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The Impact of Speech Training on Oral Communication Performance in Industry as Perceived by Louisiana State University Graduates, 1950-1967.

Laura Fletcher Lemoine
Louisiana State University and Agricultural & Mechanical College

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THE IMPACT OF SPEECH TRAINING ON ORAL COMMUNICATION PERFORMANCE IN INDUSTRY AS PERCEIVED BY LOUISIANA STATE UNIVERSITY GRADUATES, 1950-1967

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Speech

by
Laura F. Lemoine
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M.A., Louisiana State University, 1969
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Finally, I acknowledge the efforts of my husband, Sherwood, who never stopped encouraging me throughout this endeavor; my daughter, Ashley, for being so cheerful and patient at such a young age; and my parents, M. Dorothy and Thomas M. Fletcher.

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ABSTRACT

Since businessmen testified in trade journals that oral communication played a major role in the industrial setting, a methodology was devised to compare speech preparation with perception of on-the-job oral communication performance of 176 Louisiana State University graduates employed in industry in the Baton Rouge area. Research was designed to gain insight into the effectiveness of speech preparation from the viewpoint of the graduate in industry. The 250 graduates studied received a B.A. or B.S. degree from Louisiana State University during the period 1950-1967, and comprised three groups divided on the basis of advanced, basic, or no speech training. Responses from 70.4% of the sample provided the necessary data through a combination of interviewing and a detailed questionnaire.

The researcher compared the perceptions of the three speech training groups, management level, level of speech training, age, and company size. A second design compared the data obtained by the questionnaire on speaking performance to the level of speech training. The third and final design compared speech course grades and number of courses completed to speaking performance. Using the Statistical Analysis System, a computer synthesized, correlated, and placed variables in the necessary arrays.

Most of the university graduates were 30-49 years of age and completed college courses in speech. They represented all management levels and over 45% worked in companies with 500 or more employees. The data elicited from them indicated that speech training did affect

the Louisiana State University graduate's perception of his speaking ability on-the-job. The null hypothesis, that there is no relationship between speech training and the Louisiana State University graduate's perception of his oral communication performance in industry, has to be rejected and the following conclusions deduced:

1. Both speech training groups perceived themselves as better communicators than the graduates without speech training in 96% of the responses.

2. Perception of speaking performance improved with advanced speech training.

3. All three speech training groups ranked their perception of the order of occurrence of the five speech activities as (1) meetings, (2) conversation, (3) listening, (4) and (5) group discussion and conferences, and (6) formal talks.

4. As speech training increased, the number of respondents listing formal talks as one of the three most frequently experienced activities also increased.

5. The chances of being in the upper management levels increased markedly for graduates with advanced speech training.

6. A marked increase in grade average occurred for graduates with advanced speech training in top management positions.

7. A positive correlation existed between perception of speaking performance and instructor grade evaluation.

8. Finally, the graduate that had a better perception of his speaking performance also assigned more value to his speech training.

CHAPTER I

INTRODUCTION

In 1972 E. T. Klemmer and F. W. Snyder reported results from a study of the time spent communicating by professional, technical, administrative, and clerical people in a communication and research laboratory. Using both questionnaires and observation by trained students to gather data, they were able to construct a breakdown of time spent in varied workday activities. This breakdown indicated members of the research sample spent fifty to eighty percent of their workday communicating. Of this time two-thirds was in oral communication.[1]

The importance of using oral communication time effectively in industry would seem obvious. Yet studies that develop methods to test the effectiveness either of oral communication training or of on-the-job communication are minimal. The Comprehensive Dissertation Index, 1861-1972, and current issues of Dissertation Abstracts listed numerous studies dealing with the area of communication. But few were directly oriented toward industrial communication and fewer still toward oral industrial communication.[2] Of the studies listed, eleven specifically researched written industrial communication, twelve researched networks and channels of all types of communication, and eight

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[1]E. T. Klemmer and F. W. Snyder, "Measuring of Time Spent Communicating," The Journal of Communication, XXII (June, 1972), 142-158.

[2]Comprehensive Dissertation Index, 1861-1972, XXV and XXXI (Ann Arbor, Michigan: Xerox University Microfilms, 1973); Dissertation Abstracts, January through December, 1973.

analyzed the overall role of communication in the organization.[3] The studies which addressed themselves to oral communication were varied in subject and few in number:[4]

Subject	Number
Behavior	1
Communication Channels	1
Conference Training Methods	1
Grapevine Communication	1
Intra-group Communication	1
Listening	1
Measuring Attitude	3
Public Speaking	1
Semantics	1
Speech Training Needs of Business	2

It is interesting to note that a similar trend existed in the publication of journal and periodical articles. Although the Business Periodical Index listed about 68 articles written by businessmen between 1970 and 1974, the major speech and communication journals averaged approximately one article each year per journal during the same period.[5] Besides presenting a contrast in quantity, these articles differed in interest. While the central interest of the business articles seemed to be recognizing oral communication deficiencies and

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[3]Ibid.

[4]Ibid.

[5]Business Periodical Index (New York: The H. W. Wilson Company), January,1970, through January, 1974. The journals selected for sampling were (1) Business: Public Relations Journal, Journal of Business Communication, Personnel, Industrial World, Personnel Journal, Supervisory Management, Management Review, Personnel Psychology,and Sales Management; and (2) Speech: The Speech Teacher, The Quarterly Journal of Speech, Speech Monographs, Western Speech, Central States Speech Journal, Etc., Today's Speech, The Southern Speech Communication Journal,and The Journal of Communication.

strengthening speaking abilities, speech scholars primarily appeared interested in specific experimental findings.[6] The answer for these centers of interest possibly lay in the nature of science versus the practicalities of economics.[7] Nevertheless, the fact that the speech discipline recognized a need to "bridge" theory and practice was apparent in university course offerings.

A review of thirty randomly selected college catalogues indicated a definite policy of providing business oriented training in oral communication.[8] Business departments in this sample did provide business communication training, but on the whole the speech departments housed the majority of the courses. Only two schools did not offer any communication courses. Business offerings concentrated upon effective written communication.[9] Speech departments provided courses in group discussion (26 courses), parliamentary procedure (13 courses), and business speaking (8 courses).

In the spring of 1973, Cal Downs and Michael W. Larimer sent questionnaires to the 174 departments listed in the 1972 Directory of Graduate Programs in Speech Communication to determine the status of

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[6]This survey is supported by Wayne N. Thompson in "An Assessment of Quantitative Research in Speech," The Quarterly Journal of Speech, LV (February, 1959), pp. 61-68.

[7]Ibid.

[8]The sampling included thirty college catalogues from schools with 15,000 or more students. The researcher examined management and speech department course offerings for emphasis on oral business communication, then tabulated the courses according to subject content.

[9]Of the thirty schools examined, eight management departments offered courses in written business communication, two offered courses in organizational theory, and two offered courses in communication theory.

organizational communication and the types of courses being offered. Of the 57% returned, 61 departments offered organizational communication and 37 did not. Most of the departments offered only one or two courses, and 60% of the offerings originated in the last five years. Courses concentrated on theory more than skills.[10]

A random sampling of current texts reinforced these findings. Texts written by business educators focused upon written communication and texts written by speech educators focused upon oral communication.[11] A survey of educators teaching undergraduate business communication courses in The American Association of Collegiate Schools of Business (AACSB) institutions presented similar data. Of the four textbooks used in business communication courses by more than five percent of

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[10]Cal W. Downs and Michael W. Larimer, "The Status of Organizational Communication in Speech Department," The Speech Teacher, XXIII (Nov., 1974), 325-329.

[11]A random sampling was taken of communication texts in business and speech. In order to encompass varied philosophies and viewpoints, the texts represented as many publishers as possible. Exemplary of the business texts as well as one of the most current was Writing and Communicating in Business by Harold J. Janis (New York: MacMillan Publishing Company, Inc., 1973). Out of a total of 18 chapters, Janis included one chapter on speaking and one chapter on persuasion. The rest of the text concentrated on improving written communication.

Current speech texts tended to provide a thorough coverage of oral communication based upon introductory discussions of organizational behavior and behavioral theory. Interpersonal Communication in the Modern Organization by Ernest G. Bormann, et al. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969), included a discussion of the communication process, management styles, and communication problems in industry. The text related business and professional speaking to the organizational environment. Presentational Speaking for Business and the Professions by William S. Howell and Ernest G. Bormann (New York: Harper and Row, 1971), focused upon the principles, methods, and types of presentational speaking. Other well-known business and professional speech texts followed similar patterns. Some combined the organizational and behavioral approach of the former text with the functional approach of the latter text.

respondents, all focused upon written communication.[12] Even the time spent teaching oral communication was minimal compared to letter and report writing. For example, the average amount of time devoted to teaching oral communication was 5.7 days compared to 18 days for letter writing and 12.6 days for report writing.[13] Developing "students ability to communicate orally with increased efficiency and effectiveness" appeared third in a list of three objectives reported as "average" in importance.[14]

Four conclusions can be hypothesized from the above data. First, oral communication played a major role in industry. Second, businessmen recognized the need for effective oral communication. Third, speech departments on the whole provided training in oral business communication while business departments provided training in written communication. Fourth, research dealing with oral communication in industry in speech departments was minimal. The preponderance of doctoral studies and journal articles on business communication, oral or written, came from management and marketing scholars and businessmen.

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[12]Dwight Bullard, "Current Trends in Teaching Business Communication: A Report of Practices in Member Schools of the American Association of Business," The Journal of Business Communication, IX (Fall, 1971), 31. The four texts listed by Bullard were: J. J. Menning and C. W. Wilkinson, Communicating Through Letters and Reports, 4th ed. (Homewood, Ill.: Richard D. Irwin, 1968), used by 30 percent of the respondents; Raymond V. Lesikar, Business Communication: Theory and Application (Homewood, Ill.: Richard D. Irwin, 1968), used by 17.9 percent of the respondents; Robert R. Aurner and Morris P. Wolf, Effective Communication in Business, 5th ed. (Cincinnatti: South-Western Publishing, 1967), used by 11.4 percent of the respondents; and William C. Himstreet and Wayne M. Baty, Business Communications: Principles and Methods, 3rd ed. (Belmont Cal.: Wadsworth Publishing Company, 1969), used by 9.3 percent of the respondents.

[13]Ibid.

[14]Ibid.

The following statement by W. Charles Redding appears to be as true today as it was eight years ago:

> . . . even the most cursory scanning of the extensive literature on industrial (or organizational) communication can leave no doubt that only a very small fraction of this literature has been produced by persons whose prime affiliation or whose prime research interest has been 'speech.'[15]

Recognizing that there is a need to research the impact of speech training on business and industry and that no study has compared speech training versus no speech training with the perception of communication performance on-the-job, this study attempts to answer the following question. Is an individual's perception of his oral communication ability in the industrial environment related to his speech training?

STATEMENT OF THE PROBLEM

The purpose of this study was to survey Louisiana State University graduates in industry with advanced speech training, basic speech training, and no speech training in order to compare their perceptions of this preparation with their perception of their oral communication performance in industry. An attempt was made to gather substantive material and methodically analyze the following null hypothesis:

> There is no relationship between speech training and the Louisiana State University graduate's perception of his oral communication performance in industry.

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[15]W. Charles Redding, "The Empirical Study of Humman Communication in Business and Industry," The Frontiers in Experimental Speech-Communication Research, ed. Paul L. Reid (New York: Syracuse University Press, 1966), 49.

To the knowledge of this writer, the particular juxtaposition of the elements proposed had yet to be examined. Although perception of speech training and perception of oral performance in industry seemed to go hand-in-hand, the nature and degree of these relationships were largely speculative. The overlapping effect of variables was of primary concern to this research. Variables act jointly, singly, reinforce, or cancel each other. For example, two personalities may be similar in many respects, but different in background and environment. These latter factors obviously affect individual interpretation of events, data, etc.[16] The overlapping effect of variables plus the relatively uncontrollable environmental factors in industry forced this study to be descriptive rather than scientific.

This study probed an individual's perception of his oral speaking needs and abilities in the industrial environment. The value of the data does not depend upon the accuracy of the individual's interpretation of communication principles. Knowledge of the speaker's perception of his abilities alone will (1) give insight into the effectiveness of speech preparation from the viewpoint of the individual in industry and (2) indicate the effectiveness of oral communication training versus no oral communication training from the viewpoint of the graduate in industry.

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[16]Thompson, op. cit., p. 62.

Definition of Terms

Industry. The term "Industry" means a number of people in specified positions working interdependently for profit or to render a service.[17]

Graduates. Students receiving a bachelor's degree from Louisiana State University during the period 1950-1967, referred to as L.S.U. graduates.

Participant. A "participant" was a member of the sampled population.

Respondent. A "respondent" was a member of the sampled population that fulfilled the obligations of the study.

Perception. "Perception" was an individual's thoughtful interpretation of his experiences.

Speech Training. Performance courses in oral communication completed while enrolled at Louisiana State University, Baton Rouge, Louisiana, referred to as "speech training." During the time period selected for this study, the following performance courses were available:

Course Title	Course Number
Speech Fundamentals	1, 2
Business and Professional Speech	6, 75-76
Public Speaking	51
Argumentation and Debate	65

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[17]Definition was based upon several sources: Bormann and others, Interpersonal Communication in the Modern Organization (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1969), p. 1; William V. Haney, Communication and Organizational Behavior: Text and Cases (Homewood, Ill.: Richard D. Irwin, Inc., 1967), p. 9; and Frank E. Fischer and Lydia Strong, "Introduction: 'X Factor' in the Management Job," Effective Communication on the Job, ed. Elizabeth Marting and others (rev. ed.; New York: American Management Association, Inc., 1963), pp. 23-24.

Course Title	Course Number
Discussion and Conference Speaking	66
Advanced Public Speaking	103
Advanced Discussion	113

Other speech training such as the Dale Carnegie, American Management Association, Toastmasters, and in-company programs will also be considered speech training.

Advanced Speech Training. A participant had advanced speech training if he completed six or more hours.

Basic Speech Training. A participant had basic speech training if he completed Speech 1 or Speech 6 and no performance courses numbered above Speech 51.

No Speech Training. Any participant who had not completed a course in oral communication.

Limitations

There were several limitations to this study. First, the participants' responses were representative of a selected group in industry. Second, the same participants may have been motivated to withhold information. Third, there was a lack of sophisticated statistical technique. Fourth, the varying personal backgrounds and abilities of the participants affected self-perception.

CHAPTER FORMAT OF THE PRESENTATION

The presentation of data composes five chapters. An introduction sets forth the objectives of the study, states the basic underlying hypothesis, describes the sources and methods of analysis of data, and establishes the limitations of the study.

Chapter II reviews the areas of literature which serve as a background and provide a basis for understanding the main focus of the research. Contributing research, texts, and articles were carefully examined for observations, generalizations, experimental findings, and predictions of the impact of college speech training on graduates in industry.

The third chapter reviews the investigative methods employed to obtain descriptive data relevant to the study null hypothesis. Divided into seven sections, this chapter includes a step-by-step discussion of the selection of the sample, selection of the methodology, construction of the questionnaire, interview procedure, distribution of the questionnaire, and the editing and tabulating of data.

The presentation and analysis of research data related to the underlying hypothesis comprise Chapter IV. The perceptions of Louisiana State University graduates regarding the impact of speech training on oral communication performance are tabulated, tested, and analyzed to determine whether findings support the research hypothesis.

