

**THE EFFECTIVENESS OF
BUSINESS WEEK**

by

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APPROVAL

of a professional paper submitted by
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This professional paper has been read by each member of the graduate committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency.

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TABLE OF CONTENTS

	Page
Abstract	vi
CHAPTER:	
I. INTRODUCTION	1
Problem Statement	1
Questions to be Answered	2
Need for the Study	2
Limitations of the Study	3
Definition of Terms	3
Summary	3
II. REVIEW OF THE LITERATURE	5
Introduction	5
Involvement of Business in Education	5
Establishment of Business and Education Partnerships	7
The Need for Business Week	10
Junior Achievement Programs	12
Summary	13
III. PROCEDURES	14
Introduction	14
Sources of Data	14
Construction of the Survey Instrument	14
Administration of the Instrument	15
Analysis of Data	15
IV. PRESENTATION OF DATA	16
Introduction	16
Personal Data	16
Survey Data	25
Comments	35
Summary	38
V. CONCLUSIONS AND RECOMMENDATIONS	39
Introduction	39
Conclusions	39
Recommendations	41

TABLE OF CONTENTS--Continued

	Page
BIBLIOGRAPHY	43
APPENDIX A	44

ABSTRACT

The major purpose of this study was to determine to what extent, if any, Business Week had on career choices and college selections of high school sophomores and juniors that previously attended the week long program. The population selected included students that attended Business Week during the 1988, 1989, and 1990 sessions. The sample size was 200 students selected from the population. Data were gathered through a literature review and a survey instrument. A 43% response rate was received on the survey instrument, which was carried out via parcel post.

The main conclusions of this study were: (1) Business Week is successful in reaching those students that plan on attending college following graduation from high school (88.1% of those surveyed went on to post secondary schools); (2) Business Week positively influenced 55.9% of the students in regards to career choice; (3) Business Week had only a 30.5% positive influence on students choice of college; (4) Students that attended Business Week attended to learn more about business and economic issues (87.2% positive responses), as well as to spend a week on a college campus (77.6% positive responses); (5) Business Week has a good reputation of delivering information in regards to business and economic issues (95.3% positive responses); and (6) students would attend Business Week again if given the opportunity (89.5% positive responses).

Recommendations would be to: (1) maintain the present size of classes and companies at Business Week; (2) continue to hold Business Week on the campus of Montana State University; (3) allow high school seniors the opportunity to participate in Business Week; (4) make sure high school teachers are receiving and sharing information concerning Business Week with their students.

INTRODUCTION

Business Week has been conducted every year in Montana since its inception in 1983. Since that time, there has been nearly 2,000 students enroll in the week long sessions, conducted on the campus of Montana State University. The program has been co-sponsored by the Montana Chamber of Commerce, the College of Business, Montana State University, Bozeman, the Montana Council on Economic Education, and the Office of Public Instruction for the State of Montana. Countless individuals have donated both time and money in an effort to introduce high school juniors and seniors to basic business and economic concepts. The major purpose of Business Week is the hope of helping those who attend make easier career choices (whether or not to pursue business related degrees) based on information obtained in the sessions. A study was conducted in 1985 by Drs. Terry Anderson and Norm Millikin of Montana State University relating to Business Week's impact. Since that time no follow up study has been conducted.

Currently the major sponsors are evaluating the Business Week program, to determine if it is meeting the overall goals and objectives originally established.

PROBLEM STATEMENT

The purpose of this study was to determine to what extent Business Week impacts career decisions of students attending, whether Business Week had an impact on which post

secondary school the students attended, and if students gained a better understanding of Business and Economics.

QUESTIONS TO BE ANSWERED

The specific questions to be answered in this study were:

1. What importance did Business Week have on the career choices of those in attendance?
2. Did attendance at Business Week influence a choice of college by those that attended?
3. Did attending Business Week give those in attendance a better understanding of Business and Economics?
4. Was attendance at Business Week equally divided between males and females?
5. Were different size high schools represented at Business Week?
6. Did the location in the state where the students lived have any influence on attending Business Week?
7. What or who influenced students the most to attend Business Week?
8. Did Business week meet the students goals and objectives?

NEED FOR THE STUDY

This study is important because students are being asked to make career choices earlier in life, and the more information that can be provided to them at this time may be beneficial in making those decisions.

With the spiraling costs associated with the conducting of Business Week, it is imperative that the goals and objectives of the program be met. Since a survey has not

been conducted for several years, this study was undertaken.

LIMITATIONS OF THE STUDY

The following limitations were placed on the study:

1. Participants were limited to students that previously attended Business Week.
2. All students attended one session of Business Week between the years 1988-1990.
3. The study was limited to the years 1988-1990.

DEFINITION OF TERMS

The following definitions are provided to assist the reader in order to insure clarity in reading.

Business Week: A six day learning session held for high school sophomores and juniors, in which basic business and economic terms are taught.

Junior Achievement: A non-profit organization financed by more than 100,000 businesses, foundations, and individuals. Its main purpose is to provide young people with practical economic education programs and experiences in the competitive free enterprise system, through a partnership with business and education communities. (Shapiro, 1990)

SUMMARY

Career Choices are becoming more and more complicated to make because of the nature of our changing world. Today students are making major decisions affecting their lives at a younger age, due mainly to the vast amount and immediate availability of information. Educators and business leaders must be able to meet these demands by providing quality

information to these students. By examining the data collected, it can be determined if Business Week has made a significant contribution to the students that attended.

Chapter II

INTRODUCTION

Due to the introduction of technology into school systems, major changes in education have taken place. These changes have meant increased demands on both educators and administrators, sometimes with disastrous results. Over the next ten years, the number of people entering the workforce (ages 18-24) will decline by 30 percent. In the same time period, it is estimated the drop-out rate at Colorado high schools will be 24 percent. It is already estimated Colorado has nearly 400,000 functionally illiterate people. (Keene-Osborn, 1989) Because of the rapid growth of technology, many school systems could not keep up with the changes, mainly because of financial restraints and lack of qualified teachers.

The purpose of this chapter was to review current literature pertinent to the changes that have been occurring and relevant issues that have surfaced because of it. The main issue to be reviewed was why businesses want to become involved in the education process.

