

AN ANALYSIS OF CURRICULUM AND EMPLOYMENT NEEDS
IN POST-SECONDARY DISTRIBUTIVE EDUCATION
IN OKLAHOMA

By

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CHAPTER I

INTRODUCTION

"The first half of the twentieth century has been characterized as the age of production, and some persons have suggested that the second half of the century will be remembered for its accent on distribution" (1). Manpower studies completed by the Oklahoma State Employment Service during 1968-69, covering eight regions of Oklahoma plus Tulsa and Oklahoma City, ranked "Wholesale-Retail Trade" second among all divisions of nonfarm wage and salary employment, averaging 22.4 percent of all such employment. "Service" was ranked fourth, averaging 13.6 percent. The total of these two divisions is 36 percent and could be categorized as the percentage of Oklahoma nonfarm workers employed in the area of distribution (2).

The most recent American Vocational Association statistics on enrollment by occupational areas listed distributive education fifth as to numbers trained in secondary, post-secondary, and adult classes. Out of 7,533,936 students trained in vocational-technical education in 1967-68, 574,785 were distributive education students. These figures indicate that approximately 7 percent of all students in vocational-technical education were trained through distributive education. When we consider that approximately 36 percent of the entire nonfarm labor force is employed in the field of distribution, the challenge distributive education faces in attempting to train adequate numbers to meet

current manpower needs is very apparent.

Prior to the passage of the Vocational Education Act of 1963, most of the training for distributive occupations was conducted in the secondary schools, with evening and part-time classes available for adults who were employed or were desirous of becoming employed in the area of distribution. The increase of funds for all vocational education through the 1963 Act and the amendments to the 1963 Act has made it possible for distributive educators to plan more realistically toward providing adequate training for this major occupational area. With limited funds and resources it has been possible to provide educational opportunities for only a very small percentage of those entering the distributive occupational field.

The Vocational Education Act of 1963 offered new opportunities to the states to expand their vocational programs at the junior college level. These opportunities, coupled with the philosophy of university schools of business, which lends itself toward training for executive management, made apparent the need for establishing post-secondary programs in distribution in junior colleges, technical institutes, and area vocational-technical schools throughout the country. Luter (3) reported:

It has been evident to educators for some time that new concepts of vocational education were needed at the junior college level, and business leaders were in agreement that post-secondary programs were needed to train persons for selected distributive occupations such as middle management, sales management, supervision, and in specialized areas of marketing such as advertising, fashion merchandising, food store operation, real estate, etc.

Statement of the Problem

The 1967-68 American Vocational Association Directory listed 468 post-secondary distributive education programs in operation in the United States. Of these 468 programs, 333 were general distributive education programs, and 135 were specialized. Of the specialized programs, the largest number was found in fashion merchandising with twenty programs. Other significant specializations were: merchandising, fourteen; agricultural-business management, thirteen; and real estate, twelve. There were twenty-two other specialized programs listed; and of the twenty-two, eleven represented only one program of its kind in the United States (4).

Luter (3) in an earlier study, conducted for the University of Texas, revealed the following diversities in post-secondary distributive education curricula:

1. The variations in curriculum, course offerings, program operations and objectives were as numerous as the schools offering the programs.
2. No patterns of trends, strengths, or weaknesses could be identified.
3. Requirements, prerequisites, enrollments, recruiting practices, and scheduling were largely a matter of local regulation and convenience.
4. Work experience, job training, placement of students, and the responsibilities for training were as varied as the curriculums.
5. Responsibility for the curriculums, use of advisory committees, instructor recruitment, and qualifications were largely a matter of local policy and philosophy.
6. Physical facilities, equipment, and department identification were as varied as the curriculums and job training requirements.

In Oklahoma two post-secondary programs in distributive education, one in a state-supported junior college and one in an area vocational-technical school, were established at the beginning of the 1968-69 school year. These two programs originated as the result of different initiative and planning. The request for the program in the junior college was initiated by the president of the college. The curriculum design was determined by reviewing the curricular offerings of similar institutions, and it was designated as a Retail Middle-Management program.

The request for the program in the area vocational-technical school was initiated by a steering committee composed of educators and merchants and was designed as a segment of the post-secondary curriculum in the area school. Again, the curriculum design evolved from a study of other similar institutions but was approved by the members of the steering committee.

Subsequent trends in post-secondary distributive education program implementation in Oklahoma have been to follow the pattern set by the two 1968-69 beginning programs. Additional programs were established in 1969-70 in two other existing junior colleges and one existing area vocational-technical school. Because of the fact that the trend in higher education seems to be toward the establishment of new junior colleges in metropolitan areas, it seemed apparent that research was needed to determine if some of these programs should follow the specialization route or whether they should continue to be designed as general middle-management programs.

Objectives of the Study

The American Vocational Association Directory of Post-Secondary Retailing and Marketing Vocational Programs (4) indicates a preponderance of general distributive education programs rather than programs of a specified nature. There is nothing in the literature to indicate that this condition has resulted from the desires of those engaged in the industry of distribution. Studies have been conducted to determine competencies needed by middle managers in the department store area as well as to determine differences in middle-management competencies in various classifications within the general merchandise area. No research has, prior to this time, been undertaken to determine the pre-employment training needs of middle-management personnel in the various retail areas in which the majority of the population is employed.

The major objective of this study was to determine, from personal interviews with executive and middle managers of the principal kinds of retail businesses in Oklahoma, the differences in pre-employment training needs for middle managers. A second objective was to determine if, in the opinions of executive and middle managers interviewed, a core curriculum could be ascertained for middle-management programs, and whether the programs should be designed as general or specific.

A third objective was the determination of the need for concurrent occupational experience in all types of representative businesses. Of the post-secondary distributive education programs now in operation in Oklahoma, directed occupational experience is planned as a part of the two-year curriculum, but the location of many of the junior colleges makes it impossible to obtain such employment concurrent with enrollment.

Since there is a possibility of multiple distributive middle-management programs to be located in Oklahoma's population centers, the final objective of the study was to determine pre-employment curricular needs peculiar to each major type of retail establishment.

It was not the intent of this study to develop specific curricula for each post-secondary institution in Oklahoma, but rather to provide guidelines by which curricula can be planned to meet the local needs.

Need for the Study

There appears to be much diversification nationally in post-secondary distributive education curriculums, and specialized programs seem to have been planned to coincide with manpower needs of geographic locations (i.e. fashion merchandise programs in New York, California, and Dallas, Texas). Therefore, it seemed essential that before further expansion into the post-secondary middle-management program of distributive education in Oklahoma is attempted, the businesses in which trainees will be employed should be researched in order to determine the direction that the program should take.

In July of 1967, the Center for Vocational and Technical Education at the Ohio State University sponsored a research planning seminar in distributive education. Participating in the seminar were national leaders in distributive education and resource personnel from educational research and the behavioral sciences. In the report of this seminar, published in November, 1969 (5), the following areas of needed research were identified:

- Philosophy and objectives
- Curriculum development
- Student personnel services (guidance)
- Learning processes--teaching methods

Educational programs
 Facilities and equipment
 Instructional media
 Administration and supervision
 Evaluation
 Teacher education
 Research
 Manpower needs--employment opportunities

The first priority, according to a concensus of the leaders present, was judged to be curriculum development. Educators define curriculum both broadly and narrowly, but most agree that curriculum is: "A series of courses whose goal is the attainment by the student of a high standard of education in the broadest sense of the word" (6).

The writer's interpretation of the first research priority was that the newness of the post-secondary distributive education programs in junior colleges and area vocational-technical schools indicates an urgency over secondary distributive education programs for the identification of curricular needs. Secondary distributive education programs have existed in our high school since 1937. While there is not an abundance of curricular research and development in the secondary distributive education area, there is at least much more effort at this level than at the post-secondary level.

Limitations of the Study

Since "randomness" is considered more statistically sound than specific selected sampling of a population without any plan toward randomness, then the very nature of this study limits it statistically. It was necessary to contact executive officers of trade associations for assistance in selecting executives of various retail businesses having complex enough management structure to include middle-management personnel.

Other limiting factors include the background of the respondents. If the executive manager were an "up-through-the-ranks" product, it was expected that he would place more value on "on-the-job learning" than on "institutional" learning for the job; the same would be expected to be true of the middle manager. If the interviewee were a baccalaureate degree recipient, it was expected that he would place more value on university training for the middle management rather than to expect a junior college program to be sufficient.

Since curriculum is developed to meet the needs of the student as well as the employer of the product, graduates of middle-management programs are difficult to identify, as only two programs in the state have been in existence long enough to produce graduates. This area will provide a source for further study.

The businesses included in this study represent what was considered to be the major retail businesses in Oklahoma and should not be interpreted as being the only types of retail businesses in which middle-management positions are available. There are presently existing middle-management training programs in various post-secondary institutions for such areas as insurance, real estate, wholesaling, airport management, escrow, travel and recreation management, and banking and finance. These are service and wholesale businesses, and executives in these areas have not been included in this study. These, too, provide resources for further study.

In addition to retail, wholesale, and service businesses, industrial businesses also have middle managers in their organizational structure. Management techniques are considered to be comparable although functional areas are diverse; therefore, the need for research

in the industrial area as well as in retail, wholesale, and service areas seems to be indicated.

Definition of Terms

Apparel and Accessory Stores (SIC Major Group 56). Establishments in this group are primarily engaged in selling clothing of all kinds and related articles for personal wear and adornment (7).

Area Vocational-Technical Center. An area vocational-technical center is a school established to provide occupational training in any trade or skill below professional level, for which a need exists and employment is available within commuting distance of its students (8).

Automotive Dealers (SIC Major Group 55, Except 554). This group includes establishments which sell new and used automobiles and new parts and accessories, aircraft and marine dealers, and mobile home dealers (7).

Building Materials, Hardware, and Farm Equipment Dealers (SIC Major Group 52). This major group includes establishments primarily selling lumber, building materials, the basic lines of hardware, paint, wallpaper, glass, electrical supplies, roofing materials, and other equipment and supplies for all types of construction. Establishments in this group sell to contractors as well as to the general public (7).

Course of Study. A selection of topics closely grouped around a major interest. It is synonymous with "subject" (6).

Curriculum. A series of courses whose goal is the attainment by the student of a high standard of education in the broader sense of the word (6).

Distributive Education. Distributive Education is a program of education providing vocational instruction in the various functions of marketing and related management for the purpose of (1) preparing persons to enter a distributive occupation or an occupation in which a distributive function appears or (2) upgrading employees, managers, and owners engaged in distributive activities. Distributive education is conducted in high schools, post-secondary, and adult schools (9).

Distributive Occupations. Distributive occupations are those followed by workers engaged in marketing and merchandising activities or in contact with buyers and sellers when (1) distributing to consumers, retailers, jobbers, wholesalers, and others the products of farm and industry or selling services, or (2) managing, operating, or conducting retail, wholesale, or service businesses (9).

Eating and Drinking Places (SIC Major Group 58). This major group includes establishments primarily selling prepared foods and drinks for consumption on or near the premises; and lunch counters and refreshment stands selling prepared foods and drinks for immediate or take home consumption. Also included are caterers who sell prepared foods which are served elsewhere than at their place of business and in-plant food contractors. Eating and drinking places operated as leased concessions in theaters, hotels, motels, and places of amusement are also included here (7).

Food Stores (SIC Major Group 54). Establishments primarily selling food for home preparations and consumption (7).

Furniture, Home Furnishings, and Equipment Stores (SIC Major Group 57). Establishments primarily selling merchandise used in furnishing the home, such as furniture, floor coverings, draperies, glass and

chinaware, domestic stoves, refrigerators, other household electrical and gas appliances, and radio and TV sets. Also included are musical instrument stores and music and record shops (7).

Gasoline Service Stations (SIC 554). Establishments primarily selling gasoline and automotive lubricants. Usually these establishments also sell tires, batteries, and accessories, and perform minor repair work and services (7).

General Merchandise Group Stores (SIC Major Group 53, Part). This group includes all establishments within SIC major group 53, "General Merchandise," except for "nonstore" establishments (SIC's 532, 534, and 535), which for purposes of this publication are separately classified. This major group includes establishments which sell several lines of merchandise such as dry goods, apparel and accessories, furniture and home furnishings, small wares, hardware, and food (7).

Marketing. Marketing--which is often referred to as "distribution" by businessmen--includes all the activities necessary to place tangible goods in the hands of household consumers and industrial users, excluding only such activities that might involve a significant change in the form of goods. It should be noted that the term "marketing" is frequently used to include the activities involved with providing consumers with such services as those offered by insurance, financial, investment, accounting, hotel, entertainment, public utility, and personal service organizations (9).

Middle-Management. Middle-management is considered to be that group of management immediately below top management and above routine supervisors and rank and file employees (9).

Post-Secondary Education. Post-secondary education is instruction at the 13th and 14th grade levels provided in a broad variety of educational institutions. These may be community colleges, area vocational-technical schools, or divisions of four year collegiate institutions (9).

SIC Code. Standard Industrial Classification Code. Refers to numerical designations assigned to major business and industry groups and sub-groups (7).

Summary

It has been the purpose of this first chapter to present an overview of middle-management training for the distributive occupations, to indicate the scope of training necessary for the distributive occupations, to give an indication of the diversity of programs and curricular design in existing middle-management programs, and to establish a need for the type of research which has been undertaken by the writer.

It has also been the writer's purpose to indicate existing limitations which are deterrants to this study and which have implications for further study,

CHAPTER II

REVIEW OF RELATED LITERATURE

While there is a scarcity of formal research in the area of distributive middle-management, authors who have contributed to current periodicals have called attention to the need for this training. They have listed areas of concern; and they have, in some instances, reported simple research of a cursory nature with businessmen who have served as members of advisory committees for existing middle-management programs.

More extensive formal research in the middle-management area has been conducted by Dr. Harland E. Samson (10), Teacher Educator, Distributive Education, University of Wisconsin, Madison, Wisconsin. This research was funded by a grant from the Sears Roebuck Foundation and was concerned with the nature and characteristics of middle-management in retail department stores.

Dr. John H. Carmichael (11), Dean of Instructional Resources at Essex County College, Newark, New Jersey, received the Delta Pi Epsilon research award for his Ph.D. dissertation, "An Analysis of Activities of Middle Management Personnel in the Retail Trade Industry With Implications for Curriculum Development in Post-Secondary Institutions." Dr. Carmichael's study related to differences existing between middle-management positions in department stores, discount stores, and variety stores, which are a part of the Standard Industrial Classification Group 53, Retail Trade--General Merchandise.

Another doctoral dissertation in the middle-management area was completed by Stephen R. Lucas (12) at Ohio State University in 1967. The major purpose of this study concerned guidelines for establishing post-secondary distributive education programs in Ohio. Dr. Lucas contacted state supervisors of distributive education, teacher educators, post-secondary distributive teacher-coordinators, and certain businessmen who were advisory committee members to post-secondary programs in order to secure concensus as to guidelines for program development. These three research documents will be referred to later in this section.

This chapter on review of related literature has been divided into five separate sections in order to develop a background for the problem of curricular development, the growth of the junior college, and the place of middle-management training as evidenced through research with educators and businessmen. Also included are references to research related to characteristics of middle managers with resultant implications for curricular development.

Curricular Development in Junior Colleges

References have previously been made to the University of Texas study reported by Robert R. Luter (3). In seeking commonalities in the middle-management curriculum, the University of Texas staff in surveying 21 colleges in ten states found the following significant factors.

For the first year:

- 100% of the programs required English
- 75% required introduction to business and physical education
- 50% required basic selling, accounting, speech, business mathematics, marketing, and psychology
- 38% required on-the-job training

For the second year:

- 95% required economics
- 75% required management in some form
- 50% required marketing, business communications, physical education, and accounting
- 75% required on-the-job training

In addition to surveying these 21 junior colleges, the University of Texas distributive education staff consolidated the thinking of executives in 200 leading companies surveyed through the American Marketing Association. Of the 200 executives surveyed

- 127 voted economics essential
- 111 voted selling essential
- 107 voted human relations essential
- 106 voted marketing essential
- 99 voted management, psychology, mathematics, and computer science essential
- 77 voted communications essential

Blocker (13) states:

The curriculum (of the two-year college) must be developed with the advice, counsel, and support of an industry or profession. Unless employment can be insured for all those who receive the associate degree, the program should not be undertaken. The curriculum should be primarily occupational centered. Transfer value should be of secondary importance. The technical curriculum should be designed and conducted as ends in themselves.

Blocker also included in his publication a suggested curriculum for a two-year program in fashion merchandising (one of the specialized areas of distributive middle-management):

- 24 hours of liberal arts--English, math, social studies
- 25 hours in major area--marketing, buying, promoting, etc.
- 15 hours in the related areas--art, apparel design, textile science, etc.

This curriculum, according to Blocker, provides an outstanding example of the specialized two-year college serving the needs of the clothing industry in a large metropolitan center. Each curriculum is based upon specific technical requirements of the occupation and also includes required courses in the liberal arts.

By using Q-sort cards, Dr. Samson (10) was able to determine which characteristics of the middle manager should be acquired through formal education prior to accepting positions in middle-management. These characteristics, according to Samson, might be developed through the following courses:

- *Fundamental Legal Principles
- *Oral and Written Communications
- *Psychology of Business Writing
- Business Personality
- *Role of Credit
- *Principles of Economics
- *Role of Advertising
- *Business Organization and Management
- *Principles of Retailing
- *Introduction to Sociology
- *Principles of Marketing
- Anthropology
- The Labor Market
- Introduction to Political Science
- Managerial Data Processing

The ten course titles which have been marked by (*) might be found in most existing middle-management programs at the post-secondary institutional level. Five of the courses would not generally be found. The following courses referred to competencies which at least fifty percent of Dr. Samson's respondents felt would be best handled within the department store:

- Interpreting Accounting Records
- Display
- Merchandise Mathematics
- Buying
- Salesmanship

Growth of Junior Colleges and Post-Secondary Programs

One only has to read daily newspapers and current periodicals to realize that the growth of the junior college is one of the most widely

discussed events of the decade. This growth is described by Cosand

(14):

New two-year colleges are now being established at the rate of 50 a year, and by 1980 the American Association of Junior Colleges expects there will be more than 1,200 in operation. Growth in enrollment is just as dramatic. In September 1964, there were just over 1,000,000 students attending junior colleges--a 14 percent increase over the previous year. By 1980 enrollment is expected to be close to 3,000,000.