The final chapter reviews research and summarizes findings related to the underlying hypothesis. Included in this chapter are predictions and implications for college business and professional speech training and recommendations for further study.

CONTRIBUTIONS OF THE STUDY

This doctoral presentation was the first attempt to determine the effectiveness of college speech preparation on oral communication performance in industry. It provided feedback from industry to educators by indicating the oral communication effectiveness on-the-job of college graduates with speech training. Secondary contributions included (1) the differentiation of perception of speech training and oral communication effectiveness in the various levels and sizes of industry, (2) an indication of the effect of elapsed time between speech training and application, and (3) a description of the characteristics of Louisiana State University graduates in industry that perceive themselves as effective oral communicators.

CHAPTER II

REVIEW OF LITERATURE

A review of related research was undertaken to obtain (1) relevant and critical data and (2) examples of workable methodologies and analytical techniques. The literature presented herein investigated all forms of communication in industry: written, verbal, and non-verbal; applied experimental, descriptive, and quantitative research; and represented textbooks, business and professional journals, dissertations, professional conference publications, and abstracts.

The research pertinent to this study can be roughly divided into two parts. The first group included studies conducted to determine the interests, needs, and practices of industry. The second closely related group attempted to isolate communication attitudes. Of the five studies in the second section, three compared their findings with data on job performance.

In 1951 Harold P. Zelko began an upsurge in interest in industrial speech training when he published his study of adult speech training in The Quarterly Journal of Speech.[1] After conducting a national survey of American industry, business, labor, and government to get an overall view of adult speech training, Zelko discovered that a majority of these organizations had training programs within their companies. Three characteristics of these programs were important to

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[1]Harold P. Zelko, "Adult Speech Training: Challenge to the Speech Profession," The Quarterly Journal of Speech, XXXVII (February, 1951), 55-62.

this research. First, of those replying fifty percent provided some kind of speech training, and only thirty percent of this training was done by outside services including consultants, colleges, and universities.[2] Second, most training in speaking activities was on the management or supervisory levels. Third, conference leadership and effective speaking ranked highest in importance of the activities considered by respondents as speech training.

Zelko noted that since his sample consisted of large companies, these findings would not generally hold for business and industry. Wayne Thompson emphasized this fact in his review of the study. Thompson also commented that all of the published studies in business and professional speaking by 1967 had questionable methodologies.[3]

In 1959 two simultaneous studies sponsored by major foundations had a tremendous impact on business education and research.[4] Yet, so many changes had already been implemented in business programs that by the time the studies had been published, their contents bordered upon the obsolete. Kathryn Bullington Clark presented a thorough review

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[2]Ibid., p. 58.

[3]Wayne N. Thompson, Quantitative Research in Public Address and Communication (New York: Random House, 1967), p. 118. Zelko's data, elicited through a survey of randomly selected organizations, included 230 industries, 30 department stores, 32 government agencies, and 30 organizations classified as "other." Of the questionnaires distributed, 206, or 68 percent, replied. Zelko stated nothing about the manner in which he distributed the questionnaires other than that the survey has been "supplemented by personal visits to significant training programs in progress, discussions with leaders in adult speech training and other observations." There was no sample survey form nor was there a description of the method of analysis; Zelko, pp. 55-56.

[4]Robert Aaron Gordon and James Edwin Howell, Higher Education for Business (Ford Foundation Report, New York City: Columbia University Press, 1959); and Frank C. Pierson, et al., The Education of American Businessmen (Carnegie Foundation Report, New York: McGraw-Hill Book Company, 1959).

of these studies in her dissertation, "Oral Business Communication Needs as a Basis for Improving College Courses."[5] To avoid duplication, a brief review of the findings relevant to this study follows.

The purpose of the Ford and Carnegie Foundation Reports was to discover how to combat industry's lack of "well-educated businessmen."[6] Researchers hoped to establish a basis for reappraisal of college business education in the United States through accumulation of relevant data.[7] Both reports generally concurred with noted scholars, J. H. S. Brossard and J. F. Dewhurst, that the educational objective of business education in colleges and universities should be "to prepare students for personally fruitful and socially useful careers in business and related types of activity."[8] Business students must be able to assimilate and apply specific knowledge in areas of finance, accounting,and economics through a broad background in non-professional areas. While the AACSB official position was that forty percent of a business student's work should be in outside areas of study, Gordon, Howell, Pierson, and others recommended at least fifty percent or two full years of collegiate work.[9]

Basic skills considered most important by these authors were problem-solving abilities, organizational skills, and skill in

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[5]Kathryn Bullington Clark, "Oral Business Communication Needs as a Basis for Improving College Courses" (Ph.D., The University of Michigan, 1968).

[6]Gordon and Howell, op. cit., p. 21.

[7]Ibid.

[8]Ibid., p. 47.

[9]Ibid., p. 151; Pierson, op. cit., pp. 163-195.

interpersonal relationships and communication. These qualities, they added, should be acquired in appropriate disciplines in a standard sequence of study.[10]

The major objectives of Kathryn Clark, Carl Hansen, and James Bennett were (1) to determine the subject content of business communication courses that would fulfill the existing oral communication needs of industry.[11] Clark conducted a survey of private and federal organizations. She developed a questionnaire for businessmen to assess effective and ineffective business speaking behavior, speaker characteristics, and important traits. Businessmen also rated oral tasks as to use and importance. She followed up this research with a second questionnaire for educators active in business communication in colleges and universities. The purpose of this questionnaire was "to determine what skills can be learned in the college course and where in the academic program such courses should be placed."

In general, respondents concurred that ". . . ability to communicate is a major consideration of executive selection and advancement" and business graduates lacked sufficient preparation in oral communication. The businessmen ranked high in use and importance effective interviewing, conversation, oral orders-instruction, telephoning, listening, and leading informal conferences. Formal speeches were less frequent and less important. Other assets ranked high were ability to think rationally and logically, to analyze situations, and to establish personal contact.

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[10]Gordon and Howell, p. 155.

[11]Clark, loc. cit.

A review of all findings prompted the following recommendations. Business courses should develop the individual's abilities to judge the speaking situation, select appropriate communication forms, and use appropriate language. These more current findings appeared to substantiate the Ford and Carnegie recommendations.

In 1971 Carl Richard Hansen attempted to determine the agreement between businessmen and educators on the business communication skills needed for students.[12] By use of the "Q-sort" method, he found that businessmen ranked listening and speaking skills high while business educators ranked them low.[13] Both groups ranked highest skills in human relations, psychological aspects of communication, and understandable, concise writing style.

A California survey of business executives, conducted by James C. Bennett, provided information concerning the communication needs of California business executives and suggestions for business communication

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[12]Richard Carl Hansen, "A Study to Determine the Degree of Agreement on the Content and Objectives for Preparation in Communication for Business Students at the College Level" (Ph.D., The University of Wisconsin, 1971).

[13]Hansen selected educators from the AACSB and businessmen from the Fortune "500" list of the largest industrial companies in the United States.

The "Q-sort" method consisted of the following procedure: Each participant received a packet containing 39 statements on separate cards. An attached letter directed participants to arrange the carded statements in order according to what they felt "preparation in communication for business students should" accomplish. The participant placed the "most important" statements in one stack on his right. These two stacks were then divided in a similar manner. When finished, the participant stacked the cards from left to right, placing cards in order of importance.

course content.[14] Top executives of 58 California-based corporations received questionnaires. Of the 35 (60 percent) returned, more than one-half felt that "effective communication skills" were of major importance in their advancement. These executives indicated that oral communication skills "seemed slightly more important than written skills" with 94 percent claiming extensive use of oral communication skills. Both in use and suggested course emphasis, respondents believed training in oral communication was of primary importance to the future businessman.[15] Although this study has been limited to California corporations, the findings were consistent with Clark, Hansen, and Zelko.

The second group of research studies attempted to identify or measure communication attitudes in industry. For example, in 1953 Arthur W. Angrist conducted an attitude survey to determine which communication activities occurred most frequently, the value of the activity to the success of the individual on-the-job, and the ease of performing the activity.[16] Using statistical technique to determine significant difference, he substantiated the following relationships:

1. Level of management and size of company did not affect frequency of a specific communication activity while age and management experience did.

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[14]James C. Bennett, "The Communication Needs of Business Executives," The Journal of Business Communication, VIII (Spring, 1971), 5-11.

[15]Ibid., p. 8

[16]Ibid., pp. 8-10.

2. Level of management, age, management experience, and size of company affected the value assigned to various communication activities.

3. Level of management, management experience, and company size affected the ease of performing specific communication activities while age did not.[17]

Wayne Thompson questioned the sample selection. There was no indication that the sample was representative of the 783 companies nor that the 273 executives responding were "unbiased" representatives.[18] This study offers, nevertheless, some support to the supposition that the variables of age, experience, management level, and size of company affect the frequency, value, and ease of certain communication activities.

Henry Samuel McKeown's doctoral research of an architect/engineering firm in Jackson, Michigan, reveals parallel results. After studying 41 successful employees in eight job levels, he found significant linear relationships between job level and selected variables:

> Higher levels had a higher frequency of communications sent and received, used more different channels, communicated more frequently with people outside the firm, and used more total time and time per message than lower levels. Higher levels rated the following variables higher than did the lower job levels: overall importance of communication skills; importance of their ability to plan and deliver

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[17]Arthur W. Angrist, "A Study of the Communications of Executives in Business and Industry," Speech Monographs, XX (November, 1953), 277-285.

[18]Thompson, op. cit., p. 117.

> persuasive, task, and human messages; importance of short memoranda, short reports, long reports, person-to-person, small groups, large groups, speech/presentations, and telephone.[19]

In 1959 Dwight L. Freshley developed a tool to measure the "attitude of industrial management personnel toward certain propositional statements or hypothetical principles about communication."[20] Freshley reviewed all available literature for principles or statements about oral communication. He developed a test that consisted of communication incidents relevant to each principle or statement. Following each incident were five alternatives ranging from "most" desirable to "least" desirable as a response.

Freshley's most significant contribution was demonstrating that a reliable test could be constructed to measure attitudes and, concurrently, knowledge about communication principles. Secondary findings were that (1) there was a significant difference in test scores of management personnel representing different levels of management and companies of different size; and (2) there was no significant difference in scores based on age, experience, and number of people supervised.

Two years later Herbert Simons conducted a field case study to compare communication attributes and rated job performance of

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[19]Henry Samuel McKeown, "A Study of Essential Communication Skills and Communication Activity at Various Job Levels in an Architect/ Engineer Firm" (Ph.D., Michigan State University, 1975), abstract.

[20]Dwight L. Freshley, "A Study of the Attitudes of Industrial Management Personnel Toward Communication," The Southern Speech Journal, XXIV (Summer, 1959), 216-224.

supervisors.[21] Using company managerial merit-ratings, Simon selected two groups representing (1) "high-rated" and (2) "low-rated" supervisors. With the "Purdue Form" as a guide, Simon interviewed the supervisors.[22] A comparison of interview ratings and managerial merit-ratings revealed that more successful supervisors rated higher as communicators than less successful supervisors.

In a similar study Charles Pyron developed a communications inventory to measure the oral communication attitudes of industrial foremen.[23] He administered the pre-tested inventory to foremen in seven companies and compared scores to ratings of their supervisory ability, formal education, and supervisory seniority. There was a significant relationship between scores on the inventory, seniority, and education. Scoring keys based upon the response differences of "high rated" and "low rated" supervisory ability did not correlate with any of the 44 items on the inventory. Within individual companies,

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[21]Herbert William Simons, "A Comparison of Communication Attributes and Rated Job Performance of Supervisors in a Large Commercial Enterprise" (Ph.D., Purdue University, 1961); and R. Wayne Pace and Herbert W. Simons, "Preliminary Evaluation Report on the Purdue Basic Oral Communication Evaluation Form," Personnel Journal, XLII (April, 1963), 191-193.

[22]The "Purdue Form" consists of seven categories used by the interviewer to evaluate communication ability of the interviewee in an informal, face-to-face situation. Some of the categories are "initial impression," "listening and feedback behavior," "adaptive behavior," and "physical communication." Within each category are descriptive phrases to help the interviewer specify behavior characteristics. For example, the category "physical communication" contains the descriptive phrases "general animation," "purposeful movement," and "freedom from distracting movements."

[23]Harley Charles Pyron, "The Construction and Validation of a Forced-Choice Scale for Measuring Oral Communication Attitude of Industrial Foremen" (Ph.D., Purdue University, 1964).

however, such "scoring keys" proved more successful. Pyron concluded that "high-rated" foremen within the different companies viewed different answers as correct responses.

A final study is of note in its methodological contributions to this study. Philip Tompkins summarized methods used to gather data in industrial communication between 1953 and 1964. Since he covered over twenty studies in three pages, the article served more as a bibliographical reference than an analytical study. Information on the reliability or validity of the studies presented was totally lacking.[24]

An attempt to compare the relevant findings of these studies revealed overlapping and supportive data. Zelko, Gordon and Howell, Pierson, Clark, Hansen, and Bennett all provided support for the contention that oral communication preparation on the college level was important from the viewpoint of representatives of industry. Business educators gave oral communication low priority in business communication courses. Nevertheless, oral communication preparation should be a part of a standard sequence of study in a college or university, preferably in departments specializing in oral communication.

Freshley and Pyron helped to establish reliable tests of knowledge and attitude. Secondary to these studies and to the Angrist study were findings that levels of management, management experience, age,

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[24]Phillip Tompkins, "Measuring and Data-Gathering Instruments in Industrial Communication," Central States Speech Journal, XV (May, 1964), 112-116; Thompson, op. cit., p. 119.

education, number of people supervised, and company size are important variables in the study of oral communication in industry.

Finally, Simon and Pyron demonstrated that within a company possible relationships exist between job ratings and oral communication attitude and attributes. The Pyron study indicated the possibility that different companies affected a foreman's evaluation of communication principles. An "intra-company" test based on merit-ratings, therefore, would have questionable significance.

Due to the variance in methodologies employed, much of this data was questionable as to its representativeness. Zelko dealt solely with large companies to ensure a greater possibility for the need of oral communication courses. Bennett and Hansen took survey groups from the Fortune "500" list of the largest industries in the U. S. Their findings would not be representative of a valid cross-section of industry. Freshley and Bennett limited their studies in geographical area. Data were probably affected by regional philosophies, needs, and interests. Simon limited his research to a single company, Pyron to nine companies, and Angrist to fifteen companies. All were unspecified as to how they represented the "real" world. The Hansen study, Ford Report, and Carnegie Report limited much data to surveying the AACSB to the exclusion of information from organizations representing other related fields of interest.

In most cases these limitations served the important purposes of controlling variables, saving time and expense, and gathering data from a specific portion of the industrial population.

Tools measured knowledge of oral communication principles and attitude toward oral communication principles. Research tested communication knowledge and compared results with job ratings. There were several attempts to discover the qualities and abilities scholars and businessmen require of a business graduate. Yet, there were no "follow-up" studies to determine the applicability and effectiveness of speech preparation from the viewpoint of the graduate in business.

CHAPTER III

METHODOLOGY

In order to gain the information necessary to test the null hypothesis, it was necessary to select a research design that would

1. survey representative university graduates in industry with varied levels of speech training (advanced, basic, and none), and

2. provide comparative data (such as speech course grades or grade point averages) to check against the perceptions of the value of training of individual members of the sample population.

To fulfill these requirements, the search of related literature suggested a procedure combining interviewing and a questionnaire as data gathering instruments. The justification for this selection and a step-by-step review of the methodology follows.

