

BUSINESS COMPETENCIES FOR INTERIOR
DESIGN UNDERGRADUATE CURRICULUM

By

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CHAPTER I

INTRODUCTION

Significance of the Study

The idea of owning a business is appealing to many people, However, their knowledge of business principles is questionable. Many small businesses have failed not because of competition, but because of mistakes and lack of experience by the managers. Broom and Longenecker (1975) have stated that "among the many interrelated causes of business failures, the most important basic cause is a lack of skill in management" (p. 66). Therefore, a thorough understanding of small business principles must be dealt with in order to succeed in business.

Small business firms have constituted an important part of today's business system. They have contributed heavily to the success of the economy and to other businesses, professionals and workers. Abdelsamad (1978) explains that small businesses represent "over 95 percent of the total number of business organizations in the United States each year" (p. 24). Despite their importance "one out of two new businesses have failed in the United States each year (Gross, Cancel and Figueroa, p. 160). Although failure cannot be completely avoided, the failure rate could be reduced if some of the causes were recognized and preventative actions were taken.

In 1972, Dun and Bradstreet conducted an intensive analysis of business failures. The results revealed that 93.1 percent of the failures were caused by the lack of experience and competence in management. Neglect, fraud and disaster explained only 4.4 percent of the failures while unknown reasons accounted for the other 2.5 percent (Broom and Longenecker, 1975, p. 67). Managers who understood not only the way in which its business operated, but also understood the internal and external factors that affected the business are in the best position to succeed. Without the knowledge and understanding of the business process, there is little management can do to help the business survive.

Another important aspect of business that must be considered is the people a firm employs. Without the appropriate employees, small businesses would be more likely to fail. Management is responsible to a large extent, but selection of the appropriate personnel to staff the business is important to success. Dugdale (1978) stated "when you get right down to it, the principal thing that makes a business succeed or fail is the kind of people the business employs and the attitudes of those people toward work" (p. 4). The right attitude leads to success; while the wrong attitude leads to mediocrity or failure for both the business and the employees. There could be no failure in the mind of any man or woman who thought of their company's success as directly related to their own (Dugdale, 1978, p. 6).

Apostolidis (1978, p. 48) explained that a small business had the criteria to survive and succeed by the development of managerial expertise in the skillful handling of staff, money and inventories along with the ability to formulate policies, select proper methods of merchandising and by creating a good relationship with employees and

clients. This ability required a background of training along with experience. Learning was a function of management that had to be taken seriously.

Until recently educational curriculum was not oriented toward small business even though "approximately half the business firms in the United States has fewer than 100 employees" (Luchsinger and Luchsinger, 1978, p. 43). However, several studies have revealed that educational trends have recognized the role of the small business operator in risk-taking and venture management. One study conducted by Luchsinger et al. (1978) listed several trends in education that were important to the success of small businesses. These included the following:

1. Incorporation
2. Finance and Accounting
3. Market Research
4. Sales and Promotion
5. Personnel and Industrial Relations (p. 44).

These trends reflect the changing environment in which small businesses operate.

Broom and Longenecker (1975) stated that "100 employees constitute a typical line of demarcation between small and large business" (p. 3). Therefore the majority of interior design firms was considered as a small business and was also subjected to risks of failing. Siegel (1976) suggested a lack of business knowledge was the major reason for firms failing and that it was not because of a lack of artistic skills. He wrote that:

. . . interior designer's who practiced their art and their profession with undeniable competence - even with brilliant resourcefulness - failed to make a go of their careers because they did not know how to cope with their business (p. 8).

Siegel went on to state that a "career in interior design means a career in business as well as in the highly esthetic art which dominates his (or her) attention of professional training" (p. 8). Despite this, extensive efforts in this area have not been undertaken even though a large percentage of students plan to establish their own business firm.

Undergraduates should be confronted with the reality that a career in interior design means a career in business. While several schools have incorporated courses of study in professional practices, Murphy (1975) stated that there "still is not enough emphasis placed on the business of interior design" (p. 11). The students who planned to go into business for themselves were handicapped because they had received only a portion of the credentials necessary to start their design firm. While courses related to presentation, structure, space, and design were important, other aspects of the profession were not considered. Greer (1963) further stated "for a designer to validate their creative work, they must first have a strong business sense" (p. 39). Design skills and business principles go hand in hand; without one you cannot be a success at the other.

At the present date few courses dealing with business principles are required by undergraduates in interior design programs. Faculty, students, and alumni have expressed the need for business background among graduating design students. Many articles in professional periodicals and a limited number of research studies have dealt with various aspects of instructional content. However, an extensive preliminary review failed to reveal, so far as the researcher could ascertain, a study of the business competencies developed for undergraduate interior design curriculum.

Professional interior designers, design educators, students, and alumni have revealed a growing concern for the necessity of business competencies in interior design curriculum. The literature reviewed indicated a lack of understanding of business and management principles in the establishment of small businesses. Based on the present concern of professional designers, it was questioned whether students are receiving the basic business skills. This would indicate a need exists to determine the business competencies important for the graduating interior design major.

Interior design programs which are lacking in business are causing crucial problems among the design students aspiring to own their own business. With a core of business competencies defined and available to design educators, Oklahoma State University and other institutions granting design degrees would be able to guide students toward the realization of these objectives in the future.

Purpose and Objectives

The purpose of this study was to identify a core of business competencies in the area of interior design which professional designers and design educators considered essential in the undergraduate design curriculum. The following objectives cited for the study were:

- (1) to identify the need for a set of business competencies based on the rankings of professional designers and design educators;
- (2) to ascertain if differences exist between professional designers' and design educators' evaluations of business competencies for effective undergraduate interior design instruction;

- (3) to determine if a relationship exists between the rankings of the business competencies by professional designers and the following variables: length of employment, business background (experience and education), income level and type of firm; and
- (4) to make recommendations for a core of business competencies to be included in interior design undergraduate programs.

Hypotheses and Research Questions

The major research hypothesis for this study was that rankings of business competencies will differ between professional interior designers and design educators. This study also attempted to identify the relationship between rankings of business competencies and the variables of: length of employment, business background (experience and education), income level, and type of firm among professional designers. The hypotheses were tested by statistically accepting or rejecting the following null hypotheses:

- Ho_1 : there was no significant difference in selected business competencies considered essential for the interior design undergraduate program as ranked by interior designers and design educators; and
- Ho_2 : there was no relationship between rankings of business competencies by professional designers and the selected variables of length of employment, business background, income level, and type of firm.

The research question that this study sought to answer was:

- (1) Are there certain business competencies necessary to the success of beginning practicing designers?

Assumptions

This study was subjected to assumptions that may tend to affect the scope of the research. These were:

- (1) it was assumed that the training and professional practice of the interior designer and design educator qualified them as experts regarding business competencies;
- (2) it was assumed that the majority of interior design firms would be classified as a small business according to the definition of small businesses; and
- (3) it was assumed that the sample selected in the Southwest Region of the United States was representative of designers in that region.

Limitations

The following limitations may also tend to affect the scope of the research. These included:

- (1) the business competencies were evaluated by members of the American Society of Interior Designers (ASID) and the Interior Design Educators (IDEC) limited geographically to the Southwest Region of the United States; and
- (2) business competencies for design educational programs were not available. Therefore, the competencies were developed by the researcher, business educators, professional designers, and design educators.

Definition of Terms

The following terms are defined as utilized by this study. These include:

- (1) Interior design as described by Alexander (1972): ". . . creation of a satisfactory environment for human use" (p. 7).
- (2) Interior designer as defined by the American Society of Interior Designers (1978): ". . . one who is qualified by education and experience to identify, research and creatively solve problems relative to the function and quality of man's (or woman's) proximate environment" (p. 1).
- (3) The American Society of Interior Designers (ASID) as defined by ASID (1978): "a professional society dedicated to serve the entire profession and to maintain the highest possible standards for the practice of Interior Design" (p. 1).
- (4) Foundation for Interior Design Education Research (FIDER) their purpose as defined by FIDER (1976): "to develop a recognized program for accrediting schools of interior design" (p. 3).
- (5) Interior Design Educators Council (IDEC) as defined by IDEC (1978): "the development and improvement of interior design education and the professional level of interior design practice" (p. 1).
- (6) Business competencies for interior designers as described by Murphy (1975, p. 18-19): basic bookkeeping principles, pertinent business laws, knowledge of business forms, merchandise, resources, subcontractors and tradespeople; policies

concerning sales and services; cognizance of public relations and consistent training of design staff.

- (7) Small business as defined by Broom and Longenecker (1975):
"100 employees constituting a typical line of demarcation between small and large business" (p. 3).
- (8) Southwest Region of ASID: this includes the states of Oklahoma, Texas, and Louisiana.
- (9) Southwest Region of IDEC: the states included in this region are Oklahoma, Texas, Louisiana, Arkansas, and Colorado.

CHAPTER II

REVIEW OF LETERATURE

Until the 1960's interior design research and publications focused mainly on the aesthetic element of the interior design job rather than the business aspects. Since that time many professionals have stated that business principles were not receiving an adequate amount of attention. Since concern has been expressed by professional interior designers, additional research must be conducted to develop a core of business competencies for interior design educators.

A thorough research of the literature was conducted by using the Educational Resources Information Center (ERIC) and the following descriptors: Interior Design and Business, Curriculum and Business, Interior Design and Competencies, and Business Competencies. The ERIC research did not provide any information that was useful for this study. The researcher then corresponded with ASID, IDEC and FIDER for information dealing with business competencies for interior design education. The replies received from the three professional organizations revealed that specific business competencies for interior designers did not exist. The researcher then selected several sources in order to review literature for this study. Areas reviewed were as followed: business principles and procedures, interior design business, curriculum development, and interior design curriculum development.

