

A model small business management curriculum for two-year post-secondary institutions in Montana
by James Laurence McCabe

A thesis submitted in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE in Business Education
Montana State University
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Abstract:
The initial inquiry for this study was made when this researcher became aware that 80 per cent of small businesses cease doing business within five years. There was a high correlation between small business success and business educational training and technical business assistance.

The primary problem of this study was to determine whether or not any significant differences existed between small business managers who had business educational training and technical business assistance and those who did not have training or assistance.

The secondary problem of this study was to compare two-year post-secondary business education curriculums in Montana with two-year post-secondary small business management curriculums from institutions in other states. Upon completion of this comparison, a model small business management curriculum was designed for two-year postsecondary institutions in Montana.

The review of literature supported the statement of the problem that there was a need to develop a model small business management curriculum. Business education training and technical business assistance were identified as important criteria in determining the success of small business managers. Components for a small business management curriculum were also identified. The findings of the review of literature were used to construct a survey of small business managers in Montana.

The Small Business Management curriculum prepared students for mid-management or manager/owner of a small business. The curriculum was two years in length. Training included personnel management, planning, and operating a business, business credit, decision making, human relations, marketing, and other business skills.

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A MODEL SMALL BUSINESS MANAGEMENT CURRICULUM FOR TWO-YEAR POST-SECONDARY INSTITUTIONS IN MONTANA

by

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A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

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MONTANA STATE UNIVERSITY
Bozeman, Montana

June, 1977

ACKNOWLEDGMENTS

The writer is appreciative to the Chairperson of his graduate committee, Dr. Norman Millikin, for his guidance and technical assistance. The writer appreciates the guidance and technical assistance of the other graduate committee members. The writer acknowledges Dr. Harvey Larson for his literary guidance, Dr. Daniel Hertz for his technical curriculum assistance, and Dr. DeForest Rall for his computer expertise.

Gratitude is expressed to Dr. Nils-Erik Aaby for his statistical assistance.

Gratitude is expressed to Mr. Charles Zeier for his computer programming assistance.

Additional gratitude is expressed to Mrs. Dee Strong for her typing expertise.

The writer expresses deep appreciation to his wife, Dolores, for her patience and suggestions in making the completion of this study possible.

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ABSTRACT

The initial inquiry for this study was made when this researcher became aware that 80 per cent of small businesses cease doing business within five years. There was a high correlation between small business success and business educational training and technical business assistance.

The primary problem of this study was to determine whether or not any significant differences existed between small business managers who had business educational training and technical business assistance and those who did not have training or assistance.

The secondary problem of this study was to compare two-year post-secondary business education curriculums in Montana with two-year post-secondary small business management curriculums from institutions in other states. Upon completion of this comparison, a model small business management curriculum was designed for two-year post-secondary institutions in Montana.

The review of literature supported the statement of the problem that there was a need to develop a model small business management curriculum. Business education training and technical business assistance were identified as important criteria in determining the success of small business managers. Components for a small business management curriculum were also identified. The findings of the review of literature were used to construct a survey of small business managers in Montana.

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Chapter 1

INTRODUCTION

There is a significant number of small business managers who are failing. In 1960 Theodore Johnson (1960:1) stated, ". . . of these new businesses, about one-third are sold or liquidated in the first year; roughly another 15 to 20 percent in the second year; and as high as 70% by the end of five years." That is an alarmingly high failure rate. Worthington (1973:VI-1) stated, "For every successful entrepreneur in 1973, there are four who will fail." Four out of five failures is 80 per cent. The failure rate of small business has not been reduced in thirteen years but has increased by 10 per cent.

The two-year post-secondary institutions have provided inadequate educational training to specifically aid in the development of successful small business managers. "From all that we know of successful enterprise development, there has in the last thirty years been a high correlation between business success and educational background (Worthington, 1973:VI-1)." This is the basis for this master study. Knowing that this high correlation of business success and education does exist, this study is necessary to develop a curriculum in the two-year post-secondary institutions in Montana to aid in the success of small business managers.

A survey of Barron's Guide to the Two-Year Colleges (Graham, 1972) revealed that there are only 44 out of 1,230 two-year colleges in

the United States that are offering a small business management curriculum. None of these institutions exist in Montana. There is a definite need to develop a small business management curriculum in Montana.

In addition to business educational training, technical business assistance is also desperately needed. According to the SBA Economic Review (1972:3-4):

> . . . the primary requirement for entry and survival in business in the years ahead will be the acquisition of technical and managerial skills needed to cope with rapid change. Accordingly, agency programs to protect and strengthen the competitive position of the small business community should be so shaped as to satisfy this paramount need.

The reasons for small business management failures are attributable primarily to poor management and business skills. The current business curriculums are not meeting the needs of the small business managers as evidenced by the high failure rate.

> Managerial competence in small firms is often seriously diluted by uncritical adherence to the belief that the principles of management are applicable in companies of every size. When this belief extends beyond managerial generalizations of the broadest scope, serious problems often arise (Cohn, 1972:1).

STATEMENT OF THE PROBLEM

Small business in the United States, as well as in Montana, represents a major portion of our economy.

> Over the years government statistics have shown that 80% of all businesses cease doing business within five years. An article in Federal Times (August 5, 1970) indicated that of the nearly 390,000 businesses begun each year, 320,000 fail in their first year of operation (Worthington, 1973:Notes VI).

There is a definite need to develop a model small business management curriculum to improve the survival rate of small businesses in Montana.

It was necessary to determine the educational training and technical assistance needs of the small business managers. Null hypotheses to the .05 level of confidence were used to determine the answers to the existing problems in this study.

Null hypothesis number one. There is no significant difference in the success of small business managers who need business educational training and the success of small business managers who do not need educational training.

Null hypothesis number two. There is no significant difference in the success of small business managers using business educational training and the success of small business managers who are not using business educational training.

Null hypothesis number three. There is no significant difference in the success of small business managers who need technical business assistance and the success of small business managers who do not need technical business assistance.

Null hypothesis number four. There is no significant difference in the success of small business managers using technical business assistance and the success of small business managers who are not using technical business assistance.

Null hypothesis number five. There is no significant difference

between small business managers who need business educational training and small business managers who use business educational training.

Null hypothesis number six. There is no significant difference between small business managers who need technical business assistance and small business managers who use technical business assistance.

NEED FOR AND BENEFIT OF THE STUDY

Eighty per cent of the small businessess are failing within five years. This is an alarmingly high rate of failure. There is a definite need to help small business managers from failing. Leading authorities have identified two major areas of failure by small business managers: poor management skills and the lack of technical assistance.

This study is necessary to determine which small business managers need educational training to improve their management skills. This study is necessary to determine which small business managers need technical assistance. This study is necessary to determine which two-year post-secondary institutions in Montana can provide educational training to small business managers. This study is necessary to identify which governmental agencies and private agencies can provide technical assistance to small business managers.

There are benefits which can be of value to small business managers in Montana from this study. Small business managers can use criteria from this study to determine if their small business is

successful or needs managerial training or technical assistance. A model small business management curriculum will be developed for small business managers which can be used in two-year post-secondary institutions in Montana.

LIMITATIONS

This study is limited to two-year post-secondary institutions in Montana.

This study has been specifically limited to aid small business managers in Montana.

This study has been limited to the development of a model small business management curriculum for two-year post-secondary institutions in Montana.

DEFINITION OF TERMS

Definition of terms is needed to clarify the meaning in which these words are to be interpreted in this study.

Small business. Small business is divided into three categories: manufacturing, wholesale, and retail trades and services. The Small Business Administration defines small manufacturing as a business that employs 500 or fewer people. A small wholesaler is defined as having annual sales or receipts of less than $5,000,000. Small retail trades and services have sales or receipts of less than $1,000,000

(Parris, 1968:7).

Two-year post-secondary institutions. This definition includes the following two-year post-secondary public schools in Montana: Dawson Community College, Flathead Valley Community College, and the Vocational Technical Centers at Butte, Helena, Great Falls, Billings, and Missoula.

Small business managers. Small business managers: For purpose of this study, managers of business firms which have only one major level of management. The study focuses on the manager who has the highest line authority in each of the small businesses surveyed (that he might also own the business would have no effect on the definition) (Pickle:1964b:4).

Business educational training. This includes but not limited to these areas: personnel, planning, financial control, decision making, growth potential, community relations, marketing, and business credit.

Technical business assistance. Such assistance includes: (1) management consulting teams; (2) Small Business Administration; (3) trade associations; (4) trade journals; (5) professional accounting help; (6) supplies; (7) Chamber of Commerce; (8) Service Corps of Retired Executives; (9) Small Business Investment Companies; (10) Active Corps of Retired Executives; and (11) suppliers.

Successful small business manager. A person who uses business educational training and uses technical business assistance.

Small business failure. A business that is sold or liquidated. The causes of failure include but not limited to lack of technical business assistance and business educational training by small business managers, competition, economic or social changes, government regulations, inadequate sales, and/or financial difficulties.

Manufacturers. The primary function of the business is to produce material into goods which are sold to other businesses or consumers.

Wholesaler. The primary function of the business is buying goods from manufacturers and reselling goods and/or services to other businesses.

Retailer. The primary function of the business is buying produced goods and/or services from manufacturers/wholesalers and selling these goods and/or services to consumers.

Services. The primary function of the business is providing intangible (non-good) activities, benefits, or satisfactions and selling these services to other businesses or consumers.

Chapter 2

REVIEW OF LITERATURE

Some existing dissertations which were related to small business management curriculums were found to be beneficial to this study. Diligence was used in the review of literature to identify important material which directly related to this study. This review of literature was divided into several important sections.

IDENTIFYING SMALL BUSINESS

Small business has been defined by many authors and government organizations. The Small Business Administration, which was begun in 1953, defined small business several different ways to encompass inflation and economic growth. The definition used in Chapter 1 of this study which was quoted from Small Business Administration represented most of the review of literature. This definition stated that small business manufacturing had less than 500 employees, small business wholesaling had less than $5,000,000 gross sales or receipts, and small business retail trades and services had less than $1,000,000 gross sales or receipts. This definition comprised ". . . 95% of all private business firms in the United States, which account for 51 percent of the nation's business employment, and which furnish over 43 percent of the privately-produced Gross National Product (Carson, 1973:XVI)." Yet, over the years government statistics have shown that 80 per cent of all

businesses cease doing business within five years (Worthington, 1973: Notes VI).

Small business managers were the highest line authority in each small business that had only one major level of management. This person may or may not have been the owner of the business (Pickle, 1964b:4).

Identifying Success Among Small Business Managers

Hal Pickle (1964a:1633) stated that an analysis of the personal characteristics of managers was necessary to identify success characteristics in business managers. These personal characteristics included thinking ability, human relations ability, drive, communication ability, and technical knowledge.

Some of the elements needed for a small business manager to become successful were technical knowledge, ability to handle people, motivation, and personal financial resources (Dible, 1971:42). Decision making by the small business managers was vital. A successful small business had a manager who delegated authority to his staff. Small business managers gave staff responsibility and the freedom to complete their assigned tasks. The manager of a small business did not pretend to know everything and delegated authority. Included in decision making were elements of planning and organization. Successful small business managers were persons who used business education training and technical business assistance.

Identifying Management Problems Among Small Business Managers

There were internal and external reasons for business problems. Internal considerations were the management practices with the business, while the external factors were changes that affected the business, such as competition, government regulations, and economic or social changes in the community (Worthington, 1973:X-38).

Most of the small business failures were related to the internal profitability of the business. In The Report of the President's Task Force on Improving the Prospects of Small Business (1970:28), Dun and Bradstreet was used to determine the apparent causes of small business failure. It was stated that 40 per cent of the failures were due to inadequate sales, 14.2 per cent were caused by heavy operating expenses, 8.7 per cent were due to difficulties with receivables, 4.4 per cent were caused by excessive fixed assets, 3.3 per cent were because of a poor choice of location, and 21.9 per cent was because of competitive weakness.

Wayne (1972:170-171) suggested ways which small business managers could have avoided failure. First, they need to recognize the danger signs of bankruptcy. When a small business could not pay its creditors because of an unforeseeable financial business crisis, then it was necessary for the small business manager to contact his creditor and ask for help. Overhead costs were extremely dangerous to the success of a small business.

> If overhead runs rampant, the company must act fast to stay alive. Within two weeks, each overhead item from personnel down to the company yacht should be analyzed for its total cost. After analysis, cuts should be made instantaneously. Fast and definite action will leave a highly efficient and motivated company (Wayne, 1973:32).

The lack of managerial competence was often seriously impaired by small business managers who used large business management principles to operate their small businesses. Cohn (1972:1) established that small businesses by their competitive nature had to use different management techniques than large businesses in order to survive.

External factors were identified with small business problems. A decline in the business market was due primarily to product obsolescence or aggressive competition. To overcome these problems, the small business manager had to increase sales, methods of distribution, or new product innovation.

Other external factors were cited for failure in small business. A deterioration of the business population, change in the economic business conditions, and social and cultural influences were important in defining small business failures (Samli, 1962:129).

Binford (1957:436) concluded that there were several problems that small business managers had. These deficiencies included inadequate managerial training, managers were hampered by physical limitation, the managers lacked adequate technical assistance, managers were not keeping informed, and managers did little problem solving. That study was completed twenty years ago and is just as relevant today as it was then.

The lack of management training and technical assistance were the main reasons cited for the failure of small businesses. However, this knowledge has not been used by small business managers as evidenced by the high failure rate. Eighty per cent of the small businesses fail within five years. A possible conclusion was that small business managers were unaware of the educational training and technical assistance available to them.

THREE DEVELOPMENTAL STAGES FOR SMALL BUSINESS MANAGEMENT

Various sources of literature related to different developmental stages in business, i.e., Worthington (1973:VIII-11) stated, "In practical terms it becomes possible to differentiate between the types of assistance and training needed in terms of a short run (1-3 years), intermediate (3-5 years), and long run (6 years and beyond) problems." These three stages were then identified for purposes of this study as: (1) starting a business (0-2 years); (2) growth stage (3-5 years); and (3) maturity stage (6 or more years).

Starting a Business (0-2 Years)

Three basic steps were identified as necessary for a small business manager to start a business. The first step was for the small business manager to recognize what he wanted to accomplish. Next, the manager had to secure the financial resources to start the business.

Finally, the small business manager had to prepare the business for operation (Dible, 1971:XXIII).

To survive the initial start of the business, the business manager had to have a thorough technical knowledge and managerial training. Without those two key elements, business managers often failed. Financial assistance for new small business managers was unique to their needs. One of the characteristics of successful managers was their use of personal financial resources. In addition to these resources were personal loans and short-term loans from commercial lending institutions. Management and organization of the business was also important in starting a business. The review of literature indicated that most small business managers did not have the technical training to organize and operate a business.

"From all that we know of successful enterprise development, there has in the last thirty years been a high correlation between business success and educational background (Worthington, 1973:VII)." This is true because well-educated people were more likely to seek help if needed. Pride was also a factor in seeking management training when starting a business. Even with the understanding that managerial training and technical assistance was needed, pride had prevented some small business managers from succeeding.

Small business had two major advantages over large businesses. Small businesses were more flexible and were capable of allowing the

manager to make quick decisions. Small businesses were more efficient and were capable of specializing and catering to their customers (Cohn, 1972:2-3).

Growth Stage (3-5 Years)

"If a company is to grow, it will come face to face with the problem of change. The future of the company will depend on how management handles this problem. Management must ask, How much change is needed to get a particular result (Wayne, 1972:155)?"

Change in a small business was essential for survival. If a small business manager had become stagnant, competition would drive him out of the market place. If growth was too rapid, then insufficient capital, poor decisions, insufficient data, or loss of managerial control could cause failure.

The small business managers who experienced growth had to have technical assistance which would meet their needs. Growth was never constant within the small businesses. Business decisions were of a technical nature and were of major importance to the small business managers within the intermediate growth stage.

> Historically, technical skills such as engineering, physics, and chemistry have played a key role in most of our higher growth business development. In fact, the only documented areas of higher growth small business success have required skills in one or more of these technical areas (Worthington, 1973:VIII-16).

Financial assistance was an important criteria for growth of small businesses. Rich (1964:5644) concluded that "the managers

encountered difficulties that pertained to all aspects of their accounting records." Most small business managers were unaware of the most basic key business ratios which were necessary for business management. There was numerous related literature that was available for small business managers to use ratio analysis. Dun and Bradstreet had several sources available: (1) Key Business Ratios in 125 Lines, (2) Dun's Review and Modern Industry, and (3) Cost of Doing Business.

Small business management has needed to plan for growth. Most small businesses lacked even the most casual amount of planning. Growth rates needed to be identified by small businesses in terms of profitability, capital, sales, employment, and skill development. Planned growth developed a successful business. Profits were spent wisely for continued growth and expansion of the small business. One of the ironic results of growth was usually that the small business manager lost control or sold the interest in the small business to a larger firm when merging took place. Most profitable small businesses were usually absorbed by larger businesses.

Maturity Stage (6 or More Years)

Technical problems were different from those of the short run and intermediate stages of technical assistance. Internally, some of the influences on profitability were (1) the allocation of overhead items in setting selling prices; (2) policies and practices in granting credit; (3) inventory control in relation both to sales and operating

capital; (4) balancing of assets; (5) management of both current and long-term liabilities; and (6) apportionment of earnings to current liabilities and future growth (Sanzo, 1970:3).

Small Business Investment Companies were used as a means of supplying equity capital or venture capital to the small businesses in the maturity stage.

> "Equity Capital" means funds received by a small concern from a licensee as consideration for the issuance of the small firms equity securities, which may be certificates of stock or debt instruments providing potential ownership rights or privileges. "Venture Capital" means SBIC financing through purchase of common or preferred stock, any right to purchase such stock, or debentures or loans (whether or not convertible or having stock-purchase rights) which are subordinated to all borrowings of the small concern from other institutional lenders and have no part amortized during the first three years (Carson, 1973:69).

Those definitions of equity capital and venture capital have had a significant impact on small businesses. When a small business reached the long-run maturity stage of development, they needed equity or venture capital to expand. The preceding quote stated that small businesses literally gave up legal rights to their own companies by making investments with Small Business Investment Companies. The result was that some small business managers lost control of their businesses because contracted obligation could not be met.

Small business managers have different problems within each of the three developmental stages. When starting a business, a small business manager is concerned with how to start, what financial resources are available, and how to prepare the business for operation. During

the growth stage, the small business manager was concerned with capital for expansion, decision making, and more technical knowledge and data for business expansion. There was also a definite need for financial analysis. The maturity stage had problems with equity capital and venture capital. Also, the maturity stage had problems with pricing and inventory control.

TECHNICAL BUSINESS ASSISTANCE

Small business managers who were starting a business needed technical business assistance. Starting a business included determining what the small business manager wanted to do, what financial resources were available, and how to start the business operations. Technical business assistance for these problems was provided by government organizations, trade associations, civic, and professional organizations. Seeking advice was necessary for small business managers to determine what were their business goals. Pride of the new small business manager prevented some from seeking advice. The lack of sound planning was a major problem.

A source of technical assistance which was of value to small business managers was technical consultants such as certified public accountants. Also, trade associations and professional groups provided good technical and management assistance. Dobson (1962:2729) stated that the:

A source of technical assistance which was of value to small business managers was technical consultants such as certified public accountants. Also, trade associations and professional groups provided good technical and management assistance. Dobson (1962:2729) stated that the:

> . . . reasons given for the employment of outside aid in general terms include (a) the felt need for outside objectivity, (b) the lack of familiarity with certain problem areas, (c) the lack of staff to do the work, (d) the inability to solve problems internally, and (e) changing economic conditions.

Ratio Analysis for Small Business by Richard Sanzo had an excellent summary of sources of ratio studies. Sanzo had listed government sources, trade association sources, and other private sources for ratio studies.

> Broadly speaking, there are three kinds of ratios. The first are balance sheet ratios which refer to relationships between various balance sheet items. The second are the operating ratios which show the relationships of expense accounts to income. The third group is made up of ratios which show the relationship between an item in the profit-and-loss statement and one on the balance sheet (Sanzo, 1970:5).