INVOLVEMENT OF BUSINESS IN EDUCATION

It has been estimated that American business spends nearly \$50 billion annually in direct spending on educational and training programs, which is close to 75 percent of all monies expended on the entire U. S. higher education system each year. (Keene-Osborn, 1989)

Several articles have been written in this area, and one overall theme emerges. Education simply is not doing the job. Modern technology is advancing at a rate not seen before. Sherry Keene-Osborn wrote in an article for Colorado Business Magazine that if all of the electronic technology developed from the beginning of time to 1989 were given a factor of one, the technology that will be developed in the next ten years would have a factor of 10,000, as stated by the World Future Society. (Keene-Osborn, 1989) According to George A. Weimer, Executive Director of Industry Week,

So what is the biggest problem we have? One aspect of education in particular: the one that allows our children to become adults ignorant of the supreme and central importance of the productive parts of a modern economy. Millions of America's children are being either non-educated or ill-educated. The proof is in the statistics and in kids' notions about economics. (Weimer, 1992)

Business has the technology and the finances. Education has the vehicle to deliver this technology to the masses.

It would be easy if business and education could form a perfect partnership. Business feels it needs to become involved in education because schools are failing to produce workers possessing the right skills. It has been noted test scores in basic skills have been dropping significantly in the past several years. It is expected that nearly one fourth of the 41 million students now enrolled in kindergarten to 12th grade will drop out, according to David

Gill in a article written for Business Journal of New Jersey. (Gill, 1991) On the other hand, school administrators are in fear of having their schools turned into worker producing factories rather than educating citizens. According to an article written by Donald Hirsch for ODEC Observer, schools should not have any fears of being overtaken by business. Business simply has neither the capacity nor the inclination to take over education. (Hirsch, 1992)

The world is changing. Businesses do not operate the way they did 20 years ago. Skills required of modern businesses are different, as well. Employees of today must have the ability to formulate and solve problems, to communicate effectively, possess interpersonal skills, etc. In other words, the day of take orders and do as you are told are gone forever.

ESTABLISHMENT OF BUSINESS AND EDUCATION PARTNERSHIPS

How then can a partnership with business and education be established that will benefit both? According to the same article by Mr. Hirsch, there is no single formula that works. Twenty four different case studies of partnerships were reviewed, with a wide variety of approaches used. The only thing consistent with each approach was that each partnership was in some way unique, but there were certain common trends established.

The first trend noticed was there was a high proportion

of links between schools and businesses that represented a purely symbolic gesture. Businesses donated equipment, funds, etc., but did not actively become involved in the education process. This trend has been dubbed 'the feel good partnership,' It is this writer's opinion that a goodly portion of business/education partnerships fall into this category.

The second trend is that schools now must educate for new skills. The established practice of teacher lectures and testing on retention of lectured materials do not produce the general skills necessary for success in today's job market--teamwork, problem solving, interpersonal relationships and so on.

The third trend involved more relevant vocational preparation. (Hirsch, 1992) For example, this writer personally visited Swiftcurrent Comprehensive High School in Swiftcurrent, Saskatchewan, Canada, and saw first hand how their education process functions. Their high school is not a typical formal high school, but instead a school that works with business in training students for job placements upon completion of their course work. Granted, basic classes (English, spelling, mathematics, etc.) are still taught, but the education process is taken one step further. Vocational type course work is offered as well. Some courses offered include culinary school, metal fabrication, and vocational agriculture. Classes are taught with a

hands-on approach, and students may do internships in their respective fields of study. Jobs, when available, are offered to students upon completion of their course work, thus saving the employer the expense of hiring an unknown employee, and also the cost of retraining the person to do the job the way the employer expects it to be done.

Whichever trend a business chooses to follow is left up to that individual business. It should be noted that most businesses are now taking a more active role in education, rather than just giving a check or a computer to a school. It is estimated 700,000 students are dropping out of school each year. (Munson, 1992) Businesses now want to see improvement in the dropout rate and gains in test scores. The Travelers, a Hartford, Connecticut insurance company, has been involved at Bulkely High in Hartford for the past 20 years, according to an article by Howard Munson presented in Working Woman, January 1992. The company has organized work-study programs, purchased computers and supplied tutors and mentors for students. The biggest single theme to come from this expense of funding and manpower has been that this type of program really needs to start earlier in the child's life. According to economist Robert Reich, when asked why all the corporate interest in K-12 education, he responded,

Many corporations believe a well-educated workforce is one of their primary assets. In the old days of high volume production, a corporation's key asset was its technology, or equipment, or perhaps a brand name, but increasingly the quality of its employees matters more than anything else. (Lytle, 1991)

Hewlett-Packard Co. (HP), is now hoping to get an edge on its competitors by making prospective employees aware of the business world as early as kindergarten.

Bess Stevens, K-12 education relations manager at HP stated,

By the time students get to college, they've made up their minds about areas of interest and career choices. We need to influence students while they are in the precollege part of the educational system. (Verespej, 1989)

These thoughts should be kept in mind when thinking about the age of Business Week students in respect to their introduction to business and economic theories.

THE NEED FOR BUSINESS WEEK

Why the need for Business Week? There is a need for businesses to become involved, simply because the school systems are not meeting the needs of business. In an article written by Dr. Thomas Brown, he stated,

As more and more of us in business become involved in improving education, let's make sure that some lessons are implanted as early as possible about business, capitalism, and the free-enterprise system. (Brown, 1992)

This theme was summed up in an interview with Ms. Rosemarie Strobe, former Executive Director of Business Week in Montana. (Strobe, 1993) She stated that in 1982, leaders from Montana Power Co., Montana Bankers Association, Montana

Chamber of Commerce, and others got together, realizing economic and business concepts were not being taught effectively at the high school level. These students were simply not being taught practical economic education. It was decided that businesses in Montana must become involved to get these principal values exposed to the students. A delegation went to Seattle, WA, to review the Business Week program that had been established there. According to Ms. Strobe, Washington State runs one of the finest Business Week programs in the United States. Businesses throughout the state of Montana donate scholarship monies so that high school sophomores and juniors have the opportunity to attend Business Week in Montana, usually held the second week of June, on the campus of Montana State University, Bozeman. Counselors and speakers are brought in from various areas of the business world, in an effort to lend their expertise to the program. Their time away from their respective businesses is all donated, thus emphasizing the importance they feel toward this program. Students get a chance to listen to these speakers in a lecture type setting, and then have the opportunity to visit one to one, if they so desire.

