

1979

# Position, responsibility and income of the 1973 business administration graduates

JoAnn Maureen Porter  
*The University of Montana*

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

---

## Recommended Citation

Porter, JoAnn Maureen, "Position, responsibility and income of the 1973 business administration graduates" (1979). *Graduate Student Theses, Dissertations, & Professional Papers*. 3258.  
<https://scholarworks.umt.edu/etd/3258>

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

POSITION, RESPONSIBILITY AND INCOME  
OF THE 1973 BUSINESS ADMINISTRATION GRADUATES

BY

JoAnn J. Porter

B.A., University of Montana, 1977

Presented in partial fulfillment of the requirements  
for the degree of

Master of Business Administration

UNIVERSITY OF MONTANA

1979

Approved:

  
Chairman, Board of Examiners

  
Dean, Graduate School

3/14/79  
Date

UMI Number: EP35562

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP35562

Published by ProQuest LLC (2012). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.  
789 East Eisenhower Parkway  
P.O. Box 1346  
Ann Arbor, MI 48106 - 1346

TABLE OF CONTENTS

ACKNOWLEDGMENTS . . . . .	vi
Chapter	
I. INTRODUCTION . . . . .	1
II. PROCEDURE . . . . .	3
III. RESULTS OF THE SURVEY . . . . .	10
IV. ANALYSIS OF THE DATA . . . . .	29
V. CONCLUSIONS . . . . .	48

LIST OF ILLUSTRATIONS

1. Questionnaire Sent to Graduates . . . . .	5
2. Letter Sent to Graduates . . . . .	7
3. Reminder Sent to Graduates . . . . .	8

## LIST OF TABLES

1.	Respondents . . . . .	11
2.	Undergraduate Major Area of Study . . . . .	12
3.	Type of Bachelor's Degree Obtained . . . . .	14
4.	Graduate School Information . . . . .	15
5.	Number of Calendar Years Involved in Obtaining Each Advanced Degree . . . . .	16
6.	Funding of Graduate Studies . . . . .	18
7.	Certificates Listed By Respondents . . . . .	19
8.	Continuing Education . . . . .	20
9.	Funding of Continuing Education . . . . .	22
10.	Type of Employer . . . . .	23
11.	Number of Employees Supervised . . . . .	24
12.	Approximate Value of Budget Responsibility . . . . .	25
13.	Amount of Gross Income . . . . .	27
14.	Bachelor's Degree Recipients in 1973, Type of Employer . . . . .	30
15.	Bachelor's Degree Recipients in 1973, Number of Employees Supervised . . . . .	31
16.	Bachelor's Degree Recipients in 1973, Approxi- mate Value of Budget Responsibility . . . . .	32
17.	Bachelor's Degree Recipients in 1973, Amount of Gross Income . . . . .	33

18.	Bachelor's Degree Recipients in 1973, Aspects Most Helpful in University of Montana Education . . . . .	34
19.	Bachelor's Degree Recipients in 1973, Aspects Least Helpful in University of Montana Education . . . . .	36
20.	Respondents with Advanced Degrees, Type of Employer . . . . .	38
21.	Respondents with Advanced Degrees, Number of Employees Supervised . . . . .	39
22.	Respondents with Advanced Degrees, Approximate Value of Budget Responsibility . . . . .	40
23.	Respondents with Advanced Degrees, Amount of Gross Income . . . . .	41
24.	Respondents with Advanced Degrees, Aspects Most Helpful in University of Montana Education . . . . .	42
25.	Respondents with Advanced Degrees, Aspects Least Helpful in University of Montana Education . . . . .	43

## ACKNOWLEDGMENTS

The author wishes to express her sincere gratitude to Professor Richard P. Withycombe who provided patient guidance and support as director of this professional paper, to Professor Larry D. Gianchetta who furnished helpful advice on effective survey techniques, to the School of Business Administration for financial and administrative support, and to the Alumni Association for providing names and addresses of the School of Business Administration Class of 1972-73.

## CHAPTER I.

### INTRODUCTION

The graduates from any School of Business usually do not notify the school about their achievements in the business world. More importantly, the School of Business rarely is informed as to the most beneficial, and most lacking, aspects of each graduate's education. The education offered by a School of Business will change only when there is evidence that change is required. Unless the School of Business is aware of the beneficial aspects of a curriculum, unwarranted changes may be made.

A recent article<sup>1</sup> in Fortune magazine dealt with the female M.B.A. graduates in 1973 from the Harvard Business School. The class of 1973 was chosen because that was the first year when as many as 5 per cent of the class were women. The article discussed the results of interviews with each graduate. Most of these graduates were established in their careers or had finished additional education.

---

<sup>1</sup>Robertson, Wyndham, "Women M.B.A.'s Harvard '73--How They're Doing," Fortune, August 28, 1978, pp. 50-54, 57, 58, 60.

A similar survey appeared useful for the University of Montana School of Business Administration. Since the University of Montana does not have as many M.B.A. graduates as the Harvard School of Business, the graduates with bachelor's degrees were also surveyed. Both the male and female graduates from the class of 1973 were included. The information provided by the graduates will inform the University of Montana of their achievements and will help the School of Business Administration keep its curriculum viable.

## CHAPTER II.

### PROCEDURE

The Alumni Association of the University of Montana had recently provided the School of Business Administration with the names and addresses of all the graduates from the School. Fortunately, the listing also had the year the degree was obtained from the University.