SELECTION OF METHODOLOGY

Although the questionnaire as a data gathering tool has its limitations, selecting an industrial setting as an experimental environment is a difficult condition to construct. Because of this difficulty, most of the studies heretofore described collected important and informative data through the use of the questionnaire. This method has the advantages of being both efficient and convenient for the researcher while it does not obstruct organizational workings, maintains anonymity of the respondent, and is time-saving for all concerned. These conditions are of primary importance for gaining information from individuals in industrial settings.

A second consideration for using the questionnaire as a data gathering tool lay in the nature of this study. The sampled population represented numerous companies in the Baton Rouge area. Limiting the sample to Louisiana State University graduates provided a record of the graduate's speech training and grades. By placing these requirements on the sample plus trying to contact a representative number of the population, it was physically impossible to obtain permission from all of the companies represented or to use interview and observation as research techniques. Other methods such as the "Q-sort" did not seem as appropriate to elicit the desired data. Therefore, investigative data resulted from a combination of interviewing selected members of the sample and a detailed questionnaire.

Selection of the Sample

The subjects of this study were representatives of industry in Baton Rouge, Louisiana, who received a bachelors degree from Louisiana State University during the period 1950-1967. Permission granted by the university Registrar's Office and Alumni Office, the researcher compiled a list of graduates from their records.[1] Every tenth person on the Alumni lists residing in Baton Rouge in 1974 and meeting the requirements of the study composed a total sample of 250 members.

The sample consisted of college graduates, since they had similar opportunities to achieve a basic or advanced level of oral college

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[1]Statement by Henry O. Cazentre, Assistant Registrar, Louisiana State University, Baton Rouge, Louisiana, personal interview, February 25, 1974; Statement by Ms. J. S. McGuire, Representative of the Alumni Office, Louisiana State University, Baton Rouge, Louisiana, telephone conversation, February 22, 1974. See Appendix A.

communication training. Placing an educational minimum of a four-year degree at Louisiana State University helped to equalize educational backgrounds, job opportunities, and demands of the working situation. Whether the participant had graduate level education probably had little effect on results since the evaluation of speech training would only be altered if the student completed graduate courses in public speaking. Selection of the sample excluded education majors since the purpose of the study was to sample industry.

The reason for selecting a seventeen year range, 1950-1967, was three-fold. First, the study had to include a representative sample of the present graduate population in Baton Rouge. Second, to minimize the effect of memory span or recall, this period insured a lapse of at least five years since graduation. Finally, this span allowed enough time to elapse for graduates to fill all levels of management.

Remaining constant to one industry, field of study, or sex did not provide an adequate scope of data. Variables that did not interfere with the desired scope of data and previous studies demonstrated important to a study of oral communication in industry were (1) level of management, (2) size of company, (3) number of people supervised, (4) education, (5) management experience, and (6) age. These variables, when compared to speech training and perception of oral communication performance in industry, determined the relationships, if any, that existed.

Construction of the Questionnaire

The researcher conducted an extensive review of representative communication texts and pertinent research in order to discern the

principles, functions, and practices associated with business and professional speaking. Collated and synthesized, this data composed the questionnaire.

The questionnaire had two sections. The first section requested general information about the participant. This data included the respondent's managerial position, company size, speech grades, speech courses completed at the university, and other speech preparation. Respondents then ranked selected speaking activities according to the frequency of the activity on-the-job.

The second section of the questionnaire required the respondent to evaluate the speaking situations he experienced on-the-job. The major categories he evaluated included (1) his overall performance of each speech activity, and (2) his training in each speech activity.

This section was similar to the Angrist study with two exceptions. First, instead of asking the participant to evaluate "ease of performance," the second section required the respondent to give a subjective evaluation of his abilities. Second, the Angrist study did not provide a basis for comparing the findings to the respondent's speech training. Such a comparison was one of the major foci of the study.

Also included in the second section of the questionnaire was a detailed listing of the principles, functions, and practices the communicator should fulfill when involved in each speaking activity. The respondent evaluated his own performance. The purpose of this section was to provide more detail as to the respondent's perceptions of his weaknesses and strengths in varied speech activities.

Interview Procedure

Selected on the basis of their management position and size of industry, nine members of the sample participated in unstructured interviews in May, 1974. Management positions represented were (1) non-management, or graduates in staff and support positions; (2) supervisory management, or managers responsible for operative personnel; (3) middle management, or assistant managers in primary divisions and managing major groups within the divisions; and (4) top management, or managers in the highest positions of authority.[2] Industry size was categorized as (1) small, or under 50 employees; (2) medium, or 50 to 499 employees; and (3) large, or over 500 employees.[3]

Interviews with these subjects (1) served as a primary source of information on the effect of speech training or lack of speech training in oral communication performance, (2) acted as a sounding board for ideas for the construction of the questionnaire, and (3) acted as a pre-test group for the questionnaire. As a pre-test group, these interviewees reviewed questions, made responses, and suggested revisions for the questionnaire.

Interviews were tape-recorded on a cassette recorder with approval of the participant for future reference. The researcher conducted all

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[2]Leon C. Megginson, Personnel: A Behavioral Approach to Administration (Homewood, Ill.: Richard D. Irwin, Inc., 1972) pp. 55-57. Megginson refers the reader to "the classic statement of these responsibilities, as prepared by a special conference of high-level, practicing personnel executives," in "The Function and Scope of Personnel Administration," Personnel, XXIV (July, 1947), pp. 5-8.

[3]These divisions find their basis in The Louisiana Directory of Manufacturers, (State of Louisiana, Baton Rouge, La.: Department of Commerce and Industry, 1972).

nine interviews to (1) ensure as much consistency as possible in approach and (2) ensure accuracy in interpretation of comments on the questionnaire. Appointments for the interviews had been pre-arranged by telephone and conducted (1) at the convenience of the interviewee and (2) on the interviewee's job premises.

At the start of each interview the researcher described the scope and intent of the study to the interviewee. A list of pre-planned questions stimulated discussion. Basically, participants described the various communication methods employed most frequently in their positions and businesses; the communications problems they encountered; their training in communication; and the layout, scope, and depth of the questionnaire. At the conclusion of each interview, the interviewee received a personal copy of the questionnaire as approved by research committee advisors Dr. John Pennybacker and Dr. Clinton Bradford. They reviewed the form at their convenience and made corrections or comments that enhanced the questionnaire's intelligibility, then returned it by mail to the researcher in an attached envelope. A cover letter accompanied the questionnaire, reviewing the purpose of the study and including brief instructions for evaluating the questionnaire.[4]

After receiving and reviewing all of the nine pre-tested questionnaires, the researcher judged the following revisions as

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[4]See Appendix B and C for samples of the interview letter and original questionnaire. Transcripts of selected interviews may be found in Appendices H, 1 and H, 2.

appropriate:[5]

1. Change the dichotomous format of questions and responses to a continuous format.

2. Arrange a new layout to make questions more readable.

3. Change several confusing terms.

4. Eliminate two sections which interviewee deemed as confusing and overlapping in meaning.

A revised form approved by the aforementioned advisors was then distributed to members of the sample.

Distribution of the Questionnaire

The sample population consisted of 250 names randomly selected from the Louisiana State University Baton Rouge area alumni mailing list using every tenth name.[6] Excluding the nine names selected for interviews, the researcher tried to contact the participants by telephone. The purpose of this step was (1) to encourage participation by establishing personal contact with the sample member and (2) to eliminate uninterested sample members. This step proved unmanageable since most sample members were inaccessible by telephone due to (1) the inability to locate a current telephone number and (2) the limitation of telephone contact to home telephone numbers.

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[5]See Appendix D.

[6]Names obtained from the Baton Rouge Area Alumni Geographical Listing, edited and updated continuously under the direction of Jeanette S. McGuire. This consisted of a computer printout with the graduate's name, college major, gradepoint, degree, and date of graduation.

The hours that the participants were available at their home telephones usually consisted of leisure time, and most of those contacted revealed some displeasure at having been interrupted from activities during this time.

On January 1, 1975, a postcard went to all sample members stating the objectives of the study and requesting their participation.[7] The questionnaire and a cover-letter followed in four days.[8] Since the questionnaire was to be anonymous, a number corresponding to each individual sample member appeared on a return address label attached to the enclosed envelope. The cover-letter requested the participant to complete and return the questionnaire within two weeks. After this period elapsed, the numbers on the return envelopes checked against the numbers corresponding to the names of the sample members revealed the outstanding questionnaires. Follow-up letters and questionnaires were mailed to the remaining members of the sample.[9]

Editing and Tabulating

When sufficient time elapsed to allow questionnaires to be returned, the researcher checked the forms to see if respondents completed all questions. The researcher eliminated questionnaires that were incomplete, confusing, or from a non-member of the sample if missing information could not be supplied from another source such as transcripts or alumni records.

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[7]See Appendix E.

[8]See Appendix D and F.

[9]See Appendix G.

CHAPTER IV

ANALYSIS OF DATA

The problem statement demanded an analysis of communication performance as perceived by Louisiana State University graduates in industry with (1) advanced speech training, (2) basic speech training, and (3) no speech training. A complete analysis as defined within the study should compare the perceptions of the three speech training groups in the following data categories included on the questionnaire:

1. respondent evaluation of the frequency of specified speaking activities on-the-job,
2. respondent performance evaluation of specified oral activities,
3. respondent evaluation of overall speaking ability, and
4. respondent evaluation of speech training.

As a comparative basis, two other variables added for analysis were:

5. respondent speech grade average, and
6. number of courses completed by respondent.

Three research designs provided the necessary framework required to compare each category to every other category. The first design included 36 cells representing the 36 variables describing the characteristics of the three speech training groups. Positioned along the vertical axis are the four types of management levels: (1) non-management, (2) supervisory management, (3) middle management, and (4) top management. Depicted along the oblique axis are the three levels of speech training: (1) advanced speech training, (2) basic speech training, and (3) no speech training. Finally, represented on the horizontal axis are the size of organization: (1) small,

(2) medium, and (3) large. See Figure 1.

The second design provided the major data to support or refute the research hypothesis. Positioned along the vertical axis are the data categories: (1) respondent evaluation of the frequency of specified speaking activities, (2) respondent performance evaluation of specified oral activities, (3) respondent evaluation of overall speaking ability, and (4) respondent evaluation of speech training. Represented on the horizontal axis are the three levels of speech training: (1) advanced, (2) basic, and (3) no speech training. See Figure 2.

Data from the questionnaires were divided into categories based on the two factorial designs and then fed into a computer.

STATISTICAL ANALYSIS SYSTEM

Each question received a specific number of response spaces on a computer coding sheet. An IBM computer tabulated coded questions using the Statistical Analysis System.[1] The purpose of this system is to provide an "integrated approach to the editing of statistical analysis of data."[2] Sequences of alphabetical, numerical, or special characters act as "data elements." The elements describe the sample and correspond to a name, place, particular year, characteristic of the sample, etc. In a series of observations, in this case each questionnaire, the specific observations repeated in each set of data elements are the variables of the sample.[3]

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[1]Jolayne Service, SAS: A User's Guide to the Statistical Analysis System (North Carolina State University, Raleigh, N.C.: Institute of Statistics, August 1972), p. 1.

[2]Ibid.

[3]Ibid.

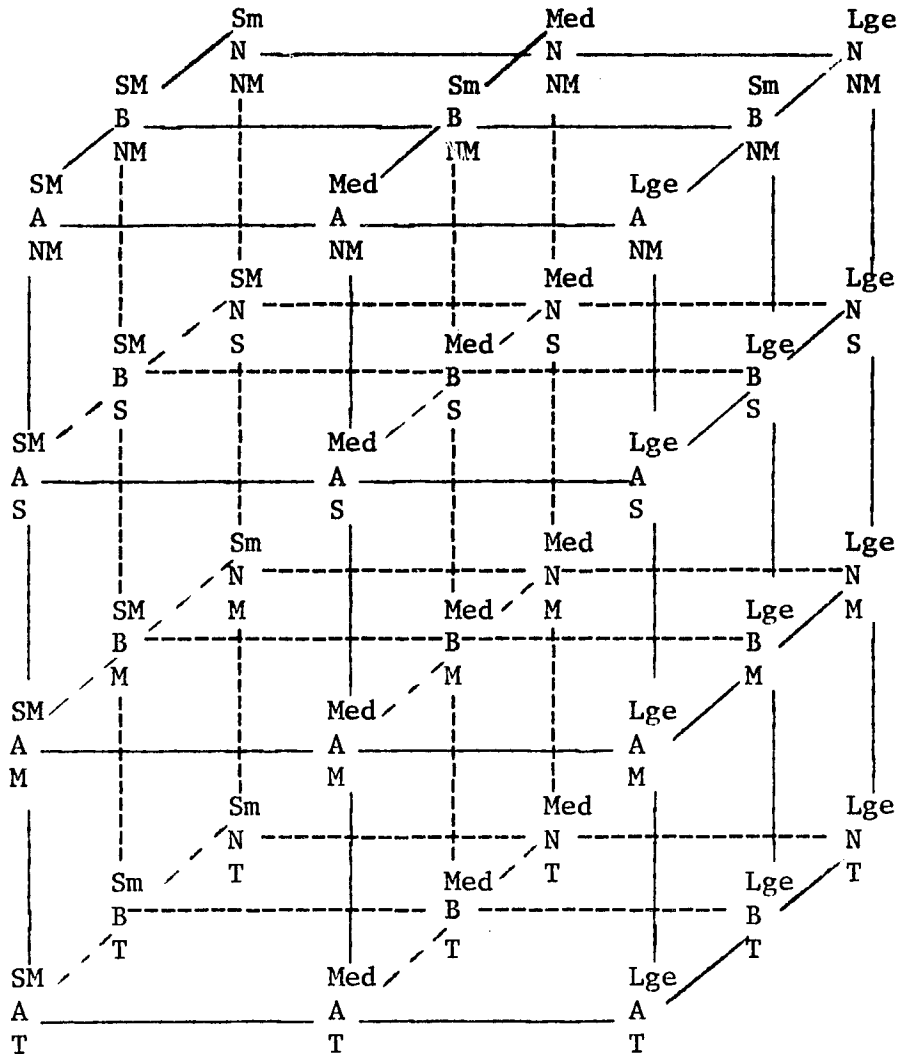
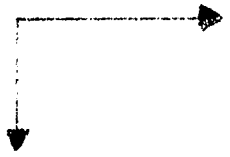


FIGURE 1

Characteristics of Respondents
Three-Dimensional Analytical
Framework for Research
3X3X4 Factorial Design

Levels of Training

AF	BF	NF
AP	BP	NP
AO	BO	NO
AT	BT	NT



Levels of Training (Advanced, Basic, None)
Key: A,B,N

Data Categories (Frequency of speaking activity, performance evaluation of specific speaking activities, overall speaking ability, evaluation of speech training)
Key: F,P,O,T

FIGURE 2

Perceptions of Respondents
Two-Dimensional Analytical
Framework for Research
3X4 Factorial Design

A simple language instructs the computer to "present, edit, transform, generate, describe or analyze data."[4]

Variables included on the questionnaire were (1) management level, (2) size of the organization, (3) age, (4) speech training, and (5) perception of on-the-job communication performance.

The following example depicts the computer program arrangement for the observations and variables. Each "observation" in this example represents a questionnaire.