Business Principles and Procedures

A knowledge of basic business principles are important to anyone that wants to succeed in their profession. However, one must first realize the importance of including business in their education. B. C. Forbes stated that "every act is first a thought. Too many of us jog through life without giving enough serious thought to reaching a definite goal" (Dugdale, 1978, p. 4). Without a basic knowledge of business, one will find it difficult reaching the goal one seeks.

Zutabern and Bullock (1936) stated that "an education in the principles of business would enable men and women to seize the opportunity to launch into small businesses of their own" (p. 7). However, business principles are important not only to someone wanting to start a business, but to anyone who wants to understand the occurrences of day to day situations.

A reawakening of interest in the problems of small businesses have seen a resurgence in business education among universities. Luchsinger and Luchsinger (1978) wrote an article about the new trends in educational programs oriented toward small business.

While the forces of the market place require a greater level of sophistication and capability than ever before to insure survival, the response to that challenge seems to be generated from institutions and agencies that are involved in small business problems and from a social climate which recognized the importance of and opportunities available in small business (p. 46).

Business educators were reconstructing their curriculum to include small business programs because it was found that a high percentage of these businesses failed because of a lack of managerial skills.

Abdelsamad (1978) explained that "small businesses have failed not

only because of factors beyond the control of their owners but also because of mistakes committed by them" (p. 32). Broom and Longenecker (1975) reported the same findings.

In small businesses especially, the management seems to be the number one problem of the enterprise. Often the causes of failure, such as inadequate sales, excessive fixed assets and poor location, were merely reflections of the owner's inadequacy (p. 67).

Managerial expertise was essential for the survival and success of many, if not all of the small businesses. Apostolidis (1978) defined the term managerial expertise as being:

. . . not only the skillful handling of men, money and inventories, but also the ability to formulate appropriate and timely policies, select effective methods, and to create favorable relationships with employees, customers and the general public (p. 49).

Many people who obtained financial support to start a business failed because of a lack in managerial expertise. For this reason, a thorough understanding of firm management and a knowledge of business principles must be understood before venturing into the business world. The job of managing must be looked upon as the core of the business. The success of the firm depends upon the decisions made by the manager. As pointed out, the management must be experienced and competent in decision making in order for the business to succeed.

Interior Design Business

Several articles have been written linking the design professional to business and therefore joining them as one. In The Guide to Career Education, Lederer (1976) explained the job of interior design as being ". . . a marriage of art and business" (p. 120). Smith (1973) stated that a design professional was ". . . an artist surrounded by a

professional wrapped in a business man" (p. 331). While Greer (1963) pointed out that "the interior designer must be a business person as well as an artist" (p. 66).

Siegel (1976) published a book designed to make the new and the practicing interior designer aware of the basic business principles needed for an interior design practice. He stated that the reason designers have been unsuccessful in their profession was not because of a lack of artistic skills, but because of a lack of business knowledge. He wrote:

. . . interior designer's who practice their art and their profession with undeniable competence - even with brilliant resourcefulness - fail to make a go of their careers because they do not know how to cope with their business (p. 8).

Murphy (1975) wrote a book that deals with the interior design business because he felt that "the subject of business procedures can no longer be ignored" (p. 17). He listed 10 essential factors needed in order to operate an interior design business. These included:

1. Familiarity with basic bookkeeping principles in addition to the regular service of a qualified accountant or attorney.
2. Thorough knowledge of pertinent business laws.
3. Comprehension of all necessary business forms, such as contracts, purchase orders, invoices and credit information sheets.
4. Awareness of all merchandise resources, their products and a rational filing system containing this information.
5. Knowledge of qualified subcontractors and tradespeople and their services.
6. A firmly established policy concerning sales and services to be uniformly practiced by all personnel.
7. Consistent training of design staff and constant reaffirmation of company policies.
8. Cognizance of public relations procedures for advertising and publicity.
9. Provisions for servicing and delivering merchandise.
10. Continued vigilance to maintain the five-to-one ratio between accounts receivable and payable (p. 18-19).

Murphy states that success is contingent upon a knowledge of these objectives.

Sulton (1977) was concerned with developing an analytical tool to review the business activities of a small interior design firm (p. 3). Seven firms were interviewed with a questionnaire which consisted of business concepts related to interior design. Sulton concluded that "the responses of the seven firms reaffirmed the need for a knowledge of business principles and practices" (p. 56). Sulton further stated:

Interior design is a business just as vital as any other business organization; therefore, the owners need to know the business principles and concepts to create a successful profit . . . Interior design and business can grow together to become an exciting and interesting field. Business has to be incorporated into interior design firms to assure their becoming successful business organizations (p. 59-60).

Nuendorf (1977) was also interested in the business aspect of interior design and conducted a study that would provide knowledge to anyone who wanted to start a small business in interior design or related area. Nuendorf devised a check list for starting a small business which suggested that a person should:

1. Seek legal and professional help from lawyers, accountants, bankers and other designers before starting a business.
2. Be aware that you are using marketing principles every time a client walks into your business. You are selling no matter if it's selling on the showroom floor or taking a client to lunch.
3. Devise profitable payment forms for the various jobs performed by the firm.
4. Keep adequate and systematic records for all phases of operation.
5. Have a firm and realistic credit plan before the need arises.
6. Know the goals of your organization. Devise a plan to achieve the goals by breaking them down to a time table and/or steps.
7. At all times conduct yourself and your firm in a professional manner and use good business ethics (p. 44-45).

Publications and articles written on design and business (even though they are far and few between) have reaffirmed the need for a knowledge of business principles and practices. The review of literature shows that in order for an interior design firm to succeed they must first possess a strong business sense. The interior designer must realize they are a business person in order for them to succeed in their profession.

Curriculum Development

In order to meet the rapid growth of society, steps must be taken to improve the education of today's students. Anderson (1956) justified curriculum study when he explained:

The rapidity of social change is in itself a reason for curriculum study. We may be uncomfortably aware that the changes in society seem to be racing with the speed of a jet plane while the curriculum changes crawl like the tortoise (p. 4).

However, before education can be improved there must first be a reassessment of goals. Without a continual reassessment, education become stagnant and students stop growing.

Education innovations are often due to the initiative of one person or a very few individuals. As long as that individual or group keeps working on it, the innovation survives. When they stop, it dies (Hoffman, Macvican, Martin, Taylor and Zacharias, 1967, p. 494).

Zais (1976) pointed out that change is inevitable, it occurs despite attempts to inhibit it. Second, he stated that change was neither good nor bad: "it was the direction of change and the value judgment placed on it that determined its goodness or badness" (p. 19).

Although innovation and change are important, the steps taken in developing and implementing the curriculum design are essential.

Taba (1962) developed a five step sequence for developing curriculum change. The first step was the production of pilot tests which established a link between theory and practice by requiring:

1. that the planning be based on theoretical considerations worked out in the light of available research; and
2. that concurrent experimentation in classroom settings be carried on to provide empirical data against which theoretical principles may be assessed (p. 455).

The second step was the testing of experimental units in "different classrooms and under varied conditions to establish their validity and teachability . . ." (p. 456). The next step of Taba's model was the revising and consolidating of the curriculum units for theoretical consistency. Step four was to develop a framework by taking a group of ". . . revised consolidated unit plans, and with necessary changes having been made, structure them into an overall and coherent curriculum" (p. 457). The final step was the installation and implementation of the new units.

Many educators have looked at the over all picture of learning in many different ways. Ibzerda (1966) suggested that

. . . a student should learn to make judgments, to be able to discriminate among judgments, and to be willing to act upon his (their) judgments. We want him (them) to acquire competence in every tool and every language that will help him (them) to receive, to feel, to hear, to restructure his (their) experience so that he (they) can both control it and be open to new experiences . . . Create great persons, the rest follows (p. 30).

While the above explanation could be considered as the total concept of the learning process, the idea needs to be applied to all aspects of education. However, in order for learning to be successful, curriculum development and improvement would also have to be considered. It would be difficult for the student to be competent if curriculum development

and improvement had not taken place.

Interior Design Curriculum Development

Siegel stated that the students who have graduated and found their future clients have not:

. . . a notion of how to carry on an interior design practice nor what his clients and the business community at large expect of him, nor how his operations relate to the trade source --the industry which provides the materials and services essential to the realization of his design. Nor in fact does he know how to arrive at proper fees and compensations for his services (p. 9).

However, it is difficult to meet all of these requirements within a four year degree program. The Foundation for Interior Design Education Research was aware of the curtailment of time when they developed guidelines and standards for the accreditation of interior design education programs. They recommend

No single four or five year program can offer every course or experience which can be justifiably suggested for the education of an interior designer . . . Schools preparing for accreditation should seek to reflect in their curriculum the continually expanding requirements of the profession, advancements in knowledge and contributions of related disciplines and should strive to provide offerings beyond the suggested minimum for graduation (1976, p. 3).

Training and education received by an interior design student is not completed upon graduation, but continues throughout a lifetime.

Henton (1960) conducted a study to ascertain "what courses should be taken by the student preparing for a career in housing and design . . ." (p. 3). In his research, professional opinions from ASID members in the Oklahoma Chapter, furniture buyers in Oklahoma and graduates of Oklahoma State University Department of Housing and Interior Design were obtained. His results revealed that ASID and furniture buyers

recommended in addition to other selected courses that ". . . elements of economics, principles of accounting, . . . principles of marketing, (and) salesmanship" should be included in the housing and design curriculum (1960, p. 52). Out of these four suggestions graduates recommended only "elements of economics" for future housing and interior design programs.

McCarty's (1974) study was ". . . concerned with the improvement of instructional objectives for interior design education" at Oklahoma State University (p. 3). By using objectives stated by FIDER, McCarty "developed student performance objectives which were then evaluated by educators and professionals" (p. 5). These comprehensive sets of objectives were then classified according to:

1. Liberal Arts
2. History of Art, Architecture and Interiors
3. Basic Creative Development
4. Communication Skills and Technical Knowledge
5. Interior Design, Planning and Analysis

In his conclusions of interior design programs he stated that "as presently taught, these courses do not include an adequate amount of study in contract design and business procedures" (p. 32).