Gleazer (15) has written profusely in education journals about the junior college issue. He rates expansion of two-year colleges as almost one a week for the past eight years and feels that this growth rate will continue until most states have, like Florida and California, put community colleges within commuting range of nearly all their population. Gleazer predicted an enrollment in junior colleges of nearly two million by the end of 1969. The 1969 Junior College Directory reported October 1968 enrollments as nearly two million students, with faculty members numbering close to 85,000 in 993 institutions, 97 of which had enrollments in excess of 5,000 students.

Most of the educational writers establish the period of 1963 to 1965 as the time when the community college began to move into its majority. This was the period of time, too, when vocational and technical education received renewed impetus through the passage of the 1963 Vocational Education Act. Federal legislation which was responsible for the growth of the two-year college program was the Higher Education Facilities Act of 1963, which earmarked a proportion of funds for junior colleges. The proportion of allotments to junior colleges was increased in 1966 through amendments to the 1963 law which continued the facilities program. Community and other junior colleges have also received support from such programs as the Allied Health Professions Act, the

Vocational Education Act, the National Defense Education Act, the Higher Education Act, and the Education Professions Development Act. Five hundred additional community colleges have been called for by 1976 by the Carnegie Commission on Higher Education.

The purposes of the Community College have been defined frequently through the years. According to Kelley and Wilbur (16) the six major purposes of the two-year institution are: (1) transfer function, (2) occupational education, (3) general education, (4) remedial education, (5) guidance and counseling, and (6) community service. Although there are many community junior colleges which have not adopted all of these purposes, nevertheless, the trend seems to be toward their inclusion.

Transfer education is acknowledged by most authors as the most generally accepted purpose of the Community College, but occupational programs come in for their share of references. Cosand (14) states:

In the development of high-quality technical education, the comprehensive community college has assumed leadership. Already scores of excellent one- and two-year programs are offered--in such specialities as engineering technology, architectural drafting, law enforcement, commercial art, data processing, retailing, and X-ray technology.

Cosand expressed the belief that placement offices will be major centers of Community College activity--that students ready for employment will be sought out by giants like Monsanto, General Motors, and General Electric; and by hospitals, dentists, and retailers. The technician graduating from a community college or technical institute will be recognized as a valuable acquisition.

Blocker, Plummer, and Richardson (13) in synthesizing the two-year college stated:

From the point of view of business and industry the two-year college serves a number of important functions. The community college with its emphasis on technical education,

provides training for skills critical to industry. It has been demonstrated that the two-year college can furnish superior training at reduced costs. This is particularly true when industrial leaders serve on advisory committees and qualified employees of the concern are retained by the college to assist in the development and teaching of courses.

Venn (17) charged the two-year colleges in America with the responsibility of making vocational and technical education programs a major part of their mission and a fundamental institutional objective. He also stated that if four-year colleges and universities were located in areas where two-year institutions are not likely to be located, then it should be the responsibility of the four-year colleges and universities to provide post-secondary vocational and technical education.

Harris (18) felt that a forecast of 600 public junior colleges by 1970 would be conservative. He did, however, forecast that by 1970 one-fourth of the nation's labor force would be employed in semiprofessional and technical jobs which did not exist in 1930. He considered the community junior college society's answer to the need of millions of high school graduates of "middle level" ability who require further education and training to fit them for careers within the spectrum of "middle level manpower"--the semiprofessional and technical jobs.

Seitz (19) described the two-year curriculum in distributive education as "One of the hottest areas of growth in the educational panorama of the day." His justification of the statement was the phenomenal development of the two-year institution itself--community colleges being established at the rate of fifty a year; and that programs leading to employment in business at the semiprofessional level attract twice the number of enrollees as other associate degree curricula.

Need for Middle-Management Training

Samson (10) stated:

There is unquestionably a dilemma faced by the retail industry when it comes to staffing middle-management positions. In order to get a pool of qualified persons from which to choose individuals for top management positions, they must put forth effort to get potential executives into the stream of top management. Even if only one out of ten is eventually selected for top management, all ten must be perceived as future store executives, and will, accordingly, consider the work in middle management as transitory. Actually there is considerable need for a great majority of these people for the middle level and then effectively keep the majority of them at that level in a terminal position.

A study by the Research Coordinating Unit of Oklahoma State University (20) concerned the examination of plans of Oklahoma high school seniors in 1967. The study revealed that more than forty percent of high school students completed more credits in business than any other vocational area. Business had more than twice the students as the second vocational field in which students completed credits. Of the school graduates who planned further education in business almost 13 percent planned to major in Business Administration areas while 5.4 percent indicated that they planned to major in secretarial science. The distributive middle-management program is designed for terminal training in the business administration area.

Subsequent to this study by the Research Coordinating Unit, Dr. Maurice Roney and Dr. Paul Braden (21) completed a study of "Occupational Education Beyond the High School in Oklahoma," in September, 1967. Their observation was:

No funds have been available for planned curriculum of either terminal or transfer business programs for the higher education institutions or proprietary business schools. It should also be mentioned that distributive education programs at the post-high school level receive no federal support in Oklahoma and are practically non-existent. This lack of emphasis on

training for jobs in the service-producing industries is notable since the service-producing industries continued to provide the bulk of job expansion as they had in previous years.

That the industry itself is concerned about the need for training for middle-management is evidenced by numerous articles in management and marketing periodicals.

Dr. Ormsbee W. Robinson (22) places the responsibility for management training on various levels of educational institutions as well as on the industry employing the managers. He divides level of management into four categories: (1) the men responsible for the formulation of policy and the general direction of the firm; (2) the executives with substantial administrative responsibilities who constitute the upper levels of management and from whom future top executives will be selected; (3) the larger body of middle managers, starting with those who are but one level above the first-line supervisor up to those who may report to the principal functional and staff executives; (4) and the fourth and largest group, the first-line supervisor.

Dr. Robinson describes the type of education necessary for the middle manager: familiarity with functional areas and divisional responsibilities which enable him to work successfully with his peers; understanding of corporate policies in order to provide consistent leadership and direction to subordinates; a deepened knowledge and understanding of management skills and practices. Dr. Robinson also suggested a division of training responsibility between the corporation and institutions of higher education. He suggests that the institutions be concerned with teaching functional subjects such as accounting, marketing, and broad general courses; and that the internal programs be concentrated on competitive and environmental facts of life peculiar to that corporation.

Tingey (23) reported in the Spring 1969 Journal of Retailing on an extensive study which attempted to identify the true role of the store manager of the supermarket. While much of the information resulting from the study was concerned with characteristics of the supermarket manager--age, education, perception of his job, opportunities for advancement, job satisfaction, internal communications problems, problems of management, etc., he did indicate the problem of securing competent management as one of the most acute in the supermarket field.

Top management in most of our supermarket companies are concerned about management development. They realize that it is a problem. But I don't think they realize just how critical this problem is now and how much worse it can get.

During a National Retail Merchants Association meeting, a panel composed of corporate executive training directors of Carson Pirie Scott, Abraham & Straus, and other major retailing organizations, explored the problem of executive development and management motivation (24). Much of the discussion centered around the need for formal training for various levels of management. Much concern was shown regarding the manpower shortage at the management level. It was agreed that there would be a need for 40 percent more managers within a ten-year period (1968-1978).

"Where will the middle managers of the future come from?" This question was posed by Uris (25) in Management Review, October, 1963. Uris's opinion is that the old trip up the ladder, starting from somewhere near the bottom rung, is definitely out. The gaps between levels (rank-and-file and supervision, supervision and middle echelon) will be too large to bridge. This means that educational and vocational training of middle managers will have to be more specific.

These executives of the various retailing industries have made very clear the need for trained management at all levels. They have also challenged institutions of higher education to joint responsibility with retailing organizations for developing managerial capabilities.

Middle-Management Characteristics

Samson's (10) study revealed that 53.1 percent of the executive managers interviewed reported promotion from within the firm as the major source of personnel for middle-management positions. Of the 123 middle managers participating in the study, ages ranged from 20 to 62 years, with the median being 31.4. Of his interviewees, 80.5 percent were males and 19.5 percent females. Educational attainment of the middle-management respondents was:

- 2.4% Below high school
- 34.96% High school graduates
- 24.41% Completion of from one to four years of college
- 34.96% Baccalaureate degree recipients
- 3.25% Master's Degree recipients

If we were to assume that these characteristics would apply to all middle managers in all retail businesses (this research concerned the department store field only) then we could foresee a need for post-secondary training for approximately 60 percent of all retail middle managers. This is assuming, of course, that high school graduates have selected this occupational field and have determined that a two-year college program best fits their needs.

Carmichael (11) reported that of the 701 (610 male and 91 female) participants in his study, the average age was 35. Over 97 percent of the respondents completed high school, with close to 50 percent indicating completion of at least two years of college. Over one-fourth

of the middle managers held college degrees, generally earned in a business curricula. Carmichael's respondents were employed in the general merchandise category, SIC Group 53, and were evenly divided among the job functions of merchandising and operations and reported working an average of fifty hours per week.

Tingey's (23) report of the supermarket manager described the average store manager. This description was compiled from data gathered via a questionnaire mailed to 331 managers representing seven major food chains serving four different geographic regions. The average store manager in the survey was about forty years old (14 percent were under age thirty and 15 percent were age fifty or older). He was a high school graduate (4 percent were college graduates, 30 percent had attended college, 87 percent were high school graduates). Seventy-five percent of the managers responding to the questionnaire stated that, if given an opportunity to start over, they would still follow the occupation of supermarket manager. The managers responding listed their four most important job factors, in order, as: job security, promotion and growth, retirement plan, and higher wages. These supermarket managers identified long hours and lack of qualified, responsible employees as their major problems.

These three comprehensive studies of middle-management characteristics report many commonalities. Samson's subjects were department store middle managers; Carmichael's were in the general merchandise classification (department store, variety store, and discount house); and Tingey's research pertained to the supermarket manager.

The Post-Secondary Distributive Education Program

Lucas (12) contacted state supervisors, teacher educators, teacher-coordinators of post-secondary programs, and businessmen who were members of advisory committees in order to seek agreement of the desirable characteristics of the post-secondary distributive education middle-management program. His study resulted in the following guidelines for establishment of post-secondary distributive education programs.

1. In the planning stages, the services of the distributive education section of the state department of education should be sought. An advisory committee is desirable during the planning and operational stages of the program, and a comprehensive survey of the geographical area should be conducted to determine need and interest.
2. The program should be offered in various types of institutions.
3. The associate degree should be awarded for successful completion of the program.
4. Work experience is considered highly desirable; therefore, the program should be operated on a cooperative basis.
5. The cooperative feature should be continuous for the duration of the program.
6. Each curriculum within the post-secondary institution should be organized to serve a specific area of employment, such as hotel-motel, supermarket, or petroleum.
7. Students enrolled should participate in the post-secondary division of the Distributive Education Clubs of America.

One of the most comprehensive references on the subject of post-secondary education for distribution was published by the University of Wisconsin pursuant to a contract with the U. S. Office of Education in 1967 (9). The purpose of the publication was to review and describe the nature of post-secondary instruction in distribution and marketing.

The publication was designed for the purpose of assisting administrators of post-secondary distributive education in initiating programs, determining curricular offerings, developing organizational structure, and in ultimate program evaluation. The publication was compiled by Dr. Harland Samson with the assistance of fifteen consultants who were knowledgeable in the post-secondary distributive education area. Characteristics of the post-secondary distributive education program were listed as:

1. Providing both intensive and extensive instruction in distribution.
2. Providing instruction which leads to specialization in a marketing function, product area, or business category.
3. Serving a student population from a large geographic area.
4. Providing curriculums oriented to local, state, regional, or national occupational needs.
5. Following a collegiate schedule of classes with special flexibility to permit appropriate application of learnings.
6. Having standards and quality leading to supervisory and management competencies.
7. Utilizing businessmen from a wide range of business interests and from a wide geographic area for advisory and resource purposes.

Included in Post-Secondary Distributive Education were curricular offerings for ten post-secondary distributive education programs (9). All of these, with the exception of a real estate program in California, were designed as two-year programs and were designated as: Mid-Management Retailing, Marketing and Distributive Education, General Marketing Program, Distribution, and Mid-Management Training Program. Programs of a specific nature were designated as: Super Market Distribution, Food Handling and Distribution, and Cooperative Wholesale Management.

To show the relationship of the post-secondary distributive education program to the secondary and adult programs, Figures 1-4, beginning on page 28, are presented (9). Figure 1 is a presentation of discipline and theory of distributive education, indicating the knowledges and skills to be developed within each of the five competency areas of distributive education.

Figure 2 presents in graphic form the four occupational levels in distribution and marketing. This figure indicates that at the post-secondary distributive education level, training for career jobs in distribution and marketing as well as for middle level management and specialist positions may be completed.

Figure 3 is an analysis of curriculums in distributive education from eleven selected post secondary institutions in eight states and indicates four curricular divisions for the middle-management program: technical or emphasis area, marketing or distribution, business or business administration, and general education. This figure shows minimum to maximum semester hours required, mean, and percentage of total program for each of the divisions.

Since the cooperative feature of the post-secondary distributive education program is referred to frequently in the literature, Figure 4 is presented as a basis by which institutions may plan the occupational experience phase of the program. These variations were also compiled from a study of post-secondary programs in operation at the time Post Secondary Distributive Education, a Suggested Guide for Administrators and Teachers, was completed.

PRESENTATION OF DISCIPLINE AND THEORY

<p>Curriculums are identified with the competencies needed in full-time employment. These areas of instruction vary in emphases, but are always taught in relation to each other and the occupational objective sought.</p>	
<p>COMPETENCY IN MARKETING</p> <p>Selling Sales Promotion Buying Operations Market Research Management</p>	<p>COMPETENCY IN TECHNOLOGY</p> <p>Product Knowledge Service Knowledge Special Techniques</p>
<p>COMPETENCY IN SOCIAL ETHICS</p> <p>Business Social Skills Human Relations Supervisory Skills Public Relations</p>	<p>COMPETENCY IN BASIC SKILLS</p> <p>Application of Mathematics Communications</p>
	<p>COMPETENCY IN ECONOMICS</p> <p>Functions of Economy Free Enterprise System Responsibility</p>

Figure 1. Five Major Competencies in Distributive Education

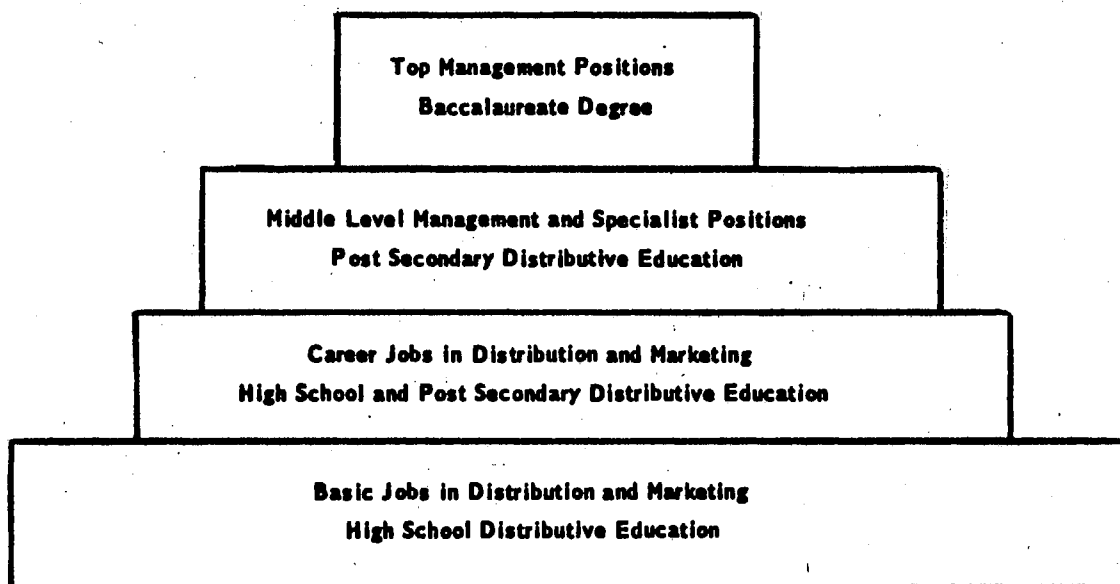


Figure 2. Four Occupational Levels in Distribution and Marketing

Curriculum Division	Semester Hours Required			
	Range		Mean	
	Minimum	Maximum	Hours	Percent of Total
Technical or Emphasis Area	8	30	21	30
Marketing or Distribution	9	18	14	20
Business or Business Administration	11	27	18	26
General Education	12	29	17	24
TOTAL	---	---	70	100

Figure 3. Analysis of Curriculums in Distributive Education From Eleven Selected Post-Secondary Institutions in Eight States. (Electives were assumed to be taken in Technical area unless designated otherwise in institution's bulletin or catalog.)

1st Year	10 weeks - class	8 weeks - job	18 weeks - class	
	10 weeks - job			
2nd Year	36 weeks - class			
ALTERNATING QUARTER PLAN				
1st Year	10 weeks - class	10 weeks - job	10 weeks - class	
	10 weeks - job		10 weeks - class	
2nd Year	10 weeks - job	10 weeks - class	10 weeks - job	
SUMMER INTERNSHIP PLAN				
1st Year	36 weeks - class			
	12 weeks - job			
2nd Year	36 weeks - class			
SPLIT SEMESTER PLAN				
1st Year	9 weeks - class	9 weeks - job	9 weeks - class	9 weeks - job
	12 weeks - class			
2nd Year	9 weeks - job	9 weeks - class	9 weeks - job	9 weeks - class

Figure 4. Variations of Block Time Scheduling for Cooperative Distributive Education

Summary

It has been the purpose of this chapter to review literature related to the post-secondary distributive education programs. In order to establish background information and relevancy, literature related to curricular development in distributive education was presented at the first of the chapter, followed by a section on the rapid growth of post-secondary institutions. Studies and current publications relating to the need for middle-management personnel and responsibility for their training were also reviewed. From available research it was possible to categorize recurring characteristics of retail middle managers in department store, general merchandise, and food merchandise areas. The final section of this chapter dealt with the characteristics and commonalities of existing post-secondary programs. This section was designed for the purpose of providing a ready reference for comparison of results of the writer's research to studies of a similar nature.