Technical assistance was needed for these small business managers who were in the growth stage of development. Available technical assistance was found in the review of literature. A good government source was the Small Business Administration (SBA). Within the SBA were technical programs such as SCORE (Service Corps of Retired Executives) and ACE (Active Corps of Executives). Technical assistance was also provided by local community colleges offering management training.

Some small business managers in the growth stage of business management were able to hire consultants. Other small business managers used their trade associations and attended conferences and seminars to learn about their technical problems.

Small business managers who had become successful used many sources of technical business assistance. The review of literature on technical business included (1) management consulting teams, (2) government consultants, (3) technical trade assistance, (4) professional accounting help, and (5) suppliers.

BUSINESS EDUCATIONAL TRAINING

Personnel

Small business managers were not using good personnel practices. For the majority of the small businesses, personnel were hired for the least amount of pay and technical skills were of low priority. Cohn (1972:2-3) stated that personnel hiring should be of a high priority and especially top management personnel. The top management personnel should be hired to complement the small business manager's weaknesses. Small business management should recruit top management personnel from four-year colleges. The result would be a higher competitive advantage. Other areas in personnel included a need for personnel training programs. These could be on-the-job training programs or consist of sending employees to two-year post-secondary institutions for technical training.

Planning

Planning was a major problem with small business managers. As was previously stated, small business managers lacked technical knowledge. Planning was identified as setting goals or objectives, formulating sound business ideas, establishing small business policies, and planning budgets.

Marketing

Marketing was important to the success of small business managers. Marketing trends and the product market-mix was reviewed. Location for technical assistance was explored including the use of both private and public management marketing consultants. Trade association journals were mentioned as a source of marketing information.

Financial Control

A large volume of literature was reviewed on small business financial control. Small business managers needed to learn about ratio analysis, budgeting, where to locate financial assistance, and how to organize a financial management team.

Business Credit

Most small business managers did not know where to find credit for their business. Managers needed to learn what types of credit were available. Equity capital and venture capital were found to be of importance to small business managers. A good source of information

for financial assistance was the Small Business Administration; the SBA 1974 Annual Report (1974:173-174) listed 195 small business firms in Montana which had secured loans from SBA. Many small business managers were unaware of SBA and the educational assistance it can provide.

> Most of the owners in the sample were utterly unaware of the existence of the Small Business Administration and of the voluminous guidance literature distributed by it free of charge. Moreover, even if these owners had had the knowledge of and access to this literature, it would have availed them little because of the technical character of a number of the publications. Similarly, formal courses and business clinics conducted at universities and colleges under the sponsorship of the Small Business Administration bypass these owners. The owners are unaware of the existence of these courses, and the courses themselves are not oriented to the educational level or to the needs of the owners of very small firms (Mayer, 1961:159).

Decision Making

Cohn (1972:1) stated that small business managers should not rely on the managerial decision making techniques used by large businesses. There were definite decision making differences. One of the major advantages small businesses had was maneuverability which required quick decision making. Another advantage was simplicity which required a high degree of efficient decision making. Pride was a factor that caused small business managers not to seek needed educational training or professional advice.

Growth Potential

The lack of product innovation was a problem in small business management. Growth was not usually planned in small business. Failure of a small business sometimes resulted in not foreseeing the hidden expenses involved in growth. Produce obsolescence prevented growth. Educational training was needed to learn how to effectively introduce change into the small business.

Community Relations

A small business manager needed to be involved in the community so as to judge the market, local economy, social needs, and know where to seek out information. Educational training was considered necessary to keep up with the current local trends of the business.

The review of literature revealed that certain fundamental areas of business organization and management were essential for a successful small business management curriculum. The major areas of importance were summarized into personnel, planning, marketing, financial control, business credit, decision making, growth potential, and community relations.

COMPONENTS FOR SMALL BUSINESS MANAGEMENT CURRICULUM

There was a high correlation between business success and educational training. A method of presenting relevant material to small business managers was needed. A review was conducted of

existing small business management curriculums for two-year colleges by using the 1972 Barron's Guide to Two-Year Colleges by R. William Graham. There were 1,230 two-year institutions listed. Only forty-four of these colleges had small business management curriculums. None of the eight two-year post-secondary institutions in Montana which were identified in Chapter 1 of this study had small business management curriculums.

One community college and/or vocational technical center was chosen from each state that had a small business management curriculum. Eighteen institutions were contacted by mail, seven returned college catalogs, three responded that they were out of stock, and one did not offer a small business management curriculum.

American River College. American River College in Sacramento, California, had several vocational management training programs. These programs were two years in length and were offered on an academic semester system.

The management program prepared students for entry into management positions in business, government, industry, or organizational logistics, and in-service education for personnel presently in management positions.

The Retail Management program prepared students for a variety of retailing occupation careers. These included retail organization, location, buying and merchandising, credit, accounting, personnel

management, promotion, and related topics.

The Small Business Operation program trained students for the field of management, either as owner or manager of a business. Training included financing and operating a business, as well as basic training in sales promotion, law, accounting practice, and business skills.

The two-year Small Business Operation was the program that provided the best curriculum information for a small business management program. The following is a list of the business courses.

18A	Business Law	(3)
20	Introduction to Business	(3)
60	Business Mathematics	(3)
70	Consumer Law	(3)
71	Small Business Management	(3)
60	Marketing	(3)
61	Salesmanship	(3)
73	Advertising	(3)
1A	Principles of Accounting	(4)
70	Payroll Taxes	(1)
51	Management Communication	(3)
60	Psychology of Human Relations Management	(3)

Figure 1

Small Business Operation Courses
American River College

Cowley County Community College. Cowley County Community College and Vocational Technical School is located in Arkansas City, Kansas. This institution had a two-year Business Management program that trained students for entry into mid-management and/or sales positions with retail and other distribution businesses.

There was also a Business Management program for vocational business education which is a one-year program. Vocational business education consists of intensive post-secondary level training in a chosen skill only. Other general education and auxilary courses were not required. Upon completion, the graduate received the Vocational Credential from the State Board of Education and a Vocational Certificate from the College.

The following is a list of courses offered on a semester basis for the two-year Business Management program. Asterisks indicate that the course is also used for the Vocational Business Education Management program.

*2981	Human Relations for Business	(3)
*2982	Introduction to Business	(2)
*2983	Field Work Experience I	(5)
*2984	Marketing	(2)
*2986	Field Work Experience II	(5)
*2987	Salesmanship	(3)
*0903	Fundamental Accounting I	(3)
*0904	Fundamental Accounting II	(3)
*2988	Visual Merchandising and Advertising	(2)
*2990	Principles of Management	(3)
*2991	Principles of Retailing	(3)
*2993	Business Mathematics	(3)
0914	Business Communications	(3)
0923	Business Law	(3)
1101	Introduction to Data Processing	(3)
2994	Personnel Management	(3)

Figure 2

Business Management Courses
Cowley County Community College

Indiana Vocational Technical College. Indiana Vocational Technical College had thirteen regional institutions. Each of the thirteen college institutions offered the same curriculums. There were three management curriculums. Each of the management curriculums had their separate courses of instruction by separate rubrics.

The Hotel-Motel Management Technology curriculum was designed specifically for that occupational cluster. This curriculum prepared students for management-level positions and included training in finance, food and beverage management, public relations, advertising, housekeeping, and personnel management.

The Industrial Management Technology curriculum was designed specifically for that occupational cluster. This curriculum prepared students for employment in industrial training, safety and first aid, worker simplification, quality control, technical report writing, cost control, production supervision, and other related areas.

The Business Management Technology curriculum prepared students for a mid-management entry-level position. The list in Figure 3 on page 27 shows the business courses offered on the quarter system for the curriculum.

Piedmont Technical College. Piedmont Technical College is located in Greenwood, South Carolina. The college offered a two-year

0310	Accounting I	(4)
0311	Mathematics of Finance	(5)
0312	Typewriting I	(3)
0313	Office Calculating Machines	(3)
0320	Accounting II	(4)
0321	Business Law I	(3)
0322	Small Business Finance	(3)
0323	Business Principles and Organization	(3)
0324	Technical Communications	(3)
0330	Cost Accounting I	(4)
0331	Income Tax I	(4)
0332	Introduction to Management	(3)
0333	Business Communications	(3)
0334	Principles of Insurance	(4)
0335	Field Project and/or Case Study	(4)
0340	Accounting III	(4)
0341	Cost Accounting II	(4)
0342	Oral Communications	(3)
0343	Human Relations	(3)
0344	Office Management and Procedures	(3)
0350	Accounting IV	(4)
0351	Business Law II	(3)
0352	Purchasing and Inventory Control	(4)
0353	Budgeting	(3)
0354	Money and Banking	(3)
0360	Personnel Supervision	(4)
0361	Marketing I	(4)
0362	Labor-Management Relations	(4)
0363	Field Project and/or Case Study	(6)

Figure 3

Business Management Technology Courses
Indiana Vocational Technical College

Associate in Business Technology major in Marketing. The courses listed in Figure 4, page 28, were business courses based on the academic quarter system.

ACC 101	Principles of Accounting I	(4.5)
ACC 102	Principles of Accounting II	(4.5)
ACC 121	Tax Procedures I	(4.5)
BUS 122	Business Law I	(4.5)
BUS 180	Financial Management	(4.5)
DAT 112	Data Processing Fundamentals	(4.5)
MAT 165	Business Statistics	(4.5)
MGT 101	Principles of Management	(4.5)
MGT 201	Personnel Management	(4.5)
MKT 118	Retailing I	(4.5)
MKT 133	Salesmanship	(4.5)
MKT 214	Advertising	(4.5)

Figure 4

Associate in Business Technology Major
in Marketing
Piedmont Technical College

Three Rivers Community College. Three Rivers Community College is located in Poplar Bluff, Missouri. Listed under the Occupation Division of instruction was the Business Mid-Management Department. The purpose of the Business Mid-Management Department was to provide a program of occupational instruction which prepared people for mid-management positions in the field of marketing and distribution. The program provided training for advanced specialization and for supervisory and managerial responsibilities. The curriculum was based upon an academic semester. The program for each student included an internship in the area for which the student wanted training and provided the student with realistic work experience. Within the Business Mid-Management Department was a curriculum for the Fashion Merchandising field. Students who wanted received an Associate Applied Science

degree and had to take, in addition to the business courses listed below, American History I and II, Topical American History, and a General Education elective. The courses with an asterisk were specifically for Fashion Merchandising and courses with an @ were specifically for the regular Business Mid-Management curriculum.

	TB 114	Retailing	(4)
*	TB 121	Modeling	(1)
	TB 132	Research and Development of Marketing Occupations	(2)
@	TB 143	Marketing	(3)
	TB 151	Business Mid-Management Seminar I	(1)
	TB 164	Salesmanship	(4)
	TB 173	Human Relations	(3)
	TB 184	Advertising	(4)
	TB 192	Business Mid-Management Seminar II	(3)
*	TB 1.13	Principles of Fashion Merchandising I	(3)
*	TB 1.23	Textiles	(3)
	TB 1.32	Business Mathematics	(2)
@	TB 1.43	Merchandising	(3)
	TB 1.53	Principles of Fashion Merchandising II	(3)
@	TB 213	Business Law	(3)
@	TB 223	Organizational Behavior	(3)
@	TB 234	Business Accounting	(4)
	TB 243	Supervisory Development	(3)
	TB 258	Internship	(8)
	TB 262	Business Mid-Management Seminar III	(2)
	TB 283	Personnel Problems	(3)
	TB 292	Business Mid-Management Seminar IV	(2)
*	TB 2.23	Fashion Buying and Coordination	(3)

Figure 5

Business Mid-Management Department
Three Rivers Community College

Milwaukee Area Technical College. Milwaukee Area Technical College was located in Milwaukee, Wisconsin. The Business Division had an extensive Marketing curriculum. So complete was the Marketing curriculum that the following quoted description summarizes the program.

> There is an increasing demand today for professionally trained men and women to fill mid-management marketing positions. The Marketing Department provides the required educational programs to satisfy these demands. The degree of Associate in Applied Science is given to candidates who successfully complete the program in Marketing Management, Retail Management, Transportation and Distribution Management, or Fashion Merchandising.
>
> These programs, offered either day or evening, prepare students for a variety of management careers. In Marketing Management, students will prepare for opportunities in wholesale and industrial sales, purchasing, marketing management, and self-employment. The Retail Management program prepares students for careers in buying, merchandising, store management, or wholesaling; while the Transportation and Distribution Management program provides training for such positions as dispatcher, physical distribution manager, transportation sales representative, and export traffic manager. The Fashion Merchandising program, with a heavy emphasis on apparel and home furnishing, prepares students for careers in merchandising, fashion coordination, and sales promotion.
>
> Students who major in the Associate Degree day program in Marketing Management, Fashion Merchandising, or Retail Management are required to take one year of internship. Internship is a cooperative training program that allows students under the sponsorship of both the school and a Milwaukee area business firm to perform the duties of a regular employee of the firm. The objective is to provide the widest range of practical experiences. The goal of internship is the training of people for positions of responsibility for the mutual benefit of both students and business. It provides the student with the opportunity to apply the principles, facts, ideas, and attitudes which he is learning in the classroom to a real business situation.
>
> In addition to the Associate Degree program, the Marketing Department offers a wide variety of separate adult courses in the fields of retailing, wholesaling, industrial sales, and transportation. These courses may be taken separately to serve the individual student's needs, without following an organized program.

> Qualified adults are encouraged to complete one of the nine-week certificate programs in Retail Store Training or Service Marketing. Emphasis is on practical training since the objectives of the courses are to prepare the student for employment in a marketing-related job. Beginning positions include retail sales, salesman-driver, and service salesman (Milwaukee Area Technical College, 1975-1977 Bulletin:72).

The Retail Management program offered the best example of the business courses offered for a Small Business Management curriculum.

Mktg 102	Principles of Marketing	(3)
Mktg 104	Principles of Salesmanship	(3)
B Adm 102	Mathematics of Business	(3)
B Adm 181	Business Orientation	(0)
Mktg 106	Retail Organization and Management	(3)
Mktg 119	Visual Merchandising	(2)
Mktg 121	Product Information	(2)
Acctg 111	Accounting 1	(4)
Mktg 123	Retail Buying	(2)
Mktg 126	Retail Advertising and Sales Promotion	(3)
Mktg 128	Merchandise Planning & Inventory Cont.	(3)
Mktg 177	Retail Internship 1	(1)
B Adm 160	Business Law 1	(3)
B Adm 170	Credit Management Procedures	(2)
B Data P 102	Principles of Data Processing	(3)
Mktg 124	Fashion Merchandising Trends	(3)
Mktg 136	Current Problems and Concepts in Retailing	(2)
Mktg 173	Marketing Research	(3)
Mktg 178	Retail Internship 2	(1)
B Adm 111	Business Correspondence and Report-Writing	(3)

Figure 6

Retail Management Program
Milwaukee Area Technical College

In addition to the four mid-management programs were adult vocational programs in Retail Store Training, Food Service Marketing,

and Cashier-Checker Training.

There were six community colleges and vocational technical centers which were reviewed for their small business management curriculum content. These institutions represented six states, with large and small community colleges and vocational technical centers. A comparison was made between the colleges and a summary was prepared to illustrate common curriculums and common course offerings.

There were several kinds of small business management curriculums. Marketing-Management curriculums prepared students in wholesale and retail sales, purchasing, and marketing for large businesses, government, and industry. Retail-Management curriculums prepared students for a variety of retailing occupational careers. These occupations included retail organization, buying, merchandising, credit, accounting, personnel management, promotion, and related topics. There were also specific occupational programs which included Fashion Merchandising, Hotel-Motel Management, Checker-Cashier Training, and Food Service Marketing.

The Small Business Management curriculum prepared students for mid-management or manager/owner of a small business. The curriculums were two years in length. Training included personnel management, planning, financing and operating a business, business credit, decision making, human relations, marketing, and other business skills.

The following list is a composite of business courses which were most common to the curriculums which were reviewed.

Introduction to Business
Business Mathematics
Business Law
Advertising
Marketing
Accounting
Human Relations
Field Work Experience
Salesmanship
Management
Retailing
Business Communication
Introduction to Data Processing
Personnel Management
Financial Management

These courses were offered by one or more institutions and should also be considered in the development of a Small Business Management curriculum.

Consumer Law
Small Business Management
Payroll Taxes and Income Tax
Management Communication
Visual Merchandising
Office Calculating Machines
Principles of Insurance
Purchasing and Inventory Control
Budgeting
Money and Banking
Research and Development of Marketing Occupations
Credit Management Procedures
Current Problems and Concepts in Retailing

The Directory of Montana Post-Secondary Vocational-Technical Education by the State of Montana, Office of the Superintendent of

Public Instruction was used to determine the occupational clusters of the two-year post-secondary institutions in Montana. All two-year post-secondary institutions had one or more occupational clusters that could be used to develop a model small business management curriculum. These occupational clusters were Agri-Business, Accounting Assistant, Bookkeeper-Accountant, Bookkeeper-Assistant, Business Data Processing, Business Management, Marketing Management, and Mid-Management.

Marketing and Distribution occupational clusters would be the best area for the development of a model small business management curriculum. Five of the eight two-year post-secondary institutions were represented in the Marketing and Distribution occupational clusters. The other three institutions were best represented in the Business and Office occupational clusters. These occupational clusters had course content which was adaptable to Small Business Management curriculums.

Flathead Valley Community College. Flathead Valley Community College is located in Kalispell, Montana. The Business Management curriculum is a two-year program offered on the academic quarter system. This program was not recognized by Barron's Guide to Two-Year Colleges as a Small Business Management curriculum. However, the intent of the program was to train students for mid-management level positions. Listed below were business courses for the program.

Principles of Marketing
Salesmanship
Principles of Supervision
Principles of Accounting
Business Economics
Business Law
Data Processing
Principles of Management
Introduction to Business
Advertising
Principles of Finance
Human Relations
Business Policy

Missoula Technical Center. Missoula Technical Center is located in Missoula, Montana. The Marketing-Management curriculum was a nine-to-eighteen months program depending upon the selected option and the students' ability. The student trained to become an employee who would apply principles of salesmanship, supervision, accounting, and management to a variety of business situations. Listed below were the business courses for the Marketing-Management curriculum and were offered during the academic quarter system.

Typing
Accounting
Business Law
Office Machines
Written and Oral Communications
Human Relations
Consumer Economics
Introduction to Automated Data Processing
Sales Promotion and Visual Merchandising
Management Seminar
Mid-Management Practicum
Principles of Business
Principles of Marketing
Merchandising Math
Retail Store Operation and Management

Principles of Advertising
Principles of Management
Directed Study (Mid-Management)
Credit and Collections
Retail Buying
Cooperative Work Experience

Billings Vocational-Technical Center. Billings Vocational-Technical Center is located in Billings, Montana. The Mid-Management program trained students in areas such as salesmanship, supervision, economics, and management. The following was a list of business courses which were offered on an academic quarter system. The length of the program was nine to eighteen months.

Merchandising Techniques
Display
Marketing
Personnel Management
Advertising
Basic Sales
Fashion Merchandising
Basic Insurance
Retail Buying
Consumer Economics

Dawson Community College. Dawson Community College is located in Glendive, Montana. The Mid-Management program trained students in distributive occupations which were primarily retailing, wholesaling, and service businesses. The career goal of those engaged in the two-year college distributive education program was either sales or mid-management. The course content was offered on an academic quarter system. Listed below were business courses for the Mid-Management program.

Salesmanship
Retailing
Advertising
Marketing
Management
Personnel Management
Work Experience
Business Experience with Individualized Studies and Projects
Introduction to Business
Business Mathematics
Accounting I
Accounting II
Office Machines
Retail Security

Miles Community College. Miles Community College is located in Miles City, Montana. The Mid-Management program offered principles of salesmanship, supervision, and management. The program trained students in mid-management entry level positions. The program was two years in length, and courses were offered on an academic quarter system. Listed below were the business courses for the Mid-Management program.

