), g-(4), g-(5), and h-(3); and no decision with items b, c, f, g-(1), g-(2), h-(1), h-(2), i-(1), and i-(2).

**Disposition:** The general educational requirements of English, mathematics, logic, American history, world history, political
science, sociology, psychology, philosophy, and fundamentals of speech were retained after consideration of the responses of the jurors.

The general education requirements of linguistics, semantics, science, anthropology, geography, classical literature, classical art, art appreciation, and music appreciation were dropped after consideration of the responses of the jurors.

An opportunity was included in the restructured instrument for "write-in" addendum (a) of other items.

Humanistic and Behavioral Studies

1. **Statement:** Administrative management students should be encouraged to form a personal social philosophy.

   **Interpretation:** The mean score of 4.33 indicated that the jurors strongly agreed with or considered the idea of major importance.

   **Disposition:** The item was retained after consideration of the responses of the jurors.

2. **Statement:** Administrative management students should be required to study the history of administrative management.

   **Interpretation:** The mean score of 3.92 indicated that the jurors agreed with or considered the idea of moderate importance.

   **Disposition:** The item was retained after consideration of the responses of the jurors.

3. **Statement:** Administrative management students should be acquainted with the tools of research to enable knowledgeable reading of professional literature.

   **Interpretation:** The mean score of 4.33 indicated that the jurors strongly agreed with or considered the idea of major importance.
Disposition: The item was retained after consideration of the responses of the jurors.

4. Statement: Administrative management students should be acquainted with government literature.

Interpretation: The mean score of 3.58 indicated that the jurors agreed with or considered the idea of moderate importance. It was noted by the jury that they presumed this item included governmental regulations.

Disposition: The item was restated after consideration of the responses of the jurors as follows: Administrative management students should be acquainted with governmental literature and governmental regulations.

5. Statement: Administrative management students should be familiar with the role of management associations in the overall effort to provide opportunities for in-service training.

Interpretation: The mean score of 4.25 indicated that the jurors agreed with or considered the idea of moderate importance.

Disposition: The item was retained after consideration of the responses of the jurors.

6. Statement: Administrative management students should be required to study current problems in administrative management.

Interpretation: The mean score of 4.75 indicated that the jurors strongly agreed with or considered the idea of major importance.

Disposition: The item was retained after consideration of the responses of the jurors.

7. Statement: The program for administrative management students should include the study of the organization and administration of top management.
Interpretation: The mean score of 4.92 indicated that the jurors strongly agreed with or considered the idea of major importance.

Disposition: The item was retained after consideration of the responses of the jurors.

8. Statement: Administrative management students should participate in a program of simulation such as might be obtained from case studies under the leadership of trained professors.

Interpretation: The mean score of 4.67 indicated that the jurors strongly agreed with or considered the idea of major importance.

Disposition: The item was retained after consideration of the responses of the jurors.

Learning Theory and Clinical Experiences

1. Statement: Administrative management students should have training in the following areas:
   a. Accounting
   b. Business Communication
   c. Business Law
   d. Business Machines
   e. Business Statistics
   f. Computer Science
   g. Economics
   h. Finance
   i. Insurance
   j. Marketing
   k. Real Estate
   l. Records Administration
   m. Shorthand
   n. Typewriting
**Interpretation:**

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<td>4.83</td>
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<tr>
<td>4.83</td>
<td>Business Communication</td>
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<td>Business Statistics</td>
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<td>Computer Science</td>
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<td>Economics</td>
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<td>4.67</td>
<td>Finance</td>
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<td>3.50</td>
<td>Insurance</td>
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<td>Marketing</td>
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<td>Real Estate</td>
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<td>4.08</td>
<td>Records Administration</td>
</tr>
<tr>
<td>2.50</td>
<td>Shorthand</td>
</tr>
<tr>
<td>3.25</td>
<td>Typewriting</td>
</tr>
</tbody>
</table>

Mean scores on responses of these items revealed: Strong agreement items a, b, e, f, g, h, and j; agreement with items c, d, and l; and no decision with items i, k, m, and n.

**Disposition:** The training areas of accounting, business communication, business law, business machines, business statistics, computer science, economics, finance, marketing, and records administration were retained after consideration of the responses of the jurors.

The training areas of insurance, real estate, shorthand, and typewriting were dropped after consideration of the responses of the jurors.

An opportunity was included in the restructured instrument for "write-in" addendum (a) of other items.
2. **Statement**: A course should be required of administrative management students in the following specialized areas:

a. Fundamentals of Management  
b. Administrative Practices  
c. Factors and Control  
d. Managerial Economics  
e. Managerial Accounting  
f. Personnel Management  
g. Human Relations in Business  
h. Production Management  
i. Labor Management  
j. Information Systems  
k. Administrative Analysis and Policy

**Interpretation:**

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<th>Mean</th>
<th>Item</th>
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<tbody>
<tr>
<td>4.75</td>
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<tr>
<td>4.73</td>
<td>Administrative Practices</td>
</tr>
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<td>4.22</td>
<td>Factors and Control</td>
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<td>4.25</td>
<td>Managerial Economics</td>
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<td>Managerial Accounting</td>
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<td>4.58</td>
<td>Personnel Management</td>
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<td>4.75</td>
<td>Human Relations in Business</td>
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<td>4.17</td>
<td>Production Management</td>
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<td>4.33</td>
<td>Labor Management</td>
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<td>4.75</td>
<td>Information Systems</td>
</tr>
<tr>
<td>4.67</td>
<td>Administrative Analysis and Policy</td>
</tr>
</tbody>
</table>

Mean scores on responses of the items revealed: Strong agreement items, a, b, f, g, i, j, and k; and agreement with items c, d, e, and h.
Disposition: All of the items in the specialized areas were retained after consideration of the responses of the jurors.

An opportunity was included in the restructured instrument for "write-in" addendum (a) of other items.

3. Statement: Students preparing for administrative positions should include the following elements in their programs:
   
a. Diagnosis of social problems
b. The study of linguistic characteristics of speech of various ethnic and cultural groups
c. Speech correction
d. The study of business and community relationships
e. Health and nutrition

Interpretation:

<table>
<thead>
<tr>
<th>Mean</th>
<th>Item</th>
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<tbody>
<tr>
<td>4.25</td>
<td>Diagnosis of social problems</td>
</tr>
<tr>
<td>2.42</td>
<td>The study of linguistic characteristics of speech of various ethnic and cultural groups</td>
</tr>
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<td>Speech correction</td>
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<td>4.67</td>
<td>The study of business and community relationships</td>
</tr>
<tr>
<td>2.67</td>
<td>Health and nutrition</td>
</tr>
</tbody>
</table>

Mean scores on responses of the items revealed: Strong agreement with item d; agreement with item a; no decision with items c and e; and disagreement with item b.

Disposition: The program elements of diagnosis of social problems and the study of business and community relationships were retained after consideration of the responses of the jurors.
The program elements of the study of linguistic characteristics of speech of various ethnic and cultural groups; speech correction; health and nutrition were dropped after consideration of the responses of the jurors.

An opportunity was included in the restructured instrument for "write-in" addendum (a) of other elements.

4. **Statement:** The clinical or case study experiences should include:

   a. Functions of top management
   b. "Risk" and its place in top management
   c. Dividing a firm's work into logical and understandable assignments
   d. Standards for measuring performance
   e. Motivation for the members of a management group
   f. Delegation of authority
   g. Acceptance of responsibilities--individual and organizational
   h. An understanding of desirable employer-employee relations

**Interpretation:**

<table>
<thead>
<tr>
<th>Mean</th>
<th>Item</th>
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</thead>
<tbody>
<tr>
<td>4.75</td>
<td>Functions of top management</td>
</tr>
<tr>
<td>4.42</td>
<td>&quot;Risk&quot; and its place in top management</td>
</tr>
<tr>
<td>4.75</td>
<td>Dividing a firm's work into logical and understandable assignments</td>
</tr>
<tr>
<td>4.67</td>
<td>Standards for measuring performance</td>
</tr>
<tr>
<td>4.75</td>
<td>Motivation for all members of a management group</td>
</tr>
</tbody>
</table>
Mean scores on responses of all the items indicated that the jurors strongly agreed with or considered the experiences of major importance.

Disposition: All of the items in the clinical or case study experiences were retained after consideration of the responses of the jurors.

An opportunity was included in the restructured instrument for "write-in" addendum (a) of other experiences.