This listing was compared with the graduation listings approved by the Faculty Senate during the 1972-73 school year and the official graduation program for June 1973. The comparison was made because the summer and winter graduates from 1972 are part of the class of 1973. The summer and winter graduates of 1973 were not included for the same reason: they are included in the class of 1974. Several of the 1973 M.B.A. recipients also had received their undergraduate degrees from the University of Montana. Since the Alumni Association maintains its records by the year the first degree was awarded, these 1973 M.B.A. recipients were discovered in the official graduation program and/or the approved Faculty Senate listings.

A total listing of 168 graduates was obtained from the comparison. The M.B.A. degree was received by forty-eight of these graduates and the other 120 graduates received the bachelor's degree in 1973.

A questionnaire (see fig. 1) was designed to maximize the number of responses. The questions were worded to provide useable information without losing the anonymity of each respondent. The length of the questionnaire was kept short to limit the time required for its completion.

The questionnaire was sent along with a cover letter (see fig. 2) and a return envelope to each of the 168 graduates. Thirteen of these questionnaires were returned by the post office as undeliverable. More current addresses were found for five of these cases. These were re-mailed. The remaining eight questionnaires were for seven M.B.A. recipients and one bachelor's degree recipient. Therefore, forty-one M.B.A. graduates and 119 holders of the bachelor's degree were asked to provide information.

Approximately three weeks later a post card reminder (see fig. 3) was sent to the 160 graduates. Each graduate had to be sent one as there were no identification marks on the questionnaires or the envelopes. Thirty-three responses had been received prior to the

## Fig. 1. Questionnaire Sent to Graduates

## UNIVERSITY OF MONTANA SCHOOL OF BUSINESS SURVEY

1. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
2. Undergraduate major \_\_\_\_\_ Graduate school major \_\_\_\_\_
3. Are you employed in your undergraduate (graduate) major area of study? \_\_\_\_\_  
If not, in what area are you employed? \_\_\_\_\_
4. Degree obtained: (University of Montana or other institution)  
BA or BS \_\_\_\_\_ from what institution? \_\_\_\_\_
5. Graduate studies: Please separate information by each advanced degree obtained or in process.  
Degree \_\_\_\_\_  
Percentage completed \_\_\_\_\_  
Expected date for degree \_\_\_\_\_  
(or date obtained) \_\_\_\_\_  
University where studying \_\_\_\_\_  
(or degree obtained) \_\_\_\_\_
6. Number of calendar years involved in obtaining each advanced degree.  
Degree \_\_\_\_\_  
Years \_\_\_\_\_
7. Graduate studies funded by: (Please give percentages.)  
Self \_\_\_\_\_ VA \_\_\_\_\_ Scholarship \_\_\_\_\_ Employer \_\_\_\_\_
8. Certificates awarded (or in process): \_\_\_\_\_ Year originally awarded (or work remaining to be done): \_\_\_\_\_  
LPA \_\_\_\_\_  
CPA \_\_\_\_\_  
CMA \_\_\_\_\_  
Other \_\_\_\_\_  
None \_\_\_\_\_
9. Parts passed on first try for each certificate:  
Certificate \_\_\_\_\_  
Parts taken \_\_\_\_\_  
Parts passed \_\_\_\_\_
10. Number of times sitting for exam before certificate awarded:  
Certificate \_\_\_\_\_  
Number of times \_\_\_\_\_
11. Have you taken any continuing education courses?  
If so, how many hours per year? \_\_\_\_\_
12. Continuing education courses funded by: (Please give percentages)  
Self \_\_\_\_\_ VA \_\_\_\_\_ Scholarship \_\_\_\_\_ Employer \_\_\_\_\_

Fig. 1--Continued

13. Type of employer:  
 Small firm (less than 100 employees) \_\_\_\_\_  
 Medium firm (between 100 and 500 employees) \_\_\_\_\_  
 Large firm (greater than 500 employees) \_\_\_\_\_  
 Self employed \_\_\_\_\_ Government: federal \_\_\_\_\_  
 University \_\_\_\_\_ state \_\_\_\_\_  
 Military \_\_\_\_\_ local or county \_\_\_\_\_
14. Number of employees supervised:  
 0 \_\_\_\_\_ 1-5 \_\_\_\_\_ 6-10 \_\_\_\_\_ 11-15 \_\_\_\_\_ 16-20 \_\_\_\_\_ 20 \_\_\_\_\_
15. Approximate value of budget responsible for:  
 \$0000 \_\_\_\_\_ \$30,001 to \$40,000 \_\_\_\_\_  
 \$0001 to \$10,000 \_\_\_\_\_ \$40,001 to \$50,000 \_\_\_\_\_  
 \$10,001 to \$20,000 \_\_\_\_\_ Greater than \$50,000 \_\_\_\_\_  
 \$20,001 to \$30,000 \_\_\_\_\_
16. Current income range (gross amount): Do not include spouse's income.  
 \$0000 \_\_\_\_\_ \$30,001 to \$40,000 \_\_\_\_\_  
 \$0001 to \$10,000 \_\_\_\_\_ \$40,001 to \$50,000 \_\_\_\_\_  
 \$10,001 to \$20,000 \_\_\_\_\_ Greater than \$50,000 \_\_\_\_\_  
 \$20,001 to \$30,000 \_\_\_\_\_
17. Aspect most helpful in University of Montana education?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
18. Aspect most lacking in University of Montana education?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Thank you for taking the time to fill out this survey.