CHAPTER III

DESIGN AND METHODOLOGY OF THE STUDY

The purpose of this chapter is to describe the method used in selecting the population for the study, the procedure by which a sample of the population was selected, the method used to design the data-gathering instrument, and the method used for data collection.

Selection of the Population

The latest manpower statistics available in Oklahoma indicate that 157,200 people were employed in the wholesale-retail trades during 1967. This figure represents an increase of 19,800 during the past seven years. These personnel gains in the wholesale-retail trades during the past seven years were centered in the metropolitan areas. Historically, about three-fourths of all Oklahoma trade jobs have been in the retail sector (2). By referring to the American Vocational Association Directory of Post-Secondary Retailing and Marketing Vocational Programs, it was determined that in addition to the predominantly large number of general middle-management programs, specialized programs had been designed for the retail areas of: auto marketing, building material management, department store marketing, fashion merchandising, food merchandising, food service management, hardware marketing, home furnishings merchandising, hotel-motel-restaurant management, and petroleum marketing (4).

Therefore, it seemed important to limit this study to the differences existing in pre-employment middle-management training needs in the major retail areas in Oklahoma. Oklahoma City was chosen as the geographical area for this study since the growth of the field of trade, wholesale-retail, has taken place in metropolitan areas. The 1967 Census of Business, Retail, Trade, Oklahoma (7) was consulted to determine which retail areas employed the largest group of people. The eight areas listed in Table I were selected because of the number of people employed, total sales volume, and total number of establishments.

These major retail classifications shown in Table I are representative of 75 percent of the total number of retail business establishments in Oklahoma, 87 percent of the total retail sales, and 88 percent of the total retail employees.

The total number of employees for these eight retail classifications is 97,433. Adjusting the above figures to the middle-management ratio to total employment, 9.7 percent, and annual turnover rate, 15.2 percent, as reported in Samson's study (10), the middle-management population and need in selected retail areas in Oklahoma are estimated as shown in Table II.

The results of the adjustment of the figures indicate a possible total population of 9,452 positions in these selected retail trade areas as being identifiable as middle-management positions.

No exact statistical information could be gathered as to the total number of executive management positions in retail trade in Oklahoma. Table III is a breakdown by classification (occupation and industry division) as reported in Manpower in Oklahoma (2) which indicates total employment as of June, 1967, with anticipated employment for June, 1969,

TABLE I
RETAIL TRADE--AREA STATISTICS

STANDARD INDUSTRIAL CLASSIFICA- TION CODE	KIND OF BUSINESS	NUMBER OF BUSINESS ESTABLISH- MENTS	SALES VOLUME (\$1,000)	PAID EMPLOYEES TO MARCH 12
	Retail Trade, Total	28,718	3,647,932	110,871
52	Building Materials, Hardware and Farm Equipment Dealers	1,561	239,481	5,738
53	General Merchandise Group	1,232	516,718	18,596
54	Food Stores	3,940	806,267	16,092
55	Automotive Dealers	2,282	721,845	13,091
56	Apparel and Accessory Stores	1,582	187,349	7,943
57	Furniture, Home Furnishings, and Equipment	1,389	154,261	4,420
58	Eating and Drinking Places	5,145	219,258	23,722
554	Gasoline Service Stations	4,416	324,448	7,831
	TOTALS	21,547	3,189,627	97,433

TABLE II
ESTIMATED MIDDLE-MANAGEMENT NEED

STANDARD INDUSTRIAL CLASSIFICA- TION CODE	KIND OF BUSINESS	PAID EMPLOYEES TO MARCH 12	TOTAL MIDDLE- MANAGEMENT	ANNUAL NEED NEW MIDDLE- MANAGEMENT
58	Eating and Drinking Places	23,722	2,301	350
53	General Merchandise Group	18,596	1,804	274
54	Food Stores	16,092	1,561	237
55	Automotive Dealers	13,091	1,270	193
56	Apparel and Accessory Stores	7,943	770	117
554	Gasoline Service Stations	7,831	760	116
52	Building Materials, Hardware, and Farm Equipment Dealers	5,738	557	85
57	Furniture, Home Furnishings and Equipment	4,420	429	65
TOTALS		97,433	9,452	1,437

TABLE III
 EMPLOYMENT IN TRADE--WHOLESALE, RETAIL
 (June, 1967, and Forecast Periods)

Occupation and Industry Division	JUNE, 1967 Total	Employment JUNE, 1969	Projected Employment JUNE, 1972	PERCENT CHANGE	
				June, 1967 to June, 1969	June, 1967 to June, 1972
<u>PROFESSIONAL-TECHNICAL-</u>					
<u>MANAGERIAL:</u>					
Buyer	722	820	878	13.6	21.6
Purchasing Agent	214	215	247	0.5	15.4
Public Relations Man	72	76	87	5.6	20.8
Manager, Credit and Collect	516	533	548	3.3	6.2
Customer Service Engineer	55	55	56	0.0	1.8
Manager, Traffic	77	79	93	2.6	20.8
Manager, Parts	539	550	603	2.0	11.9
All Others, PTM	1,884	2,058	2,311		
<u>CLERICAL:</u>					
Personnel Clerk	78	85	107	9.0	37.2
Cashier	1,995	2,052	2,137	2.9	7.1
Parts Clerk, Automotive	1,227	1,297	1,382	5.7	12.6
New Account Clerk	124	147	168	18.5	35.5
All Others, Clerical	15,408	16,484	18,031		
<u>SALES:</u>					
Salesman, Services	26	26	26	0.0	0.0
Salesman, Commodities	16,415	17,589	19,241	7.2	17.2
Sales Clerk	24,742	26,605	28,787	7.5	16.3
Routeman	1,634	1,778	1,951	8.8	19.4
Manager, Dept. (Retail)	3,065	3,276	3,498	6.9	14.1
SERVICE	17,649	18,448	19,247		
PROCESSING	245	287	301	17.1	22.9
MACHINE TRADES	7,366	8,338	9,410		
BENCH WORK	1,535	1,623	1,750		
STRUCTURAL	3,146	3,515	3,875		
TOTAL, ALL OCCUPATIONS	98,734	105,936	114,734		

and June, 1972. These figures will not total 157,200 as reported by the Oklahoma Security Commission (2), since businesses employing fewer than ten employees are not included in these figures. To list these data by each occupation and industry division would not add to the clarity of the study. Therefore, major occupational classifications within trade, wholesale-retail, are listed in Table III with individual classification breakdowns for those occupations for which post-secondary distributive education would be most applicable.

All managerial designations contained in this breakdown of occupations are listed, but it is not possible to determine which of these numbers are middle managers and which are executive managers. Many executive managerial statistics will not be included because of the fact that manpower data does not reflect self-employment. These figures reflect wage and salaried employees only, and many executive managers in retail businesses are self-employed.

In order to define the population of executive managers, reference is made to Davidson's (26) estimate that at the top level of management in large organizations, four, five, or six subordinates usually place a sufficient burden upon the principal executive. Using the estimate of 9,452 middle-management positions in retail trade in Oklahoma (refer to Table II), a ratio of one executive to six middle managers would result in an estimate of 1,575 executive managers in retail establishments in Oklahoma.

In summary, the writer wishes to reinforce the fact that figures relating to executive and middle-management manpower are estimates due to lack of specific data; therefore, the determination of the total population to the sampling is also an estimate.

Procedure for Selecting Sample

In order to determine the number of executive and middle managers in each of the eight retailing areas to interview, trade association executives and selected representatives of executive management in six of the eight areas were contacted. | The original plan of the writer had been to select ten executive managers and ten middle managers in each of seven retail areas, constituting a total of 140 interviews. | The original plan also included the following seven areas of marketing (based on individual marketing studies in distributive education): automotive and petroleum, department store, variety store, food merchandising, home furnishings, service businesses, and speciality businesses. (Some of these designated areas were too limiting, and others were too broad.) An example of a limiting business classification is the variety store area. In Oklahoma, there are no variety stores with sufficient personnel to allow for middle-management positions except for the T. G. and Y. chain; therefore, it would have been impossible to select ten different businesses of this type for interview purposes. An example of an area which is too broadly designated is the service area. Service businesses vary from food service to banks. There is obviously too much diversity in this classification to use combined data for purpose of analysis. It soon became apparent that more specific designations were necessary for research purposes; therefore, the procedure referred to on page 40 was devised for selection of major retail business classifications.

The first step in determining interviewees from each of the eight retail business areas listed in Table I, page 35, was a conference in

January, 1970, with Mr. James Bradshaw, Executive Secretary, Oklahoma Retailers' Association, and his assistant, Mr. Victor Petito. These two men had been advised of the proposed research six months prior to this conference and had agreed to assist in the planning. Since their office is the central office for all Oklahoma retail activities, their reaction to the proposed research and their suggestions as to research procedure were considered important by the writer. The proposed structured interview form was discussed with and approved by Mr. Bradshaw and Mr. Petito during the conference in January. The approved structured interview form is shown in Appendix A.

Directions received from Mr. Bradshaw and Mr. Petito resulted in the writer's contacting executive officers of various retail trade associations for advice in requesting interviews. Offices of these association executives were located in the Oklahoma City area. Since these trade association executives are aware of the trade practices and sizes of the various businesses in their associations, a conference was scheduled with all the association executives who were representing major retail groups being considered in the research. Each association executive was asked to review the structured interview form to determine its applicability to the business which his association represented and to furnish the researcher with the names, addresses, and telephone numbers of at least five executive managers. As a result of these conferences, changes which took place in the structured interview form consisted in the altering of annual sales volume categories upward or downward to encompass the types of businesses represented and in adding curricular areas for reaction by executive and middle managers.

The association executives and the retail executives in the six areas contacted suggested that five executive and five middle-management interviews be conducted in each area listed in Table II, or a total of eighty interviews. The soundness of this advice was borne out by the fact that more than five interviews in the pilot study failed to contribute significantly to responses secured through five interviews at each management level.

Names of trade association executives, educational personnel, and retail executives who served as advisors in interviewee selection as well as in development of the structured interview form are listed in Appendix B.

Methods Used in Designing Data-Gathering Instrument

The purpose of this research was to determine the differences, as expressed by opinions of executive and middle managers in eight major types of retail businesses, which should exist in pre-employment middle management training in distributive education at the post-secondary level. More especially, the research was undertaken for the purpose of determining if different pre-employment training needs exist for students desiring careers in the apparel and accessory store area as compared with each of the other designated areas. The ultimate result of the research was anticipated to be used in junior college curricular planning. Therefore, the first step was to compare various existing curriculums in post-secondary middle-management programs and to describe the course content in each of the major courses in the curriculum in a manner in which reactions as to the considered importance of each course might be compared.

Because of the necessity of communicating effectively with the businessmen selected as representative population samples, it was decided that the interview would be the method used to obtain the information desired. Kerlinger (27) describes the interview as:

The interview is probably man's oldest and most often used device for obtaining information. It has important qualities that objective tests and scales and behavioral observations do not possess. When used with a well-conceived schedule, an interview can obtain a great deal of information; it is flexible and adaptable to individual situations, and it can often be used when no other method is possible or adequate.

Also, according to Kerlinger (27) the main purposes of the interview are:

An interview can be used for three purposes. One, it can be used as an exploratory device to help identify variables and relations, to suggest hypotheses, and to guide other phases of research. Two, it can be used as the main instrument of the research. In this case, questions designed to measure the variables of the research will be included in the interview schedule. These questions are then to be considered as items in a psychometric instrument, rather than as mere information-gathering devices. Three, the interview can be used to supplement other methods used in a research study: to follow up unexpected results, to validate other methods, and to go deeper into the motivations of respondents and their reasons for responding as they do.

Kerlinger's (27) number two purpose is the one which the writer determined to be the most important basis for research into factors of curricular need in post-secondary distributive education programs.

There are two broad types of interviews: structured or unstructured and standardized and unstandardized. The purposes of the structured or standardized interview are described by Richardson (28) as:

Standardized interviews are used for many purposes: to determine public opinion on a wide range of issues--e.g., foreign policy or the popularity of candidates in elections; to learn about consumer preferences, human sexual behavior, leisure activities, or the epidermiology of psychiatric symptoms; and other purposes involving the quantification of data. The standardized interview may be used once on a number of respondents or may be used on a series of occasions

with a panel of respondents to determine the stability of certain attitudes, values, and practices.

Because the standardized interview is designed to collect the same information from each respondent, the answers of all respondents must be comparable and classifiable--that is, they must deal with precisely the same subject matter--and differences or similarities between the responses must reflect actual differences or similarities between respondents and not differences due to the questions they were asked or to the meanings that they attributed to the question.

Of the purposes listed by Richardson, the quantification of data is an all-inclusive purpose which describes the use proposed by the writer.

After determining the interview to be the device for gathering the data necessary for the research, the writer reviewed similar instruments which had been used in interviewing. No instrument was found which contained the type of information desired. Consequently, a structured interview instrument, to be used for both executive managers and middle managers, was developed and then reviewed carefully by:

- Mr. James Bradshaw, Executive Secretary, Oklahoma Retailers' Association
- Mr. Bill Morgan, Executive Secretary, Oklahoma Retail Lumberman's Association
- Mr. Justin Hill, Executive Secretary, Oklahoma Restaurant Association
- Mr. Charles Truhitt, Manager, J. C. Penney Company, Shepherd Mall, Oklahoma City, Oklahoma
- Mr. Charles Eskridge, Owner-Manager, Eskridge Oldsmobile, Oklahoma City, Oklahoma
- Mr. Duke Evans, Owner-Manager, Evans Home Furnishings, Oklahoma City, Oklahoma
- Mr. M. J. DeBenning, State Supervisor, Distributive Education, State Department of Vocational and Technical Education
- Mr. Ted Best, Assistant State Supervisor, Distributive Education, State Department of Vocational and Technical Education

State distributive education personnel were actively involved in the development of this interview form, since it is hoped that conclusions and recommendations of this study will affect significantly the

development of post-secondary distributive education programs in Oklahoma.

Methods Used for Data Collection

After the structured interview form had been revised and printed, scheduling of interviews was made with the assistance of trade association executives. This consisted of a personal visit with trade association executives and the receiving of directions from each of them as to the specific retail executives to be included in the interviewing as well as securing their approval for contacting members of their various associations. All association executives were very enthusiastic about the study. They shared with the writer various types of educational material which were being developed through their trade associations for the training of personnel of member organizations, and in many cases assisted with the contacting of executive managers to set up interviews. One association executive, Mr. John Conner, Oklahoma New Car Dealers' Association, personally contacted the five automotive executives and set the time for the interviews. He also expressed a desire to accompany the writer on the interviews, but since one of the major responsibilities of association executives is legislative, he was detained while the Oklahoma legislature was in session and was unable to make the visits.

All retail executives were contacted by telephone, the research was explained to them, and a time was set for the interview. Approximately two hours were allowed for the purpose of interviewing both executive and middle managers. The executive manager was informed, during the telephone conversation setting up the interview, that the writer would

like to visit with one of his middle managers following the interview with him. In most cases this individual worked in the same physical location as the executive manager; but in the case of corporate executives in chain organizations such as Safeway, T. G. and Y., Humpty-Dumpty, and C. R. Anthony Company, it was necessary to interview store managers selected by the executive manager. This, in some cases, necessitated interviews with managers in other cities such as Norman, Shawnee, and Stillwater.

In addition to securing executive and middle-management opinions as to post-secondary distributive education curriculum, other types of information gained through the interview included:

1. The size of the business represented as determined by sales volume (broad range so that confidential business information need not be revealed).
2. The number of employees in the representative business.
3. The number of middle-management personnel in the representative business.
4. The anticipated change in the demand for middle-management personnel within the next decade (by 1980).
5. The feasibility of employing, on a part-time basis, post-secondary students who are enrolled in middle-management training programs in junior colleges and area vocational-technical schools.

Additional information sought from both executive and middle managers, which might be considered variable as to anticipated responses, included the educational backgrounds of the respondents and the category in which the respondent's age fell.

Values of four to zero were assigned to the responses of the interviewees with a value of four being assigned to "Very Important," three to "Moderately Important," two to "Slightly Important," one to "Unimportant," and zero to ("Should be developed on-the-job, not part of the formal education process.") Frequency counts of responses were made and multiplied by the number of responses in each category and divided by the total responses in order to arrive at a consensus value for each of the twenty-two curricular areas. These various responses were then tested by the chi-square procedure to determine the statistical significance of the following hypotheses:

1. There is no significant difference in the opinions of executive managers and middle managers in distributive businesses as to curriculum needs in the post-secondary distributive education programs.

2. There is no significant difference between curriculum needs as expressed by executive managers of each of the eight major types of retail businesses.

3. There is no significant difference between curriculum needs as expressed by middle managers of each of the eight major types of distributive businesses.

4. There is no significant difference between projected middle-management personnel requirements as expressed by executive managers of each of the eight major types of distributive businesses.

The Chi-Square Test, which is a non-parametric technique, was selected because of the nature of the samples. Non-parametric techniques, according to Popham (29) require far fewer assumptions of population data. He states:

These techniques have often been referred to as 'distribution-free' procedures. Actually, it is somewhat misleading to

think of non-parametric tests as though they could be legitimately conducted without any consideration of the population data. Though never requiring population normality, in some instances non-parametric tests do involve limited assumptions regarding the nature of population distributions.

Since it was not possible, due to the nature of the businesses in which middle-management positions could be found, to use random sampling of the retail business sector, non-parametric techniques seemed to fit more nearly the type of analysis which needed to be made.