It costs approximately \$300 per student to attend Business Week in Montana. Businesses were asked for \$260 per scholarship in 1992, with the balance of the scholarship funds coming from private donations. All administrative expenses, as well, were funded from private donations. Ms.

Strope stated the private donations have been seriously curtailed in recent years, due in part to the downturn in the United States economy. First Bank Systems, one of the major grant contributors, according to Ms. Strope, has decreased their funding to 25 percent of what they previously gave. Most of the grant funding comes from small businesses throughout the state of Montana, and this funding is down as well, again due to the state of the economy in Montana. She further stated she did not know what the scholarship fee would be in 1993, but anticipated they would not go down any in price, as the program was operated at nearly a break even level.

JUNIOR ACHIEVEMENT PROGRAMS

Founded in 1919 by Horace A. Moses, president of Strathmore Paper company, Junior Achievement is the longest running partnership between business and schools.

(Deutschman, 1992) Junior Achievement programs take a 'step ladder' approach to teaching students about business.

(Powell, 1991) They are introduced to the basics in the early grades and complete the cycle by the time they graduate high school. There are currently five separate programs offered by Junior Achievement, beginning with "Business Basics," an in-school introduction to the economics of free enterprise and the world of business for fourth, fifth, and sixth grade students. (Shapiro, 1990) Other programs include in-school business programs for

junior high students, an extra-curricular program in which students organize and operate their own business, and a five day conference for students from all over the world to discuss economic issues with top business leaders. The program that closest follows the Business Week program is "Applied Economics." This program is an in-school, one semester, fully accredited course, introducing economics to high school sophomores, juniors, and seniors. Students use a textbook, a study guide, and computer software to learn basic economic theory. In addition, learning is enhanced by the experience of organizing and operating a 'student company,' by a computer management and economic simulation, and by weekly visits from a business consultant.

SUMMARY

The focus of education has rapidly changed in the last ten years. Technology has been the major cause of the change, and education simply has not been able to keep up with technology. Business has become involved with the education process, and new ideas in how to educate have been developed. Business Week is one way businesses in Montana have become involved in the education process.

Along with the ever increasing demands on education comes the increased demands placed on the students. Included with these demands is the need to make a career choice at a younger age. They need every opportunity available to them to help them in their career decisions.

Chapter III

The purpose of this study was to determine to what extent Business Week influenced career choices of those who attended, on post secondary school selection, and if students gained a more clear understanding of Business and Economics.

This chapter outlines the procedures used in completion of the study.

The following areas were examined:

1. Sources of Data
2. Construction of Data Instrument
3. Administration of Survey Instrument.
4. Analysis of the Data.

SOURCES OF DATA

This study was begun in September of 1992. By using the facilities at Roland R. Renne Library, Montana State University, and a personal interview with Ms. Rosemarie Strobe, the researcher was able to analyze literature in the areas of business becoming involved in education, establishment of business and education partnerships, and the establishment of Business Week in Montana. Throughout the period of study the researcher was able to continue to review pertinent information.

CONSTRUCTION OF THE SURVEY INSTRUMENT

After completion of the literature review the

researcher focused on the issues that appeared to be of relative importance to the Business Week program and used this as a base for the development of the questionnaire. These issues were formerly addressed in the "Questions to be Answered" section of Chapter One.

With the assistance of Dr. Norm Millikin of the College of Business, Montana State University, a questionnaire was designed. The draft of the questionnaire was reviewed by Dr. Millikin. Revisions were made to make the instrument as clear and concise as possible, and the questionnaire was approved.

ADMINISTRATION OF THE INSTRUMENT

The questionnaire was delivered by United States Postal Service to 200 individuals that previously attended Business Week in 1988, 1989, or 1990. Individuals were chosen from a mailing list provided by the Montana Chamber of Commerce, with an equal percentage of students receiving questionnaires from each year. The questionnaires were mailed March 15, 1993, with a return date of no later than April 1, 1993. All responses included in the survey were returned by April 5, 1993.

ANALYSIS OF DATA

Data obtained from the surveys were tabulated, compiled, and summarized. Tables and figures were designed using PFS WindowWorks and WordPerfect 5.1 to present this information.

Chapter IV

INTRODUCTION

This chapter provides the tabulation and analysis of data obtained from the survey of former Business Week students. A questionnaire was administered by United States Postal Service to 200 former Business Week students. Of the 200 questionnaires mailed, 86 were returned completed (43%), one returned not completed (.5%), 21 not deliverable (10.5%), and 92 not returned (46%). The findings from the questionnaire were used to determine if Business Week had any effect on their career choices, on their choice of college, and other reasons why they attended.

This chapter consists of two parts:

1. Personal Data
2. Survey Data

Personal Data

The first section of the questionnaire was on general information, including questions on topics such as: gender, class just completed before attending Business Week, size and location of high school attended, college attendance since graduation, which college attended, major areas of study in college, career choices made if not attending college, and how they learned about Business Week. The results from these questions are presented in figures 1-9.

Question 1: What is your gender?

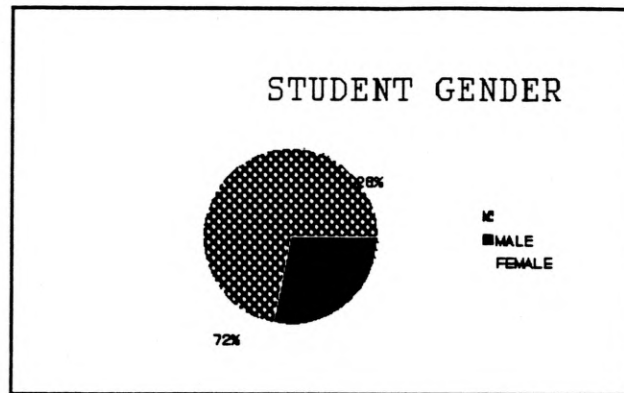


Figure 1

Of the 86 respondents, 27.9% were male and 72.1% were female. In visiting with Dr. Norm Millikin, this appears to be a continuing trend. The writer did no in depth research as to why this is. It appears there is a relationship between the number of female students enrolled in business related classes in high school that also attend Business Week.

Question 2: County in which your high school is located.