Salesmanship
Advertising
Retailing
Marketing
Management
Risk and Insurance
Personnel Management and Supervision
Individual Problems
Business Mathematics
Co-operative Work Experience
Accounting
Economics
Business Law
Composition and Communications

Butte Vocational-Technical Center. Butte Vocational-Technical Center is located in Butte, Montana. The Center offered a Bookkeeper-Accountant program which was a two-year course for students without previous training. The graduate of the program was qualified to collect, analyze, and post data. The program was for five academic quarters. The following was a list of business courses.

Accounting
Business Machines and Math
General Business
Typing
Business English
Office Simulation
Office Procedures
Filing
Record Keeping
Data Processing
Keypunch

Helena Vocational-Technical Center. Helena Vocational-Technical Center is located in Helena, Montana. Within the Business and Office Occupational cluster was the Accounting Assistant program. The student trained to work under an accountant completing different financial statements and payroll records. Listed below were business courses which were offered for five academic quarters.

Accounting I
Accounting II
Accounting III
Personal Income Tax Preparation
Introduction to Data Processing
Computer Systems Fundamentals
Auditing
COBOL Programming
Cost Accounting

Typing
Mathematics
Business Law
Business Machines
Government Accounting
Business Communications

Great Falls Vocational-Technical Center. Great Falls Vocational-Technical Center is located in Great Falls, Montana. Within the Office Occupations cluster was the Bookkeeper-Accounting program. The program was four academic quarters. The student trained to work for any business which keeps a set of records. Listed below were the business courses which were offered.

Accounting I
Business Math
Interpersonal Communications
Business Machines I
Typing I
Accounting II
General Business
Business Law
Introduction to Data Processing
Filing/Indexing
Accounting III
Personal/Federal Income Tax
Business Organization and Management
Business English
Cost Accounting
Economics
Business Marketing
Insurance

Components for a Small Business Management Curriculum

A review of many business programs was made and a list of successful curriculum components was compiled. This list included the

following:

1. A relatively low student/teacher ratio (under 25:1)
2. Teachers who were committed to the program
3. Utilization of successful small business managers as resource persons
4. A curriculum which was adapted to the community
5. The availability of both day and evening instruction
6. Care in selection of course materials and content
7. The establishment of an ongoing relationship between small business, community, government agencies, two-year post-secondary institutions and others
8. An extensive "outreach" effort to identify and encourage the participation of small business managers
9. Convenient classroom location and time
10. Certification upon completion of the curriculum
11. Case-type approach dealing with the small business managers' current problems (Worthington, 1973:X-23-24)

A relatively low student/teacher ratio (under 25:1) was advantageous because the small business managers had more contact with the instructor to help solve problems. Competent instructors should be provided by the two-year post-secondary institution and successful small business managers from the community should be utilized as resource persons. The materials selected for the curriculum should be adapted to the needs of the small business managers and the community they serve. The classroom time would be sequenced to provide the maximum educational training to as many interested small business managers as possible. An outreach classroom would be conveniently located in selected communities within the geographical area of the two-year post-secondary institution. The two-year post-secondary institution, the small business managers, the community, and the governmental agencies should work with each other to better small

business enterprise.

SUMMARY OF THE FINDINGS

The review of literature supported the statement of the problem that there was a need to develop a model small business management curriculum. The small business failure rate was 80 per cent. The two major identified causes of failure was the lack of technical assistance and managerial training.

Small businesses were identified for manufacturing, wholesaling, retailing, and services. Small business managers were identified. Success elements for small business managers were identified. This was a person who uses business educational training and uses technical business assistance.

Three developmental stages for small business management were (1) starting a business (0-2 years), (2) growth stage (3-5 years), and (3) maturity stage (6 or more years). Small business managers had different problems within each of the three developmental stages.

Use of technical business assistance was one of the reasons for a successful small business manager. The review of literature on technical business assistance included (1) management consulting teams, (2) government consultants, (3) technical trade assistance, and (4) professional accounting help.

Business educational training was identified as the other

major element for successful small business management. The major areas of importance were summarized into personnel, planning, marketing, financial control, business credit, decision making, growth potential, and community relations.

Curriculum titles and business courses for a Small Business Management curriculum were summarized from reviewing some existing Small Business Management curriculums from other states. Several kinds of business management curriculums were being used. The two-year Small Business Management curriculum was identified as preparing students for mid-management or manager/owner of a small business. Training included personnel management, planning, financing and operating, business credit, decision making, human relations, marketing, and other related business skills.

The eight two-year post-secondary institutions in Montana were identified and the occupational clusters within the Marketing and Distribution and Business and Office options were adaptable to Small Business Management curriculums. Components for a Small Business Management curriculum were also compiled.

The findings of the review of literature were used to construct a survey for small business managers in Montana. The survey was used to determine if the small business managers were successful, if they were using educational business experience, and if they were using technical business assistance. A model small business management

curriculum was then developed from results of the survey.

Chapter 3

METHODS AND PROCEDURES

The statement of the problem was presented in Chapter 1 with a series of null hypotheses.

Null hypothesis number one. There is no significant difference in the success of small business managers who need business educational training and the success of small business managers who do not need educational training.

Null hypothesis number two. There is no significant difference in the success of small business managers using business educational training and the success of small business managers who are not using business educational training.

Null hypothesis number three. There is no significant difference in the success of small business managers who need technical business assistance and the success of small business managers who do not need technical business assistance.

Null hypothesis number four. There is no significant difference in the success of small business managers using technical business assistance and the success of small business managers who are not using technical business assistance.

Null hypothesis number five. There is no significant difference between small business managers who need business educational training and small business managers who use business educational training.

Null hypothesis number six. There is no significant difference between small business managers who need technical business assistance and small business managers who use technical business assistance.

Chapter 2 showed that the problems stated in the null hypotheses did exist. The research showed that small business management had a failure rate of 80 per cent. The identified causes of this failure were the lack of managerial training and technical assistance.

The survey of small business managers in Montana was needed to identify successful small business managers and non-successful small business managers. The results of the survey were used to construct a model small business management curriculum for two-year post-secondary institutions in Montana.

POPULATION SURVEY

The study was limited to Montana. The two-year post-secondary institutions in Montana were chosen for several reasons. These institutions were chosen because they were designed to meet the terminal educational needs of the community. These schools served the majority of the Montana population. The county population served by each of the two-year post-secondary institutions was used as the statistical population from which randomly selected small business managers were surveyed.

There were three other classifications of schools which were

not selected. Private secondary and post-secondary schools were not chosen, becuase they could not geographically serve most of the small business managers in Montana. Secondary public schools were not chosen because their educational curriculum would not meet the specific managerial training needs of small business managers. Four-year public schools were not selected because their curriculums were not designed for two-year terminal managerial education.

Small business managers whose businesses were located within the counties of the two-year post-secondary institutions were randomly selected. The random selection was made from the classified telephone directories of each county.

SOURCES OF DATA

The 1975-1976 Montana two-year post-secondary institution bulletins were used to determine the geographical area they served. The counties where each institution was located best represented the geographical area served by the two-year post-secondary institutions. The eight counties served by the institutions were classified by a group number, as shown on page 47.

The classified telephone directory for each of the counties was used to randomly select businesses from each county by using a statistical table of random numbers. A number from one through nine was randomly selected for each classified telephone directory. This

number was used to count down from the top of randomly selected pages to a business address. A three-digit number was used to identify

Table 1

Eight Counties Served by Institutions

Group	County	Institution
1	Lewis and Clark	Helena Vocational Technical Center
2	Cascade	Great Falls Vocational Technical Center
3	Dawson	Dawson Community College
4	Custer	Miles City Community College
5	Flathead	Flathead Valley Community College
6	Missoula	Missoula Vocational Center
7	Silver Bow	Butte Vocational Technical Center
8	Yellowstone	Billings Vocational Technical Center

classified telephone directory page numbers. A random three-digit starting position was arbitrarily chosen from the statistical book of random numbers. The three-digit numbers were identified by reading the sort columns from top to bottom. The three-digit number had to be less than or equal to the last identified page number in the classified telephone directory. Randomly selected classified telephone directory pages having government offices or private institutions were not used. Pages that did not have enough numbers for counting down to

the randomly selected business were not used. Repeated telephone business numbers from previous pages were not chosen a second time. Businesses which were outside the county being surveyed were not used.

Table 2

Method for Random Selection

Group	Last Directory Page	Number from Top of Page	Randomly Selected Starting Position
1	181	5	4th number in A sort
2	521	2	4th number in C sort
3	190	1	6th number in A sort
4	190	2	4th number in E sort
5	146	2	2nd number in D sort
6	365	4	2nd number in A sort
7	241	6	6th number in C sort
8	576	3	3rd number in A sort

POPULATION SIZES

The county area served by each of the eight two-year post-secondary institutions in Montana was used. Thirty-six businesses were randomly selected from each of the eight counties. A total of 288 businesses were randomly selected from classified telephone directories from each county. Carson (1973:XVI) determined that

nationally 95 per cent of all businesses were small. The estimated 5 per cent of large businesses randomly selected within the survey was not considered significant in the random selection process.

SURVEY INSTRUMENT

The survey instrument used was compiled from the Review of Literature in Chapter 2 (see Appendix A for survey instrument, page 143). Eight major areas were identified as being important to the success of small business managers. These areas included: (1) personnel, (2) planning, (3) marketing, (4) financial control, (5) business credit, (6) decision making, (7) growth potential, and (8) community relations.

Small businesses were identified by type, years in business, number of employees, gross sales, and classification. Educational information was also important to determine the small business manager's educational level, business capability, interest, and pursuit of formal business education.

The questions were composed and sequenced with the stated null hypotheses in this study.

ADMINISTRATION OF SURVEY INSTRUMENT

Because of the sensitivity of the survey, the survey instrument was pre-tested in Gallatin County, Montana. Twelve businesses were

selected from the classified telephone directory in Gallatin County. Ten businesses were successfully contacted by telephone. Nine businesses agreed to participate in the pre-survey. The pre-surveys were hand carried to the businesses along with an evaluation to complete after doing the pre-survey (see Appendix B for Pre-Test Evaluation Form, page 151). The pre-survey was beneficial and constructive comments were incorporated into the final draft of the survey instrument.

Next, a letter was written to each of the community college presidents and directors of the vocational technical centers explaining the purpose and intent of the survey (see Appendix C for Letter of Intent, page 153). The survey instrument was blind coded and administered to the randomly selected business managers on February 9, 1977. Because of the sensitivity of the survey, the committee chairman agreed that a minimum total of 50 per cent response was needed. Ninety-one surveys had been returned after fourteen days. Sixty-nine were usable, six were returned undeliverable, and sixteen were not defined as small businesses. A follow-up letter was mailed fourteen days after the first mailing (see Appendix D for follow-up letter, page 154). March 9 was the established cut off date. As of the cut off date, there were 104 usable returns, 33 returns that were outside of the defined small business population, and 14 were returned as undeliverable.

The 14 undeliverable returns were removed from the total 288

possible surveys. The adjusted total population was 274. From this number, 137 surveys were returned which was 50 per cent. One-hundred-four of those returns were usable, which was 38 per cent of the adjusted total population. The responses were equally distributed from each of the eight population areas. The mean average return from the eight population areas was 18.8. The median average return response from the eight population areas was 17.0. The mode return response from the eight population areas was 17.0.

ANALYSIS OF DATA

A chi square (X^2) test of significance was computed (to the .05 level of confidence) for each of the six null hypotheses and for additional data which were cross-tabulated to test for significant levels of difference.

The chi square formula:

$$X^2 = \lesssim \frac{(fo - fe)^2}{fe}$$

where;

fo is an observed frequency

fe is an expected or theoretical frequency

The characteristics of the distribution are completely defined by the number of degrees of freedom:

$$(r-1)\ (c-1) = d.f.$$

where;

r equals rows

c equals columns

d.f. equals degrees of freedom (Clark, 1969:424)

The significance of the chi-square (at the .05 level of confidence) was determined from "Table K Chi-Square Probability Distribution" (Clark, 1969:160--Table K).

> The X^2 table was read by entering the row with the correct number of degrees of freedom and the column for the .05 percent level of confidence. The observed value for X^2 had to be equal to or greater than the tabled value in order to reject the null hypothesis. If the calculated value for X^2 was less than the tabled value, then the null hypothesis was accepted (Hertz, 1972: 44).

Statistically stated, this statement reads: reject H_1, (accept H_2) if $X^2 >$ tabled value; accept H, if $X^2 \leq$ tabled value. H_1 equals the null hypothesis, H_2 equals the alternative hypothesis. All of the null hypotheses had one degree of freedom. Additional cross tabulated data had one or more degrees of freedom.

A model was used to test the null hypotheses by comparing one index of information to another index of information. The model on page 53 was used to test the null hypotheses.

The count equals the raw data totals which were computed from the index information and these count totals were placed into the model where they agreed with both indexes by computer analysis.

The row per cent equals the per cent of count in each horizontal

quadrangle.

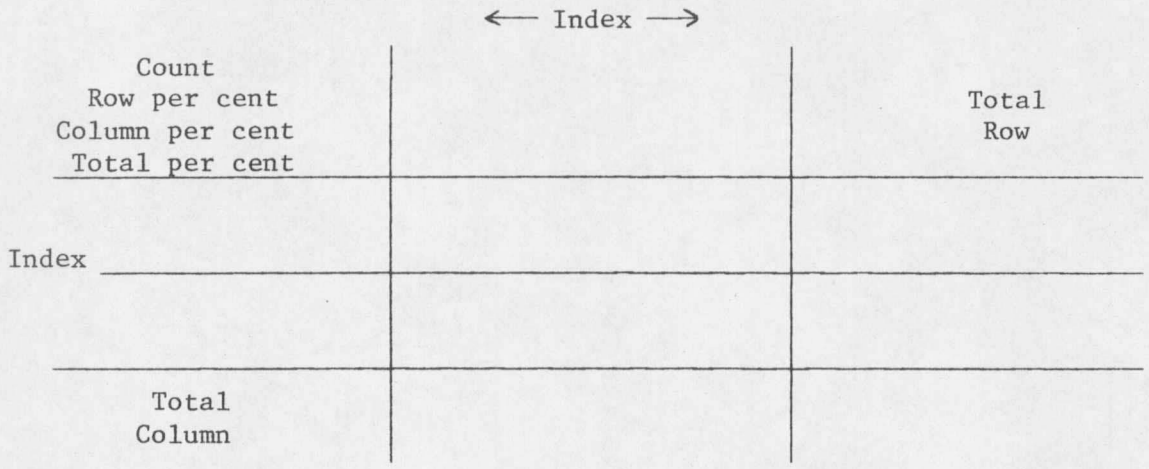


Figure 7

Model to Test Null Hypotheses

The column per cent equals the per cent of count in each vertical quadrangle.

The total per cent equals the per cent of count in each quadrangle.

The indexes were made from questions which represented data from the review of literature. The data from the review of literature were summarized on page 22 into eight categories: personnel, planning, marketing, financial control, decision making, growth potential, and community relations.

Five indexes were made for the chi-square tests of significance. Each index had several variables which were questions from the survey instrument which represented the summarized data from the review of

literature. Each index had a scale from zero to two.

Data obtained from the questionnaires were recorded on punch cards to facilitate analysis by using the statistical package for Social Sciences (SPSS) which provided frequency distributions and chi-square tests of significance for the null hypotheses to the .05 per cent level of confidence with one degree of freedom.

Index One was used to distinguish between the more successful small business managers and the less successful small business managers. The index was made from fourteen variables (see Appendix E, page 155, Variables for Index One). A value of less than one or equal to zero meant the small business managers were less successful. A value equal to or greater than one, but less than or equal to two, meant the small business managers were more successful.

Index Two was used to distinguish between small business managers who need or do not need business education training. The index was made from eleven variables (see Appendix F, page 157, Variables for Index Two). A value of less than one or equal to zero meant a small business manager needed business education training. A value equal to or greater than one but less than or equal to two meant small business managers did not need business education training.

Index Three was used to distinguish between small business managers who use or do not use business education training. The index was made from seven variables (see Appendix G, page 159, Variables for

Index Three). A value less than one or equal to zero meant small business managers did not use business education training. A value equal to or greater than one but less than or equal to two meant small business managers were using business education training.

Index Four was used to distinguish between small business managers who need or do not need technical business assistance. The index was made from four variables (see Appendix H, page 160, Variables for Index Four). A value of less than one or equal to zero meant small business managers needed technical business assistance. A value equal to or greater than one but less than or equal to two meant small business managers did not need technical business assistance.

Index Five was used to distinguish between small business managers who use or do not use technical business assistance. The index was made from nine variables (see Appendix I, page 161, Variables for Index Five). A value of less than one or equal to zero meant small business managers were not using technical business assistance. A value equal to or greater than one but less than or equal to two meant small business managers were using technical business assistance.

ADDITIONAL CROSS TABULATIONS

Additional cross tabulations were made to determine if there was any significant information to support the original six stated null hypotheses. During the investigation of the stated problem of this

thesis, additional information was discovered when a matrix was made of the five indexes (see page 95). This information was statistically tested using the chi-square tests for significance to the .05 level of confidence.

EDUCATIONAL INFORMATION

There were questions in the survey instrument which were used to support the criteria for developing a model small business management curriculum. Questions six through thirteen of the survey instrument were tabulated into per cent answers for comparisons with other related data. These questions related to the review of literature section entitled Components for Small Business Management Curriculum.

DELIMITATIONS OF SURVEY DATA

The 50 per cent total returned survey instruments delimits the findings of data to the population within the survey.

The study was also delimited by the respondents' subjective interpretation to the answers to the questions of the survey instrument.

Chapter 4

PRESENTATION OF SURVEY DATA

The presentation of the data included first presenting each of the five indexes. Each index had a scale from zero to two. The indexes were then compared with one another to form the chi-squares for testing the six stated null hypotheses to the .05 level of confidence. By making a matrix for the five indexes, four additional null hypotheses were discovered and additional cross tabulations were made to test the significance of these findings to the .05 level of confidence. The questions in the Educational Information section of the survey instrument were used to support the criteria for developing a small business management curriculum. Questions six through thirteen were tabulated into per cents for comparisons with other related data.

INDEX ONE

Index One was used to distinguish between the more successful small business managers and the less successful small business managers. The index was made from fourteen variables. A value of less than one or equal to zero meant less successful. A value equal to or greater than one but less than or equal to two meant more successful.

Question 13 was the first variable for Index One. The more successful or less successful small business managers were determined by the areas in which the respondents were most capable. The following

answers were identified as the key indicators in the success of small business managers: d, personnel; i, decision making; k, financial control; m, securing credit; n, product planning; q, planning business growth; r, community relations; and bb, merchandising.

Table 3

Question 13: Check Those Areas in Which You Are Most Capable

Correct Responses	Number of Respondents	Per cent	Cumulative Per cent
0	38	36.5	36.5
1	20	19.2	55.8
2	15	14.4	70.2
3	17	16.3	86.5
4	9	8.7	95.2
5	3	2.9	98.1
6	1	1.0	99.0
7	0	0.0	99.0
8	1	1.0	100.0
Totals	104	100.0	100.0

If a respondent selected three or fewer of these key indicators, then the respondent was less successful. If the respondent selected four or more of these key indicators, then the respondent was more successful. Ninety of the one-hundred-four respondents, or 86.5 per cent, had three or fewer responses and were less successful. Fourteen respondents, or 13.5 per cent, had four or more correct responses and were more successful and were the most capable in personnel, decision

making, financial control, securing credit, merchandising, product planning, planning business growth, and community relations.

Table 4

Question 17: How Much, on the Average, Are Your Competitors Paying Their Employees?

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	2	1.9	1.9
a. Less than you pay	21	20.2	22.1
b. About the same as you pay	58	55.8	77.9
c. More than you pay	3	2.9	80.8
d. Don't know	20	19.2	100.0
Totals	104	100.0	100.0

Question 17 was the second variable for Index One. If the respondent chose answer (d), then the respondent was less successful in determining a competitive wage for employees. If the respondent chose (a), (b), or (c), then the respondent was more successful in determining what competitiors were paying their employees. Twenty of the one-hundred-four respondents, or 19.2 per cent, were less successful. Eighty-two respondents, or 78.9 per cent, were more successful in knowing what their competitors were paying their employees.