5. Statement: Administrative management students should be involved in decision making for the clinical or case study experiences.

Interpretation: The mean score of 4.92 indicated that the jurors strongly agreed with or considered the idea of major importance.

Disposition: The item was retained after consideration of the responses of the jurors.

6. Statement: Students in management should be required to follow a prescribed sequence of courses (i.e., finish all or certain general requirements before taking professional management courses).

Interpretation: The mean score of 3.33 indicated that the jurors were undecided about agreement or importance of the item.

Disposition: The item was dropped after consideration of the responses of the jurors.
7. **Statement:** Administrative management students should have counseling and advising services available to them during the undergraduate program.

**Interpretation:** The mean score of 4.42 indicated that the jurors strongly agreed with or considered the idea of major importance.

**Disposition:** The item was retained after consideration of the responses of the jurors.

8. **Statement:** Administrative management students should have opportunities for clinical or case study experiences during each academic year.

**Interpretation:** The mean score of 4.33 indicated that the jurors strongly agreed with or considered the idea of major importance.

**Disposition:** The item was retained after consideration of the responses of the jurors.

9. **Statement:** There should be open access into the administrative management programs; thus, a student preparing to work as a para-professional might take certain professional management courses and later return to fill in missing courses in a degree program without being penalized by having to complete the required courses in a planned sequence.

**Interpretation:** The mean score of 3.75 indicated that the jurors agreed with or considered the idea of moderate importance.

**Disposition:** The item was retained after consideration of the responses of the jurors.

10. **Statement:** Professional management courses may be elected by students in other programs.
Interpretation: The mean score of 4.33 indicated that the jurors strongly agreed with or considered the idea of major importance.

Disposition: The item was retained after consideration of the responses of the jurors.

11. Statement: Professional management courses should be available to para-professionals who do not intend to pursue a degree program in management.

Interpretation: The mean score of 4.00 indicated that the jurors agreed with or considered the idea of moderate importance.

Disposition: The item was retained after consideration of the responses of the jurors.

12. Statement: Department objectives should be stated in terms that are behavioral and measurable.

Interpretation: The mean score of 4.30 indicated that the jurors strongly agreed with or considered the idea of major importance. It was noted by the jury that the term, behavioral, was questionable.

Disposition: The item was restated after consideration of the responses of the jurors to read: Department objectives should be stated in terms that are measurable. The item was rewritten and included in Section III, Number 11.

13. Statement: Planning for program development should include consideration of employment opportunities.

Interpretation: The mean score of 4.58 indicated that the jurors strongly agreed with or considered the idea of major importance.

Disposition: The item was retained after consideration of the responses of the jurors.

14. Statement: Planning for program development should include consideration of changing business practices.
Interpretation: The mean score of 4.92 indicated that the jurors strongly agreed with or considered the idea of major importance.

Disposition: The item was retained after consideration of the responses of the jurors.

15. Statement: Planning for program development should include analysis of duties performed by business employees.

Interpretation: The mean score of 4.42 indicated that the jurors strongly agreed with or considered the idea of major importance.

Disposition: The item was retained after consideration of the responses of the jurors.

Practicum

1. Statement: Administrative management students should be required to have a practicum in which the student, under the supervision of the cooperating executive, assumes reasonable responsibility for executive duties.

Interpretation: The mean score of 4.73 indicated that the jurors strongly agreed with or considered the idea of major importance.

Disposition: The item was retained after consideration of the responses of the jurors.

2. Statement: The teachers of management should supervise the student and work with the cooperating executive to provide an individualized student experience.

Interpretation: The mean score of 4.27 indicated that the jurors strongly agreed with or considered the idea of major importance.

Disposition: The item was retained after consideration of the responses of the jurors.
3. **Statement:** The practicum should be accompanied by a seminar or an individual conference with the college supervisor to discuss problems.

**Interpretation:** The mean score of 4.45 indicated that the jurors strongly agreed with or considered the idea of major importance.

**Disposition:** The item was retained after consideration of the responses of the jurors.

4. **Statement:** Administrative management students should be required to have a practicum which includes **observation** in each of the following:

a. Administrative management  
b. Personnel management  
c. Production management

**Interpretation:**

<table>
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<tr>
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<th>Item</th>
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<td>4.64</td>
<td>Personnel management</td>
</tr>
<tr>
<td>4.36</td>
<td>Production management</td>
</tr>
</tbody>
</table>

Mean scores on responses of the three items indicated that the jurors strongly agreed with or considered observational experiences of major importance.

**Disposition:** The three items were retained after consideration of the responses of the jurors.

5. **Statement:** Administrative management students should be required to complete a practicum in the following:

a. Administrative management  
b. Personnel management  
c. Production management
**Interpretation:**

<table>
<thead>
<tr>
<th>Mean</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.45</td>
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</table>

Mean scores on responses of the items revealed: Strong agreement with item a; agreement with item b; and no decision with item c.

**Disposition:** The practicum requirements in administrative management and personnel management were retained after consideration of the responses of the jurors.

The practicum requirement in production management was dropped after consideration of the responses of the jurors.

6. **Statement:** The practicum should be scheduled after the theory courses and during the last semester of the undergraduate program.

**Interpretation:** The mean score of 4.27 indicated that the jurors strongly agreed with or considered the idea of major importance.

**Disposition:** The item was retained after consideration of the responses of the jurors.

7. **Statement:** The practicum should be scheduled with theory courses before the final semester.

**Interpretation:** The mean score of 2.73 indicated that the jurors were undecided about agreement or importance of the item.

**Disposition:** The item was dropped after consideration of the responses of the jurors.

8. **Statement:** The university should maintain a supervisory consulting role during the student's first year of work.
**Interpretation:** The mean score of 3.64 indicated that the jurors agreed with or considered the idea of moderate importance.

**Disposition:** The item was retained after consideration of the responses of the jurors.

9. **Statement:** Such a relationship (No. 8, above) would be a service to the student and to the business.

**Interpretation:** The mean score of 3.73 indicated that the jurors agreed with or considered the idea of moderate importance.

**Disposition:** The item was retained after consideration of the responses of the jurors.

10. **Statement:** Such a relationship (No. 8, above) would be a means of evaluating the administrative management program and provide feedback for curriculum planning and revision.

**Interpretation:** The mean score of 4.27 indicated that the jurors strongly agreed with or considered the idea of major importance.

**Disposition:** The item was retained after consideration of the responses of the jurors.

**GENERAL INFORMATION**

Four sections were added to the restructured instrument.

Section I was designed to obtain general information from the business organization, and the educational background and managerial environment of the respondent. It was written as follows:

1. Name of business organization: _____________________________

2. Address: _____________________________________________

3. Total number of employees: _____________________________
4. Number of people you supervise:
   ______ Employees ______ Supervisors
   ______ Others (specify) ____________________________

5. Nature of the business enterprise:
   ______ Financial ______ Sales
   ______ Manufacturing ______ Service
   ______ Other (specify) ____________________________

6. Area of specialization in college:
   ______ Accounting ______ Marketing
   ______ Economics ______ Office Administration
   ______ Management
   ______ Other (specify) ____________________________

Section III was designed to solicit answers to statements concerning training preferences of the respondents in their present position. The following statements were included:

1. Indicate three courses in business administration that you consider to be of most value to you in your present position.

2. Indicate courses in business administration that you did not take that you would consider helpful in your present position. (List three.)

3. Indicate courses in general education (courses outside the field of business administration) that you feel would be helpful to a potential administrative office manager. (List three in order of importance.)

Section IV was designed to solicit answers to statements concerning trends in administrative management. The following statements were submitted:
1. List problems or issues which should have first priority in research studies in administrative management.

2. What do you see as the major trend that will affect the administrative manager's work in the future?

Section V was included to provide the respondent with the opportunity for additional comments. Space was provided for the signature and the title held by each respondent.

The opinionaire, as sent to the jurors, the questionnaire, and the cover letters which accompanied each instrument are included in the Appendices.

The list of the names of the jurors and the business organizations which participated in the study are recorded in the Appendices.

SUMMARY

The responses of the jurors to the items of the opinionaire revealed: Seventy-six items were retained; nineteen items were dropped; and two items were rewritten. A summary of this chapter in tabular form is supplied in Table 1.
<table>
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<th>Item Number</th>
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<th>Interpretation</th>
<th>Disposition</th>
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Chapter 5

APPLICATION OF EVALUATIVE INSTRUMENT TO
SELECTED AMS MEMBERS

The development of the instrument used and the selection of
the population surveyed were discussed in Chapter 3. The data
collected were presented in tabular forms.