Popham (29) describes the Chi-Square Test as:

A non-parametric technique which may be used to test the difference between the distribution of one sample and some other hypothetical or known distribution is the chi-square (X^2) test. The X^2 test can be used with data measured on nominal or stronger scales. Essentially this procedure involves a 'goodness of fit' test wherein the sample frequencies actually falling within certain categories are contrasted with those which might be expected on the basis of the hypothetical distribution. If a marked difference exists between the observed or actual frequencies falling in each category and the frequencies expected to fall in each category on the basis of chance or a previously established distribution, the X^2 test will yield a numerical value large enough to be interpreted as statistically significant.

In order to test the four hypotheses listed on page 46 of this thesis, it was necessary to perform five hundred and seventy-two chi-square tests. This involved comparison of responses in each of the twenty-two curricular areas between executive and middle managers in the same types of business; between executive and middle managers in one type of business and executive and middle managers in each of the other seven types of business; and between the total number of executive managers and the total number of middle managers.

Summary

The purpose of this chapter was to describe the method used in selecting the population for the study, the procedure by which a sample

of the population was selected, the method used in designing the data-gathering instrument, the method used for data collection, and the selected statistical technique for data analysis. Chapter IV will include the presentation of data, and Chapter V will include the summary, conclusions, and recommendations.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to present the data collected as a result of structured interviewing techniques involving forty executives and forty middle managers in eight major retail classifications. The subjective data will consist of descriptive analysis of executive and middle managers and variability of business size and scope. Objective data will consist of consensus indices compiled from responses of the eighty executive and middle managers, percentages of responses in each classification category for the twenty-two curricular areas, and chi-square analysis of differences in responses between executive and middle managers and between respondents in each of the eight various business classifications compared with respondents in all the remaining seven business classifications.

Profile of the Executive Manager

Of the forty executive managers interviewed, five in each of the eight different business classifications, twenty were college graduates. One of the executive managers completed a Master of Science Degree before he became associated with the business he managed. One held a Master of Business Administration Degree from Harvard; one had completed a law degree after graduating from Oklahoma State University with a business major; one had graduated from Wharton School of Finance, and

only one of the twenty degree recipients had majored in retailing in college.

All of the executive managers were at least high school graduates, and all but eight of the entire group had either completed college, attended college, or had taken specialized training following high school graduation. In most cases the specialized training was through a private business school.

Seventeen of the executive managers were between the ages of forty-five and fifty-four; sixteen were between thirty-five and forty-four; four were between twenty-five and thirty-four; and three were over the age of fifty-five.

Businesses managed by these executives ranged in annual volume from between \$500,000 and \$2,000,000 to over \$9,000,000, with the largest number of businesses exceeding \$9,000,000 annual volume. General merchandise, automotive, and food businesses were represented in the \$9,000,000 plus category; the remaining five business groups were found in every volume category.

The number of employees managed by these executives ranged from seven to 10,000. The present number of middle managers in businesses represented accounted for approximately ten percent of total employment. It was difficult for executives to project middle-management needs to 1980, but in most cases the projection was based on anticipated business expansion. If there were no plans for business expansion, then the reply was that the percentage of middle managers to rank and file employees was expected to remain constant.

From this subjective analysis of executive managers and the retail businesses represented by them, we could assume that the typical

executive manager in the study is between the ages of forty-five and fifty-four; he has graduated from college; he manages a business employing 584 people, and his business grosses between \$6,000,000 and \$9,000,000 annually.

Profile of the Middle Manager

Educational level of middle managers in the study was not as high as that of the executive managers. The majority of middle managers were high school graduates only (twenty-three out of forty or 58 percent). Only seven of the middle managers interviewed had completed college degrees. One middle manager in a general merchandise business had majored in elementary education in college. The other baccalaureate degree recipients had been business majors. Seven of the middle managers had attended college but had dropped out at various intervals from the first semester of college through the third year. All the high school graduates and the college drop-outs expressed an interest in the middle-management program; perhaps some of these interviewees may become part-time students in one of the junior college programs to be located in the Oklahoma City area.

Middle managers were younger than executive managers. The largest number (fourteen or 35 percent) was between twenty-five and thirty-four years of age. Eleven middle managers were between thirty-five and forty-four; ten were between forty-five and fifty-four, and five were over fifty-five years of age.

Positions held by middle managers were as varied as the types of businesses represented. In the automotive area, middle managers were credit managers, service managers, and new and used car managers. In

the general merchandise area, middle managers were small store managers for chain organizations (C. R. Anthony and T. G. and Y), department managers, sales managers, and merchandise managers. In the food merchandising area, middle managers were store managers. In the home furnishings area, the middle managers were merchandise managers, sales managers, credit managers, and branch store managers. These same categories held true in the apparel and accessories field. In the lumber and building materials area, middle managers were credit managers, branch store managers, and department managers. In the eating and drinking business area, middle managers were department managers and branch store managers. In the gasoline service station area, middle managers were for the most part leasees for jobbers; one of the five interviewed was the sales manager for a major oil company.

With this subjective type of analysis of the middle managers interviewed, we might categorize the typical retail middle manager as a high school graduate between the ages of twenty-five and thirty-four who is managing a branch store for a major chain organization or otherwise engaged in merchandise activities entailing the supervision of personnel.

An exception to the above description might be the one middle manager interviewed who was not a high school graduate. He was the merchandise manager for a major home furnishings business in Oklahoma City, was between the ages of thirty-five and forty-four, and had only completed the ninth grade; yet he was, in the opinion of this writer, the most articulate of all the middle managers interviewed, was very enthusiastic about his position with the firm employing him, and he was making a concentrated effort to keep up-to-date on business trends.

Consensus Indices

Consensus indices, derived by categorizing responses on a scale from four to zero, are reported in Tables IV through XI for each of the eight retail areas included in the study. Table XII is a composite of all responses from both middle and executive managers in all eight areas. In each table, the indices are presented in three categories: middle manager, executive manager, and an average of both middle managers and executive managers. Tables XXIII through XXV, Appendix E, show percentage of response to each category for the twenty-two curricular areas listed in the structured interview form, Appendix A.

Table IV, page 54, lists the consensus indices for the apparel and accessory stores group. The indices range downward from 3.9 to 1.9.

Ranked order of the indices by curricular area is:

1. Communications
2. Buying Principles
3. Human Relations, Salesmanship
4. Psychology, Display, Sales Management, Product Technology
5. Mathematics
6. Accounting
7. Traffic Management
8. Advertising Layout, Budget Planning
9. Economics
10. Sociology, History-Government, Credit Management, Business
Law
11. Advertising Principles, Management
12. Labor Relations
13. Data Processing

TABLE IV
 CONSENSUS INDEX
 (Apparel and Accessory Stores)

Curricular Area	Middle Manager	Executive Manager	Average
1. Communications	4.0	3.8	3.9
2. Mathematics	3.2	3.4	3.3
3. Data Processing	1.0	2.8	1.9
4. Accounting	2.6	3.2	2.9
5. Budget Planning	2.6	2.8	2.7
6. Economics	2.8	2.4	2.6
7. Psychology	3.4	3.4	3.4
8. Sociology	2.2	2.8	2.5
9. History, Government	2.0	3.0	2.5
10. Human Relations	3.4	4.0	3.7
11. Management	2.6	2.2	2.4
12. Advertising Layout and Copywriting	2.2	3.2	2.7
13. Advertising Principles	2.2	2.6	2.4
14. Display	3.4	3.4	3.4
15. Salesmanship	3.6	3.8	3.7
16. Sales Management	3.2	3.6	3.4
17. Buying Principles	3.8	3.8	3.8
18. Traffic Management	2.6	3.0	2.8
19. Credit Management	1.6	3.4	2.5
20. Business Law	2.4	2.6	2.5
21. Product Technology	3.8	3.0	3.4
22. Labor Relations	2.0	2.0	2.0

Other suggested Curricular Areas: Textiles, Art

Of the curricular areas listed above, groups one through five are areas for which the consensus index was 3.0 or better. These include the general education courses in communications, psychology, and mathematics. Included also are the specialized areas of buying, salesmanship, human relations, display, sales management, and product technology.

Groups six through twelve are areas for which the consensus index was between 2.9 and 2.0. These include the general education courses in economics, sociology, and the history-government combination. Specialized courses in the secondary area are accounting, traffic management, advertising layout, budget planning, credit management, business law, advertising principles, management, and labor relations.

The only curricular area for which the consensus index for the apparel and accessory store group was lower than 2.0 was data processing.

While the apparel and accessory stores employ the fifth largest number of employees among all eight groups, they rank seventh in annual sales volume. The executive managers interviewed in the apparel and accessory stores were executives for a group of stores, with one exception. The exception was the owner-manager of an extremely large clothing store, specializing in clothing for all ages from infants to brides. In all cases, store volume exceeded the \$250,000 annual volume on which the federal wage and hour law is based, and there was no foreseeable chance that their employees would soon become unionized. Labor relations, therefore, was considered an unimportant area by this group as well as the data processing area.

In most cases the total sales promotion program was the responsibility of the central office for the group of stores, so specialized areas such as advertising and budgeting were not considered as important as the areas of salesmanship and sales management.

Product technology was considered more important by the apparel and accessory store executive and middle-management, because they consider teaching of product information important to their field. Specific courses, such as textiles and design, were suggested by interviewees as additional courses to be included in the middle-management curriculum for training middle managers for the apparel and accessory area.

Automotive dealers represent the second largest volume group in retailing in Oklahoma and rank fourth among the eight business groups in the study in the number of people employed. Table V, page 57, lists the consensus indices for the automotive dealers. The indices range downward from 3.9 to 1.7. Ranked order of the indices by curricular area is:

1. Communications
2. Human Relations, Budget Planning, Salesmanship, Sales Management
3. Product Technology
4. Accounting, Management, Credit Management, Business Law
5. Buying Principles, Psychology
6. Mathematics, Economics
7. Advertising Principles
8. Advertising Layout, Traffic Management
9. History-Government

TABLE V
 CONSENSUS INDEX
 (Automotive Dealers)

Curricular Area	Middle Manager	Executive Manager	Average
1. Communications	3.8	4.0	3.9
2. Mathematics	2.8	3.2	3.0
3. Data Processing	1.2	2.2	1.7
4. Accounting	3.0	3.6	3.3
5. Budget Planning	3.6	3.8	3.7
6. Economics	2.8	3.2	3.0
7. Psychology	3.4	3.0	3.2
8. Sociology	2.2	1.8	2.0
9. History, Government	2.4	3.0	2.7
10. Human Relations	3.8	3.6	3.7
11. Management	3.6	3.0	3.3
12. Advertising Layout and Copywriting	3.0	2.6	2.8
13. Advertising Principles	3.0	2.8	2.9
14. Display	2.4	2.4	2.4
15. Salesmanship	3.6	3.8	3.7
16. Sales Management	3.6	3.8	3.7
17. Buying Principles	3.2	3.2	3.2
18. Traffic Management	3.0	2.6	2.8
19. Credit Management	3.4	3.2	3.3
20. Business Law	3.0	3.6	3.3
21. Product Technology	4.0	3.0	3.5
22. Labor Relations	2.6	2.4	2.5

Other suggested Curricular Areas: Auto Mechanics

10. Labor Relations

11. Display

12. Sociology

13. Data Processing

Of the curricular areas listed above and on page 56, groups one through six are areas for which the consensus index was 3.0 or better. These include the general education areas of communications, psychology, mathematics, and economics. All the other curricular areas for which the consensus index was 3.0 or better are specialized areas.

Groups seven through twelve are areas for which the consensus index was between 2.9 and 2.0. In this secondary area were included the general education courses of history-government and sociology. Specialized areas listed in the secondary area were advertising principles, advertising layout, traffic management, data processing, labor relations, and display.

The only curricular area ranked below 2.0 was data processing. The response to this was that no data processing system had as yet been designed for the automotive dealers which they considered efficient.

Again, automotive dealers represent a retail group for whom no labor union problems presently exist. Since this is a retail group whose product represents a considerable amount of consumer spending, salesmanship and sales management were considered important specialized areas. Display was a specialized area of secondary importance. This response can be attributed to the fact that the merchandise is the principal part of the display in the automobile agency, and techniques are not considered important.

Product technology was considered an important specialized area by the automotive group. It was suggested by many of the interviewees in this business group that a junior college student with a career objective in the retail automotive field should take at least one semester's work in automotive mechanics.

Table VI, page 60, lists the consensus indices for the building materials, hardware, and farm equipment dealers. The indices range downward from 3.9 to 1.7. Ranked order of the indices by curricular area is:

1. Communications
2. Sales Management, Buying Principles
3. Accounting
4. Salesmanship
5. Business Law, History-Government
6. Human Relations
7. Credit Management, Budget Planning
8. Mathematics
9. Management
10. Economics, Display
11. Psychology
12. Advertising Layout, Traffic Management, Labor Relations
13. Advertising Principles
14. Product Technology
15. Sociology
16. Data Processing

Of the curricular areas listed above, groups one through nine are areas for which the consensus index was 3.0 or better. These include

TABLE VI
 CONSENSUS INDEX
 (Building Materials, Hardware, Farm Implement Dealers)

Curricular Area	Middle Manager	Executive Manager	Average
1. Communications	4.0	3.8	3.9
2. Mathematics	3.2	3.0	3.1
3. Data Processing	1.4	2.0	1.7
4. Accounting	3.4	4.0	3.7
5. Budget Planning	2.6	3.8	3.2
6. Economics	3.0	2.8	2.9
7. Psychology	3.0	2.6	2.8
8. Sociology	1.6	2.2	1.9
9. History, Government	3.6	3.2	3.4
10. Human Relations	3.0	3.6	3.3
11. Management	2.6	3.4	3.0
12. Advertising Layout and Copywriting	2.8	2.2	2.5
13. Advertising Principles	2.8	2.0	2.4
14. Display	3.0	2.8	2.9
15. Salesmanship	3.2	3.8	3.5
16. Sales Management	3.8	3.8	3.8
17. Buying Principles	4.0	3.6	3.8
18. Traffic Management	2.4	2.6	2.5
19. Credit Management	3.2	3.2	3.2
20. Business Law	3.0	3.8	3.4
21. Product Technology	2.4	1.6	2.0
22. Labor Relations	2.6	2.4	2.5

Other suggested Curricular Areas: Blueprinting and Drafting

the general education areas of communications, history-government, and mathematics. Important specialized areas are sales management, buying principles, accounting, salesmanship, business law, human relations, credit management, budget planning, and management.

Groups ten through fourteen are areas for which the consensus index was between 2.9 and 2.0. These include the general education areas of economics and psychology. Secondary areas of specialization are display, advertising layout, traffic management, labor relations, advertising principles, and product technology.

Executive and middle managers interviewed in the building materials area indicated that the knowledge of product technology was very important to the successful merchandising of their products; but the general consensus was that products in this field are changing so rapidly that product knowledge is more easily acquired on the job than through formal classroom instruction. One of the specific areas of changing technology in the building materials field is the merchandising and handling of components. These are partially completed building structures for which heavy equipment is required for handling in the various retail outlets as well as in delivery of the components to building sites.

While a knowledge of organized labor and labor relations was considered important to the construction field, interviewees did not consider this an important area for the retail building materials dealers.

Groups fifteen and sixteen were areas for which the consensus index was below 2.0 and represented sociology in the general education field and data processing in the specialized field. Organizational structure of building materials has changed in the last decade to such an extent that the retail field is not represented so much by chain

lumber yards as by high volume dealers in one major location or by branch stores served by one central office. Although central offices have converted their records to electronic data processing, the knowledge of data processing was not considered important to the training of the middle manager. Interviewees in the building materials field suggested that post-secondary students interested in entering their field should take a course in blueprinting and drafting.

Table VII, page 63, lists the consensus indices for eating and drinking business interviewees. Executive and middle managers interviewed in this area were employed in restaurants and in hotel food services. The consensus indices range downward from 4.0 to 1.4. Ranked order of the indices by curricular area is:

1. Human Relations
2. Communications
3. Management
4. Psychology, Buying Principles
5. Accounting
6. Mathematics, History-Government, Sales Management
7. Budget Planning, Sociology
8. Salesmanship, Economics
9. Business Law, Product Technology, Labor Relations
10. Display
11. Advertising Principles
12. Advertising Layout
13. Traffic Management
14. Credit Management
15. Data Processing

TABLE VII
 CONSENSUS INDEX
 (Eating and Drinking Places)

Curricular Area	Middle Manager	Executive Manager	Average
1. Communications	3.8	4.0	3.9
2. Mathematics	2.8	2.8	2.8
3. Data Processing	1.6	1.2	1.4
4. Accounting	3.2	3.0	3.1
5. Budget Planning	3.0	2.4	2.7
6. Economics	2.6	2.4	2.5
7. Psychology	3.4	3.2	3.3
8. Sociology	3.0	2.4	2.7
9. History, Government	2.6	3.0	2.8
10. Human Relations	4.0	4.0	4.0
11. Management	3.8	3.6	3.7
12. Advertising Layout and Copywriting	2.4	1.2	1.8
13. Advertising Principles	2.8	1.6	2.2
14. Display	2.6	2.0	2.3
15. Salesmanship	2.2	2.8	2.5
16. Sales Management	2.4	3.2	2.8
17. Buying Principles	3.6	3.0	3.3
18. Traffic Management	2.0	1.4	1.7
19. Credit Management	2.2	1.0	1.6
20. Business Law	2.8	2.0	2.4
21. Product Technology	2.4	2.4	2.4
22. Labor Relations	2.6	2.2	2.4

Other suggested Curricular Areas: Quantity Cooking

Of the curricular areas listed above, groups one through five are areas for which the consensus index was 3.0 or better. These include the general education areas of communications and psychology only. Areas of specialization are human relations, management, buying principles, and accounting.

Groups six through eleven were areas for which the consensus index was between 2.9 and 2.0. General education courses included in these groups were mathematics, history-government, sociology, and economics. Areas of specialization in these groups were sales management, budget planning, salesmanship, business law, product technology, labor relations, display, and advertising principles. These eight groups could be considered the curricular areas of secondary importance for the training of middle managers in the eating and drinking business field.