Students responding represent 31 different counties from throughout Montana. A breakdown of counties and number of students that attended from each county is given:

<u>COUNTY</u>	<u># OF STUDENTS</u>
Broadwater	1
Carbon	2
Cascade	13
Chouteau	1
Dawson	2
Deer Lodge	3
Fergus	2
Flathead	2
Gallatin	2
Granite	1
Lake	3
Lewis & Clark	10
Liberty	2
Lincoln	2
McCone	1
Missoula	3
Musselshell	2
Park	2
Pondera	4
Powder River	1
Prairie	2
Ravalli	3
Richland	5
Roosevelt	1
Sanders	1
Silverbow	5
Stillwater	2
Teton	1
Toole	2
Valley	1
Yellowstone	4

Figure 2

Montana has 56 counties, or 55.4% of the counties in Montana were represented at Business Week by those responding. It appears Business Week is successful in reaching all areas of the state.

Question 3: Enrollment of your high school when you attended.

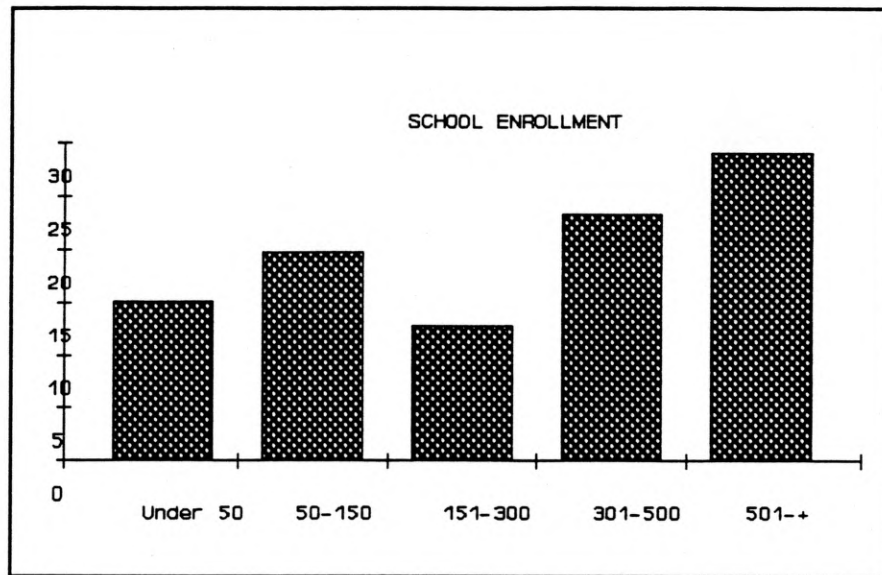


Figure 3

Fifteen point one percent (15.1%) of the students responding attended high schools with enrollment of less than 50 students, 19.8% attended high schools of enrollment of 50-150 students, 12.8% of 151-300 students, 23.3% of 301-500 students, and 29.1% attended high schools having enrollment of greater than 501 students. It appears the size of high school a student attended had no bearing on the decision to attend Business Week.

Question 4: Class you just completed before you attended Business Week.

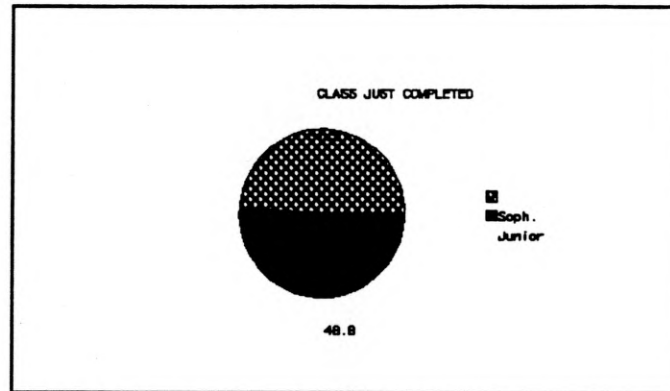


Figure 4

Fifty one point two percent (51.2%) of those who responded attended Business Week after completing their sophomore year, and 48.8% attended after completing their junior year. It apparently does not matter to students what class they are in when they attend the program.

Question 5: Are you now or have you attended college since graduation from high school?

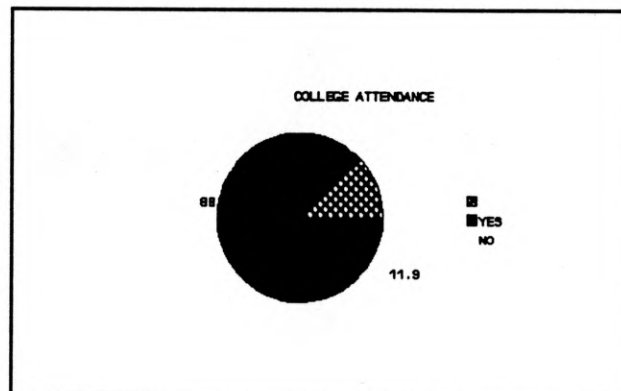


Figure 5

Eighty eight point one percent (88.1%) of the respondents are currently or have previously attended college since graduation from high school, and 11.9% have not. Of those who chose to attend college, 91.9% went to four year schools, while 8.1% elected to attend two year colleges or Vocational Technical Institutions. Business Week appears to attract students that plan to attend a four year college.

Question 6: If you have attended college, please specify which college(s):

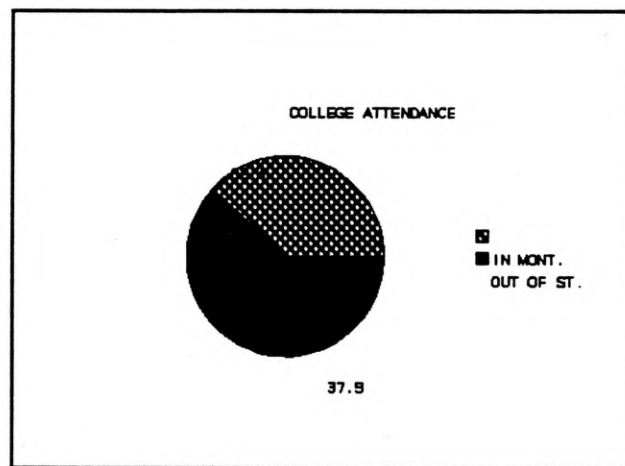


Figure 6

Sixty two point one percent (62.1%) of those students polled are or have attended classes at Montana post-secondary schools, while 37.9% have elected to attend school out of state. Although exact percentages are not known, it appears to the writer Business Week appeals more to students planning on attending college outside of the state.