The selected population included 193 members representing three
regional AMS chapters of Area Ten. Responses were received from 113
members, representing a return of 58.5 percent. The data presented in
Table 2 provided descriptive information about the number and percent
of members participating in the study. Of the 113 returned questionnaires, 101 were usable. The usable responses were divided into

Table 2

AMS Members Participating in the Study of
Administrative Office Management Programs
According to the Size of Business

<table>
<thead>
<tr>
<th>Size of Business</th>
<th>Number Reporting</th>
<th>Percent</th>
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<tr>
<td>0 - 50</td>
<td>26</td>
<td>25.7</td>
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<tr>
<td>51 - 500</td>
<td>32</td>
<td>31.7</td>
</tr>
<tr>
<td>501 - 2,000</td>
<td>21</td>
<td>20.8</td>
</tr>
<tr>
<td>Above 2,000</td>
<td>22</td>
<td>21.8</td>
</tr>
<tr>
<td>Totals</td>
<td>101</td>
<td>100.0</td>
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</table>

46
quartile groups according to size of the businesses in which respondents were employed. In size, businesses in which respondents were employed ranged from two employees to three million employees, with five hundred representing the approximate median size.

The scope of supervisory responsibility of respondents is indicated in Table 3. Of the 101 responses, six did not supply information concerning supervisory responsibility. The remaining 95 replies were analyzed in accordance with supervisory responsibility of respondents. Supervisory responsibility of respondents representing

Table 3
Scope of Supervisory Responsibility of AMS Members According to the Size of Business

<table>
<thead>
<tr>
<th>Size of Business</th>
<th>Number Reporting</th>
<th>Number Supervised</th>
<th>Average</th>
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<td>371</td>
<td>16.1</td>
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<td>51 - 500</td>
<td>32</td>
<td>1,482</td>
<td>46.3</td>
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<td>501 - 2,000</td>
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<td>Above 2,000</td>
<td>20</td>
<td>1,733</td>
<td>86.7</td>
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<td><strong>Totals</strong></td>
<td><strong>95</strong></td>
<td><strong>4,109</strong></td>
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business enterprises of more than 2,000 employees averaged 86.7 persons, while supervisory responsibility of respondents from businesses of 50 or less averaged 16.1 persons. Participants indicated that the scope of their supervisory duties went beyond responsibility for regularly employed personnel to include a variety of other types of specialized personnel. Among other types of personnel added by the respondents
were temporary employees, contract employees, professional advisors, systems teams, and Vocational Office Education students.

A study of the data in Table 4 revealed the nature of the business enterprises according to the size. Businesses were categorized by type as financial, manufacturing, sales, and service. Responses of participants indicated a wide spectrum of business diversification with multiple answers being given by several. For this reason, another category, diversified, was included in Table 4. An opportunity was included in the instrument for adding other types of business enterprises. The largest single group of such businesses (12) reported was listed by respondents as public utilities. Other types of business enterprises reported two or more times were construction and engineering firms, and insurance companies.

Data shown in Table 5 indicated that the areas of academic specialization of the respondents included accounting, economics, management, marketing, and office administration. With respect to fields of academic specialization, the responses of the participants revealed a plurality of combined areas over any single academic area. The academic area of college specialization most frequently reported by the respondents was accounting. An opportunity was included in the instrument for adding other areas of specialization. Thirty-seven members indicated that they specialized in an area not listed in the instrument. Nine of the respondents reported that they specialized in engineering. Other areas of specialization listed more than once were psychology, law, English, mathematics, speech, and education. Three respondents reported that they had not attended college.
Table 4

Nature and Size of Business Enterprises
Represented by AMS Respondents

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<th>Size of Business</th>
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<th>Manufacturing</th>
<th>Sales</th>
<th>Service</th>
<th>Diversified</th>
<th>Other</th>
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<td>6</td>
<td>7</td>
<td>5</td>
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<td>51 - 500</td>
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<td>5</td>
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<td>2</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>3</td>
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<tr>
<td>Above 2,000</td>
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<td>0</td>
<td>3</td>
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</tr>
<tr>
<td>Totals</td>
<td>12</td>
<td>12</td>
<td>5</td>
<td>17</td>
<td>27</td>
<td>28</td>
</tr>
</tbody>
</table>
Table 5
Area of Specialization in College of Participating AMS Members According to the Size of Business

<table>
<thead>
<tr>
<th>Size of Business</th>
<th>Accounting</th>
<th>Economics</th>
<th>Management</th>
<th>Marketing</th>
<th>Office Administration</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 50</td>
<td>2</td>
<td>0</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>51 - 500</td>
<td>18</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>501 - 2,000</td>
<td>6</td>
<td>5</td>
<td>11</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Above 2,000</td>
<td>12</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Totals*</td>
<td>38</td>
<td>13</td>
<td>30</td>
<td>11</td>
<td>13</td>
<td>37</td>
</tr>
</tbody>
</table>

*39 individuals indicated more than one area of specialization.
A study of the data presented in Tables 6, 7, 8, and 9 revealed the extent to which selected members of the Administrative Management Society indicated that the validated criteria items are necessary in programs for educating potential administrative office managers. The information was presented in tabular form according to the number and percent of responses of the respondents. The evaluative criteria items for the program were divided into four parts: General educational items (Table 6), humanistic and behavioral studies items (Table 7), learning theory and clinical experience items (Table 8), and practicum items (Table 9).

The data presented in Table 6 indicated 17 validated general educational items. The percent of responses of participants indicated five general educational items in the upper quartile and four items in the upper-middle quartile. Seven items were reported in the lower-middle quartile, and only one item was recorded in the lower quartile. "Write-in" addenda included the following areas of general educational requirements: Physics, religion, statistics, and government. Ninety-nine, representing 98.0 percent of the total, felt that English as a general educational requirement was necessary in programs for educating potential administrative office managers. Ninety-five members, or 94.1 percent of the respondents, reported that speech was necessary in such programs; 87, or 86.1 percent, felt that mathematics was necessary; 85 respondents, or 84.2 percent, reported that psychology was a necessity; and 78, or 77.2 percent of the respondents, indicated that logic was necessary in such programs.

Data shown in Table 7 indicated eight validated humanistic and behavioral studies items. The percent of responses of AMS participants
revealed six items in the upper quartile and one item in the upper-middle quartile. Only one item was reported in the lower-middle quartile by the respondents, and not one was reported in the lower quartile. Eighty-nine persons, representing 88.1 percent of the respondents, felt that administrative management students should be required to study current problems in this area. Seventy-eight members, or 77.2 percent of the respondents, reported that each of the following items was necessary in administrative management programs: acquaintance

### Table 6

**Composite Ratings of General Educational Items of Evaluative Criteria for Administrative Office Management Programs**

<table>
<thead>
<tr>
<th>Items</th>
<th>Number Responding</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadly and liberally educated person</td>
<td>75</td>
<td>74.3</td>
</tr>
<tr>
<td>Responsibility of the Department of Management</td>
<td>49</td>
<td>48.5</td>
</tr>
<tr>
<td>Interdisciplinary program</td>
<td>40</td>
<td>39.6</td>
</tr>
<tr>
<td>Individualized programs</td>
<td>31</td>
<td>30.7</td>
</tr>
<tr>
<td>Secondary area of academic concentration</td>
<td>74</td>
<td>73.3</td>
</tr>
<tr>
<td>Initial assessment</td>
<td>57</td>
<td>56.4</td>
</tr>
<tr>
<td>Individualized programs (Item 6, above)</td>
<td>42</td>
<td>41.6</td>
</tr>
</tbody>
</table>

**Areas of General Educational Requirements:**

- English: 99 (98.0%)
- Mathematics: 87 (86.1%)
- Logic: 78 (77.2%)

**Behavioral and Social Science:**

- American history: 36 (35.6%)
- World history: 24 (23.8%)
- Political science: 45 (44.6%)
- Sociology: 58 (57.4%)
- Psychology: 85 (84.2%)

**Humanities:**

- Philosophy: 37 (36.6%)
- Fundamentals of speech: 95 (94.1%)
with the tools of research; participation in programs of simulation, e.g., case studies; and acquaintance with governmental literature and governmental regulations. Seventy-seven individuals, or 76.2 percent,

Table 7

Composite Ratings of Humanistic and Behavioral Studies
Items of Evaluative Criteria for Administrative Office Management Programs

<table>
<thead>
<tr>
<th>Items</th>
<th>Number Responding</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal social philosophy</td>
<td>50</td>
<td>49.5</td>
</tr>
<tr>
<td>History of administrative management</td>
<td>57</td>
<td>56.4</td>
</tr>
<tr>
<td>Tools of research</td>
<td>78</td>
<td>77.2</td>
</tr>
<tr>
<td>Governmental literature and regulations</td>
<td>78</td>
<td>77.2</td>
</tr>
<tr>
<td>Role of management associations</td>
<td>77</td>
<td>76.2</td>
</tr>
<tr>
<td>Current problems in administrative management</td>
<td>89</td>
<td>88.1</td>
</tr>
<tr>
<td>Administration of top management</td>
<td>77</td>
<td>76.2</td>
</tr>
<tr>
<td>Program of simulation</td>
<td>78</td>
<td>77.2</td>
</tr>
</tbody>
</table>

felt that such programs should include each of the following items: study of the organization and the administration of top management; and familiarity with the role of management associations.