Table 5

Question 19: Do You Use a Management Consulting Team for Planning

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	6	5.8	5.8
Yes	13	12.5	18.3
No	85	81.7	100.0
Totals	104	100.0	100.0

Question 19 was the third variable for Index One and was used to determine the more successful or less successful small business managers using a management consulting team for planning. If the respondent answered no, then the respondent was less successful. If the respondent answered yes, then the respondent was more successful. Eighty-five of the one-hundred-four respondents, or 81.7 per cent, were less successful. Thirteen respondents, or 12.5 per cent, were more successful in using a management consulting team for planning.

Question 20, page 61, was the fourth variable for Index One and was used to determine the more successful or less successful small business managers who do budget planning. If the respondent chose answer (d), then the respondent was less successful in doing budget planning. If the respondent chose (a), (b), or (c), then the respondent was more successful in doing budget planning. Thirty-seven of the

one-hundred-four respondents, or 35.6 per cent, were less successful. Sixty-seven respondents, or 64.4 per cent, were more successful in doing budget planning.

Table 6

Question 20: How Often Do You Do Budget Planning?

Answers	Number of Respondents	Per cent	Cumulative Per cent
a. Once per week	13	12.5	12.5
b. Once per month	28	26.9	39.4
c. Once per year	26	25.0	64.4
d. Don't know	37	35.6	100.0
Totals	104	100.0	100.0

Question 22 was the fifth variable for Index One and was used to determine the more successful or less successful small business

Table 7

Question 22: Do You Use Sales Forecasting in Your Business?

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	1	1.0	1.0
Yes	36	34.6	35.6
No	67	64.4	100.0
Totals	104	100.0	100.0

managers using sales forecasting. If the respondent answered no, then the respondent was less successful. If the respondent answered yes, then the respondent was more successful in using sales forecasting. Sixty-seven of the one-hundred-four respondents, or 64.4 per cent, were less successful. Thirty-six respondents, or 34.6 per cent, were more successful in using sales forecasting.

Table 8

Question 26: What is Your Current Share of the Market?

Answers	Number of Respondents	Per cent	Cumulative Per cent
a. Major share	22	21.2	21.2
b. Same share	46	44.2	65.4
c. Small share	12	11.5	76.9
d. Don't know	24	23.1	100.0
Totals	104	100.0	100.0

Question 26 was the sixth variable for Index One and was used to determine the more successful or less successful small business managers by their current share of the market. If the respondent had a small share of the market or did not know the current share of the market, then the respondent was less successful. If the respondent had the same share or major share of the market, then the respondent was more successful. Thirty-six of the one-hundred-four respondents,

or 34.6 per cent, were less successful. Sixty-eight respondents, or 65.4 per cent, knew their current share of the market.

Table 9

Question 29: Do You Know What is Your Least Profitable Product?

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	28	26.9	26.9
Yes	64	61.5	88.5
No	12	11.5	100.0
Totals	104	100.0	100.0

Question 29 was the seventh variable for Index One and was used to determine the more successful or less successful small business managers who knew what was their least profitable product. If the respondent selected no, then the respondent was less successful. If the respondent selected yes, then the respondent was more successful in knowing what was their least profitable product. Twelve of the one-hundred-four respondents, or 11.5 per cent, were less successful. Sixty-four respondents, or 61.5 per cent, were more successful in knowing what was their least profitable product.

Question 31 was the eighth variable for Index One and was used to determine the more successful or less successful small business

managers who knew the average annual sales figures of their competitors. If the respondent did not know, then the respondent was less successful.

Table 10

Question 31: What are the Average Annual Sales Figures of Your Competitors?

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	1	1.0	1.0
a. Below your sales	22	21.2	22.1
b. About the same as your sales	16	15.4	37.5
c. Above your sales	8	7.7	45.2
d. Don't know	57	54.8	100.0
Totals	104	100.0	100.0

If the respondent selected answers (a), (b), or (c), then the respondent was more successful in knowing the average annual sales figures of their competitors. Fifty-seven of the one-hundred-four respondents, or 54.8 per cent, were less successful. Forty-six respondents, or 44.2 per cent, were more successful in knowing the average annual sales figures of their competitors.

Question 32 on Table 11, page 65, was the ninth variable for Index One and was used to determine the more successful or less successful small business managers using financial ratio analysis. There were

Table 11

Question 32: Check All the Ratios You Use for Financial Analysis

Answers	Number of Respondents	Per cent	Cumulative Per cent
a. Current assets to current debts	49	19.7	19.7
b. Net profits on net sales	58	23.3	43.0
c. Net profits on tangible net worth	8	3.2	46.2
d. Net profits on net working capital	16	6.4	52.6
e. Net sales to tangible net worth	6	2.4	55.0
f. Net sales to net working capital	9	3.6	58.6
g. Collection period	20	8.0	66.6
h. Net sales to inventory	25	10.1	76.7
i. Fixed assets to tangible net worth	6	2.4	79.1
j. Current debt to tangible net worth	8	3.2	82.3
k. Total debt to tangible net worth	10	4.0	86.3
1. Inventory to net working capital	14	5.6	91.9
m. Current debt to inventory	13	5.2	97.1
n. Funded debt to net working capital	7	2.9	100.0
Totals	249	100.0	100.0

Total Correct Responses	Number of Respondents	Per cent	Cumulative Per cent
0	30	28.8	28.8
1	14	13.5	42.3
2	23	22.1	64.4
3	26	25.0	89.4
4	11	10.6	100.0
Totals	104	100.0	100.0

four categories of ratios: (1) liquidity--answers (a), (1); (2) profitability--answers (b), (c), (d); (3) debt leverage--answers (j), (k), (m), (n); and (4) inventory activity--answers (e), (f), (g), and (h). If the respondent chose ratios in two or fewer of the categories, then the respondent was less successful. If the respondent chose ratios within three or four of the ratio categories, then the respondent was more successful in using ratio analysis. Sixty-seven of the one-hundred-four respondents, or 64.4 per cent, were less successful. Thirty-seven respondents, or 35.6 per cent, were more successful in using ratios for financial analysis.

Table 12

Question 34: Do You Use Professional Accounting Help With Your Monthly Financial Statements?

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	2	1.9	1.9
Yes	57	54.8	56.7
No	45	43.3	100.0
Totals	104	100.0	100.0

Question 34 was the tenth variable for Index One and was used to determine the more successful or less successful small business managers using professional accounting help with their monthly financial

statements. If the respondent answered no, then the respondent was less successful. If the respondent answered yes, then the respondent was more successful in using professional accounting help for their monthly financial statements. Forty-five of the one-hundred-four respondents, or 43.3 per cent, were less successful. Fifty-seven, or 54.8 per cent, were successfully using professional accounting help with their monthly financial statements.

Question 42 in Table 13, page 68, was the eleventh variable for Index One and was used to determine the more successful or less successful small business managers who had previous managerial experience. If the respondent had no experience, then the respondent was less successful. If the respondent had one or more years of previous managerial experience, then the respondent was more successful. Thirty-five of the one-hundred-four respondents, or 33.7 per cent, had no previous managerial experience and were less successful. Sixty-five, or 66.3 per cent, of the respondents had previous managerial experience and were more successful.

Question 45 in Table 14, page 69, was the twelfth variable for Index One and was used to determine the more successful or less successful small business managers having enough technical information about new products before making a decision to add them to their product line. If the respondent answered no, then the respondent was less successful. If the respondent answered yes, then the respondent

Table 13

Question 42: How Many Years of Previous Managerial Experience Did You Have Before Becoming Manager of This Business?

Answers	Number of Respondents	Per cent	Cumulative Per cent
0	35	33.7	33.7
1	9	8.7	42.3
2	6	5.8	48.1
3	4	3.8	51.9
4	4	3.8	55.8
5	5	4.8	60.6
6	5	4.8	65.4
7	4	3.8	69.2
8	3	2.9	72.1
9	0	0.0	72.1
10	12	11.5	83.7
11	0	0.0	83.7
12	2	1.9	85.6
13	1	1.0	86.5
14	1	1.0	87.5
15	2	1.9	89.4
16	1	1.0	90.4
17	0	0.0	90.4
18	0	0.0	90.4
19	0	0.0	90.4
20	5	4.8	95.2
25	2	1.9	97.1
30	2	1.9	99.0
35	0	0.0	99.0
40	1	1.0	100.0
Totals	104	100.0	100.0

was more successful. Forty-seven responded that the question did not apply. Thirteen of the one-hundred-four respondents, or 12.5 per cent, were less successful. Forty-four respondents, or 42.3 per cent, were more successful in having enough technical information about a new product before making a decision to add it to their product line.

Table 14

Question 45: Do You Have Enough Technical Information About New Products Before Making a Decision to Add Them to Your Product Line?

Answers	Number of Respondents	Per cent	Cumulative Per cent
Yes	44	42.3	42.3
No	13	12.5	54.8
Does not apply	47	45.2	100.0
Totals	104	100.0	100.0

Question 49, page 70, Table 15, was the thirteenth variable for Index One and was used to determine the more successful or less successful small business managers who personally introduced a new product into their product line. If the respondent answered (a), (c), (d), or (e), then the respondent was less successful. If the respondent answered (b--1-6 months ago), then the respondent was more successful in personally introducing a new product into their product line. Fifty responded that the question did not apply. Fifteen of the one-hundred-

four respondents, or 15.3 per cent, were less successful. Thirty-nine respondents, or 37.5 per cent, were more successful in personally introducing a new product into their product line.

Table 15

Question 49: When Have You Personally Succeeded in Introducing a New Product Into Your Product Line?

Answers	Number of Respondents	Per cent	Cumulative Per cent
a. Never	3	2.9	3.8
b. 1-6 months ago	39	37.5	40.3
c. 13-18 months ago	1	1.0	45.2
d. 19 or more months ago	7	6.7	52.9
f. Does not apply	50	48.1	100.0
Totals	104	100.0	100.0

Question 52, Table 16, page 71 , was the fourteenth variable for Index One and was used to determine the more successful or less successful small business managers who were members of the Chamber of Commerce. If the respondent answered no, then the respondent was less successful. If the respondent answered yes, then the respondent was more successful in community relations by being a member of the Chamber of Commerce. Forty of the one-hundred-four respondents, or 38.5 per cent, were less successful in community relations by not being members of the Chamber

of Commerce. Sixty-three respondents, or 60.6 per cent, were involved in the Chamber of Commerce and were more successful in community relations.

Table 16

Question 52: Are You a Member of the Chamber of Commerce?

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	1	1.0	1.0
Yes	63	60.6	61.5
No	40	38.5	100.0
Totals	104	100.0	100.0

INDEX TWO

Index Two was used to distinguish between small business managers who need or do not need business education training. The index was made from eleven variables. A value of less than one or equal to zero meant small business managers needed business education training. A value equal to or greater than one but less than or equal to two meant small business managers do not need business education training.

Question 13, Table 3, page 58, was the first variable for Index Two and was used to determine whether small business managers needed or did not need business education training by determining the areas

in which the respondents were most capable. The following answers were identified as the key indicators in small business managers needing or not needing business education training: d, personnel; i, decision making; k, financial control; m, securing credit; n, product planning; q, planning business growth; r, community relations; and bb, merchandising.

If the respondent selected three or fewer of these key indicators, then the respondent needed business education training. If the respondent selected four or more of the key indicators, then the respondent did not need business education training. Ninety of the one-hundred-four respondents, or 86.5 per cent, had three or fewer responses and needed business education training. Fourteen respondents, or 13.5 per cent, had four or more correct responses and did not need business education training and were most capable in personnel, decision making, financial control, merchandising, securing credit, product planning, planning business gorwth, and community relations.

Question 18, Table 17, page 73, was the second variable for Index Two and was used to determine whether small business managers needed or did not need business education training to aid them in managing their personnel using committees, conferences, or suggestion systems. If the respondent answered no, then the respondent needed business education training. If the respondent answered yes, then the respondent did not need business education training. Forty-six of the

one-hundred-four respondents, or 44.2 per cent, needed business education training. Fifty-four respondents, or 51.9 per cent, did not need business education training in managing their personnel using committees, conferences, or suggestion systems.

Table 17

Question 18: Do You Use Committees, Conferences, or Suggestion Systems When Managing Your Personnel?

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	4	3.8	3.8
Yes	54	51.9	55.8
No	46	44.2	100.0
Totals	104	100.0	100.0

Question 19, Table 5, page 60, was the third variable in Index Two and was used to determine whether small business managers needed or did not need business education training in using a management consulting team for planning. If the respondent answered no, then the respondent needed business education training. If the respondent answered yes, then the respondent did not need business education training. Eighty-five of the one-hundred-four respondents, or 81.7 per cent, needed business education training. Thirteen respondents, or 12.5 per cent, did not need business education training in using a management consulting team for planning.

Question 20, Table 6, page 61, was the fourth variable in Index Two and was used to determine whether small business managers needed or did not need business education training in doing budget planning. If the respondent chose answer (d--don't know), then the respondent needed business education training. If the respondent chose answers (a--once per week), (b--once per month), or (c--once per year), then the respondent did not need business education training in doing budget planning. Thirty-seven of the one-hundred-four respondents, or 35.6 per cent, needed business education training. Sixty-seven, or 64.4 per cent, did not need business education training in doing budget planning.

Question 22, Table 7, page 61, was the fifth variable in Index Two and was used to determine whether small business managers needed or did not need business education training in using sales forecasting in their business. If the respondent answered no, then the respondent needed business education training. If the respondent answered yes, then the respondent did not need business education training in using sales forecasting. Sixty-seven of the one-hundred-four respondents, or 64.4 per cent, needed business education training. Thirty-six respondents, or 34.6 per cent, did not need business education training in using sales forecasting.

Question 26, Table 8, page 62, was the sixth variable in Index Two and was used to determine whether small business managers needed or

did not need business education training in knowing what was their current share of the market. If the respondent had a small share of the market or did not know what was the current share of the market, then the respondent needed business education training. If the respondent had the same share or major share of the market, then the respondent did not need business education training. Thirty-six of the one-hundred-four respondents, or 34.6 per cent, needed business education training. Sixty-eight respondents, or 65.4 per cent, did not need business education training in finding their current share of the market.

Question 29, Table 9, page 63, was the seventh variable in Index Two and was used to determine whether small business managers needed or did not need business education training to know what was their least profitable product. If the respondent answered no, then the respondent needed business education training. If the respondent answered yes, then the respondent did not need business education training to know what was their least profitable product. Twelve of the one-hundred-four respondents, or 11.5 per cent, needed business education training. Sixty-four respondents, or 61.5 per cent, did not need business education training to know what was their least profitable product.

Question 31, Table 10, page 64, was the eighth variable in Index Two and was used to determine whether small business managers

needed or did not need business education training for finding the average annual sales figures of their competitors. If the respondent did not know, then the respondent needed business education training. If the respondent selected answers (a--below your sales), (b--about the same as your sales), or (c--above your sales), then the respondent did not need business education training in finding the average annual sales figures of competitors. Fifty-seven of the one-hundred-four respondents, or 54.8 per cent, needed business education training. Forty-six respondents, or 44.2 per cent, did not need business education training in finding the average annual sales figures of competitors.

Table 18

Question 33: Where Have You Had Formal Instruction in Financial Analysis?

Answers	Number of Respondents	Per cent	Cumulative Per cent
a. High school	3	2.9	2.9
b. Community college or vocational technical center	9	8.7	11.6
c. Four-year college	22	21.2	32.8
d. Conference workshops or seminars	15	14.4	47.2
e. No formal instruction	55	52.8	100.0
Total non-responses	4	3.8	3.8
Total formal schooling	45	43.3	47.1
Total non-formal schooling	55	52.9	100.0
Totals	104	100.0	100.0

Question 33, Table 18, page 76, was the ninth variable in Index Two and was used to determine whether small business managers needed or did not need business education training in financial analysis. Answers (a), (b), (c), and (d) were classified as formal schooling. Answer (d) was classified as no formal schooling. If the respondent had no formal schooling, then the respondent needed business education training in financial analysis. If the respondent had formal schooling in financial analysis, then the respondent did not need business educational training in financial analysis. Fifty-five of the one-hundred-four respondents, or 52.9 per cent, needed business education training in financial analysis. Forty-five respondents, or 43.3 per cent, did not need formal instruction in financial analysis.

Question 41, Table 19, page 78, was the tenth variable in Index Two and was used to determine whether small business managers needed or did not need business education training to make business decisions. Answers (a), (b), and (c) were classified as informal schooling. Answers (d) and (e) were classified as formal schooling. The respondents could select one or more of the answers and could have a combination of formal and informal schooling responses. If the respondent selected only informal schooling responses, then the respondent needed business education training to make business decisions. If the respondent selected formal schooling responses or a combination of both formal and informal schooling responses, then the

respondent did not need business education training for business decision making. Sixty-seven of the one-hundred-four respondents, or 64.4 per cent, needed business education training. Thirty-seven respondents, or 35.6 per cent, did not need business education training in making business decisions.

Table 19

Question 41: Where Did You Learn to Make Business Decisions? (Check any that apply)

Answers	Number of Respondents	Per cent	Cumulative Per cent
a. Personal experience	99	95.2	95.2
b. Other managers	34	32.7	127.9
c. Personal friends	14	13.5	141.4
d. Formal schooling	23	22.1	163.5
e. Workshops or seminars	25	24.0	187.5
Informal responses only	67	64.4	64.4
Formal responses only	0	0.0	0.0
Both total formal and informal responses	37	35.6	100.0
Totals	104	100.0	100.0

Question 45, Table 14, page 69 , was the eleventh variable in Index Two and was used to determine whether small business managers needed or did not need business educational training to have enough

technical information about new products before making a decision to add them to their product line. If the respondent answered no, then the respondent needed business education training. If the respondent answered yes, then the respondent did not need business education training. Forty-seven responded that the question did not apply. Thirteen of the one-hundred-four respondents, or 12.5 per cent, needed business education training. Forty-four respondents, or 42.3 per cent, did not need business education training to have enough technical information about new products before making a decision to add them to their product line.

INDEX THREE

Index Three was used to distinguish between small business managers who use or do not use business education training. The index was made from seven variables. A value of less than one or equal to zero meant small business managers were not using business education training. A value equal to or greater than one but less than or equal to two meant that small business managers were using business education training.

Question 18, Table 17, page 73, was the first variable in Index Three and was used to determine whether small business managers were using or were not using business education training for committees, conferences, or suggestion systems when managing their personnel. If

the respondent answered no, then the respondent was not using business education training. If the respondent answered yes, then the respondent was using business education training. Forty-six of the one-hundred-four respondents, or 44.2 per cent, were not using business education training. Fifty-four respondents, or 51.9 per cent, were using business education training in managing their personnel using committees, conferences, or suggestion systems.

Question 19, Table 5, page 60, was the second variable in Index Three and was used to determine whether small business managers were using or were not using a management consulting team for planning. If the respondent answered no, then the respondent was not using business education training. If the respondent answered yes, then the respondent was using business education training. Eighty-five of the one-hundred-four respondents, or 81.7 per cent, were not using business education training. Thirteen respondents, or 12.5 per cent, were using business education training in using a management consulting team for planning.

Question 30, Table 20, page 81, was the third variable in Index Three and was used to determine whether small business managers were using or were not using business education training by attending trade association conference workshops or seminars to find out current trends in the market. If the respondent answered no, then the respondent was not using business education training. If the respondent answered yes, then the respondent was using business education training.

Thirty-five of the one-hundred-four respondents, or 33.7 per cent, were not using business education training. Fifty-seven respondents, or 54.8 per cent, were using business education training by attending trade association conference workshops or seminars to find out current trends in the market.

Table 20

Question 30: Do You Attend Trade Association Conference Workshops or Seminars to Find Out Current Trends in the Market?