Included in groups twelve through fifteen were curricular areas whose consensus indices were below 2.0. It is interesting to note that all of the courses included in this least important list are specialized business courses in the following areas: advertising layout, traffic management, credit management, and data processing. Executive and middle managers who were interviewed in this food service field considered quality production as their most important sales promotion technique. Since their area is indicative of cash sales, knowledge of credit procedures and techniques was not considered important.

Eating and drinking places employ more people than any of the other seven retail areas researched, and because their sales volume is representative of low unit sales, they rank sixth in total annual volume. All interviewees in the eating and drinking area stressed the fact that the food service business is a "people oriented business," and

considered education for management of people to be more important than business specialization. In fact, one executive of the largest food service business in Oklahoma stated that if he could find a young man who was interested in learning the food service business from the food production area through executive management, he would pay him a beginning salary of \$15,000 annually.

Product technology was listed in the secondary level of importance, but both executive and middle managers considered knowledge of quantity food preparation and management as very important to success in their retail area. The consensus was that most of this knowledge could be acquired on the job rather than in the formal classroom setting.

Table VIII, page 66, lists the consensus indices for curricular areas important for training middle-management personnel in food stores. The consensus indices range downward from 4.0 to 1.8. Ranked order of the indices by curricular areas is:

1. Communications, Human Relations, Buying Principles
2. Labor Relations
3. Sales Management, Traffic Management
4. Mathematics
5. Salesmanship
6. Business Law, Accounting, Budget Planning
7. Product Technology, Management
8. History-Government
9. Sociology
10. Display, Data Processing
11. Economics
12. Psychology

TABLE VIII
 CONSENSUS INDEX
 (Food Stores)

Curricular Area	Middle Manager	Executive Manager	Average
1. Communications	4.0	4.0	4.0
2. Mathematics	3.8	3.0	3.4
3. Data Processing	2.2	2.8	2.5
4. Accounting	3.2	3.2	3.2
5. Budget Planning	3.0	3.4	3.2
6. Economics	2.0	2.8	2.4
7. Psychology	1.6	3.0	2.3
8. Sociology	2.8	2.6	2.7
9. History, Government	2.8	2.8	2.8
10. Human Relations	4.0	4.0	4.0
11. Management	2.4	3.6	3.0
12. Advertising Layout and Copywriting	1.8	1.8	1.8
13. Advertising Principles	1.8	1.8	1.8
14. Display	2.6	2.4	2.5
15. Salesmanship	2.8	3.8	3.3
16. Sales Management	3.2	3.8	3.5
17. Buying Principles	4.0	4.0	4.0
18. Traffic Management	3.0	4.0	3.5
19. Credit Management	3.2	1.8	2.5
20. Business Law	3.0	3.4	3.2
21. Product Technology	2.8	3.2	3.0
22. Labor Relations	4.0	3.2	3.6

Other suggested Curricular Areas: None

13. Credit Management

14. Advertising Principles, Advertising Layout

Of the curricular areas listed above, groups one through seven are areas for which the consensus index was 3.0 or better. These include the general education areas of communications and mathematics. Specialized areas included in this primary group are human relations, buying principles, labor relations, sales management, traffic management, salesmanship, business law, accounting, budget planning, product technology, and management. It is interesting to note that interviewees in the food stores consider a knowledge of organized labor and labor relations very important to successful middle-management. This reaction can be attributed to the fact that most major food merchandise chains employ union labor.

Except for human relations, salesmanship, and sales management, the other specialized business areas included in the most important group are quantitative in nature--buying principles, accounting, and budget planning. Product technology and management principles were considered the least important of the primary group.

Groups eight through thirteen were areas for which the consensus index was between 2.9 and 2.0. General education courses in this secondary group include economics, psychology, sociology, and history-government. Unlike the food service area, the food merchandise area is not considered as much a "people oriented" business as it is "product oriented."

Credit management was considered of secondary importance because of the fact that as far as the individual consumer is concerned, food stores also represent a cash income type business and have relatively

few problems with credit to individuals.

Although food stores are listed first from a total annual sales volume standpoint, interviewees in this area listed advertising principles and advertising layout as the least important of all curricular areas, group fourteen, with a consensus index of less than 2.0. The reason given for this by executive and middle managers interviewed was that food store managers depend on the advertising media staff for layouts. Their major concern is with deciding which products to advertise.

Table IX, page 69, lists the consensus indices for curricular areas important to the training of middle managers in the furniture, home furnishings, and equipment field. The consensus indices range downward from 4.0 to 1.3. Ranked order of the indices by curricular areas is:

1. Communications, Human Relations, Salesmanship
2. Buying Principles
3. Product Technology
4. Psychology
5. Accounting, Budget Planning
6. Mathematics
7. Advertising Principles, Sales Management
8. Credit Management, Business Law
9. Economics, History-Government, Management, Display
10. Advertising Layout
11. Sociology, Traffic Management
12. Data Processing
13. Labor Relations

Of the curricular areas listed above, groups one through six are areas for which the consensus index was 3.0 or better. These include

TABLE IX
 CONSENSUS INDEX
 (Furniture, Home Furnishings, and Equipment)

Curricular Area	Middle Manager	Executive Manager	Average
1. Communications	4.0	4.0	4.0
2. Mathematics	3.4	2.6	3.0
3. Data Processing	1.4	1.4	1.4
4. Accounting	3.4	2.8	3.1
5. Budget Planning	3.4	2.8	3.1
6. Economics	1.8	2.6	2.2
7. Psychology	3.4	3.4	3.4
8. Sociology	2.0	2.0	2.0
9. History, Government	2.0	2.4	2.2
10. Human Relations	4.0	4.0	4.0
11. Management	2.0	3.0	2.5
12. Advertising Layout and Copywriting	1.6	2.6	2.1
13. Advertising Principles	3.4	2.4	2.9
14. Display	2.6	2.4	2.5
15. Salesmanship	4.0	4.0	4.0
16. Sales Management	2.6	3.2	2.9
17. Buying Principles	4.0	3.4	3.7
18. Traffic Management	1.8	2.2	2.0
19. Credit Management	3.0	2.2	2.6
20. Business Law	3.0	2.2	2.6
21. Product Technology	3.2	4.0	3.6
22. Labor Relations	1.6	1.0	1.3

Other suggested Curricular Areas: Textiles

the general education areas of communications, psychology, and mathematics. Specialized courses included in the primary group were human relations, salesmanship, buying principles, product technology, accounting, and budget planning.

Since the home furnishings area also represents high unit sales, it is not surprising that a knowledge of salesmanship, buying principles, and product technology is considered of primary importance. Quantitative areas of mathematics, accounting, and budget planning are also considered of primary importance.

Groups seven through eleven were areas for which the consensus index was between 2.9 and 2.0. General education courses included in this secondary area were economics, history-government, and sociology. Specialized business courses in the secondary level included the sales promotion areas of advertising, advertising layout, and display. Sales and credit management, management, business law, and traffic management were other specialized areas of secondary importance.

Least important to middle managers in the home furnishings retail field were data processing and labor relations. Again, this is an area which has not been confronted with the problem of union employees. The importance of data processing was minimized by the interviewees because of the fact that all five furniture businesses were individually owned or were partnerships, and all except one were represented by a single large retail outlet. One of the executive-owners interviewed informed the writer that there were 200 retail furniture businesses in the greater Oklahoma City metropolitan area, but it was difficult for him to list five furniture businesses with sufficient volume and complex enough organizational structure to need middle-management personnel.

One executive-partner interviewed attributed his business success to carefully selected salesmen with a gift for decorating; his estimate was that his market target area was the top five percent of the income level in the Oklahoma City trade area and that sales promotion techniques did not contribute in any significant degree to his business volume. Product technology was considered important by the furniture and home furnishings group, but the only specific course suggested by any interviewee in the group was textiles.

Table X, page 72, lists the consensus indices for curricular areas important to the training of middle managers in the gasoline service station field. The consensus indices range downward from 3.8 to 1.3. Ranked order of the indices by curricular areas is:

1. Human Relations
2. Communications, Buying Principles
3. Mathematics, Accounting
4. Sales Management
5. Salesmanship
6. Business Law, Psychology
7. Budget Planning, Credit Management
8. Data Processing
9. History-Government
10. Sociology
11. Management, Advertising Layout
12. Labor Relations, Economics
13. Traffic Management
14. Advertising Principles
15. Display
16. Product Technology

TABLE X
 CONSENSUS INDEX
 (Gasoline Service Stations)

Curricular Area	Middle Manager	Executive Manager	Average
1. Communications	3.2	4.0	3.6
2. Mathematics	3.0	4.0	3.5
3. Data Processing	2.6	2.8	2.7
4. Accounting	3.6	3.4	3.5
5. Budget Planning	3.0	2.6	2.8
6. Economics	3.0	1.2	2.1
7. Psychology	2.8	3.2	3.0
8. Sociology	2.0	2.8	2.4
9. History, Government	2.0	3.2	2.6
10. Human Relations	3.6	4.0	3.8
11. Management	2.0	2.4	2.2
12. Advertising Layout and Copywriting	2.0	2.4	2.2
13. Advertising Principles	2.0	1.6	1.8
14. Display	2.4	.8	1.6
15. Salesmanship	3.6	2.8	3.2
16. Sales Management	3.0	3.6	3.3
17. Buying Principles	4.0	3.2	3.6
18. Traffic Management	2.0	2.0	2.0
19. Credit Management	2.6	3.0	2.8
20. Business Law	3.0	3.0	3.0
21. Product Technology	1.2	1.4	1.3
22. Labor Relations	2.0	2.2	2.1

Other suggested Curricular Areas: None

Of the curricular areas listed above, groups one through six are areas for which the consensus index was 3.0 or better. These include the general education areas of communications, mathematics, and psychology. Specialized courses included in the primary group were human relations, buying principles, accounting, sales management, salesmanship, and business law.

The consensus index for groups seven through thirteen was between 2.8 and 2.0. Included in this secondary area were the general education courses of history-government, sociology, and economics. Specialized areas included were budget planning, credit management, data processing, management, advertising layout, labor relations, and traffic management. Considered least important by executive and middle managers in the gasoline service station retail field were the specialized areas of advertising principles, display, and product technology. Emphasis in this field was placed on quantitative areas, the ability to communicate and direct the work of others.

Executive managers for the gasoline service station field were jobbers for major oil companies, and the middle managers were the service station leasees. Considered relatively unimportant by this group were the sales promotion areas of advertising and display, traffic management, and product technology. Since most of the promotional activities are conducted by the major oil companies whose products are sold in gasoline service stations, it was not considered necessary for the middle manager in this field to have specialized training in the sales promotion field.

Products are not so diversified in gasoline service stations, so there was no need for special instruction indicated by interviewees in

this area. Flow of merchandise to and from retail businesses in the gasoline service station field is not the responsibility of the leasee. The petroleum jobber delivers the products, and there are no problems of getting the product to the consumer--just the problems of getting the consumer to the service station.

Table XI, page 75, lists the consensus indices for curricular areas important to the training of middle managers in the general merchandising group. The consensus indices range downward from 3.8 to 1.6.

Ranked order of the indices by curricular areas is:

1. Communications
2. Salesmanship
3. Mathematics
4. Human Relations
5. Sales Management
6. Management
7. Psychology, Buying Principles
8. Budget Planning, Economics, Advertising Principles
9. Data Processing
10. Advertising Layout
11. Display
12. Credit Management, Sociology, Accounting
13. Business Law, Labor Relations, Product Technology
14. History-Government
15. Traffic Management

Of the curricular areas listed above, groups one through five are areas for which the consensus index was 3.0 or better. These include the general education areas of communications and mathematics only.

TABLE XI
 CONSENSUS INDEX
 (General Merchandise Group)

Curricular Area	Middle Manager	Executive Manager	Average
1. Communications	3.6	4.0	3.8
2. Mathematics	3.2	3.2	3.2
3. Data Processing	2.8	2.2	2.5
4. Accounting	1.6	2.8	2.2
5. Budget Planning	2.2	3.0	2.6
6. Economics	2.6	2.6	2.6
7. Psychology	3.4	2.2	2.8
8. Sociology	2.2	2.2	2.2
9. History, Government	1.4	2.4	1.9
10. Human Relations	2.6	3.6	3.1
11. Management	3.0	2.8	2.9
12. Advertising Layout and Copywriting	3.0	1.8	2.4
13. Advertising Principles	3.0	2.2	2.6
14. Display	2.2	2.4	2.3
15. Salesmanship	3.8	3.6	3.7
16. Sales Management	2.8	3.2	3.0
17. Buying Principles	2.8	2.8	2.8
18. Traffic Management	1.4	1.8	1.6
19. Credit Management	1.8	2.6	2.2
20. Business Law	2.2	2.0	2.1
21. Product Technology	1.6	2.6	2.1
22. Labor Relations	1.8	2.4	2.1

Other suggested Curricular Areas: Prevention of Shoplifting and Bad Checks

Specialized areas included in this primary group were salesmanship, human relations, and sales management.

The secondary groups, six through thirteen, with consensus indices ranging from 2.9 to 2.1, included the general education areas of psychology, economics, and sociology. Secondary specialized areas were management, buying principles, budget planning, advertising principles, data processing, advertising layout, display, credit management, accounting, business law, labor relations, and product technology.

The least important areas to middle-management training in the general merchandise group were history-government and traffic management.

Interviewees in the general merchandise group included executives of Sears, Montgomery Ward, J. C. Penney Company, C. R. Anthony Company, and T. G. and Y. Middle managers were department heads of the larger units of Sears, Montgomery Ward, and J. C. Penney Company, or were small store managers of C. R. Anthony Company and T. G. and Y. The areas of communicating, selling, human relations, and management of a sales force were considered most important by executive and middle managers interviewed in the general merchandise group. Other specialized areas which would generally be considered for effective merchandising in the general merchandise field, such as display and advertising, were not stressed because of the fact that large retail outlets, represented by these general merchandise groups, have specialized personnel at corporate headquarters directing activities in these areas.

Table XII, page 77, lists the consensus indices for all executive and middle managers interviewed in all eight retail groups. These comprehensive indices range downward from 3.875 to 1.975. Ranked order of

TABLE XII
~~CONSENSUS INDEX~~
 (Executive and Middle Managers, All Retail Areas)

Curricular Area	Middle Manager	Executive Manager	All Interviews
1. Communications	3.800	3.950	3.875
2. Mathematics	3.175	3.150	3.1625
3. Data Processing	1.775	2.175	1.975
4. Accounting	3.000	3.250	3.125
5. Budget Planning	2.925	3.075	3.000
6. Economics	2.575	2.500	2.5375
7. Psychology	3.050	3.000	3.025
8. Sociology	2.250	2.375	2.3125
9. History, Government	2.350	2.875	2.6125
10. Human Relations	3.550	3.850	3.700
11. Management	2.750	3.000	2.875
12. Advertising Layout and Copywriting	2.350	2.250	2.300
13. Advertising Principles	2.625	2.125	2.375
14. Display	2.650	2.325	2.4875
15. Salesmanship	3.350	3.550	3.450
16. Sales Management	3.075	3.525	3.300
17. Buying Principles	3.675	3.375	3.525
18. Traffic Management	2.275	2.450	2.3625
19. Credit Management	2.625	2.550	2.5875
20. Business Law	2.800	2.825	2.8125
21. Product Technology	2.675	2.650	2.6625
22. Labor Relations	2.400	2.225	2.3125

the indices by curricular areas is:

1. Communications
2. Human Relations
3. Buying Principles
4. Salesmanship
5. Sales Management
6. Mathematics
7. Accounting
8. Psychology
9. Budget Planning
10. Management
11. Business Law
12. Product Technology
13. History-Government
14. Credit Management
15. Economics
16. Display
17. Advertising Principles
18. Traffic Management
19. Labor Relations, Sociology
20. Advertising Layout
21. Data Processing

Groups one through nine are areas for which the consensus index was 3.0 or better. Groups ten through twenty were ranked between 2.875 and 2.300. Only data processing was ranked on this combined consensus index below 2.0.

The results of this combined consensus index would indicate that for most middle-management programs the general education areas of communications, mathematics, and psychology should definitely be included as a part of the curriculum. Specialized areas of human relations, buying principles, salesmanship, sales management, accounting, and budget planning should also definitely be included as part of the curriculum.

Since history-government, economics, and sociology are considered secondary to the successful training of middle managers, it would seem more logical to include these general education areas as elective in the two-year program and to guide the student's enrollment according to his occupational interest. Also, the secondary areas of specialization which include management, business law, product technology, credit management, display, advertising principles, traffic management, labor relations, advertising layout, and data processing should be included in some junior college student programs but not in all programs for all students.

Analyses of Chi-Square Tests

The chi-square test was used for the statistical analysis of the data. Siegel (30) suggested that:

When k is larger than 2 (and thus $df > 1$), the X^2 test may be used if fewer than 20 per cent of the cells have an expected frequency of less than 5 and if no cell has an expected frequency of less than 1. If these requirements are not met by the data in the form in which they were originally collected, the researcher must combine adjacent categories in order to increase the expected frequencies in the various cells. Only after he has combined categories to meet the above requirements may he meaningfully apply the X^2 test.

Since the total number interviewed was eighty, with a maximum of ten in each of the eight retail areas, responses on the structured interview form were combined into 2 x 2 cells. It was determined by the researcher that the first two responses, "Very Important," and "Moderately Important," could be combined as well as the last three responses, "Slightly Important," "Unimportant," and "Not Part of the Formal Education Process."

The first chi-square test was employed to test for significant differences in responses of all executive managers and all middle managers to the importance of the twenty-two curricular areas listed on the structured interview form. Table XIII, page 81, indicates the three (of a possible twenty-two) areas in which there was a significant difference. At the .05 level of significance, with 1 df, the computed chi-square value would have to exceed 3.84 in order to reject the null hypothesis. The hypothesis to be tested was:

1. There is no significant difference in the opinions of executive managers and middle managers in distributive businesses as to curriculum needs in the post-secondary distributive education programs.