In Table 8 were indicated 41 validated items of learning theory and clinical experience. The percent of responses from participating AMS members disclosed 18 items in the upper quartile and 18 items in the upper-middle quartile. Four items were reported in the lower-middle quartile by the respondents, and only one was recorded in the lower quartile. Four opportunities were included for respondents to write additional educational needs in learning theory and clinical experience items; namely, as parts of basic business training areas, specialized management areas, administrative management program elements, and administrative management clinical or case study experiences. "Write-in"
<table>
<thead>
<tr>
<th>Items</th>
<th>Number Responding</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Business Training Areas:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>96</td>
<td>95.0</td>
</tr>
<tr>
<td>Business communication</td>
<td>94</td>
<td>93.1</td>
</tr>
<tr>
<td>Business law</td>
<td>77</td>
<td>76.2</td>
</tr>
<tr>
<td>Business machines</td>
<td>60</td>
<td>59.4</td>
</tr>
<tr>
<td>Business statistics</td>
<td>75</td>
<td>74.3</td>
</tr>
<tr>
<td>Computer science</td>
<td>71</td>
<td>70.3</td>
</tr>
<tr>
<td>Economics</td>
<td>73</td>
<td>72.3</td>
</tr>
<tr>
<td>Finance</td>
<td>76</td>
<td>75.2</td>
</tr>
<tr>
<td>Marketing</td>
<td>53</td>
<td>52.5</td>
</tr>
<tr>
<td>Records administration</td>
<td>78</td>
<td>77.2</td>
</tr>
<tr>
<td><strong>Specialized Management Areas:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of management</td>
<td>90</td>
<td>89.1</td>
</tr>
<tr>
<td>Administrative practices</td>
<td>78</td>
<td>77.2</td>
</tr>
<tr>
<td>Factors and control</td>
<td>31</td>
<td>30.7</td>
</tr>
<tr>
<td>Managerial economics</td>
<td>47</td>
<td>46.5</td>
</tr>
<tr>
<td>Managerial accounting</td>
<td>69</td>
<td>68.3</td>
</tr>
<tr>
<td>Personnel management</td>
<td>94</td>
<td>93.1</td>
</tr>
<tr>
<td>Human relations in business</td>
<td>76</td>
<td>75.2</td>
</tr>
<tr>
<td>Production management</td>
<td>35</td>
<td>34.7</td>
</tr>
<tr>
<td>Labor management</td>
<td>58</td>
<td>57.4</td>
</tr>
<tr>
<td>Information systems</td>
<td>60</td>
<td>59.4</td>
</tr>
<tr>
<td>Administrative analysis and policy</td>
<td>66</td>
<td>65.3</td>
</tr>
<tr>
<td><strong>Administrative Management Program Elements:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social problems</td>
<td>22</td>
<td>21.8</td>
</tr>
<tr>
<td>Business and community relationships</td>
<td>76</td>
<td>75.2</td>
</tr>
<tr>
<td><strong>Administrative Management Clinical or Case Study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functions of top management</td>
<td>67</td>
<td>66.3</td>
</tr>
<tr>
<td>&quot;Risk&quot; and its place in top management</td>
<td>44</td>
<td>43.6</td>
</tr>
<tr>
<td>Dividing a firm's work</td>
<td>73</td>
<td>72.3</td>
</tr>
<tr>
<td>Standards for measuring performance</td>
<td>77</td>
<td>76.2</td>
</tr>
<tr>
<td>Motivation</td>
<td>73</td>
<td>72.3</td>
</tr>
<tr>
<td>Delegation of authority</td>
<td>90</td>
<td>89.1</td>
</tr>
<tr>
<td>Acceptance of responsibility</td>
<td>76</td>
<td>75.2</td>
</tr>
<tr>
<td>Desirable employer-employee relationship</td>
<td>80</td>
<td>79.2</td>
</tr>
<tr>
<td>Decision making for case studies</td>
<td>79</td>
<td>78.2</td>
</tr>
<tr>
<td>Availability of counseling and advising services</td>
<td>79</td>
<td>78.2</td>
</tr>
<tr>
<td>Opportunity for clinical or case study</td>
<td>73</td>
<td>72.3</td>
</tr>
<tr>
<td>Open access into programs</td>
<td>64</td>
<td>63.4</td>
</tr>
</tbody>
</table>
### Table 8 (continued)

<table>
<thead>
<tr>
<th>Items</th>
<th>Number Responding</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses elected by students in other programs</td>
<td>70</td>
<td>69.3</td>
</tr>
<tr>
<td>Courses available to para-professionals</td>
<td>71</td>
<td>70.3</td>
</tr>
<tr>
<td>Measurable objectives</td>
<td>60</td>
<td>59.4</td>
</tr>
<tr>
<td>Employment opportunities</td>
<td>80</td>
<td>79.2</td>
</tr>
<tr>
<td>Changing business practices</td>
<td>84</td>
<td>83.2</td>
</tr>
<tr>
<td>Analysis of duties of businessmen</td>
<td>70</td>
<td>69.3</td>
</tr>
</tbody>
</table>

Addenda items listed for basic business training areas were: Budgeting, sales administration, labor relations, insurance, reproduction processing, investments, and auditing. The following specialized administrative management areas were listed: Organizational structure, job evaluation, public relations, procedure and report writing, and wage/salary administration. Administrative management program elements added were: Leadership, relationship of civic clubs to welfare of community, and governmental and legal regulations. "Write-in" addenda items for clinical or case study experiences included decision making, acceptance of authority, implementation of new management systems, designing of forms, and labor/management relationships.

Ninety-six members, representing 95.0 percent of the respondents, felt that programs for educating potential administrative office managers should include accounting as a basic business training area. Ninety-four, or 93.1 percent of the respondents reported that business communication was necessary in such programs. Other basic business areas reported to be needed by 75 percent, or more, of the respondents were the following: Records administration (77.2 percent), business law (76.2 percent), and finance (75.2 percent). Ninety-four persons,
representing 93.1 percent of the respondents, felt that personnel management as a specialized area was necessary in such programs. Other specialized areas indicated as being necessary in programs by 75 percent, or more, of the respondents were the following: Fundamentals of management (89.1 percent), administrative practices (77.2 percent), and human relations in business (75.2 percent).

Seventy-six respondents, or 75.2 percent of the total, felt that students preparing for administrative management positions should include a study of business and community relationships as an element in their program. Ninety individuals, or 89.1 percent of the total, felt that clinical or case study experiences should include "delegation of authority" as an experience. Other topics for clinical or case study experiences indicated as being desirable by 75 percent, or more, of the respondents were the following: Desirable employer-employee relationships (79.2 percent), standards for measuring performance (76.2 percent), and acceptance of responsibility (75.2 percent).

Eighty-four (83.2 percent) of the respondents indicated that program development should include consideration of changing business practices; and 80 persons, or 79.2 percent, felt that program development should include consideration of employment opportunities. Seventy-nine, representing 78.2 percent of the respondents, reported that each of the following situations was necessary in administrative management programs: involvement of students in decision making for clinical or case study experiences, and provision for students to have counseling and advising services available to them.