TABLE 1

Computer Program Arrangement for Observations and Variables

	Speech Training (1st var.)	Mgt. Level (2nd var.)	Co. Size (3rd var.)	Age (4th var.)
Observation 1	3	1	02	2
Observation 2	2	4	08	5
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
Observation 176	1	3	05	3

[4]Anthony James Barr and James Howard Goodnight, A Guide for the Development and Implementation of User Written Procedures Within the Statistical Analysis System (North Carolina State University, Raleigh, N.C.: Institute of Statistics, August 1972), p.4.

An observation, recorded in data elements, works in the following manner. The SAS statement, such as "IF SAS=5 THEN ACT2='LISTEN,'" appears on each punched card and describes the procedure to be performed by the computer. Variables, tabulated into the various arrays, reduced to punch cards, and sorted into tables provided a program that produced (1) frequency distribution, (2) means and standard deviations, (3) medians and ranges, and (4) a variety of cross-comparisons of respondent perceptions.

A second set of variables represented relationships that might affect the findings. Gathered from student records and interviews with selected graduates, they were speech grades and overall grade-point average.

A third design provided a basis for the comparison of speech grades, the number of speech courses completed, and the self-evaluations of data by the advanced and basic speech training groups. Using a procedure designed to be used with the Statistical Analysis System, the computer printed the number of values, sum of values, mean scores, and minimum and maximum value for each variable. An example follows:

LEVEL-A

Variable	No.	Sum	Mean	Minimum Value	Maximum Value
SGPA	18	39.6	2.200	1.0	2.3
VT	18	35.8	1.991	1.2	2.8

Key: SPGA = Speech Course Grade Average
VT = Value of Training

Using these data, the researcher attempted to determine any relationships between two or more variables. A computer printout produced correlation coefficients and significance probability between selected variables. The correlation coefficient gave the index of covariability of two variables, while the significance probability indicated the probability that the correlation would happen by chance.[5] A sample of the printout appears below.

	AECC	AECM	AEFT	
AECC	1.000000	0.284087	0.019922	Correlation
	0.0000	0.0070	0.8472	Probability
AECM	0.284087	1.000000	0.073068	Correlation
	0.0070	0.0000	0.5033	Probability

Key: AECC = Computed Total Score for Self Evaluation of Principles, Functions and Practices of Conference Chairman
AECM = Computed Total Score for Conference Member
AEFT = Computed Total Score for Formal Talk

The statistical data served descriptive purposes only.

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[5] Taro Yamane, Statistics: An Introductory Analysis, 2nd ed. (New York: Harper & Row), 1967, pp. 368-501.

RESPONSE TO THE QUESTIONNAIRE

Paul L. Erdos, author of Professional Mail Surveys, pointed out two factors necessary to an effective mail survey. First, the researcher should reach 50% of the sample population. Second, non-respondents should be similar to respondents. In this study of the 250 questionnaire packets mailed, eleven returned incomplete or unusable, 13 returned unopened with no forwarding address, and 50 questionnaires failed to return. The eleven unusable questionnaires fit one of two categories in that they (1) had major sections of the questionnaire marked "inapplicable" or left blank by the respondents or (2) came from people who did not represent Louisiana industries. The results of this research, therefore, represented the perceptions of 70.4% of the sample population.[6]

Information taken from the alumni lists and the student transcripts recorded speech courses completed, if any, and the grades received in these courses. Using only speech courses completed, the researcher compared the respondents and the non-respondents. Non-respondents consisted of those who could not be located and those who failed to return the questionnaire.

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[6] Erdos, Paul L., Professional Mail Surveys (N.Y.: McGraw-Hill Book Company, 1970), p. 144, "It is nearly impossible to achieve a 100 percent response, and this is true no matter what data-gathering methods are used." While the Advertising Research Foundation recommended an eighty percent return on mail surveys in order to be comparable with interview results, Erdos set a minimum standard of fifty percent response to ensure reliability"...unless it demonstrates with some form of verification that the non-respondents are similar to the respondents."

A specific breakdown of non-respondents' training in speech revealed that 78% had basic or advanced speech courses. Of these, 67% had basic speech and 11% had advanced speech. The remaining 22% had no speech training evidenced by their university records. A comparison with the respondents follows:

TABLE 2

Specific Breakdown of Respondent and Non-Respondent

	Advanced	Basic	None	Basic and Advanced
Respondents	16.5%	66.5%	17%	83%
Non-respondents	11%	67%	22%	78%

The major difference between the two groups was that the graduates without speech training and with advanced speech training failed to be balanced in the non-respondents group. However, there was no way to determine if these individuals had training other than from a college source. This factor might have accounted for some of the difference in these two groups and in the number who had training as a whole.

GENERAL CHARACTERISTICS OF RESPONDENTS

An analysis of characteristics of the respondents revealed that of the 176 respondents 16.5% had advanced speech training, 66.5% had basic speech training, and 17% had no speech training. Obviously graduates with basic speech training heavily weighted the sample. For many years the University required (1) business majors to have speech 66 (business communication) or an equivalent course and (2) all freshmen to take one of three courses offered for Junior Division in the arts (a choice of speech, music, or art).

TABLE 3

Breakdown of Respondents by Level of Speech Training

Training	Respondents	Percent
Advanced	29	16.477
Basic	117	66.477
None	30	17.045
Totals	176	100.000

The weighting of the sample also indicated that speech or some type of communication course reached a majority of graduates who entered industry. Most of the speech training in the sample came from college courses with 56.7% of the respondents indicating they had some college training. About 10.7% of the respondents attended company sponsored courses, 11% attended military courses, and 7% attended "private" or "other."

Table 4

Speech Training Categorized by Source of Instruction

Course	Percent
College	56.696
Company	10.714
Military	11.161
None	14.286
Other	4.018
Private	3.125
Totals	100.000

Company Size

Companies, categorized by size, were (1) small, or under 50 employees; (2) medium, or 50-499 employees; and (3) large, or over 500 employees. Dividing the sample on this basis, the largest group, or 79 respondents, represented large companies. Medium and small companies included 43 and 54 respondents respectively. Thus, almost one-half of the graduates fitting the discription of this sample worked in companies with over 500 employees. The results of the study, therefore, will be heavily influenced by their particular environmental circumstances.

TABLE 5

Percent of Respondents Working in Large, Medium, and Small Companies

Size	Respondents	Percent
Large	79	44.886
Medium	43	24.432
Small	54	30.682
Totals	176	100.000

Age

According to the survey results, almost 73% of the sample was between the ages of 30 and 49, with the largest group, or 45% between the ages of 30-39 years. The respondents with speech training followed the same pattern as the general sample. However, those without any speech training represented a slightly younger group with 70% from 25-39. The largest age group compared favorably, nevertheless, with the overall sample since 40% of those without speech training were from 30-39. The first three age categories in all training groups represented ages 25-49 and composed 90% of the sample.

TABLE 6

Percent of Respondents in Specified Age Categories

Age	Respondents	Percent
25-29	31	17.614
30-39	79	44.886
40-49	50	28.409
50-59	15	8.523
60-80	1	0.568
Totals	176	100.000

Management Level

Management positions represented were (1) non-management, or graduates in staff and support positions; (2) supervisory management, or managers responsible for operative personnel; (3) middle management, or assistant managers in primary divisions and managing major groups within the divisions; and (4) top management, or managers in the highest ranks of authority. The respondents were from all management levels with these levels almost equally divided. There were 49 respondents from first-line, or supervisory management; 37 respondents from middle management; 44 respondents from non-management; and 46 respondents from top management.

TABLE 7

Percent of Respondents in Supervisory, Middle, Top, and Non-Management

Level	Respondents	Percent
Supervisory	49	27.841
Middle	37	21.023
Non-Mgt.	44	25.000
Top	46	26.136
Totals	176	100.000

A cross-examination of the characteristics of respondents matched (1) age and company size, (2) management level and company size, and (3) management level and age. Tables 9, 10, and 11 depict these relationships. When organized into groupings comparing age and company size, over 50% of the respondents from 25-29 worked for large companies. Small and medium companies represented 20% and 26% of this age group respectively. Approximately 42% of those from 30-39 worked in large companies with the remainder divided between small and medium companies. There were exactly 44% from 40-49 working in small companies with 34% in large companies and 22% in medium sized companies. The largest group, between the ages of 30-39, worked in large companies and represented 21.59% of the sample. No other grouping according to age and company size approached this size.

Over 50% of the respondents in supervisory, mid, and non-management represented large companies, while 67% of the respondents in

top management represented small companies. The table below presents a profile of these groups according to management level.

TABLE 8

Profile of General Sample Percentage of Groupings by Company Size and Management Level

Management Level	Company Size	Percent
Supervisory	Large	50%
Middle	Large	50%
Top	Small	75%
Non-Mgt.	Large	66%

The above groups as a whole represented 60.7% of the sample. The remaining 39.3% were in scattered groupings.

Ages 30-39 represented the largest age grouping when organizing data on age according to management level. The two age groups, 30-39 and 40-49, represented 74% of this sample. In each management level, these two age groups were almost equally represented.

TABLE 9

Distribution of Age Groups and Company Size

Age	Size	Respondents	Percent
25-29	Large	17	9.659
	Medium	6	3.409
	Small	8	4.545
30-39	Large	38	21.591
	Medium	20	11.364
	Small	21	11.932
40-49	Large	17	9.659
	Medium	11	6.250
	Small	22	12.500
50-59	Large	6	3.409
	Medium	6	3.409
	Small	3	1.705
60-80	Large	1	0.568
Totals		176	100.000

TABLE 10

Distribution of Management Level and Company Size

Level	Size	Respondents	Percent
Supervisory	Large	27	15.341
	Medium	14	7.955
	Small	8	4.545
Middle	Large	20	11.364
	Medium	11	6.250
	Small	6	3.409
Non-Mgt.	Large	28	15.909
	Medium	7	3.977
	Small	9	5.114
Top	Large	4	2.273
	Medium	11	6.250
	Small	31	17.614
Totals		176	100.000

TABLE 11

Distribution of Management Level and Age Groups

Level	Age	Respondents	Percent
Supervisory	25-29	12	6.818
	30-39	20	11.364
	40-49	12	6.818
	50-59	4	2.273
	60-80	1	0.568
Middle	25-29	4	2.273
	30-39	19	10.795
	40-49	11	6.250
	50-59	3	1.705
Non-Mgt.	25-29	9	5.114
	30-39	20	11.364
	40-49	11	6.250
	50-59	4	2.273
Top	25-29	6	3.409
	30-39	20	11.364
	40-49	16	9.091
	50-59	4	2.273
Totals		176	100.000

ADVANCED SPEECH TRAINING

A participant had advanced speech training if he completed six or more hours in performance courses numbered above and excluding Speech 51 at Louisiana State University. The advanced speech training group composed 16.5% of the sample and received their speech training primarily through college courses. A second major source was company sponsored courses. A detailed breakdown of data by computer presented the following statistics for specific sources of speech training:

TABLE 12

Percent of Respondents Completing Specified Speech Classes Advanced Speech Training

Course	Percent
College	57.143
Company	22.449
Military	12.245
Other	2.041
Private	6.122
Totals	100.000

Over half of the advanced group worked in small companies with the remainder divided equally between the other two categories. The general sample, in contrast, had the largest number of respondents working in large companies.

TABLE 13

Size of Company Represented by Respondents
Advanced Speech Training

Size	Respondents	Percent
Large	7	24.138
Medium	7	24.138
Small	15	51.724
Totals	29	100.000

Nearly 80 percent of the advanced speech training group were from 30-49 years of age. All of the age categories represented by the advanced speech training group were consistent in size with the overall sample.

TABLE 14

Age Groups Represented by Respondents
Advanced Speech Training

Age	Respondents	Percent
25-29	5	17.241
30-39	11	37.931
40-49	12	41.379
60-80	1	3.448
Totals	29	100.000

The following chart depicts management levels represented by the advanced speech training group. In this category the largest group was working in top management positions. The two highest management positions, top management and middle management, represented 72 percent of the advanced speech training group with only 10 percent in supervisory positions and 17 percent in non-management positions.

TABLE 15

Management Level Represented by Respondents
Advanced Speech Training

Level	Respondents	Percent
Supervisory	3	10.345
Middle	8	27.586
Non-Mgt.	5	17.241
Top	13	44.828
Totals	29	100.000

Computer tabulation of the characteristics of respondents with advanced speech training indicated that the largest grouping included respondents 40-49 years of age and working in small companies. The second largest group was from 30-39 and also working in small companies. A breakdown of these and other age groups is found in Table 16. In contrast, the general sample had the largest group of respondents from 30-39 working in large companies.

When analyzing company size, management level, and speech training on a comparative basis, specific differentiations occurred. Of the

group with advanced speech training, 34.5 percent worked in small companies as top management. This percentage was double that of any other combination of advanced speech training, company size, and management level. Table 17 depicts these relationships.

Finally, an examination of data according to management level and age revealed that almost 28 percent of the respondents with advanced speech training were 30-49 and in middle management, and almost 45 percent were 25-49 and in top management. For specific comparisons of these data, see Table 18.

TABLE 16

Age Groups and Company Size
Advanced Speech Training

Age	Size	Respondents	Percent
25-29	Large	0	0.000
	Medium	2	6.897
	Small	3	10.345
30-39	Large	3	10.345
	Medium	3	10.345
	Small	5	17.241
40-49	Large	3	10.345
	Medium	2	6.897
	Small	7	24.138
50-59	Large	0	0.000
	Medium	0	0.000
	Small	0	0.000
60-80	Large	1	3.448
	Medium	0	0.000
	Small	0	0.000

TABLE 17

Management Level and Company Size
Advanced Speech Training

Level	Size	Respondents	Percent
Supervisory	Large	2	6.897
	Medium	0	0.000
	Small	1	3.448
Middle	Large	5	17.241
	Medium	2	6.897
	Small	1	3.448
Non-Mgt.	Large	0	0.000
	Medium	2	6.897
	Small	3	10.345
Top	Large	0	0.000
	Medium	3	10.345
	Small	10	34.438

TABLE 18

Management Level and Age Groups
Advanced Speech Training

Level	Age	Respondents	Percent
Supervisory	25-29	0	0.000
	30-39	0	0.000
	40-49	2	6.897
	50-59	0	0.000
	60-80	1	3.448
Middle	25-29	0	0.000
	30-39	4	13.793
	40-49	4	13.793
	50-59	0	0.000
	60-80	0	0.000
Non-Mgt.	25-29	1	3.448
	30-39	2	6.897
	40-49	2	6.897
	50-59	0	0.000
	60-80	0	0.000
Top	25-29	4	13.793
	30-39	5	17.241
	40-49	4	13.793
	50-59	0	0.000
	60-80	0	0.000

BASIC SPEECH TRAINING

A participant had basic speech training if he completed Speech 1 or 6 at Louisiana State University and had no performance courses numbered above Speech 51. Of the 66.5 percent of the sample composing the basic speech training group, 68 percent completed college speech courses. Although both the advanced group and the basic group had most of their speech training in college, they differed markedly in the remaining categories. The advanced speech training group received 22 percent of their training in company sponsored courses and 12 percent in military courses, with the remaining 8 percent in private or other courses. In contrast the second largest category for respondents with basic speech training was military at 13 percent. Company sponsored courses lagged behind at 9 percent, nearly equaling private and other courses.

TABLE 19

Percent of Respondents Completing Specified Speech Training
Basic Speech Training

Course	Percent
College	68.276
Company	8.966
Military	13.103
Private	2.759
Other	6.896
Totals	100.000

Almost one-half of the group with basic speech training worked at large companies. The remainder were closely divided between medium and small companies.