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	12	11.5	11.5
Yes	57	54.8	66.3
No	35	33.7	100.0
Totals	104	100.0	100.0

Question 32, Table 11, page 65, was the fourth variable in Index Three and was used to determine whether small business managers were using or were not using business education training for financial ratio analysis. There were four categories of ratios:

(1) liquidity; answers (a), (1)

(2) profitability; answers (b), (c), (d)

(3) debt leverage; answers (j), (k), (m), (n)

(4) inventory activity; answers (e), (f), (g), (h)

If the respondent chose ratios in two or fewer of the categories, then the respondent was not successfully using business educational training. If the respondent chose ratios within three or four of the ratio categories, then the respondent was successfully using business educational training for financial analysis. Sixty-seven of the one-hundred-four respondents, or 64.4 per cent, were not using business educational training. Thirty-seven respondents, or 35.6 per cent, were using business educational training for financial analysis.

Table 21

Question 36: Do You Use Equity Capital?

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	35	33.7	33.7
Yes	46	44.2	77.9
No	23	22.1	100.0
Totals	104	100.0	100.0

Question 36 was the fifth variable in Index Three and was used to determine whether small business managers were using or were not using business educational training by using equity capital. If the respondent answered no, then the respondent was not using business educational training. If the respondent answered yes, then the respondent was using business education training. Twenty-three of the one-hundred-

four respondents, or 22.1 per cent, were not using business education training. Forty-six of the respondents, or 44.2 per cent, were using business education training by using equity capital.

Table 22

Question 37: Do You Use Venture Capital?

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	51	49.0	49.0
Yes	13	12.5	61.5
No	40	38.5	100.0
Totals	104	100.0	100.0

Question 37 was the sixth variable in Index Three and was used to determine whether small business managers were using or were not using business education training by using venture capital. If the respondent answered no, then the respondent was not using business education training. If the respondent answered yes, then the respondent was using business education training by using venture capital. Forty of the one-hundred-four respondents, or 38.5 per cent, were not using business education training. Thirteen respondents, or 12.5 per cent, were using business education training by using venture capital.

Question 41, Table 19, page 78, was the seventh variable in Index Three and was used to determine whether small business managers

were using or were not using business education training to make business decision. Answers (a--personal experience), (b--other managers), and (c--personal friends) were classified as informal schooling. Answers (d--formal schooling) and (e--workshops or seminars) were classified as formal schooling. The respondents could select one or more of the answers and could have a combination of formal and informal schooling responses. If the respondent selected only informal schooling responses, then the respondent was not using business education training. If the respondent selected formal schooling responses or a combination of both formal and informal schooling responses, then the respondent was using business education training for business decision making. Sixty-seven of the one-hundred-four respondents, or 64.4 per cent, were not using business education training. Thirty-seven respondents, or 35.6 per cent, were using business education training in making business decision.

INDEX FOUR

Index Four was used to distinguish between small business managers who need or do not need technical business assistance. The index was made from four variables. A value of less than one or equal to zero meant small business managers needed technical business assistance. A value equal to or greater than one but less than or equal to two meant that small business managers did not need technical

business assistance.

Question 13, Table 3, page 58, was the first variable in Index Four and was used to determine whether small business managers needed or did not need technical business assistance. The following answers were identified as the key indicators among small business managers who needed or did not need technical business assistance: d, personnel; i, decision making; k, financial control; m, securing credit; n, product planning; q, planning business growth; r, community relations; and bb, merchandising. If the respondent selected three or fewer of these key indicators, then the respondent needed technical business assistance. If the respondent selected four or more of the key indicators, then the respondent did not need technical business assistance. Ninety of the one-hundred-four respondents, or 86.5 per cent, had three or fewer responses and needed technical business assistance. Fourteen respondents, or 13.5 per cent, had four or more correct responses and did not need technical business assistance and were most capable in personnel, decision making, financial control, merchandising, securing credit, product planning, planning business growth, and community relations.

Question 19, Table 5, page 60, was the second variable in Index Four and was used to determine whether small business managers needed or did not need technical business assistance in using a management consulting team for planning. If the respondent answered

no, then the respondent needed technical business assitance. If the respondent answered yes, then the respondent did not need technical business assistance. Eighty-five of the one-hundred-four respondents, or 81.7 per cent, needed technical business assistance. Thirteen respondents, or 12.5 per cent, did not need technical business assistance in using a management consulting team for planning.

Question 32, Table 11, page 65, was the third variable in Index Four and was used to determine whether small business managers needed or did not need technical business assistance for financial ratio analysis. There were four categories of ratios:

(1) liquidity; answers (a), (1)

(2) profitability; answers (b), (c), (d)

(3) debt leverage; answers (j), (k), (m), (n)

(4) inventory activity; answers (e), (f), (g), (h)

If the respondent chose ratios in two or fewer of the categories, then the respondent needed technical business assistance. If the respondent chose ratios within three or four of the ratio categories, then the respondent did not need technical business assistance. Sixty-seven of the one-hundred-four respondents, or 64.4 per cent, needed technical business assistance. Thirty-seven respondents, or 35.6 per cent, did not need technical business assistance for financial ratio analysis.

Question 45, Table 14, page 69, was the fourth variable in Index Four and was used to determine whether small business managers

needed or did not need technical business assistance about new products before making a decision to add them to their produce line. If the respondent answered no, then the respondent needed technical business assistance. If the respondent answered yes, then the respondent did not need technical business assistance. Forty-seven responded that the question did not apply. Thirteen of the one-hundred-four respondents, or 12.5 per cent, needed technical business assistance. Forty-four respondents, or 42.3 per cent, did not need technical business assistance about new products before making a decision to add them to their product line.

INDEX FIVE

Index Five was used to distinguish between small business managers who used or did not use technical business assistance. The index was made from nine variables. A value of less than one or equal to zero meant small business managers were not using technical business assistance. A value equal to or greater than one but less than or equal to two meant small business managers were using technical business assistance.

Question 19, Table 5, page 60, was the first variable in Index Five and was used to determine whether small business managers were using or were not using technical business assistance by using management consulting teams for planning. If the respondent answered no,

then the respondent was not using technical business assistance. If the respondent answered yes, then the respondent was using technical business assistance. Eighty-five of the one-hundred-four respondents, or 81.7 per cent, were not using technical business assistance. Thirteen respondents, or 12.5 per cent, were using technical business assistance by using a management consulting team for planning.

Question 22, Table 7, page 61, was the second variable in Index Five and was used to determine whether small business managers were using or were not using technical business assistance for sales forecasting. If the respondent answered no to either the first or second part of question 22, then the respondent was not using technical business assistance. If the respondent answered yes to both the first and second part of question 22, then the respondent was using technical business assistance. One-hundred-two of the one-hundred-four respondents, or 98.1 per cent, were not using technical business assistance. Two respondents, or 1.9 per cent, were using technical business assistance for their sales forecasting.

Question 23, Table 23, page 89, was the third variable in Index Five and was used to determine whether small business managers were using or were not using technical business assistance from their trade associations to help them with their planning. If the respondent answered no, then the respondent was not using technical business assistance. If the respondent answered yes, then the respondent was

using technical business assistance. Fifty-seven of the one-hundred-four respondents, or 54.8 per cent, were not using technical business assistance. Forty-four respondents, or 42.3 per cent, were using technical business assistance from their trade associations to help them with their planning.

Table 23

Question 23: Are You Using Technical Assistance From Your Trade Association to Help You in Your Planning?

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	3	2.9	2.9
Yes	44	42.3	45.2
No	57	54.8	100.0
Totals	104	100.0	100.0

Question 27, Table 24, page 85, was the fourth variable in Index Five and was used to determine whether small business managers were using or were not using technical business assistance by using trade journals in planning their market strategy. If the respondent answered seldom or never, then the respondent was not using technical business assistance. If the respondent answered always, most of the time, or some of the time, then the respondent was using technical business assistance. Fifty-six of the one-hundred-four respondents,

or 53.9 per cent, were not using technical business assistance. Forty-seven respondents, or 45.1 per cent, were using technical business assistance by using trade journals in planning their market stragegy.

Table 24

Question 27: Do You Use Trade Journals in Planning Your Market Strategy?

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	1	1.0	1.0
Always	7	6.7	7.7
Most of the time	12	11.5	19.2
Some of the time	28	26.9	46.2
Seldom	19	18.3	64.4
Never	37	35.6	100.0
Totals	104	100.0	100.0

Question 30, Table 20, page 81 , was the fifth variable in Index Five and was used to determine whether small business managers were using or were not using technical business assistance by attending trade conference workshops or seminars to find out current trends in the market. If the respondent answered no, then the respondent was not using technical business assistance. If the respondent answered yes, then the respondent was using technical business assistance. Thirty-five of the one-hundred-four respondents, or 33.7 per cent, were not

using technical business assistance. Fifty-seven respondents, or 54.8 per cent, were using technical business assistance by attending trade association conference workshops or seminars to find out current trends in the market.

Question 34, Table 12, page 66, was the sixth variable in Index Five and was used to determine whether small business managers were using technical business assistance by using professional accounting help with their monthly financial statements. If the respondent answered no, then the respondent was not using technical business assistance. If the respondent answered yes, then the respondent was using technical business assistance. Forty-five of the one-hundred-four respondents, or 43.3 per cent, were not using technical business assistance. Fifty-seven respondents, or 54.8 per cent, were using technical business assistance by using professional accounting help with their monthly financial statements.

Question 35, Table 25, page 92, was the seventh variable in Index Five and was used to determine whether small business managers were using or were not using technical business assistance by having professional accounting help to prepare income tax statements for their business. If the respondent answered no, then the respondent was not using technical business assistance. If the respondent answered yes, then the respondent was using technical business assistance. Eight of the one-hundred-four respondents, or 7.7 per cent, were not using

technical business assistance. Ninety-four respondents, or 90.4 per cent, were using technical business assistance by using professional accounting help to prepare the income tax statements for their businesses.

Table 25

Question 35: Do You Use Professional Accounting Help to Prepare Income Tax Statements for Your Business?

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	2	1.9	1.9
Yes	94	90.4	92.3
No	8	7.7	100.0
Totals	104	100.0	100.0

Question 39, Table 26, page 93, was the eighth variable in Index Five and was used to determine whether small business managers were using or were not using technical business assistance by attending workshops and seminars to determine available sources for credit. If the respondent answered no, then the respondent was not using technical business assistance. If the respondent answered yes, then the respondent was using technical business assistance. Eighty-eight of the one-hundred-four respondents, or 84.6 per cent, were not using technical business assistance. Eight respondents, or 7.7 per cent,

were using technical business assistance by attending workshops and seminars to determine available sources for credit.

Table 26

Question 39: Have You Attended Workshops or Seminars to Determine Available Sources for Credit?

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	8	7.7	7.7
Yes	8	7.7	15.4
No	88	84.6	100.0
Totals	104	100.0	100.0

Question 44, Table 27, page 94 , was the ninth variable in Index Five and was used to determine whether small business managers were using or were not using technical business assistance by using computers or time sharing terminals in their business. If the respondent answered no, then the respondent was not using technical business assistance. If the respondent answered yes, then the respondent was using technical business assistance. Eighty-six of the one-hundred-four respondents, or 82.7 per cent, were not using technial business assistance. Seventeen respondents, or 16.3 per cent, were using technical business assistance by using computers or time sharing terminals.

Table 27

Question 44: Do You Use Computers or Time Sharing Terminals in Your Business?

Answers	Number of Respondents	Per cent	Cumulative Per cent
No response	1	1.0	1.0
Yes	17	16.3	17.3
No	86	82.7	100.0
Totals	104	100.0	100.0

TESTING THE NULL HYPOTHESES

A matrix was made of all the possible combinations from the five indexes used for testing the null hypotheses by using chi-square.

Index One: The more successful or less successful small business managers.

Index Two: Small business managers need or do not need business education training.

Index Three: Small business managers use or do not use business education training.

Index Four: Small business managers need or do not need technical business assistance.

Index Five: Small business managers use or do not use technical business assistance.

COMPARISON OF INDEXES

	Index One	Index Two	Index Three	Index Four	Index Five
Index One		N_1	N_2	N_3	N_4
Index Two			N_5	X	X
Index Three				X	X
Index Four					N_6
Index Five					

Figure 8

Comparison of Indexes

Data obtained from the questionnaires were recorded on punch cards to facilitate analysis by a computer which provided frequency distributions and chi-square tests of significance for the null hypotheses. The chi-square was computed at the .05 per cent level of confidence with one degree of freedom.

Index One compared to Index Two, as shown in Table 28, page 96, was the first null hypothesis. The chi-square equals 32.952 with one degree of freedom.

Reject H_1 (accept H_2) if $X^2 > 3.841$; accept H_1 if $X^2 \leq 3.841$

Since X^2 (32.952) $> X^2$(3.841), reject H_1 and accept H_2.

There was a significant difference to the .05 level of confidence in the success of small business managers who need business

education training and the success of small business managers who do not need business education training.

Table 28

Null Hypothesis Number One

		Index Two		
	Count Row Per Cent Column Per Cent Total Per Cent	Do Need Business Education Training	Do Not Need Business Education Training	Row Total
Index One	Less successful small business managers	41 83.67 74.55 39.42	8 16.33 16.33 7.69	49 47.12
	More successful small business managers	14 25.45 25.45 13.46	41 74.55 83.67 39.42	55 52.88
	Column Total	55 52.88	49 47.12	104 100.0

Of the total 104 respondents, 55 needed business education training. Forty-one, or 39.42 per cent, were less successful small business managers who needed business education training. Fourteen, or 13.46 per cent, were more successful small business managers who needed business education training.

Of the remaining 104 respondents, 49 did not need business education training. Eight, or 7.69 per cent, were less successful small business managers who did not need business education training, but needed only technical business assistance. Forty-one, or 39.42 per

cent, were more successful and did not need business education training.

Table 29

Null Hypothesis Number Two

		Index Three		
	Count Row Per Cent Column Per Cent Total Per Cent	Do Not Use Business Education Training	Do Use Business Education Training	Row Total
Index One	Less successful small business managers	24 48.98 55.81 23.08	25 51.02 40.98 24.04	49 47.12
	More successful small business managers	19 34.55 44.19 18.27	36 65.45 59.02 34.62	55 52.88
	Column Total	43 41.35	61 58.65	104 100.00

The chi-square equals 1.671 with one degree of freedom. Index One compared to Index Three, as shown in Table 29 above, was the second null hypothesis.

Reject H_1 (accept H_2) if $X^2 > 3.841$; accept H_1 if $X^2 \leq 3.841$

Since X^2 $1.671 < X^2$ (3.841), accept H_1 and reject H_2

There was no significant difference to the .05 level of confidence in the success of small business managers using business educational training and the success of small business managers who are not using business educational training.

Table 30

Null Hypothesis Number Three

		Index Four		
	Count Row Per Cent Column Per Cent Total Per Cent	Do Need Technical Business Assistance	Do Not Need Technical Business Assistance	Row Total
Index One	Less successful small business managers	39 79.59 59.09 37.50	10 20.41 26.32 9.62	49 47.12
	More successful small business managers	27 49.09 40.91 25.96	28 50.91 73.68 26.92	55 52.88
	Column Total	66 63.46	38 36.54	104 100.00

The chi square equals 9.123 with one degree of freedom. Index One compared to Index Four, as shown in Table 30 above, was the third null hypothesis.

Reject H_1 (accept H_2) if $X^2 > 3.841$; accept H_1 if $X^2 \leq 3.841$

Since X^2 (9.123) $> X^2$ (3.841), reject H_1 and accept H_2.

There was a significant difference to the .05 level of confidence in the success of small business managers who need technical assistance and the success of small business managers who do not need technical business assistance.

Of the total 104 respondents, 66 do need technical business assistance. Thirty-nine, or 37.50 per cent, were less successful small

business managers who do need technical business assistance. Twenty-seven, or 25.96 per cent, were more successful small business managers who do need technical business assistance.

Of the remaining 104 respondents, 38 do not need technical business assistance. Ten, or 9.62 per cent, were less successful small business managers who do not need technical business assistance. Twenty-eight, or 26.92 per cent, were more successful small business managers who do not need technical business assistance.

Table 31

Null Hypothesis Number Four

		Index Five		
	Count Row Per Cent Column Per Cent Total Per Cent	Do Need Technical Business Assistance	Do Not Need Technical Business Assistance	Row Total
Index One	Less successful small business managers	41 83.67 64.06 39.42	8 16.33 20.00 7.69	49 47.12
	More successful small business managers	23 41.82 35.94 22.12	32 58.18 80.00 30.77	55 52.88
	Column Total	64 61.54	40 38.46	104 100.00

The chi-square equals 17.453 with one degree of freedom. Index One compared to Index Five, as shown in Table 31 above, was the fourth null hypothesis.

Reject H_1 (accept H_2) if $X^2 > 3.841$; accept H_1 if $X^2 \leq 3.841$

Since X^2 (17.453) $> X^2$ (3.841), reject H_1 and accept H_2

There was a significant difference to the .05 level of confidence in the success of small business managers using technical business assistance and the success of small business managers who are not using technical business assistance.

Of the total 104 respondents, 64 do not use technical business assistance. Forty-one, or 39.42 per cent, were less successful small business managers who do not use technical business assistance. Twenty-three, or 22.12 per cent, were more successful small business managers who do not use technical business assistance.

Of the remaining 104 respondents, 40 do use technical business assistance. Eight, or 7.69 per cent, were less successful small business managers who do use technical business assistance. Thirty-two, or 30.77 per cent, were more successful small business managers who do use technical business assistance.

The chi-square equals 7.271 with one degree of freedom in Table 32, page 101. Index Two compared to Index Three in Table 32 was the fifth null hypothesis.

Reject H_1 (accept H_2) if $X^2 > 3.841$; accept H_1 if $X^2 \leq 3.841$

Since X^2 (7.271) $> X^2$ (3.841), reject H_1 and accept H^2.

There was a significant difference to the .05 level of confidence between small business managers who need business educational training and

small business managers who use business educational training.

Table 32

Null Hypothesis Number Five

		Index Three		
	Count Row Per Cent Column Per Cent Total Per Cent	Do Not Use Business Education Training	Do Use Business Education Training	Row Total
Index Two	Do need business education training	30 54.55 69.77 28.85	25 45.45 40.98 24.04	55 52.88
	Do not need business education training	13 26.53 30.23 12.50	36 73.47 59.02 34.62	49 47.12
	Column Total	43 41.35	61 58.65	104 100.00

Reject H_1 (accept H_2) if $X^2 > 3.841$; accept H_1 if $X^2 \leq 3.841$

Since X^2 (7.271) $> X^2$ (3.841), reject H_1 and accept H_2

There was a significant difference to the .05 level of confidence between small business managers who need business educational training and small business managers who use business educational training.

Of the total 104 respondents, 55 need business education training. Thirty, or 28.85 per cent, who need business education training do not use business education training. Twenty-five, or 24.04 per cent, who need business education training use business education

training.

Of the remaining 104 respondents, 49 do not need business education training. Thirteen, or 12.50 per cent, do not need or use business training. Thirty-six, or 34.62 per cent, who do not need business education training do use business education training.

Table 33

Null Hypothesis Number Six

		Index Five		
	Count Row Per Cent Column Per Cent Total Per Cent	Do Not Use Technical Business Assistance	Do Use Technical Business Assistance	Row Total
Index Four	Do need technical business assistance	47 71.21 73.44 45.19	19 28.79 47.50 18.27	66 63.46
	Do not need technical business assistance	17 44.74 26.56 16.35	21 55.26 52.50 20.19	38 36.54
	Column Total	64 61.54	40 38.46	104 100.00

The chi square equals 6.067 with one degree of freedom. Index Four compared to Index Five, as shown in Table 33 above, was the sixth null hypothesis.

Reject H_1 (accept H_2) if $X^2 > 3.841$; accept H_1 if $X^2 \leq 3.841$

Since X^2 (6/067) $> X^2$ (3.841), reject H_1 and accept H_2

There was a significant difference to the .05 level of confidence between small business managers who need technical business assistance and small business managers who use technical business assistance.

Of the total 104 respondents, 66 do need technical business assistance. Forty-seven, or 45.19 per cent, who do need technical business assistance do not use technical business assistance. Nineteen, or 18.27 per cent, who need technical business assistance do use technical business assistance.

Of the remaining respondents, 38 do not need technical business assistance. Seventeen, or 16.35 per cent, do not need or use technical business assistance. Twenty-one, or 20.19 per cent, who do not need technical business assistance do use technical business assistance.