The business of interior design is a new aspect of the design curriculum and has not received an ample amount of research. However, those studies that have been conducted stated that students were not receiving an adequate amount of study in business procedures. Several professional designers have written books on the business of interior design stating that graduates are not prepared to carry on a design practice. For this reason, business courses need to be included in the student's design program.

Summary

The literature reviewed suggested that small businesses have failed because of incompetence and inexperience of managers and cited management as being the number one problem. Without an understanding of basic business principles, there is little hope for a successful business. For this reason, a thorough knowledge of business principles and procedures is important for anyone who wants to own a business of their own.

Interior design firms are classified as a small businesses because they are usually independently operated and have fewer than 100 employees. Therefore, many of the failures which applied to small businesses apply to the design business. Many interior design professionals pointed out that an interior designer was a business person as well as an artist. Professionals also felt that undergraduates in design programs were not receiving an adequate amount of business. They suggested that it was time to change the programs and incorporate business principles into the design curriculum, but did not specify the specific competencies needed.

CHAPTER III

METHOD AND PROCEDURE

Introduction

The necessity of including business principles as a part of the interior design undergraduate program was evidenced by the review of literature. Unlike many other instructional areas of interior design, business practices has received little research or educational attention. Competencies in business practices have not previously been defined for this area of interior design curriculum. This absence of research suggested a dilemma which demanded attention.

After much consideration, it was decided that the Southwest Region of ASID and IDEC would be invited to participate in this study. A sample that was representative of these two populations was then chosen and asked to respond to the two part questionnaire. This chapter will attempt to explain the method and procedure used to obtain the needed information in order to perform and complete this study.

Population

The population of this study included professional designers and educators in the field of interior design. Design professionals were identified as those holding membership in the American Society of Interior Designers (ASID) in the Southwest Region of the United States.

The region consisted of the Texas Chapter, Texas Gulf Coast Chapter, Oklahoma Chapter and Louisiana Chapter. The ASID Association was chosen because it was the logical source from which to secure knowledge about design because the organization is the only nationally recognized professional group in the field of interior design.

Interior design educators were selected from the Interior Design Educators Council (IDEC) in the Southwest Region of the United States. The region for IDEC consists of: Texas, Oklahoma, Arkansas, Louisiana, and Colorado. This organization was selected because of their recognized professional connections to ASID and to FIDER. Their specialized practice also qualified them as an expert source from which the researcher could seek opinions regarding desirable business competencies for design instruction.

Sample

The sample group of this study consisted of members from ASID and IDEC which are in the Southwest Region of the United States. The total membership of the ASID region was 1191. The researcher used a stratified procedure and randomly selected 25 percent or 297 ASID members to be used in this study. The Southwest Region of IDEC consisted of 36 members. Therefore, the researcher decided to use the total population of the members.

Out of 297 instruments mailed to the ASID members, 136 were returned and utilized for this study. A total of 36 instruments were mailed to the IDEC members and 22 were returned and utilized. The percentages are summarized and presented in Table I.

TABLE I
PERCENTAGE OF RESPONDENTS OF SOUTHWEST REGION
OF ASID AND IDEC

Chapter	Distribution of Instrument	Response of Frequency	Percentage of Respondents*
1) <u>ASID CHAPTERS</u>	297	136	45.79
Gulf Coast	56	20	14.82
Oklahoma	19	12	8.89
Texas	171	79	57.78
Louisiana	51	25	18.52
2) <u>IDEC CHAPTER</u>	36	22	61.11

*Percentages of the respondents who returned the instrument from each chapter.

Instrumentation

A list of business competencies defined for interior design does not exist. Therefore, it was the researcher's task to develop an instrument that could be utilized for this study. The development of the instrument was a four phase process. First, an extensive survey was made of reference books and periodicals pertaining to interior design business in an attempt to ascertain possible business competencies for design instruction. Each reference was analyzed and content items were recorded. Following this, revisions in the list were made and items were classified under the appropriate headings: Business Law, Marketing, Finance, Accounting, and Management (Appendix A).

Second, an expert from the business field in each of the major content areas was chosen to assist the researcher in the clarification

and development of the pilot group of competencies. The experts as identified by their business area included the following professors at Oklahoma State University:

1. Accounting and Finance - William S. Houston, Jr., Ph.D., Associate Professor in the Department of Accounting, Certified Public Accountant;
2. Management - Michael A. Hitt, Ph.D., Associate Professor in the Department of Administrative Science;
3. Business Law - Joe W. Fowler, J.D., Associate Professor in the Department of Administrative Services and Business Education; and
4. Marketing - L. Lee Manzer, Ph.D., Assistant Professor in the Department of Administrative Sciences.

This procedure resulted in a comprehensive list of business competencies which were identified for a pilot test for use with professional designers (Appendix B).

The third phase included the pilot testing of the instrument by ASID board members on October 22, 1978 at the Oklahoma Chapter State Meeting in Tulsa, Oklahoma. These members responded to the list of business competencies by adding to, deleting and/or revising items if, in their opinion, it was deemed necessary. Results of the pilot test are presented in Appendix C.

The fourth phase consisted of finalizing the questionnaire and the development of questions devoted to obtaining professional background information. The professional design questions were concerned with occupation, business background, educational background, length of employment in one's occupation and gross income of firm. The questions

devised for the design educators consisted of educational background, business background, courses they were presently teaching and length of employment in one's occupation (Appendix D).

The instrument developed and utilized for this study was designed so that the researcher could define a list of business competencies for interior design curriculum. This instrument also gave the researcher the opportunity to make comparisons between the professional members of ASID and IDEC chosen to participate in the study and between rankings of business competencies and professional background information.

Data Collection

The data were collected by the two part questionnaire. Several other ways to elicit information were considered, but because of time, expense and simplicity, the questionnaire was deemed the best method for the collection of data for this study. A cover letter (Appendix E) accompanied the questionnaire explaining the necessity of developing a core of business competencies for interior design instruction. Self-addressed and stamped envelopes were enclosed and the form was mailed to the total population of IDEC members and the sample of ASID members in the Southwest Region. A follow-up letter (Appendix F) containing another questionnaire was sent to those who had not responded.

The business competency questionnaire constituted the major source of data for this study. It was constructed following the analysis of responses from design professionals serving as members of the pilot group. In its final form it consisted of two major parts which were designed to gather pertinent information for the study. These were:

- (1) Part I was composed of questions focused at obtaining

professional background information. The purpose of this section was to clarify and compare rankings of professionals who had a great deal of education and/or experience in business with those who had not; and

- (2) Part II consisted of five major divisions containing a total of 50 separate items. Additional space was provided in order that respondents might list additional competencies. The form was structured as to elicit one response per item to denote the relative importance ascribed to the item by the respondent.

The reactions of respondents relative to the importance placed upon listed items in Part II were obtained by means of a four column rating scale. These were ranked as (1) Unimportant, (2) Moderately Important, (3) Important, and (4) Essential. This provided information as to the degree of importance assigned to the item by the respondent.

Analysis of Data

All data collected were classified, tabulated, and statistically analyzed in a manner designed to facilitate identification of business competencies considered essential by design professionals and design educators. The independent variable in this study was the design expert (professional designer and design educator) and the dependent variable was the level of importance placed on the business competencies. Analysis of variance and t-test were used to analyze the null hypotheses for significance at the .05 level. Percentages were used in reporting demographic data of interior design professionals and educators. This information was needed in order for the researcher to be able to make

comparisons between the design professionals and design educators and between the professions and their rankings of business competencies.

CHAPTER IV

ANALYSIS OF DATA

Findings and Procedures

The overall purposes of the study were to define a list of business competencies for interior design curriculum and to analyze the rankings of ASID and IDEC members and compare these findings with their demographic background. This chapter presents the findings received from the respondents. The findings are presented in the following order: (1) Demographic Information of Respondents; (2) Rankings of Business Competencies; and (3) Comparisons of Demographic Information and Rankings of Business Competencies of ASID members.

Demographic Information of Respondents

Demographic information was requested from ASID and IDEC members in order to ascertain information on their professional background. ASID professionals were asked to respond to the following variables: (1) type of employment; (2) length of employment; (3) college graduate; (4) formal educational training in business; (5) types of experience in business; and (6) gross income of firm.

Another list of demographic information was devised for IDEC professionals. These variables included: (1) degree held and professional rank attained; (2) length of employment in design instruction;

(3) involvement in the practice of interior design and or consultant; and (4) formal educational training in business and or experience in business.

ASID Demographic Information

A total of 136 instruments (46 percent) were returned from the ASID members and utilized for this study. The responses of the designers who were self-employed and employed by others appear in Table II. Forty-five percent of the respondents were self-employed while 55 percent were employed by others.

TABLE II
TYPE OF EMPLOYMENT

Employment	Percent
Self-Employed	44.85
Employed by Others	55.15

The number of years the designers had been self-employed was viewed as important to the knowledge of business principles. Responses appear in Table III. Thirteen percent of the respondents have been self-employed 2 years or less, 23 percent have been self-employed 3 to 5 years, 14 percent have been self-employed 6 to 9 years, and 49 percent were self-employed 10 years and over.

The type of firm in which the designers were employed appear in Table IV. Fifty-nine percent of the respondents were employed in a design firm, 4 percent were employed in an architectural firm, 20 percent were employed in retail furnishings, 6 percent were employed in office furnishings and 11 percent listed other.