TABLE 20

Size of Company Represented by Respondents
Basic Speech Training

Size	Respondents	Percent
Large	58	49.573
Medium	32	27.350
Small	27	23.077
Totals	117	100.000

About two-thirds of the basic speech training group worked in non-management or supervisory positions. The other two categories were closely divided.

TABLE 21

Management Level Represented by Respondents
Basic Speech Training

Level	Respondents	Percent
Supervisory	39	33.333
Middle	23	19.658
Non-Mgt.	33	28.205
Top	22	18.803
Totals	117	100.000

When categorized on the basis of age, the basic speech training group was consistent with the general sample. The largest obvious grouping was 30-49 years of age and represented 75 percent of this training category.

TABLE 22

Age Groups Represented by Respondents
Basic Speech Training

Level	Respondents	Percent
25-29	17	14.530
30-39	56	47.863
40-49	32	27.350
50-59	12	10.257
Totals	117	100.000

Tables 23, 24, and 25 present data resulting from the cross-comparison of age, management level, and company size for the basic speech training group. In a comparison of age and company size, those with basic speech training corresponded with the general findings in all aspects. The largest group was from 30-39 and worked in large companies. Other major groups occurred at the same places as the general sample and with similar percentages as Table 26 demonstrates.

TABLE 23

Age Groups and Company Size
Basic Speech Training

Age	Size	Respondents	Percent
25-29	Large	11	9.402
	Medium	3	2.564
	Small	3	2.564
30-39	Large	31	26.496
	Medium	16	13.675
	Small	9	7.692
40-49	Large	12	10.256
	Medium	8	6.838
	Small	12	10.256
50-59	Large	4	3.419
	Medium	5	4.274
	Small	3	2.564
Totals		117	100.000

TABLE 24

Management Level and Company Size
Basic Speech Training

Level	Size	Respondents	Percent
Supervisory	Large	20	17.094
	Medium	13	11.111
	Small	6	5.128
Middle	Large	11	9.402
	Medium	8	6.838
	Small	4	3.419
Non-Mgt.	Large	24	20.513
	Medium	5	4.274
	Small	4	3.419
Top	Large	3	2.564
	Medium	6	5.128
	Small	13	11.111
Totals		117	100.000

TABLE 25

Management Level and Age Groups
Basic Speech Training

Level	Age	Respondents	Percent
Supervisory	25-29	9	7.692
	30-39	17	14.530
	40-49	9	7.692
	50-59	4	3.419
Middle	25-29	4	3.419
	30-39	12	10.256
	40-49	6	5.128
	50-59	1	0.855
Non-Mgt.	25-29	4	3.419
	30-39	17	14.530
	40-49	8	6.838
	50-59	4	3.419
Top	30-39	10	8.547
	40-49	9	7.692
	50-59	3	2.564
Totals		117	100.000

TABLE 26

Major Groupings of Characteristics,
Basic Speech Training

Age	Company Size	Basic Training	General Sample
25-29	Large	9.4%	9.659%
30-39	Large	26.946%	25.951%
	Medium	13.675%	
40-49	Large	10.256%	9.659%
	Small	10.256%	12.5%

All other categories were below 7.7 percent.

Again, those with basic speech training echoed the profile of the general sample based on comparisons of company size and management level. The greatest percentage group occurred in the respondents of the large companies working in non-management.

A comparison of management level and age revealed groupings in the same age categories as the general sample. They represented almost 40% of this training group; were 30-39 years of age; and worked in non-management, supervisory management, or middle management.

NO SPEECH TRAINING

If a respondent indicated he had never completed an oral communication course, he was placed in the group without speech training. This group was similar in size to the group with advanced speech training. Representing 17% of the sample, they primarily worked in

small or large companies and ranged from 25-29 years of age. When divided by management level, about 37 percent of this group were in top management and the rest were divided among the other three management levels. Table 27 presents a statistically accurate breakdown of the characteristics of this group.

Tables 28-30 represent data compiled by cross-comparison of the respondent's age, management level, and size of company with which he is employed. The two major groups in the sample without speech training were aged 25-29, working in large companies, and 30-39, working in small companies. From this point major groupings dropped below 13 percent with 13.3 percent in large companies aged 30-39, and 10 percent in small companies aged 40-49. The remaining groups composed 7 percent or less of the sample.

Those respondents without speech training, on the whole, followed the general sample profile. Slightly over 70 percent employed in supervisory positions worked for large companies. About 67 percent employed in middle management and another 67 percent employed in non-management worked for large companies, whereas 75 percent in top management worked in small companies.

For the most part respondents without speech training worked in large companies in all except the top levels of management. Table 31 presents a comparison of selected characteristics represented by the respondents with advanced, basic, and no speech training.

TABLE 27

Characteristics of Respondents
No Speech Training

Size	Respondents	Percent
Large	14	46.667
Medium	4	13.333
Small	12	40.000
Totals	30	100.000

Age	Respondents	Percent
25-29	9	30.000
30-39	12	40.000
40-49	6	20.000
50-59	3	10.000
Totals	30	100.000

Level	Respondents	Percent
Supervisory	7	23.333
Middle	6	20.000
Non-Mgt.	6	20.000
Top	11	36.667
Totals	30	100.000

TABLE 28

Age Groups and Company Size
No Speech Training

Age	Size	Respondents	Percent
25-29	Large	6	20.000
	Medium	1	3.333
	Small	2	6.667
30-39	Large	4	13.333
	Medium	1	3.333
	Small	7	23.333
40-49	Large	2	6.667
	Medium	1	3.333
	Small	3	10.000
50-59	Large	2	6.667
	Medium	1	3.333
Totals			100.000

TABLE 29

Management Level and Age Groups
No Speech Training

Level	Age	Respondents	Percent
Supervisory	25-29	3	10.000
	30-39	3	10.000
	40-49	1	3.333
Middle	30-39	3	10.000
	40-49	1	3.333
	50-59	2	6.667
Non-Mgt.	25-29	4	13.333
	30-39	1	3.333
	40-49	1	3.333
Top	25-29	2	6.667
	30-39	5	16.667
	40-49	3	10.000
	50-59	1	3.333

TABLE 30

Management Level and Company Size
No Speech Training

Level	Size	Respondents	Percent
Supervisory	Large	5	16.667
	Medium	1	3.333
	Small	1	3.333
Middle	Large	4	13.333
	Medium	1	3.333
	Small	1	3.333
Non-Mgt.	Large	4	13.333
	Small	2	6.667
Top	Large	1	3.333
	Medium	2	6.667
	Small	8	26.667
Totals		30	100.000

TABLE 31

A Comparison by Data Category of the Characteristics of the Respondents with Advanced Speech Training, Basic Speech Training, and No Speech Training

Data Category	Percentage of General Sample	Percentage with Advanced Training	Percentage with Basic Training	Percentage with No Speech Training
Respondents	100%	16.477	66.477	17.045
Courses				
College	56.696	57.143	68.276	------
Company	10.714	22.449	8.966	------
Military	11.161	12.245	13.103	------
Private or Other	7.143	8.163	8.276	------
Company Size				
Small	30.682	51.724	23.077	40.00
Medium	24.432	24.138	27.350	13.333
Large	44.886	24.138	19.573	46.667
Ages				
25-29	17.614	17.241	14.530	30.00
30-39	44.886	37.931	47.86	40.00
40-49	28.409	41.379	27.350	20.00
50-59	8.523	------	10.256	10.00
60-80	0.568	3.448	------	------

TABLE 31 (continued)

Data Category	Percentage of General Sample	Percentage with Advanced Training	Percentage with Basic Training	Percentage with No Speech Training
Management Level				
Supervisory	27.841	10.345	33.33	23.333
Middle	21.023	27.568	19.658	20.00
Non-Mgt.	25.000	17.241	28.205	20.00
Top	26.136	44.828	10.803	36.667

EVALUATION OF SPEECH ACTIVITIES

Directions on the questionnaire requested that each respondent check the three oral speaking activities he experienced most frequently. The activities listed were group discussion, formal talks, meetings, conferences, listening, and conversation. Based on computer analysis, the following chart depicts the rankings of each speaking activity, the percentage of each speech training group represented, and the percentage of the total sample placing the activity at that rank.

TABLE 32

Ranking of Frequently Experienced Speaking Activities

Rank	Activity	Percent of Advanced Training	Percent of Basic Training	Percent of No Speech Training	Percent of Total Training
1	meetings	24	28	23.6	27
2	conversation	21	23	21	22
3	listening	18	14	18	15
4 & 5	group discussion and conference	31%	30%	33.7%	31%
6	formal talk	5.7	4.4	3.3	4.6

Note that all speech training groups ranked the activities in the same order of importance.

There also seemed to be a relationship between (1) the amount of importance given formal talks and (2) the amount of speech training the individual received. As speech training increased, the number of respondents marking "formal talks" as one of the three most important activities increased. In no other category of speaking activity did such a relationship occur.

RESPONDENT PERFORMANCE EVALUATIONS OF SPECIFIED SPEAKING ACTIVITIES

In the major portion of the questionnaire, respondents evaluated their performance in specified speech activities of conference chairman and member, formal talks, listening, and meetings. Questions asked originated from principles, functions, and practices of speaking and gathered through a random search of texts on public speaking. The section for each activity contained specific questions requiring the respondent to rate his performance on a scale from "1" (always) to "4" (never). Following is a sample question:

> When acting as a conference chairman do you do most of the speaking?
>
> ALWAYS USUALLY OCCASIONALLY NEVER

In several cases the researcher reversed or interpolated the score so that "4" always indicated the poorest possible rating.

Responses tabulated according to speech training revealed participants with no speech training rated themselves as poorer speakers than those with speech training in 80 percent of the questions in which the highest mean score equaled the lowest self-evaluation. Respondents with basic speech training rated themselves between the high and low scores in 61 percent of the relevant questions. Those with advanced speech training rated themselves as better speakers in 64 percent of the questions asked. The following chart depicts the relationships between the three speech training groups and the percentage of top, middle, and low mean scores for all of the specific questions on speech activities.

TABLE 33

Percentage of Top, Middle, and Low Mean Scores for Each Speech Training Group

	Percent with Top Score	Percent with Mid Score	Percent with Low Score	Percent with Same
Advanced	11	18	64	7
Basic	7	61	25	7
None	82	14	4	

From these statistics it appeared that speech training made participants more favorably biased toward their speaking abilities. This relationship held to a greater or lesser extent for questions on each speech activity. Respondents with advanced training valued speech training in every speaking activity more than the group with basic training. The advanced speech training group also rated themselves more favorably than the other two training groups in (1) 64% of the specific questions concerning speaking performance and (2) every speaking category on overall speaking ability. Mean scores of respondents with basic training fell between the other two groups in 60% of the questions asked. This included rating (1) the value of speech training lower for every activity than those with advanced training and (2) overall speaking evaluations lower in every activity than the advanced group. Finally, ranking responses on a mean score basis, respondents without speech training had (1) the lowest self-evaluations in 82% of the questions asked and (2) better or nearly the same scores as those with basic training in each overall evaluation of a speaking

activity. Comparisons denoting mean scores for all three groups are found in Tables 34 and 35.

TABLE 34

Respondent Performance Evaluations,
Mean Scores for Overall Evaluations of Speaking Activities

	Level of Speech Training Mean Scores Representing Overall Evaluations of Performance of Speaking Activity		
Speaking Activity	Advanced	Basic	None
Conference Chairman	2.0	2.246	2.330
Conference Member	1.945	2.183	2.180
Formal Talk	2.166	2.387	2.743
Listening	1.841	2.025	1.990
Meetings	1.931	2.188	2.350

Key

1 = Excellent

1.75 = Good

2.5 = Average

3.25 = Fair

4 = Poor

TABLE 35

Respondent Evaluation of Speech Training
Mean Scores for Training in Each Speaking Activity

	Level of Speech Training Mean Scores Representing Overall Evaluations of Training in Speaking Activity	
Speaking Activity	Advanced	Basic
Conference Chairman	1.989	2.504
Conference Member	2.083	2.496
Formal Talk	1.941	2.241
Listening	2.089	2.430
Meetings	2.031	2.457

Key

1 = Excellent

1.75 = Good

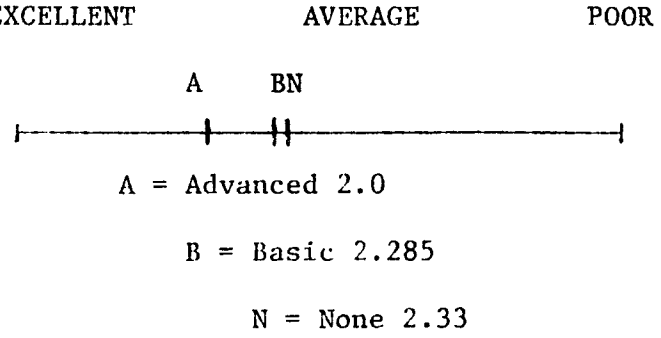
2.5 = Average

3.25 = Fair

4 = Poor

Conference or Discussion Participation

In the search of text-related materials on conference speaking, certain basic principles surfaced. For example, a chairman should reinforce conference effectiveness (1) by guiding the group toward its objectives, (2) helping establish realizable group goals, (3) encouraging participation by all members, (4) employing the group's solution, (5) finishing within the established time limits, (6) encouraging agreement, and (7) avoiding dominating the discussion. When queried about their perceptions of fulfilling this role, the advanced speech training group rated their overall ability on a mean score basis as 2.0 or "good." Scores ranged from 2.0 for the advanced speech training group, to 2.285 for the basic speech training group, and 2.33 for the group without speech training. The following scale depicts these mean scores:



Responses on the individual questions ranged from 2.376 as the lowest rating to 1.724 as the best rating, a span of .652. The group without speech training rated themselves on a mean score basis lower on all the questions except avoiding dominating discussion. In a majority of the responses, the group with advanced speech training rated themselves higher than the other two speech training groups. Table 36 represents the mean scores for each question concerning conference chairmanship interpolated for the three speech training groups.

TABLE 36

Respondent Evaluation of Speech Training
Mean Scores for Questions on Conference Chairmanship

	Level of Speech Training (Mean Scores)		
When acting as chairman,	Advanced	Basic	None
do you do most of the speaking?*	2.152	2.318	2.013
do you employ the group's solutions?	2.072	1.991	2.300
do you set goals?	1.724	1.937	2.313
do you control the discussion?	1.921	2.033	2.297
do all participants contribute to the discussion?	2.138	2.124	2.373
do you finish within the time limit?	2.376	2.108	2.333

Key

1 = Always

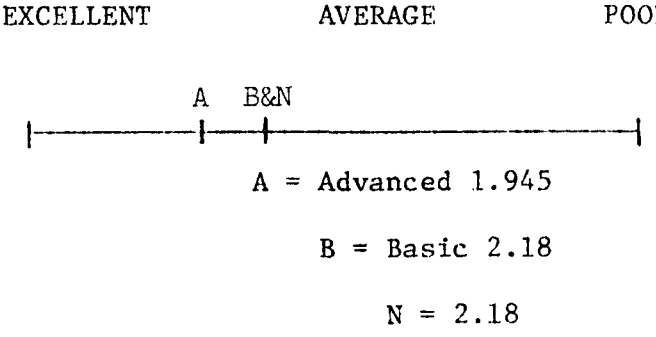
2 = Usually

3 = Occasionally

4 = Never

* score interpolated so "1" equals best possible answer.