JoAnn J. Porter

## Fig. 2. Letter Sent to Graduates



University of Montana  
Missoula, Montana 59812

SCHOOL OF BUSINESS ADMINISTRATION

(406) 243-4831

Dear

The August issue of Fortune magazine contained an article on Women M.B.A.'s from the Harvard class of '73. While reading the article I wondered how the University of Montana business graduates from that year had done in the areas of responsibility, income, certificates, and further or continuing education.

The University of Montana School of Business was also interested in the information and has approved this project as a professional paper fulfilling part of my requirements towards the M.B.A. This study, however, is not restricted to females but is an overall view of the University of Montana graduates in business administration for that year.

Please fill out the enclosed survey and return it to the University of Montana for evaluation. The results of the survey will be sent to you for your information. Your anonymity has been assured through no marking of either the survey or envelope. If you do not wish to respond to a specific question, please put no response by the number of that question.

I appreciate your cooperation in this matter.

Sincerely,

JoAnn J. Porter

jip

Enclosures (2)

Equal Opportunity in Education and Employment

Fig. 3. Reminder Sent to Graduates

January 11, 1979

Recently you received a request to complete a questionnaire and to return it to the University of Montana School of Business. Due to the anonymity of each returned questionnaire, I have no idea whether or not you have filled out the questionnaire. If so, thank you again. If not, please do, so that the information can be included. Thank you.

JoAnn J. Porter

reminder and an additional thirty-five were received  
after the reminder was sent.

## CHAPTER III.

### RESULTS OF THE SURVEY

There were sixty-eight responses returned from the 160 questionnaires sent, all from men (see table 1). Forty-five of the respondents have bachelor's degrees only; however, another man had acquired an additional bachelor's degree from Boise State University. Six of the bachelor's degree graduates from the University of Montana have continued to further their education in the pursuit of advanced degrees. Therefore, fifty-one responses were returned, or 42.5 per cent of the 120 bachelor's degree recipients. The respondents with the M.B.A. degree from the University of Montana numbered seventeen from the forty-eight recipients, or 35.4 per cent. Two of these seventeen respondents had previously received their bachelor's degrees from the University of Montana.

Almost all of the respondents were working in their major areas of study, i.e., in either the undergraduate or graduate areas of specialization (see table 2). Only eight of the bachelor's degree recipients in 1973 and one of the M.B.A. degree recipients were working

TABLE 1.  
RESPONDENTS

Sex of respondents	Number
Male . . . . .	68
Female . . . . .	<u>0</u>
Total . . . . .	68
Type of degree earned in 1972-73	
Bachelor's degree . . . . .	44
Bachelor's degree with additional bachelor's degree obtained elsewhere . .	1
Bachelor's degree plus additional advanced degrees . . . . .	<u>6</u>
Total . . . . .	51
M.B.A. degree (bachelor's degree earned previously from UM) . . . . .	2
M.B.A. degree (bachelor's degree earned previously elsewhere) . . . . .	<u>15</u>
Total . . . . .	<u>17</u>
Total number of responses . . . . .	<u>68</u>

TABLE 2.

## UNDERGRADUATE MAJOR AREA OF STUDY

Undergraduate area of study	No. of responses		Number working in undergraduate or graduate area of study	
	Degree received in 1972-73		B.A./B.S.	M.B.A.
	B.A./B.S.	M.B.A.		
Business administration. . . . .	12	. . .	11	. . .
Business economics . . . . .	. . .	1	. . .	1
Accounting . . . . .	22*	3	18*	3
Accounting/finance . . . . .	1	1	. . .	1
Finance. . . . .	6	. . .	5	. . .
Finance/real estate. . . . .	1	. . .	1	. . .
Industrial management. . . . .	1	. . .	1	. . .
Managerial finance . . . . .	1	. . .	. . .	. . .
Management . . . . .	5*	2	4*	2
Marketing. . . . .	2	1	2	1
Personnel. . . . .	1	. . .	1	. . .
Aeronautical engineering . . . . .	. . .	1	. . .	1
Commerce . . . . .	. . .	1	. . .	1
Chemistry. . . . .	. . .	1	. . .	1
Economics. . . . .	. . .	1	. . .	1
Forestry/English . . . . .	. . .	1	. . .	1
Liberal arts . . . . .	. . .	1	. . .	. . .
No response. . . . .	. . .	3	. . .	3
Not working in area of study. . . . .	. . .		9	1
Total . . . . .	52	17	52	17

\*One respondent's major area of study at the University of Montana was management but was accounting at Boise State University and he is employed in accounting. Therefore, he is employed in one of his major areas of study and is included in both majors for this table.

outside their major area of study (either graduate or undergraduate).

Because one respondent had two Bachelor of Science degrees, the total number of bachelor's degrees was sixty-nine (see table 3). Fifty-three of these were awarded by the University of Montana. The Bachelor of Science degree was the major undergraduate degree obtained since fifty of the respondents had received one besides the respondent who had earned two. The other respondents had either earned the Bachelor of Arts degree (fifteen graduates) or the Bachelor of Business Administration degree (two graduates).

Additional advanced degrees, besides the seventeen M.B.A. degrees awarded by the University of Montana, are six master's degrees, two J.D. degrees, an L.L.M. degree in taxation, and two Ph.D. degrees (see table 4). Six of these degrees have been awarded. The two Ph.D. degrees and one J.D. degree are to be awarded in the summer of 1979, and the remaining two degrees in subsequent years.