ADDITIONAL CROSS TABULATIONS

The remaining four index combinations in the matrix were cross tabulated to determine if there was any additional significant information to support the original six stated null hypotheses.

The chi-square equals 7.241 with one degree of freedom in Table 34, page 104.

Reject H_1 (accept H_2) if $X^2 > 3.841$; accept H_1 if $X^2 \leq 3.841$

Since X^2 (7.241) $> X^2$ (3.841), reject H_1 and accpet H_2

By comparing Index Two with Index Four in Table 34, there was

a significant difference to the .05 level of confidence between small business managers who do need business education training and small business managers who do need technical business assistance.

Table 34

Index Two Compared with Index Four

		Index Four		
	Count Row Per Cent Column Per Cent Total Per Cent	Do Need Technical Business Assistance	Do Not Need Technical Business Assistance	Row Total
Index Two	Do need business education training	42 76.36 63.64 40.38	13 23.64 34.21 12.50	55 52.88
	Do not need business education training	24 48.98 36.36 23.08	25 51.02 65.79 24.04	49 47.12
	Column Total	66 63.46	38 36.54	104 100.00

Of the total 104 respondents, 55 need business education training. Forty-two, or 40.38 per cent, need business education training and need technical business assistance. Thirteen, or 12.50 per cent, who need business educational training do not need technical business assistance.

Of the remaining 104 respondents, 49 do not need business education training. Twenty-four, or 23.08 per cent, who do not need business education training do need technical business assistance.

Twenty-five, or 24.04 per cent, do not need business educational training or technical business assistance.

Table 35

Index Two Compared with Index Five

		Index Five		
	Count Row Per Cent Column Per Cent Total Per Cent	Does Not Use Technical Business Assistance	Does Use Technical Business Assistance	Row Total
Index Two	Does need business education training	46 83.64 71.88 44.23	9 16.36 22.80 8.65	55 52.88
	Does not need business education training	18 36.73 28.13 17.31	31 63.27 77.50 29.81	49 47.12
	Column Total	64 61.54	40 38.46	104 100.00

The chi-square equals 22.143 with one degree of freedom.

Reject H_1 (accept H_2) if $X^2 > 3.841$; accept H_1 if $X^2 \leq 3.841$

Since X^2 (22.143) $> X^2$ (3.841), reject H_1 and accept H_2

By comparing Index Two with Index Five, as shown in Table 35 above, there was a significant difference to the .05 level of confidence between small business managers who need business education training and small business managers who use technical business assistance.

Of the total 104 respondents, 55 need business education training. Forty-six, or 44.23 per cent, who do need business education training do not use technical business assistance. Nine, or 8.65 per cent, who need business education training use technical business assistance.

Of the remaining 104 respondents, 49 do not need business education training. Eighteen, or 17.31 per cent, do not need business education training and do not use technical business assistance. Thirty-one, or 29.81 per cent, do not need business education training and do use technical business assistance.

Table 36

Index Three Compared with Index Four

		Index Four		
	Count Row Per Cent Column Per Cent Total Per Cent	Do Need Technical Business Assistance	Do Not Need Technical Business Assistance	Row Total
Index Three	Do not use business education training	34 79.07 51.52 32.69	9 20.93 23.68 8.65	43 41.35
	Do use business education training	32 52.46 48.48 30.77	29 47.54 76.32 27.88	61 58.65
	Column Total	66 63.46	38 36.55	104 100.0

The chi square equals 6.597 in Table 36, page 106, with one degree of freedom.

Reject H_1 (accept H_2) if $X^2 > 3.841$; accept H_1 if $X^2 \leq 3.841$

Since X^2 (6.597) $> X^2$ (3.841), reject H_1 and accept H_2

By comparing Index Three with Index Four in Table 36, there was a significant difference to the .05 level of confidence between small business managers who use education training and small business managers who need technical business assistance.

Of the total 104 respondents, 43 do not use business education training. Thirty-four, or 32.69 per cent, do not use business educaion training but do need technical business assistance. Nine, or 8.65 per cent, do not use business education training and do not need technical business assistance.

Of the remaining 104 respondents, 61 use business education training. Thirty-two, or 30.77 per cent, use business education training and need technical business assistance. Twenty-nine, or 27.88 per cent, use business education training and do not need technical business assistance.

The chi square equals 10.824 in Table 37, page 108, with one degree of freedom.

Reject H_1 (accept H_2) if $X^2 > 3.841$; accept H_1 if $X^2 \leq 3.841$

Since X^2 (10.82449) $> X^2$ (3.841), reject H_1 and accept H_2

By comparing Index Three with Index Five in Table 37, there

was a significant difference to the .05 level of confidence between small business managers who use business education training and small business managers who use technical business assistance.

Table 37

Index Three Compared with Index Five

		Index Five		
	Count Row Per Cent Column Per Cent Total Per Cent	Do Not Use Technical Business Assistance	Do Use Technical Business Assistance	Row Total
Index Three	Do not use business education training	35 81.40 54.69 33.65	8 18.60 20.00 7.69	43 41.35
	Do use business education training	29 47.54 45.31 27.88	32 52.46 80.00 30.77	61 58.65
	Column Total	64 61.54	40 38.46	104 100.00

Of the total 104 respondents, 43 do not use business education training. Thirty-five, or 33.65 per cent, do not use business education training and do not use technical business assistance. Eight, or 7.69 per cent, who do not use business education training do use technical business assistance.

Of the remaining 104 respondents, 61 do use business education training. Twenty-nine, or 27.88 per cent, who use business education

training do not use technical business assistance. Thirty-two, or 30.77 per cent, use business education training and use technical business assistance.

EDUCATIONAL INFORMATION

The questions on this section of the survey were used to support the criteria for developing a model small business management curriculum. Questions 6 through 13 were tabulated into per cents for comparisons with other related data.

Table 38

Question 6: What is Your Highest Level of Education

Answers	Number of Respondents	Per cent	Cumulative Per cent
Less than high school	13	12.5	12.5
High school	37	35.6	48.1
Two-year degree or certificate	17	16.3	64.4
Bachelors' degree	33	31.7	96.2
Masters' degree	1	1.0	97.1
Doctoral degree	3	2.9	100.0
Total	104	100.0	100.0

From question 6 of the survey instrument, there were 12.5 per cent of the small business managers who had less than a high school

education. This was 48.1 per cent of the total respondents.

There were 16.3 per cent who had a two-year degree or certificate from a community college or vocational technical center. There were 31.7 per cent who had a bachelors' degree, 1.0 per cent who had a masters' degree, and 2.9 per cent who had a doctorate. This was 51.9 per cent of the total respondents.

Table 39

Question 7: Are You Currently Enrolled in School?

Answers	Number of Respondents	Per cent	Cumulative Per cent
Yes	5	4.8	4.8
No	99	95.2	100.0
Total	104	100.0	100.0

From question 7 of the survey instrument, there were five of the total one-hundred-four respondents who were currently enrolled in school. There were 95.2 per cent of the small business managers who were not currently enrolled in school.

From question 7, there were five respondents who answered question 8 of the survey instrument, according to Table 40, page 106. There were 33.3 percent who were enrolled in school to learn specific information. There were 33.3 per cent who were currently enrolled in school for personal growth, 11.1 per cent were currently earning a

vocational certificate, and 11.1 per cent were currently earning a bachelors' degree. There were 11.1 per cent who were currently enrolled to earn a masters' degree.

Table 40

Question 8: Why Are You Currently Enrolled in School?

Answers	Number of Respondents	Per cent	Cumulative Per cent
High school diploma	0	0.0	0.0
Associate of Arts degree	0	0.0	0.0
Vocational certificate	1	11.1	11.1
Bachelors' degree	1	11.1	22.2
Masters' degree	1	11.1	33.3
Doctorate degree	0	0.0	33.3
Personal growth	3	33.3	66.6
Learn specific business information	3	33.4	100.0
Total	9	100.0	100.0

From question 7, there were five respondents who answered question 9 of the survey instrument, according to Table 41, page 112. There were a variety of responses. Each of the following programs had 14.3 per cent of the respondents attending: (1) the community college or vocational technical center part-time during the evening; (2) four-year college program part-time during the day; or (3) four-year college

part-time during the evening; or (4) four-year college workshops or seminars. There were 28.5 per cent who were enrolled in mail correspondence courses.

Table 41

Question 9: What Programs Do You Attend?

Answers	Number of Respondents	Per cent	Cumulative Per cent
Community college or vocational technical center			
a) part-time, during day	0	0.0	0.0
b) part-time, during evening	1	14.3	14.3
c) workshops or seminars	0	0.0	14.3
Four-year college program			
d) part-time, during day	1	14.3	28.6
e) part-time, during evening	1	14.3	42.9
f) workshops or seminars	1	14.3	57.2
g) Adult community education	0	0.0	57.2
h) S.B.A. conferences, workshops, or seminars	0	0.0	57.2
i) Trade association conferences, workshops or seminars	0	0.0	57.2
j) Mail correspondence	2	28.5	100.0
Totals	7	100.0	100.0

From question 10 of the survey instrument (see Table 42, page 113), there were 27.7 per cent of the small business managers who would like to attend a community college or vocational technical center.

There were 17.0 per cent who would like to attend a four-year college. There were 7.0 per cent who would like to attend a community education center in their own town. There were 9.8 per cent who would like to attend classes at their own business, and there were 2.7 per cent who would like to attend their local high school. There were 35.8 per cent who did not respond to the question or would not attend classes.

Table 42

Question 10: If You Had the Choice, Where Would You Like to Attend Classes?

Answers	Number of Respondents	Per cent	Cumulative Per cent
Non-responses	13	11.6	11.6
a) Local high school	3	2.7	14.3
b) Community college or vocational technical center	31	27.7	42.0
c) Four-year college	19	17.0	59.0
d) Community center in your own town	8	7.0	66.0
e) Your own business	11	9.8	75.8
f) Would not attend classes	27	24.2	100.0
Totals	112	100.0	100.0

From question 11 of the survey instrument, Table 43, page 114, there were two groups of times which were best for small business

Table 43

Question 11: What Are the Best Possible Times for You to Attend Classes?

Answers	Absolute Frequency	Per cent	Cumulative Per cent
a) 5 AM	2	1.0	1.0
b) 6 AM	6	3.1	4.1
c) 7 AM	8	4.2	8.3
d) 8 AM	0	0.0	8.3
e) 9 AM	2	1.0	9.3
f) 10 AM	3	1.6	10.9
g) 11 AM	1	0.5	11.4
h) 12 Noon	2	1.0	12.4
i) 1 PM	2	1.0	13.4
j) 2 PM	2	1.0	14.4
k) 3 PM	1	0.5	14.9
l) 4 PM	2	1.0	15.9
m) 5 PM	3	1.6	17.5
n) 6 PM	4	2.1	19.6
o) 7 PM	52	27.3	46.9
p) 8 PM	13	6.9	53.8
q) 9 PM	28	14.8	68.6
r) 10 PM	13	6.8	75.4
s) None	47	24.6	100.0
Totals	191	100.0	100.0

managers to attend classes. There were 80.4 per cent who checked 7 PM to 10 PM as the best possible times to attend classes. There were 8.3 per cent who checked 5 AM, 6 AM, or 7 AM as the best possible times to attend classes. The remaining 11.3 per cent checked hours from 8 AM through 6 PM.

Table 44

Question 12: What Class Schedules Would Be Best for You?

Answers	Number of Respondents	Per cent	Cumulative Per cent
Non-response	38	23.0	23.0
a) Regular daytime classes, part-time	4	2.4	25.4
b) Regular evening classes, part-time	39	23.6	49.0
c) Regular summer school classes, part-time	1	0.6	49.6
d) Weekend workshops or seminars	18	10.9	60.5
e) Workshops or seminars for one day during workweek	10	6.1	66.6
f) Trade conference workshops or seminars	21	12.7	79.3
g) Courses 1-9 weeks long during off-time business hours (before work, during lunch, after work)	20	12.1	91.5
h) Mail correspondence	14	8.5	100.0
Totals	165	100.0	100.0

From question 12 of the survey instrument in Table 44 above, there were a variety of class schedules which were best for small

business managers. There were 23.6 per cent who would like to attend regular evening classes part time. There were 12.7 per cent who would like to attend trade conference workshops or seminars. There were 12.1 per cent who would like to attend one-nine week courses during off-time business hours (before work, during lunch, after work). There were 10.9 per cent who would like to learn by mail correspondence. There were 6.1 per cent who would like to attend workshops or seminars for one day during the workweek; and there were 2.4 per cent who would like to attend regular day-time classes part time.

From question 13 of the survey instrument, Table 45, page 117, small business managers checked those business educational information areas which they were most capable of handling. There were a total of thirty-five business educational information areas. The answers were grouped into per cents. These per cents were the total number of respondents answering each business educational information area from the total 104 respondents.

In twelve of the thirty-five business educational information areas, 90 per cent to 100 per cent of the small business managers were less than capable in performing each of those business educational information areas. In twelve of the thirty-five areas, 80 per cent to 89 per cent were less than capable in performing each of those business educational information areas. In six of the thirty-five areas, 70 per cent to 79 per cent of the small business managers were less than

Table 45

Question 13: Those Areas in Which You Are Most Capable

Answers	Number of Respondents	Per cent of Total Answers	Per cent of Total Respondents	Percent of Total non-respondents
a) Accounting/ bookkeeping	24	3.7	23.1	76.9
b) Data processing	4	0.6	3.8	96.2
c) Business taxes	8	1.2	7.7	92.3
d) Personnel	25	3.9	24.0	76.0
e) Business insurance	10	1.5	9.6	90.4
f) Investments	9	1.4	8.7	91.3
g) Business law	7	1.1	6.7	93.3
h) Salesmanship	51	7.8	49.0	51.0
i) Decision making	50	7.7	48.1	51.9
j) Written communication	13	2.0	12.5	87.5
k) Financial control	18	2.8	17.3	82.7
l) Securing loans	15	2.3	4.8	95.2
m) Securing credit	18	2.8	17.3	82.7
n) Product planning	11	1.7	10.6	89.4
o) Telephone communication	16	2.5	15.4	84.6
p) Public speaking	12	1.9	11.5	88.5
q) Planning business growth	17	2.6	16.3	83.7
r) Community relations	15	2.3	14.4	85.6

Table 45 (continued)

Answers	Number of Respondents	Per cent of Total Answers	Per cent of Total Respondents	Percent of Total Non-Respondents
aa) Human relations	18	2.8	17.3	82.7
bb) Merchandising	23	3.5	22.1	77.9
cc) Buying & ordering	41	6.3	39.4	60.6
dd) Pricing	30	4.6	28.8	71.2
ee) Receiving goods and supplies	18	2.8	17.3	82.7
ff) Stocking	16	2.5	15.4	84.6
gg) Inventory control	26	4.0	25.0	75.0
hh) Shipping & delivery	10	1.5	9.6	90.4
ii) Government safety standards	2	0.3	1.9	98.1
jj) Sales promotion	26	4.0	25.0	75.0
kk) Display	10	1.5	9.6	98.1
ll) Advertising	17	2.6	16.3	83.7
mm) Product knowledge	35	5.4	33.7	66.3
nn) Market research	9	1.4	8.7	91.3
oo) Customer relations	36	5.5	34.6	65.4
pp) Government regulations	3	0.4	2.9	97.1
qq) Other areas	8	1.1	7.7	92.3
Total	651	100.0		

capable in performing each of those business educational information areas. In three of the thirty-five areas, 60 per cent to 69 per cent of the respondents were less than capable in performing each of those areas. In two of the thirty-five areas, 50 per cent to 59 per cent of the small business managers were less than capable in performing each of those business educational information areas.

There were at least 50 per cent of all small business managers who were less than capable in performing all of the thirty-five business educational information areas. There were between 80 per cent to 100 per cent of all small business managers who were less than capable in performing twenty-four of the thirty-five business educational information areas, or 69 per cent of the total business educational information areas.

Chapter 5

SUMMARY

The initial inquiry for this study was made when this researcher became aware that 80 per cent of small businesses cease doing business within five years. There was a high correlation between small business success and business educational training and technical business assistance.

The primary problem of this study was to determine whether or not any significant differences existed between small business managers who had business educational training and technical business assistance and those who did not have training or assistance.

The secondary problem of this study was to compare two-year post-secondary business education curriculums in Montana with two-year post-secondary small business management curriculums from institutions in other states. Upon completion of this comparison, a model small business management curriculum was designed for two-year post-secondary institutions in Montana.

The review of literature supported the statement of the problem that there was a need to develop a model small business management curriculum. Business education training and technical business assistance were identified as important criteria in determining the success of small business managers. Components for a small business management curriculum were also identified. The findings of the review

of literature were used to construct a survey of small business managers in Montana.

The population for the survey was the county area served by each of the eight two-year post-secondary institutions in Montana. Thirty-six businesses were randomly selected from each of the eight counties. A total of 288 businesses were randomly selected from classified telephone directories from each county. The survey instrument was pre-tested before final mailing.

Fourteen undeliverable returns were removed from the total 288 possible surveys. The adjusted total population was 274. From this number, 137 surveys were returned which was 50 per cent. One-hundred-four of those returns were usable, which was 38 per cent of the adjusted total population.

A chi square (X^2) test of significance was computed (to the .05 level of confidence) for each of the six stated null hypotheses and for additional data which were cross tabulated to test for significant levels of difference. A model was used to test the null hypotheses by comparing one index of information to another index of information. The indexes were made from questions which represented data from the review of literature.

The data were compiled and reported in narrative and table form in Chapter 4. The null hypotheses were tested using chi-square tests of significance to the .05 level of confidence.

From the null hypothesis number one, there was a significant difference in the success of small business managers who need business educational training and the success of small business managers who do not need business education training. There were 39.42 per cent less successful small business managers who needed business educational training. There were 13.46 per cent more successful small business managers who needed business educational training. There were 7.69 per cent less successful small business managers who did not need business educational training. There were 39.42 per cent more successful small business managers who did not need business educational training.

From null hypothesis numer two, there was no significant difference in the success of small business managers using business educational training and the success of small business managers who were not using business educational training. However, from the review of literature, 80 per cent of the small business managers were failing within the first five years of operation. Two identified major causes of failing were lack of managerial training and technical assistance. Since there was no significant difference in the success of small business managers using or not using business educational training, then the current business educational training used by small business managers was not aiding in the overall success of small business management.

From null hypothesis number three, there was a significant

difference in the success of small business managers who need technical business assistance and the success of small business managers who do not need technical business assistance. There were 37.50 per cent less successful small business managers who do need technical business assistance. There were 25.96 per cent more successful small business managers who do need technical business assistance. There were 9.62 per cent less successful small business managers who do not need technical business assistance. There were 26.92 per cent more successful small business managers who do not need technical business assistance.

From null hypothesis number four, there was a significant difference in the success of small business managers who are using technical business assistance and the success of small business managers who are not using technical business assistance. There were 39.42 per cent less successful small business managers who do not use technical business assistance. There were 22.12 per cent more successful small business managers who do not use technical business assistance. There were 7.69 per cent less successful small business managers who do use technical business assistance. There were 30.77 per cent more successful small business managers who do use technical business assistance.

From null hypothesis number five, there was a significant difference between small business managers who need business

educational training and small business managers who use business educational training. There were 28.85 per cent who need business educational training, but do not use business educational training. There were 24.04 per cent who need and use business educational training. There were 12.50 per cent who do not need or use business educational training. There were 34.62 per cent who do not need additional business educational training, because they are currently using business educational training.

From null hypothesis number six, there was a significant difference between small business managers who need technical business assistance and small business managers who use technical business assistance but do not use technical business assistance. There were 18.27 per cent who need and use technical business assistance. There were 16.35 per cent who do not need or use technical business assistance. There were 20.19 per cent who do not need technical business assistance because they currently use technical business assistance.

Four additional null hypotheses were discovered when a matrix was formed from the five indexes. The additional null hypotheses were also tested using the chi-square tests of significance to the .05 level of confidence. The four remaining index combinations were cross tabulated to determine if there was any additional significant information to support the original six null hypotheses.