Of those students that chose to further their education in Montana, 27% chose Montana State University, 16.2% chose

University of Montana, 8.1% chose Montana Tech, 8.1% chose Eastern Montana College, 4.1% selected Western Montana College, and 2.7% chose Northern Montana College. Students attending Business Week enroll in the two major universities in Montana, due in part to the Business and Economic programs offered at each university. This is graphically represented in figure 7.

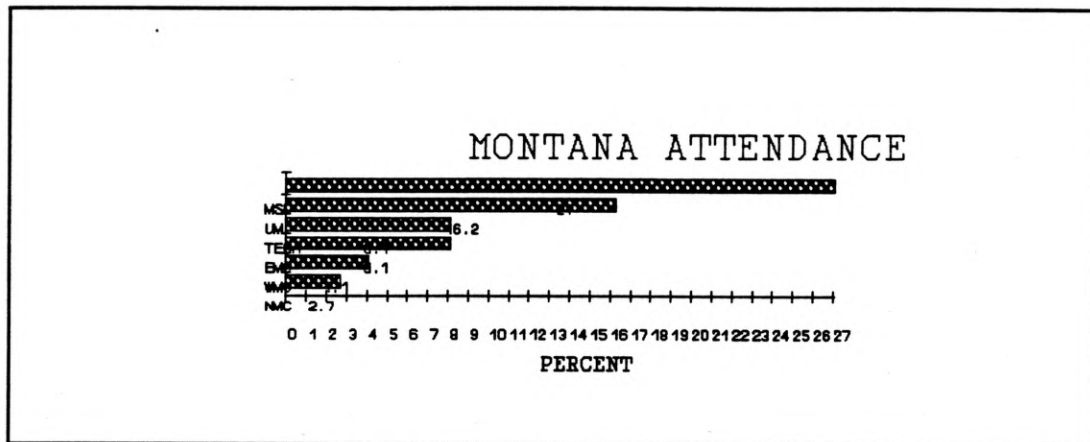


Figure 7

Question 7: If you went or are currently enrolled in college, what is (was) your major area(s) of study?

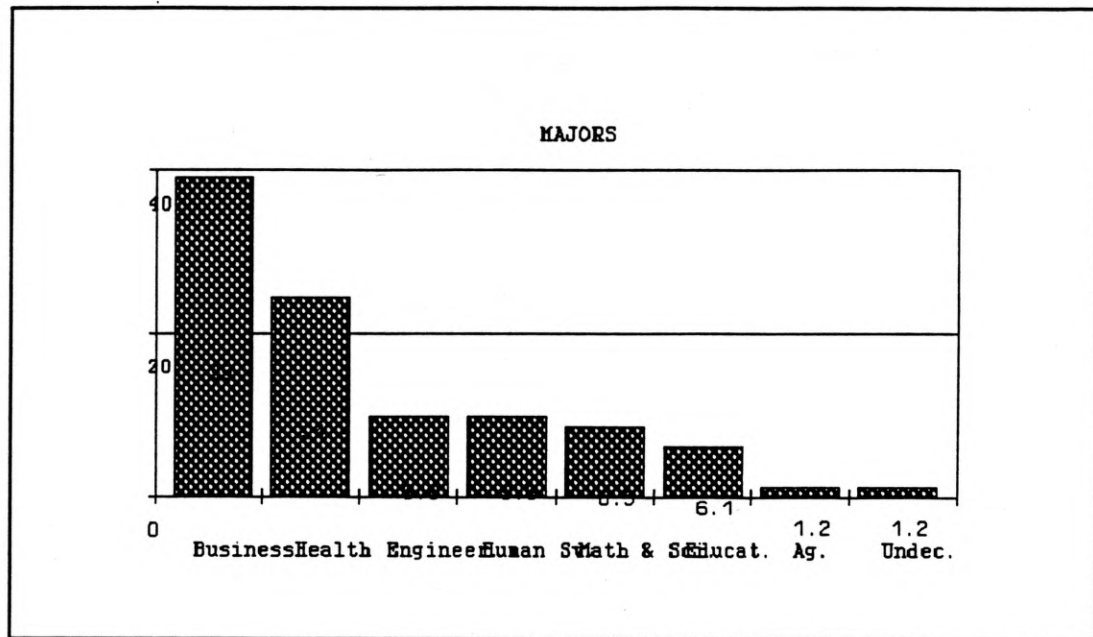


Figure 8

Figure 8 represents the choice students made in regards to their major area of study. Business was the strongest area of study, with 39% of the respondents choosing this as their major area of study. Following in order are: Health, 24.4%; engineering, 9.8%; Human Services, 9.8%; Math & Science, 8.5%; Education, 6.1%; Agriculture, 1.2%; and undecided area of study, 1.2%.

Question 8: If you are not currently enrolled in college, do you plan on attending in the future?

Nineteen people responded to this question, with 10

stating they planned on returning to college, two did not plan on returning, and seven were undecided.

Question 9: If you elected not to go to college, what career decision did you make?

Six students chose full time employment immediately following high school graduation, two elected for military employment, one became a housewife, and one became a business owner.

Question 10: How did you learn about the Business Week program?

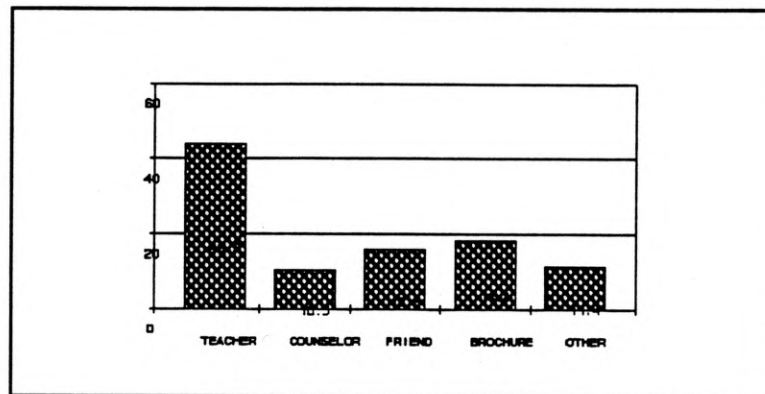


Figure 9

Figure 9 represents how students learned of Business Week. Forty three point nine percent (43.9%) of the respondents stated they found out about the program from their teachers, followed by 18.4% from a Business Week brochure. 15.8% of the respondents heard of the program from a friend, 11.4% from other sources (Junior Achievement, class advisor, relatives), and none of the respondents

learned of Business Week from a business. Nearly half of the students learned about the program from their teachers; therefore, it is imperative that the teachers get the information from the organizers of Business Week.