The null hypothesis was rejected in only three of twenty-two curricular areas: psychology, history-government, and management. The conclusion of the writer is that in 86.4 percent of the curricular areas proposed for the middle-management associate degree program, there is no significant difference in the opinions of middle and executive managers as to curriculum needs.

Tables XIV through XXI list significant chi-square analyses by retail areas. The chi-square tests were computed for the purpose of

TABLE XIII
SIGNIFICANT CHI-SQUARE ANALYSES
(Executive and Middle Managers)

Curricular Area	Chi Square
7. Psychology	4.568
9. History-Government	6.040
11. Management	4.780

.05 Level of Significance, 1 df

Percentage of possible areas in which there were significant differences: 13.6 percent.

testing the following hypotheses:

2. There is no significant difference between curriculum needs as expressed by executive managers of each of the eight major types of distributive businesses.

3. There is no significant difference between curriculum needs as expressed by middle managers of each of the eight major types of distributive businesses.

Responses of executive and middle managers in each of the eight retail business areas were combined for comparative purposes in order to determine significant differences in curricular needs.

Table XIV indicates the areas in which the computed chi square is significant in comparing the responses of executive and middle managers in the apparel and accessory stores area with those of executive and middle managers in the other seven retail areas. Out of a possible 154 comparisons, there were thirteen significant chi squares (8.44 percent). The retail area which was most unlike the apparel and accessory area was the gasoline service station area. Curricular areas of significance were: advertising principles, display, traffic management, product technology, and labor relations. There was no significant difference between curricular needs for middle-management in the apparel and accessory area and the furniture, home furnishings, and equipment area. There were two curricular areas in which the apparel and accessory group responses were significantly different from three other groups: display and product technology. The three types of retail businesses from which the apparel and accessory group was most different in the display area were automotive businesses, gasoline service stations, and eating and drinking places.

TABLE XIV
SIGNIFICANT CHI-SQUARE ANALYSES
(Apparel and Accessory Stores)

Curricular Area	Comparative Retail Areas						
	Automotive	Building Materials	Food Stores	Service Station	General Merchandise	Home Furnishings	Eating and Drinking
13. Advertising Principles				5.48			
14. Display	12.00			9.88			5.48
18. Traffic Management				7.50	5.048		
19. Credit Management	8.30						7.50
21. Product Technology		6.67		8.57	6.67		
22. Labor Relations			7.50	7.50			

.05 Level of Significance, 1 df

Percentage of possible areas in which there were significant differences: 8.44 percent.

In the product technology area, significant differences were found between apparel and accessory managerial response and that of building materials businesses, gasoline service stations, and general merchandise stores.

The descending order of similarity in curricular needs for training middle-management personnel in the apparel and accessory group was: first--home furnishings; second--building materials and food stores; third--automotive, general merchandise, and eating and drinking places; fourth--gasoline service stations.

Table XV, page 85, indicates the areas in which the computed chi square is significant in comparing the responses of executive and middle managers in the automotive dealership group with those of executive and middle managers in the other seven groups. Out of a possible 154 comparisons, there were sixteen significant chi squares (10.39 percent). The greatest difference was between the automotive dealers and middle and executive management in the gasoline service station group. There were five curricular areas in which the computed chi squares were significant at the .05 level: data processing, management, advertising principles, traffic management, and product technology. There were two curricular areas in which the automotive dealers differed significantly from four other retail groups: advertising principles and credit management. The four types of retail businesses from which the automotive dealers were most different in the advertising area were building materials, food stores, gasoline service stations, and eating and drinking places. The four types of retail businesses from which the automotive dealers were most significantly different in the credit management area were: apparel and accessory, food stores, general merchandise, and

TABLE XV
SIGNIFICANT CHI-SQUARE ANALYSES
(Automotive Dealers)

Curricular Area	Comparative Retail Areas						
	Apparel and Accessory	Building Materials	Food Stores	Service Station	General Merchandise	Home Furnishings	Eating and Drinking
3. Data Processing			5.48	4.213			
11. Management				5.048			
13. Advertising Principles		5.48	9.88	12.80			5.48
14. Display	12.00						
16. Sales Management							6.67
18. Traffic Management				5.48			
19. Credit Management	8.30	5.00			6.67		16.36
20. Business Law					9.88		
21. Product Technology				5.48			

.05 Level of Significance, 1 df

Percentage of possible areas in which there were significant differences: 10.39 percent.

eating and drinking places. The only other area in which the automotive dealers differed with more than one other group was data processing. Differences were found with food stores and gasoline service stations.

The descending order of similarity in curricular needs for training middle-management personnel in the automotive dealers group was: first--home furnishings; second--building materials; third--apparel and accessory and general merchandise; fourth--food stores and eating and drinking businesses; fifth--gasoline service stations.

Table XVI, page 87, indicates the areas in which the computed chi square is significant in comparing the responses of executive and middle managers in the building materials, hardware, and farm equipment group with those of executive and middle managers in the other seven groups. Out of a possible 154 comparisons, there were twelve significant chi squares (7.79 percent). There were three groups from which the building materials managerial responses differed significantly in three curricular areas: gasoline service stations, general merchandise businesses, and eating and drinking businesses. The curricular area in which there was the greatest number of significant differences was that of history-government. Differences existed in this area with gasoline service station responses, general merchandise responses, and the responses of executive and middle-management in the home furnishings group. There was no curricular area in which there was significant difference between the building materials group and the food stores group.

The descending order of similarity in curricular needs for training middle-management personnel in the building materials group was: first--food businesses; second--apparel and accessory, automotive, and home furnishings; third--gasoline service stations, general merchandise

TABLE XVI

SIGNIFICANT CHI-SQUARE ANALYSES
(Building Materials, Hardware, and Farm Equipment Dealers)

Curricular Area	Comparative Retail Areas						
	Apparel and Accessory	Automotive	Food Stores	Service Station	General Merchandise	Home Furnishings	Eating and Drinking
4. Accounting					5.00		
5. Budget Planning							5.00
9. History-Government				5.48	7.50	9.88	
13. Advertising Principles		5.48					
14. Display				5.48			
16. Sales Management							6.67
19. Credit Management				5.48			9.88
20. Business Law					9.88		
21. Product Technology	6.66						

.05 Level of Significance, 1 df

Percentage of possible areas in which there were significant differences: 7.79 percent.

businesses, and eating and drinking businesses.

Table XVII, page 89, indicates the areas in which the computed chi square is significant in comparing the responses of executive and middle managers in the eating and drinking businesses with those of executive and middle managers in the other seven groups. Out of a possible 154 comparisons, there were nineteen significant chi squares (12.34 percent). The eating and drinking businesses differed more significantly from the gasoline service station businesses than from other business areas. There were six out of twenty-two curricular areas in which there were significant computed chi squares between these two business groups: mathematics, data processing, management, sales management, credit management, and labor relations. The curricular area in which there was more significant difference was credit management. The eating and drinking businesses differed with five business groups in this area.

Eating and drinking businesses differed significantly in the curricular area of sales management with automotive, building materials, and gasoline service stations.

The descending order of similarity in curricular needs for training middle-management personnel in the eating and drinking group was: first--general merchandise; second--apparel and accessories; third--automotive, building materials, food stores, and home furnishings; fourth--gasoline service stations.

Table XVIII, page 90, indicates the areas in which the computed chi square is significant in comparing responses of executive and middle managers in the food stores with those of executive and middle managers in the other seven groups. Out of a possible 154 comparisons, there were eighteen significant chi squares (11.69 percent). The most

TABLE XVII
SIGNIFICANT CHI-SQUARE ANALYSES
(Eating and Drinking Places)

Curricular Area	Comparative Retail Areas						
	Apparel and Accessory	Automotive	Building Materials	Food Stores	Service Station	General Merchandise	Home Furnishings
2. Mathematics					5.00		
3. Data Processing				5.48	5.48		
5. Budget Planning			5.00				
11. Management					10.78		5.00
13. Advertising Principles		5.48					
14. Display	5.48						
15. Salesmanship							5.00
16. Sales Management		6.67	6.67		6.67		
19. Credit Management		16.36	9.88	5.48	7.50		7.50
22. Labor Relations				5.48	5.48		

.05 Level of Significance, 1 df

Percentage of possible areas in which there were significant differences: 12.34 percent.

TABLE XVIII
SIGNIFICANT CHI-SQUARE ANALYSES
(Food Stores)

Curricular Area	Comparative Retail Areas						
	Apparel and Accessory	Automotive	Building Materials	Service Station	General Merchandise	Home Furnishings	Eating and Drinking
3. Data Processing		5.48				5.48	5.48
8. Sociology					5.048	5.048	
13. Advertising Principles		9.88			5.048	5.048	
18. Traffic Management				9.88	7.20	5.048	
19. Credit Management		5.0					5.48
20. Business Law					7.20		
22. Labor Relations	7.50				7.50	7.50	5.48

.05 Level of Significance, 1 df

Percentage of possible areas in which there were significant differences: 11.69 percent.

significant difference was found between food store respondees and those in general merchandise and home furnishings. In each case there were five curricular areas in which responses were significant. In the general merchandise group the significant curricular areas were: sociology, advertising principles, traffic management, business law, and labor relations. In the furniture and home furnishings group, the significant curricular areas were data processing, sociology, advertising principles, traffic management, and labor relations.

There were three curricular areas in which the food store interviewees differed significantly from automotive businesses and eating and drinking businesses. For automotive, these areas were: data processing, advertising principles, and credit management. For eating and drinking businesses, these curricular areas were: data processing, credit management, and labor relations.

The curricular area in which there were more instances of significant differences from all other seven business groups was labor relations. Business groups from which the food store respondees differed significantly were apparel and accessories, general merchandise, furniture and home furnishings, and eating and drinking businesses.

The descending order of similarity in curricular needs for training middle-management personnel in the food stores area was: first--building materials; second--apparel and accessories and gasoline service stations; third--automotive and eating and drinking businesses; fourth--general merchandise and home furnishings businesses.

Table XIX, page 92, indicates the areas in which the computed chi square is significant in comparing the responses of executive and middle managers in the furniture, home furnishings, and equipment businesses

TABLE XIX

SIGNIFICANT CHI-SQUARE ANALYSES
(Furniture, Home Furnishings, and Equipment)

Curricular Area	Comparative Retail Areas						
	Apparel and Accessory	Automotive	Building Materials	Food Stores	Service Station	General Merchandise	Eating and Drinking
3. Data Processing				5.48	5.48		
8. Sociology				5.048			
9. History-Political Sci.			9.88				
11. Management							5.00
13. Advertising Principles				5.048	7.50		
15. Salesmanship							5.00
18. Traffic Management				5.048			
19. Credit Management							7.50
20. Business Law						5.048	
21. Product Technology					5.48		
22. Labor Relations				7.50	7.50		

.05 Level of Significance, 1 df

Percentage of possible areas in which there were significant differences: 9.09 percent.

with those of executive and middle managers in the other seven groups. Out of a possible 154 comparisons, there were fourteen (9.09 percent) significant chi squares. The most significant difference was found between home furnishings respondees and those in the food stores group. There were five curricular areas in which these two groups of respondees differed: data processing, sociology, advertising principles, traffic management, and labor relations.

There were four curricular areas in which there were significant differences between home furnishings respondees and those in gasoline service stations: data processing, advertising principles, product technology, and labor relations.

There were three curricular areas in which there were significant differences between home furnishings respondees and those in the eating and drinking businesses: management, salesmanship, and credit management. There was no single curricular area in which there was a significant difference with more than two of the seven comparative areas.

The descending order of similarity in curricular needs for training middle-management personnel in the furniture, home furnishings, and equipment area was: first--apparel and accessories and automotive businesses; second--building materials and general merchandise; third--eating and drinking business; fourth--gasoline service stations; fifth--food stores.

Table XX, page 94, indicates the areas in which the computed chi square is significant in comparing the responses of executive and middle managers in the gasoline service station businesses with those of executive and middle managers in the other seven groups. Out of a

TABLE XX
SIGNIFICANT CHI-SQUARE ANALYSES
(Gasoline Service Stations)

Curricular Area	Comparative Retail Areas						
	Apparel and Accessory	Automotive	Building Materials	Food Stores	General Merchandise	Home Furnishings	Eating and Drinking
2. Mathematics							5.00
3. Data Processing		4.213				5.48	5.48
9. History-Political Sci.			5.48				
11. Management		5.048					10.78
13. Advertising Principles	5.48	12.08			7.50	7.50	
14. Display	9.88		5.048				
16. Sales Management							6.67
18. Traffic Management	7.50	5.48	5.48	9.88			
19. Credit Management							7.50
20. Business Law					7.20		
21. Product Technology	8.57	5.48				5.48	
22. Labor Relations	7.50				7.50	7.50	5.48

.05 Level of Significance, 1 df

Percentage of possible areas in which there were significant differences: 17.53 percent.

possible 154 comparisons, there were twenty-seven significant chi squares (17.53 percent). There were greater differences between the gasoline service station businesses and all other seven areas than for any other group of businesses.

There were three curricular areas in which the gasoline service station respondees differed from four out of seven of the other business groups: advertising principles, traffic management, and labor relations. There were two curricular areas in which the gasoline service station respondees differed from three of seven of the other business groups: data processing and product technology.

There was not one of the seven other business groups in which the gasoline service station group failed to differ in at least one curricular area. The group with which the gasoline service station respondees differed most significantly was the eating and drinking area. Differences existed between these two groups in the curricular areas of mathematics, data processing, management, sales management, credit management, and labor relations.

The descending order of similarity in curricular needs for training middle-management personnel in the gasoline service stations area was: first--food stores with only one significant difference; second--general merchandise and building materials; third--home furnishings with four significant differences; fourth--apparel and accessories and automotive with five significant differences each; fifth--eating and drinking businesses with six curricular areas in which the computed chi square is significant.

Table XXI, page 96, indicates the areas in which the computed chi square is significant in comparing the responses of executive and middle

TABLE XXI
SIGNIFICANT CHI-SQUARE ANALYSES
(General Merchandise)

Curricular Area	Comparative Retail Areas						
	Apparel and Accessory	Automotive	Building Materials	Food Stores	Service Station	Home Furnishings	Eating and Drinking
4. Accounting			5.00				
8. Sociology				5.048			
9. History-Government			7.50				
13. Advertising Principles				5.048	7.50		
18. Traffic Management	5.048			7.20			
19. Credit Management		6.67					
20. Business Law		9.88	9.88	7.20	7.20	5.048	
21. Product Knowledge	6.67						
22. Labor Relations				7.50	7.50		

.05 Level of Significance, 1 df

Percentage of possible areas in which there were significant differences: 10.39 percent.

managers in the general merchandise businesses with those of executive and middle managers in the other seven groups. Out of a possible 154 comparisons, there were sixteen (10.39 percent) significant chi squares. The most significant difference was found between general merchandise respondees and those in the food store businesses. There were five curricular areas in which there was a significant difference between these two groups: sociology, advertising principles, traffic management, business law, and labor relations.

The one curricular area in which there were more significant differences with other business areas was business law. The general merchandise respondents for this curricular area were significantly different from those in the automotive, building materials, food, gasoline service station, and home furnishings groups.

Responses for the general merchandise group were most like those in the eating and drinking businesses; there were no significant differences between respondees in these two business groups. Other businesses, in descending order of similarity were: second--home furnishings, with one area of significance; third--apparel and accessories and automotive; fourth--building materials and gasoline service stations; fifth--food stores with five areas of difference.

Tables XIV through XXI have been presented for the purpose of testing hypotheses two and three, since responses of middle managers and executive managers in the same retail business group have been combined for the purpose of analysis. The hypotheses would have to be rejected in the specific curricular areas in which significant differences were computed from the responses of executive and middle managers. As far as the total comparison is concerned, there is no significant difference

in curricular needs as expressed by middle managers and executive managers in any one of the retail business groups compared with executive and middle managers in all seven of the other business groups. Percentages of possible differences varied from 7.79 percent to 17.53 percent, or an average of 11.04 percent.

In order of descending rank (based on percentage of difference in a possible 154 responses) responses differed to a greater extent as follows:

Gasoline Service Stations	17.53 percent
Eating and Drinking Businesses.	12.34 percent
Food Stores	11.69 percent
General Merchandise Stores.	10.39 percent
Automotive Dealers.	10.39 percent
Furniture, Home Furnishings, and Equipment.	9.09 percent
Apparel and Accessory Stores.	8.44 percent
Building Materials, Hardware, and Farm Equipment Dealers	7.79 percent

Analysis of Manpower Needs, Middle-Management Level

An analysis of manpower needs is very difficult to determine. Executive managers in each of the eight retail business areas were asked to list total number of employees and total number of employees who were assuming positions of mid-management responsibility. Arriving at a total present employment figure was not difficult, but it was more difficult for these executives to determine how many middle-management positions were available in the business concerned. Samson (10) reported a middle-management ratio to total employment in the department

store area to be 9.7 percent. Table XXII, page 100, indicates the breakdown of present middle-management to total employment as well as projected middle-management to total employment, 1980, in the eight retail areas covered in this research.

The fourth hypothesis to be tested in this research was:

4. There is no significant difference between projected middle-management personnel requirements as expressed by executive managers of each of the eight major types of distributive businesses.

The standard deviation from the mean in Table XXII is 1.746 with a variance of 3.0486. Present percentage of middle-management employees to total employment indicated in Table XXII shows that food stores deviate more than one standard deviation from the mean as do gasoline service stations. Apparel and accessory stores and general merchandise groups are slightly less than one standard deviation from the mean.

In the case of food stores, apparel and accessory stores, and the general merchandise group, the proportion of middle-management personnel to total employment is less than the mean. In the case of gasoline service stations, the proportion is greater than the mean.

Samson's study (10) related to department store middle managers, and information gained from this research into employment needs in the retail middle-management area in Oklahoma is very similar to the results of Dr. Samson's study. He showed a proportion of 9.7 percent middle managers to total employment in the department store area. This research revealed 9.49 percent for the general merchandise area, which includes department stores.