By comparing Index Two with Index Four, there was a significant

difference between small business managers who do need business educational training and small business managers who do need technical business assistance. There were 40.38 per cent who need business educational training and need technical business assistance. There were 12.50 per cent who need business educational training but do not need technical business assistance. There were 23.08 per cent who do not need business educational training but do need technical business assistance. There were 24.04 per cent who do not need business educational training or technical business assistance.

By comparing Index Two with Index Five, there was a significant difference between small business managers who need business educational training and small business managers who use technical business assistance. There were 44.23 per cent who do need business educational training and do not use technical business assistance. There were 8.65 per cent who need business educational training and use technical business assistance. There were 17.31 per cent who do not need business educational training and do not use technical business assistance. There were 29.81 per cent who do not need business educational training but do use technical business assistance.

By comparing Index Three with Index Four, there was a significant difference between small business managers who use business educational training and small business managers who need technical business assistance. There were 32.69 per cent who do not use business

educational training but do need technical business assistance. There were 8.65 per cent who do not use business educational training and do not need technical business assistance. There were 30.77 per cent who use business educational training and need technical business assistance. There were 27.88 per cent who use business educational training but who do not need technical business assistance.

By comparing Index Three with Index Five, there was a significant difference between small business managers who use business educational training and small business managers who use technical business assistance. There were 33.65 per cent who do not use business educational training and do not use technical business assistance. There were 7.69 per cent who do not use business educational training but do use technical business assistance. There were 30.77 per cent who use business educational training and use technical business assistance. There were 27.88 per cent who use business educational training but do not use technical business assistance.

The questions on the Educational Information section of the survey were used to support the criteria for developing a model small business management curriculum. Questions 6 through 13 were tabulated into per cents for comparisons with other related data.

From question 6 of the survey instrument, there were 48.1 per cent of the small business managers who had a high school or less than high school education. There were 51.9 per cent of the small business

managers who had a two-year degree, bachelors' degree, or doctoral degree.

From question 7 of the survey instrument, there were 4.8 per cent of the total one-hundred-four respondents who were currently enrolled in school. There were 95.2 per cent of the small business managers who were not currently enrolled in school. From question 7 there were five respondents who answered question 8. There were 33.3 per cent who were currently enrolled in school to learn specific business information. There were 33.3 per cent who were currently enrolled in school for personal growth. There were 33.3 per cent who were enrolled in school to earn a degree or certificate. From question 7, there were five respondents who answered question 9 of the survey instrument. There were a variety of programs that those small business managers attended which included two-year and four-year programs part-time during the day, or evening and workshops and seminars. There were small business managers attending trade association workshops or seminars. There were small business managers who were learning by mail correspondence.

From question 10 of the survey instrument, there were 64.2 per cent of the small business managers who would like to attend classes. There were 27.7 per cent who would like to attend community colleges or vocational technical centers. There were 17.0 per cent who would like to attend a four-year college. There were 9.8 per cent who would like

to attend classes in their own business. There were 7.0 per cent who would like to attend a community education center in their own town; and there were 2.7 per cent who would like to attend their local high school.

From question 11 of the survey instrument, there were two groups of times which were best for small business managers to attend classes. There were 80.4 per cent who checked 7 PM to 10 PM as the best possible times to attend classes. There were 8.3 per cent who checked 5 PM, 6 PM, or 7 PM as the best possible times to attend classes. The remaining 11.3 per cent checked hours from 8 AM through 6 PM.

From question 12 of the survey instrument, there were a variety of class schedules which were best for small business managers. There were 23.6 per cent who would like to attend regular evening classes part time. There were 12.7 per cent who would like to attend trade conference workshops or seminars. There were 12.1 per cent who would like to attend one- to nine-week courses during off-time business hours (before work, during lunch, after work). There were 10.9 per cent who would like to learn by mail correspondence. There were 6.1 per cent who would like to attend workshops or seminars for one day during the work week. There were 2.4 per cent who would like to attend regular day-time classes part time.

From question 13 of the survey instrument, there were at least 50 per cent of all small business managers who were less than capable

in performing all of the thirty-five business educational information areas. There were between 80 per cent to 100 per cent of all small business managers who were less than capable in performing twenty-four of the thirty-five business educational information areas, or 69 per cent of the total business educational information areas.

From the review of literature, none of the eight two-year post-secondary institutions in Montana offered a comprehensive curriculum for small business managers. Each of the eight institutions were identified as having one part of their current business curriculum being adaptable to a small business management curriculum.

CONCLUSIONS

The following conclusions have been made from analysis of the data received from the survey instrument sent to small business managers in Montana.

Need for Business Educational Training

From null hypothesis number one, there were 39.42 per cent of the small business managers who were less successful in the total survey population and needed business educational training and 13.46 per cent who were more successful small business managers who still needed business educational training. This was 52.88 per cent of the total respondents. From null hypothesis number five, there were 28.85 per

cent who need business educational training but do not use business educational training. There were 24.04 per cent who were using business educational training but still needed more business educational training. This was 52.89 per cent of the total respondents. By comparing Index Two with Index Four, there were 40.38 per cent who need both business educational training and technical business assistance. By comparing Index Two with Index Five, there were 44.23 per cent who do need business educational training but were not using technical business assistance and there were 8.65 per cent who need business educational training that were currently using technical business assistance. This was 52.89 per cent of the total respondents.

Some important conclusions were apparent. There were small business managers who need business educational training but did not use the available business educational training. There were small business managers who needed both business educational training and technical business assistance. There appears to be a need for business educational training for small business managers.

Use Business Educational Training

From null hypothesis number two, there was no significant difference in the success of small business managers using or not using business educational training. However, from the review of literature, 80 per cent of the small business managers were failing within the first

five years of operation. Two identified major causes of failing were lack of managerial training and technical assistance. Since there was no significant difference in the success of small business managers using or not using business educational training, then the current business educational training used by small business managers was not aiding in the overall success of small business management.

From null hypothesis number five, 28.85 per cent who need business educational training do not use business educational training. Also 24.04 per cent who use business educational training still need business educational training. This was 52.89 per cent of the total respondents. By comparing Index Three with Index Four, there were 32.69 per cent who do not use business educational training but do need technical assistance. By comparing Index Three with Index Five, there were 33.65 per cent who do not use neither business educational training nor technical business assistance.

Some important conclusions were apparent. The current business educational training used by small business managers was not aiding in the overall success of small business management. There were small business managers who need business educational training but were not using business educational training. Apparently, small business managers were either not using business educational training or the current business educational training received by small business managers was not aiding in the overall success of small business

management.

Need Technical Business Assistance

From null hypothesis number three, there were 37.50 per cent of the small business managers who were less successful in the total survey population and needed technical business assistance and 25.96 per cent who were more successful small business managers who still needed technical business assistance. This was 63.46 per cent of the total respondents. From null hypothesis number six, there were 45.19 per cent who need technical business assistance but were not using technical business assistance. By comparing Index Two with Index Four, there were 40.38 per cent who need both technical business assistance and business educational training. An additional 23.08 per cent need technical business assistance but do not need business educational training. By comparing Index Three with Index Four, there were 32.69 per cent who need technical business assistance who do not use business educational training. There were 30.77 per cent who need technical business assistance and do use business educational training.

Some important conclusions were apparent. There were small business managers who needed technical business assistance. There were small business managers who needed both technical business assistance and business educational training. There were small business managers who were using business educational training but still needed technical

business assistance. There appears to be a need for technical business assistance for small business managers.

Use Technical Business Assistance

From null hypothesis number four, there were 39.42 per cent of the small business managers who were less successful in the total survey population and were not using technical business assistance. From null hypothesis number six, there were 45.19 per cent who were not using technical business assistance but who needed technical business assistance. By comparing Index Two with Index Five, there were 44.23 per cent who were not using technical business assistance but who needed business educational training. By comparing Index Three with Index Five there were 33.65 per cent who do not use neither technical business assistance nor business educational training.

Some important conclusions were apparent. There were small business managers who were not using technical business assistance but who needed technical business assistance. There were small business managers who did not use neither technical business assistance nor business educational training. There appears to be a need to include technical business assistance into a small business management curriculum.

Need for Small Business Management Curriculum

There was a significant number of the small business managers who either:

1. need business educational training
2. do not use business educational training
3. need technical business assistance
4. do not use technical business assistance

The research has shown that small business managers need business educational training but were not using business educational training. From question 7 of the survey instrument, 4.8 per cent of the small business managers were currently enrolled in school. From question 10 of the survey instrument, there were 64.2 per cent of the respondents who would like to attend classes. The difference between those respondents who were currently enrolled in school and those that would like to attend classes was 59.4 per cent. There was a need to develop a model small business management curriculum to meet the needs of the small business manager.

RECOMMENDATIONS

The findings and conclusions of this study appear to justify the following recommendations.

Recommendation 1

There was a need to develop a model small business management curriculum for two-year post-secondary institutions in Montana to meet the business educational training and technical business assistance needs of small business managers (see Appendix J, pages 163-168) for a Model Small Business Management Curriculum for Two-Year Post-Secondary Institutions in Montana). A copy of the model small business management curriculum will be sent to each of the eight two-year post-secondary institutions.

Recommendation 2

This study recommends that each of the two-year post-secondary institutions implement one or more of the model small business management curriculum components into their existing programs for the benefit of the small business managers in Montana (refer to Table 46, page 136).

A survey was conducted to determine the business educational needs of small business managers in Montana. The following eight business educational components were identified as the major components in a successful small business management curriculum.

1. personnel
2. planning
3. marketing
4. financial control
5. business credit

Table 46

Model Small Business Management Curriculum

Course	Autumn Quarter	Winter Quarter	Spring Quarter
First Year			
Introduction to Business	3		
Business Mathematics	2	2	
Human Relations	3		
Accounting	4	4	4
Business Communications		3	
Business Law			4
Introduction to Data Processing			4
General Electives	3	6	3
Totals	15	15	15
Second Year			
Marketing	3		
Management	3		
Salesmanship		3	
Retailing		3	
Advertising		3	
Financial Management			3
Personnel Management			3
Field or Cooperative Work Experience	3	3	3
Electives	6	3	6
Totals	15	15	15

6. decision making
7. business growth
8. community relations

Current small business management curriculums were selected from other states for comparison to the current curriculums in the two-year post-secondary institutions in Montana. Each of the eight major business educational components were included within one or more of the fifteen courses which were most common to small business management curriculums from other states. The major business educational components were matched with the fifteen most common business management courses (refer to Table 47, page 138).

There were additional courses offered by one or more institutions from other states which should also be considered into the development of a small business management curriculum. The eight major business educational components were matched with the thirteen additional small business management courses (refer to Table 48, page 139).

Within the eight major business educational components, thirty-four business educational content areas were identified.

1. accounting/bookkeeping
2. data processing
3. business taxes
4. personnel
5. business insurance
6. investments
7. business law
8. salesmanship

Table 47

Major Business Educational Components Matched with Common Business Management Courses

Key: (1) personnel; (2) planning; (3) marketing; (4) financial control; (5) business credit; (6) decision making; (7) business growth; (8) community relations

Courses	1	2	3	4	5	6	7	8
1. Introduction to Business	X	X	X	X	X	X	X	X
2. Business Mathematics				X	X			
3. Business Law		X		X	X	X	X	
4. Advertising			X					
5. Marketing			X					
6. Accounting		X		X		X		
7. Human Relations	X					X		X
8. Salesmanship			X					
9. Management	X	X	X	X	X	X	X	X
10. Retailing			X					
11. Business Communications	X					X		X
12. Introduction to Data Processing				X		X		
13. Personnel Management	X							
14. Financial Management				X	X			
15. Field Work Experience (Cooperative Work Experience)	X							X

Table 48

Major Business Educational Components Matched with Additional Small Business Management Courses

Key: (1) personnel; (2) planning; (3) marketing; (4) financial control; (5) business credit; (6) decision making; (7) business growth; (8) community relations

Courses	1	2	3	4	5	6	7	8
1. Consumer Law				X	X	X		X
2. Small Business Management	X	X	X	X	X	X	X	X
3. Payroll Taxes and Income Taxes				X	X			
4. Management Communications						X		
5. Visual Merchandising			X					
6. Office Calculating Machines				X		X		
7. Principles of Insurance		X		X	X			
8. Purchasing and Inventory Control				X				
9. Budgeting		X		X	X	X	X	
10. Money and Banking				X	X			
11. Research & Development of Marketing Occupations		X				X	X	
12. Credit Management Procedures		X		X	X	X		
13. Current Problems and Concepts in Retailing			X			X		X

9. decision making
10. written communications
11. financial control
12. securing loans
13. securing credit
14. product planning
15. telephone communication
16. public speaking
17. planning business growth
18. community relations
19. human relations
20. merchandising
21. buying and ordering
22. pricing
23. receiving goods and supplies
24. stocking
25. inventory control
26. shipping and delivery
27. government safety standards
28. sales promotion
29. display
30. advertising
31. product knowledge
32. market research
33. customer relations
34. government regulations
35. other areas

Each of the two-year post-secondary institutions in Montana had existing business education programs which were adapted to a small business management curriculum. Some courses are currently offered which already apply small business management educational principles. Others need to be modified to incorporate some of the thirty-five business educational information areas. Still other courses need to be implemented to complete the remaining thirty-five business educational areas.

Recommendation 3

This study recommends a follow-up study after five years of implementing the model small business management curriculum into the two-year post-secondary institutions in Montana to test whether or not the model small business management curriculum significantly improves the small business managers' business educational training and their use of technical business assistance.

Recommendation 4

This study recommends that additional research identify the competencies within the thirty-five educational information areas which should be included into each of the identified fifteen course offerings listed in the model small business management curriculum.

APPENDICES

APPENDIX A

Survey Instrument

Jim McCabe
Graduate Teaching Assistant
School of Business
Montana State University
Bozeman, MT 59715

February 1977

SUBJECT: Survey of Small Business Managers in Montana

Enclosed you will find a survey that is designed to provide information on the educational needs of small business managers in Montana. With this information community colleges and vocational technical centers will be better able to provide programs to meet the specific needs of managers of small businesses.

You are one of 36 managers selected from your community and thus your responses are critical to the completion of the study.

Please take a few minutes of your time to assist me by completing the enclosed survey and returning it in the self-addressed stamped envelope.

I thank you in advance for your help!

Sincerely,

Jim McCabe

Jim McCabe
Graduate Teaching Assistant

Enclosure: Survey

Survey of Small Business Managers

The purpose of this survey is to determine the educational needs of small business managers. This information will be used to develop a model small business management curriculum for the community colleges and vocational technical centers in Montana.

Thank you for taking the next 15-20 minutes of your time to complete and return the survey in the stamped, self-addressed envelope. If you have any questions, please phone (406) 994-4421.

Sincerely,

Jim McCabe

GENERAL INFORMATION:

1. Check one:
   a. Sole Proprietor ____
   b. Partnership ____
   c. Limited Corporation ____
   d. Corporation ____
   e. Franchise ____

2. How many years has your business been in operation? ____

3. How many employees does your business have? ____

4. What were the total gross sales or receipts for the last year?
   a. less than 1 million ____
   b. 1-2 million ____
   c. 2-3 million ____
   d. 4-5 million ____
   e. over 5 million ____

5. Check the classification of your business:
   a. Manufacturer: The primary function of the business is to produce materials into goods which are sold to other businesses or consumers ____
   b. Wholesaler: The primary function of the business is buying goods from manufacturers and reselling goods and or services to other businesses ____
   c. Retailer: The primary function of the business is buying produced goods and or services from manufacturers/wholesalers and selling these goods and or services to consumers ____
   d. Services: The primary function of the business is providing intangible (non-good) activities, benefits, or satisfactions and selling these services to other businesses or consumers ____

EDUCATIONAL INFORMATION:

6. What is your highest level of education?.....
   a. less than a high school diploma.....__
   b. high school diploma.....__
   c. two-year degree or certificate.....__
   d. Bachelors Degree.....__
   e. Masters Degree.....__
   f. Doctorial Degree.....__

7. Are you currently enrolled in school?.....
   a. YES__
   b. NO __

COMPLETE ONLY IF YOU ANSWERED YES TO QUESTION 7.

8. Why are you enrolled in school? (Check all that apply to you)
   a. to complete high school diploma.....__
   b. to complete an associate arts degree.....__
   c. to complete a vocational certificate.....__
   d. to complete a bachelors degree.....__
   e. to complete a masters degree.....__
   f. to complete a doctorate.....__
   g. for personal growth.....__
   h. to learn specific information for my business.....__

COMPLETE ONLY IF YOU ANSWERED YES TO QUESTION 7.

9. What programs do you attend? (Check all that apply to you)
   community college or vocational technical center:
   a. part-time, during the day.....__
   b. part-time, during the evening.....__
   c. workshops or seminars.....__
   four-year college program:
   d. part-time, during the day.....__
   e. part-time, during the evening.....__
   f. workshops or seminars.....__
   g. adult community education programs.....__
   h. Small Business Administration conferences, workshops or seminars.....__
   i. trade association conferences, workshops, or seminars.....__
   j. mail correspondence courses.....__

10. If you had the choice, where would you like to attend classes?
   a. local high school.....__
   b. community college or vocational technical center.....__
   c. four-year college.....__
   d. community center in your own town.....__
   e. your own business.....__
   f. I would not attend classes.....__

11. What are the best possible times for you to attend classes? (Check any possible times)

a. 5 am___	g. 11 am___	m. 5 pm__
b. 6 am___	h. 12 noon__	n. 6 pm__
c. 7 am___	i. 1 pm___	o. 7 pm__
d. 8 am___	j. 2 pm___	p. 8 pm__
e. 9 am___	k. 3 pm___	q. 9 pm__
f. 10 am___	l. 4 pm___	r. 10 pm__
		s. NONE __

12. What class schedules would be the best for you? (Check any that apply to you)
    a. regular day time classes, part-time.....
    b. regular evening classes, part-time.....
    c. regular summer school classes, part-time.....
    d. week-end workshops or seminars.....
    e. workshops or seminars for one day during the work week.....
    f. trade conference workshops or seminars.....
    g. courses, 1-9 weeks long during off time business hours (before work, during lunch, after work).....
    h. mail correspondence.....

13. Check those areas in which you are most capable.

a.	accounting/bookkeeping	aa.	human relations
b.	data processing	bb.	merchandising
c.	business taxes	cc.	buying and ordering
d.	personnel	dd.	pricing
e.	business insurance	ee.	receiving goods and supplies
f.	investments	ff.	stocking
g.	business law	gg.	inventory control
h.	salesmanship	hh.	shipping and delivery
i.	decision making	ii.	government safety standards
j.	written communications	jj.	sales promotion
k.	financial control	kk.	display
l.	securing loans	ll.	advertising
m.	securing credit	mm.	product knowledge
n.	product planning	nn.	market research
o.	telephone communications	oo.	customer relations
p.	public speaking	pp.	government regulations
q.	planning business growth	qq.	other areas: list
r.	community relations	rr.	

PERSONNEL:

14. How many of your employees are attending school to learn skills they need for your business?
    a. .....
    b. none.....
    c. don't know

15. Do you train employees on the job at your business?.....a. YES
    b. NO

    If YES, how many hours, on the average, do each of your employees attend your employee training program?
    c. 1-5 hours per week.....
    d. 6-10 hours per week.....
    e. 11-15 hours per week.....
    f. 16 or more hours per week.....

16. Do any of your employees ignore work assignments?.....a. YES
    b. NO

17. How much, on the average, are your competitors paying their employees?
    a. less than you pay.....
    b. about the same as you pay.....
    c. more than you pay.....
    d. don't know.....

18. Do you use committees, conferences, or suggestion systems when managing your personnel?
    a. YES
    b. NO

19. Do you use a management consulting team for planning?.....a. YES
    b. NO

PLANNING:

20. How often do you do budget planning?.....a. once per week.....
b. once per month.....
c. once per year.....
d. don't use it.....