The number of calendar years needed to obtain the advanced degrees is shown in table 5. The most common number of calendar years needed to obtain the M.B.A. degree at the University of Montana was three years. The mean number of calendar years needed, however was 2.4 years. The lowest number of years needed to obtain the

TABLE 3.  
TYPE OF BACHELOR'S DEGREE OBTAINED

Degree	No.	Institution
Bachelor of Arts . . .	11	University of Montana
" " "	1	Willamette University
" " "	1	Rocky Mountain College
" " "	1	Butler University
" " "	1	Mississippi State University
Bachelor of Business Administration . .	1	University of Miami (Florida)
" " "	1	University of Notre Dame
Bachelor of Forestry .	1	University of California
Bachelor of Science .	42	University of Montana
" " "	1	Montana State University
" " "	1	Boise State University
" " "	1	California State Polytechnic
" " "	1	Duquesne University
" " "	1	Florida State University
" " "	2	University of Illinois
" " "	1	University of Oklahoma
" " "	1	University of Tennessee
Total . . . . .	69	

TABLE 4.  
GRADUATE SCHOOL INFORMATION

Major	Degree	Number	Year received or expected	Institution
Business. . .	M.B.A.	17	1972-73	University of Montana
"	M.B.A.	1	1980	University of Oregon
"	M.S.	1	25% complete	University of Kentucky
Forestry. . .	M.F.	1	1954	University of Washington
Public admin- istration	M.A.	1	1978	University of Oklahoma
Recreation. .	M.S.	1	1976	University of Montana
Systems management	M.S.	1	1976	University of Southern California
Law . . . . .	J.D.	1	1977	University of Montana
"	J.D.	1	May 1979	Gonzaga University
" (taxation)	L.L.M.	1	1978	Boston University
Forestry. . .	Ph.D.	1	June 1979	University of Montana
- - -	Ph.D.	1	summer 1979	University of Nebraska
Total. .		28		

TABLE 5.  
 NUMBER OF CALENDAR YEARS INVOLVED IN  
 OBTAINING EACH ADVANCED DEGREE

M.B.A. (U.M.)		Masters (elsewhere)			Other degrees		
Years	No.	Degree	Years	No.	Degree	Years	No.
1.25	1	M.B.A.	1.00	1	J.D.	3.00	2
1.50	2	M.F.	1.00	1	L.L.M.	1.00	1
2.00	5	M.A.	2.00	1	Ph.D.	5.00	1
2.50	1	M.S.	2.00	1	"	6.00	1
3.00	8	"	2.50	1			
		"	25% done				
Total	17			5			5
Mean	2.40 years			1.75 years (of those completed)			

M.B.A. degree was 1.25 years, and no respondent took longer than three years. The average number of calendar years required to obtain a master's degree (other than the M.B.A. degree from the University of Montana) was 1.75 years.

Graduate studies were funded as shown in table 6, by the student himself (eight cases), the employer (eight cases), or the student was partially funded by the Veteran's Administration, a scholarship, or his employer (four cases). The United States Air Force and the Veteran's Administration each fully funded the graduate studies of one student. The other student gave no response to that question.

The primary certificate which has been received is the C.P.A. (see table 7). Fifteen of these certificates are held by the total number of respondents. One-third of these fifteen respondents passed the four parts of the C.P.A. examination on the first try.

Almost half of the respondents are involved in continuing education courses (see table 8). The amount of time spent on these courses per year varies widely, ranging from three hours to 400 hours. The most common number of hours spent on the courses, however, is forty hours--the number of hours that is recommended or required by various state C.P.A. organizations.

TABLE 6.  
FUNDING OF GRADUATE STUDIES

Provided by	Number of responses
100% self . . . . .	8
100% employer . . . . .	8
100% Veteran's Administration. . .	1
100% United States Air Force. . .	1
20% self/80% Veteran's Admin. . .	1
10% self/90% employer . . . . .	1
50% self/50% Veteran's Admin. . .	1
5% self/45% VA/50% employer . . .	1
No response . . . . .	<u>1</u>
Total . . . . .	23

TABLE 7.  
CERTIFICATES LISTED BY RESPONDENTS

Type of certificate	Year awarded or work left	First try: Parts		Times taken before completed
		Taken	Passed	
C.P.A. . . . .	no date	4	4	1
C.P.A. . . . .	no date	4	2	2
C.P.A. . . . .	1972	4	4	1
C.P.A. . . . .	1973	4	4	1
C.P.A. . . . .	1973	4	3	2
C.P.A. . . . .	1973	4	2	3
C.P.A. . . . .	1974	4	4	1
C.P.A. . . . .	1974	4	4	1
C.P.A. . . . .	1974	4	3	2
C.P.A. . . . .	1974	4	3	2
C.P.A. . . . .	1974	4	2	4
C.P.A. . . . .	1975	4	3	3
C.P.A. . . . .	1975	4	0	5
C.P.A. . . . .	1976	4	3	4
C.P.A. . . . .	1976	4	2	3
National Bk. Examiner . . . .	. . . .	5	5	1
C.L.U. . . . .	1977	10	9	11
Real Estate Broker . . . .	1976	2	2	1
CPI and SRPA (appraisal) . . . .	2 mo.	. . . .	. . . .	. . . .
MAI, AIREA (real estate appraisal)*	1 yr.	passed all parts so far, comprehensive exam coming up		

\*Same person as CPI and SRPA (appraisal).