TABLE III
NUMBER OF YEARS SELF-EMPLOYED

Years	Percent
0-2 years	13.33
3-5 years	22.67
6-9 years	14.67
10 years and over	49.33

TABLE IV
TYPE OF FIRM

Firm	Percent
Design Firm	58.82
Architectural Firm	4.41
Retail Furnishings	19.85
Office Furnishings	5.88
Other	11.03

The years employed in the design field are summarized and presented in Table V. The largest percentage, 51 percent have been employed in the design field 10 years and over. Nineteen percent have been employed in interior design for 2 years or less, 16 percent have been employed 3 to 5 years and 13 percent have been employed in the design field for 6 to 9 years.

TABLE V
TIME EMPLOYED IN DESIGN FIELD

Years	Percent
0-2 years	19.11
3-5 years	16.18
6-9 years	13.24
10 years and over	51.47

The distribution of designers graduating from college and those who were not graduates appear in Table VI. Eighty-three percent of the respondents graduated from college while 17 percent had not.

Business training was viewed from both a formal educational setting and experience. The type of formal educational training in business appears in Table VII. Twenty-five percent of the ASID members have received some type of formal educational training in one of the business areas.

The responses for the number of credit hours a designer has received formal educational training in business appears in Table VIII.

TABLE VI
COLLEGE GRADUATES

Graduated	Percent
Yes	83.09
No	16.91

TABLE VII
FORMAL EDUCATIONAL TRAINING IN BUSINESS

Business	Percent
Business Law	18.60
Finance	14.53
Accounting	25.00
Marketing	21.51
Management	20.35

TABLE VIII
CREDIT HOURS OF FORMAL EDUCATIONAL
TRAINING IN BUSINESS

Hours	Percent
0 - 3 hours	52.94
4 - 9 hours	26.47
10 - 18 hours	8.82
19 hours and over	11.76

Fifty-three percent of the designers have received 3 hours or less while 26 percent have received 4 to 9 hours, 9 percent have received 10 to 18 hours, and 12 percent have received 19 hours or more of formal educational training in business.

The responses of the number of years a designer has received business through employment appears in Table IX. Fifteen percent have received 2 years or less business experience through employment, 19 percent have received 3 to 5 years, 15 percent have received 10 years or more.

TABLE IX
BUSINESS EXPERIENCE THROUGH EMPLOYMENT

Years	Percent
0-2 years	15.44
3-5 years	19.12
6-9 years	14.71
10 years and over	50.74

The gross income of the firms in which the respondents were employed is presented in Table X. Seven percent of the ASID members chose not to answer the question. A majority of the firm's gross income was \$100,000 and over.

IDEC Demographic Information

The 22 respondents (66 percent) of the Southwest Region of the IDEC

TABLE X
GROSS INCOME OF FIRM

Gross Income	Percent
\$ 00,000 - \$24,999	9.56
\$ 25,000 - \$49,999	4.41
\$ 50,000 - \$74,999	8.09
\$ 75,000 - \$99,999	6.62
\$100,000 - and over	64.71
No response	6.62

members who participated in this study were asked to respond to questions relating to their professional background. The first question was designed to obtain information on the degree held by the educators and their professional rank attained. The degrees held by the IDEC members ranged from Bachelor to Doctor of Philosophy (Table XI).

There were several different professional rankings attained by the interior design educators. These included: Professor, Assistant Professor, Associate Professor, Director of Program, Corporate Director and Professor Emeritus.

The length of time the educators have been engaged in college level design instruction appear in Table XII. Fourteen percent have been engaged in college level design instruction for 3 years or less, 36 percent have been engaged in design instruction for 4 to 6 years, 14 percent were engaged in design instruction for 7 to 9 years and 36 percent have been engaged in design instruction for 10 years or more.

Those design educators who had been involved in the practice of

TABLE XI
DEGREE HELD BY IDEC MEMBERS

Degree	Percent
Bachelor	13.64
Master	68.18
Doctorate	18.18

TABLE XII
YEARS ENGAGED IN COLLEGE LEVEL
DESIGN INSTRUCTION

Years	Percent
0-3 years	13.64
4-6 years	36.36
7-9 years	13.64
10 years and over	36.36

interior design or consulting and those who had not appear in Table XIII. Ninety-five percent of the educators had been involved in the business of interior design while only 5 percent had not. Responses to the number of years involved in interior design business or consulting appear in Table XIV. Twenty-seven percent of the educators have been involved in consulting for 3 years or less, 18 percent have been involved in consulting for 4 to 6 years, 18 percent have been involved in consulting for 7 to 9 years and 36 percent have been involved in consulting for 10 years or more.

TABLE XIII
INVOLVED IN INTERIOR DESIGN BUSINESS
OR CONSULTING

	Percent
Yes	95.45
No	4.55

TABLE XIV
NUMBER OF YEARS INVOLVED IN INTERIOR DESIGN
BUSINESS OR CONSULTING

Years	Percent
0-3 years	27.27
4-6 years	18.18
7-9 years	18.18
10 years and over	36.36

The responses to the number of credit hours an educator had received formal educational training in business appear in Table XV. Fifty-nine percent of the educators received 3 or less hours of formal business education, 23 percent of the educators received 4 to 9 hours, 9 percent received 10 to 18 hours and another 9 percent received 19 hours or more.

TABLE XV
CREDIT HOURS OF BUSINESS EDUCATION

Hours	Percent
0-3 hours	58.56
4-9 hours	22.72
10-18 hours	9.09
19 hours and over	9.09

Responses to the areas of business which the educators have received formal educational training appear in Table XVI. Forty-three percent of those responding have received formal educational training in marketing.

TABLE XVI
FORMAL EDUCATIONAL TRAINING
IN BUSINESS

Business Training	Percent
Business Law	13.04
Finance	8.70
Accounting	13.04
Marketing	43.48
Management	21.74

The number of years the educators have received experience through employment appear in Table XVII. The majority of respondents have received 41 percent of experience through employment.

TABLE XVII
BUSINESS EXPERIENCE THROUGH EMPLOYMENT

Years	Percent
0-2 years	22.73
3-5 years	18.18
6-9 years	18.18
10 years and over	40.90

Responses to the percentage of educators who were presently teaching business courses appear in Table XVIII. The interior design educators listed several different courses ranging from History of Design to Interior Design Studio. Out of 22 respondents, 9 or 41 percent were presently teaching Business Principles of Interior Design.

Rankings of Business Competencies

The findings from this reasearch are discussed in the following manner: (1) examination of hypothesis 1; and (2) findings based on rankings of ASID and IDEC members of business competencies.

Hypothesis 1: there was no significant difference in selected business competencies considered essential for the interior design undergraduate program as ranked by interior designers and design educators.

TABLE XVIII
PRESENTLY TEACHING BUSINESS
OF INTERIOR DESIGN

Educators	Percent
Yes	40.90
No	59.09

In order to test the hypothesis the rankings of business competencies of ASID and IDEC members were compared by using a t-test analysis. Respondents were asked to rank the 50 business competencies by means of a four column rating scale. These were ranked as (1) Unimportant, (2) Moderately Important, (3) Important, and (4) Essential. The researcher decided to use the mean score of 3.00 as a cut-off point. All competencies receiving a three point and above were accepted and those following below this score were rejected. The business areas were listed under five headings which included: (1) Business Law, (2) Finance, (3) Accounting, (4) Marketing, and (5) Management.

The responses for the t-test analysis for rankings of business competencies by ASID and IDEC members appear in Table XIX. These findings indicated that there was not a significant relationship between the design professionals and the design educators rankings of business competencies. Findings for the t-test rankings of the five business areas appear in Table XX. The only score among the areas of business which was significant at the .05 level was business law.

Business Law was the only area of business which was significant

TABLE XIX

T-TEST ANALYSIS FOR RANKINGS OF BUSINESS VARIABLES
BY ASID AND IDEC MEMBERS

Variables	t Value	Prob	T
ASID	0.33	0.75	
IDEC	0.35	0.73	

TABLE XX

T-TEST ANALYSIS FOR RANKINGS OF EACH
BUSINESS VARIABLES

Variables	t Value	Prob	T
Business Law	-2.37	0.02*	
Finance	0.26	0.79	
Accounting	0.08	0.94	
Marketing	1.19	0.24	
Management	0.08	0.93	

*Significant at the .05 level.

at the .05 level. Due to this significant relationship, the hypothesis was rejected.

Ten competencies were listed for Business Law. The responses appear in Table XXI. The mean score of ASID rankings of Business Law competencies was 2.87. The mean score of IDEC rankings was 3.20. The Business Law competencies receiving a three point or better were as

TABLE XXI
RANKINGS OF BUSINESS LAW COMPETENCIES

Business Law Competencies	ASID Mean	IDEC Mean	Overall Mean
Elements of a Contract	3.49	3.95	3.55*
Letter of Agreement	3.33	3.86	3.40*
Return Agreement	3.08	3.59	3.15*
Liability Agreement	2.93	3.36	2.99
Licenses, Permits and other Government regulations	2.76	3.23	2.83
Debtor-Creditor Relationships	3.00	2.95	2.99
Negotiable Instruments	2.48	2.50	2.48
Legal Forms of Organization	2.63	3.05	2.69
Warranties and Liabilities of Products and Services	2.90	3.14	2.94
Landlord-Tenant Relationships	2.46	2.24	2.43
OVERALL SCORES	2.87	3.20	2.91

*Scores above 3.00.

follows: (1) Elements of a Contract, (2) Letter of Agreement, and (3) Return Agreement.

Eight finance competencies were designed and utilized for this study. The mean scores appear in Table XXII. The mean score of ASID rankings of finance competencies was 3.19 and the mean score for IDEC was 3.15. There was no significant difference at the .05 level between the ASID members and IDEC members. The finance competencies receiving a three point or better were as follows: (1) Collecting Accounts Receivable, (2) Manner of Payment, (3) Design Fees and Compensations,

(4) Budgeting Costs for Operations, (5) Pricing Merchandise, and (6) Establishing Credit.