Survey Data

The second part of the questionnaire dealt with specific questions in regards to the students choice of college and choice of career. It also included questions about decisions why to attend Business Week, whether or not the program was worthwhile, and would the students attend again if given the opportunity. Each respondent was asked to answer whether he or she strongly agreed (SA), agreed (A), disagreed (D), or strongly disagreed (SD) with each statement.

Table 1

Business Week influenced my career choice.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	44	30	8

Table 1 shows 55.9% of the students felt Business Week influenced their career choice. No strong correlation can be drawn from this question alone, as the responses were nearly neutral. Total responding to this question were 86.

Table 2

Business Week influenced my choice of college.

Strongly Agree	Agree	Disagree	Strongly Disagree
5	20	44	13

Table 2 illustrates that 69.6% of the students felt Business Week had no positive influence on their choice of college. Only 6.1% felt Business Week played a strong role in college choice, and 13 felt that it played no part whatsoever. Total response to this question was 82.

Table 3

The size of high school I attended influenced my decision to attend Business Week.

Strongly Agree	Agree	Disagree	Strongly Disagree
7	21	39	18

Table 3 shows 67.1% of the 85 students responding did not feel the size of school influenced their decision to attend Business Week. As the mix of students from different size schools is fairly even, it can be assumed information regarding Business Week is reaching every size of school, and students do not consider the size of school they attend to be a limiting factor.

Table 4

I attended Business Week because my friend(s) did.

Strongly Agree	Agree	Disagree	Strongly Disagree
6	25	25	30

Table 4 indicates 36.1% of the students attended Business Week because their friends did. When combining this finding with table 3, it points to the fact students are attending because they are making the decision to on their own, and are not being influenced by friends or school size. Total response was 86.

Table 5

Having Business Week at Montana State University is the reason I attended.

Strongly Agree	Agree	Disagree	Strongly Disagree
6	24	41	15

Table 5 indicates having Business Week at Montana State University only affects 34.9% of the students in a positive manner. Nonetheless, it appears it is important for Montana State University to continue having Business Week on its campus, as 27% of those students that stayed in Montana for post secondary education chose Montana State. The University of Montana was second in this area with 16.2%. Total response was 86.

Table 6

I attended Business Week because I heard there was a good chance of meeting members of the opposite sex.

Strongly Agree	Agree	Disagree	Strongly Disagree
6	19	33	27

Seventy point six percent (70.6%) of the 85 responding to this question did not attend in hopes of meeting members of the opposite sex. Although Business Week does provide ample opportunities to develop new friendships, it appears students are attending for more important reasons.

Table 7

I attended Business Week to really learn about business and economics.

Strongly Agree	Agree	Disagree	Strongly Disagree
26	49	10	1

Eighty seven point two percent (87.2%) of the 86 respondents answered this question in the positive, affirming the fact they attended to learn about business and economics. This is important as it is difficult to educate students if they are not interested in what the program is trying to teach them.

Table 8

I attended Business Week because of the program's reputation.

Strongly Agree	Agree	Disagree	Strongly Disagree
10	51	23	2

Sixty one (61) of 86 respondents, or 70.9% stated they attended Business Week because of the program's reputation. This question was perhaps ambiguous in the fact it did not state whether the program's reputation was positive or negative. Based on the responses given, it can be concluded the question was answered assuming the program has a positive reputation.

Table 9

I attended Business Week for a week on a college campus.

Strongly Agree	Agree	Disagree	Strongly Disagree
20	46	10	9

Table 9 indicates it is important to students that Business Week be held on a college campus. Seventy seven point six percent (77.6%) of the 85 responding answered positive to this question. It can be concluded students are not only coming to Business Week to learn about business and economics, but also to get a feel for college life.

Table 10

I attended Business Week to get away from home.

Strongly Agree	Agree	Disagree	Strongly Disagree
5	35	30	16

Of the 86 students responding to this question, 46.5% answered that they attended to get away from home. This percentage is not surprising to the author, given the fact 77.6% of the students want Business Week held on a college campus.

Table 11

I gained a better understanding of business and economic terms while attending Business Week.

Strongly Agree	Agree	Disagree	Strongly Disagree
37	44	4	0

Only 4.7% of the 86 students responding to this question felt Business Week did not help them gain a better understanding of business and economic terms. This question is perhaps the best single indicator Business Week is having a positive influence on students in helping them gain better insights into the areas of Business and Economics.

Table 12

Business Week should be offered to students at an earlier age.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	11	52	17

Sixty nine (69) of the 84 students that responded to this question (81.1%) felt Business Week should not be offered to students at an earlier age. Only 15 students thought younger age students would benefit from the program.

Table 13

Business Week should be offered to high school seniors only!

Strongly Agree	Agree	Disagree	Strongly Disagree
8	4	46	26

Eighty five point eight percent (85.8%) of the 84 responses to this question felt that more than just high school seniors should be allowed to attend Business Week. This question did not accomplish what the author had intended it to do. He wanted to see if the respondents were in any way adverse to allowing high school seniors to attend Business Week along with sophomores and juniors. For this reason this question is not valid and no conclusions can be drawn from it.

Table 14

If Business Week were a greater distance from my home
I would not have attended.

Strongly Agree	Agree	Disagree	Strongly Disagree
5	27	42	12

Sixty two point eight percent (62.8%) of the respondents would still have attended Business Week if they had to travel a greater distance. Montana is such a large state, and it appears distances do not enter into a students decision to attend Business Week. Eighty six (86) students responded to this question.

Table 15

Information concerning Business Week is readily available
to high school students.

Strongly Agree	Agree	Disagree	Strongly Disagree
5	37	34	8

The 84 respondents were evenly split on this question, with 50% thinking information is readily available and 50% thinking otherwise. In any event, it appears a more adequate method of distributing information to the students is needed.

Table 16

Many students do not know about Business Week.