TABLE 8.  
CONTINUING EDUCATION

Number of hours per year	Number of responses
10 or less . . . . .	7
11 to 20 . . . . .	4
21 to 30 . . . . .	3
40 . . . . .	9
41 to 80 . . . . .	3
400 . . . . .	1
No amount given. . . . .	4
Law school . . . . .	1
Revenue agent training . . . . .	1
Total . . . . .	<u>33</u>
Respondents not taking courses .	<u>35</u>
Total respondents . . . . .	68

The continuing education courses are funded by the individuals (nine respondents), the employer (fifteen respondents) or a combination of funding (nine respondents) as shown in table 9. One respondent received help from the Veteran's Administration and eight respondents shared the cost of the courses with their employers. The employer funded anywhere from twenty-five per cent of the cost of the courses to the entire amount. The individuals funded from twenty per cent to one hundred per cent of the cost.

The types of employer mostly listed by the respondents were the small and the large firms (see table 10). Since more than one answer may be appropriate to this question, the total for the categories exceeds the number of respondents. For example, a respondent who is in the military also could list the federal government and a large firm.

Fortunately, sixty-five of the sixty-eight respondents stated how much supervision of employees they do (see table 11). Exactly half of the respondents supervise one to five persons. Approximately twenty per cent do no supervision, but approximately ten per cent supervise more than twenty persons.

Budget responsibilities varied widely among the respondents (see table 12). Twenty-five per cent of the

TABLE 9.  
FUNDING OF CONTINUING EDUCATION

Provided by	Number of responses
100% self . . . . .	9
100% employer . . . . .	15
Self/Veteran's Administration . .	1
Self/employer . . . . .	2
20% self/80% employer . . . . .	1
25% self/75% employer . . . . .	1
30% self/70% employer . . . . .	1
50% self/50% employer . . . . .	2
75% self/25% employer . . . . .	<u>1</u>
Total. . . . .	33

TABLE 10.  
TYPE OF EMPLOYER

Employer	Number of responses
Small firm . . . . .	19
Medium firm . . . . .	7
Large firm . . . . .	23
Self-employed . . . . .	9
University . . . . .	1
Military . . . . .	6
Government: federal . . . . .	11
state . . . . .	3
local or county . . . . .	0

TABLE 11.  
NUMBER OF EMPLOYEES SUPERVISED

Number of employees	Number of responses	Percentage (%)
0 . . . . .	14	20.6
1 - 5 . . . . .	34	50.0
6 - 10 . . . . .	8	11.8
11 - 15 . . . . .	1	1.5
16 - 20 . . . . .	1	1.5
Greater than 20 .	7	10.3
No response given	3	4.4
Total . . . . .	68	100.1*

\*rounding error

TABLE 12.  
 APPROXIMATE VALUE OF  
 BUDGET RESPONSIBILITY

Budget (in dollars)	Number of responses	Percentage (%)
000 . . . . .	17	25.0
001 - 10,000 . . .	0	0.0
10,001 - 20,000 . .	2	2.9
20,001 - 30,000 . .	3	4.4
30,001 - 40,000 . .	4	5.9
40,001 - 50,000 . .	2	2.9
Greater than 50,000	35	51.5
No response given .	5	7.4
Total. . . . .	68	100.0

respondents have no budget responsibilities. However, the largest group, 51.5 per cent, are responsible for budgets in excess of \$50,000.

The range of gross income of the respondents falls in two major categories (see table 13). Slightly less than fifty per cent of the respondents earn gross incomes in the \$20,001 - \$30,000 range. Approximately another thirty-seven per cent earn between \$10,001 and \$20,000. Two of the respondents earn gross incomes in excess of \$50,000.

Although not every respondent listed the most helpful aspect of his University of Montana education, those fifty-two respondents who did listed various University courses as their most import aspect. Nine respondents, each with a bachelor's degree from the University of Montana and each holding the C.P.A. certificate, listed the preparation for the C.P.A. examination and/or the accounting courses taken as the most helpful aspect of their University education. On the other hand, the courses listed by the respondents as most helpful were those used in their positions, whether or not they worked in their major fields.

One-third of the respondents gave no response to the question as to the least helpful aspect of their University of Montana education. Several of the

TABLE 13.  
AMOUNT OF GROSS INCOME

Gross income (in dollars)	Number of responses	Percentage (%)
000 . . . . .	0	0.0
001 - 10,000. . . .	1*	1.5
10,001 - 20,000 . .	25	36.8
20,001 - 30,000 . .	33	48.6
30,001 - 40,000 . .	4	5.9
40,001 - 50,000 . .	0	0.0
Greater than 50,000	2	2.9
No response given .	3	4.4
Total. . . . .	68	100.1**

\*Law student

\*\*rounding error

respondents stated that the course work had no relevance to the real world. Almost as large a number of respondents felt that they, the respondents, lacked communication skills, written and/or spoken.

## CHAPTER IV.

### ANALYSIS OF THE DATA

Part of the results of the survey was divided for comparison purposes into two major categories. The portion of the results which was divided was the information provided by the questionnaire regarding the type of employer, the number of employees supervised, the approximate value of the budget responsibilities, the gross income and the aspects most or least helpful in the University of Montana education.

The first category includes the respondents who received the bachelor's degree from the University of Montana in 1973 and have not continued to work towards an advanced degree (see tables 14 - 19). The individual who has two bachelor's degrees was put into this group also. Further subdivision was done by the undergraduate major area of study. The eight respondents of this group who are not working in their undergraduate major area of study were noted.