The indications, then, are that middle managers are supervising a larger percentage of total employment in apparel and accessory stores,

TABLE XXII
 MANPOWER NEEDS, RETAIL MIDDLE-MANAGEMENT

Kind of Business	Present Percentage of Middle-Management Employees to Total Employment	Projected Percentage of Middle-Management Needs, to Total Employment, 1980
Automotive Businesses	11.70	16.99
Apparel and Accessory Stores	9.27	9.55
Building Materials, etc.	10.85	19.65
Eating and Drinking Places	11.75	13.89
Food Stores	8.04	9.23
Furniture, Home Furnishings	11.39	13.86
Gasoline Service Stations	13.56	28.81
General Merchandise Group	9.49	16.78
MEAN	10.76	16.09

food stores, and general merchandise groups than in the other five groups included in this study.

The standard deviation for projected percentage of middle-management needs to total employment is 6.273. The area in which there was the greatest deviation was in the gasoline service station field. Two other groups were one standard deviation away from the mean: apparel and accessory stores and food stores. These deviations were in the same direction as in present percentage of middle-management to total employment--less in apparel and accessory stores and food stores and greater in gasoline service station businesses.

The fourth hypothesis must be rejected, since there is a significant difference between projected middle-management personnel requirements as expressed by executive managers of each of the eight major types of distributive businesses.

This information is not to be interpreted as meaning that we have need for training greater numbers of middle managers for the gasoline service station group and fewer for apparel and accessory stores, food stores, and general merchandise businesses. Fewer people are employed in the gasoline service station area; therefore, the total middle-management requirements, although higher proportionately, are not as meaningful as in the areas of higher total employment.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine curricular needs in the pre-employment training of middle managers in major retail businesses. The study was undertaken for the purpose of securing information from industry as to the adequacy of existing curricular offerings in post-secondary institutions offering distributive middle-management training programs. The review of the literature relating to existing programs in middle-management training for the distributive occupations revealed many variations in curriculums, course offerings, program operations, and objectives. The only studies available in which the competencies needed by middle managers had been researched were related to the general merchandise field and the department store area within the general merchandise field.

Throughout the United States, programs were being instigated in specific marketing areas, but no research existed to show the basis on which these specialized programs were initiated,

The writer's concern in beginning a study into curriculum and employment needs in post-secondary distributive education areas was to develop empirical evidence as to similarities and differences in curricular needs among major retail businesses. The results of this study will be used in planning and developing middle-management programs in

emerging junior colleges and area vocational-technical schools in metropolitan areas.

Much of the benefit to the writer in undertaking a study of this nature, was the opportunity of visiting with executive and middle-management in the major retail businesses for which employment distributive education graduates at the secondary, post-secondary, and collegiate levels are being prepared. Although feedback from the employers of our education products is only one way of developing a curriculum, the resultant benefits from such a study are immeasurable, not only because of the contribution to curricular development, but also from the standpoint of philosophical exchange between education and business.

In order to plan curricular guides for middle-management programs designed to be general in nature, or specific, as the need arises, it was necessary to analyze responses from the selected executive and middle managers to each curricular area rather than analyzing the similarities and differences from a composite of all curricular areas.

Reaction from the interviewees to the curricular areas on the structured interview form was not as critical as the writer expected; and responses as to additional curricular areas necessary for the adequate pre-employment training of middle managers in each of the eight areas covered in the study were not as comprehensive as was hoped for.

The realization that personal experiences of the respondents influenced the reaction to various curricular offerings would tend to invalidate some of the data gathered in the research. The writer is cognizant of the fact that analysis of the data cannot be the sole basis of curricular planning, nor can recommendations presented in this study become a static basis for curricular design. Constant updating of

information will be necessary for a workable approach to meeting the needs of industry, society, and the enrollees in the middle-management programs in distributive education throughout Oklahoma.

The enthusiasm with which executive managers approached the interview and their apparent pride in being contacted about an educational problem was inspiring to the writer. Only one of the forty executive managers expressed any concern for the future of the particular retail industry in which he was involved; he was an owner-executive who was approaching retirement age. Although he was exceptionally well-educated for executive management, he had clearly passed the period of time in his professional life in which his business represented a challenge to him.

The concern of executive management for securing enthusiastic, career-minded young people for their particular businesses, was also very satisfying to the writer. Although some executives expressed a desire to look toward college graduates for middle-management positions, most of those interviewed considered the upsurge of junior and community colleges as a solution to their problem of securing potential middle managers. The concern which many of the executives expressed toward developing young people with enthusiastic attitudes toward retailing as a career field was enlightening as well as reassuring to the writer.

In the opinion of this writer, the middle managers were not as articulate as the executive managers and did not reply with as much confidence as did the executive managers, they evidenced much interest in the field in which they were employed and indicated a concern for availing themselves of opportunities such as those afforded by the

middle-management program for improving their contribution to the firm employing them.

Conclusions

The computation of the chi-square test to determine significant differences in curricular areas as expressed by management of each retail area revealed that there are "clusters" of retail businesses whose pre-employment training needs are similar. There are also curricular needs common to all eight retail areas researched.

There are also curricular needs peculiar to each of the different types of retail businesses covered in the research. Judgment of the importance of each of the twenty-two curricular areas to executive and middle-management in each retail area was evaluated by computing a consensus index number for each curricular area. These consensus indices and computed chi squares resulted in the emergence of the following conclusions:

1. Clusters into which the eight retail businesses researched in the study fall, according to curricular needs, are:

- a. Apparel and Accessory, Automotive, Building Materials, and Furniture, Home Furnishings and Equipment
- b. Food Stores and Gasoline Service Stations
- c. General Merchandise Businesses and Eating and Drinking Businesses

2. These clusters have resulted not from similarity of merchandise handled but from traditional merchandise classifications: convenience, shopping, and specialty goods. Management in retail areas whose products are considered specialty or shopping goods have placed

similar emphasis on marketing skills.

3. The gasoline service station field was more significantly different in a greater variety of curricular areas than any other field. Even though the merchandise would be similar in nature, there were significant differences in the responses of middle and executive managers of gasoline service station business and responses of automotive management. This information would indicate that in those states where specialized post-secondary programs in automotive and petroleum marketing exist, this combination has been made without researching the differences in the two areas.

4. Of the twenty-two proposed curricular areas to be included in post-secondary middle-management programs in Oklahoma, the following have emerged as areas important to all retail businesses as a result of compilation of the consensus indices:

- a. Communications
- b. Human Relations
- c. Buying Principles
- d. Salesmanship
- e. Sales Management
- f. Mathematics
- g. Accounting
- h. Psychology
- i. Budget Planning

5. Of the remaining thirteen curricular areas, the following were considered of primary importance to at least one of the businesses included in the study:

- a. Display

- b. Product Technology
- c. Principles of Management
- d. Credit Management
- e. Business Law
- f. Advertising Principles
- g. History-Government
- h. Labor Relations
- i. Traffic Management

6. There were three of the proposed curricular areas which were not considered of primary importance to any of the eight businesses included in the study. These were:

- a. Economics
- b. Advertising Layout
- c. Data Processing

7. Since the three curricular areas listed in number six above are included in many middle-management programs in Oklahoma and throughout the nation, it is the conclusion of the writer that the curriculum be evaluated objectively to see if these areas are proving important to the training of middle managers for retail businesses in the geographic area where the post-secondary institutions are located. It is possible that they have become a part of the curriculum because of patterning after other existing programs.

8. Informal responses of executive management indicated that there is a need for restructuring course content to meet the expressed needs of retailing. For example, the respondents who considered business law important for the retail middle manager felt that current courses in business law, in order to be effective, would have to be restructured

to include more specific information for the retailer as to liability and management problems.

9. Although mathematics was considered to be of primary importance to training middle managers for all retail areas in the study, interviewees, in most instances, felt that a comprehensive business mathematics course would be more valuable than college algebra.

10. None of the interviewees considered product knowledge as unimportant to success in any retail field, but many felt that the rapidity with which products change leads to the practicality of acquiring this knowledge on the job rather than in a pre-employment training program at the post-secondary level.

11. Some of the respondents suggested that the sales promotion areas of advertising, advertising layout, and display would be more important to the middle-management field if the competencies were developed through one one-semester course rather than through three courses.

12. Another content combination suggested was that of accounting and budget planning. Most respondents felt that two semesters of accounting were essential for the middle manager in retailing. They considered the ability to plan budgets to be particularly important but felt that this managerial training area could be incorporated into a second-semester course in accounting.

13. The importance of the communications area was indicated by all interviewees in that it is listed first in the curricular areas which should be of primary importance to all eight retail fields included in the study. Respondents felt that in a two-year program, courses in the communications area should constitute three semesters' work. The general consensus was that one semester of freshman English was necessary,

one semester of business communications, and one semester of an oral communications course. Again, the implied recommendation was that existing college speech courses are inadequate--that the emphasis in such a course should be on development of oral communications skills and not on speech making.

14. Executive management interviewed indicated an interest in the cooperative function of the post-secondary distributive education program. The general consensus was that on-the-job training would be a valuable phase of the post-secondary program. The writer was cautioned to stress to teacher-coordinators and administrators of the post-secondary middle-management program that executives in the industry would not consider junior college associate degree graduates as ready to assume middle-management responsibility unless in individual cases the person concerned had also completed satisfactory work experience in the particular field of his interest.

15. Responses of executive managers in the eight retail business areas researched indicated that middle-management personnel constitute 9.27 to 13.56 of their labor force, which will assist in determining annual training needs for middle-management retail positions.

16. Responses of executive managers in the eight retail business areas researched indicated that the ratio of middle-management personnel to total employment will increase approximately six percent throughout the retail areas included in this research.

Recommendations

1. It is recommended that general middle-management programs will more nearly meet pre-employment training needs than will programs

designed for specific retail areas, such as: fashion merchandising, automotive and petroleum marketing, food merchandising, hotel, motel, and restaurant administration. Designing a specific program will limit enrollment in post-secondary distributive programs.

2. Although retailing is representative of two-thirds of total employment in the field of distribution, there is also a need for planning post-secondary programs to meet the needs of industry. It is the opinion of this writer that some of the areas which were not considered so important by retail managers, such as labor relations and management principles, will become important areas in an industrial middle-management program.

3. Traffic management, or physical distribution, was listed as important only to the food merchandising group interviewed. Included in these interviewees were executives of vertically integrated food merchandising businesses, or a combination of retail-wholesale operations. An in-depth study into the needs of training supervisors and middle managers for wholesaling should be considered for comprehensive planning of post-secondary distributive education programs.

4. Another major area of concern is the field of banking and finance. Major marketing efforts are being exerted by both these areas, and pre-employment training needs for middle-management personnel in these areas would be comparable to the needs of middle managers in retailing; but research should be initiated in the banking and finance area to determine differences so that effective post-secondary programs may be designed to meet the needs of this broad occupational area.

5. Comprehensive research into curriculum development should include the graduates of the program in question. Since the distributive

education middle-management programs in Oklahoma are still at the embryonic stage, further research should be conducted within the next three years to determine from evaluation by the graduates of the middle-management programs the effectiveness of the curriculum.

6. Since the freshman year in college is the most critical from a "holding power" standpoint, it is recommended that the curricular areas of primary importance be included in the first year of the post-secondary middle-management program in order that the dropout at the end of the freshman year will have acquired some significant competencies toward the middle-management area.

7. It is recommended that a continuing follow-up system be devised for the distributive middle-management programs to determine if the graduates are employed in middle-management positions and to determine average promotable conditions at the middle-management level of employment.

Recommendations for the advisement of students who express an interest in a specific retail area are contained in Appendix F, beginning on page 135. Suggested courses of study for students pursuing distributive middle-management programs in junior colleges are outlined in the final pages of this dissertation. The subjects listed in the suggested course of study for each of the eight retail areas covered in this research are part of the curriculum of most junior collegiate institutions.

In the opinion of the writer, it is more economically feasible to offer general distributive middle-management programs rather than specific programs for particular areas such as fashion merchandising, food merchandising, automotive merchandising, etc. It is recommended, in

conclusion, that students' interest be explored through advisement and that the two-year programs follow patterns similar to those given in Appendix F rather than designing specific programs which would result in greater proliferation of courses.

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QUESTIONNAIRE--CURRICULUM RESEARCH
POST-SECONDARY DISTRIBUTIVE EDUCATION

Background Information

Executive Manager () Middle Manager ()

Type of Business Represented:

Apparel & Accessory ()
Automotive ()
Building Materials, Hardware & Farm Equipment Dealers ()
Food Store ()
Furniture, Home Furnishings and Equipment ()
Gasoline Service Station ()
General Merchandise ()
Motel, Hotel, Restaurant ()
Other ()

Educational Background of Respondent: High School Graduate (); College Graduate ();
Attended College but Did Not Graduate ();
Master's Degree (); Specialized Training at
Institution Other Than College (); None of These ().

Age of Respondent: 25-34 (); 35-44 (); 45-54 (); 55 and Over ().

Size of Business Represented: Annual Volume--\$500,000 - 2,000,000 ()
\$2,000,000 - 4,000,000 ()
\$4,000,000 - 6,000,000 ()
\$6,000,000 - 9,000,000 ()
Over \$9,000,000 ()

Total Number of Employees _____; Present Number of Middle-Management Personnel _____;
Projected Need for Middle-Management Personnel by 1980 _____.

NEED FOR COMPETENCIES TO BE DEVELOPED THROUGH FORMAL EDUCATIONAL PROCESS

	Very Important	Moderately Important	Slightly Important	Unimportant	Should be developed
					on the job--not part of formal education process
1. The ability to communicate effectively, through written and oral communications.					
2. The ability to understand and utilize mathematical computations related to merchandising problems.					
3. The understanding of electronic data processing systems, with implications for decision making.					

	Very Important	Moderately Important	Slightly Important	Unimportant	Should be developed on the job--not part of formal education process
4. A knowledge of accounting principles sufficient for interpretation of reports used in planning and control.					
5. An understanding of budget planning of sales, purchases, expenses, and administration of such planning.					
6. An understanding of economic concepts and the relationship of free enterprise to effective marketing and merchandising activities.					
7. An understanding of the psychological implications of consumer buying behavior.					
8. An understanding of sociological structures.					
9. An understanding of democratic principles and American heritage.					
10. An understanding of human relations with respect to employee supervision and motivation.					
11. An understanding of organizational structure, management techniques, and organizational planning.					
12. The ability to plan advertising layouts and write suitable "copy."					
13. The ability to select and understand advertising media and plan advertising expenditures.					

	Very Important	Moderately Important	Slightly Important	Unimportant	Should be developed on the job--not part of formal education process
14. An understanding of effective interior and exterior displays.					
15. An understanding of sales techniques and sales planning.					
16. A knowledge of sales supervisory methods and motivational techniques.					
17. An understanding of buying principles, including inventory management, shrinkage control, and effective stockturn.					
18. A knowledge of traffic management, both "in" and "out," and merchandise handling principles.					
19. An understanding of consumer and trade credit with ability to plan each credit area effectively.					
20. An understanding of legal aspects of business with relation to consumers, legislation, and government.					
21. Product knowledge.					
22. Knowledge of organized labor and bargaining practices.					
23. Other specific areas: (List those competencies needed for your particular business not included in above.)					

APPENDIX B

APPENDIX A

ADVISORY GROUP

The following trade association executives, business executives, and educators contributed their advice throughout the research project --from development of the structured interview questionnaire through selection of interviewees and evaluation of data:

- Mr. James Bradshaw, Executive Secretary
Oklahoma Retailers' Association
Oklahoma City, Oklahoma
- Mr. Victor Petito, Assistant Executive Secretary
Oklahoma Retailers' Association
- Mr. John Conner, Executive Secretary
Oklahoma New Car Dealers' Association
Oklahoma City, Oklahoma
- Mr. Justin Hill, Executive Secretary
Oklahoma Restaurant Association
Oklahoma City, Oklahoma
- Mrs. May Jane Rawlings, Executive Secretary
Oklahoma Retail Grocers' Association
Oklahoma City, Oklahoma
- Mr. Bill Morgan, Executive Secretary
Oklahoma Lumberman's Association
Oklahoma City, Oklahoma
- Mr. Ray Scales, Executive Secretary
Oklahoma Oil Marketers' Association
Oklahoma City, Oklahoma
- Mr. Charles Truhitt, Manager
J. C. Penney Company
Oklahoma City, Oklahoma
- Mr. Duke Evans, Owner-Manager
Evans Home Furnishings
Oklahoma City, Oklahoma
- Mr. M. J. DeBenning, State Supervisor
Distributive Education
State Department of Vocational and Technical Education
Stillwater, Oklahoma

Mr. Ted Best, Assistant State Supervisor
Distributive Education
State Department of Vocational and Technical Education
Stillwater, Oklahoma

Mr. Bill Phillips, Director and Adult Training
Specialist, Distributive Education
Oklahoma City, Oklahoma

APPENDIX C

SCHEDULE OF EXECUTIVE INTERVIEWS

<u>Name of Executive</u>	<u>Type of Business</u>	<u>Date of Interview</u>
Mr. Dean Cutchall Owner, Cutchall's	Apparel & Accessories	August 18, 1970
Mrs. Kathryn Lipe Owner, Kathryn Lipe's	Apparel & Accessories	September 12, 1970
Mrs. Louise Mathews Manager, Street's	Apparel & Accessories	August 20, 1970
Mr. Charles Strausberger Manager, Rosenthal's	Apparel & Accessories	August 18, 1970
Mr. Jerry Warner Manager, Rothchild's	Apparel & Accessories	August 21, 1970
Mr. Gale Cable Owner, Gale Cable Chrysler-Plymouth	Automotive Dealer	April 23, 1970
Mr. Jack Clark Owner, Jack Clark Dodge	Automotive Dealer	April 23, 1970
Mr. Charles Eskridge Owner, Eskridge Oldsmobile	Automotive Dealer	March 26, 1970
Mr. Jim Hamilton Manager, Fred Jones Ford	Automotive Dealer	March 26, 1970
Mr. Stan Littleton Chrysler-Plymouth	Automotive Dealer	April 23, 1970
Mr. Joe Baker, Manager Caston Lumber Company	Building Materials, etc.	July 1, 1970
Mr. Frank Carey, Owner Carey Lumber Company	Building Materials, etc.	July 21, 1970
Mr. William J. Camp, Manager, Western Lumber Company	Building Materials, etc.	July 21, 1970
Mr. Dean Morgensen, Owner Morgensen Lumber Company	Building Materials, etc.	July 1, 1970
Mr. Chester Leonhardt Owner, H. E. Leonhardt Lumber Company	Building Materials, etc.	October 16, 1970