TABLE XXII
RANKINGS OF FINANCE COMPETENCIES

Finance Competencies	ASID Mean	IDEC Mean	Overall Mean
Collecting Accounts Receivable	3.29	3.10	3.26*
Manner of Payment	3.34	3.27	3.34*
Design Fees and Compensations	3.67	3.86	3.70*
Budgeting Costs for Operations	3.41	3.31	3.40*
Federal Income Tax	2.94	2.81	2.92
Investment Decision Making	2.38	2.40	2.39
Pricing Merchandise	3.11	3.13	3.11*
Establishing Credit	3.31	3.22	3.31*
OVERALL SCORES	3.19	3.15	3.18

*Scores above 3.00.

Nine competencies were utilized for accounting. The mean scores appear in Table XXIII. The mean score of ASID rankings of accounting competencies was 3.05 and the mean score for IDEC was 3.04. The accounting competencies that received a three point or above were: (1) Client Records, (2) Daily Business Transactions, (3) Preparation of Billing Statements, (4) Management of Cash Flow, and (5) Preparation

of Purchase Orders.

TABLE XXIII
RANKINGS OF ACCOUNTING COMPETENCIES

Accounting Competencies	ASID Mean	IDEC Mean	Overall Mean
Client Records	3.46	3.45	3.46*
Payroll Tax Records	2.75	2.77	2.75
Daily Business Transactions	3.17	3.09	3.16*
Freight Claim Records	2.88	3.00	2.90
Preparation of Billing Statements	3.21	3.04	3.19*
Preparation of Financial Statements	2.77	2.77	2.77
Updating Inventory Records	2.73	2.77	2.74
Management of Cash Flow	3.26	3.09	3.24*
Preparation of Purchase Orders	3.32	3.45	3.35*
OVERALL SCORES	3.05	3.04	3.05

*Scores above 3.00.

A total of 13 marketing competencies were designed for this study. The findings are summarized in Table XXIV. The mean score of ASID rankings of marketing was 3.06 and mean score for IDEC was 2.89. There was no significant difference at the .05 level between ASID members and IDEC members. Out of the 13 marketing competencies, six had a score of 3.00 or better. These included: (1) Principles of Retailing,

(2) Professional Ethics, (3) Public Relations, (4) Elements Involved in the Sales of Service, (5) Elements Involved in Consulting, and (6) Communication Skills in Marketing.

TABLE XXIV
RANKINGS OF MARKETING COMPETENCIES

Marketing Competencies	ASID Mean	IDEC Mean	Overall Mean
Buying Behavior	2.98	2.77	2.95
Pricing Policy	2.97	2.77	2.94
Principles of Wholesaling	2.91	2.68	2.88
Principles of Retailing	3.20	2.81	3.15*
Role of Regulatory Forces	2.47	2.40	2.47
Professional Ethics	3.59	3.72	3.61*
Effectiveness of Advertising	2.85	2.81	2.85
Public Relations	3.20	3.22	3.21*
Elements Involved in Consulting	3.28	3.31	3.29*
Elements Involved in the Sales of Service	3.44	3.22	3.41*
Attributes of Sales Personnel	3.03	2.77	2.99
Communication Skills in Marketing	3.11	3.13	3.12*
Effective Market Strategy	2.79	2.61	2.77
OVERALL SCORES	3.06	2.89	3.04

*Scores above 3.00.

Ten competencies were developed for management. The responses appear in Table XV. The mean score of ASID rankings was 3.03 and the IDEC score was 3.02. There was no significant difference at the .05 level between the two professional groups. Over half of the management competencies received a 3.00 or better. These included: (1) Employer-Employee Relationships, (2) Motivation, (3) Leadership, (4) Principles of Planning, (5) Client Complaints, (6) Working Relationships with Trade Sources, Suppliers and Subcontractors, and (7) Communication with Employees and Feedback.

Examination of Hypothesis 2: There was no relationship between rankings of business competencies by professional designers and the selected variables of: length of employment, business background, income level, and type of firm. In order to test the above hypothesis, rankings of business competencies were compared with selective demographic variables. These findings are presented in the following paragraphs.

An analysis of variance was utilized for the rankings of business competencies with: type of employment, number of years in the field of design, business education, business experience, college graduate, and gross income of firm. There was no significant difference at the .05 level. The findings appear in Tables XXVII through XXXI. Each of the five areas of business was separately analyzed with the demographic variables. The analysis of variance conducted on the rankings of accounting competencies by professional designers was the only table that was significant at the .05 level. The responses appear in Table XXXII.

These findings indicate that there was not a significant

TABLE XXV
RANKINGS OF MANAGEMENT COMPETENCIES

Management Competencies	ASID Mean	IDEC Mean	Overall Mean
Employer-Employee Relationships	3.02	3.09	3.03*
Structure of Jobs in Organization	2.81	2.68	2.79
Motivation	3.15	3.00	3.13*
Leadership	3.17	3.04	3.15*
Principles of Planning	3.35	3.09	3.31*
Client Complaints	3.28	3.13	3.27*
Working Relationships with Trade Sources, Suppliers and Subcontractors	3.38	3.50	3.41*
Monitoring Organizational Performance	2.64	2.60	2.64
Community Responsibility	2.36	2.57	2.39
Communication with Employees and Feedback	3.04	3.00	3.03*
OVERALL SCORES	3.03	3.02	3.03

*Scores above 3.00.

TABLE XXVI
ANALYSIS OF VARIANCE FOR TYPE OF EMPLOYMENT
AND BUSINESS COMPETENCIES

	DF	Sum of Squares	Mean Squares	F
Employment	1	0.02	0.02	0.79
Error	86	22.45	0.26	
Total	87	22.47	0.26	

TABLE XXVII
ANALYSIS OF VARIANCE FOR YEARS EMPLOYED IN
DESIGN FIELD AND BUSINESS COMPETENCIES

	DF	Sum of Squares	Mean Squares	F
Design Time	3	0.18	0.81	0.07
Error	86	21.66	0.25	
Total	89	22.47	0.26	

TABLE XXVIII
ANALYSIS OF VARIANCE FOR BUSINESS EDUCATION
AND BUSINESS COMPETENCIES

	DF	Sum of Squares	Mean Squares	F
Business Education	3	0.36	0.12	0.60
Error	65	12.41	0.19	
Total	68	12.77	0.19	

TABLE XXIX

ANALYSIS OF VARIANCE FOR BUSINESS EXPERIENCE
AND BUSINESS COMPETENCIES

	DF	Sum of Squares	Mean Squares	F
Business Experience	3	0.11	0.04	0.92
Error	82	17.69	0.22	
Total	85	17.80	0.22	

TABLE XXX

ANALYSIS OF VARIANCE FOR COLLEGE GRADUATE
AND BUSINESS COMPETENCIES

	DF	Sum of Squares	Mean Squares	F
College Graduate	1	0.81	0.81	0.07
Error	86	21.66	0.25	
Total	87	22.47	0.26	

TABLE XXXI

ANALYSIS OF VARIANCE FOR GROSS INCOME OF FIRM
AND BUSINESS COMPETENCIES

	DF	Sum of Squares	Mean Squares	F
Gross Income	4	0.11	0.04	0.92
Error	77	20.47	0.27	
Total	81	22.31	0.27	

TABLE XXXII
ANALYSIS OF VARIANCE FOR TYPE OF EMPLOYMENT
AND ACCOUNTING

	DF	Sum of Squares	Mean Squares	F
Employment	1	2.02	2.02	0.02*
Error	128	49.98	0.39	
Total	129	52.00	2.41	

*Significant at the .05 level.

relationship between the rankings of business competencies and the demographic variables. However, Table XXXII indicates that there was a significant relationship at the .05 level between the rankings of accounting competencies by professional designers and their type of employment. Therefore, the hypothesis was rejected.

Summary

Within this chapter, discussion of the findings was divided into three major areas. Presented first were the percentages of ASID and IDEC demographic information. Next, the researcher presented the business competencies as ranked by the professional designers and design educators. Finally, comparisons were made between the ASID demographic information and their rankings of business competencies.

The overall mean score of business competencies as ranked by ASID and IDEC members was 3.03. The area of business receiving the highest rankings was finance with a mean score of 3.18. The mean score of the

remaining four areas of business were: (1) Accounting, 3.05, (2) Marketing, 3.04, (3) Management, 3.03, and (4) Business Law, 2.92.

Out of the 50 business competencies designed for this study, 27 received a ranking of 3.00 or above by ASID and IDEC members.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The major purpose of this study was to develop and define a list of business competencies for interior design curriculum. The four objectives of the study were: (1) to establish a need for a set of business competencies based on the rankings of professional designers and design educators; (2) to ascertain if differences exist between professional designers' and design educators evaluations of business competencies for effective undergraduate interior design instruction; (3) to determine if a relationship exists between the rankings of the business competencies by professional designers and the following variables: length of employment, business background, income level, and type of firm; and (4) to make recommendations for a core of business competencies to be included in interior design undergraduate programs.

Description of Subjects

The respondents who participated in this study were members of ASID and IDEC. The majority of the ASID respondents were college graduates (83 percent) and had been employed in the design field for 10 years or more (51 percent). These percentages were probably due to the rigid membership requirements of ASID and the organizations ". . . unflagging

efforts to raise the level of professionalism in the practice of interior design" (1978, p. 2).

The majority (95 percent) of the design educators had previous interior design experience with 36 percent having 10 years of experience or more. An educator who has received practical experience in the design field is aware of the possible problems the designer may encounter. Therefore, this practical experience is important to the student because the educators are knowledgeable of the interior design business.

Both ASID and IDEC respondents had a few business courses in their educational training. However, due to the comments received on the questionnaire, many respondents felt that business should have been a larger part of their program. One designer wrote, "Most designers are not good business persons! Unfortunately we realize after graduation the real importance of business." Another designer wrote, "This is an area which needs emphasis. I have no business background and feel it is essential." The design educators responses were also supportive of including business in the interior design program. One educator remarked, "If these areas are not known to a designer, he will never be able to succeed--unless by chance!"