The second major category includes all of the respondents with advanced degrees (see tables 20 - 25). This category was subdivided into the men who had

TABLE 14.  
BACHELOR'S DEGREE RECIPIENTS IN 1973  
TYPE OF EMPLOYER

Type of employer	No. of responses - area of study*		
	Accounting	Finance	Business Management
Small firm . . . . .	7,a	1,f	6
Medium firm . . . . .	. . .	1	2
Large firm . . . . .	3,c	2	4,h
Self-employed . . . . .	4,a,b,d	1	1,g
University . . . . .	. . .	. . .	. . .
Military . . . . .	. . .	1	h
Government:			
federal . . . . .	2	1	2
state . . . . .	c	. . .	. . .
local or county . .	. . .	. . .	. . .
No response . . . . .	. . .	1,e	. . .

\*Major area of:

study	employment
a. accounting . . . . .	construction
b. accounting . . . . .	farming
c. accounting . . . . .	personnel
d. accounting/finance . .	sales
e. finance . . . . .	management/sales
f. managerial finance . .	bread production
g. general business . . .	farming
h. management . . . . .	quality control

TABLE 15.  
BACHELOR'S DEGREE RECIPIENTS IN 1973  
NUMBER OF EMPLOYEES SUPERVISED

No. of employees supervised	No. of responses - area of study*		
	Accounting	Finance	Business Management
0 . . . . .	1,b,d	2,e	1
1-5 . . . . .	10,a,c	2	12,g
6-10 . . . . .	2	. . .	1
11-15 . . . . .	. . .	. . .	. . .
16-20 . . . . .	. . .	. . .	. . .
Greater than 20 . . .	2	1	2,h
No response . . . . .	. . .	1,f	. . .
Total . . . . .	19	8	18

\*Major area of:

study	employment
a. accounting . . . . .	construction
b. accounting . . . . .	farming
c. accounting . . . . .	personnel
d. accounting/finance . . .	sales
e. finance . . . . .	management/sales
f. managerial finance . . .	bread production
g. general business . . . .	farming
h. management . . . . .	quality control

TABLE 16.

BACHELOR'S DEGREE RECIPIENTS IN 1973  
APPROXIMATE VALUE OF BUDGET RESPONSIBILITY

Value of Budget (in dollars)	No. of responses - area of study*		
	Accounting	Finance	Business Management
000 . . . . .	5	2	3,h
001 - 10,000 . . . . .	. . .	. . .	. . .
10,001 - 20,000 . . . . .	. . .	f	1
20,001 - 30,000 . . . . .	. . .	1	. . .
30,001 - 40,000 . . . . .	d	. . .	2
40,001 - 50,000 . . . . .	2	. . .	. . .
Greater than 50,000 . . . . .	8,a,b,c	1	10,g
No response . . . . .	. . .	2,e	. . .
Total . . . . .	19	8	18

\*Major area of:

study	employment
a. accounting . . . . .	construction
b. accounting . . . . .	farming
c. accounting . . . . .	personnel
d. accounting/finance . . . . .	sales
e. finance . . . . .	management/sales
f. managerial finance . . . . .	bread production
g. general business . . . . .	farming
h. management . . . . .	quality control

TABLE 17.  
 BACHELOR'S DEGREE RECIPIENTS IN 1973  
 AMOUNT OF GROSS INCOME

Gross income (in dollars)	No. of responses - major area of study*			
	Accounting (CPA)	Accounting	Finance	Business Management
000 . . . . .	. . .	. . .	. . .	. . .
001 - 10,000 .	. . .	. . .	. . .	. . .
10,001-20,000 .	4	1	e	11,h
20,001-30,000 .	8	2,b,c,d	5	3
30,001-40,000 .	. . .	a	. . .	1
40,001-50,000 .	. . .	. . .	. . .	. . .
Greater than 50,000 . . . .	. . .	. . .	. . .	1,g
No response . .	. . .	. . .	1,f	. . .
Total . . . .	12	7	8	18

\*Major area of:

study	employment
a. accounting . . . . .	construction
b. accounting . . . . .	farming
c. accounting . . . . .	personnel
d. accounting/finance . . .	sales
e. finance . . . . .	management/sales
f. managerial finance . . .	bread production
g. general business . . . .	farming
h. management . . . . .	quality control

TABLE 18.

BACHELOR'S DEGREE RECIPIENTS IN 1973  
ASPECTS MOST HELPFUL IN UNIVERSITY OF MONTANA EDUCATION

Aspect most helpful	Number of responses major area of study*		
	Accounting	Finance	Business Management
Course work:			
Accounting and/or C.P.A. preparation	9	. . .	. . .
Insurance . . . . .	. . .	1	. . .
Management and finance	1	. . .	1
Accounting and finance	. . .	1	. . .
Accounting and insurance . . . .	. . .	1	. . .
Finance and law . . .	. . .	1	1
Accounting, finance and real estate . .	a	. . .	. . .
Accounting, finance and marketing . . .	. . .	. . .	1
Accounting, statistics and marketing . . .	. . .	. . .	g
Economics and psychology . . . .	. . .	. . .	1
Economics and social studies . . . . .	. . .	1	. . .
Personnel . . . . .	. . .	. . .	2
Business school writing	. . .	. . .	1

TABLE 18--Continued

Aspect most helpful	Number of responses major area of study*		
	Accounting	Finance	Business Management
Course work:			
Overall business . . . . .	†	. . .	. . .
Quality of instructors:			
especially Dr. Ulrich . . . . .	. . .	. . .	1
especially Dr. Kempner . . . . .	2	. . .	. . .
Case studies . . . . .	. . .	. . .	1
Research papers . . . . .	1	. . .	. . .
Well rounded education . . . . .	2,c	. . .	2,g
Reasonable tuition . . . . .	1	. . .	. . .
Placement center . . . . .	1	. . .	. . .
University life style with multiple life styles and ideas . . . . .	. . .	. . .	2
No response . . . . .	3,b,d	1,e,f	6,h

\*Major area of:

study	employment
a. accounting . . . . .	construction
b. accounting . . . . .	farming
c. accounting . . . . .	personnel
d. accounting/finance . . . . .	sales
e. finance . . . . .	management/sales
f. managerial finance . . . . .	bread production
g. general business . . . . .	farming
h. management . . . . .	quality control

TABLE 19.