The data presented in Table 9 indicated 12 validated items concerning a practicum for administrative office management programs.
Responses from AMS participants placed two items in the upper quartile and eight items in the upper-middle quartile. Only two items were recorded in the lower-middle quartile, and not one item was reported in the lower quartile.

Table 9
Composite Ratings of Practicum Items of Evaluative Criteria for Administrative Office Management Programs

<table>
<thead>
<tr>
<th>Items</th>
<th>Number Responding</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement of a practicum</td>
<td>62</td>
<td>61.4</td>
</tr>
<tr>
<td>Supervision of student's work by teacher</td>
<td>58</td>
<td>57.4</td>
</tr>
<tr>
<td>Seminar or individual conference</td>
<td>56</td>
<td>55.4</td>
</tr>
</tbody>
</table>

Practicum including Observation:
- Administrative management: 81 (80.2)
- Personnel management: 80 (79.2)
- Production management: 41 (40.6)

Requirement of a Practicum in:
- Administrative management: 68 (67.3)
- Personnel management: 68 (67.3)
- Practicum scheduled last semester: 60 (59.4)
- Supervisory role during student's first year of work: 54 (53.5)
- Service to student and to business (Item 7, above): 46 (45.5)
- Evaluation of program (Item 7, above): 56 (55.4)

Eighty-one respondents, representing 80.2 percent of the total, felt that administrative management students should be required to complete a practicum which would include observation (underlined for emphasis as printed in the questionnaire) in administrative management; and 80, or 79.2 percent of the respondents, felt that students should be required to have a practicum which would include observation in personnel management. Sixty-two, or 61.4 percent, of the
respondents felt that students should be required to have a practicum in which the student, under the supervision of a cooperating executive, assumes reasonable responsibility for executive duties. The extent to which respondents indicated that the completion of a practicum was necessary in an administrative office management program was identical (67.3 percent) in each of the following practicum areas: Administrative management and personnel management.

A study of the data shown in Table 10 indicated the frequency of mention of courses in business administration that participating AMS members considered to be "of most value" in their present positions. The members were asked to list three such courses. Forty-three

<table>
<thead>
<tr>
<th>Courses</th>
<th>Frequency of Mention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>43</td>
</tr>
<tr>
<td>Personnel Management</td>
<td>35</td>
</tr>
<tr>
<td>Business Communication</td>
<td>26</td>
</tr>
<tr>
<td>Economics</td>
<td>19</td>
</tr>
<tr>
<td>Fundamentals of Management</td>
<td>14</td>
</tr>
<tr>
<td>Business Statistics</td>
<td>13</td>
</tr>
<tr>
<td>Business Law</td>
<td>12</td>
</tr>
<tr>
<td>Finance</td>
<td>10</td>
</tr>
<tr>
<td>Marketing</td>
<td>8</td>
</tr>
<tr>
<td>Human Relations in Business</td>
<td>8</td>
</tr>
<tr>
<td>Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>Administrative Management</td>
<td>4</td>
</tr>
<tr>
<td>Business Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Office Management</td>
<td>3</td>
</tr>
<tr>
<td>Business Machines</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science</td>
<td>2</td>
</tr>
<tr>
<td>Labor Relations</td>
<td>2</td>
</tr>
<tr>
<td>Insurance</td>
<td>2</td>
</tr>
<tr>
<td>Decision Theory</td>
<td>2</td>
</tr>
<tr>
<td>Others (mentioned only once)</td>
<td>14</td>
</tr>
</tbody>
</table>
respondents listed accounting courses as having been "the most valuable," 35 listed personnel management courses, and 26 listed business communication courses.

Data presented in Table 11 revealed the frequency of mention of business administration courses not taken by the respondents, but which they felt would be helpful in their present positions. The members were asked to list three such courses. Thirty-two participants listed computer science courses as an important area, although they had not taken work in this field. Courses in both business communication and business law were listed by 11 participants.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Frequency of Mention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>32</td>
</tr>
<tr>
<td>Business Communication</td>
<td>11</td>
</tr>
<tr>
<td>Business Law</td>
<td>11</td>
</tr>
<tr>
<td>Economics</td>
<td>9</td>
</tr>
<tr>
<td>Personnel Management</td>
<td>9</td>
</tr>
<tr>
<td>Marketing</td>
<td>8</td>
</tr>
<tr>
<td>Finance</td>
<td>8</td>
</tr>
<tr>
<td>Administrative Practices</td>
<td>7</td>
</tr>
<tr>
<td>Accounting</td>
<td>6</td>
</tr>
<tr>
<td>Records Administration</td>
<td>6</td>
</tr>
<tr>
<td>Information Systems</td>
<td>6</td>
</tr>
<tr>
<td>Fundamentals of Management</td>
<td>4</td>
</tr>
<tr>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Accounting</td>
<td>4</td>
</tr>
<tr>
<td>Production Management</td>
<td>3</td>
</tr>
<tr>
<td>Business Machines</td>
<td>3</td>
</tr>
<tr>
<td>Office Management</td>
<td>3</td>
</tr>
<tr>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>Cost Accounting</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Statistics</td>
<td>2</td>
</tr>
<tr>
<td>Salary Administration</td>
<td>2</td>
</tr>
<tr>
<td>Financial Management</td>
<td>2</td>
</tr>
<tr>
<td>Others (mentioned only once)</td>
<td>21</td>
</tr>
</tbody>
</table>
Data shown in Table 12 indicated the frequency of mention of general educational courses that AMS participants felt would be helpful to a potential administrative office manager. The members were asked to list three such courses. Psychology, English, and speech (listed in descending order) were considered by the respondents to be the "most helpful" general educational courses to a potential administrative office manager.

Table 12

Most Helpful General Educational Courses as Listed by AMS Respondents

<table>
<thead>
<tr>
<th>Courses</th>
<th>Frequency of Mention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>40</td>
</tr>
<tr>
<td>English</td>
<td>35</td>
</tr>
<tr>
<td>Speech</td>
<td>29</td>
</tr>
<tr>
<td>Sociology</td>
<td>14</td>
</tr>
<tr>
<td>History</td>
<td>11</td>
</tr>
<tr>
<td>Political Science</td>
<td>10</td>
</tr>
<tr>
<td>Logic</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
</tr>
<tr>
<td>Philosophy</td>
<td>7</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>P. E. / Health</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
</tr>
<tr>
<td>Others (mentioned only once)</td>
<td>6</td>
</tr>
</tbody>
</table>

Respondents who represented diverse types of business enterprises, indicated many areas in administrative office management which need to be researched. Problems, both internal and external, which seemed to be interfering with optimal operations, and major trends that would affect the work of the administrative manager in the future were identified by the respondents. These findings were listed and may be found in Appendix G.
The summary of the study and the conclusions drawn are presented in Chapter 6.
Chapter 6

SUMMARY AND CONCLUSIONS

The current study was concerned with identifying the educational needs of potential office managers. The study was designed to determine the criteria that educators believed should be used to evaluate programs for training potential administrative office managers, to determine the extent to which selected respondents believed that validated criteria items were necessary in such programs, and to draw conclusions which would more nearly insure that such programs meet the educational needs of potential office managers.

An opinionnaire was used for gathering data for the study. Statements selected to become items in the opinionnaire were drawn from professional writings in the field of administrative office management. The opinionnaire was validated by submitting it to a jury of experts in administrative management education. The instrument was revised in accordance with the suggestions and evaluations of the jury, and the revised form (the questionnaire) was used to gather data from the AMS members participating in the study.

Respondents for the study were AMS members from three regional chapters of Area Ten. Questionnaires were sent to 193 members. Returns were received from 113 members representing the New Orleans, Louisiana; Beaumont, Texas; and Houston, Texas chapters.

From the evaluative criteria, 78 items were selected with the aid of the jury of experts and structured into a checklist used to determine the necessity of such items in programs for educating potential
administrative office managers. Sixty-two items were rated by at least 50 percent of the participating AMS members as necessary in such programs.

The following conclusions were drawn from the results of this study:

1. Certain general educational areas were rated by at least 50 percent of the respondents as necessary in administrative office management programs. Those areas, listed in descending order, were English, speech, mathematics, psychology, logic, and sociology.

2. A majority of the humanistic and behavioral studies items were rated by most of the respondents as necessary in administrative office management programs. The largest number of respondents (88.1 percent) indicated that students should be required to study current problems in administrative management.