<u>Name of Executive</u>	<u>Type of Business</u>	<u>Date of Interview</u>
Mr. Collins, Food Service Manager, Skirvin Hotel	Eating & Drinking Places	August 6, 1970
Mr. Walter Cherry, Owner Cherry Restaurants	Eating & Drinking Places	August 6, 1970
Mr. Cooper Lyon, Manager Anna Maud Cafeteria	Eating & Drinking Places	August 17, 1970
Mr. David Wilson, Manager Restaurant Associates	Eating & Drinking Places	August 17, 1970
Mr. Gene Smelser, Owner Val-Gene Restaurants	Eating & Drinking Places	August 5, 1970
Mr. Cummins, Personnel Manager, Safeway	Food Store	July 21, 1970
Mr. Bob Hendrick, Manager, Colling, Deitz, & Morris	Food Store	August 18, 1970
Mr. Kirtley, Sales Manager, Scrivner-Boogardt	Food Store	August 18, 1970
Mr. Tag Kimberling Owner, Kimberling's IGA	Food Store	July 2, 1970
Mr. Roger Smith, Personnel Manager, Humpty-Dumpty	Food Store	July 14, 1970
Mr. Duke Evans Owner, Evans Home Furnishings	Furniture, Home Furnishings	August 21, 1970
Mr. Finch, Manager Cornish Furniture	Furniture, Home Furnishings	October 16, 1970
Mr. Lee Housley, Owner Housley Brothers	Furniture, Home Furnishings	October 9, 1970
Mr. Don Mathis, Owner Mathis Bros. Furniture	Furniture, Home Furnishings	October 12, 1970
Mr. A. F. Williams, Owner A. F. Williams Furniture	Furniture, Home Furnishings	October 9, 1970

<u>Name of Executive</u>	<u>Type of Business</u>	<u>Date of Interview</u>
Mr. Gene Brown, Owner Brown & Sons Oil Co.	Gasoline Service Stations	August 18, 1970
Mr. John Grantham Vice President, Industrial Relations, APCO	Gasoline Service Stations	June 17, 1970
Mr. Price Jones, Owner Sav Go Oil Company	Gasoline Service Stations	August 19, 1970
Mr. Tom Love, Owner Musket Oil Company	Gasoline Service Stations	August 21, 1970
Mr. Bud Hesser, Owner Hesser Oil Company	Gasoline Service Stations	October 16, 1970
Mr. R. J. Lee, Personnel Manager, T. G. & Y.	General Merchandise	July 21, 1970
Mr. Bill Gauspohl Group Sales Promotion Manager, Sears	General Merchandise	July 7, 1970
Mrs. Sue Moore, Personnel Manager, Montgomery Ward	General Merchandise	July 2, 1970
Mr. Charles Truhitt Manager, J. C. Penney Co.	General Merchandise	June 10, 1970
Mr. Guy Anthony Vice President, C. R. Anthony Company	General Merchandise	July 2, 1970

APPENDIX D

POSITIONS OF MIDDLE MANAGERS INTERVIEWED

<u>Type of Business</u>	<u>Position of Middle Manager</u>
Apparel & Accessory Stores	2 - Department Managers 1 - Branch Store Manager 1 - Merchandise Manager 1 - Buyer
Automotive Dealers	2 - New Car Sales Managers 1 - Used Car Sales Manager 2 - Service Managers
Building Materials, Hardware, and Farm Equipment Dealers	2 - Branch Store Managers 1 - Department Manager 1 - Credit Manager 1 - Production Manager
Eating & Drinking Places	3 - Branch Unit Managers 1 - Catering Manager 1 - Kitchen Manager
Food Store	3 - Branch Store Managers 1 - Warehouse Manager 1 - District Manager
Furniture, Home Furnishings, and Equipment	1 - Merchandise Manager 4 - Branch Store Managers

<u>Type of Business</u>	<u>Position of Middle Manager</u>
General Merchandise Group	1 - Merchandise Manager 2 - Department Managers 2 - Branch Store Managers
Gasoline Service Stations	1 - Sales Manager 4 - Service Station Managers

APPENDIX E

TABLE XXIII
 PERCENTAGE OF RESPONSES
 (All Executive and Middle Managers)
 (N = 80)

CURRICULAR AREA	RESPONSES			
	Very Necessary	Necessary	Undecided	Unnecessary
1. Communications	92.50	6.25		1.25
2. Mathematics	45.00	37.50	12.50	5.00
3. Data Processing	5.00	27.50	37.50	30.00
4. Accounting	35.00	50.00	12.50	2.50
5. Budget Planning	45.00	35.00	12.50	7.50
6. Economics	13.75	41.25	33.75	11.25
7. Psychology	37.50	35.00	22.50	5.00
8. Sociology	6.25	35.00	46.25	12.50
9. History, Government	21.25	27.50	41.25	10.00
10. Human Relations	82.50	11.25	2.50	3.75
11. Management	41.25	26.25	20.00	12.50
12. Advertising Layout and Copywriting	17.50	21.25	41.25	2.00
13. Advertising Principles	20.00	30.00	27.50	22.50
14. Display	23.75	31.25	28.75	16.25
15. Salesmanship	62.50	28.75	6.25	2.50
16. Sales Management	50.00	37.50	8.75	3.75
17. Buying Principles	71.25	18.75	5.00	5.00
18. Traffic Management	21.25	25.00	38.75	15.00
19. Credit Management	16.25	47.50	20.00	16.25
20. Business Law	22.50	45.00	22.50	10.00
21. Product Technology	58.75	12.50		28.75
22. Labor Relations	12.50	26.25	40.00	21.25

TABLE XXIV
 PERCENTAGE OF RESPONSES
 (All Middle Managers)
 (N = 40)

CURRICULAR AREA	RESPONSES			
	Very Necessary	Necessary	Undecided	Unnecessary
1. Communications	90.00	7.50		2.50
2. Mathematics	37.50	47.50	12.50	2.50
3. Data Processing	5.00	20.00	42.50	32.50
4. Accounting	30.00	52.50	12.50	5.00
5. Budget Planning	40.00	47.50	10.00	2.50
6. Economics	10.00	45.00	40.00	5.00
7. Psychology	37.50	37.50	20.00	5.00
8. Sociology	7.50	32.50	47.50	12.50
9. History, Government	12.50	22.50	52.50	7.50
10. Human Relations	75.00	17.50		7.50
11. Management	40.00	17.50	30.00	12.50
12. Advertising Layout and Copywriting	25.00	15.00	40.00	20.00
13. Advertising Principles	27.50	30.00	27.50	15.00
14. Display	30.00	30.00	27.50	12.50
15. Salesmanship	57.50	32.50	5.00	5.00
16. Sales Management	32.50	52.50	10.00	5.00
17. Buying Principles	80.00	12.50	5.00	2.50
18. Traffic Management	22.50	17.50	45.00	15.00
19. Credit Management	17.50	50.00	20.00	12.50
20. Business Law	17.50	50.00	27.50	5.00
21. Product Technology	55.00	17.50		27.50
22. Labor Relations	17.50	20.00	45.00	17.50

TABLE XXV
 PERCENTAGE OF RESPONSES
 (All Executive Managers)
 (N = 40)

CURRICULAR AREA	RESPONSES			
	Very Necessary	Necessary	Undecided	Unnecessary
1. Communications	95.00	5.00		
2. Mathematics	52.50	27.50	12.50	7.50
3. Data Processing	5.00	35.00	32.50	27.50
4. Accounting	40.00	47.50	12.50	
5. Budget Planning	50.00	22.50	15.00	12.50
6. Economics	17.50	37.50	27.50	17.50
7. Psychology	37.50	32.50	25.00	5.00
8. Sociology	5.00	37.50	45.00	12.50
9. History, Government	30.00	32.50	30.00	7.50
10. Human Relations	90.00	5.00	5.00	
11. Management	42.50	35.00	10.00	12.50
12. Advertising Layout and Copywriting	10.00	27.50	42.50	20.00
13. Advertising Principles	12.50	30.00	27.50	30.00
14. Display	17.50	32.50	30.00	20.00
15. Salesmanship	67.50	25.00	7.50	
16. Sales Management	67.50	22.50	7.50	2.50
17. Buying Principles	62.50	25.00	5.00	7.50
18. Traffic Management	20.00	32.50	32.50	15.00
19. Credit Management	15.00	45.00	20.00	20.00
20. Business Law	27.50	40.00	17.50	10.00
21. Product Technology	62.50	7.50		30.00
22. Labor Relations	7.50	32.50	35.00	25.00

APPENDIX F

Suggested Course of Study

APPAREL AND ACCESSORIES RETAIL AREA

First Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
English Composition	3	English Composition	3
Psychology	3	Retail Buying Principles	2
Salesmanship	3	Visual Merchandising	2
*Textiles	3	Human and Personnel	
Math for Retailing	2	Relations	3
Middle-Management		Speech	3
Seminar	<u>2</u>	Middle-Management	
TOTAL	16	Seminar	2
		Directed Occupational	
		Experience	<u>1</u>
		TOTAL	16

Second Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
Principles of Marketing	3	Principles of Management	3
Sales Management	3	Economics	3
*Principles of Clothing		Advertising Layout and	
Design	3	Copywriting	3
Accounting	3	*Commercial Art	2
Business Communications	3	Middle-Management	
Middle-Management		Seminar	2
Seminar	2	Directed Occupational	
Directed Occupational		Experience	1
Experience	<u>1</u>	Electives	<u>2</u>
TOTAL	18	TOTAL	16

NOTE: It is suggested that directed occupational experience be included in all these programs, since it was considered so important by the interviewees. It is also suggested that this experience not be included until the second semester of the student's program in order to give the teacher-coordinator an opportunity to counsel with the students about their area of study and to assist in getting the student ready for employability.

*Indicates specific courses suggested for the student interested in the area of apparel and accessories retailing.

Suggested Course of Study

AUTOMOTIVE DEALERS

First Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
English Composition	3	English Composition	3
Accounting	3	Sales Management	3
Salesmanship	3	Speech	3
*Auto Mechanics	0	Credit Management	3
Human and Personnel Relations	3	Accounting	3
Math for Retailing	2	Middle-Management Seminar	2
Middle-Management Seminar	<u>2</u>	Directed Occupational Experience	<u>1</u>
TOTAL	16	TOTAL	18

Second Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
Business Communications	3	Economics	3
Principles of Management	3	Principles of Marketing	3
Business Law	3	Advertising Principles	3
Retail Buying Principles	2	Traffic Management	3
Psychology	3	Middle-Management Seminar	2
Middle-Management Seminar	2	Directed Occupational Experience	<u>1</u>
Directed Occupational Experience	<u>1</u>	TOTAL	15
TOTAL	17		

NOTE: The auto mechanics course is listed for no credit; it is not logical to expect this course to be included in the junior college curriculum. It is suggested that students interested in the automotive field take at least one semester's training in auto mechanics at an area vocational-technical school.

Suggested Course of Study

BUILDING MATERIALS, HARDWARE, AND FARM EQUIPMENT DEALERS

First Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
English Composition	3	English Composition	3
Salesmanship	3	Retail Buying Principles	2
Math for Retailing	2	Sales Management	3
Accounting	3	Accounting	3
*Mechanical Drawing	2	Middle-Management	
History-Government	3	Seminar	2
Middle-Management		*Blueprinting and Drafting	2
Seminar	2	Directed Occupational	
TOTAL	18	Experience	1
		TOTAL	16

Second Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
Speech	3	Principles of Management	3
Business Law	3	Economics	3
Human and Personnel		**Advertising and Display	3
Relations	3	Psychology	3
Credit Management	3	Traffic Management	3
Middle-Management		Middle-Management	
Seminar	2	Seminar	2
Directed Occupational		Directed Occupational	
Experience	1	Experience	1
TOTAL	15	TOTAL	18

NOTE: Executive managers in the building materials field expressed the belief that drafting and blueprinting skill was of importance to most of their middle managers. Two semesters' work in this area is recommended. Also, since display, advertising principles, and advertising layout and copywriting were listed in the secondary level of importance by interviewees in the building materials field, it is suggested that the Advertising and Display Course listed in the second semester of the second year be a combination sales promotion course, including both display and advertising.

Suggested Course of Study

EATING AND DRINKING PLACES

First Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
English Composition	3	Speech	3
Human and Personnel Relations	3	Accounting	3
Principles of Management.	3	Math for Retailing	2
*Basic Food Preparation		*Quantity Food Preparation.	3
Principles.	3	Retail Buying Principles	2
Psychology.	3	Middle-Management Seminar.	2
Middle-Management Seminar	<u>2</u>	Directed Occupational Experience	<u>1</u>
TOTAL	17	TOTAL	16

Second Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
Salesmanship.	3	Sales Management	3
History-Government.	3	Business Law	3
Accounting.	3	Labor Relations.	3
Sociology	3	**Advertising and Display.	3
Economics	3	Middle-Management Seminar.	2
Middle-Management Seminar	2	Directed Occupational Experience	<u>1</u>
Directed Occupational Experience.	<u>1</u>	TOTAL	15
TOTAL	18		

NOTE: Since the area of food preparation and quantity cooking were considered as important by executive and middle managers in the eating and drinking area, these two courses are suggested as a part of the first year's curriculum. Also, since the sales promotion areas were considered as of secondary importance, it is recommended that these areas be combined into one course in the last semester of the program.

Suggested Course of Study

FOOD STORES

First Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
English Composition	3	English Composition	3
Human and Personnel Relations	3	Speech	3
Math for Retailing	2	Sales Management	3
Retail Buying Principles	2	Traffic Management	3
Labor Relations	3	Accounting	3
Salesmanship	3	Middle-Management Seminar	2
Middle-Management Seminar	<u>2</u>	Directed Occupational Experience	<u>1</u>
TOTAL	18	TOTAL	18

Second Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
Business Communications	3	Sociology	3
Business Law	3	Data Processing	3
Principles of Management	3	Visual Merchandising	3
History-Government	3	Economics	3
Middle-Management Seminar	2	Middle-Management Seminar	2
Directed Occupational Experience	<u>1</u>	Directed Occupational Experience	<u>1</u>
TOTAL	15	TOTAL	15

NOTE: The interviewees in the food stores area suggested no specific courses for the training of middle-management other than the twenty-two areas included in the study.

Suggested Course of Study

FURNITURE, HOME FURNISHINGS, AND EQUIPMENT

First Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
English Composition	3	English Composition	3
Psychology	3	Human and Personnel Relations	3
Salesmanship	3	*Household Equipment	2
*Textiles	3	Accounting	3
Retail Buying Principles	2	Math for Retailing	2
Middle-Management Seminar	2	Middle-Management Seminar	2
TOTAL	16	Directed Occupational Experience	1
		TOTAL	16

Second Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
Speech	3	Business Communications	3
Sales Management	3	Business Law	3
Advertising Principles	3	Economics	3
Credit Management	3	Principles of Management	3
Middle-Management Seminar	2	Middle-Management Seminar	2
Directed Occupational Experience	1	Directed Occupational Experience	1
TOTAL	15	TOTAL	15

NOTE: Since product technology was considered so important by the interviewees in the furniture, home furnishings, and equipment area, two courses were included in the first two semesters of the suggested course of study. Also, since this suggested course of study totals only 62 hours, it is recommended that students elect other general education courses for the remainder of the hours.

Suggested Course of Study

GASOLINE SERVICE STATIONS

First Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
English Composition	3	Speech	3
Human and Personnel Relations	3	Sales Management	3
Retail Buying Principles	2	Accounting	3
Math for Retailing	2	Psychology	3
Accounting	3	Middle-Management Seminar	2
Salesmanship	3	Directed Occupational Experience	<u>1</u>
Middle-Management Seminar	<u>2</u>	TOTAL	15
TOTAL	18		

Second Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
Business Law	3	Credit Management	3
Data Processing	3	Sociology	3
Accounting	3	Principles of Management	3
History-Government	3	Advertising Principles	3
Middle-Management Seminar	2	Middle-Management Seminar	2
Directed Occupational Experience	<u>1</u>	Directed Occupational Experience	<u>1</u>
TOTAL	15	TOTAL	15

NOTE: There were no recommended special areas of study for the training of middle managers in the gasoline service station field; therefore, the suggested course of study presented has been compiled from the curricular areas included in the study which the interviewees considered most important. Also, since quantitative ability seemed to be considered important, three semesters of accounting have been included for this group.

Suggested Course of Study

GENERAL MERCHANDISE GROUP

First Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
English Composition	3	English Composition	3
Salesmanship	3	Speech	3
Math for Retailing	2	Sales Management	3
Human and Personnel Relations	3	Retail Buying Principles	3
Psychology	3	Middle-Management Seminar	2
Middle-Management Seminar	2	Directed Occupational Experience	1
TOTAL	16	TOTAL	15

Second Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
Business Communications	3	Data Processing	3
Principles of Management	3	Advertising Layout	3
Accounting	3	Visual Merchandising	3
Economics	3	Credit Management	3
Advertising Principles	3	Middle-Management Seminar	2
Middle-Management Seminar	2	Directed Occupational Experience	1
Directed Occupational Experience	1	TOTAL	15
TOTAL	18		

NOTE: The suggested specific areas for the General Merchandise middle managers were prevention of shoplifting and how to handle bad checks. Instruction in these two areas would not be of sufficient duration for a full semester course. It is suggested that these areas be included in the middle-management seminar.

VITA ⁵

Lucille W. Patton

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF CURRICULUM AND EMPLOYMENT NEEDS IN POST-SECONDARY DISTRIBUTIVE EDUCATION IN OKLAHOMA

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