Summary of Findings

Fifty-six percent of the business competencies developed and utilized for this study received an overall score of 3.00 or better as ranked by ASID and IDEC members. The general attitude of both groups was that business was an area that has been overlooked. While many felt that the undergraduate students should not be expected to be an expert in business, the ASID and IDEC members suggested the students should

be exposed to and knowledgeable about business principles. One designer wrote, "It would be most helpful to be aware of all these aspects (business competencies). Not an expert, but a business operation awareness."

The area of business receiving the highest overall ranking was finance with a mean score of 3.18. It is interesting to note here that both ASID and IDEC members had received the least amount of formal educational training in this field. Finance is an important aspect of the design business because it determines whether or not the design business is successful. Without success, design businesses would find it difficult to complete present jobs, buy additional merchandise, hire more employees, attract more capital and thus produce more jobs that in turn make more profits.

The area of accounting received the second highest mean score (3.05) in the overall business area. The general attitude toward accounting was that the undergraduates needed to learn a good, simple procedure of accounting. The areas of the business which would require more expertise could be handled by an accountant employed by that firm, but the designer would still be expected to have a working knowledge of accounting.

The category of marketing received an overall mean score of 3.04 as ranked by design professionals and design educators. This area of business is important because marketing involves those activities that are aimed at directing the sale of merchandise from designer to client. Profit is linked with the marketing activity and therefore is another determinate of whether the business succeeds or fails. One of the respondents wrote, "Marketing and salesmanship are vital to professions

and lacking most in our own."

The area of management received an overall mean score of 3.04. Management was stated in previous research as being the main reason for businesses failing. The designers who go into business for themselves are not only responsible for the designing phase of the business, but the managing phase of the job as well. A competent manager who is aware and knowledgeable of the organization's total activities would be in the best situation to achieve the goals set forth by the design firm.

The area of business which received the lowest overall mean score was business law (2.92). This low score could be partly due to the terms being unfamiliar to the respondents and to the fact that only 19 percent of the ASID members and 13 percent of the IDEC members had received formal educational training in business law. Although it was the lowest score of the five business areas, it is considered to be important (as defined by this study) and therefore should be recommended to be included in the interior design program. Murphy (1975) states that one of the essential factors for operating a successful business is a "thorough knowledge of pertinent business laws. . ." (p. 18). This area of business is important to the designer because of the legal implications, i.e., contracts, letter of agreement, etc.

Out of 50 business competencies developed for this study, 27 received an overall score of 3.00 or better. The competencies are listed below by business areas. The overall mean score of each competency has been included.

Business Law

Elements of a Contract--3.55

Letter of Agreement--3.40

Return Agreement--3.15

Accounting

Client Records--3.46

Daily Business Transactions--3.16

Preparation of Billing Statements--3.19

Management of Cash Flow--3.24

Preparation of Purchase Orders--3.35

Marketing

Professional Ethics--3.61

Principles of Retailing--3.15

Public Relations--3.21

Elements Involved in Consulting--3.29

Elements Involved in the Sales of Service--3.41

Communication Skills in Marketing--3.12

Finance

Collecting Accounts Receivable--3.26

Manner of Payment--3.34

Design Fees and Compensations--3.70

Budgeting Costs for Operations--3.40

Pricing Merchandise--3.11

Establishing Credit--3.31

Management

Employer - Employee Relationships--3.03

Motivation--3.13

Leadership--3.15

Principles of Planning--3.31

Client Complaints--3.27

Working Relationships with Trade Sources, Suppliers
and Subcontractors--3.41

Communication with Employees and Feedback--3.03.

This section defines those competencies receiving a 3.00 or better as ranked by ASID and IDEC members. The results are presented by the following business areas: (1) Business Law, (2) Accounting, (3) Marketing, (4) Finance, and (5) Management.

Business Law

Ten competencies were designed in the area of business law. The three listed below received a 3.00 or better as ranked by ASID and IDEC members. These were:

1. Elements of Contract
2. Letter of Agreement
3. Return Agreement.

Letter of Agreement and Return Agreement are parts of a contract. A contract is essential to the designer and to the client because it defines the job, states the responsibilities of the designer and the client and explains the financial arrangement. It is the designer's job to construct an instrument that is concise, yet covers the scope of the job in order to prevent any problems that may arise later.

Accounting

Nine competencies were developed and utilized for accounting. Those receiving a score of 3.00 or better are listed below:

1. Client Records

2. Daily Business Transactions
3. Preparation of Billing Statements
4. Management of Cash Flow
5. Preparation of Purchase Orders.

These areas of accounting are most important to the designer because they are encountered frequently. The broad areas of accounting such as financial statements are probably left to someone with more expertise. It would be impractical for the design firm to hire a full-time accountant when a designer who has received a basic knowledge of accounting would be capable of handling the daily transactions. Siegel (1976) states:

. . . certain records must be kept, not only for the proper flow of internal procedures and information, but also, and equally important, because various taxing and other governmental agencies require detailed and correct information. Therefore, the interior designer must be cognizant of the absolute need for proper accounting records (p. 189).

The records that must be kept up to date, i.e., client records, purchase order and billing statements necessitate that the designer have some mastery of accounting.

Finance

Eight competencies were designed in the area of finance. Three-fourths of those received a 3.00 or better as ranked by the ASID and IDEC respondents. These included:

1. Collection of Accounts Receivable
2. Manner of Payment
3. Design Fees and Compensations
4. Budgeting Costs for Operations

5. Pricing Merchandise

6. Establishing Credit.

Design fees and compensations received a ranking of 3.70; the highest mean score in finance and the highest overall mean score of the 50 business competencies. A thorough understanding of fees and compensations would be important to any interior design undergraduate who wanted to know how to receive a reasonable income in exchange for the education, talent, and time they have invested toward their career. Other activities as pricing merchandise is important in order for the firm to maintain or increase its marketing territory. The remaining competencies receiving a 3.00 or better are all related to the day to day financial decisions of the firm. Without a good working knowledge of these financing areas a designer would not be able to adequately compete in the market place.

Marketing

Eleven marketing competencies were designed and utilized for this study. Over half of these received a 3.00 or better. These included:

1. Principles of Retailing
2. Professional Ethics
3. Public Relations
4. Elements Involved in Consulting
5. Elements Involved in the Sales of Service
6. Communication Skills in Marketing.

The elements of marketing that the ASID and IDEC members ranked as important are centered around the sales of service. Jones in How to Market Professional Services (1973, p. 19) states that if the ". . .

design 'professional' was substituted for 'salesman' and 'services' for 'product' the definition of selling becomes directly related to the marketing of professional design services."

The designer is always in the view of society and therefore the professional ethics and public relations are very important. A designer could also open up new job possibilities by being on top of these two areas of marketing. The areas of marketing, i.e., buying behavior, marketing strategy, did not directly relate to selling and recieved lower scores. Buying behavior and marketing strategy are used often in marketing convenience and consumer products. A design firm is selling a speciality product in which the buyer seeks out the firm and therefore these two marketing areas stated above are not as important.

Management

Ten competencies were developed for the area of management. Out of those, seven received 3.00 or better. These included:

1. Employer - Employee Relationships
2. Motivation
3. Leadership
4. Principles of Planning
5. Client Complaints
6. Working Relationships with Trade Sources, Suppliers and Subcontractors
7. Communication with Employees and Feedback.

The management competency receiving the highest mean score was Working Relationships with Trade Sources, Suppliers and Subcontractors. Siegel (1976) states that trade sources are one of the three parties involved

in the making of an interior designer (p. 146). The other two are the client and the designer.

It is important for the designer to be knowledgeable of the principles of planning. The designer is responsible for many activities, i.e., record keeping, selling, and it would be helpful if the designer was cognizant in this area. The remaining competencies receiving a 3.00 or above are centered around the employee and the client. Since the designer is dependent upon these two people, it is easy to understand why the design professionals and design educators ranked these competencies as being important to the undergraduate student.

Conclusions

Twenty-seven of the 50 business competencies received a 3.00 or better. As stated in the questionnaire, a ranking of 3.00 meant that the competency was important and should be included in the undergraduate design program. A paradox exists between the need for designers to be knowledgeable in business yet there is a lack of business in design curriculum. While business has been overlooked by both design professionals and design educators in the past, the general response in this study was business needed more emphasis within the interior design program.

Analysis of variance was conducted between the demographic information and the rankings of business competencies by ASID and IDEC members. However, a significant relationship at the .05 level did not exist. ASID and IDEC respondents felt that of the 50 business competencies defined in this study, 27 business competencies (pp. 52-54) were important for undergraduate students and should be included in their design

program. There also was no significant relationship between professional background variables, i.e., type of employment, number of years employed in the design firm, college graduate, business experience, and gross income of firm and the way in which the business competencies were ranked. This again shows that the professionals, regardless of their background, felt an understanding of business principles is essential to the undergraduate design student.

Based on this study a need exists to incorporate business into the curriculum of interior design undergraduate students. Those design departments which do not offer or require undergraduates to enroll in business courses should include this area of concentration in the interior design program. A graduate with a thorough understanding of business principles would not only be valuable to their prospective employer, but to the students future.

Recommendations for Further Research

On the basis of the findings and conclusions of the study, the following recommendations are made:

1. A revision needs to be made of the demographic instrument for both ASID and IDEC members and then the study could be replicated using a larger sample within ASID or possibly a different sample that included interior designers who did not belong to ASID.
2. Evaluate the design program of universities to determine whether business courses are required for interior design undergraduate students. If so, a comparison could be made

between this study and the courses required by design departments.