3. All of the validated basic business training areas were rated by a majority of the respondents as necessary in administrative office management programs. Two areas most frequently indicated were accounting (95.0 percent) and business communication (93.1 percent).

4. Certain specialized areas of management were rated by most of the respondents as necessary in administrative management programs. Those areas, and the frequency of mention of each, were as follows:

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel management</td>
<td>93.1</td>
</tr>
<tr>
<td>Fundamentals of management</td>
<td>89.1</td>
</tr>
<tr>
<td>Administrative practices</td>
<td>77.2</td>
</tr>
<tr>
<td>Human relations in business</td>
<td>75.2</td>
</tr>
<tr>
<td>Managerial accounting</td>
<td>68.3</td>
</tr>
<tr>
<td>Administrative analysis and policy</td>
<td>65.3</td>
</tr>
<tr>
<td>Information systems</td>
<td>59.4</td>
</tr>
<tr>
<td>Labor management</td>
<td>57.4</td>
</tr>
</tbody>
</table>
5. Many of the clinical or case study experiences were felt to be necessary by a majority of the persons participating in the study. "Delegation of authority" was the most frequently indicated experience. Of those responding, 78.2 percent indicated that students should be involved in decision making for clinical or case study experiences, and 72.3 percent felt that students should have opportunity for such experiences during each academic year.

6. Access into administrative management programs should be open to students in other programs and to para-professionals, according to a majority of the AMS respondents.

7. Consideration of employment opportunity, analysis of duties performed by businessmen, and consideration of changing business practices were reported by most of the respondents as necessary criteria for planning program developments.

8. A majority of the respondents (61.4 percent) felt that a practicum in which the student, under the supervision of a cooperating executive, assumes reasonable responsibility for executive duties was necessary in programs for training administrative office managers.

9. A supervisory role during the student's first year of work as a means used to evaluate the program and provide feedback for curriculum planning and revision was rated by more than 50 percent of the respondents as a necessity in administrative office management programs.
REFERENCES CITED


APPENDIX A

April 11, 1973

What, in your opinion, are the educational needs of potential administrative office managers? The work of office managers, as you know, has changed considerably over the past few years. This change has evolved as a result of many factors such as governmental regulation of business, automation, systems approach, to cite only a few.

The enclosed opinionnaire has been designed as part of a doctoral study at Louisiana State University and your response to each item will be analyzed with the responses of others who also have had successful experience in this area. These responses will determine the item's importance in the study of the educational needs of potential administrative office managers.

After completing your responses, please use the pre-addressed, stamped envelope to return the opinionnaire to me. Your cooperation will be greatly appreciated.

Sincerely,

Nelda H. Spinks
Doctoral Student
Louisiana State University

Frank D. Ferguson
Chairman and Professor
Office Administration
Louisiana State University

Enclosures (2)
APPENDIX B

LIST OF JURORS

Dr. Irol W. Balsley
Professor of Business Education
School of Business
Texas Technological College
Lubbock, Texas

Dr. H. N. Broom
College of Business
Baylor University
Waco, Texas

Dr. Lloyd L. Byars
College of Business
Georgia State University
Atlanta, Georgia

Dr. Joseph P. Cangemi
College of Business
Western Kentucky University
Bowling Green, Kentucky

Dr. Herbert J. Chruden
College of Business
Sacramento State College
Sacramento, California

Dr. H. C. Edgeworth
School of Business
Florida State University
Tallahassee, Florida

Dr. David R. Frew
College of Business
Gannon College
Erie, Pennsylvania

Dr. William T. Greenwood
College of Business
University of Georgia
Athens, Georgia

Dr. Theordore Haimann
College of Business
St. Louis University
St. Louis, Missouri

Dr. Herbert H. Hand
School of Business
Indiana University
Bloomington, Indiana

Dr. Charles B. Hicks
College of Business
Ohio State University
Columbus, Ohio

Dr. Raymond Hilgert
College of Business
Washington University
St. Louis, Missouri

Dr. Granville W. Hough
Department of Management
School of Business
California State College
Fullerton, California

Dr. Richard H. Laube
Dean, College of Business
Valparaiso University
Valparaiso, Indiana

Dr. William A. Nielerander
College of Business
Arizona State University
Tempe, Arizona

Dr. Irene Place
College of Business
Portland State University
Portland, Oregon

Dr. Max D. Richards
College of Business
Pennsylvania State University
University Park, Pennsylvania

Dr. George R. Terry
George A. Ball Distinguished Professor of Business
Ball State University
Muncie, Indiana
Dr. Harvey Tschirgi  
College of Business Administration  
Ohio University  
Athens, Ohio

Dr. R. Dale VonRiesen  
Associate Professor of Administration  
College of Business Administration  
Wichita State University  
Wichita, Kansas
APPENDIX C

OPINIONAIRE

EVALUATIVE CRITERIA FOR ADMINISTRATIVE
MANAGEMENT PROGRAMS

This instrument is designed to provide you the opportunity to express your opinion about your work and about various school problems in your particular school situation. The important thoughts, or ideas, expressed in the enclosed statements were drawn primarily from current professional literature, from Policy Formulation and Administration, from Administrative Office Management, and from related studies designed to develop evaluative criteria in specific areas of public school and higher education.

DIRECTIONS: Evaluate each idea in terms of your opinion as to its relative importance or consistency with the recommended purposes of administrative management programs. Answer as many questions in each section as you feel qualified to answer. The ratings are designed to read as follows:

1. Indicates that you STRONGLY AGREE with the idea, or it is of MAJOR IMPORTANCE

2. Indicates that you AGREE with the idea, or it is of MODERATE IMPORTANCE

3. Indicates that you are UNDECIDED about agreement, or importance (mid-point)

4. Indicates that you DISAGREE with the idea, or it is of LITTLE IMPORTANCE

5. Indicates that you STRONGLY DISAGREE with the idea or it is of NO IMPORTANCE

a. Indicates that the meaning of the statement is not clear to you

b. Indicates that no response is intended
Encircle the number or letter of your choice as illustrated:

<table>
<thead>
<tr>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>MODERATE IMPORTANCE</th>
<th>UNDECIDED</th>
<th>DISAGREE</th>
<th>LITTLE IMPORTANCE</th>
<th>STRONGLY DISAGREE</th>
<th>NO IMPORTANCE</th>
<th>Meaning not clear</th>
<th>No response intended</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>a</td>
<td>b</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION I
GENERAL EDUCATION

1 2 3 4 5 a b 1. The teacher of administrative management students must be a broadly and liberally educated person.

1 2 3 4 5 a b 2. The preparation of administrative management students should be the responsibility of the Department of Management.

1 2 3 4 5 a b 3. The program for administrative management students should be interdisciplinary.

1 2 3 4 5 a b 4. Administrative management students should be allowed to plan individualized programs of general education courses by electing from a wide selection of courses in fine arts and liberal arts.

1 2 3 4 5 a b 5. Administrative management students should have a secondary area of academic concentration or an academic minor.

1 2 3 4 5 a b 6. An initial assessment should be made of the level and quality of the general educational background of each student.

1 2 3 4 5 a b 7. Such an assessment (No. 6, above) would be a means of individualizing programs of study for each student.

8. Administrative management students should meet general educational requirements in the following areas:

1 2 3 4 5 a b  a. English

1 2 3 4 5 a b  b. Linguistics
c. Semantics

d. Mathematics

e. Logic

f. Science

g. Behavioral and Social Science

1. Anthropology

2. Geography

3. American History

4. World History

5. Political Science

6. Sociology

7. Psychology

h. Humanities

1. Classical Literature

2. Classical Art

3. Philosophy

i. Fine Arts

1. Art Appreciation

2. Music Appreciation

j. Fundamentals of Speech

SECTION II

HUMANISTIC AND BEHAVIORAL STUDIES

1. Administrative management students should be encouraged to form a personal social philosophy.

2. Administrative management students should be required to study the history of administrative management.
1. Administrative management students should be acquainted with the tools of research to enable knowledgeable reading of professional literature.

2. Administrative management students should be acquainted with government literature.

3. Administrative management students should be familiar with the role of management associations in the overall effort to provide opportunities for in-service training.

4. Administrative management students should be required to study current problems in administrative management.

5. The program for administrative management students should include the study of the organization and administration of top management.

6. Administrative management students should participate in a program of simulation such as might be obtained from case studies under the leadership of trained professors.