BACHELOR'S DEGREE RECIPIENTS 1973  
ASPECTS LEAST HELPFUL IN UNIVERSITY OF MONTANA EDUCATION

Aspect least helpful	Number of responses major area of study*		
	Accounting	Finance	Business Management
Lack of practical approach or application to real world . . . . .	5	2,e	3
Lack of communication skills, written and/or spoken . . . . .	5	. . .	3
Poor management courses .	1	. . .	. . .
Require courses in, or more courses of:			
EEO . . . . .	. . .	. . .	1
EDP . . . . .	1	. . .	1
Supervision/ leadership . . .	c	1	. . .
Foreign languages .	a	. . .	. . .
Math . . . . .	. . .	. . .	1
Organizational structure . . . .	. . .	. . .	1
Accountants need more finance and management . . .	1	. . .	. . .
Accountants - maybe five years of study . . . . .	1	. . .	. . .

TABLE 19--Continued

Aspect least helpful	Number of responses major area of study*		
	Accounting	Finance	Business Management
Poor teacher motivation . . . . .	. . .	. . .	1,g
Small practice training or course work (including tax) . . . . .	2	. . .	. . .
Lack of decent library . . . . .	. . .	1	. . .
Business management courses not specific enough - accounting got him a job . . . . .	. . .	. . .	1
No response . . . . .	2,b,d	3,f	8,h

\*Major area of:

study	employment
a. accounting . . . . .	construction
b. accounting . . . . .	farming
c. accounting . . . . .	personnel
d. accounting/finance . . . . .	sales
e. finance . . . . .	management/sales
f. managerial finance . . . . .	bread production
g. general business . . . . .	farming
h. management . . . . .	quality control

TABLE 20.  
 RESPONDENTS WITH ADVANCED DEGREES  
 TYPE OF EMPLOYER

Type of employer	UM 1973	
	B.A.	M.B.A.
Small firm . . . . .	a	1
Medium firm . . . . .	2	2
Large firm . . . . .	2	11
Self-employed . . . . .	. . .	. . .
University . . . . .	1	. . .
Military . . . . .	1	3,b
Government:		
federal . . . . .	1	4,b
state . . . . .	1	. . .
local or county . . . . .	. . .	. . .
No response . . . . .	1	. . .

a. Undergraduate major area of study was accounting; graduate major area of study was public administration; works for USAF.

b. Undergraduate major area of study was liberal arts; graduate major area of study was not given; respondent said that he did not work in either area of study.

TABLE 21.  
 RESPONDENTS WITH ADVANCED DEGREES  
 NUMBER OF EMPLOYEES SUPERVISED

Number of employees	UM 1973	
	B.A.	M.B.A.
0 . . . . .	2, a	4
1 - 5 . . . . .	. . .	6, b
6 - 10 . . . . .	1	3
11 - 15 . . . . .	. . .	1
16 - 20 . . . . .	. . .	1
Greater than 20 . . . . .	1	1
No response . . . . .	1	. . .
Total . . . . .	6	17

a. Undergraduate major area of study was accounting; graduate major area of study was public administration; works for USAF.

b. Undergraduate major area of study was liberal arts; graduate major area of study was not given; respondent just said that he did not work in either area of study.

TABLE 22.  
 RESPONDENTS WITH ADVANCED DEGREES  
 APPROXIMATE VALUE OF BUDGET RESPONSIBILITY

Budget value (in dollars)	UM 1973	
	B.A.	M.B.A.
000 . . . . .	1	4
001 - 10,000 . . . . .	. . .	. . .
10,001 - 20,000 . . . . .	. . .	. . .
20,001 - 30,000 . . . . .	2	. . .
30,001 - 40,000 . . . . .	. . .	1
40,001 - 50,000 . . . . .	. . .	. . .
Greater than 50,000 . . .	2	11
No response . . . . .	1	1
Total . . . . .	6	17

TABLE 23.  
 RESPONDENTS WITH ADVANCED DEGREES  
 AMOUNT OF GROSS INCOME

Gross income (in dollars)	UM 1973	
	B.A.	M.B.A.
000 . . . . .	. . .	. . .
001 - 10,000 . . . . .	1*	. . .
10,001 - 20,000 . . . . .	5	2
20,001 - 30,000 . . . . .	. . .	12
30,001 - 40,000 . . . . .	. . .	2
40,001 - 50,000 . . . . .	. . .	. . .
Greater than 50,000 . . . . .	. . .	. . .
No response . . . . .	. . .	1
Total . . . . .	6	17

\*Respondent is law student.