3. Conduct a study to ascertain the sequential arrangement of developed business competencies determined by this study which would then give the design students the greatest degree of success in the interior design field.
4. Conduct a study to determine if a business thrust area should be developed in the field of interior design for the undergraduate students or if they should go outside the department in order to receive this business knowledge.
5. Conduct a study to determine why the business competencies developed in this study received a 2.99 or below and make a comparison between those competencies and the ones which received a 3.00 or better.

Concluding Statement

It is hoped that this study will serve as the ground work for future comparative evaluations of business competencies for interior design programs. While the business components of interior design have been overlooked by professionals, graduates and universities it is an essential area to the design student building their career in this field. For this reason, future research needs to be conducted in the business of interior design.

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APPENDIX A

ORIGINAL INSTRUMENT

The following questionnaire is designed to gather information on business competencies needed by an interior design major and to determine the competencies you consider essential for the graduate entering the design profession.

Please respond to all of the following items by circling the number indicating the importance you attach to each competency:

- | | |
|-----------------------------------|---|
| (1) Essential | (3) Moderately Important, include if time permits |
| (2) Important, should be included | (4) Unimportant, do not include |

1 2 3 4 BUSINESS LAW

- 1 2 3 4 Letters of Agreement
 1 2 3 4 Elements of a Contract
 1 2 3 4 Liability Insurance
 1 2 3 4 Licenses and Permits
 1 2 3 4 Retainer Agreement
 1 2 3 4 Legal Forms of Organization (Corporation)
 1 2 3 4 Warranties and Liabilities of Products and Services
 Other Content items:

1 2 3 4 _____
 1 2 3 4 _____

1 2 3 4 FINANCE

- 1 2 3 4 Recovering Cost of Service
 1 2 3 4 Fees and Compensations
 1 2 3 4 Collecting Fees
 1 2 3 4 Manner of Payment
 1 2 3 4 Retainer Deposit
 1 2 3 4 Money Management
 1 2 3 4 Budgeting Costs for Operation
 1 2 3 4 Federal Income Tax
 1 2 3 4 Investments
 1 2 3 4 Borrowing Credit
 1 2 3 4 Establishing Accounts with Trade Sources
 Other content items:

1 2 3 4 _____
 1 2 3 4 _____

1 2 3 4 MANAGEMENT

- 1 2 3 4 Staff Relationships
 1 2 3 4 Staff Organizational Design
 1 2 3 4 Motivation
 1 2 3 4 Leadership
 1 2 3 4 Complaints
 1 2 3 4 Working Relationships with Subcontractors
 Other content items:

1 2 3 4 _____
 1 2 3 4 _____

1 2 3 4 ACCOUNTING

- 1 2 3 4 Record Keeping (Client Records, Payroll Tax Report, Daily Business Transactions)
 1 2 3 4 Preparation of Financial Statements
 1 2 3 4 Preparation of Billing Statements
 1 2 3 4 UpDating Inventory
 1 2 3 4 Acquisition of Operating Cash Assets
 1 2 3 4 Transactions with Trade Sources
 1 2 3 4 Freight and Freight Claims
 1 2 3 4 Preparation of Purchase Orders
 Other content items:

1 2 3 4 _____
 1 2 3 4 _____

1 2 3 4 MARKETING

- 1 2 3 4 Buying Behavior
 1 2 3 4 Pricing Policy
 1 2 3 4 Principles of Wholesaling
 1 2 3 4 Principles of Retailing
 1 2 3 4 Effective Market Strategy
 1 2 3 4 Professional Ethics
 1 2 3 4 Purpose and Cost of Advertising
 1 2 3 4 Public Relations
 1 2 3 4 Elements Involved in Consulting
 1 2 3 4 Role of Regulatory Forces
 1 2 3 4 Attributes of Sales Personnel
 Other content items:

1 2 3 4 _____
 1 2 3 4 _____

Other suggestions, please specify:

1 2 3 4 _____
 1 2 3 4 _____

Please provide the information requested below relative to your professional background. All information contributed will be summarized and reported in tabular form and individuals or firms will not be identified.

- (1) What is your occupation? _____
- (2) Length of time employed: _____
- (3) College graduate: Yes _____ No _____
- (4) Major: _____
- (5) Do you have a business background? Yes _____ No _____
- (6) If yes, please explain: _____

- (7) Do you or the company you work for hire a business manager to take care of the business procedures? Yes _____ No _____

APPENDIX B

INSTRUMENT CLARIFIED BY BUSINESS PROFESSORS

AT OKLAHOMA STATE UNIVERSITY

The following questionnaire is designed to gather information on business competencies needed by an interior design major and to determine the competencies you consider essential for the graduate entering the design profession. Please respond to all the following items by circling the number indicating the importance you attach to each competency:

- | | |
|--|---|
| <p>(1) Essential</p> <p>(2) Important, should be included</p> | <p>(3) Moderately Important, include if time permits</p> <p>(4) Unimportant, do not include</p> |
| <p>1 2 3 4 <u>BUSINESS LAW</u></p> <p>1 2 3 4 Elements of a Contract</p> <p>1 2 3 4 Letter of Agreement</p> <p>1 2 3 4 Retainer Agreement</p> <p>1 2 3 4 Liability Insurance</p> <p>1 2 3 4 Licenses, Permits and other Government Regulations</p> <p>1 2 3 4 Debtor-Creditor Relationships</p> <p>1 2 3 4 Negotiable Instruments</p> <p>1 2 3 4 Legal Forms of Organization</p> <p>1 2 3 4 Warranties and Liabilities of Products and Services</p> <p>1 2 3 4 Landlord-Tenant Relationships</p> <p>Other content items;</p> <hr/> <hr/> | <p>1 2 3 4 Preparation of Financial Statements</p> <p>1 2 3 4 Updating Inventory Records</p> <p>1 2 3 4 Management of Cash Flow</p> <p>1 2 3 3 Preparation of Purchase Orders</p> <p>Other content items:</p> <hr/> <hr/> |
| <p>1 2 3 4 <u>FINANCE</u></p> <p>1 2 3 4 Collecting Accounts Receivable</p> <p>1 2 3 4 Manner of Payment</p> <p>1 2 3 4 Design Fees and Compensations</p> <p>1 2 3 4 Budgeting Costs for Operations</p> <p>1 2 3 4 Federal Income Tax</p> <p>1 2 3 4 Investment Decision Making</p> <p>1 2 3 4 Pricing Merchandise</p> <p>1 2 3 4 Establishing Credit</p> <p>Other content items:</p> <hr/> <hr/> | <p>1 2 3 4 <u>MARKETING</u></p> <p>1 2 3 4 Buying Behavior</p> <p>1 2 3 4 Pricing Policy</p> <p>1 2 3 4 Principles of Wholesaling</p> <p>1 2 3 4 Principles of Retailing</p> <p>1 2 3 4 Role of Regulatory Forces</p> <p>1 2 3 4 Professional Ethics</p> <p>1 2 3 4 Effectiveness of Advertising</p> <p>1 2 3 4 Public Relations</p> <p>1 2 3 4 Elements Involved in Consulting</p> <p>1 2 3 4 Elements Involved in the Sales of Service</p> <p>1 2 3 4 Attributes of Sales Personnel</p> <p>1 2 3 4 Communication Skills in Marketing</p> <p>1 2 3 4 Effective Market Strategy</p> <p>Other content items:</p> <hr/> <hr/> |
| <p>1 2 3 4 <u>ACCOUNTING</u></p> <p>1 2 3 4 Client Records</p> <p>1 2 3 4 Payroll Tax Records</p> <p>1 2 3 4 Daily Business Transactions</p> <p>1 2 3 4 Freight Claim Records</p> <p>1 2 3 4 Preparation of Billing Statements</p> | <p>1 2 3 4 <u>MANAGEMENT</u></p> <p>1 2 3 4 Employer-Employee Relationships</p> <p>1 2 3 4 Structure of Jobs in Organization</p> <p>1 2 3 4 Motivation</p> <p>1 2 3 4 Leadership</p> <p>1 2 3 4 Principles of Planning</p> <p>1 2 3 4 Client Complaints</p> |

- 1 2 3 4 Working Relationships
with Trade Sources, Sup-
pliers and Subcontractors
- 1 2 3 4 Monitoring Organizational
Performance
- 1 2 3 4 Community Responsibility
- 1 2 3 4 Communication with Employ-
ees and Feedback
- Other contact items:

Other suggestions, please specify:

APPENDIX C

RESULTS OF PILOT TEST

Business Law

Elements of a Contract	3.75
Letter of Agreement	3.88
Retainer Agreement	3.75
Liability Insurance	3.25
Licenses, Permits	3.00
Debtor-Creditor Relationships	3.00
Negotiable Instruments	2.75
Legal Forms of Organization	2.75
Warranties and Liabilities	2.75
Landlord-Tenant Relationships	2.38

Finance

Collecting Accounts Receivable	3.00
Manner of Payment	3.25
Design Fees and Compensations	3.75
Budgeting Costs for Operation	3.63
Federal Income Tax	2.88
Investment Decision Making	2.50
Pricing Merchandise	2.88
Establishing Credit	3.37

Accounting

Client Records	3.25
Payroll Tax Records	2.75
Daily Business Transactions	3.00
Freight Claim Records	2.88
Preparation of Billing Statements	3.37
Preparation of Financial Statements	2.63
Updating Inventory Records	2.73
Management of Cash Flow	3.13
Preparation of Purchase Orders	3.75

Marketing

Buying Behavior	3.00
Pricing Policy	2.88
Principles of Wholesaling	2.75
Principles of Retailing	3.25
Role of Regulatory Forces	2.38
Professional Ethics	3.37
Effectiveness of Advertising	2.88
Public Relations	3.13
Elements Involved in Consulting	3.25
Elements Involved in the Sales of Service	3.37
Attitudes of Sales Personnel	2.75
Communication Skills in Marketing	3.25
Effective Market Strategy	3.00

Management

Employer-Employee Relationships	3.25
Structure of Jobs in Organization	2.63
Motivation	3.25
Leadership	3.25
Principles of Planning	3.75
Client Complaints	3.25
Working Relationships with Trade Sources, Suppliers and Subcontractors	3.75
Monitoring Organizational Performance	2.75
Community Responsibility	3.88
Communication with Employees and Feedback	3.37

APPENDIX D

FINALIZED INSTRUMENT

The following questionnaire is designed to gather information on business competencies needed by an interior design major and to determine the competencies you consider essential for the graduate entering the design profession. Please respond to all of the following items by circling the number indicating the importance you attach to each competency:

- | | |
|---|-----------------------------------|
| (1) Unimportant, do not include | (3) Important, should be included |
| (3) Moderately Important, include if time permits | (4) Essential |

BUSINESS LAW

- 1 2 3 4 Elements of a Contract
 1 2 3 4 Letter of Agreement
 1 2 3 4 Retainer Agreement
 1 2 3 4 Liability Insurance
 1 2 3 4 Licenses, Permits, and other Government Regulations
 1 2 3 4 Debtor-Creditor Relationships
 1 2 3 4 Negotiable Instruments
 1 2 3 4 Legal Forms of Organization
 1 2 3 4 Warranties and Liabilities of Products and Services
 1 2 3 4 Landlord-Tenant Relationships
 Other Content Items:
 1 2 3 4 _____
 1 2 3 4 _____

FINANCE

- 1 2 3 4 Collecting Accounts Receivable
 1 2 3 4 Manner of Payment
 1 2 3 4 Design Fees and Compensations
 1 2 3 4 Budgeting Costs for Operation
 1 2 3 4 Federal Income Tax
 1 2 3 4 Investment Decision Making
 1 2 3 4 Pricing Merchandise
 1 2 3 4 Establishing Credit
 Other Content Items:
 1 2 3 4 _____
 1 2 3 4 _____

MARKETING

- 1 2 3 4 Buying Behavior
 1 2 3 4 Pricing Policy
 1 2 3 4 Principles of Wholesale-
 saling
 1 2 3 4 Principles of Retail-
 ing
 1 2 3 4 Role of Regulatory
 Forces
 1 2 3 4 Professional Ethics
 1 2 3 4 Effectiveness of Adver-
 tising
 1 2 3 4 Public Relations
 1 2 3 4 Elements Involved in
 Consulting
 1 2 3 4 Elements Involved in
 the Sales of Services
 1 2 3 4 Attributes of Sales
 Personnel
 1 2 3 4 Communication Skills
 in Marketing
 1 2 3 4 Effective Market
 Strategy
 Other Content Items:
 1 2 3 4 _____
 1 2 3 4 _____

MANAGEMENT

- 1 2 3 4 Employer-Employee Relationships
- 1 2 3 4 Structure of Jobs in Organization
- 1 2 3 4 Motivation
- 1 2 3 4 Leadership
- 1 2 3 4 Principles of Planning
- 1 2 3 4 Client Complaints
- 1 2 3 4 Working Relationships with Trade Sources, Suppliers, and Subcontractors
- 1 2 3 4 Monitoring Organizational Performance
- 1 2 3 4 Community Responsibility
- 1 2 3 4 Communication with Employees and Feedback
- 1 2 3 4 Other Content Items:
- 1 2 3 4 _____
- 1 2 3 4 _____

Other Suggestions:

- 1 2 3 4 _____
- 1 2 3 4 _____

ACCOUNTING

- 1 2 3 4 Client Records
- 1 2 3 4 Payroll Tax Records
- 1 2 3 4 Daily Business Transactions
- 1 2 3 4 Freight Claim Records
- 1 2 3 4 Preparation of Billing Statements
- 1 2 3 4 Preparation of Financial Statements
- 1 2 3 4 Updating Inventory Records
- 1 2 3 4 Management of Cash Flow
- 1 2 3 4 Preparation of Purchase Orders
- Other Content Items:
- 1 2 3 4 _____
- 1 2 3 4 _____

The American Society of Interior Designers

Demographic Background

Please provide the information requested below relative to your professional background. All information will be summarized and reported in tabular form and individuals or firms will not be identified.

- (1) Type of Employment: ☐ a. Self Employed ☐ b. Employed by Others
- (2) If self employed, check the number of years:
☐ a. 0 - 2 years ☐ c. 6 - 9 years
☐ b. 3 - 5 years ☐ d. 10 years and over
- (3) Type of firm:
☐ a. Design Firm ☐ d. Office Furnishings
☐ b. Architect Firm ☐ e. Other, please specify _____
☐ c. Retail Furniture _____
- (4) Length of time employed in the design field:
☐ a. 0 - 2 years ☐ c. 6 - 9 years
☐ b. 3 - 5 years ☐ d. 10 years and over
- (5) Are you a college graduate? ☐ YES ☐ NO
- (6) a. If yes, list major and degree: _____

 b. If no, summarize background: _____

- (7) Check the following business areas in which you have recieved formal educational training:
☐ a. Business Law ☐ c. Accounting ☐ e. Management
☐ b. Finance ☐ d. Marketing
- (8) Check the credit hours of business education courses which were part of your educational training:
☐ a. 0 - 3 hours ☐ c. 10 - 18 hours
☐ b. 4 - 9 hours ☐ d. 19 hours and over
- (9) Check the number of years you have recieved business experience through employment:
☐ a. 0 - 2 years ☐ c. 6 - 9 years
☐ b. 3 - 5 years ☐ d. 10 years and over
- Please check the gross income of your firm:
☐ a. \$0 - \$24,999 ☐ d. \$75,000 - \$99,999
☐ b. \$25,000 - \$49,999 ☐ e. \$100,000 and over
☐ c. \$50,000 - \$74,999

The Interior Design Educators Council

Demographic Background

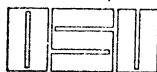
Please provide the information requested below relative to your professional background. All information will be summarized and reported in tabular form and individuals or firms will not be identified.

- (1) Degree held and professional rank attained: _____

- (2) Years engaged in college level design instruction:
 _____ a. 0 - 3 years _____ c. 7 - 9 years
 _____ b. 4 - 6 years _____ d. 10 years and over
- (3) a. Have you been involved in the practice of interior design business or consulting?
 _____ YES _____ NO
 b. If yes, indicate number of years:
 _____ a. 0 - 3 years _____ c. 7 - 9 years
 _____ b. 4 - 6 years _____ d. 10 years and over
- (4) Check the following business areas in which you have received formal educational training:
 _____ a. Business Law _____ d. Marketing
 _____ b. Finance _____ e. Management
 _____ c. Accounting
- (5) Check the credit hours of business education courses which were part of your educational training:
 _____ a. 0 - 3 hours _____ c. 10 - 18 hours
 _____ b. 4 - 9 hours _____ d. 19 hours and over
- (6) Check the number of years you have received business experience through employment:
 _____ a. 0 - 2 years _____ c. 6 - 9 years
 _____ b. 3 - 5 years _____ d. 10 years and over
- (7) Please list the courses you are presently teaching:

APPENDIX E

COVER LETTER



Oklahoma State University

DIVISION OF HOME ECONOMICS
Department of Housing, Design and Consumer Resources

STILLWATER, OKLAHOMA 74074
HOME ECONOMICS WEST BUILDING
(405) 624-5048

In recent years professional interior design educators and interior design professionals have revealed a growing concern for the necessity of business in interior design curriculum. Unlike many other instructional areas of interior design, business practices has not received research attention directed toward defining a list of competencies accepted for design instruction.

I am researching this topic for my thesis which is to develop a core of business competencies considered essential by design educators and interior design professionals. Your specialized practice qualifies you as an expert source from which educators may seek opinions regarding desirable business competencies for design instruction.

Will you please respond to the items in the enclosed questionnaire, place it in the stamped envelope and drop it in the mail today while you have it at hand?

I wish to thank you in advance for your cooperation. All information contributed will be summarized and reported in tabular form and individuals or firms will remain anonymous.

Sincerely yours,

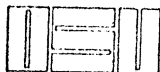
Tana D. Weber, Graduate Student
Housing, Design and Consumer
Resources

Dr. Margeret Weber, Graduate Advisor
Housing, Design and Consumer
Resources
Oklahoma State University

Encls. 2

APPENDIX F

FOLLOW UP LETTER



Oklahoma State University

DIVISION OF HOME ECONOMICS
Department of Housing, Design and Consumer Resources

STILLWATER, OKLAHOMA 74074
HOME ECONOMICS WEST BUILDING
(405) 624-5048

On November 24, you were mailed a questionnaire requesting your assistance in ranking possible business competencies for interior design instruction. In the event that the letter was lost in the mail, I am taking the initiative of sending you another form. Your cooperation in completing and returning this form will help provide a basis for developing business competencies.

Please take five minutes and fill the questionnaire out and return it to the address above in care of Dr. Margaret Weber.

Thank you for your cooperation. All information contributed will be summarized and reported in tabular form and individuals or firms will remain anonymous.

Sincerely,

Tana D. Weber, Graduate Student
Housing, Design and Consumer
Resources

Dr. Margaret Weber, Graduate Adviser
Housing, Design and Consumer
Resources
Oklahoma State University

Encls. 2

VITA²

Tana Diane Weber

Candidate for the Degree of

Master of Science

Thesis: BUSINESS COMPETENCIES FOR INTERIOR DESIGN UNDERGRADUATE
CURRICULUM

Major Field: Housing, Design, and Consumer Resources

Biographical:

Personal Data: Born in Muskogee, Oklahoma, November 18, 1954, the
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Education: Graduated from Guthrie High School, Guthrie, Oklahoma,
in May, 1973; received the Bachelor of Science in Home Econo-
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Professional Experience: Designer, Gilliam Interiors, 1978-1979.