Questions based on principles related to participating as a member in conference situations were also included in the section on conference or discussion participation. Participants evaluated (1) how often their ideas received support, (2) their participation in the conference, (3) whether they encouraged others to participate, (4) how often they prepared beforehand for the discussion, and (5) how much they participated. All speech training groups rated their overall ability as "good." Scores ranged from 1.945 to 2.183. Again the advanced speech training group rated themselves above the other two groups in ability. The basic speech training group and the group without speech training rated the same with 2.18 as a mean score.



Responses on the individual questions ranged from 2.217 as the poorest rating to 1.596 as the best rating, a span of .621. The group with advanced speech training had a better perception of themselves on a mean score basis on all of the specific questions, the basic group had the middle ratings on all questions, and the group without speech training had the lowest evaluations on all questions. All groups reported that their ideas "usually" received support and they "usually always" encouraged others to participate. Asked about preparing beforehand for discussion, the advanced group's mean rating was 1.9 and the

basic group was 2.07, or "usually prepared," while the group with no training had a mean rating of 2.25, or "less than usually prepared." Finally, all groups indicated they avoided doing most of the speaking. The researcher transposed this last score so the best score would still be equal to "1." Table 37 displays the questions and mean scores for each speech training group.

The evaluations of speech training in the areas of conference participation as chairman or member were the same for the advanced group in both situations and basic speech training group in both situations. The advanced speech training group had a mean score of 2.0, or "good," for training as a member and as a chairman, and the basic group rated training at a mean score of 2.5, or "average," for both activities.

TABLE 37

Respondent Performance Evaluations
Mean Scores for Questions on Conference Membership

	Level of Speech Training (Mean Scores)		
When participating as a member,	Advanced	Basic	None
do your ideas receive support?	2.003	2.104	2.217
do you participate?	1.596	1.705	1.777
do you encourage others to participate?	1.731	1.997	2.083
do you prepare for the discussion beforehand?	1.899	2.069	2.247
do you do most of the speaking?*	1.948	1.883	1.740

Key

1 = Always

2 = Usually

3 = Occasionally

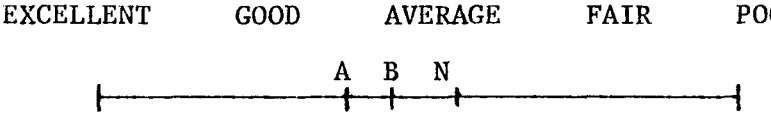
4 = Never

* Score interpolated so "1" equals the best possible answer, in this case "4" or "never does most of the speaking."

Formal Talk

In questions pertaining to formal talks, respondents were to include oral reports, sales presentations, etc. Questions originated from principles accepted as fundamental to successful public speaking and comprised practice, appropriate use of examples, organization, pronunciation, use of visual reinforcement, delivery, and audience attention. In this section a differentiation between groups appeared on the overall evaluation of their ability. Basically, the three groups followed the trend of the general sample in that the advanced speech training group had the highest evaluations, the basic speech training group had the middle scores, and the group without speech training had the lowest evaluations.

However, a larger differentiation in the mean scores occurred here than in any of the overall evaluations of speaking activities. If examined on the scale, this would indicate that the advanced group rated themselves "good" in overall ability as formal speakers, the basic group rated themselves slightly above "average," and the group without speech training rated themselves "average."



A = Advanced 2.165

B = Basic 2.387

N = None 2.7433

Responses on the individual questions dealing with principles of public speaking ranged from a mean score of 2.65 to 1.4., a span of 1.24. The group without speech training rated themselves poorest on all but the second question, "do you use appropriate examples?"

where the mean score was nearly the same as the basic group. The advanced group had the best self-evaluations when interpreted by mean score in all but two cases where the ratings were almost the same as the basic speech training group. All groups "usually" practiced beforehand, "usually always" spoke to be easily heard, and gave an "average" rating to the use of visual aids. The advanced group "usually always" used appropriate examples and arranged ideas in a logical order, while the other two groups "usually" did so. The advanced and basic speech training groups mean score indicated they "usually always" spoke in a clear and understandable voice and summarized the main points of their talks in contrast to the group without speech training who indicated they "usually" did so. The question on effective delivery methods received a mean score of 1.4 from the advanced training group, a score of 1.87 by the basic group, and a score of 2.2 by the group with no training. This set of scores indicated evaluations ranging from "almost always" to "less than usually." A similar span occurred on the final question of maintaining audience attention. Questions and the specific mean scores for each training group appear in Table 38.

Both training groups rated their speech training in formal speaking "good" with the advanced group having a high mean score of 1.74. As in previous activities the advanced group's evaluation of their training was higher than the basic group who had a mean score of 2.24.

TABLE 38

Respondent Performance Evaluations
Mean Scores for Questions on Formal Talk

	Level of Speech Training (Mean Scores)		
When you are required to present a formal speech,	Advanced	Basic	None
do you practice the speech beforehand?	1.893	1.891	2.060
do you use appropriate examples?	1.665	2.015	2.050
are your ideas arranged in a logical order?	1.634	1.931	1.913
do you speak so you can be easily heard?	1.462	1.711	1.767
do you speak in a clear and understandable voice?	1.528	1.776	1.973
do you use visual aids?	2.386	2.346	2.653
do you summarize your main points?	1.641	1.897	2.143
do you use gestures, movements, and eye contact?	1.410	1.876	2.223
do you maintain the audience's attention throughout your speech?	1.859	2.072	2.263

Key

1 = Always

2 = Usually

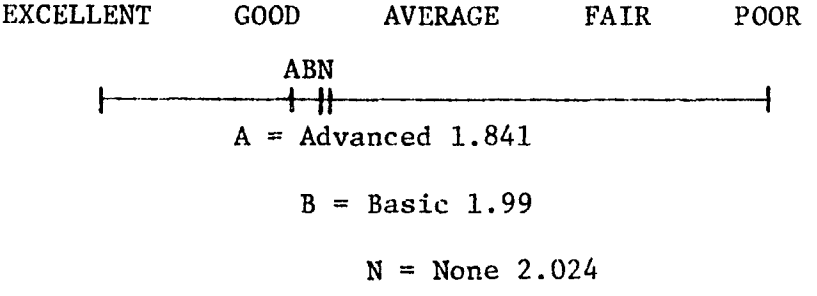
3 = Occasionally

4 = Never

Listening

In the next section respondents evaluated their ability to fulfill certain principles of effective listening. When listening to someone else, did they give their full attention? Were they easily distracted? Did they listen for meaning? Did they listen for fact? Did they evaluate what the speaker said? Did they look for non-verbal clues? The second question was not considered an effective listening technique; therefore, the researcher transposed the value for this question.

As an overall evaluation, all groups rated a mean score on the scale corresponding to the term "good." The highest evaluation, 1.84, came again from the advanced group.



Mean score ratings on the specific questions on listening ranged from 1.53 to 2.49, the latter a transposed score, a range of .96. The advanced group had the best scores on all questions. All three groups indicated in the fourth and fifth questions that they more than "usually" listened for facts and evaluated what the speaker said.[7] Table 38 presents the mean scores for each question given by the three groups.

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[7]Most of the texts examined emphasized listening for meaning and taking a non-evaluative approach over listening for fact and being a critical listener. However, the concurrent opinion seemed to be that all of these facets of listening were important with the exception of a counseling situation.

TABLE 39

Respondent Performance Evaluations
Mean Scores for Questions on Listening

	Level of Speech Training (Mean Scores)		
When you are listening to someone else,	Advanced	Basic	None
do you give him your full attention?	1.721	1.932	1.980
are you easily distracted?	3.183	2.927	3.207
do you listen for meaning?	1.528	1.709	1.763
do you listen for facts?	1.510	1.667	1.713
do you evaluate what the speaker has said?	1.576	1.729	1.863
do you notice non-verbal clues to the speaker's meaning such as fidgeting or failure to look you in the eye?	1.807	1.808	2.103

Key

1 = Always

2 = Usually

3 = Occasionally

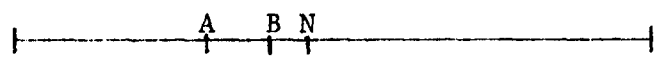
4 = Never

When the two speech training groups evaluated training in listening, results were similar to the previous activities' mean scores. The advanced group gave a mean score of 2.089 or "good" and the basic group rated training 2.430 or "average."

Meetings

The section on meetings supplied feedback on work group situations in which directions or orders were given. Statements queried the clarity of purpose, necessity of the gathering, preparation of agenda, participation, appropriate notice of time and place, and use of minutes. The three groups' mean scores spanned points on the scale ranging from "good" to almost "average" on the overall evaluation of performance in meetings. The advanced group scores corresponded to "good," the basic group located between "good" and "average" and the group with no speech training indicated slightly above "average." These scores followed the trends of the three groups in previous evaluations.

EXCELLENT GOOD AVERAGE FAIR POOR



A = Advanced 1.931

B = Basic 2.188

N = None 2.350

Scores for the individual questions ranged from 1.538 to 3.053. All groups felt they more than "usually" made their purpose clear to the participants, only held meetings when necessary, and allowed participants to express their opinions and ask questions. The advanced and basic groups "usually" prepared agendas while the mean score for

the group without speech training indicated only "average" use of agendas. All three groups felt they gave appropriate notice of time and place. On the average, the advanced group recorded minutes; and copies are distributed with about the same frequency. The basic and non-speech groups used minutes only occasionally and only occasionally distributed them. Table 40 presents the questions and mean score responses for the three groups.

Interpolation of scores for the evaluation of the value of previous speech training in conducting meetings reaffirmed previous ratings. The advanced group rated training at 2.03, or "good," and the basic group rated training 2.46, or "average."

TABLE 40

Respondent Performance Evaluations
Mean Scores for Questions on Meetings

When you conduct a meeting to give directions or orders,	Level of Speech Training (Mean Scores) Advanced	Basic	None
is the purpose clear to the participants?	1.876	1.802	1.813
is each meeting necessary?	1.817	1.783	1.803
do the participants express their opinions?	1.841	2.133	2.417
do the participants ask questions?	1.934	2.844	1.870
do you give appropriate notice of time and place?	1.838	1.957	2.027
are minutes recorded?	1.538	1.749	1.653
do the participants receive a copy of the minutes?	2.407	2.855	2.990

Key

1 = Always

2 = Usually

3 = Occasionally

4 = Never

DATA CONSISTENCY AND RELATIONSHIPS BETWEEN VARIABLES

A comparison of (1) speech grades, (2) the number of speech courses completed, and (3) the self-evaluation of data by each speech training group provided a check on the consistency of the responses and presented any relationships that existed between the variables tested. Grades in completed speech courses were not available for all members of the sample. Some of the respondents were transfer students to the university, and the transfering university record was not on file. Others had incomplete transcripts. Due to these circumstances, the researcher analyzed a second sample consisting only of those whose speech course grades were available. Represented in this sample were 17 of the 29 members of the advanced and 67 of the 117 members of the basic speech training groups--59 and 57 percent respectively.

Data resulting from an analysis of management level, age, and company size for the second sample remained consistent with the general sample. Members were primarily 30-49 years of age. The advanced speech training group mainly worked in small companies as a top or middle manager. The basic speech training group mainly worked in large companies in supervisory positions. Dividing the sample by management level, the researcher computed speech grade averages. The major difference occurred in the jump to a higher speech grade point average for top management in the advanced speech training group. This average was considerably higher than any of the other management levels as Table 41 illustrates.

TABLE 41

Speech Grade Point Average for Management Levels--
Basic and Advanced Speech Training
(4.0 System)

	Basic	Advanced
Top	2.23	2.75
Middle	2.53	2.04
Supervisory	2.43	----
Non-Management	2.43	2.35

As in the second research design analysis, the advanced speech training group in this sample had better mean scores for all of the variables considered except conference chairman. The advanced speech training group completed .9 more courses; however, the basic speech training group had the higher of the two speech course grade averages--2.4/4.0 as compared to 2.3/4.0. In the following table, Column A represents the variables considered, Column B represents the mean scores for the advanced speech training group, Column C represents the mean scores for the basic speech training group, and Column D represents the numerical difference between the mean scores and which group had the better score.

The five speech activities selected and evaluated by the respondents involved overlapping principles that could not be isolated from each other. For example, a conference member must apply the principles of listening in his role of participant. An examination of the covariance between these five variables indicated where the overlapping response tendencies in the questionnaire occurred.[8] Grouped according to total sample, advanced speech training, and basic speech training, the paired mean scores indicated that conference chairman, conference member, and meetings tended to increase positively to each other for

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[8] Correlation theory can be depicted with one variable representing an "X" axis and another the "Y" axis on a linear graph. Points are placed on the graph representing the scores for the two variables. Perfect correlation would be described by a straight line intersecting all points on the graph, and the correlation coefficient in this instance would be equivalent to 1.0. Positive correlation occurs if "Y" increases as "X" increases. Negative correlation occurs if "Y" tends to decrease as "X" increases. No correlation indicates the variables are unrelated.

TABLE 42

Difference in Mean Scores for Speech Variables, Basic and Advanced Speech Training

A (Variables)	B (Advanced)	C (Basic)	D (Difference)
Courses*	2.470	1.582	.888 Advanced
Course Grade Average*	2.282	2.414	.132 Basic
Overall Evaluation	2.005	2.194	.189 Advanced
Value of Training	1.903	2.603	.700 Advanced
Conference Chairman	2.128	2.100	.028 Basic
Conference Member	1.838	1.956	.118 Advanced
Formal Talk	1.735	1.915	.180 Advanced
Listening	1.925	1.984	.059 Advanced
Meetings	1.959	2.171	.212 Advanced
Computed Score	1.916	2.025	.109 Advanced

*Number of courses completed and speech grade average were the only two cases in which a higher score was the better score.

all three groups. Similarly, no correlations existed in any group for formal talk and the above categories of activities. Correlations existed in the total sample and basic speech training group, but not the advanced speech training group, between listening and three other activities: conference members, formal talk, and meetings.

TABLE 43

Correlation Coefficients and Probabilities of Mean Score Responses for Speech Activities

Correlated Activities	Advanced Speech Group	Basic Speech Group	Total Sample	Correlation Probability
CC/CM	.622	.289	.341	Correlation
	.008	.017	.002	Probability
CC/M	.545	.319	.449	Correlation
	.023	.008	.002	Probability
CM/M	.561	.450	.489	Correlation
	.018	.0003	.0001	Probability
L/CC	-.069	.213	.153	Correlation
	.789	.080	.160	Probability
L/CM	-.176	.424	.301	Correlation
	.506	.0006	.006	Probability
L/M	.130	.354	.320	Correlation
	.625	.004	.003	Probability
L/FT	.074	.348	.305	Correlation
	.776	.004	.005	Probability
FT/CC	.394	-.004	.053	Correlation
	.114	.971	.635	Probability
FT/CM	.318	.102	.173	Correlation
	.212	.584	.111	Probability
FT/M	.143	.102	.151	Correlation
	.590	.583	.168	Probability

Key: CC=Conference Chairman; CM=Conference Member; FT=Formal Talk; L=Listening; M=Meetings.

An examination of the covariance between the remaining variables considered depicted positive correlation coefficients for the advanced speech training group between (1) the computed evaluations for the functions, principles, and practices of the specific speech activities and conference chairman, conference member, formal talk, and meetings; (2) the number of courses completed and speech course grade average; and (3) the number of courses completed and conference chairman. Negative relationships occurred between (1) the number of courses completed and listening, overall evaluation, and value of training; (2) value of training and conference chairman, conference member, formal talk, and the computed scores for the functions, principles, and practices of the specific speech activities; (3) speech course grade average and formal talk; (4) speech course grade average and conference member; and (5) the computed scores for the functions (etc.), and the value of training. The positive correlation coefficients were considerably higher in the advanced speech training group than those same scores in the basic speech training group.