TABLE 24.  
 RESPONDENTS WITH ADVANCED DEGREES  
 ASPECTS MOST HELPFUL IN UNIVERSITY OF MONTANA EDUCATION

Aspect most helpful	UM 1973	
	B.A.	M.B.A.
Course work:		
English composition . . . . .	1	. . .
Overall view of business . . . . .	2	3
Managerial accounting . . . . .	. . .	1
Accounting . . . . .	. . .	1
Business mathematics . . . . .	. . .	1
EDP . . . . .	. . .	1
Philosophy . . . . .	1	. . .
Finance and law . . . . .	. . .	1
Finance . . . . .	. . .	1
Marketing and marketing research . .	1	1
Small Business Institute . . . . .	. . .	1
Case studies . . . . .	. . .	3
Advanced course work . . . . .	. . .	1
Professors: Dr. Kempner . . . . .	1	. . .
Dr. Doty . . . . .	. . .	1
Location/convenience . . . . .	. . .	1
Diversified requirements . . . . .	1	. . .
No response . . . . .	. . .	4

TABLE 25.

RESPONDENTS WITH ADVANCED DEGREES  
ASPECTS LEAST HELPFUL IN UNIVERSITY OF MONTANA EDUCATION

Aspect least helpful	UM 1973	
	B.A.	M.B.A.
Course work: more courses or more depth:		
Practical cases . . . . .	. . .	2
EDP . . . . .	1	2
Case studies . . . . .	. . .	1
Writing . . . . .	1	. . .
Supervision/personal leadership . . .	. . .	3
Marketing . . . . .	. . .	1
Quantitative methods . . . . .	. . .	1
Government contracts . . . . .	. . .	1
Accounting courses . . . . .	. . .	1
Math . . . . .	. . .	1
How to get a job . . . . .	. . .	1
Community involvement . . . . .	1	. . .
Quality of education - low standards allowed . . . . .	1	. . .
Professors should have business experience . . . . .	. . .	3
No response . . . . .	2	5

received their bachelor's degree from the University of Montana in 1973 and those respondents who received their M.B.A. degree from the University of Montana in 1973.

The results of the subdivision show that half of the accounting majors who have their C.P.A. certificates work for small firms and one quarter are self-employed (see table 14). Most of the other respondents in this major category are fairly evenly distributed among the types of firms. The exceptions are those who majored in management. The majority of these respondents are evenly divided between the small firms and the large firms.

The majority, 60.0 per cent, of the respondents in the first major category supervise one to five employees (see table 15). The respondents with advanced degrees show an equal percentage supervise no one or one to five employees, each 30.4 per cent (see table 21). It makes no difference as to the student status of this type of respondent either, because those still working on their advanced degrees are evenly distributed among the number of employees supervised.

Advanced degree possession does not necessarily imply holding a budget responsibility either (see tables 16 and 22). A larger percentage of the respondents with advanced degrees, compared to those with a bachelor's

degree only, have a budget responsibility in excess of \$50,000 (56.6 per cent compared to 51.1 per cent). On the other hand 21.7 per cent of the recipients of advanced degrees and 20.0 per cent of those recipients of just a bachelor's degree have no budget responsibility. The undergraduate majors which show a relevance to budget responsibility are the accounting majors with the C.P.A. certificate and those respondents who listed business management as their major. In these instances 61.6 per cent of those respondents with the business management major, and 41.7 per cent of the respondents with accounting majors and C.P.A. certificates, are responsible for budgets in excess of \$50,000. However, another 41.7 per cent of the group of respondents with the accounting major and C.P.A. certificate have no budget responsibilities.

After five years of employment, the gross incomes of the two major categories of the respondents were similar (see tables 17 and 23). Over eighty per cent of each category earned between \$10,001 and \$30,000. A larger percentage, 52.2 per cent, of the respondents with advanced degrees had gross incomes between \$20,001 and \$30,000 compared to 46.7 per cent of the respondents with no advanced degree. If the respondents who received their bachelor's degrees in 1973 and continued to work

towards advanced degrees are removed from the second category, 70.6 per cent of the remaining respondents are in the \$20,001 - \$30,000 category.

Similar results occur when the various undergraduate majors are viewed separately. Seventy-five per cent of the accounting majors who also have the C.P.A. certificate have gross incomes from \$20,001 to \$30,000. Almost as many of the respondents who majored in accounting but do not have the C.P.A. certificate are receiving gross incomes in the \$20,001 to \$30,000 range. Three of these five respondents, however, do not work in their undergraduate major area of study. All of the bachelor's degree respondents who completed that question and majored and work in finance (five of the respondents) have the gross income listed above: \$20,001 to \$30,000. The respondents who listed business management as their major have 66.7 per cent grossing incomes in a lower range, between \$10,001 and \$20,000.

Both groups gave similar responses about the most helpful aspect of the University of Montana education. This was discussed in a previous section. There was a major difference between the responses given for the least helpful aspect of the University of Montana education. Four times as many of the respondents with a bachelor's degree only (17.8 per cent) compared to

those with graduate school experience (4.3 per cent) felt a need for better communication skills, written and/or spoken. Some of the responses given were: "no requirements to the writing aspect of education;" "writing classes;" "needed more communication skills (business)--writing and public speaking;" "emphasis on writing, emphasis on speech;" "business communication or writing skills;" and "I feel there should be at least three quarters of public speaking."

## CHAPTER V.

### CONCLUSIONS

Graduates with majors in finance and accounting, with or without the C.P.A. certificate, will earn more gross income in five years than the other business school graduates. A person who receives a bachelor's degree and continues his education towards an advanced degree will achieve the higher income range several years after the advanced degree is earned.

Graduate studies may help individuals with the communication skills, both written and spoken. This may occur because of the numerous papers and oral reports most graduate schools require. On the other hand, students who wish to obtain graduate degrees may be those who already possess the written and spoken communication skills required by graduate schools.