Strongly Agree	Agree	Disagree	Strongly Disagree
23	45	13	3

Sixty eight (68) of the 84 respondents to this question (81%) felt many students do not know about the Business Week program. When combining the findings of this question with the findings in Table 15, it appears there may be inadequacies in getting information about the Business Week program to the students.

Table 17

The size of Business Week classes is about right.

Strongly Agree	Agree	Disagree	Strongly Disagree
17	66	2	0

Students overwhelmingly (97.6%) felt the size of Business Week classes are about right. Eighty five (85) students responded to this question.

Table 18

The size of each company at Business Week is about right.

Strongly Agree	Agree	Disagree	Strongly Disagree
25	61	0	0

As can be plainly seen by Table 18, 86 out of 86 students responding felt the size of each company is about right.

Table 19

I would attend Business Week again if given the opportunity.

Strongly Agree	Agree	Disagree	Strongly Disagree
40	37	5	4

Only 9 of the 86 students answering this question would not return to Business Week if given the opportunity. It can be concluded, when combined with question 11, that Business Week is not only giving students the opportunity to learn about business and economics, but also allowing them to enjoy themselves in the process.

COMMENTS

-I felt Business Week gave students an opportunity to learn about how to run a business by actually doing the things a business would do, not just reading about them from a text book.

-It was a worthwhile experience and I would do it again.

-I think it should be 'advertised' more and students should be encouraged to attend no matter what they have planned as a major. It helps people to learn how business works in some areas. I had a lot of fun and learned a lot.

-It was a great experience and I had a lot of fun. I own my own motel now at age 21, and my husband is 22. We both attended Business Week. I will say I only went because a friend of mine went. But now I can sit back and say I'm really glad I went.

-I enjoyed Business Week but felt that a little too much information was jammed into the small time we had.

-It helped me learn the basics of economics and marketing. I currently have a small business in North Carolina and I used some of my knowledge that I acquired there to help me in my pursuit of financial freedom.

-I loved it. A friend and I seriously considered applying the next year as our twins (we don't have twins)!!

-I should of had more background in business in order to gain an even better understanding. There should be a general information meeting before students attend.

-I think it is a very worthwhile program. I would like to see it made into a 2 or 3 year program for returning students. I think that they could learn much more and it would be more beneficial if the ideas were reinforced.

-The lectures put me to sleep.

-I enjoyed Business Week immensely and along with other factors, Business Week helped my career decision.

-This is a great program. I would encourage more students to attend because it is a learning experience and it will prepare the students for the future in a professional and personal aspect.

-The lectures were sometimes too long and boring, but there were a couple that were very educational.

-Students should be able to attend more than one year.

-I really liked doing the 'company skits'. If Business Week continues to be held during the rodeo, I would have that be one of your activities. Some of the things to do at night were too restrictive.

-Great!

-More than anything else, I attended Business Week to meet new people (high school students) from around Montana.

-Business Week is a great way for young people not only to learn about business, but also to socialize in a college-like atmosphere-which is critical for students that age. I think it is a wonderful program.

-My father was a guidance counselor at a high school in our city and pretty much told me that I was going. I'm glad I went. I had fun. I did bad in our company and am still not sure if I really learned anything about what we did. The speakers were so boring. The students are in high school. They are not in college and should not be assumed they are.

-If I hadn't already decided on a major I might have gone into business after attending Business Week.

-I enjoyed the various speakers and meeting people from around the state. I've never been the type to major in business, but I still enjoyed it very much.

-It was a fun and exciting way to learn about business and economics.

-Business Week was a very learning experience and if ever anyone asks me about if they should attend I would strongly encourage them to attend.

-I also attended because I knew there was an opportunity to receive college scholarships. I gained interview skills through the interview process and also received a scholarship. I got a chance to know some influential people that will help me in my future endeavors.

-The main thing I learned at Business Week is leadership, which is very important in the business world. Confidence says a lot about the person that is in charge of the business at hand. I'm not sure if I would like to experience this twice but the time I did go I enjoyed it and benefitted from it.

-Although I didn't attend Business Week to learn about business and economics, I think of the entire experience as a learning one.

-It was a great experience. I only wish I would have taken some of the lectures and classes more serious than I did.

-It was a fun growing experience. I learned a little about college life--living in a small dorm room with another person was hard. It also helped me learn more about business and I can say it did help me realize business isn't for me.

-Some of the classes lasted too long and were monotonous.

-A very educational week, where I met a lot of good friends. A week everyone should experience.

-Although I decided not to go into business, I thought attending Business Week was a good experience because it teaches what everybody should know about the economy. I also thought it was very well organized.

-Business Week, probably one of the greatest experiences of my life. I will always remember it. Something about it can be described a mystic. I think that Missoula would be a better location than Bozeman; either place is suitable, however.

-Business Week is a good experience, but to repeat it would be boring!!

-Business Week helped me see the reality of the business world and was instrumental in my decision that business wasn't for me. I didn't have to waste class time in high school and college to find that out.

-Great program that really lets people know what business is like.

-Business Week gives the opportunity to learn about business in a relaxed atmosphere. The most important thing I learned was how to work with people--that will prove to be a great quality when I finish school and enter the work force.

-Business Week was probably the best experience I had in high school, even though I went on to attend many student government conventions as class president.

-I attended Business Week to see if business was a field I really wanted to continue with in college.

-The social part of Business Week as fun. However, the biggest reason I am grateful I attended is that I found out in a hurry that I would hate majoring in business in college.

-Good time. Needed a little more structure and a little more free time.

-It was a lot of fun. I really learned a lot about business and I hope someday to own my own restaurant. Plus there was a lot of good looking girls there.

-I didn't understand what these people wanted me to do. Things were not clear. I was placed with other students whom I didn't know and I was very nervous. Business Week was not the experience I thought it was going to be.

-To this day I still have the binder that was given to us and I try to look back on it every now and then. I think Business Week should be more known to high school students. Not enough young people know about it.

SUMMARY

Overall, it appears Business Week is meeting the needs of the students that attend. Many of the students gave the program high accolades and stated they would attend again if given the opportunity.

A weakness of the study may be the length of time that has elapsed since the students attended Business Week. Because of this, some of the students may not remember details regarding certain questions.

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

The purpose of this study was to determine to what extent Business Week impacts career decisions of students attending, whether Business Week had an impact on which post secondary school the students attended, and if students gained a better understanding of Business and Economics.