SECTION III

LEARNING THEORY AND CLINICAL EXPERIENCE

1. Administrative management students should have training in the following areas:

   a. Accounting
   b. Business Communication
   c. Business Law
   d. Business Machines
   e. Business Statistics
   f. Computer Science
   g. Economics
   h. Finance
   i. Insurance
   j. Marketing
2. A course should be required of administrative management students in the following specialized areas:

- a. Fundamentals of Management
- b. Administrative Practices
- c. Factors and Control
- d. Managerial Economics
- e. Managerial Accounting
- f. Personnel Management
- g. Human Relations in Business
- h. Production Management
- i. Labor Management
- j. Information Systems
- k. Administrative Analysis and Policy

3. Students preparing for administrative management positions should include the following elements in their programs:

- a. Diagnosis of social problems
- b. The study of linguistic characteristics of speech of various ethnic and cultural groups
- c. Speech correction
- d. The study of business and community relationships
- e. Health and nutrition

4. The clinical or case study experiences should include:

- a. Functions of top management
1. "Risk" and its place in top management
2. Dividing a firm's work into logical and understandable assignments
3. Standards for measuring performance
4. Motivation for the members of a management group
5. Delegation of authority
6. Acceptance of responsibilities--individual and organizational
7. An understanding of desirable employer-employee relations

5. Administrative management students should be involved in decision making for the clinical or case study experiences.
6. Students in management should be required to follow a prescribed sequence of courses (i.e., finish all or certain general requirements before taking professional management courses).
7. Administrative management students should have counseling and advising services available to them during the undergraduate program.
8. Administrative management students should have opportunities for clinical or case study experiences during each academic year.
9. There should be open access into the administrative management programs; thus, a student preparing to work as a paraprofessional might take certain professional management courses and later return to fill in missing courses in a degree program without being penalized by having to complete the required courses in a planned sequence.
10. Professional management courses may be elected by students in other programs.
11. Professional management courses should be available to paraprofessionals who do not intend to pursue a degree program in management.
12. Department objectives should be stated in terms that are behavioral and measurable.
12345 a b 13. Planning for program development should include consideration of employment opportunities.

12345 a b 14. Planning for program development should include consideration of changing business practices.

12345 a b 15. Planning for program development should include analysis of duties performed by business employees.

SECTION IV

PRACTICUM

12345 a b 1. Administrative management students should be required to have a practicum in which the student, under the supervision of the cooperating executive, assumes reasonable responsibility for executive duties.

12345 a b 2. The teachers of management should supervise the student and work with the cooperating executive to provide an individualized student experience.

12345 a b 3. The practicum should be accompanied by a seminar or an individual conference with the college supervisor to discuss problems.

4. Administrative management students should be required to have a practicum which includes observation in each of the following:

12345 a b a. Administrative management

12345 a b b. Personnel management

12345 a b c. Production management

5. Administrative management students should be required to complete a practicum in the following:

12345 a b a. Administrative management

12345 a b b. Personnel management

12345 a b c. Production management

12345 a b 6. The practicum should be scheduled after the theory courses and during the last semester of the undergraduate program.
7. The practicum should be scheduled with theory courses before the final semester.

8. The university should maintain a supervisory consulting role during the student's first year of work.

9. Such a relationship (No. 8, above) would be a service to the student and to the business.

10. Such a relationship (No. 8, above) would be a means of evaluating the administrative management program and provide feedback for curriculum planning and revision.
Because of your knowledge in administrative management, you can render an important service to this field by completing the enclosed questionnaire. The current interest and factors--governmental regulations, automation, and systems approach, to name only a few--in management make a study of desirable programs a timely one.

The questionnaire has been designed as part of a doctoral study at Louisiana State University, and your response to each item along with the responses of others who also are knowledgeable in this area will determine the extent to which the items are necessary in programs for educating potential administrative office managers.

Conclusions may then be drawn which will more nearly insure that college administrative office management programs meet the educational needs of potential managers.

After completing your responses, please use the pre-addressed, stamped envelope to return the questionnaire to me. Your assistance will be greatly appreciated.

Sincerely,

Nelda H. Spinks
Doctoral Student
Louisiana State University

Frank D. Ferguson, Ph.D.
Chairman and Professor
Office Administration
Louisiana State University

Enclosures (2)
October 3, 1973

Just a short time ago I sent you a questionnaire for participation in a study to determine the extent of agreement on preparation in Administrative Office Management programs for college students.

Another copy of the questionnaire is enclosed. The completion of the questionnaire will enable me to finish the study at an early date and to send you a copy of the results if you desire.

If your "Q-Sort" is in the mail, many thanks! If not, may I hear from you soon.

Sincerely,

Nelda H. Spinks
Doctoral Student
Louisiana State University

Enclosure
APPENDIX E

BUSINESS FIRMS REPRESENTED BY THE AMS RESPONDENTS

AMPCO Plastics
Gretna, Louisiana

Amann Business Machines, Inc.
New Orleans, Louisiana

American General Life
Insurance Co., Inc.
Houston, Texas

American National Bank
Beaumont, Texas

American Society for Medical
Technology
Bellaire, Texas

American Standard, Inc.
New Orleans, Louisiana

Amoco Chemical Corporation
Alvin, Texas

Anderson, Clayton & Co.
Houston, Texas

Area Print Shop
Freeport, Texas

Brown & Root, Inc.
Houston, Texas

Buffalo Business Products
Corporation
Houston, Texas

CNA Insurance
New Orleans, Louisiana

Container Corporation of
America
Houston, Texas

Container Lift International
New Orleans, Louisiana

Delta Mortgage Company
Metairie, Louisiana

Dresser Industries, Inc.
Houston, Texas

E. I. Dupont deNemours and
Company
Beaumont, Texas

The Enterprise Company
Beaumont, Texas

Ernst & Ernst
Houston, Texas

Exxon Co., U. S. A
Houston, Texas

Farmers Insurance Group
Beaumont, Texas

First Security National Bank
Beaumont, Texas

Fluor Corporation
Houston, Texas

Future Personnel Services, Inc.
Houston, Texas

G C Services Corporation
Houston, Texas

B. F. Goodrich Chemical Company
Orange, Texas

B. F. Goodrich Chemical Company
Port Neches, Texas
Goodyear Tire and Rubber Company
Beaumont, Texas

Kelly Services, Inc.
New Orleans, Louisiana

Gray Tool Company
Houston, Texas

Koetter Tharp & Cowell, Architects
Houston, Texas

Gulf Coast Business Forms, Inc.
Beaumont, Texas

J. W. Lang/Associates
Houston, Texas

Gulf Consolidated Services
Beaumont, Texas

Louisiana Power and Light Company
New Orleans, Louisiana

Gulf States Utilities Company
Beaumont, Texas

Louisiana & Southern Life Insurance Company
New Orleans, Louisiana

Harris County Auditors Office
Houston, Texas

Lykes Bros, Steamship Co., Inc.
New Orleans, Louisiana

Hartford Insurance
Houston, Texas

Maison Blanche
New Orleans, Louisiana

Highlands Insurance Company
Houston, Texas

Manpower, Inc.
New Orleans, Louisiana

Houston Coca Cola
Houston, Texas

Manpower, Inc. of Houston
Houston, Texas

Houston Lighting & Power Company
Houston, Texas

Marsh Instrument Company
Houston, Texas

Houston National Bank
Houston, Texas

Maryland Casualty Company
New Orleans, Louisiana

Houston Natural Gas Corporation
Houston, Texas

Mobil Oil Company
Beaumont, Texas

Houston Typewriter Exchange
Houston, Texas

N L Industries--Baroid Division
Houston, Texas

IBM Corporation
Beaumont, Texas

New Orleans Public Service, Inc.
New Orleans, Louisiana

Industrial Finance & Thrift Corporation
New Orleans, Louisiana

Norrell Temporary Services
New Orleans, Louisiana

Ingersoll Rand Company
Houston, Texas

Nunn Electric Supply Co.
Houston, Texas

Johns-Manville Sales Corporation
Houston, Texas

Pan American Life Insurance Company
New Orleans, Louisiana
Panhandle Eastern Pipeline Company
Houston, Texas