Few high degrees of covariability are indicated by these scores, and the remaining scores indicated random covariability. Other than demonstrating consistency of response between the computed score and the variables considered, the only scores of note are between (1) Courses Completed and Speech Course Grade Average, and (2) Courses Completed and Conference Chairman. Even these scores were not above fifty percent. Table 44 presents correlations for the variables.

Positive correlation coefficients for the basic speech training group existed between (1) the computed evaluations for the principles, functions, and practices for each speech activity and conference chairman,

TABLE 44

Correlation Coefficient for Variables
Advanced Speech Training

Variables Considered	Correlation Coefficient	Probability of Error
Computed Score*		
Conference Chairman	.788	.0003
Conference Member	.723	.0013
Formal Talk	.592	.0118
Meetings	.770	.0005
Listening	.300	.2412
Courses Completed	.200	.553
Value of Training	-.046	.854
Course Grade Average		
Conference Chairman	.325	.201
Conference Member	-.089	.733
Listening	.108	.681
Courses Completed	.490	.044
Value of Training	.135	.610
Overall Evaluation	.163	.538
Courses Completed		
Conference Chairman	.508	.035
Listening	-.210	.577
Course Grade Average	.490	.044
Value of Training		
Conference Chairman	-.261	.311
Conference Member	-.154	.562
Formal Talk	-.199	.550
Computed Score	-.046	.855

*The Computed Score acted as an overall evaluation based upon the individual responses for the principles, functions, and practices for each specific speech activity. The Overall Evaluation reflected the respondent's opinion of his overall performance of a specific activity.

conference member, listening, formal talk, overall evaluation, and value of training; (2) value of training and overall evaluation; (3) overall evaluation and conference chairman, conference member, listening, value of training, and computed scores. Little covariance existed between overall evaluations and formal talk. However, negative correlation coefficients occurred between (1) computed scores and courses completed (2) courses completed and conference member, listening, formal talk, and value of training; (3) value of training and speech course grade average and courses completed; and (4) overall evaluation and speech course grade average. Table 45 presents a detailed breakdown of the positive and negative correlation coefficients for the basic speech training group. The variables compared had very little covariance. Higher degrees of covariability existed between the computed scores and the variables. However, this merely indicated consistency of response. Of note is the placement of the negative scores. Especially prominent among them are the negative scores between (1) speech course grade average and number of speech courses completed, and (2) the lack of relationship between conference chairman and courses completed. Both of these scores were around fifty percent for the advanced speech training group.

An analysis of the scores for value of training presented a higher correlation coefficient for speech course grade average in the advanced speech training group. The basic speech training group had higher correlation coefficients between value of training and conference chairman, conference member, listening, meetings, formal talk, and overall evaluation.

TABLE 45

Correlation Coefficients for Variables
Basic Speech Training

Variables Considered	Correlation Coefficient	Probability of Error
Computed Scores		
Conference Chairman	.591	.0001
Conference Member	.679	.0001
Listening	.696	.0001
Meetings	.732	.0001
Formal Talk	.485	.0001
Value of Training	.365	.0028
Courses Completed	-.050	.690
Course Grade Average	.127	.308
Overall Evaluation	.608	.0001
Overall Evaluation		
Conference Chairman	.399	.001
Conference Member	.390	.002
Listening	.327	.002
Value of Training	.442	.004
Course Grade Average	-.013	.006
Computed Scores	.608	.0001
Courses Completed		
Conference Member	.053	.676
Listening	-.056	.659
Formal Talk	-.124	.320
Value of Training	-.144	.242
Course Grade Average		
Formal Talk	.200	.1000
Value of Training	-.097	.558
Courses Completed	-.173	.157
Value of Training		
Conference Chairman	.237	.050
Conference Member	.290	.016
Listening	.272	.024
Meetings	.145	.241
Formal Talk	.249	.040

Considering these data, it appears that regardless of the speech course grade average or the number of courses completed, both speech training groups were consistent with the general sample in their evaluations of their positive and negative speaking abilities. Also, the more advanced courses an individual completed in speech, the better he perceived his speaking ability and valued his training. Finally, advanced speech training seemed to enhance self-perception (1) of the value the respondent placed upon his speech training; (2) of the respondent's ability to perform more varied speech activities; and (3) of the respondent's ability to fulfill the specific principles, practices, and functions of speaking.

CONCLUSION

The following conclusions find their basis in the interview and questionnaire responses of 176 Louisiana State University graduates in industry in the Baton Rouge area. Most of these graduates were 30-49 years of age and completed college courses in speech. They represented all management levels, and over 45% worked in companies with 500 or more employees. For personal reasons respondents may have been motivated to withhold information. Varying personal backgrounds, working environments, classroom experiences, knowledge, and abilities affected perception of communication skills. Restrictions inherent in the questionnaire limited feedback. Interpretation of certain words, phrases, or responses varied. Also, the structured responses limited the range of information that could be acquired.

Finally, under the circumstances of the study, the environment could not be controlled. Results dealt with the perceptions of graduates of one university in one specific geographical area. Therefore, the study was descriptive by nature.

The data elicited, however, indicated that speech training did affect the Louisiana State University graduate's perception of his speaking ability on-the-job. The null hypothesis, that there is no relationship between speech training and the Louisiana State University graduate's perception of his oral communication performance in industry, had to be rejected. Of the sample, 16.5% had advanced speech training, 66.5% had basic speech training, and 17% had no speech training. Both speech training groups perceived themselves as

better communicators that the graduates without speech training in 96% of the responses. When comparing the advanced and basic speech training groups, graduates with advanced speech training had the better score in 64% of the responses, while the basic speech training group had the better score in 25% of the responses, indicating that perception of speaking performance improves with advanced training.

All three speech training groups ranked their perception of the order of occurrence of the five speech activities as follows: (1) meetings, (2) conversation, (3) listening, (4) and (5) group discussion and conferences, and (6) formal talks. As speech training increased, the number of respondents marking formal talks as one of the three most frequently experienced activities also increased--a phenomenon unique to this particular category. Clark's study found similarly that conversation, meetings, and listening outranked formal speaking in frequency and importance.[1]

Third, data findings point to higher perception of speaking abilities and higher speech grade average as indicators of graduates in top management positions. Speech training, on the whole, had little impact on whether an individual held a management position. All three groups had similar totals in the three management levels. However, the chances of being in the upper management levels increased markedly for graduates with advanced speech training. About 45% were in top management positions, and a total of 72% were in the

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[1]Kathryn Bullington Clark, "Oral Business Communication Needs as a Basis for Improving College Courses" (Ph.D., The University of Michigan, 1968).

top two levels of management. When the researcher compared management level, speech training, and speech grade average, again a marked increase in grade average occurred for graduates in top management positions with advanced speech training. These findings are supported by McKeown and Angrist who found that management level affected frequency, importance, and ease of performance of perceived communications skills.[2] Simon's study submitted that the more successful supervisor usually rated higher as a communicator.[3] His data rested upon a comparison of merit ratings and interview ratings. It would be interesting to explore the relationships between trained speech evaluation, knowledge of speaking principles, perception of speaking effectiveness, and effective management that have been neglected by these studies.

Secondary to these findings were the data derived from speech grade average which indicated a correlation between perception of speaking performance and instructor grade evaluation. Although overall grades for the basic and advanced speech training groups did not markedly differ, correlation coefficients revealed that as the graduate completed more speech courses, his grade average improved as his perception of his speaking abilities improved.

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[2]Arthur W. Angrist, "A Study of the Communications of Executives in Business and Industry," Speech Monographs, XX (November, 1953, 277-285. Henry Samuel McKeown, "A Study of Essential Communication Skills and Communication Activity at Various Job Levels in An Architect/Engineer Firm" (Ph.D., Michigan State University, 1975).

[3]Herbert William Simons, "A Comparison of Communication Attributes and Rated Job Performance of Supervisors in a Large Commercial Enterprise" (Ph.D., Purdue University, 1961); and R. Wayne Pace and Herbert W. Simons, "Preliminary Evaluation Report on the Purdue Basic Oral Communication Evaluation Form," Personnel Journal, XLII (April, 1963), 191-193.

Finally, the graduate that had a better perception of his speaking performance also assigned more value to his speech training. In every speaking activity the advanced speech training group had higher mean scores for the overall evaluation of speech training. Angrist and McKeown also recognized a link between management level and the value assigned to specific speaking activities.[4]

The largest group of respondents in the top two management levels completed advanced speech training, ranked their speech training highly, and perceived themselves as better communicators on-the-job than the other two groups analyzed. These data reinforce the link between successful management, speech training, and the value placed upon speech training. This conclusion is consistent with the literature previously reviewed.[5]

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[4]Angrist and McKeown, loc. cit.

[5]Robert Aaron Gordon and James Edwin Howell, Higher Education for Business (New York City: Columbia University Press, 1959), p. 155; and Frank C. Pierson and others, The Education of American Businessmen (Carnegie Foundation Report, New York: McGraw-Hill Book Company, 1968), pp. 163-195.

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APPENDIX A: PERMISSION OF REGISTRAR

Department of Speech
Louisiana State University
Baton Rouge, Louisiana
February 28, 1974

Henry O. Cazentre
Assistant Registrar
Office of the Registrar
110 Thomas Boyd Hall
Louisiana State University
Baton Rouge, Louisiana 70803

Dear Mr. Cazentre:

Laura Lemoine requested a letter for your records verifying her intentions and graduate status. Mrs. Lemoine is a doctoral candidate in the L.S.U. Department of Speech constructing the prospectus for her dissertation.

One of the major purposes of this study is to survey L.S.U. graduates in industry with various levels of speech training. A representative of The Office of Alumni Affairs granted approval for Mrs. Lemoine to take a sampling of L.S.U. graduates from the records. These names must then be checked against student transcripts to determine the speech courses completed at L.S.U. Therefore, she will require access to records in your office.

Thank you for your help and cooperation.

Sincerely,

Clinton W. Bradford, Ph.D.
Associate Professor of Speech
Louisiana State University

CWB/11

APPENDIX B: INTERVIEW LETTER

601 Woodlawn
Texarkana, Texas 75501
May 24, 1974

James A. Smith
1972 Flint Drive
Baton Rouge, Louisiana 70809

Dear Mr. Smith:

I am conducting a doctoral study through the Louisiana State University Speech Department designed to test the effectiveness of speech training for business and professional people. Basically, data will compare the attitudes of Louisiana State University graduates, 1950-1970, with and without speech training toward their oral communication effectiveness on-the-job. I want to determine if graduates with speech training differ in attitude toward their oral communication ability from those without training.

Before the questionnaire is circulated to the one-hundred graduates selected to participate, a representative group has been chosen to "pre-test" the questionnaire. Your willingness to participate as an interviewee and your position have placed you in the latter group.

I would like you to criticize the following questionnaire. In your opinion, will I get the data requested? Do you think the questions are clear, appropriate or necessary? Feel free to write your comments on the questionnaire.

Please return the questionnaire to me in the attached envelope.

Thank you for your time and interest.

Sincerely,

Laura F. Lemoine

APPENDIX C: PRE-TEST QUESTIONNAIRE

QUESTIONNAIRE

ORAL COMMUNICATION ON-THE-JOB

Please complete the following information by checking the appropriate spaces.

Employees in Company

___ 1-8
___ 9-19
___ 20-49
___ 50-99
___ 100-249
___ 250-499
___ 500-749
___ 750-999
___ 1000-2499
___ over 2500

Area of Distribution

___ local
___ regional
___ national
___ international

Age

___ 25-29
___ 30-39
___ 40-49
___ 50-59
___ over 60

Management Level

___ non-management
___ supervisory
___ middle
___ top

Speech Training (Place the number of classes you have completed in the appropriate blank.)

___ company sponsored classes ___ private classes ___ L.S.U. ___ no training

Check the three oral communication activities that you experience most on-the-job.

___ group discussions ___ formal talks ___ meetings ___ giving directions or orders
___ conferences ___ conversations ___ listening ___ parliamentary meetings

Check the space in the appropriate column to indicate your opinion of your ability to perform the following roles of oral communication on your job and the value of the training you received in these roles. If you have received no training in oral communication, evaluate your performance, but check the "not applicable" column for "value of training."

ORAL COMMUNICATION ROLES	Not applicable	Poor	Below average	Average	Above average	Excellent	No comment	Comments
CONFERENCE OR DISCUSSION CHAIRMAN	*	*	*	*	*	*	*	
Avoid role of manipulator.								
Stress teamwork.								
Set clear goals.								
Recognize good work.								
Employ solutions.								
Encourage feedback.								
Overall evaluation of ability.								
Value of training.								
CONFERENCE OR DISCUSSION PARTICIPANT	*	*	*	*	*	*	*	
Come prepared to contribute.								
Attempt to participate.								
Work for group cohesiveness.								

EVALUATION (Cont.)

ORAL COMMUNICATION ROLES	Not applicable	Poor	Below Average	Average	Above Average	Excellent	No Comment	Comments
TALKS (ORAL REPORTS, SALES PRESENTATIONS, ETC.)	*	*	*	*	*	*	*	
Prepare the presentation.								
Use sufficient supporting materials.								
Organize materials in a logical sequence.								
Use appropriate language.								
Speak in appropriate voice (loudness).								
Speak in a clear and understandable voice.								
Receive audience feedback.								
Use appropriate visual aids.								
Summarize talk to ensure understanding.								
Use appropriate gestures, movement and eye contact.								
LISTENING	*	*	*	*	*	*	*	
Look for non-verbal clues.								
Give full attention to the speaker.								
Summarize to ensure clear understanding.								
Avoid distractions.								
Listen for meaning, not fact.								
Avoid evaluating what has been said.								
MEETINGS	*	*	*	*	*	*	*	
Determine purpose of meeting.								
Plan to meet only when absolutely necessary.								
Plan the meeting to achieve the purpose.								
Utilize results.								
Encourage feedback.								
Give appropriate notice of time and place.								

APPENDIX D: FINAL QUESTIONNAIRE

QUESTIONNAIRE

ORAL COMMUNICATION ON-THE-JOB

Section I. Complete the following information by placing an 'X' in the appropriate box.

Number of Employees in your Company		Your Age	Your Management Level
☐1-8	☐250-499	☐25-29	☐ non-management
☐9-19	☐500-749	☐30-39	☐ supervisory management
☐20-49	☐750-999	☐40-49	☐ middle management
☐50-99	☐1000-2499	☐50-59	☐ top management
☐100-249	☐over 2500	☐Over 60	

Speech Training

Indicate your **level** of speech training
- ☐ no speech training
- ☐ basic speech training
- ☐ advanced speech training (3 or more classes)

Indicate the **type** of speech classes you have completed.
- ☐ company sponsored classes
- ☐ private classes
- ☐ college classes
- ☐ military classes
- ☐ other:
- ☐ none

Speech Activities; Check the **three** speaking activities that you experience most on the job.

☐ group discussion	☐ meetings	☐ listening
☐ formal talks	☐ conferences	☐ conversation

Section II. On the following pages you will find a series of questions in which you are to evaluate yourself as a speaker. Adjacent to each question you will find a scale. Answer each question by placing a mark on the scale in a position that corresponds with your opinion. For example the first question might be answered in the following manner:

SAMPLE: When acting as conference chairman, do you do most of the speaking?