21. Did you do a market survey to determine the best location for your business?.....a. YES
b. NO

22. Do you use sales forecasting in your business?.....a. YES
b. NO

IF YES, do you use government consultants such as SBA, ACE, VISTA, or SCORE to help you plan your sales forecasting?.....c. YES
d. NO

23. Are you using technical assistance from your trade association to help you in your planning?.....a. YES
b. NO

24. For your business, do you tend to use:.....a. national brands only.....
b. private brands only.....
c. both private and national brands.....
d. does not apply to my business.....

25. If you are a manufacturer, what is the projected life cycle of your best product?
a. 1 year or less.....
b. 1-2 years.....
c. 2-3 years.....
d. 3 years or more.....
e. don't know.....

26. What is your current share of the market?....a. my business has the major share of the market compared to my competitors.....
b. my business has about the same share of the market compared to my competitors...
c. my business has a small share of the market compared to my competitors.....
d. don't know what is my share of the market compared to my competitors.....

27. Do you use trade journals in planning your market strategy?
a. always.....
b. most of the time.....
c. some of the time.....
d. seldom.....
e. never.....

28. If you are a manufacturer, did you do a market research study for your newest product?
a. YES
b. NO

29. Do you know what is your least profitable product?.....a. YES
b. NO

30. Do you attend trade association conference workshops or seminars to find out current trends in the market?.....a. YES
b. NO

31. What are the average annual sales figures of your competitors?
a. below your sales.....
b. about the sames as your sales.....
c. above your sales.....
d. don't know.....

FINANCIAL CONTROL:

32. Check all of the ratios you use for financial analysis.

a. current assets to current debt.....
b. net profits on net sales.....
c. net profits on tangible net worth.....
d. net profits on net working capital.....
e. net sales to tangible net worth.....
f. net sales to net working capital.....
g. collection period.....
h. net sales to inventory.....
i. fixed assets to tangible net worth.....
j. current debt to tangible net worth.....
k. total debt to tangible net worth.....
l. inventory to net working capital.....
m. current debt to inventory.....
n. funded debt to net working capital.....

33. Where have you had formal instruction in financial analysis?

a. high school.....
b. Community college or vocational technical center.....
c. four-year college.....
d. conference workshops or seminars.....
e. no formal instruction.....

34. Do you use professional accounting help with your monthly financial statements?..a. YES
b. NO

35. Do you use professional accounting help to prepare the income tax statements for your business?.....a. YES
b. NO

BUSINESS CREDIT:

36. Do you use equity capital?.....a. YES
b. NO

37. Do you use venture capital?.....a. YES
b. NO

38. Where have you received a business loan? (Check any you have used)

a. bank.....
b. savings and loan.....
c. Small Business Administration.....
d. Small Business Investment Company.....
e. private sources.....
f. other_____

39. Have you attended workshops or seminars to determine available sources for credit.a. YES
b. NO

40. Would you use business credit even though your business is financially sound?....a. YES
b. NO

DECISION MAKING:

41. Where did you learn to make business decisions? (Check any that apply)
    a. personal experience....
    b. other managers....
    c. personal friends....
    d. formal schooling....
    e. workshops or seminars....

42. How many years of previous managerial experience did you have before becoming manager of this business?....

43. Do you ever ask your employees for advice before making some major business decisions?
    a. YES
    b. NO

44. Do you use computers or time-sharing computer terminals in your business?....a. YES
    b. NO

45. Do you have enough technical information about new products before making a decision to add them to your product line?....a. YES....
    b. NO....
    c. DOES NOT APPLY

46. Do you agree that a small business does not have a competitive advantage over a large business....a. AGREE....
    b. DISAGREE....

GROWTH POTENTIAL:

47. Where do you get information for new ideas that you use in business expansion? (Check any that you use)
    a. competitors....
    b. trade journals....
    c. schools....
    d. workshops or seminars....
    e. suppliers....
    f. customers....
    g. friends....
    h. past business experience....

48. Are you in the process of expanding your business?....a. YES
    b. NO
    IF YES, Are your employees resisting the expansion of your business?....c. YES
    d. NO

49. When have you personally succeeded in introducing a new product into your product line?
    a. never....
    b. 1- 6 months ago....
    c. 7-12 months ago....
    d. 13-18 months ago....
    e. 19 or more months ago....
    f. does not apply....

COMMUNITY RELATIONS:

50. Are you currently involved in any projects that are intended to improve your business community?....a. YES
    b. NO

51. Are you a member of an advisory committee for education in your community?....a. YES
    b. NO

52. Are you a member of the Chamber of Commerce?....a. YES
    b. NO

53. Are you a member of any social or service organization in your community?....a. YES
    b. NO

APPENDIX B

Pre-Test Evaluation Form

TESTING THE SURVEY INSTRUMENT

1. Was the survey easily understood?..... a. YES_____
   b. NO _____

2. Would you answer this survey if you had received it in the mail?..... a. YES_____
   b. NO _____

   IF YES, why did you answer the survey? (Check any that apply)
   a. I believe in helping improve small business.....
   b. The survey was interesting and worthwhile.....
   c. I would like to see worthwhile educational programs for small business.....
   d. Other reasons, list: _____

   _____

   IF NO, why wouldn't you answer the survey? (Check any that apply)
   a. The survey looked too complicated.....
   b. I don't answer surveys.....
   c. Answering the survey would take too much of my time..
   d. I don't believe that the purpose of the survey is worthwhile.....
   e. This survey is too personal.....
   f. Other reasons, list: _____

   _____

3. If there were any questions that you would not answer, please indicate which one and why.

   _____

   _____

   _____

   _____

4. List any additional comments you would like to provide about this survey.

   _____

   _____

   _____

APPENDIX C

Letter of Intent

Jim McCabe
Graduate Teaching Assistant
School of Business
Montana State University
Bozeman, MT 59715

February 7, 1977

As part of a state-wide study, I am in the process of surveying selected small businessmen in your community to determine their educational needs. The results will be used to design a model small business management curriculum that could be used in the community colleges and vocational technical centers in Montana.

In the event that you receive an inquiry concerning the study, please have them contact me and I will be happy to discuss the inquiry with them.

Upon completion of the study a copy of the model small business management curriculum will be forwarded to you for your use.

Sincerely,

Jim McCabe
Graduate Teaching Assistant

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APPENDIX D

Follow-up Letter

School of Business
Montana State University
Bozeman, MT 59715

February 22, 1977

I know you are a busy person and probably did not have time to complete the questionnaire that you received in a white 9x12 inch envelope February 10. I still need your support and cooperation by taking the next 15-20 minutes to complete the survey and return it by Friday, February 25.

From the 36 small business managers in your community I have received 9 returns and I need at least 3 more. I have spent a full year on this project and if I do not receive just a few more responses, I will have to start my research over.

I think you will find the survey interesting to do and the information can become valuable to small business managers like yourself.

Thanks,

Jim McCabe

Jim McCabe
Graduate Teaching Assistant

APPENDIX E

Variables for Index One

Index One was used to distinguish between the more successful small business managers and the less successful small business managers. The index was made from fourteen variables.

Variable 1 - Question 13. Check those areas which you are most capable in. The following answers were identified from the review of literature as the key indicators in the success of small business managers.

d) personnel	n) product planning
i) decision making	q) planning business growth
k) financial control	r) community relations
m) securing credit	bb) merchandising (marketing)

Variable 2 - Question 17. How much on the average, are your competitors paying their employees? This question related to how successful small business managers were with their personnel.

Variable 3 - Question 19. Do you use a management consulting team for planning? This question related to how successful small business managers were with planning business growth.

Variable 4 - Question 20. How often do you use budget planning? This question related to how successful small business managers were with financial control.

Variable 5 - Question 22. Do you use sales forecasting in your business? This question related to how successful small business managers were with planning business growth.

Variable 6 - Question 26. What is your current share of the market? This question related to how successful small business managers were with product planning.

Variable 7 - Question 29. Do you know what is your least profitable product? This question related to how successful small business managers were with product planning.

Variable 8 - Question 31. What are your average annual sales figures of your competitors? This question related to how successful small business managers were with decision making.

Variable 9 - Question 32. Check all the ratios you use for financial analysis. From the review of literature in Chapter 2, the ratios were grouped into four categories.

1) liquidity ratios
2) profitability ratios
3) debt leverage ratios
4) inventory activity ratios

This question related to how successful small business managers were with financial control.

Variable 10 - Question 34. Do you use professional accounting help with your monthly financial statements? This question related to how successful small business managers were with financial control.

Variable 11 - Question 42. How many years of previous managerial experience did you have before becoming manager of this business? This question related to how successful small business managers were with decision making.

Variable 12 - Question 45. Do you have enough technical information about new products before making a decision to add them to your product line? This question related to how successful small business managers were with product planning.

Variable 13 - Question 49. When have you personally succeeded in introducing a new product into your product line? This question related to how successful small business managers were with merchandising.

Variable 14 - Question 52. Are you a member of the Chamber of Commerce? This question related to how successful small business managers were in community relations.

APPENDIX F

Variables for Index Two

Index Two was used to distinguish between small business managers who need or do not need business educational training. The index was made from eleven variables.

Variable 1 - Question 13. Check those areas which you are most capable in. The following answers were identified from the review of literature as the key indicators in small business managers who need business educational training.

d) personnel	n) product planning
i) decision making	q) planning business growth
k) financial control	r) community relations
m) securing credit	bb) merchandising (marketing)

Variable 2 - Question 18. Do you use committees, conferences, or suggestion systems when managing your personnel? This question related to which small business managers needed business educational training with decision making and personnel.

Variable 3 - Question 19. Do you use a management consulting team for planning? This question related to which small business managers needed business educational training with decision making and planning.

Variable 4 - Question 20. How often do you do budget planning? This question related to which small business managers needed business educational training with financial control.

Variable 5 - Question 22. Do you use sales forecasting in your business? This question related to small business managers who need business education training with planning business growth.

Variable 6 - Question 26. What is your current share of the market? This question related to which small business managers needed business education training with product planning.

Variable 7 - Question 29. Do you know what is your least profitable product? This question related to which small business managers needed business educational training with product planning.

Variable 8 - Question 31. What are your annual sales figures of your competitors? This question related to which small business managers needed business educational training with decision making.

Variable 9 - Question 33. Where have you had formal instruction in financial analysis? This question related to which small business managers needed business educational training with financial control.

Variable 10 - Question 41. Where did you learn to make business decisions (check any that apply)? This question related to small business managers who need business educational training with decision making.

Variable 11 - Question 45. Do you have enough technical information about new products before making a decision to add them to your product line? This question related to small business managers who need business educational training with product planning.

APPENDIX G

Variables for Index Three

Index Three was used to distinguish between small business managers who use or do not use business educational training. The index was made from seven variables.

Variable 1 - Question 18. Do you use committees, conferences, or suggestion systems when managing your personnel? This question related to small business managers who use business educational training for decision making and personnel.

Variable 2 - Question 19. Do you use a management consulting team for planning? This question related to small business managers who use business educational training for planning business growth.

Variable 3 - Question 30. Do you attend trade association conference workshops or seminars to find out current trends in the market? This question related to small business managers who use business educational training for planning business growth and marketing (merchandising).

Variable 4 - Question 32. Check all of the ratios you use for financial analysis. From the review of literature in Chapter 2, the ratios were grouped into four categories:

1) liquidity ratios
2) profitability ratios
3) debt leverage ratios
4) inventory activity ratios

Variable 5 - Question 36. Do you use equity capital? This question related to how small business managers use business educational training for securing credit.

Variable 6 - Question 37. Do you use venture capital? This question related to small business managers who use business educational training for securing credit.

Variable 7 - Question 41. Where did you learn to make business decisions (check any that apply)? This question related to small business managers who use business educational training for decision making

APPENDIX H

Variables for Index Four

Index Four was used to distinguish between small business managers who need or do not need technical business assistance. The index was made from four variables.

Variable 1 - Question 13. Check those areas which you are most capable in. The following answers were identified from the review of literature as the key indicators among small business managers who need technical business assistance.

d) personnel	n) product planning
i) decision making	q) planning business growth
k) financial control	r) community relations
m) securing credit	bb) merchandising (marketing)

Variable 2 - Question 19. Do you use a management consulting team for planning? This question related to small business managers who need technical business assistance for planning business growth.

Variable 3 - Question 32. Check all those ratios you use for financial analysis. From the review of literature in Chapter 2, the ratios were grouped into four categories:

1) liquidity ratios
2) profitability ratios
3) debt leverage ratios
4) inventory activity ratios

This question related to small business managers who need technical business assistance for financial control.

Variable 4 - Question 45. Do you have enough technical information about new products before making a decision to add them to your product line? This question related to small business managers who need technical business assistance with product planning.

APPENDIX I

Variables for Index Five

Index Five was used to distinguish between small business managers who use or do not use technical business assistance. The index was made from nine variables.

Variable 1 - Question 19. Do you use a management consulting team for planning? This question related to small business managers who use technical business assistance for planning business growth.

Variable 2 - Question 22. Do you use sales forecasting in your business? IF YES, do you use government consultants, such as SBA, ACE, VISTA, or SCORE to help you plan your sales forecasting? This question related to small business managers who use technical business assistance for planning business growth.

Variable 3 - Question 23. Are you using technical assistance from your trade association to help you in your planning? This question related to small business managers who use technical business assistance for product planning.

Variable 4 - Question 27. Do you use trade journals in planning your market strategy? This question related to small business managers who use technical business assistance for marketing.

Variable 5 - Question 30. Do you attend trade association conference workshops or seminars to find out current trends in the market? This question related to small business managers who use technical business assistance for marketing.

Variable 6 - Question 34. Do you use professional accounting help with your monthly financial statements? This question related to small business managers who use technical business assistance for financial control.

Variable 7 - Question 35. Do you use professional accounting help to prepare the income tax statements for your business? This question related to small business managers who use technical business assistance for financial control.

Variable 8 - Question 39. Have you attended workshops or seminars to determine available sources for credit? This question related to small business managers who use technical business assistance for securing credit.

Variable 9 - Question 44. Do you use computers or time sharing terminals in your business? This question related to small business managers who use technical business assistance.

APPENDIX J

A Model Small Business Management Curriculum for Two-Year Post-Secondary Institutions in Montana

There is a need to develop a small business management curriculum for small business managers. Currently, 95 per cent of all businesses are small and 80 per cent of these small businesses fail after five years. Business educational training and technical business assistance were identified as two major elements which improve the success rate of small business managers.

A survey was conducted to determine the business educational needs of small business managers in Montana. The following eight business educational categories were identified as the major elements in a successful small business management curriculum.

1) personnel
2) planning
3) marketing
4) financial control
5) business credit
6) decision making
7) business growth
8) community relations

Within the eight major areas, thirty-five business educational information areas were identified.

a) accounting/bookkeeping
b) data processing
c) business taxes
d) personnel
e) business insurance
f) investments
g) business law
h) salesmanship
i) decision making
j) written communication
k) financial control
l) securing loans
m) securing credit
n) product planning
o) telephone communication
p) public speaking
q) planning business growth
r) community relations
aa) human relations
bb) merchandising
cc) buying and ordering
dd) pricing
ee) receiving goods and supplies
ff) stocking
gg) inventory control
hh) shipping and delivery
ii) government safety standards
jj) sales promotion
kk) display
ll) advertising
mm) product knowledge
nn) market research
oo) customer relations
pp) government regulations
qq) other areas

Current small business management curriculums were selected from other states for comparison to the current curriculums in two-year post-secondary institutions in Montana. A composite list of business courses which were most common to the reviewed curriculums of other states included:

1) Introduction to Business
2) Business Mathematics
3) Business Law
4) Advertising
5) Marketing
6) Accounting
7) Human Relations
8) Salesmanship
9) Management
10) Retailing
11) Business Communications
12) Introduction to Data Processing
13) Personal Management
14) Financial Management
15) Field Work Experience

There were additional courses offered by one or more institutions from other states which should also be considered into the development of a Small Business Management Curriculum.

1) Consumer Law
2) Small Business Management
3) Payroll Taxes and Income Taxes
4) Management Communication
5) Visual Merchandising
6) Office Calculating Machines
7) Principles of Insurance
8) Purchasing and Inventory Control
9) Budgeting
10) Money and Banking
11) Research and Development of Marketing Occupations
12) Credit Management Procedures
13) Current Problems and Concepts in Retailing

Contained within the fifteen most commonly cited business courses of other state's curriculums in Small Business Management were the eight major business educational areas. These course titles lend themselves to the eight identified business eduational areas.

This study recommends that each of the two-year post-secondary institutions implement one or more of the model small business management curriculum components into their existing programs for the benefit of the small business managers in Montana.

Model Small Business Management Curriculum

Course	Autumn Quarter	Winter Quarter	Spring Quarter
First Year			
Introduction to Business	3		
Business Mathematics	2	2	
Human Relations	3		
Accounting	4	4	4
Business Communications		3	
Business Law			4
Introduction to Data Processing			4
General Electives	3	6	3
Total credits	15	15	15
Second Year			
Marketing	3		
Management	3		
Salesmanship		3	
Retailing		3	
Advertising		3	
Financial Management			3
Personnel Management			3
Field or Cooperative Work Experience	3	3	3
Electives	6	3	6
Total credits	15	15	15

Each of the two-year post-secondary institutions in Montana had existing business education programs which were adaptable to a small business management curriculum. Some courses are currently being offered which already apply small business management educational principles. Others need to be modified to incorporate some of the thirty-five business educational information areas. Still other courses need to be implemented to complete the remaining thirty-five business educational areas.

SOME ADAPTABLE APPROACHES TO CURRICULUM CHANGES

This small business management curriculum lends itself to a mid-management program. Some of the two-year post-secondary institutions currently have mid-management programs. The other institutions should seriously consider implementing a mid-management program to meet the needs of small business managers. The current mid-management programs are training students to be future small business managers.

The emphasis of the Model Small Business Management Curriculum is to train small business managers who are already working. To do so requires implementing those thirty-five business educational information areas into the current two-year post-secondary business education curriculums.

The survey of small business managers in Montana identified different types of educational programs which they would like to attend.

1) regular evening classes part-time
2) weekend workshops or seminars
3) 1-9 week long courses during off-time business hours (before work, during lunch, after work)
4) trade conference workshops or seminars
5) mail correspondence

Most of the two-year post-secondary institutions in Montana offer regular evening classes part time. However, this is only one method in which to educate small business managers. There were only 4.8 per cent of the small business managers who were attending classes. Another 59.2 per cent stated that they would like to attend classes if there were programs which they could attend to meet their needs.

TECHNICAL BUSINESS ASSISTANCE

The two-year post-secondary institutions do not have the physical capabilities to incorporate all of the different kinds of business programs to meet the needs of small business managers. The survey identified other types of technical business assistance which can help small business managers. Coordination of business educational activities should be the responsibility of the two-year post-secondary institutions. The following is a list of types of technical business assistance which can help the small business managers.

1) Management consulting teams
2) Small Business Administration
3) Trade associations
4) Trade journals
5) Professional accounting help
6) Chamber of Commerce
7) Service Corps of Retired Executives
8) Small Business Investment Companies
9) Active Corps of Retired Executives
10) Suppliers

The study recommends that the two-year post-secondary institutions develop a small business management curriculum.

Some components for a small business management curriculum were identified.

1) Low teacher/student ratio, under 25/1
2) Committed teachers
3) Use successful SBM as resources
4) Curriculum adaptable to community
5) Day and evening instruction
6) Careful selection of material content
7) Technical business assistance
8) Outreach effort
9) Convenient classroom time and location
10) Certification
11) Case type approach
12) Cooperative work experience

SUMMARY:

The primary purpose of this study was to demonstrate a definite need to develop a Small Business Management curriculum. The second purpose of the study was to explain ways in which the curriculum can be implemented into Business Education Departments in the two-year post-secondary institutions in Montana.

The components of the curriculum were identified and a model was given to be used as a guide for each of the Montana institutions. Each institution has its own particular current business education programs which are adaptable to a Small Business Management curriculum.

Some of the Small Business Management curriculum components are acceptable to the existing instructional assignments, facilities, budgets, and goals of the Business Education Departments of each two-year post-secondary institution.

The final step is to implement the Small Business Management curriculum into each two-year post-secondary institution in Montana according to its needs and responsibilities to the community.

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