Petroleum Associates of Lafayette
Lafayette, Louisiana

Quintana Petroleum Corporation
Houston, Texas

Rapid Transit Lines, Inc.
Houston, Texas

Record Service Center
Houston, Texas

Riviana Foods, Inc.
Houston, Texas

Seiscom Delta, Inc.
Houston, Texas

Servomation Corporation
Houston, Texas

Shell Oil Company
Houston, Texas

L. N. Smith, Inc.
Houston, Texas

Snelling and Snelling Employment Service
Beaumont, Texas

Social Security Administration
Beaumont, Texas

South Eastern Alcoholism Clinic
New Orleans, Louisiana

Southwestern Bell Telephone Company
Beaumont, Texas

Temporaries, Inc.
Houston, Texas

Tenneco, Inc.
Houston, Texas

Texas Commerce Bank
Houston, Texas

Texas Eastern Transmission Corporation
Houston, Texas

Texas Storage Company
Beaumont, Texas

J. Robert Thompson Co., Inc.
Houston, Texas

Trunkline Gas Company
Houston, Texas

Tulane Medical Center
New Orleans, Louisiana

Union Texas Petroleum Division of Allied Chemical
Houston, Texas

United Gas, Inc.
Beaumont, Texas

Victor Temporaries
New Orleans, Louisiana

Wand Rubber Stamp Works
New Orleans, Louisiana

Tenneco, Inc.
Houston, Texas

Texas Commerce Bank
Houston, Texas
APPENDIX F

A STUDY OF THE EDUCATIONAL NEEDS OF
POTENTIAL OFFICE MANAGERS

SECTION I. GENERAL INFORMATION

1. Name of business organization ________________________________

2. Address ______________________________________________________

3. Total number of employees ______________________________________

4. Number of people you supervise:
   ______ Employees
   ______ Supervisors
   ______ Others (specify) _________________________________________

5. Nature of the business enterprise:
   ______ Financial
   ______ Manufacturing
   ______ Sales
   ______ Service
   ______ Other (specify) _________________________________________

6. Area of specialization in college:
   ______ Accounting
   ______ Economics
   ______ Management
   ______ Marketing
   ______ Office Administration
   ______ Other (specify) _________________________________________

SECTION II. DESCRIPTION OF PROGRAM

(Place a check mark before items you feel are necessary in programs for educating potential administrative office managers.)

General Education

   1. The teacher of administrative management students must be a broadly and liberally educated person.
   2. The preparation of administrative management students should be the responsibility of the Department of Management.
   3. The program for administrative management students should be interdisciplinary.
   4. Administrative management students should be allowed to plan individualized programs of general education courses by electing from a wide selection of courses in fine arts and liberal arts.
   5. Administrative management students should have a secondary area of academic concentration or an academic minor.
   6. An initial assessment should be made of the level and quality of the general educational background of each student.
   7. Such an assessment (No. 6, above) would be a means of individualizing programs of study for each student.
   8. Administrative management students should meet general educational requirements in the following areas:

      ______ English
      ______ Mathematics
Humanistic and Behavioral Studies

1. Administrative management students should be encouraged to form a personal social philosophy.

2. Administrative management students should be required to study the history of administrative management.

3. Administrative management students should be acquainted with the tools of research to enable knowledgeable reading of professional literature.

4. Administrative management students should be acquainted with governmental literature and governmental regulations.

5. Administrative management students should be familiar with the role of management associations in the overall effort to provide opportunities for in-service training.

6. Administrative management students should be required to study current problems in administrative management.

7. The program for administrative management students should include the study of the organization and the administration of top management.

8. Administrative management students should participate in a program of simulation such as might be obtained from case studies under the leadership of trained professors.

Learning Theory and Clinical Experience

1. Administrative management students should have training in the following areas:

   ______ Accounting
   ______ Business Communication
   ______ Business Law
   ______ Business Machines
   ______ Business Statistics
   ______ Computer Science
   ______ Economics
2. A course should be required of administrative students in the following specialized areas:

- Fundamentals of Management
- Administrative Practices
- Factors and Control
- Managerial Economics
- Managerial Accounting
- Personnel Management
- Human Relations in Business
- Production Management
- Labor Management
- Information Systems
- Administrative Analysis and Policy

- Others (specify)

3. Students preparing for administrative management positions should include the following elements in their programs:

- Diagnosis of social problems
- The study of business and community relationships

- Others (specify)

4. Clinical or case study experiences should include:

- Functions of top management
- "Risk" and its place in top management
- Dividing a firm's work into logical and understandable assignments
- Standards for measuring performance
- Motivation for the members of a management group
- Delegation of authority
- Acceptance of responsibilities—individual and organizational
- An understanding of desirable employer-employee relationships

- Others (specify)

5. Administrative management students should be involved in decision making for the clinical or case study experiences.

6. Administrative management students should have counseling and advising services available to them during the undergraduate program.

7. Administrative management students should have opportunities for clinical or case study experiences during each academic year.
8. There should be open access into the administrative management program; thus, a student preparing to work as a para-professional might take certain professional management courses and later return to fill in missing courses in a degree program without being penalized by having to complete the required courses in a planned sequence.

9. Professional management courses may be elected by students in other programs.

10. Professional management courses should be available to para-professionals who do not intend to pursue a degree program in management.

11. Department objectives should be stated in terms that are measurable.

12. Planning for program development should include consideration of employment opportunities.

13. Planning for program development should include consideration of changing business practices.

14. Planning for program development should include analysis of duties performed by business employees.

Practicum

1. Administrative management students should be required to have a practicum in which the student, under the supervision of the cooperating executive, assumes reasonable responsibility for executive duties.

2. The teachers of management should supervise the student and work with the cooperating executive to provide an individualized student experience.

3. The practicum should be accompanied by a seminar or an individual conference with the college supervisor to discuss problems.

4. Administrative management students should be required to have a practicum which includes observation in each of the following:

   ______ Administrative management
   ______ Personnel management
   ______ Production management

5. Administrative management students should be required to complete a practicum in the following:

   ______ Administrative management
   ______ Personnel management

6. The practicum should be scheduled after the theory courses and during the last semester of the undergraduate program.

7. The university should maintain a supervisory consulting role during the student's first year of work.

8. Such a relationship (No. 7, above) would be a service to the student and to the business.

9. Such a relationship (No. 7, above) would be a means of evaluating the administrative management program and provide feedback for curriculum planning and revision.
SECTION III. TRAINING PREFERENCE

1. Indicate three courses in business administration that you consider to be of most value to you in your present position.
   1. ____________________________________________________________
   2. ____________________________________________________________
   3. ____________________________________________________________

2. Indicate courses in business administration that you did not take that you would consider helpful in your present position. (List three)
   1. ____________________________________________________________
   2. ____________________________________________________________
   3. ____________________________________________________________

3. Indicate courses in general education (courses outside the field of business administration) that you feel would be helpful to a potential administrative office manager. (List three in order of importance)
   1. ____________________________________________________________
   2. ____________________________________________________________
   3. ____________________________________________________________

SECTION IV. TRENDS IN ADMINISTRATIVE MANAGEMENT

1. List problems or issues which should have first priority in research studies in administrative management.

2. What do you see as the major trend that will affect the administrative manager's work in the future.

SECTION V. ADDITIONAL COMMENTS

Signature

Title
APPENDIX G

Suggested research topics relating to administrative management included (grouped in descending order according to frequency of mention):

1. Motivation (job enrichment success).
2. Role of administrative management (internal and external).
3. Communication (people working with people).
4. Computers (control of the paperwork explosion).
5. Implication of ownership (responsibility to the public and to government).
6. Changes in human value system (work ethics).
7. Availability of continuing education.

The respondents identified the following major trends that they felt would affect the administrative manager's work in the future (grouped in descending order according to frequency of mention):

1. Increased computerization.
2. Greater governmental regulations and control.
3. Improved communication.
5. White collar unionization.
6. Changing personal values.
7. Professionalization of administrative managers.
VITA

Mary Nelda Hughes Spinks the daughter of William Bradford and Mary Elizabeth Hughes, was born in Ruston, Louisiana, September 3, 1928. She completed her elementary and secondary education in that city and was graduated with a Bachelor of Science degree from Louisiana Tech University in 1948. She received a Master of Education degree from the University of Southwestern Louisiana in 1967. At the present time, she is completing requirements for the Doctor of Education degree at Louisiana State University and Agricultural and Mechancial College.

Her professional experiences include thirteen years as a secondary teacher and five years as a college teacher. In 1967 she joined the University of Southwestern Louisiana faculty as an assistant professor in the College of Commerce.

She is married to Wyman A. Spinks. They are the parents of one child, Hugh.