ALWAYS USUALLY OCCASIONALLY NEVER

•.....X.....•

By placing the mark to the right of the center of the scale, I am indicating that **occasionally** do most of the speaking as conference chairman.

Turn to page 2 to complete this section.

I. CONFERENCE OR DISCUSSION PARTICIPATION

When acting as chairman,	ALWAYS	USUALLY	OCCASIONALLY	NEVER
do you do most of the speaking?	•			•
do you employ the group's solutions?	•			•
do you set goals?	•			•
do you control the discussion?	•			•
do all participants contribute to the discussion?	•			•
do you finish within the time limit?	•			•

When participating as a member,	ALWAYS	USUALLY	OCCASIONALLY	NEVER
do your ideas receive support?	•			•
do you participate?	•			•
do you encourage others to participate?	•			•
do you prepare for the discussion beforehand?	•			•
do you do most of the speaking?	•			•

II. FORMAL TALKS (oral reports, sales presentations, etc.)

When you are required to present a formal speech,	ALWAYS	USUALLY	OCCASIONALLY	NEVER
do you practice the speech beforehand?	•			•
do you use appropriate examples?	•			•
are your ideas arranged in a logical order?	•			•
do you speak so you can be easily heard?	•			•
do you speak in a clear and understandable voice?	•			•
do you use visual aids?	•			•
do you summarize your main points?	•			•
do you use gestures, movements and eye contact?	•			•
do you maintain the audience's attention throughout your speech?	•			•

III. LISTENING

When you are listening to someone else,	ALWAYS	USUALLY	OCCASIONALLY	NEVER
do you give him your full attention?	•			•
are you easily distracted?	•			•
do you listen for meaning?	•			•
do you listen for facts?	•			•
do you evaluate what the speaker has said?	•			•
do you notice non-verbal clues to the speaker's meaning such as fidgeting or failure to look you in the eye?	•			•

IV. MEETINGS

When you conduct a meeting to give directions or orders,	ALWAYS	USUALLY	OCCASIONALLY	NEVER
is the purpose clear to the participants?	•			•
is each meeting necessary?	•			•
do you prepare an agenda?	•			•
do the participants express their opinions?	•			•
do the participants ask questions?	•			•
do you give appropriate notice of time and place?	•			•
are minutes recorded?	•			•
do the participants receive a copy of the minutes?	•			•

V. OVERALL EVALUATION OF YOUR COMMUNICATION ON-THE-JOB

Please rate your overall ability	EXCELLENT	GOOD	AVERAGE	FAIR	POOR
as a conference or discussion leader.	•				•
as a conference or discussion participant.	•				•
when delivering a formal talk.	•				•
when listening to a co-woker.	•				•
when conducting a meeting.	•				•

turn to page 4 to complete this section

VI. VALUE OF PREVIOUS SPEECH TRAINING. (Complete this section **only** if you have had speech training.)

How do you rate the training you recieved in the following communication situations?

	EXCELLENT	GOOD	AVERAGE	FAIR	POOR
Conference or discussion leader.	•				•
Conference or discussion participant.	•				•
Formal talk.	•				•
Listening.	•				•
Conducting a meeting.	•				•

VII. COMMENTS:

APPENDIX E: ADVANCE POSTCARD

January 3, 1975

Dear Mr. Jones:

I would appreciate your participation in my doctoral research project. In a few days you will receive a questionnaire in the mail. The information will be used for a composite profile of verbal communication in industry.

I would be very grateful if you'd take time to complete the short form. Your individual evaluation is very important to the project.

Laura Fletcher Lemoine
Ph.D. Candidate
Louisiana State University

APPENDIX F: COVER LETTER FOR QUESTIONNAIRE

126 Akin Street
Texarkana, Texas 75501
January 16, 1975

John A. Jones
973 Woodcrest
Baton Rouge, Louisiana 70809

Dear Mr. Jones:

I am conducting a survey of L.S.U. graduates in Louisiana industries. I would like you to evaluate your communication abilities in a series of oral communication activities. Your answers, in combination with those of other L.S.U. graduates, will form a composite profile of oral communication and reflect opinions based upon experience.

Your name appeared in a scientifically selected random sample. Therefore, your answers are very important to the accuracy of my research, whether or not you've completed any speech training.

Naturally, your answers are confidential and will be used only in combination with those of other graduates.

It will take only a short time to answer the questionnaire. A stamped reply envelope is included for your use. Please return the quesionnaire at your earliest convenience. I would appreciate it if you could return the questionnaire to me sometime in the next two weeks.

Thank you for your help.

Sincerely,

Laura Lemoine

Please check the following space if you would like me to send a report of the research findings: ____

Att.: Questionnaire (1)
Envelope (1)

APPENDIX G: FOLLOW-UP LETTER

126 Akin Street
Texarkana, Texas 75501
January 16, 1975

John A. Jones
973 Woodcrest
Baton Rouge, Louisiana 70809

Dear Mr. Jones:

Not too long ago I sent a short questionnaire requesting you to evaluate your abilities in a series of job-related oral communication activities. Since I mailed a limited number of questionnaires, your response is extremely important to the accuracy of my research.

It will take just a few minutes to complete and return the questionnaire in the enclosed envelope. If you've already completed and mailed your questionnaire, many thanks. If you have not had a chance yet, I'd be most grateful if you would do so now. Your answers will be held in strict confidence.

Sincerely,

Laura Lemoine

att.: Questionnaire (1)
Envelope (1)

APPENDIX H, 1

INTERVIEW WITH LIONEL H. ABSHIRE. CONDUCTED MAY 21, 1974, AT WALK-HAYDEL AND ASSOC., 1645 NICHOLSON, BATON ROUGE, LA.

"The big problem is you can say one thing and they think you said something different. ... so that his response is not at all related with what you are asking."

Major Problems of Communication as Abshire sees them:

1. "Do not listen to what the other person is saying, totally."
2. "In phrasing our remarks sometimes we consciously or unconsciously assume the other person knows more than he or she actually knows."
3. "We fail to think through what to say and say it as clearly and concisely as possible."

Most important forms of communication:

When Mr. Abshire was in college the public address course was emphasized. After he was introduced to the business world, he felt that speaking on a one-to-one basis and conference participation were far more important. He continued to think this for many years. However, recently he has returned to the thesis that public speaking is important. But the transference of the principles involved should be emphasized.

On Parliamentary Procedure:

There is "no parliamentary procedure in work-related meetings at all." Nevertheless, everyone is involved at one time or another in an outside organization such as the Elks that uses parliamentary procedure. Mr. Abshire has seen some sorry confusion resulting from the participants lack of knowledge of parliamentary procedure in these organizations. Perhaps as far as courses, this should be a separate offering from a business-related course. But it should be advertised for those who need it.

On Business-Related speech courses:

One course is enough if you feel that training and learning experience are the major purposes of the university. The graduate learns how little he knows when he gets on the job. But he learns very quickly because he has the fundamentals.

Public speaking comes later in the career, but it is important.

TAPE

Abshire: There was a time when I took speech which was quite a few years ago. The emphasis was entirely on public speaking. This was the thrust of the course. I thought that, after I had been working a while, that perhaps this was not the most important thing that I should have been taught at the time. That perhaps I should have been taught more speaking on a one-to-one basis or to small groups. Now that I look back on it, I'm not too sure that is correct. And perhaps the formal public speaking does serve a very useful role in enabling you to speak to smaller groups and even on a one-to-one basis. Because it teaches you to organize your thoughts if only you can relate them to the smaller group instead of getting the impression that these are techniques and strategies or approaches that you use only when you are going to speak to a large group. I think perhaps the emphasis should be brought home to the students taking these formal public speaking courses that the same principles, the same tactics, the same strategies, and thoughts about organizing your thoughts are as important as a one-to-one basis or in a small group conference as they are in giving a speech to a large group.

APPENDIX H, 2

INTERVIEW WITH W. E. ATKINS, May 22, 1974, Copolymer supervisor, Addis Plant, Addis, Louisiana

Atkins: Many times with technical training, you're talking one language and the people don't understand what you are saying. So you have to be able to take the technical background that you have and put it in common everyday language that everyone can understand. Especially nowadays the younger ones coming through like to work as little as possible just to meet their financial needs. So they don't care to have a 'get ahead' attitude. It's their immediate needs that are important to them, and you have to be able to work that as an advantage to you and it's real hard to do. That type of attitude gets back to "put in my eight hours and get home."

You know there's not a lot of quality in American manufacturing. You can see that in the Japanese. They went through that and now they are working toward quality where we used to have it. Our products overseas don't market as well as they used to. You'll notice that warrantees aren't as strong as they used to be. So in the area of communication you have a psychological problem to work with too. The way we do it here is to have the people out in the field doing the job have as much say or as much opinion about how to do things as they possible can and still run the business on a profitable basis. That gets to be really ticklish, because many times people have an idea that is contrary to what you are trying to do. They don't see or know the whole picture; they're only worried about their immediate problems--what "I'm going to get out of this," rather than the overall problem.

Lemoine: How do you handle this?

Atkins: Well, we use written instructions. We put out instructions everyday. Two areas: We send written instructions around to every area for the operating personnel to read. We say a lot about "how to." "How to" run this, what to watch for. And then we use a different set of instructions paralleling those with our operating supervisors. We tell them the "whys." If you communicate directly--I'm the senior operating supervisor-- If I communicate directly with operators then I undercut the authority of my field supervisors. So I can't do that. And by telling them the "why" they'll be asked "why." And the idea is "why do we want to do this this way?" And they're doing it already before he gets around to the areas. He can go into his explanation as to "why" and he doesn't have to say it comes from me or the production superintendent. It's coming directly from him. He could still recognize his position as one of authority. There are some problems with people who may not read them [the instructions] in time. We try to get them to read them as soon as they come on the job.

The biggest problem in running a plant on a 24 hour basis is that by trying to regulate it to a 40 hour a week basis and having a 7 day week, we necessarily have one shift off 4 1/2 days. And

during that 4 1/2 day period they miss a lot of things. And these people tend to lag behind in reading the instructions and finding out what the latest is. Now that doesn't happen on a daily basis. We're still a growing plant and replacing old equipment with new equipment that will do a better job. And when that new equipment comes in line, if they happen to miss it, well, a lot of times [inaudible] I personally monitor the efficiency of the plant by the product we're making. I know if the quality is up, then everyone is doing a good job. But if it is down then I know that they're not doing a good job.

Lemoine: Do you meet with your supervisors to discuss these problems? Or do you use written communications here too?

Atkins: No, we meet once a month. Each supervisor meets once a month with his group. Here we have about 40 million dollars of equipment and seven people to run it. The initial cost of getting this in is one thing, but it is not a day-in cost that you have to bear. Once a month the shift supervisors meet and hold a 30-45 minute meeting in which 15 employment managers devoted to safety hold a discussion. The rest of the time he's trying to instill teamwork, working together all the areas.

Lemoine: How many usually meet?

Atkins: He meets with his seven men.

Lemoine: So this is a conference-like atmosphere?

Atkins: That's exactly right. He meets in the conference room, away from all the operating areas, and any type interruption you might have and during off-operating times. They stay over after their work-day is completed to do that.

Lemoine: So this is outside their regular work schedule?

Atkins: Right.

Lemoine: Are you indicating that your main communication problems occur in oral-orders, instructions?

Atkins: It's that and recognizing people's ability. For example, automobile manufacturing, the techniques have changed some, but not a lot. It's just become more automated. Well, in the petroleum-chemical industry the availability of chemicals has changed. For example, this is a synthetic rubber plant. The basic building blocks we're using are further up the chain in chemistry. They're more available than the old ones that you used to use. And raw materials have changed by the bare fact that you can use computer controls and in advanced technology you have a complicated system to begin with. But the people who are holding down the jobs are still the same high school graduates. You have to be able to reduce

something very complicated to something very simple. You have to take complicated procedures and put them in cook-book form. That's what you have to do.

Lemoine: Do you write these procedures yourself, or do you have a special person to do them?

Atkins: No, I write them and the man across the hall. That's the hard job. Everything is so interrelated that it's not put in flour, add in milk, and beat for five minutes. Because when you do, you do something else down the line. And it's very difficult. Then again, getting back to the freedom that people like to have, we have here job transfer on a seniority basis. Any job in the plant they can go to if they've got the prerequisite. And they're moving up the line all the time. So then a guy changes to a higher classification: it changes all down the line, not just moving up, but latterly also. Disadvantages occur whenever that type of move occurs. So many people are in new jobs so that 30-40 percent are always new. Then your training program has to begin all over again, and you've just gone through that. I just finished setting up a cross-training program so that I can get people trained in every area that I can.

Lemoine: In your training program, how are they trained?

Atkins: We have classroom training, where we try to expand on the operating procedures and try to bring in some basic theory, basic chemistry, basic engineering procedures. We go as far as the class will let us go. If we get stuck on one point that we can't seem to get across, we use parables, analogies to try to make them understand it, so we don't complicate it further with that particular group. Some groups will be better than others.

Lemoine: Do you teach these courses yourself?

Atkins: I teach them and Mr. Williams across the hall. We have one starting today.

Lemoine: Do you have previous communication experience, or is it job expertise that has provided your background for teaching these courses?

Atkins: Well, my background is in chemistry and that's mainly what I deal in.

Lemoine: Have you had any oral communication training?

Atkins: Only in seminars I've gone to.

Lemoine: Through the company?

Atkins: Yes.

Lemoine: I'm interested in that. What types of things do they emphasize? Were they very helpful?

Atkins: Yes, because they--most seminars have the advantage of being taught by people who work with industry-related people. And you find that my problems here are identical with those of Dow. And those professors who teach them over a period of time have different people and have been able to reduce the course until it's very condensed. You get down to the meat of it plus have the added advantage of being able to discuss problems with the other people.

I never had a formal speech course. I know my sisters have had them out at LSU, and my brother did too. Where maybe I don't drop my hands in the right manner or maybe I don't use the right inflection and maybe I use my hands too much and that sort of thing. Maybe I do things physically that distract from the audience. I know that the mannerisms that I build up distract from me. I know that. And I know that maybe if I did have formal training, I wouldn't do that.

AUTOBIOGRAPHY

Laura Fletcher Lemoine was born September 22, 1945, in Chicago, Illinois. She attended elementary school in Western Springs and Downers Grove, Illinois, and graduated from Sammamish Senior High School, Belleview, Washington, in June, 1963. In 1967 she received the B. A. degree from Louisiana State University. From 1967 through 1970, she acted as a graduate assistant in the Department of Speech, Louisiana State University, receiving her M. A. in February, 1969.

Between 1970 and 1976, she worked part and full-time as an instructor of speech and business communication at Roane State Community College and East Texas State University. In the fall of 1976, she again worked as a graduate assistant teaching speech fundamentals and business communication while completing her dissertation at Louisiana State University.

EXAMINATION AND THESIS REPORT

Candidate: Laura F. Lemoine

Major Field: Speech

Title of Thesis: The Impact of Speech Training on Oral Communication Performance in Industry as Perceived by Louisiana State University Graduates, 1950-1967.

Approved:

Clinton W. Bradford
Major Professor and Chairman

James R. Traynham
Dean of the Graduate School

EXAMINING COMMITTEE:

[signature]

Raymond [signature]

Harold Mixon

John H. [signature]

Date of Examination:

November 5, 1976