Questionnaires were sent to 200 students that previously attended Business Week, with 86, or 43% returned completed. Responses from these questionnaires were tabulated and analyzed in Chapter 4. Conclusions and recommendations will now follow.

CONCLUSIONS

The findings of the questionnaires have led to the following conclusions concerning students that have previously attended Business Week:

1. Nearly three quarters of the students surveyed were female.
2. Just over half of the students surveyed had just completed their sophomore year in high school.
3. Students attending represented 31 counties in Montana.
4. The size of the school students attended had little bearing on attendance at Business Week.

5. A strong majority of students interviewed continued on with post secondary education, with most attending a four year institution.
6. Nearly two-thirds of the students interviewed went to a post secondary institution in the state of Montana.
7. Students attending Business Week were most likely to enroll in a business related field, followed by enrollment into the health areas.
8. Nearly half of the students stated they learned about Business Week from their teachers.
9. Business Week influenced students career choices, but had a minimal impact on their choice of college.
10. Students attended Business Week to learn about business and economics, based to a great extent on the reputation of the program.
11. Having Business Week at Montana State University was an important reason for many students to attend.
12. Students felt it important to have Business Week held on a college campus.
13. Business Week helped students gain a better understanding of business and economic terms.
14. Business Week is being offered to high school sophomores and juniors, and should remain the same.
15. Many students do not know about Business Week, and information regarding the program is not readily available to them.
16. The size of each class and company at Business Week appears to be adequate.
17. If given the opportunity, most of the students would attend again.

RECOMMENDATIONS

Based on the findings of the survey and the review of the literature, the writer makes the following recommendations:

Recommendation 1

Business Week needs to maintain the present size of classes and companies. As is clearly shown in the survey, the students think the present size of classes and companies are adequate. To increase or decrease the size of the classes would not significantly improve the overall performance of Business Week.

Recommendation 2

Business Week should continue to hold its session on the campus of Montana State University. Although distances traveled were not a limiting factor to most students, Bozeman is more centrally located. Montana State University has proven over the years that it does an excellent job of hosting the Business Week program.

Recommendation 3

High school seniors that recently graduated should be allowed to attend Business Week. Previously graduated seniors were not eligible to attend the program, mainly due to discipline difficulties that might arise. Most students that attend Business Week are dedicated to learning, and when combined with declining enrollments in the previous three or four years, seniors should be encouraged to attend.

Recommendation 4

High school teachers need to get information regarding Business Week passed on to the students. It appears that many students are not being properly informed about the Business Week program. Students stated in the survey that they heard about Business Week mainly from their teachers. For this reason, the Business Week personnel must see to it that brochures and other valuable information is being forwarded on to the students.

Recommendation 5

Business Week must be continued. Although no specific mention has been made to elimination of the Business Week program, the literature review and the comments of the students on the survey indicates a program of this nature is necessary. Students stated the program left them with a better understanding of business and economic issues, thus justifying the costs to Business Week sponsors.

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APPENDIX A

QUESTIONNAIRE FOR FORMER BUSINESS WEEK STUDENTS

PERSONAL DATA: Please answer each of the following by checking the appropriate space:

1. ☐ Male
 ☐ Female
2. County in which your high school is located.
 _____ (please write in)
3. Enrollment of your High School when you attended.
 ☐ Under 50
 ☐ 50--150
 ☐ 151-300
 ☐ 301-500
 ☐ 501--+
4. Class you had just completed before you attended
 Business Week.
 ☐ Sophomore
 ☐ Junior
5. Are you now or have you attended college since
 graduation from high school?
 ☐ yes ☐ Four year college
 ☐ no ☐ Two year college or Vo-Tech
6. If you have attended college, please specify which
 college(s):

7. If you went or are currently enrolled in college, what
 is (was) your major area(s) of study?

8. If you are not currently enrolled in college, do you plan on attending in the future?

☐ yes
☐ no
☐ unsure

9. If you elected not to go to college, what career decision did you make?

☐ full time employment
☐ part time employment
☐ military
☐ unemployment
☐ other(please specify) _____

10. How did you learn about the Business Week program?

☐ Guidance Counselor
☐ Teacher
☐ Friend
☐ Local Business
☐ Business Week Brochure
☐ Other(please specify) _____

SURVEY DATA: Please answer each of the following questions by placing an "X" in the appropriate space while using the scale below:

SA = Strongly Agree
 A = Agree
 D = Disagree
 SD = Strongly Disagree

1. Business Week influenced my career choice.

☐ SA ☐ A ☐ D ☐ SD

2. Business Week influenced my choice of college.

☐ SA ☐ A ☐ D ☐ SD

3. The size of high school I attended influenced my decision to attend Business Week.

☐ SA ☐ A ☐ D ☐ SD

4. I attended Business Week because my friend(s) did.

☐SA ☐A ☐D ☐SD

5. Having Business Week at Montana State University is the reason I attended.

☐SA ☐A ☐D ☐SD

6. I attended Business Week because I heard there was a good chance of meeting members of the opposite sex!

☐SA ☐A ☐D ☐SD

7. I attended Business Week to really learn about business and economics.

☐SA ☐A ☐D ☐SD

8. I attended Business Week because of the program's reputation.

☐SA ☐A ☐D ☐SD

9. I attended Business Week for a week on a college campus.

☐SA ☐A ☐D ☐SD

10. I attended Business Week to get away from home.

☐SA ☐A ☐D ☐SD

11. I gained a better understanding of business and economic terms while attending Business Week.

☐SA ☐A ☐D ☐SD

12. Business Week should be offered to students at an earlier age.

☐SA ☐A ☐D ☐SD

13. Business Week should be offered to high school seniors only!

☐SA ☐A ☐D ☐SD

14. If Business Week were a greater distance from my home, I would not have attended.

☐SA ☐A ☐D ☐SD

15. Information concerning Business Week is readily available to high school students.

☐SA ☐A ☐D ☐SD

16. Many students do not know about Business Week.

☐SA ☐A ☐D ☐SD

17. The size of Business Week classes is about right.

☐SA ☐A ☐D ☐SD

18. The size of each company at Business Week is about right.

☐SA ☐A ☐D ☐SD

19. I would attend Business Week again if given the opportunity.

☐SA ☐A ☐D ☐SD

Comments on Business Week: