INFORMATION TO USERS

The most advanced technology has been used to photograph and reproduce this manuscript from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

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

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

The relationship between perceived communication skills and job performance evaluation ratings for supervisor-subordinate dyads

Rippey, Gwendolyn, Ph.D.

The Ohio State University, 1990

The Relationship Between Perceived Communication Skills

and Job Performance Evaluation Ratings

for Supervisor-Subordinate Dyads

DISSERTATION

Presented in Partial Fulfillment of the Requirements for

the Degree Doctor of Philosophy in the Graduate

School of The Ohio State University

By

GWENDOLYN RIPPEY, B.A., B.S., M.A.

* * * * *

The Ohio State University

1990

Dissertation Committee: Approved by

Donald J. Cegala Ph.D.

Thomas McCain Ph.D.

Victor D. Wall Ph.D.

_____
Victor D. Wall, Adviser
Department of Communication

ACKNOWLEDGEMENTS

VITA

September 22, 1959. . . . . Born - Columbus, Ohio

1981 . . . . B.S., Miami University,
Oxford, Ohio

1981 . . . . B.A., Miami University,
Oxford, Ohio

1982-1984 . . . . Teaching Associate,
Department of Communication,
Ohio State University,
Columbus, Ohio

1983 . . . . M.A., Ohio State University,
Columbus, Ohio

1984 -1987 . . . . Research Associate,
National Center for
Research in Vocational
Education, Columbus, Ohio

1987-Present . . . . Senior Information
Specialist, National Center
on Education and Employment,
Columbia University, New York,
New York

PUBLICATIONS

Miguel,   , Izzo, M., Lankard, T., and Rippey, G. "Knowledge
Utilization", NCEE, Ohio State University, 1983.

FIELDS OF STUDY

Major Field: Organizational Communication

Cegala, J.J., Wall, V.D., and Rippey, G. "An investigation
of interaction involvement and the dimensions of SYMLOG:
perceived communication behaviors of persons in
task-oriented groups. Central States Speech Journal
38(2):81-93, Summer 1987.

TABLE OF CONTENTS

APPENDICES

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

OVERVIEW

In recent years public attention has focused increasingly
on the skills and abilities needed to participate in our
society. The skills required to live independently and to
obtain gainful employment have become more important in
both educational settings and the world of work. In par-
ticular, the business world has apparently begun to focus
attention on the area of basic skills. This attention may
be the result of a commonly held belief that the acquisi-
tion of basic skills is necessary for success in training
programs and occupations (Greenan, 1983).

A variety of indicators, including mandates and compe-
tency based curriculum development, have revealed that our
educational institutions have not met the communicative
needs of enough students (Spitzberg and Cupach, 1984). The
issues discussed by the National Commission On Excellence
In Education (1983) "...point directly to the importance of
the role of communications in the process of education..."
(Bostrom, 1984, p. 151), while the "Unfinished Agenda"

(1985) challenges the field of vocational education to be concerned with the development of the individual student in five areas, including communications.

Several studies suggest that skill in communication is not something that can be taken for granted, a point that is illustrated by the increasing numbers of persons who are functionally incompetent (Spitzberg and Cupach, 1984). The emphasis of these studies was placed on student skill in reading, writing, public speaking, listening, and conversation (Greenan, 1983; Spitzberg and Cupach, 1984) within the educational setting. Conversational communication skills have also been recognized as "an essential curriculum component in our schools" that will better prepare the student for the work environment (Spitzberg and Cupach, 1984, p. 2; Rubin, 1983). Thus, the ability to engage in appropriate and effective interaction in the workplace is of increasing importance and value to students and employers. The investigation of communication skill in the work environment and its influence upon some outcome measure, such as employer ratings of job performance, should provide valuable information to educators and practitioners that can be used to aid student and non-student success on the job.

While studies on supervisor-subordinate relationships are abundant, few have attempted to look at the construct of communication skill applied to organizational contexts

(Monge, Bachman, Dillard and Eisenberg, 1982; Harris and Cronen, 1976; Walters and Snavely, 1981). Those studies that have been conducted in this area refer to effective communication behavior in the work environment by a variety of descriptors; including, communication skills, speech communication ability, communication performance or communication competencies. Nonetheless, each of these studies has basically sought to identify communication skills that are relevant to some specific work context, or to assess the level of skill and to suggest curriculum needs. This study will not only identify and assess communication skill in the organizational context, but an outcome measure will be used to look at the influence communication has in the supervisor-subordinate dyad.

Although some of the literature that will be reviewed is competency based, this study is not an investigation into communication competency. Even though most definitions of communication competency have focused on social or interpersonal skill factors, there is still a growing need to develop and utilize measures that are specific to the organizational context. Thus, it is the purpose of this study to investigate subordinate communication skill and its influence upon the supervisor-rated subordinate job performance evaluation. The central aim of this study will be primarily to determine the degree and nature of the

relationship between organizational communication skill and supervisor-perceived subordinate job performance evaluation rating.

The next chapter will review research on communication skill, as well as studies which sought to define other dimensions of closely related communication behaviors which will help define this construct.

CHAPTER II

LITERATURE REVIEW

The last decade has witnessed a resurgence in the identification of those skills necessary to prepare individuals for the world of work. A growth in the demand for classroom courses relevant to student real-life expectations, the availability of government money to fund career or vocational education projects, and the entrance of service and information industries, all provide an explanation for this phenomenon which has increased the importance of an individual's ability to communicate effectively on the job. The communication field has responded to this demand by producing a plethora of studies and conference proceedings that look at how superiors and subordinates interact and communicate to achieve both personal and organizational goals. They have also attempted to assess communication in the health care industry. Although, the focus of this research is solely in the domain of organizational communication, communication skill factors in the workplace will be investigated as they relate to the educator who is attempting to improve student employability skills, and to

the employer who is attempting to develop a productive employee.

DEFINING COMMUNICATION SKILL

Much of the literature that attempts to look at communication skills comes out of the competence literature. Emphasis has shifted from concerns of speaking competently in public to research and theory development on communication in small groups, organizational and educational settings, the family, and in general, interpersonal settings (Cegala, 1983, p. 1). But, despite its pervasiveness, communication competence remains "the elusive construct" (McCroskey, 1984, p. 200) in our discipline. Phillips (1983) points out that "Defining 'competence' is like trying to climb a greased pole. Every time you think you have it, it slips" (p. 25). It is not unusual, therefore, to find that the field is bombarded with writing and research associated with competence under a variety of labels such as: communication skills, competence, social adjustment, psychosocial competence, environmental competence, social competence, rhetorical sensitivity, grammatical competence, linguistic competence, referential competence, communicative competence, conversational competence, social skills, interpersonal problem solving, interactional competence, interpersonal communication competence, relational compe-

tence, communication competencies, competent communication, and communicator competence.

Battles over the definition of the communication competence construct have impeded both its development and refinement. Although the conceptualization and measurement of the communicative competence construct has attracted considerable research interest recently, a review of the literature suggests that "communicative competence" does not enjoy such a clear-cut definition. Several definitions have resulted, including "the capacity of the person to maximize his or her goal achievement" (Parks, 1977); "the ability of an individual to demonstrate skill in areas such as listening" (Cushman and Craig, 1976); "the ability of a person to demonstrate knowledge of the appropriate communicative behavior" (Larson, et al. 1978; McCroskey, 1982); as goal achievement, evaluation of the communicator's behavior by another individual and interaction skills (Bochner and Kelly, 1974); the effective completion of one's duties (Wellmon, 1988); as components - knowledge, motivation, skill behavior, effectiveness, appropriateness - of a model (Spitzberg, 1983); and as "a collection of specific skills dealing with an individual's ability to encode and decode, seek information, and otherwise engage in communication activities within the organization" (Farace, Taylor, Stewart, 1978).

The literature suggests that while there are a wide variety of definitions, two components of competence seem to reappear throughout the issues raised, communication knowledge and skill (Konsky & Murdock, 1980). Skills, suggest Wiemann and Backlund (1980), serve as the connection between knowledge and behavior (p. 190). Skills are defined as the "ability of an individual to perform appropriate communicative behavior in a given situation" (McCroskey, 1982, p.5). Skills are the actual behaviors performed in a communication interaction between individuals. The notion that someone is "skilled at communicating" refers to their mastery of or proficiency at certain behaviors that are thought to give the impression of "competence" (Dunnette, 1983). While, there is an implicit notion that communication competence is not something located within the individual; it is instead thought to be an impression that one has of self and others based on perceptions (Rubin, 1983; Spitzberg and Cupach, 1984). A communicator is considered competent if he or she is perceived to be competent by self and others. Although several skills may increase the probability that the impression of competence will be produced, the skills and behaviors themselves are not thought to be intrinsically competent. Skill level therefore provides no guarantee that another will perceive the performance as competent (Spitzberg and Cupach, 1984, p. 116).

McCroskey (1982) warns that we need to make a "clear distinction between communication competence and communication skill, since both have an ultimate bearing on performance behavior" (p. 4). Even with this admonition to avoid continued confusion in the field, much of the research conducted in the organizational setting is referred to as communication competency. Many competency studies have attempted either to identify communication skill (DiSalvo, Larson & Backus, 1986; Young, 1986; Muchmore & Galvin, 1983; Harris & Thomlison, 1983; DiSalvo et al., 1982; DiSalvo & Steere, 1980), assess communication skill (Hollenbeck, 1986; Backlund, et al., 1982; Bowers, 1982; Rubin, 1981; Larson et al., 1978; Mead, 1977 & 1980) in a variety of settings, or develop skill in communicators (Brandt & Powers, 1980; Moore, 1980; Sypher & Roberts, 1984; Brandy, 1980; Clinard, 1979). A number of other studies have attempted to look at communication skill in relation to other behaviors, or to further define it.

Berlo, Lemert, and Mertz (1969) suggest that perceived communicator competence (involving writing skills, speaking skills, listening skills, information acquisition skills, the ability to organize information, etc.) is a key dimension of communicator credibility. Berman and Hellweg (1989) provide research on quality circle participation and perceptions of communicator competence in supervisors who

participated in the work improvement program, while Duran and Kelly (1988) look at the influence of communication competence -- affiliation/support; social relaxation; empathic behaviors; behavioral flexibility; interaction management -- on task, social and physical attraction. In an attempt to conceptualize organizational communication competence, Wellmon (1988) used face-to-face interviews to define this construct as listening; friendly personable manner; successful behavior; good leadership skills; understanding human nature; motivation; professionalism, organizational involvement, feedback; interaction skills effective verbal style; and ability to demonstrate knowledge of the business to superiors. The results of a review of three studies (Young, 1986) emphasized the need for employees to have social skills, positive attitudes about work, and basic skills of communication (reading, speaking/listening, writing).

Whether it is referred to as communication competence or as communication skill, organizations have become increasingly concerned about those skills necessary to become effective in the workplace.

COMMUNICATION SKILLS IN THE WORKPLACE

The outcome of any communication interaction between a subordinate and his or her supervisor is related to the success of the organization. The one element common to all organizations is the process of communication, regardless of whether they manufacture a product or perform a service (Baskin and Aronoff, 1980). Communication processes (the collection, process, storage, and dissemination of communication that enables the organization to function) in organizations occupy an increasingly large part of their members' activities.

Adler (1983) points out that a major part of each person's life will be spent working in and with organizations; whether in school, being involved in team sports, organized religion, or at work. It is estimated that an individual who works a traditional forty hours per week will spend roughly two thousand hours per year directly involved in the work environment. There is probably more time invested in this one endeavor than any other, next to sleeping. Of time spent on the job, up to 75 to 80 percent of an executive's workday will be spent in some type of communication activity, which translates into approximately forty-five minutes out of every hour (Adler, 1983). Communication is also an important factor in a company's profitability. Mascolini (1988) found that companies with records of out-

standing achievement in communication outperform their competition. Thus, it is not unusual that a growing trend suggests a large part of an organization's resources and energies are devoted to various communication channels, such as soliciting information, reading, writing, listening, and maintaining personal contacts inside and outside the organization. The result is that organizations are devoting more and more time and money to increasing subordinate communication skills in an attempt to better meet company goals.

For an organization to realize success in the marketplace, its employees must not only be able to perform their jobs well, but also to communicate effectively with other workers. Eurich (1985) found in randomly surveying company course lists that "basic academic deficiencies in the U.S. workforce" have prompted corporations to provide basic skill courses to their employees. Of those major corporations listed, each one had some course offering related to communication skill; including speech, writing, reading, listening, and effective communication. The industry in general has developed a corporate education program out of a basic need to obtain the "best possible worker" to allow the company's goals of productivity and worker enrichment to be met (p. 47). Harris and Thomlison (1983) examined the relationship between communication competency and its

importance to business organizations. Survey results indicated that listening, motivating people, and handling grievances were ranked as the top three areas which required additional training.

A number of studies have attempted to identify specific skills important in the work environment. Based upon experience in the classroom and observations in business, Brostrom (1988) identified several activities as important concerns in business: verbal (listening and presenting) skills; audience analysis (or knowing the end-user); written (organization, style, project development) and interpersonal. DiSalvo and Steere (1980) reviewed more than forty studies conducted during the Seventies which sought to identify major communication skills in various organizational contexts. These skills include: Listening, written communication, oral reporting, motivating/persuading, interpersonal skills, informational interviewing, and small group problem solving.

Monge, Bachman, Dillard, and Eisenberg (1982) developed a communicator competence scale for the workplace. They proposed that the construct is made up of two dimensions: (1) encoding which focuses on specific behaviors, i.e., expressing ideas clearly, good command of the language, being easy to understand; and (2) decoding which focuses on skills such as listening, responding to messages quickly,

and attentiveness. DiSalvo, et al. (1986) found that the results of his study are in basic agreement with similar research conducted in the business setting where exchanging feedback and information were the competencies that were "paramount in health care" (p. 238). Greenan (1983) identified communication skills that are generalizable within and across the secondary vocational training programs in thirty-two area vocational centers in the State of Illinois. The five categories of generalizable communication skills were identified as (1) Words and Meanings, (2) Reading, (3) Writing, (4) Speaking, and (5) Listening. The project developed items for assessing functional communication competencies. The domains identified were communication function (informing, controlling, sharing feelings, ritualizing, and imagining); communication perspective (speaking/expressing, listening/recognizing); context (formal dyad, formal group, informal dyad, informal group); and attitudes as a separate group (Mead, 1977). A study conducted by the University of Minnesota asked corporate recruiters and chief executive officers what special training, skills or areas of specialization are especially beneficial for business graduates. Training in communication skills headed the top of the list, while "people skills" and "organizational dynamics" were also frequently mentioned (Adler, 1983, p. 6). While a number of studies have

attempted to generate communication competencies, Muchmore and Galvin (1983) directed a task force that focused on prioritizing basic oral communication competencies that were perceived to be necessary or required in career activities. The skills which received the highest ratings across all occupational categories were speaking, listening, and human relations skills.

In an attempt to identify important communication skills for the college curriculum, several studies have identified important areas of communication training for business majors. Based on the results of his study, Hanna (1978) suggested the kinds of speech communication training that should be provided to students who are planning careers in the business community--motivating people, delegating authority, listening, direction giving and group problem solving. He goes on to say that "instruction should be a focus on the potential problems involved in the use of the telephone and written communication. Finally close attention must be given to the skills involved in both giving and getting feedback for correction and control of messages (p. 172)." Rubin (1981) identified four main competency areas (communication codes, oral message evaluation, basic speech communication skill, and human relations) which are assessed directly to test the college student's ability to communicate through speech and nonverbal actions, and to

listen. The proceedings of the Speech Communication Association summer conference (Kennicott, Curtis and Schuelke, 1972) started with the ambitious goal of using both educators and those directly involved in the world of work to identify communication skills necessary in various careers, and then to develop courses which would teach those skills. The recommendations that resulted encouraged the teaching of speech communication courses more responsive to the "real" world of work. In addition, it was thought that "intrapersonal, interpersonal, dyadic, and non-verbal communication, listening, and the processes of communication should take precedence over traditional platform speaking in the speech communication curriculum (p. 61)."

Not only do organizations realize the importance of communication, but so do their employees. College graduates were surveyed one, seven, and ten years after they left school by the College Placement Council. It was found that alumni identified communication as critical for job success, whatever their field. It was so critical, in fact, that it was thought to be more important than the major subject area studied in school. Office workers, mathematicians, scientists, and engineers ranked writing and oral skills as most important, while administrators, salespersons, health workers, educators, social workers, and counselors thought oral skills were more important. The Uni-

versity of Minnesota surveyed its Business School alumni in both the Bachelor and MBA programs. These graduates rated oral communication as the skill most relevant to job success from a list of various skill areas. Graduates from the Colorado State University, Engineering College rated their communication courses--public speaking, group discussion, and technical communication--as more important than their senior engineering design course (Adler, 1983, pp. 4-6). DiSalvo and Steere (1980) identified nine communication skills that were considered important in the completion of daily tasks. They asked recent graduates from a midwestern university to rank communication activities in terms of the importance of each to the completion of their jobs. The nine activities are identified as relationship building, listening, giving feedback, persuading, advising, negotiating, and motivating. Of these nine, listening, relationship building, and routine information exchange were perceived to be important for job success.

Without a doubt, the ability to communicate appropriately and effectively in the workplace is thought to be critical to employee success by educators, employers, and employees. However, there is still a need to determine specific communication skills related to "success on the job."

COMMUNICATION RULES IN THE WORKPLACE

The communication skills that seem to appear over and over in the literature as important to job "success" are the basic skills (speaking, listening, writing and feedback) and interpersonal skills (human relations). Not only is it thought that an individual must possess these abilities, but they must also be able to demonstrate them appropriately and effectively in the workplace. Performance of these behaviors (when, where, how) is directly related to the rules that operate in the organizational setting.

In the communication process, communicator skills relate to the employee's understanding of the communication rules (content and procedural) of the organization. An individual's ability to encode and decode, seek information, and engage in communication activities within the organization are specific skills related to communicator competence. Competent individuals know how to "cut the red tape" by "working with (and around) the rules" (Farace, Taylor, and Stewart, 1978). Thus, in order to be perceived as a skilled communicator, a worker must be able to discern the appropriate and effective use of rules or expectations that govern the boundaries of interactions between supervisors and subordinates in the workplace setting.

The judgment of the appropriateness of specific communication behaviors is based on the particular social rules

which are operating in the situation (Mead, 1977). All organizations have implicit or explicit rules which regulate when interaction can take place, with whom, and for how long. Supervisors and subordinates both make judgments concerning the appropriateness of one another's behavior, based on the degree of compliance with these rules (Eisenberg, Monge, and Farace, 1984). Both formal and informal rules exist within an organization. When persons engage in regular, habitual patterns of behavior in their communication activities, certain "rules" (norms, expectations, expressions of proper behavior) are in effect. Communication "policy" exists to the extent that these rules occur extensively throughout the organization. Informal rules are learned by trial and error, either by discussions with other organizational members or by training that may be provided for the subordinate by an educational institution or the organization (Farace, Monge, and Russell 1977).

Two classes of rules that occur in an organizational environment are distinguished by Cushman and Whiting (1972) as content and procedural. Content rules govern the standard usage of symbols that will be used in the organizational context to represent some aspect of the environment. These rules deal with the meanings that people will attribute to what a word stands for, such as proper language usage. Procedural rules govern the ways people will commu-

nicate in a system by guiding the ways in which interaction will occur (i.e. interpersonal skill). Before communication can occur between the members of a dyad, there has to be some minimal set of rules about "who will communicate first, how much communication may occur, where it is appropriate or permissible to communicate, who will control the interaction, and when it will be terminated" (Farace, Monge, and Russell, 1977, pp. 134-135).

The results of the Eisenberg, Monge, and Farace (1984) study "indicate that the more a supervisor or subordinate perceives there to be agreement on rules of initiation and termination, the higher his or her evaluation of the other is likely to be. In addition, the results show that the accurate perception of a subordinate's view of these rules by a supervisor is positively associated with performance evaluation" (p. 267). Thus, a subordinate who understands and utilizes appropriate human relations skills and speaking skills (express ideas, organize messages, and use appropriate nonverbal communication, words, pronouns and grammar) during an interaction will be perceived as a competent communicator by his or her supervisor, and as a result, may realize a positive performance evaluation rating.

Not only may these skills be perceived as a key dimension of communicator credibility, but communicator skill

may also serve to influence how a supervisor perceives the job performance of a subordinate. Jablin (1979), in his review of superior-subordinate communication, looked at a number of studies that focused on the gap in information and understanding that exists between superiors and subordinates. One study (Greene, 1972), found that the more accurately a subordinate complies with his/her superior's expectations of subordinate behavior, the higher the subordinate job satisfaction and the better his/her performance evaluation by the superior. Thus, for example, rules that guide the relationship, such as empathy, the management of conflict, building of relationships, personal characteristics that may be expressed on the job, and the management of interaction between subordinate and supervisor may influence perceptions of job performance. Communication between the supervisor and subordinate is governed by the organization's cultural rules and rituals which determine acceptable and unacceptable behavior for employees. An individual's ability to properly manage a variety of rule systems is important to his or her effectiveness as a competent communicator (Littlejohn, 1983). An employee who performs appropriate communicative behavior (exhibiting interpersonal and basic skills) in the workplace may be perceived as a skilled communicator and receive a positive job performance evaluation.

Personal Traits

The study of interpersonal skills has enjoyed a place of prominence in the research literature, almost to the point where there is little doubt of its pervasiveness or its influence on success. Spitzberg and Hurt (1987) point out that "We take it to be axiomatic that interpersonal competence is crucial to academic, occupational, personal, and social success (p. 28). "Employers also focus on personal traits and social skills as important school curriculum related to entry-level jobs. The Committee for Economic Development has termed these qualities as part of "the invisible curriculum" of the school (CED, 1982 p. 20; ERIC Clearinghouse, 1988). Wentling (1987) points out a number of research studies "show that the schools do an excellent job equipping business education students to handle the technical tasks. But an alarming number of these students are discharged from their jobs because they have poor interpersonal relationships skills...." The literature suggests that employers do not seem to have a problem with graduates' job skill performance but they do have "serious reservations when it comes to nontechnical abilities. Employers do, says Wentling, consider nontechnical aspects of work to be equally as important as competence in performing a job skill" (p. 314).

Interpersonal competence, states Argyris (1962), is the best communication predictor of organizational success, as defined by the organization's balance sheet. He suggests an increase in productivity and a healthier organizational environment can be realized by encouraging higher levels of interpersonal competence. It is not surprising, then, that "interpersonal competence is frequently cited as a key attribute in the rise in managerial levels of organizational members" (Farace, Taylor, Stewart, 1978, p. 279).

Many of the same communication behaviors serve to define interpersonal skill, personal traits, human relations, dyadic interaction skill, and sender-receiver skills. But whatever name they are referred to as these communication characteristics have an influence upon the organization. While most physical traits are inherited (eye color, hair length, height) and relatively stable over time, personal traits are often learned behaviors that may influence the way we communicate. Thus, individuals can be assessed for their ability to send and receive messages because skill measures are behaviorally based. Steers (1981) suggests that there are "major clusters" of personal traits that have been shown to relate to organizational behavior (pp. 85-88). These personal traits, or predisposition or tendencies to behave in a particular way, include interpersonal style, social sensitivity, ascendant tendencies, depend-

ability, emotional stability and cognitive style. A description of some of Steers' (1981) 'personal traits' are presented in Figure 1. Some traits were added to the clusters to reflect the related communication skill components of this study.

Some Major Clusters of Personal Traits
(Steers, 1981)

Personal Trait Cluster	Emphasis	Examples
Interpersonal Style	The way individuals interact with others; how they behave in groups.	Trust, openness, authoritarian-orientation, *cooperation, *relationship building
Social Sensitivity	The way individuals perceive and respond to the needs, emotions and preferences of others.	Empathy, social judgement, insight, *appropriately express feelings.
Emotional Stability	Reflects the emotional and mental well being of individuals.	Emotional control, defensiveness, anxiety, neuroticism, *conflict management, *personal characteristics ("talking about self")

Figure 1: Major Clusters of Personal Traits

The personal trait, interpersonal style, is the way in which individuals interact with others as they define and

build relationships. For example, whether or not an individual is understanding, cooperative and easy to get along with may relate to his or her performance on the job. Petelle and Garthright-Petelle (1984) suggest that there is ample research to support the notion that organizational relationships (between co-workers, immediate supervisor, and upper management) influence performance. Their research also found that the "quality of information" exchanged between superiors and subordinates, as well as their relationship, were related to job performance. While relationships in the organization was one of the best predictors of group (task-unit) performance, a high level of performance was also related to level of understanding found between workers in the organization. A study, which looked at superior-subordinate relationships and performance (Indik et al., 1961), found that group performance is positively associated with a relatively high degree of mutual understanding of others' viewpoints and problems among those that work together.

A second personal trait, social sensitivity, is the way individuals perceive and respond to the needs, emotions and preferences of others. These traits include empathy, social judgment, and insight. Shaw (1976), in his study of group dynamics, found that research has consistently shown at least a moderate relationship between these social

skills and acceptability by group members, successful leadership attempts, amount of participation, as well as group performance. Steers (1981) goes on to suggest, as would be expected, that the lack of these skills is inversely related to friendliness and social interaction. Thus, it may be the case that the person who takes an interest in others by, for example, complimenting them; who is sensitive to the feelings of others; expresses his or her feelings in an appropriate manner; and is easy to talk to may receive a high job performance evaluation from their immediate supervisor.

Lastly, emotional stability reflects the emotional and mental well being of individuals. It includes the positive traits of emotional control and adjustment, as well as the negative traits of anxiety, defensiveness, depressive tendencies and neuroticism. One of the most important personal traits is anxiety. Shaw (1976) found that those who are highly anxious are found to consistently have problems in developing rewarding interpersonal relationships and generally have low aspirations on task performance. Thus, an individual who is able to handle conflict without becoming highly emotional and refrains from discussing personal problems, and worries on the job may be perceived as a skilled communicator and a good worker.

Basic Skills

For most entry-level work, employers want an employee who is competent in the basic skills. Unfortunately, employers often cite inadequacies in basic skills, including writing, reading, listening, the ability to communicate and mathematics. These inadequacies appear as causes for poor worker morale and high turnover, or prohibit advancement (ERIC Clearinghouse on Urban Education, 1988; Center for Public Resources, 1982; Junge, 1983; Hulsart & Bauman, 1983; Chatham, 1982). As a result, it is not unusual that employers emphasize basic skills (Natriello, 1988) over job specific skills.

Speaking (verbal-nonverbal), writing, listening and feedback skills have been pointed out as important to success on the job (Berlo, Lemert, and Mertz, 1969; Monge, et al., 1982; DiSalvo & Steere, 1980; Eurich, 1985; Greenan, 1983; Adler, 1983; Young, 1986; Brostrom, 1988; Rubin, 1981; Muchmore and Galvin, 1983; Mead, 1977; Kennicott, Curtis and Schuelke, 1972; Bowman and Branchaw, 1988). "The biggest lack I find in business school graduates, says Dick Litzsinger, president of the Follett Corporation, is in communication skills--people who don't know how to write a letter or to speak. They may be technically competent but no one knows it because they can't express it" (Groneman and Lear, 1985, p. 113). 'The development of oral and

written business communication skills should head the list' was the overwhelming response of corporate executives who were asked 'What skills new graduates of both secondary and postsecondary business programs need most'. Proper word usage, correct sentence and paragraph structure; memorandum preparation; letter writing; presentational group oral communication, as well as correct telephone techniques were emphasized (Allen, 1987). Rubin and Graham (1988) used raters to make judgments about students' speaking ability. The results indicate that these ratings are linked to success in college.

In addition to verbal skills, nonverbal skills are thought to be just as important in the work environment. When surveyed, approximately 60 percent of a sample of personnel directors responded that effective body language skills were important for office administration graduates. A study by Waltman and Smeltzer (1988) suggests that a strong correlation exists between grammatical proficiency and performance success in an overall, and that grammatical competency is a predictor of successful completion of a Business Communication course. Lehman, Forde, and Lehman (1988)go on to suggest that not only are verbal skills important, but that "appropriate body language skills taught in the classroom should ensure "that student's personal appearance builds confidence, their body movements

create understanding and their facial expressions convey enthusiasm" (p.3).

Feedback provides information to the recipient about their success or failure in complying with policies and objectives. It is one of the few specific communication skills that, without a doubt, has been found to influence performance. Downs, Johnson, and Barge (1984), in their review of communication feedback and task performance, state the "There are many variations in the results of feedback studies, but the predominant conclusion substantiated by all of them is that feedback does indeed affect performance. Several studies have contrasted feedback conditions with no feedback condition and more effective performance is always associated with feedback" (p. 15). In the organizational context, feedback is legally mandated in the form of a job appraisal. Providing information to employees about their performance can be a powerful tool used in influencing overall organizational performance and to enhance organizational effectiveness (Snyder and Morris, 1984). Not only does research suggest that personal feedback is desired by most employers, but that feedback is also related to job satisfaction, learning and performance. At the same time, however, findings suggest that the subordinate's performance controls the nature of his or her superior's feedback to a large extent (Downs, Johnson, Barge, 1984; Jablin, 1979).

Listening ability, another basic skill, is the active process of selecting, receiving, and retaining aural stimuli (DeVito, 1978; Weaver, 1972) It has gained considerable recognition in the research literature as a communication skill that may influence the organizational environment. Even though listening is important to the workplace, it has been targeted as one of the "most underdeveloped but essential communication skills" (Papa and Glenn, 1988). Since the 1940's, business has repeatedly identified listening as an employees' weakness; while today it is still considered an underdeveloped skill (Lewis and Reinsch, 1988). A survey of career advisory personnel consistently ranked listening skills as the most important skills for career competence (Muchmore and Galvin, 1983 p. 216). Most research related to the importance of listening in the organizational setting have chosen to focus on the amount of time spent listening. Wolvin and Coakley (1985) attempt to explain this phenomenon by suggesting that managers "are beginning to realize that inefficient listening is costly to corporations--costly in wasted money, misused time, deflated morale, reduced productivity, and alienated relationships" (p. 4). But, very little research actually relates 'listening' to these important organizational outcomes.

One study, using a critical-incident technique, attempted to answer the question "What does listening mean in

organizational environments?" (Lewis & Reinsch, 1988)
Results indicate that listening in organizational settings
is described as an interrelated set of concepts: atten-
tiveness, nonverbal behavior, verbal behavior, memory and
behavioral responses. Perceptions of listening in the work
environments are affected by, for example, speaking and
nonverbal communication.

With regard to specific organizational outcomes, Papa
and Glenn (1988) looked at the relationship between listen-
ing and productivity by assessing employee performance when
new computer technology was brought into the office. Pro-
ductivity was defined as the number of keystrokes per min-
ute 391 data entry employees made. The study found that
both listening skill and listening training had a positive
impact on level of productivity. Sypher, Bostrom, and Sei-
bert (1989) suggest that "An individual's listening ability
has implications for the effectiveness of his/her work
group, the overall organization, and perhaps for the indi-
vidual's own success" (p. 295). Their research, which
looked at listening and its relationships to other communi-
cation abilities (cognitive differentiation, self-
monitoring, perspective-taking, persuasive arguments) and
success at work (organizational level), found some evidence
that better listeners were in higher levels of the organi-
zation and were more upwardly mobile. As more and more

research begins to focus upon the importance of communication skill in the workplace, we can begin to take a closer look at its influence upon those outcomes that may impact the organization, socially and monetarly, such as job performance.

JOB PERFORMANCE EVALUATION

Organizations have become increasingly concerned about the role communication plays in the workplace because of the influence it may have, not only on its employees but also on its "bottom line". The communication process is important to all functions of the organization, including those that influence job performance evaluation ratings. This trend suggests that evaluation of an organization's administration will depend greatly upon its efficiency as "communication managers". Although performance outcomes (profits, costs, product quantity and quality, returns on investment, etc.) may be an excellent gauge of an organization's health or effectiveness, they are generally inadequate by themselves in measuring an individual employee's job effectiveness. Ninety percent of organizations today "measure an employee's effectiveness at least at the lower levels primarily in terms of traits or distinguishing human qualities that those in the organizational hierarchy believe are desirable (Porter and Roberts, 1983, pp.

208-9). As a result, organizational members are increasingly being expected to show the specific performance outcomes achieved as a result of their communication activities. This objective is achieved by showing the linkage between the member's use of communication resources, maintenance of communication interactions, and the work that is completed (Farace, Monge, and Russell, 1977, pp. 4-5). Thus, it is not unusual to find that most job performance evaluations include criteria that attempts to tap into the employee's communication abilities.

Evaluation of employee performance is one of management's most important responsibilities to its members. Most organizations conduct employee evaluations through some kind of appraisal system because of its importance to employee development. The performance appraisal system provides a means of evaluating employees in a systematic way across various performance dimensions to, basically, insure that organizations are getting what they pay for. It also is a valuable tool in providing feedback to employers, as well as assisting in identifying promotable people and problem areas (Steers, 1981, p. 401). Thus, it is not unusual to find that organizational rewards (such as raises and promotions) are tied to employee performance evaluation.

Job performance is the extent to which an individual can successfully accomplish a task or achieve a goal. It is thought to be influenced by several factors: (1) motivation - an employee's desire to perform, or level of effort; (2) abilities, skills and traits which determine their capacity to perform; (3) role clarity and acceptance--understand and accept the requirements of the job; and (4) opportunity to perform (Steers, 1981; and Miguel and Foulk, 1984). The performance appraisal itself is a subjective rating that provides information about training and development needs, and organizational rewards (promotions, transfers, salary increases, etc.). Because it is subjective, evidence suggests that the performance appraisal may be influenced by personality. A study that had management students rate (performance and trait) college professors vignettes found that 'personality' measures did influence performance ratings (Krzystofiak and Newman, 1988).

There are a number of variables put forth by the literature that attempt to explain or predict job performance (cognitive ability, cognitive aptitudes, job knowledge-- Hunter, 1986; Hunter and Hunter, 1984; leadership style, subordinate personality and task type--Weed, Mitchell, and Moffitt, 1976; role clarity and competence--McEnrue, 1984; role accuracy, compliance, and satisfaction--Greene 1972; self-esteem and perceptions of leadership emergence--

Andrews, 1984; communication networks--Allen, 1970; infor-
mation environment--Barthe and Vertinsky, 1975; consulta-
tion and decision processes--Smith, 1970; communication
flow--Harrison, 1974; information load--O'Reilly, 1980;
centrality--Jain, 1977; interaction facilitation--Butler &
Jones, 1979; openness--Indik, et al., 1961; Davis, 1972;
feedback--Jablin, 1979; Downs, et al., 1984; organizational
relationships--Petelle, et al., 1984; supervisory
communication--Jain, 1973). Although, specific communica-
tion skills are often mentioned as important to job suc-
cess, few studies attempt to utilize them to predict or
explain job performance.

The performance literature and communication skill lit-
erature seem to be abundant, but there is still a need for
research that attempts to define specific communication
skills as predictors of employee success. Less attempt has
been made to look at speech communication skills to employ-
ee job performance, even though practitioners continually
point out its importance to individuals and organizations.
Literature has suggested that one of the best predictors of
how well a person will perform on the job and in the class-
room is the rating the subordinate receives on tests of his
or her communication skill, motivation, and intelligence
(Porter and Roberts, 1983). Jain (1973) found that posi-
tive correlations exist between supervisor performance as

perceived by the subordinate, and communication effectiveness (i.e., adequacy of communication, ease with which workers feel they can discuss problems with their supervisors expressing appreciation of the subordinates work; supervisors informing the worker in advance of changes that affect their work); amount and frequency of communication and employee's communication satisfaction in urban hospitals. Willits (1966) found that managers who communicate openly with their company presidents correlated significantly with over-all performance.

Although, the research literature suggests that communication competencies are good predictors of overall performance ratings, the kinds of specific communication skills that are job-related are still not clear (Scudder and Guinan, 1989). Using Monge, et al. (1982) two-dimensional encoding/decoding scale and two additional job specific competency scales, Scudder and Guinan (1989) found that "more effective systems developers had higher scores on the communication competencies than their less effective counterparts (p. 223)." The encoding items looked at such communication characteristics as "good command of the language"; "typically get right to the point"; "can deal with others effectively"; "writing is difficult to understand"; "expresses his or her ideas clearly"; "difficult to understand when he or she speaks"; "generally says the right

thing at the right time". The decoding items were "a good listener"; "easy to talk to"; usually responds to messages (memos, phone calls, reports) quickly"; "pays attention to what other people say to him or her; sensitive to others' needs of the moment." The other two scales tapped into specific written and verbal skills for system developers as well as specific interpersonal competencies important to their organizational functioning. Indik, et al. (1961) found that superior-subordinate relationships in the organizational context affect the job performance of subordinates. A subordinate's perceptions of satisfaction with his or her supervisor's communication behavior (i.e., open, supportive and there is a high degree of local influence and autonomy on work-related matters) is related to the subordinate's performance. A nationwide study, conducted by an independent research firm, state they have "proven conclusively that there is a strong link between success and the ability to be able to communicate effectively with both your superiors and your employees." (Training and Development, 1986, p.9). Interviews with personnel directors of 100 companies found that greater emphasis is placed on a job candidate's communication skills than any other attribute. Personality and appearance were next in order of importance, followed closely by grades.

The relationship that exists in the literature between job performance, communication behaviors and organizational goals is enough evidence to warrant that communication skills be included as one of the job-related performance criteria employees are evaluated on. Research by Hunter (1983) concluded that factors other than job performance and job knowledge account for a very large part of the variation in supervisory rating. Guinan (1983), commenting on these findings, suggested that the job performance model should be enlarged to include "exogenous variables" such as characteristics of raters (appearance, annoyance syndrome, frequency of communication with a supervisor and interpersonal skill), as well as characteristics of the raters, and context variables. This statement points out that although communication skill may not be directly related to the actual performance of the job (number of widgets an individual is able to produce), it is important to the overall performance ratings, by functioning as a "smaller component" that needs to be analyzed (pp. 270-271).

SUMMARY

The research reviewed here indicates that communication skill is important to both the superior-subordinate relationship and to the subordinate job performance evaluation rating. The majority of the studies reviewed were conduct-

ed in an attempt to identify specific communication skills that are necessary for varying work situations. The end result of much of this research was to make recommendations for the development of curriculum to prepare individuals for the work environment. The subjects utilized in the studies that were reviewed were all very different in nature, but nonetheless were all basically surveyed to determine those communication skills that the respondents felt were important to their situation. The study samples ranged from college graduates (DiSalvo, Larsen, and Seiler, 1976; Adler, 1983; DiSalvo and Steere, 1980), to college alumni (Adler, 1983), students enrolled in basic communication courses (Duran, 1987), members of a personnel association and health care agencies (Harris & Thomlison, 1983 and DiSalvo, et al. 1986), corporate recruiters (Adler, 1983). Eurich (1985) simply surveyed company course lists to get an idea of what the industry viewed as important skills for employee effectiveness in the work environment.

There appears to be a number of basic assumptions made across the studies that were reviewed. One assumption is that these individuals are able to accurately identify those communication skills necessary to perform appropriately and effectively in a work function and in a subordinate-supervisor relationship. Few attempts have been made at trying to closely match 'what skills are per-

ceived to be important' with 'what skills actually influ-
ence the work environment' (Wellmon, 1988) An attempt was
made by a Speech Communication Association Conference (Ken-
nicott, Curtis and Schuelke, 1972) to "build valid recom-
mendations that would render speech communication education
more relevant to the "real world", and to the "world of
work" (p. 1). Representatives from a variety of career
areas were asked to respond to the question, "What speech
communication competencies are required in your business,
industry, agency, or profession?" In addition they had an
opportunity to explore and discuss the response to this
question with speech communication educators. The best way
to address this problem would be to conduct a job analysis
and determine what the actual job duties are and then
determine which communication skills are actually important
to that particular work situation (an apparently very time-
ly and costly solution). A less expensive and less time
consuming solution would be a study that utilized those
communication skill variables already identified in previ-
ous research. A synthesis of these skills would move the
field closer to defining those specific skills that influ-
ence the work environment. A look at past research indi-
cates that there is a lot of overlap in the type of commu-
nication skills that are perceived to be useful in the work
environment. Combining and utilizing these skills to

produce a communication instrument increases the opportunity to capture and identify the necessary communication skills in the work situation. Also, the use of an outcome measure such as performance will help produce a better picture of which skills are actually viewed as important, and suggest which communication skills are related to which job performance duties.

A number of the studies that have focused on communication skills, competencies, or abilities in the workplace, generally tend to make a priori assumptions about their relevance to some organizational outcome, based upon results of surveys completed by those who either have "experience" or "authority" to make these judgments. These studies are often rooted more in anecdotal evidence or perhaps a common sense belief in the value of communication skill, rather than hard research data. Trank and Steele (1983) go so far as to state that "Few people question the assumption that college graduates need effective communication skills to succeed in their chosen profession. The evidence from several professions, overwhelmingly supports this position" (Becker & Ekdom, 1980; DiSalvo, Larsen, Backus, 1986). Rubin and Graham (1988) suggest that an assumption inherent in our field is that "communication ability is intricately linked to success in the field" (p. 14). But, few of these studies attempt to actually deter-

mine whether or not these "necessary or essential" skills (as perceived by employers, employees, college students, educators, government personnel, and researchers) are actually related to some outcome important to individual or organizational success.

The lack of attention given to the relationship between communication and performance is "somewhat perplexing since communication appears to be related to an organization's profitability and success (Mascolini, 1988). Porter and Roberts (1983, p. 1584) state that "The most glaring omissions so far are studies of how communication characteristics may relate to overall performance...how do high-performers differ from low performers? Do they...communicate more or less with their own supervisors? Could objective judges distinguish the quality of their communication from other employees?" Duran and Zakahi (1987) suggest that "A single study which could identify specific behaviors that produce communication satisfaction and/or perceptions of communicative effectiveness could have important implications for the development of remediation strategies designed to improve performance in different contexts (p. 19). Monge, et al. (1982) state that "communication researchers need to examine those variables which produce competent communicators as well as the effect that communicator competence has on organizational outcomes

such as performance and satisfaction (p. 525)." A look at these specific communication dimensions that contribute to individual success in the organization are often ignored (Scudder and Guinan, 1989; Fine, 1986).

As a result of some of the problems associated with the research reviewed, this study will utilize a synthesis of those skills viewed as important by researchers and experts in the field. A number of assumptions must first be identified and a number of criterion met.

Inherent in this study is the assumption that there is a relationship between perceived subordinate communication skill and the job performance evaluation rating. This supposition is based upon several lines of reasoning. First, as mentioned earlier, a variety of educational and organizational indicators have suggested that skill in communication is a necessary prerequisite for success on and off the job. Second, communication skills are important to all functions of the organization, including those that influence the job performance evaluation rating. Third, the literature suggests that organizations are devoting more and more time and money to increasing subordinates' communication skill in order to meet company goals. Fourth, the relationship between organizational and interpersonal communication factors influence the worker's job performance.

Another assumption underlying this study is that individual differences in communication behaviors at the subordinate-supervisor level make a difference at the individual and ultimately at the organizational level (Sypher and Zorn, 1986; Downs and Hain, 1982). Individual employee performance is important to employers only to the extent to which individual job performance relates to organizational success. Thus affecting communication skill at the individual level may influence job performance, which in return may have an impact on corporate profit. A lot of the research investigating communication variables and performance define this dependent variable as group performance or as organizational performance. This study is aimed at individual performance as defined by an immediate supervisor's perceptions of a subordinate's job performance in the workplace.

Lastly, there is an assumption that "other-ratings" of communication skill is a better predictor than "self-ratings". This idea is consistent with other related research. Cupach and Spitzberg (1981, p. 15) have found that "other-competence is consistently and by far the best predictor of communication satisfaction". Thus, "self-ratings" will have little or no influence upon job performance evaluation ratings because the competence of an individual is an impression based upon perception (Rubin, 1983)

and it does not actually reside in the performance (McFall, 1982). Smith (1983) reviews research that provides evidence that supervisory ratings and subordinate ratings do not agree because they are tapping different dimensions. Rubin and Graham (1988) state that "while self-report instruments are somewhat related to perceptions of competence and are consistent over time, they appear to be measuring more of an attitude that individuals have about their skills rather than an objective view of how these individuals appear to others (p. 25). This study will investigate "self-ratings" as a means of supporting awareness of the importance of communication skill in the workplace and a need to move subordinate's perceptions of their own skill closer to those of their supervisor.

The first criterion that must be met is that a measure, to be useful in predicting organizational outcomes, should also be relevant to the kinds of communication tasks participants would expect to perform in the work setting. Although most definitions of communicator competence and skill have focused upon social or interpersonal factors, there is a growing need to develop research and utilize measures that are specific to both the interpersonal and organizational context. Monge, Bachman, Dillard, and Eisenberg (1982) argue that examination of the sets of communication skills developed to date reveal that they are

appropriate for interpersonal communication (Bochner and Kelly, 1974; Argyris, 1965; Wiemann 1977; Heun and Heun, 1978; Allen and Brown, 1976) and not for the organizational context. These researchers suggest instead that in the workplace there is a need to determine communication behavior which is appropriate for the context. Communicator competence instruments should thus be designed to "address those skills, both interpersonal and organizational, which are most pertinent to organizational communication relationships" (Miller and Steinberg, 1976, p. 507).

While this argument clearly has some merit, a survey of the communication skill/competence literature suggests that many of the interpersonal behaviors exhibited in social situations are the same behaviors found in the workplace. Only the situation and rules may have changed but the predisposition towards that behavior remains relatively stable. For example, a person who is thought to talk excessively about themselves outside of work may also demonstrate this same behavior at work within the confines of organizational rules and policy (i.e. during break periods). Accordingly, this study used measures that, for the most part, simulate on-the-job communication tasks. The instrument was developed from existing measures (Muchmore & Galvin, 1983; Monge, et al., 1982; Rubin & Feezel, 1984; Cupach & Spitzberg, 1981; Brandt, 1979; McCroskey & McCain,

1974; Greenan, 1983; DiSalvo & Steere, 1980; Sanford et al., 1976; DiSalvo, et al., 1976; Spitzberg & Phelps, 1982; Spitzberg & Canary, 1983; Spitzberg & Hecht, 1984; Rubin, 1981; Greenan, 1983) When necessary, these measures were adapted to the organizational context.

Another criterion that should be taken into consideration during any instrument development for the workplace is that measures of communication abilities should be relevant to those individuals it is meant to assess (DiSalvo & Larsen, 1987). Much of the previous research regarding communication abilities has been conducted with college students as participants. Often there is an implicit assumption that communicators are cross-situationally consistent. The specific skills necessary for a college student just starting out in an entry-level position may not be the same skills as an individual who has been in the workforce for a while. As a result, this study will look at both college students who have been employed for a short period of time by an organization and those who have been employed for a longer period of time.

Communication in the workplace takes place "with every action, every word, every statement--oral or written--which occurs between supervisor and subordinate." In all of its forms and aspects, communication serves as one of the critical activities of the organization. "The ability of man-

agement to communicate goals, aims, methods, techniques, and objectives, and the ability of the members of the organization to interpret and act upon communication, may frequently spell the difference between average performance and great performance or, in fact, the difference between success and failure." Ineffective communication often manifests itself in terms of errors, poor performance, and misunderstandings (Schneider, Donaghy, and Newman, 1975, p. 13). Communication skill may serve as a valid predictor of the job performance evaluation rating. This study will attempt to look at those specific supervisor-perceived subordinate communication skills that may influence the supervisors rating of the subordinates job performance evaluation rating. The followings research questions posited were:

RQ1. Is subordinate communication skill related to supervisor-perceived subordinate job performance evaluation ratings?

RQ2. What are the specific subordinate communication skills related to supervisor-perceived subordinate job performance evaluation ratings?

RQ3. Which of these specific subordinate communication skills account for the most variance in supervisor-perceived subordinate job performance evaluation ratings.

The goal of this research was to expand our limited knowledge of which specific communication skills influence the evaluation of job performance by the supervisor in the workplace.

CHAPTER III

METHODOLOGY

This research is a descriptive correlational study designed to collect information on the nature and strength of relationships between variables. The purpose of this investigation was exploratory. It was an attempt to identify the communication skill variables that may have predictive value in the evaluation of subordinate job performance. The primary interest was in supervisor perceived subordinate communication skills. The method of data collection was self and other rated survey questionnaires. The sample consisted of supervisor-subordinate dyads in two separate organizational settings where subordinates have been employed for at least six weeks and have had some interaction with their immediate supervisor.

SUBJECTS

Sample 1

Data for this dissertation were collected on two distinct samples. The employees in this sample were mainly fulltime workers (98.9%) with almost no parttime employed individu-

als. The job positions held by these employees were "customer service/sales/office"; "management/professional"; "computer operators"; and a few "technical" people and "general laborers" (See Figure 2). The education level of the Bank sample found that most completed the 12th grade of High School while only 32% completed 4 years of college.

Sample one consisted of 100 subordinates and 100 immediate supervisors employed in a large midwestern bank operations center. A total of 88 questionnaires were returned for subordinate and supervisors for a response rate of 88 percent. The number of subordinate respondents on the communication skill instrument was 81 for a sample size of 81 percent. Data for 77 supervisor ratings were useable for a data sample of 77 percent.

Sample 2

The majority of these Student workers were employed either parttime (71.8%) or co-op students (22.4%). Very few were employed as fulltime workers (5.95). The Students in this sample held job positions as customer service/sales/office; general laborers; technical; computer workers and a small percentage in management (See Figure 2). This group was educated with almost everyone completing the 12th grade of high school (97.6%) and the remainder either enrolled in or having completed a degree in either a speciality school (55.5%), college (36.4%) or graduate school (6.4%).

In sample two, a total of 95 questionnaires were distributed to students and their immediate supervisors. A total of 51 questionnaires were returned for subordinates and supervisors for a response rate of 54 percent. Only 49 of the subordinates enrolled in a private specialty school in the midwest responded to the communication skill instrument for a sample size of 52 percent. There were 40 immediate supervisors who responded to questions relating to subordinate communication in the workplace. Data for the supervisory ratings were useable for a data sample of 42 percent. Of these immediate supervisors 39 responded to questions about subordinate job performance for a 41 percent response rate. An effort was made to increase the size of the Student sample. Fifty additional questionnaires were distributed to students enrolled in various postsecondary schools and their immediate supervisors. A total of 42 questionnaires were returned for the subordinate and supervisor for a response rate of 84 percent. The total number of subordinate responses to the communication skill instrument was 36 for a sample size of 72 percent. Data for 33 supervisor scores on the communication instrument and on the job performance instrument were useable for a data sample of 66 percent.

Descriptions of Job Positions Held by
Subjects in the Bank and Student Samples

Job Position	Bank %	Student %

General Laborer
    Cargo/freight handler; Unloader;
    Picture Framer; Warehouse bagger;
    Distribution; Parking Attendant;
    Factory worker.
	1.3	25.9

Customer Service/Sales/Office
    Telephone Sales; Teller
    Customer Service Rep; Dental
    Assistant; Food Server; Clerical;
    Laboratory Receptionist; Student
    Service Assistant; Clerk (File, IRA
    Research, Lockbox, Statement, Film,
    Settlement, Store, Data Control,
    Bank, Mail, Exceptions); Support
    Analyst; Technical Support Writer
    Data Control; Secretary, Tape
    Librarian; Signature Verification,
    Micrographics Technician.
	41.3	30.6

Computer Operator
    Terminal operator; Data
    Transriber; Data Processor/
    Entry; FAX Operator; Programmer;
    Account Processing Clerk; Returns
    Clerk; Returns Processing; Lead
    Clerk/Operator; Deposit Returns;
    Central CloseOuts; Balancing
    Clerk; Remittance Processing Clerk
	14.0	17.6

Technical Worker
    Electronic Technician; Cable
    Assembler; Telephone
    Troubleshooter; Production
    Technician; Machine Operator;
    Control Machine.
	2.0	20.0

Management/Professional
    Cosmotologist, Educator,
    Graduate Research Associate,
    Programmer Analyst
	37.5	5.9

Figure 2: Descriptions of Job Positions

Descriptive Statistics

The following demographic information describes the subjects in this study.

Age

Tables 1 and 2 display the data regarding the variable "age". The average age of the Bank employees who participated in the study was 31 while 22 was the average age of Student participants. The youngest subordinate was 20 while the oldest was 61 for Bank employees and 18 and and 36 for Student participants, respectively.

Table 1

Frequency Distribution for the Age of the Bank Sample

AGE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
18-24	17	21.25	21.25
25-32	37	45.25	67.50
34-43	15	18.75	86.25
> 44	11	13.75	100.00
	80	100.00	100.00

mean=31.49
median=27.00
mode=26.00
standard deviation=9.51
range=20.00-61.00

Table 2

Frequency Distribution for the Age of the Student Sample

AGE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
18-24	65	83.33	83.33
25-32	10	12.82	96.15
34-43	3	3.85	100.00
> 44			
	78	100.0	100.0

mean=21.91
median=21.00
mode=19.00
standard deviation=4.25
range=18.00-36.00

Sex

Thirty-one percent (n=25) of the Bank sample were male while 69 percent (n=56) were female. The Student sample consisted of 66 percent (n=56) male and 34 percent (n=29) female (see Tables 3 and 4).

Table 3

Frequency Distribution for the Sex of the Bank Sample

SEX	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Male	25	30.86	30.86
Female	56	69.13	100.00

Table 4

Frequency Distribution for the Sex of the Student Sample

SEX	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Male	56	65.90	65.90
Female	29	34.10	100.00

Race

Tables 5 and 6 display the data regarding the variable "race". 'NonWhite' refered to those subjects who were American Indian/Alaskan; Asian; Pacific Islander; Black, not Hispanic; or Hispanic. 'White' subjects were American White, not Hispanic. Eighty-six percent (n=69) of the Bank sample were White while 15 percent (n=12) were nonWhite. The Student sample was made up of 86 percent (n=73) White and 14 percent NonWhite (n=12).

Table 5

Frequency Distribution for the Race of the Bank Sample

RACE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
NonWhite	12	14.75	14.75
White, not Hispanic	69	85.25	100.00
	81		

Table 6

Frequency Distribution for the Race of the Student Sample

RACE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
NonWhite	12	14.12	14.12
White, not Hispanic	73	85.88	100.00
	85		

Length of Employment

Tables 7 and 8 provide information on the number of months each subject was employed.

Table 7

Frequency Distribution for the Length of Employment for the Bank Sample

LENGTH OF EMPLOYMENT	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Less than 6 months	3	3.9	3.9
8 - 12 months	7	9.1	13.0
14 months - 5 years	29	37.7	50.6
Over 5 years	38	49.4	100.0

Table 8

Frequency Distribution for Length of Employment for the
Student Sample

LENGTH OF EMPLOYMENT	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Less than 6 months	49	63.6	63.6
8 - 12 months	11	60.0	77.9
14 months - 5 years	17	77.7	100.0
Over 5 years	0	0.0	0.0

Communication Skill Variables

There were two measures of communication skill in the work-
place, self and other. Data for the communication skill
variable are presented below.

Self-rated Communication Skill: Subordinates and super-
visors were asked to indicate their level of agreement or
disagreement with statements describing subordinate commu-
nication skill in the workplace. The actual scale was
scored from one to seven. A score of one would indicate
very strong agreement with the statements; a score of seven
would indicate strong disagreement with the statements.
Negatively worded items were reversed so that the total
score of an individual across items would indicate per-
ceived level of communication skill in the following way:
the lower the score, the higher the perceived subordinate
communication skill. All communication skill and job per-
formance measurements were interpreted using a Likert-like
scale.

Bank: The average subordinate response was scored as 2.73 (n=81) in the Bank sample. The lowest score was 1.23 (n=1) and the highest score was 3.65 (n=1). Sixty-eight percent of the subjects had a rating between 2.00 and 2.97. Results are displayed in Table 9.

Table 9

Frequency Distribution for Self-Rated Communication Skill
for the Bank Sample

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Strongly Agree	3	3.7	3.7
Strongly Agree	54	66.7	70.4
Agree	24	29.6	100.0
Neither Agree or Disagree	0		
Disagree	0		
Strongly Disagree	0		
Very Strongly Disagree	0		
	81		

mean=2.73
median=2.77
mode=2.48/2.77
standard deviation=.4492
range=1.23-3.74

Student: Similarly, the average subordinate response to self-rating of communication skill in the Student sample was 2.56 (n=85). The lowest score was 1.19 (n=1) and the highest was 4.13 (n=1). Fifty-nine percent of the subordinates rated themselves between 2.00 and 2.96. Results are displayed in Table 10.

Table 10

Frequency Distribution for Self-rated Communication Skill
for the Student Sample

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Strongly Agree	13	15.5	15.5
Strongly Agree	50	59.5	75.0
Agree	20	23.8	98.8
Neither Agree or Disagree	1	1.2	100.00
Disagree	0		
Strongly Disagree	0		
Very Strongly Disagree	0		
	80		

mean=2.56
median=2.55
mode=2.06/2.19/2.61/3.16
standard deviation=.5604
range=1.19-4.2

Supervisor-rated subordinate Communication Skill:
Supervisors were asked to indicate their level of agreement
or disagreement with statements describing how they per-
ceived their subordinates' communication skill in the work-
place.

Bank: In the Bank sample, the average response for
supervisor-rated subordinate communication skill in the
workplace was 2.80 (n=77). The lowest score was 1.16 (n=1)
and the highest was 3.71 (n=2). Forty-four percent of the
supervisors rated their subordinates between 2.03 and 2.97.
Results are displayed in Table 11.

Table 11

Frequency Distribution for Supervisor-Rated Communication
Skill in the Workplace for the Bank Sample

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Strongly Agree	6	7.8	7.8
Strongly Agree	34	44.1	51.9
Agree	37	48.1	100.00
Neither Agree or Disagree	0		
Disagree	0		
Strongly Disagree	0		
Very Strongly Disagree	0		
	77		

mean=2.80
median=2.87
mode=3.00/2.68
standard deviation=.5557
range=1.13-3.77

Student:

The average response in the Student sample for supervisor-rated subordinate communication skill in the workplace was 2.73 (n=87). The lowest score was 1.00 (n=1) and the highest score was 4.06 (n=1). Fifty-five percent of the subordinate communication skill were rated between 2.00 and 2.97. Results are displayed in Table 12.

Table 12

Frequency Distribution for Supervisor-Rated Communication Skill for the Student Sample

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Strongly Agree	8	11.0	11.0
Strongly Agree	32	43.8	54.8
Agree	32	43.8	98.6
Neither Agree or Disagree	1	1.4	100.0
Disagree	0		
Strongly Disagree	0		
Very Strongly Disagree	0		
	73		

mean=2.76
median=2.84
mode=2.97,3.23
standard deviation=.6459
range=1.00-4.10

Job Performance Evaluation Rating:

Bank: Supervisors in the Bank sample, on average, rated their subordinates 2.65 (n=77). The highest evaluation rating was 4.00 (n=2) while the lowest was 1.00 (n=2). Thirty-eight percent of supervisors rated their subordinates between 2.05 and 3.95 (See Table 13).

Student: The average score was 2.24 (n=86) for the Student sample. Supervisors rated their subordinates a high of 4.16 (n=1) and a low of 1.00 (n=2). See Table 14 for results.

Overall, the frequency distributions for self and other-rated communication skill are relatively similar for both

Table 13

Frequency Distribution for Subordinate Job Performance
Evaluation Ratings for the Bank Sample

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Strongly Agree	20	26.0	26.0
Strongly Agree	26	33.7	59.7
Agree	29	37.7	97.4
Neither Agree or Disagree	2	2.6	100.00
Disagree	0		
Strongly Disagree	0		
Very Strongly Disagree	0		

mean=2.65
median=2.74
mode=2.37
standard deviation=.8866
range=1.00-4.00

Table 14

Frequency Distribution for Subordinate Job Performance
Evaluation Ratings for the Student Sample

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Strongly Agree	30	41.7	41.7
Strongly Agree	28	38.9	80.6
Agree	13	18.0	98.6
Neither Agree or Disagree	1	1.4	100.o
Disagree	0		
Strongly Disagree	0		
Very Strongly Disagree	0		
	72		

mean=2.24
median=2.06
mode=1.21/2.05
standard deviation=.7551
range=1.00-4.16

the Bank and Student sample. The frequencies of the ratings for the responses ('very strongly agree', 'strongly agree or disagree', and 'agree') to the communication skill questions were the same for subordinates and supervisors.

PROCEDURES

Both bank and postsecondary school personnel in a large midwestern city were contacted to request permission to conduct a communication study in their respective organizations. Data for the Bank sample were collected during the month of July, 1986 while the Student data sample was collected between March and July, 1986.

Two procedural goals had to be met in this study (1) there had to be a way of identifying the superior-subordinate dyad; and (2) the participant's anonymity had to be preserved. Matching to assure the proper pairing of supervisor-subordinate dyads occured either before or during the distribution of the questionnaire. Each subordinate-supervisor dyad received a number on his or her questionnaire that served to insure subject anonymity. Each supervisor was given a sealed packet, with identification on the front, of questionnaires and instructions to be completed by him or her. The sealed packet was distributed to each immediate supervisor and each student by the division manager or by the student.

Both supervisors and subordinates completed the communication instruments as they related to their own perceptions of subordinate general communication behaviors in the workplace, including: speaking (nonverbal/verbal), writing, listening, feedback, and interpersonal skills (interpersonal style, social sensitivity, emotional stability). Also additional questions were added that were unrelated to this study.

On a separate questionnaire, subordinates were asked to complete some general information (demographics, job related information, educational experience about themselves, while supervisors completed a job performance evaluation on that same subordinate. Thus, each subordinate received a general information questionnaire and a self-assessment of their perceived communication skill to complete. Supervisors received a other-oriented assessment of communication skill to rate their perceptions of their subordinate's skill on the job, a job performance evaluation on which to rate their subordinates, and a stamped, self-addressed return envelope.

Bank

The questionnaire for the bank operations center sample was distributed by the vice-president of personnel in sealed numbered packets to 20 supervisors from across the organization. The supervisor in turn randomly selected 5 subor-

dinates and distributed the proper instruments. The operations center was sampled by having the vice-president of personnel randomly select 20 supervisors from all of the divisions. The supervisor in turn randomly selected 5 subordinates. Each supervisor evaluated the communication skill and job performance of 5 subordinates, while each subordinate self-rated their perceptions of their own communication skill in the workplace. This type of sampling procedure was chosen because of the large number of subordinates each supervisor had in his or her charge. The span of control for each supervisor ranged from 50 to 55. Thus, we were able to insure that each supervisor completed information for the same number of subordinates.

This procedure seemed more feasible than randomly selecting subordinates and having their supervisors complete the needed information because some supervisors would have had to complete more than others which may have introduced error into the design in the form of rater fatigue. Bank personnel distributed and set a date when subordinates were to return the completed questionnaires anonymously to this office. As a result, there was no opportunity for the researcher to verify and check whether or not these procedures were followed or if the information obtained was accurate.

Students

Students who were employed and enrolled in a postsecondary
institution, which specialized in technology based fields,
were surveyed using a method of nonprobability sampling
because of the complexity of the data gathering methods
involved in the study (collecting subordinate and supervi-
sor data). It was felt that it would be simpler to
approach the student who in turn would give his or her
supervisor a copy of the survey to complete instead of try-
ing to locate companies who employed students.

Data from students and their supervisors were gathered
in two ways using this accidental sampling method. First,
permission to conduct a study from a privately owned post-
secondary specialty school was obtained for this study.
Personnel from both the cooperative education and the part-
time jobs offices developed lists of students who were
employed outside of the school. An attempt was made to
contact the entire group of employed students registered
through the cooperative and part-time job offices.

Each one of these students was contacted by the Coopera-
tive Education office individually. Each was asked to vol-
untarily participate in the study by completing an infor-
mation sheet and a subordinate communication skill
questionnaire. Next each student was asked to deliver to
an immediate supervisor a sealed envelope containing a let-

ter from the school's cooperative education director, a cover letter explaining the study, a communication skill questionnaire, a job performance evaluation rating form and a self-addressed stamped envelope in which the materials were to be returned to the school.

In an attempt to reduce measurement error, some student data were verified using appropriate student records from the educational institution at which they were enrolled. Before participating in the study, each student was asked to sign a waiver giving his or her permission to release any information about him or herself which pertained to this study. Here, the researcher was directly involved in distributing and collecting the completed questionnaires. Supervisors were randomly selected and called on the telephone to insure that they had received the materials from the students and that they were indeed the student's immediate supervisor. Supervisors were contacted a second time if they failed to mail the questionnaire back.

An additional sample of supervisor-subordinate dyads was collected. Students from various postsecondary institutions volunteered to complete the communication skill questionnaire and deliver the sealed packet of communication instruments to their immediate supervisors. It was not feasible to verify the information received from the students in this sample because of the diverse educational

institutions involved in the study. Follow-up was conducted by contacting both the supervisor and the subordinate a second time.

INSTRUMENTATION

The goal of the researcher was to develop a self- and other- oriented instrument for assessing communication skill in the workplace setting. It was thought that this scale would improve upon the scale developed by Monge, et al., (1982) in two ways: (1) the scale items would reflect both organizational and interpersonal behaviors in the workplace by surveying previous instruments and research results; and (2) the scale would enhance the encoding and decoding items suggested by Monge, et al., (1982) by including specific communication skills defined as speaking, writing, interpersonal, conflict resolution, and feedback items.

Instrument Construction

A number of existing instruments used to measure the variable of interest were reviewed. Only those items appropriate for this study were chosen. The following will include a discussion of the construction of the final instrument used in this study and the items that were selected as the most appropriate definition of the communication skill variable under consideration.

A survey instrument **was developed** to collect the necessary data in this study. The measure included an assessment of self- and other- communication skill, in the workplace. The assumption underlying this study was that a subordinate can be perceived as competent only in the context of the relational interaction between him and his supervisor. This assumption provided the impetus that necessitated the construction of an instrument capable of reflecting judgements from both individuals. The purpose of the development of the communication skill instrument was primarily to assess specific subordinate communication skill as perceived by the supervisor, and secondarily by the subordinate.

The first task in the development and refinement of the skill instrument was to identify a list of specific communication behaviors which would enable the individual to participate effectively in the daily operations of an organization. Rubin (1983), referring to context of the situation in general, suggests the question that needed to be answered was "What specific behavioral communication skills should be expressed in the work environment?" A comprehensive review of the literature was conducted regarding generalizable communication skill in the organizational context. Spitzberg and Cupach (1983) used a similar method in developing his competency instrument

Research results and instruments were examined to determine the consistency of the theoretical approach and the method used to identify the specific communication skill required in the organizational setting. Existing studies which developed lists of skills were reviewed, analyzed, and synthesized.

Questions were drawn from fourteen instruments conceptually related to perceptions of skill in the workplace setting and related settings (Appendix A). As was suggested from the review of the literature, the list represented such skills as human relations, dyadic interaction, sender-receiver skills, speaking, listening, feedback, and writing which generated a pool of over 220 questions. Also contributed to the pool was a small number of questions not relevant to this study.

Next, the item-pool had to be reduced to make it useful and manageable. Questions that were redundant, ambiguous, irrelevant, and/or trivial were eliminated. Those questions that were not amenable to both self- and other communication skill reports were also discarded. Finally, an attempt was made to reword those questions that were specific to certain workplace roles, environments, or relationships before they were eliminated. Those studies conducted specifically to determine the skills needed in the workplace were used as a guide to aid in eliminating ques-

tions that were not related to the organizational setting (Appendix B). Next each skill was clustered into one of five descriptive dimensions. Figure 3 presents each dimension and its skill components.

Communication Skills in the Workplace

1. Human Relations Skills

    a. Conflict management
    b. Appropriate expression of feelings
    c. Empathy
    d. Cooperation
    e. Relationship
    f. Personal characteristics

2. Speaking Skills

    a. Express ideas
    b. Use appropriate nonverbal signs
    c. Use appropriate words, pronunciation, and grammar
    d. Organize messages
    e. Interaction management

3. Listening Skills

    a. Empathy
    b. Understanding

4. Feedback skills

5. Writing skills

Figure 3: Pilot study instrument skill dimensions

The second task in the instrument development process was to construct a survey questionnaire to assess the relative importance of the list of skills as it related to the job performance evaluation rating in the organizational set-

72

ting. The final list of skills obtained from the review of the literature was used as a framework for the development of the skill assessment section of the questionnaire.

These procedures resulted in a 63-item preliminary instrument for measuring communication skills in the workplace setting. All 63 items were related to behaviors of both (1) self-perceptions regarding one's performance in overall communication encounters within the managerial dyad and (2) the supervisor's perceptions of subordinate communication skill. Forty-five items were related to communication skill, while the remaining 18 items were related to items not relevant to this instrument. Some original instrument items were adopted to maximize uniformity and clarity.

Pilot Study

A pilot study was conducted to test the 63-item preliminary instrument developed to measure communication skills in the workplace setting (Appendix C). The results of the pilot study were used to develop a final communication skill instrument. This final instrument was used to conduct further analyses.

Subjects

Subjects in the pilot study were 321 undergraduate students enrolled in basic interpersonal and small group communication courses at The Ohio State University. Both courses, Communication 110 and Communication 210, can be chosen by students in different majors to fulfill a Liberal Arts Education requirement at the university. As a result, it was concluded that the students participating in this study were representative of a wide range of interests and majors.

Procedures

Subjects were asked to respond to a 63-item measure that reflected appropriate and effective communication behavior in the workplace. Subjects were instructed to think about their communication behavior at work in general, rather than about one or two specific situations. They were then asked to indicate, on a scale from one (very strongly agree) to seven (very strongly disagree), the extent to which the same 63 statements reflected their behavior in the workplace. The instrument took an average of 10 minutes to complete. All survey responses were elicited by the graduate teaching assistant during normal classroom time.

The interest at this point was to further reduce and refine the item pool. Standard item analysis, as suggested

by Nunnally (1978), was conducted on the communication skill scale. An item analysis was performed on the components of the scale in an an attempt to further reduce and refine the number of questions. All item-total correlations were positive for the communication skill scale after taking negatively worded items into consideration. Overall reliability for the communication skill scale was .93. Reliabilities for each of the components of the skill scale were as follows: human relations .83; speaking .86; listening .83; feedback .76; writing .77. This item analysis procedure did not prove to be an adequate tool for reducing the total pool of questions because all item-total correlations were nearly all relatively high and positive. As a result, factor analysis was utilized next as an item reduction tool.

Factor analysis was applied to the 45-item skill scale, in addition to the 9 items unrelated to this study. The scale was submitted to principal component analysis followed by Harris-Kaiser case II ortho-oblique rotation SAS Factor procedure. The scree procedure recommended by Cattell and an established 1.0 eigenvalue cut-off criterion were used to determine the number of factors present. Six factors were retained using an initial factor method, iterated principal factor method. Each factor was required to have at least two items loaded at .50 or above with no sec-

ondary loadings greater than .30 on the other factors. The oblique solution for the communication skill (plus additional items) rotated six factors consisting of 27 loaded items. Only two of the items that met the criteria for loading were from the set of additional items that were added. Since the factor analysis was performed only for item reduction purposes, no further analysis of factor structures was conducted. See Appendix D for a description of the "Rotated Factor Pattern for Communication Skill in the Workplace".

There were six items that did not meet the criteria for factor loading but which were still considered important to the outcome of this study. Four of the items loaded at .40 or above and the other two had double loadings. These six items were added to the final instrument because they focused on specific aspects of speaking and listening.

The factor analysis of the communication skill scale also included an additional 9-item scale. It was thought that the items in the scale were related and might, therefore, be included in this study. As a result of this procedure, one of the components of the 'skill' scale, feedback, was deleted. A re-analysis of the data shows that two items relating to feedback between supervisors and subordinates should have been included in the final instrument development. If this study were to be conducted again, the

factor analysis should be conducted only on the communica-
tion skill items.   A description of the final supervisor-
perceived subordinate human relations communication skill
items are presented in Figure 4.

Subordinate Communication Skills in the Workplace
Human Relations Skills

A. Conflict management:
    'able to resolve conflict with supervisor in a
    productive manner'(6)

B. Appropriate expression of feelings
    'able to express feelings effectively to
    supervisor' (7)
    'able to express feelings of satisfaction and
    dissatisfaction to supervisor' (44)

C. Empathy
    'take an interest in others by asking how they are,
    complimenting them, and so on' (20)
    'sensitive to the needs and feelings of others' (24)
    'an easy person for my supervisor to talk with' (31)

D. Cooperation
    'can work cooperatively with others'(22)
    'able to ask questions in a manner that results in
    cooperation from others'(35)

E. Relationship
    'an easy person to get along with' (17)

F. Personal characteristics
    'talk repeatedly about their problems and
    worries' (12)
    'talk too much about themselves at work' (46)

Figure 4: Final Instrument Human Relations Skill Dimen-
           sions

The dimensions for 'speaking skills' used in the final com-
munication skill instrument are presented in Figure 5.

Subordinate Communication Skills in the Workplace
Speaking Skills

A. Express ideas
   'express ideas clearly and concisely at work' (10)
   'generally say the right thing at the right
   time' (25)
   'explain things in too much detail' (11)

B. Use appropriate nonverbal signs
   'use appropriate gestures and eye contact when
   interacting with others at work' (8)
   'use the appropriate rate, volume, and clarity of
   speech in face-to-face situations with others
   at work' (23)
   'use appropriate facial expressions and tone of
   voice when conversing with others at work' (47)

C. Use appropriate words, pronunciation, and grammar
   'have a good command of the English language' (39)
   'use vocabulary, pronunciation, and grammar
   appropriate for the situation' (43)

D. Organize messages
   'organize messages so that others can understand
   me' (34)

E. Interaction management
   'conversations with the supervisor are often
   awkward' (28)

Figure 5: Final Instrument Speaking Skill Dimensions

A description of the supervisor-perceived subordinate 'lis-

tening' communication skill items used in the final instru-

ment are presented in Figure 6.

Subordinate Communication Skills in the Workplace
Listening Skills

A.   Empathy
'attend to nonverbal cues (such as eye contact,
posture, and gestures) to understand the
conversations with others' (18)
'have a warm interest and acceptance
of others' (32)
'often try to dominate the conversation by not
giving others a turn to talk' (40)
'listen effectively to spoken English' (45)

B.   Understanding
'able to understand accurately questions and
suggestions of others' (14)
'pay attention to what other people say' (15)
'considered a good listener at work' (21)

Figure 6:   Final Instrument Listening Skill Dimensions

Items for subordinate 'writing skills' used in the final
communication skill instrument are presented in Figure 7.

Subordinate Communication Skills in the Workplace
Writing skills

'able to write logical and understandable
statements, phrases or sentences to
fill out forms accurately' (3)
'able to write memoranda that are clear, concise,
straightforward, easily understood, and free
of unnecessary words' (30)
'the writing is difficult for my supervisor to
understand' (41)

Figure 7:   Final Instrument Writing Skill Dimensions

The resulting 31-item scale constituted the measure for
"subordinate communication skill in the workplace". The

instrument consisted of statements that provided a judge-
ment of a subordinate's ability to effectively demonstrate
skill in communication on the job without significantly
violating the organization's (or immediate supervisor's)
standards, rules, or expectations of appropriate behavior
in the workplace. Operationally defined "self-rated subor-
dinate communication skill" was the score on a 31-item
instrument designed to measure context-specific impressions
of self and other communication skill (speaking - verbal/
nonverbal; listening; writing; and human relations - inter-
personal style, social sensitivity and emotional stability)
in the workplace setting. "Supervisor-rated subordinate
communication skill" was a similar 31-item measure assess-
ing context specific impressions a supervisor has of his or
her subordinate's communication skill in the workplace set-
ting.

Final Instrument Development

As a result of the pilot study, a final instrument was
developed to gather data for supervisor perceived "subordi-
nate communication skill" in the workplace.

Subordinate Communication Skill in the Workplace

This instrument consisted of communication skill statements
to which the respondents were asked to indicate their level
of agreement or disagreement using a seven-point, Likert-

type scale. The instrument was prepared in two formats self (subordinate) and other (supervisor). See Appendix E for the correspondence and instruments that were used in this study. Supervisors were asked to rate their impressions of subordinate communication skill in the workplace while subordinates were also asked to rate themselves on these characteristics. The questions were altered slightly to accommodate each group. The seven points on the scale were:

1 = Very Strongly Agree

2 = Strongly Agree

3 = Agree

4 = Neither Agree or Disagree

5 = Disagree

6 = Strongly Disagree

7 = Very Strongly Disagree

Items were worded positively and negatively to help respondents avoid response sets (Dillman, 1978). During the data analysis phase of the study, the weighting of responses of negatively worded items was reversed to provide consistent measurement. For example, for a negatively stated item like "It would be difficult for me to have a friendly chat with my subordinate/supervisor" a response of "very strongly agree' received a score of "7" rather than "1". Additional items were added to the instrument that were unrelated to this study.

Subordinate General Information

This instrument was made up of both multiple-choice and open-ended questions to gain general information about subordinates, including their job position; type of employment; salary; length of employment; amount of interaction with supervisor; age; sex; race; educational level; program of study; degree; gradepoint average; communication and related coursework; type of work performed (Appendix E).

All of this information was obtained directly from the students. Some of the information was verified, where possible, using student school records. The students signed a release making it possible for the researcher to have access to these data.

Reliability and Validity of the Communication Skill Instrument: The items that made up the instrument were taken from existing instruments that sought to assess communication skill (competence). Part one of the instrument was reviewed by a panel of experts (social science researchers, research writers, and consultants). Three out of four experts judged whether or not the items clustered together actually measured the skill it was thought to define. Each judge was asked: "How would you identify each one of the clusters? How do they relate to communication?" The instrument was judged to have face validity. Next, the instrument was then pilot tested using undergrad-

uate students enrolled in introductory level communication courses to determine the reliability of the instrument. Cronbach's alphas were calculated to test for internal consistency. All items for each domain were determined to be contributing to the measurement of the appropriate domain. Recommended changes and additions were made and the final instruments were prepared.

The final communication instrument rated by supervisors reported overall reliabilities of .95 (Bank) and .96 (Student). The final communication instrument rated by subordinates on self perceptions of skill were .85 (Bank) and .92 (Students). Reliabilities for the communication subcomponents are displayed in Tables 15 and 16. Job performance instrument reliability reported .96 for the Bank sample and .96 for the Student sample.

Table 15

Reliabilites for the Final Communication Skill Instrument
for the Bank Sample

Communication Skill	Reliabilities	
	Supervisor Rated	Subordinate Rated
Human Relations	.87	.75
Conflict Management	*	*
Appropriate Expression of Feelings	.76	.75
Empathy	.83	.62
Cooperation	.64	.36
Relationship Building	*	*
Personal Characteristics	.90	.74
Speaking	.87	.57
Express Ideas	.59	-.24
Nonverbal	.81	.62
Appropriate Words	.80	.44
Organize Words	*	*
Interaction Management	*	*
Listening	.81	.72
Empathetic	.60	.43
Understanding	.79	.67
Writing	.78	.50

* Only one item

Table 16

Reliabilites for the Final Communication Skill Instrument
for the Student Sample

Communication Skill	Reliabilities	
	Supervisor Rated	Subordinate Rated
Human Relations	.87	.81
Conflict Management	*	*
Appropriate Expression of Feelings	.72	.72
Empathy	.76	.65
Cooperation	.82	.72
Relationship Building	*	*
Personal Characteristics	.82	.62
Speaking	.90	.80
Express Ideas	.64	.29
Nonverbal	.83	.77
Appropriate Words	.74	.76
Organize Words	*	*
Interaction Management	*	*
Listening	.83	.75
Empathetic	.77	.55
Understanding	.75	.70
Writing	.80	.72

* Only one item

Job Performance Instrument

A second instrument was developed to assess supervisor perceptions of subordinate job performance evaluation ratings. This variable is the impression an immediate supervisor has of his or her subordinate in a particular job. Operationally defined "job performance evaluation" was the score a subordinate receives from his or her immediate

supervisor on a 20-item instrument.   An instrument used in a similar study of communication and job performance (Eisenberg, et al., 1984) was selected as a measure of subordinate job performance.   The instrument utilized those technical and nontechnical work behaviors that could be generalized to a variety of occupations.   Minor modifications of this instrument were made to aid in further statistical analyses (Appendix E).

This instrument consisted of 20 -items used to measure 19 facets of supervisor rated subordinate job performance. Supervisors were asked to evaluate their subordinates on overall job performance; quality of work; quantity of work; job knowledge;   innovativeness and initiative;   amount of supervision required;   acceptance of rules and authority; perseverance in work; job importance;   responsibility; interpersonal skill;   dependability;   occupational skill; cooperation; communication skills;   appearance and hygiene; work attitude; occupational knowledge; and appropriate work behavior.   They were also asked to what extent they interacted with their subordinates.   A seven-point exceptionally good- exceptionally poor Likert-type response field was utilized.   The seven points on the scale were:

1 = exceptionally good

2 = good

3 = above average

4 = about average

5 = below average

6 = poor

7 = exceptionally poor

This instrument was compared to other general job performance instruments to determine if any particular items had been neglected. Two questions were added to produce a more generic instrument that could be used across most occupations. Please refer to Appendix E for final instruments used in this study.

STATISTICAL ANALYSIS

Preliminary analyses performed on the data prior to answering the research questions included a test of ANOVA to determine the feasibility of combining the two Student samples and the Bank sample. The null hypotheses were tested by first conducting an analysis of variance to determine whether or not there was any difference between the samples on the communication measure and on the job performance measure. Finally, correlations were computed to examine the linear relationships between the various independent measures and the dependent measure to determine which specific communication skills are related to which specific job performance items. A regression analysis was also employed in an attempt to determine which specific communication skill items accounted for the most amount of variance in the job performance variable.

Data were analyzed using the Statistical Package for the Social Sciences (Nie, et al., 1981) and the Statistical Analysis System (Ray, et al., 1982) at the Ohio State University.

CHAPTER IV

RESULTS

The results of statistical analyses performed on the two datasets, (a bank sample and a student sample), are reported in this chapter. The primary independent variable in this study was subordinate communication skill in the workplace measured by subordinate self-ratings and supervisor ratings. The dependent variable examined was job performance evaluation. An alpha level of .05 was set as the minimum criterion for all tests of statistical analyses.

It was the intent of this researcher to make comparisons between Bank personnel and Student workers and their supervisors. In the first section of this chapter, tests are performed to determine whether or not it was appropriate to combine the two Student data sets into one Student dataset. The last section presents results of analyses performed to answer the questions posited in Chapter 1.

PRELIMINARY ANALYSES

Analysis of Variance

Two questions needed to be addressed in the preliminary phase of the analysis. The first was whether or not it was appropriate to combine the samples from the two student data collection efforts into one Student dataset. The second question was whether or not it was appropriate to treat the Bank sample and the Student sample as separate datasets.

Analysis of variance was performed as a formal test of homogeneity to determine whether or not there were differences between the sample means. Specifically, it was not known whether it was appropriate to combine supervisor and subordinate response data from each of the samples. Thus, three separate ANOVA tests were performed, one comparing subordinate responses on the skill questionnaire, one comparing supervisor responses on the skill questionnaire and one comparing supervisor responses on the job performance evaluation questionnaire between the samples.

For each of the above tests, each sample (Bank, Students, Other Students) was used as the independent variable and the 31 communication items and the 19 job performance items as the dependent variables. The stated null hypotheses tested were:

1.   The   mean of subordinate   self-rated communication skill does not significantly differ   among the three sample sets.

2.   The mean of supervisor-rated subordinate communication skill   does not significantly   differ among   the three sample sets.

3.   The mean of   supervisor-rated subordinate job performance evaluation does not significantly differ among the three data sets.

Null Hypothesis 1 and 2

The mean scores of subordinate self-ratings on communication skill were   not significantly   different across   the three samples.   The results are presented in Table 17.   A post hoc multiple comparison   test further   confirmed that there were   no significant   differences   between   means $F(2,162)=2.89$ $p<.06$.

Table 17

Comparison of Sample Means for Subordinate Self-Rated Communication Skill

SAMPLE	MEAN	N
1 (Bank)	2.7341	81
2 (Student 1)	2.5968	48
3 (Student 2)	2.5013	36

Supervisor ratings of subordinate communication skill in the workplace   were also   not   significantly   different $F(2,147)=.18$ $p<.84$ (Table 18).

Table 18

Comparison of Sample Means for Supervisor-Rated Subordinate
Communication Skill

SAMPLE	MEAN	N
1 (Bank)	2.7994	77
2 (Student)	2.7944	40
3 (Student)	2.7274	33

These findings indicated that supervisors and subordinates in all three samples (Bank, Student, Other Student) rated subordinates similarly on communication skill, in the workplace.

Null Hypothesis 3

The null hypothesis was rejected. It was found that the mean of supervisor ratings of subordinate job performance evaluation does significantly differ among the three sample sets $F(2,146)=4.66$ $p<.01$ (Table 19).

Table 19

Comparison of Sample Means for Supervisor-Rated Subordinate
Job Performance

SAMPLE	MEAN	N
1 (Bank)	2.6539	77
2 (Student)	2.2522	39
3 (Student)	2.2252	33

A Tukey Studentized Range (HSD) test for this variable was used to determine exactly which of the sample means were different from one another. The test indicated that sample one (Bank) was significantly different ($x=2.73$) from sample three ($x=2.50$) but that sample two was not significantly different ($x=2.60$) from samples one or three.

On the basis of the results from the preliminary analysis performed on all three data sets, the data from the two Student samples were combined to form one unified Student data set while the Bank sample was left treated independently. These two datasets (Student and Bank) were looked at separately in all subsequent analyses.

OBJECTIVE OF THE STUDY

The primary purpose of this study was to determine the role that various specific communication skills played in the supervisory ratings of perceived subordinate job performance evaluation. The independent variable of interest, perceived subordinate communication skill, was rated by both the immediate supervisor and the subordinate. The dependent variable, perceived subordinate job performance evaluation, was rated by the immediate supervisor only.

Data were collected by two methods: 1) questionnaire distribution and 2) examination of personnel records of some of the Student sample. The questionnaire consisted of

three parts that measured communication skill and job performance evaluation, and also collected personnel data.

The primary objective of the study was to determine the relationship between the independent and dependent variables as outlined below.

RQ1.   Is subordinate communication skill related to supervisor-perceived subordinate job performance evaluation ratings?

RQ2.   What are the specific subordinate communication skills related to supervisor-perceived subordinate job performance evaluation ratings?

RQ3.   Which of these specific subordinate communication skills account for the most variance in supervisor-perceived subordinate job performance evaluation ratings.

RESULTS OF THE ANALYSES OF THE RESEARCH QUESTIONS

There were 3 separate questions posited in this study. This section reports the findings and conclusions associated with each question.

For the purpose of describing the magnitude of the relationships between variables, the scale "Rules of thumb of interpreting correlation coefficients" suggested by Hinkle, Wiersma, and Jurs (1982, p.110) was used.

.90 to 1.00	very high positive (negative) correlation
.70 to .90	high positive (negative) correlation
.50 to .70	moderate positive (negative) correlation
.30 to .50	low positive (negative) correlation
.00 to .30	little if any correlation

Pearson correlation coefficients were used to respond the first research question.

Research Question One

Previous research has repeatedly demonstrated the importance of communication skill in the workplace (Scudder & Guinan, 1989; Monge, et al., 1982; Porter & Roberts, 1983; Jain, 1973). The current results provide insights into defining subordinate communication in the workplace. The data suggest that perceived communication skill was related to the job performance evaluation of subordinates.

> RQ1: Is subordinate communication skill related to perceived subordinate job performance evaluation ratings?

The results of Pearson product moment correlations revealed moderate to high positive correlations between global measures of supervisor-rated communication skill and global measures of supervisor-rated subordinate job performance evaluation for both the Bank sample and the Student sample. But, a negligible relationship was found between global measures of subordinate self-rated communication skill in the workplace and global measures of supervisor-rated job performance evaluation for the Bank sample and the Student sample.

See Table 20 for a summary of the results.

Table 20

Pearson Correlations of Global Measures of Job Performance
Evaluation Ratings and Subordinate Communication Skill

	Job Performance Evaluation	
	Bank r	Students r
Subordinate Self-rated Communication Skill	-.0567 (n=77)	-.1669 (n=71)
Supervisor-rated Subordinate Communication Skill	.8051* (n=77)	.6467* (n=72)

*p<.05

The results of the above analysis indicates that there is a
high relationship between supervisor-rated subordinate com-
munication skill and supervisor-rated subordinate job per-
formance evaluation. There is no relationship between sub-
ordinate   self-rated   communication   skill   and
supervisor-rated subordinate job performance evaluation.

Research Question Two

Next, there is a need to determine which specific communi-
cation skills are related to the dependent measure.

>   RQ2:   What are the specific subordinate communication
>   skills related to supervisor perceived subordinate
>   job performance evaluation ratings?

The components of the communication skill instrument (human
relations, speaking, listening, writing) were correlated
with global measures of supervisor-rated subordinate job
performance evaluation.

Pearson Correlations for the Bank Sample

All of the supervisor-perceived communication skill compo-
nents produced moderate positive correlations with global
measures of supervisor-perceived job performance evalua-
tion: human relations, speaking, listening, writing. There
were no significant relationships found between self-rated
communication skill and supervisor-perceived subordinate
job performance evaluation ratings. See Table 21 for the
results.

Table 21

Pearson Correlations of Global Measures of Job Performance
Evaluation Ratings and Components of Subordinate
Communication Skill for the Bank Sample

Communication Skill Components	Job Performance Evaluation	
	Self-rated (n=77)	Supervisor-rated (n=77)
Human Relations	-.0300	.7687*
Speaking	-.0595	.7390*
Listening	-.0872	.7161*
Writing	.0031	.6315*

*p<.05

Pearson Correlations for the Student Sample

All of the supervisor-perceived communication skill compo-
nents produced moderate positive correlations with global
measures of supervisor-perceived job performance evalua-
tion: human relations, speaking, listening, writing. There
were no significant relationships between subordinate com-

munication skills and job performance evaluation. See
Table 22 for the results.

Table 22

Pearson Correlations of Global Measures of Job Performance
Evaluation Ratings and Components of Subordinate
Communication Skill for the Student Sample

| | Job Performance Evaluation | |
Communication Skill Components	Self-rated (n=71)	Supervisor-rated (n=72)
Human Relations	.1705	.5990*
Speaking	.1194	.5954*
Listening	.1510	.6488*
Writing	.1438	.5134*

*p<.05

Research Question Three

To get a better look at the components that make-up subor-
dinate communication skill, and their relationship with the
dependent measure, Stepwise Regression Analysis was per-
formed between the subcomponents of the independent vari-
able and the job performance evaluation criteria.

> RQ3. Which of these specific subordinate communication
> skills account for the most variance in supervisor-
> perceived subordinate job performance evaluation
> ratings.

Results of the Stepwise Regression Technique

All of the analyses and resulting discussion will be based on the supervisor-ratings of communication skill. For the most part, the 'self' ratings were not significant. Only one model proved to account for some of the variance in the dependent variable. The model is described in the discussion of the third regression that was conducted.

The maximum R2 improvement technique (MAXR) was used to conduct two stepwise multiple regression analyses. The first multiple regression sought to determine the best predictor from the subcomponents of supervisor perceived subordinate job performance evaluation rating utilizing the primary variable of interest, self and other-rated subordinate communication skill.

Regression analysis II was an attempt at increasing the amount of variance accounted for by entering the subcomponents of the communication skill variable into the model. It was thought that a specific smaller group of communication skill items may serve as a better predictor than all of the questions combined and analyzed as a global measure.

Regression I

The first regression was an attempt at finding the best predictors for the model by adding the communication skill components (human relations, speaking, listening, writing) for supervisor-rated communication skill for the two samples.

Bank: In the Bank sample, two components of the independent variable were found to be the best combination of variables to predict the dependent variable job performance evaluation rating. They were, in order of most to least variance accounted for supervisor-rated: human relations ($r2=.59$) and writing ($r2=.69$). The total amount of variance accounted for by the linear combination of these two variables was 69 percent ($r2=.69$). The single best predictor of the model was the supervisor-rating of the human relations component of the subordinate communication skill variable which accounted for 59 percent of the variance in the dependent variable. See Table 23 for the results of this analysis.

Table 23

Stepwise Regression Analysis For Communication Skill
Components and Global Measures of Job Performance for the
Bank Sample

R Square = 0.6875

	DF	SS	MS	F	PROB>F
Model	2	41.07	20.54	81.39	.0001
Error	74	18.67	0.25		
Total	76	59.74			

	B Value	STD Error	SS	TYPE II F	PROB>F
Intercept	-0.8436				
SHumrel	0.8547	0.1034	17.25	68.37	.0001
SWritin	0.4103	0.0858	5.77	22.88	.0001

p<.05
**SHumrel (Supervisor-rating of Subordinate Human
          Relations Skill)
**SWritin (Supervisor-rating of Subordinate Writing
          Skill)

Student: In the Student sample, the supervisor-perceived communication skill component listening accounted for 42 percent of the variance in the dependent variable (r2=.42). See Table 24 for the results.

Table 24

<u>Stepwise Regression Analysis For Communication Skill
Components and Global Measures of Job Performance for the
Student Sample</u>

R Square = 0.4209

	DF	SS	MS	F	PROB>F
Model	1	17.04	17.04	50.88	.0001
Error	70	23.44	0.33		
Total	76	59.74			

	B Value	STD Error	SS	TYPE II F	PROB>F
Intercept	0.2924				
SListen	0.7390	0.1036	17.04	50.88	.0001

p<.05
**SListen (Supervisor-rating of Subordinate Listening
         Skill)

Regression II

The second regression sought to further refine the communi-
cation skill components and determine exactly which combi-
nation of specific skills was the best predictor of the
dependent variable, job performance evaluation.   A summary
of this analysis follow.

   <u>Bank</u>:   Each   individual subcomponent (self-rated and
other-rated) was put into two separate models to determine
the amount of variance accounted for in the dependent meas-
ure for the Bank sample.

   Supervisor-rated Communication Skill Subcomponents: The
best four-variable model for supervisor-rated communication
skill human relations subcomponents 'empathy' and 'personal

characteristics'; listening subcomponent 'understanding'; and 'writing' component accounting for 68% of the variance in the dependent variable job performance evaluation rating (Table 25).

Table 25

Stepwise Regression Analysis For Supervisor-rated Communication Skill Subcomponents and Global Measures of Job Performance for the Bank Sample

R Square = 0.6780

	DF	SS	MS	F	PROB>F
Model	4	39.45	9.86	37./37	.0001
Error	71	18.74	0.26		
Total	75	58.18			

	B Value	STD Error	TYPE II SS	F	PROB>F
Intercept	-0.7446				
SEmpath	0.3090	0.0937	2.87	10.88	.0015
SPersch	0.1727	0.0560	2.51	9.52	.0029
SUndstd	0.4118	0.1402	2.28	8.63	.0045
SWritin	0.3406	0.1028	2.90	10.98	.0015

p<.05
**SEmpath (Supervisor-rating of Subordinate Empathy)
**SPersch (Supervisor-rating of Subordinate Personal Characteristics)
**SUndstd (Supervisor-rating of Subordinate Listening with Understanding)
**SWritin (Supervisor-rating of Subordinate Writing)

Student: Each individual subcomponent (self-rated and other-rated) was also put into two separate models to determine the amount of variance accounted for in the dependent measure for the Student sample.

Supervisor-rated Communication Skill Subcomponents: The best two-variable model for supervisor-rated communication skill speaking subcomponent 'appropriate words' and listening subcomponent 'understanding' accounting for 52% of the variance in the dependent variable job performance evaluation rating. See Table 26 for the results.

Table 26

Stepwise Regression Analysis For Supervisor-rated Communication Skill Subcomponents and Global Measures of Job Performance for the Student Sample

R Square = 0.5162

	DF	SS	MS	F	PROB>F
Model	2	20.19	10.09	35.21	.0001
Error	66	18.92	0.29		
Total	68	39.12			

	B Value	STD Error	TYPE II SS	F	PROB>F
Intercept	0.2712				
SAprwor	0.3306	0.0967	3.35	11.69	.0011
SUndstd	0.4136	0.1054	4.42	15.41	.0002

p<.05
**SAprwor (Supervisor-rating of Subordinate Appropriate use of Words)
**SUndstd (Supervisor-rating of Subordinate Listening with Understanding)

CHAPTER V

DISCUSSION

The purpose of this study was to investigate relationships among specific communication factors associated with supervisor ratings of subordinate job performance. The variable of interest was "supervisor-perceived subordinate communication skill in the workplace".

The objectives directing the investigation were:

1. To determine the relationship between communication skill and job performance.

2. To determine the nature and strength of the relationships between specific communication skills formulated through a review of the workplace literature and job performance ratings.

3. To determine the best predictor(s) of the dependent variable "job performance evaluation rating."

In general, the results of this study suggest that judgments made about a subordinate's ability to communicate interpersonally and verbally as well as their ability to listen and to write with understanding in the workplace influences the supervisor's ratings of his or her job performance. The implications of these findings for the com-

munication skill construct not only lend support to survey research that has asked both employers and students about the importance of communication on the job (Adler, 1983), but it also provides specific direction in developing communication training for the workforce.

At least two conclusions can be drawn from these results. First, supervisor-perceptions of specific subordinate communication skills in the workplace were good predictors of job performance evaluation. Similar to the results Scudder and Guinan (1989) received in their study, the data strongly suggest that the subordinate needs to give more attention to the impact that an individual's communication skill may have on a supervisor's impression of his or her work behavior. Developing and demonstrating one's ability to be empathetic in the workplace as well as developing the basic skills (speaking, listening, and writing) is just as important as performing a specific job duty. Further research and training to develop these specific workplace communication skills is important.

Second, subordinate's self ratings of their own communication skill in the workplace was not related to supervisor ratings of their job performance. The study was not designed to suggest that subordinate self-ratings would be good predictors of job performance ratings in the workplace. The investigation into "self-ratings", in effect,

was more of an effort to support the need to develop subordinate awareness of the importance of communication skills in the workplace and awareness of the influence these skills have on the job performance criteria as perceived by the immediate supervisor. With regard to job performance the contrast between the subordinate's self-ratings and the supervisor's rating was stark. In virtually every case, subordinate self-ratings were not significant. Thus subordinate ratings of their own communication skill in the workplace varied from their 'actual' behavior as perceived by the immediate supervisor. These results are discussed below in more detail.

RESEARCH QUESTION ONE

> RQ1. Is subordinate communication skill related to supervisor-perceived subordinate job performance evaluation ratings?

It is no surprise that subordinate communication skill was related to perceptions of job performance evaluation. Much of the literature has indeed supported the notion that there is a relationship, even though specific communication dimensions have often been ignored (Scudder & Guinan, 1989; Porter & Roberts, 1983; Duran & Zakahi, 1987). The results presented here not only confirm the "suspicions" researchers, educators, and employers have had about communication

skills in the workplace but also provide substantial support for the need to develop basic skills and human relations training.

This research looked at two separate samples in an attempt to get a clearer picture of the needs of students who can receive further training before they enter the workplace and those who are employed and may need to receive training on the job. The measures indicate a strong relationship between supervisor's overall perceptions of employee job performance and those skills distilled from the literature as important to improving student employability and developing a productive and successful employee. Supervisor-perceptions of subordinate communication skill were moderately to highly correlated with supervisor-perceptions of subordinate job performance for both the Bank sample and the Student sample.

At this point it is important to take into consideration the fact that the data were based on the perceptual frame of references of primarily the immediate supervisor and secondarily the subordinate. A number of studies suggest that the employees' immediate supervisor tends to be potentially the most important source of information in the organizational environment (Snyder & Morris, 1984; Porter & Roberts, 1976). But unfortunately the perceptions of actual employee performance may not be as accurate as the sheer

number of studies that utilize supervisor ratings as a method of data collection would lead one to believe. Hunter (1986) provides evidence that supervisor ratings are not necessarily a good measure of job performance, based on work stations, and supervisor ratings of job performance. He found that tests of general cognitive ability and job knowledge were better predictors of actual performance on the job. Subordinate communication skill also provides a way of predicting job performance, at least at the perceptual level of the supervisor. Although immediate supervisor ratings may be considered a "soft criteria" because of its subjectivity, they do "have the advantages of face validity, acceptability and availability (Smith, 1983, p. 793). Therefore these results provide valuable information that describes specific relationships between communication skill and job performance evaluation.

RESEARCH QUESTION TWO

> RQ2. What are the specific subordinate communication skills related to supervisor-perceived subordinate job performance evaluation ratings?

A review of the literature helped determine the workplace communication skill components that were investigated. These data suggest that the communication skill subcomponents human relations, listening, speaking, and writing

were significantly related to supervisor perceived job per-
formance ratings for subordinates. It appears that in the
Bank sample supervisors placed more emphasis on subordinate
human relations skills and less emphasis on writing skills.
In the same way in the Student sample listening had the
greatest relationship with job performance ratings while
writing had the smallest relationship.

The differences found between the two samples were based
on the emphasis the supervisors placed on the importance of
certain communication skills. The Bank sample, a group
that overall had been employed for longer periods of time
and who worked in more customer service and managerial jobs
than the Student sample, tended to be more concerned with
human relations skills more than any other. It is possible
that these subordinates had already established that they
were able to listen effectively in the work environment by
virtue of the fact that they had been employed, on average,
for over a year. Thus, making sure the organization oper-
ates as effectively as possible becomes more of a matter of
how well employees work together to accomplish some task
rather than making sure an employee understands directives.
Effective subordinates are those who understand what the
rules (content and procedural) are and follow them. Imme-
diate supervisors perceived 'listening' as a necessary
quality for relatively new and inexperienced workers to

exhibit. An employee who had been employed for a number of years and had more experience in that particular organization, probably needed to utilize other communication behaviors as dictated by the formal and informal rules of the organizational environment. Thus, an employee who had been employed a number of years probably was still employed because he or she was already able to listen and to follow directions. Next of importance to the supervisor was the employees ability to 'get along' with other employee's and demonstrate an ability to write memoranda and letters for the workplace.

The different emphasis placed on the communication skill components in the workplace for the Bank and Student sample may be the result of the makeup of the group. The fact that some of the subjects may have had previous communication training may account for some of the study results. A post hoc analysis was conducted to look at the influence communication training may have had on the way the subordinate was rated on his or her job performance. Those individuals who received communication training either in school or on the job were rated significantly different on their communication skill and on their job performance. Communication training is defined here as completing coursework in communication or in related studies.

An ANOVA revealed a significant difference between the Student sample and the Bank sample for subordinate self-rated communication skills in the workplace and the number of communication courses completed. Those individuals who had completed communication related coursework rated themselves significantly different on their own communication skills in the workplace than those who had not and significantly different from those who had completed one communication course and those who had completed three courses for the two samples.

These results suggest that Students who had completed some communication training were likely to be more confident in rating themselves as 'skilled' communicators in the workplace than those who had not. These students actually saw themselves as being better equipped to communicate interpersonally, verbally, and in writing memoranda in the workplace. Significant differences were also found between the Bank sample and the Student sample as well as within group differences for the way supervisors rated subordinate's on their job performance and whether or not the subordinate completed any coursework. Subordinates who had completed some kind of communication training were perceived as being able to communicate appropriately and effectively in the work environment. Assuming that the supervisor's were unaware of whether or not a subordinate

had completed any communication training, the data would suggest that the subordinates in both samples were able to transfer the skills learned in the classroom to actual behavior on the job.

RESEARCH QUESTION THREE

RQ3. Which of these specific subordinate communication skills account for the most variance in the supervisor-perceived subordinate job performance evaluation ratings.

These data provide evidence that job performance can be predicted from specific subordinate communication skills. Those subordinates who possesed these specific skills were perceived as good communicators in the workplace and were rewarded with a high job performance evaluation. More specifically, the job performance ratings of the subordinates in the Bank sample were predicted by their immediate supervisor simple by knowing how the supervisors rated the subordinate on their level of 'empathy', their ability to 'listen with understanding', their 'personal characteristics' and their 'writing' ability.

The subcomponents 'empathy' and 'personal characteristics' relate to the subordinate's ability to interact with his or her supervisor on an interpersonal level. The results suggest that with regard to 'empathy' and job performance evaluation ratings, supervisors in the Bank sample

look for characteristics in their employees that give the impression that the subordinate (1) take an interest in others; (2) is sensitive to the needs and feelings of others; and (3) is an easy person for them to talk with. Very closely related to 'empathy' are the 'personal characteristics' of the subordinate. Whether a subordinate is perceived as someone who (1) talks repeatedly about his or her problems and worries; and (2) talks too much about him or herself at work influences the supervisor's rating of how well he or she perform their job. The impressions a supervisor has of a subordinate's personal traits influences his or her rating of the employee's job performance.

Employee abilities and personal traits are individual differences that play an important role in job attitudes and in behavior. While motivation determines an employee's will to contribute to the organization, abilities and personal traits determine his or her capacity to contribute (Steers, 1981). Past research suggests has found evidence that those individuals who possess social skills are accepted by group members, successful in their attempts to become leaders, and effective in their performance in groups. These are also the people, as this research indicated, that receive the higher job performance evaluation ratings. In the same way a subordinate who is focused on his or her problems and worries does not have very reward-

ing interpersonal relationships nor do they aspire to do well on their job tasks.

An employee who does not perform his or her work well influences working relationships, job performance and ultimately organizational productivity. As Steers (1981) suggests the way individuals perceive and respond to the needs, emotions, and preferences of others as well as his or her emotional and mental well being influences organizational behavior. The subordinate's social sensitivity and their emotional stability on the job influences the immediate supervisor's perceptions of how they actually perform their jobs. Thus, not only does a subordinate need to be concerned about his or her ability to complete assigned tasks but they also need to be concerned about how well they get along with others and express themselves in the work environment.

Supervisors in both the Bank and Student samples look for specific listening skills such as a subordinate's ability to be able to (1) understand accurately questions and suggestions of others; (2) pay attention to what other people say; and (3) be a good listener at work. Lewis and Reinsch (1988) sought to define listening in the work environment by utilizing a critical incident technique. They found that attentiveness (focused attention) and verbal behavior (neither misunderstanding nor over-reacting to the

speaker's words) were the most important listening skills in the workplace. With regard to the job performance evaluation rating, a supervisor is more likely to rate someone higher on his or her job performance who is attentive and understands the supervisor's suggestions and questions. A simple nod of the head to indicate understanding is not the same as demonstrating an understanding by one's behavior. A subordinate not only must listen with understanding but he or she must also demonstrate his or her skill with their actions.

In the Bank sample the communication skill 'writing' was also an important factor in predicting job performance evaluation ratings. A subordinate who (1) is able to write memoranda that are clear, concise, straightforward, easily understood, and free from unnecessary words; and (2) has a writing style that is both understandable and /or legible was also perceived by their supervisor as performing their job better than those who did not demonstrate this writing ability. Although in most organizations writing is often considered as a communication skill, it can also be classified as a job task. Unlike human relations skills, writing can be described as one of the criterion in the job description that ensures that an organization's goals will be met. It is not surprising then that, at least with respect to the Bank sample, that writing is an important skill in the workplace setting.

In the Student sample, in addition to "listening with understanding" The supervisors' ratings of the "appropriate use of words" by the subordinate had an important influence on how the supervisor rated the subordinate's job performance. These results are similar to Waltman and Smeltzer's (1988) findings which suggest that there is a strong relationship between grammatical proficiency and overall performance in a communication course. This study also suggests that grammatical competency is a predictor of successful completion of this course. Speaking skills, at least in the Student sample, were important to how Student job performance was perceived. A student who (1) used appropriate words, pronunciation, and grammar; (2) had a good command of the English language; and (3) used vocabulary, pronunciation, and grammar appropriate for the situation were rated more highly on his or her job performance than those individuals who had not yet mastered these skills. One explanation for these results may be that the subordinates in the Student sample had overall completed more communication skill training than the Bank subordinates. Enhancing one's ability to communicate in the workplace through training may have given supervisors the impression that an individual was skilled. Also, because students had been employed for shorter periods of time than their Bank counterparts, supervisors had less information

to go on to judge the subordinate's job performance. One's ability to speak, dress, and act properly are all related to the impressions a supervisor may develop about a subordinate. Although speaking was just as important in the Bank sample, subordinates who had been employed for longer periods of time may have been judged by their supervisors by how well they put these skills into practice. For example, how well a subordinate actually communicates interpersonally with others in the work environment, influences the job performance evaluation ratings.

Although these findings suggest that those subordinates who are perceived by their supervisors as possessing specific communication skills (e.g. 'empathy', 'personal characteristics', 'listening with understanding', 'appropriated use of words', and writing') are also perceived as better performers on assigned tasks , another explanation of these findings is equally possible. Are these subordinates really perceived as better performers on their assigned tasks or are they simply thought of as those employees who are the least likely to disrupt the organization by violating the organization's rules? Or is this subordinate viewed as the most likely to succeed in the organization because of his or her attitude and thus the most likely to be trained? A subordinate who is satisfied with his or her job or committed to the organization will be absent from the job

less, receive higher salaries and advancement opportuni-
ties. A subordinate who has developed specific communica-
tion skills in the workplace can be rewarded with a good
job performance evaluation rating, but organizational
effectiveness can also be enhanced. Managers can hire and
train individuals who not only possess job ability but job
communication skills.

In summary supervisory ratings of perceived subordi-
nate's communication skill in the workplace were able to
predict job performance. In the two samples, supervisors
had different levels of expectations for subordinate commu-
nication in the workplace. In the Bank sample, a subordi-
nate is given a high performance evaluation rating by his
or her immediate supervisor if he or she exhibit human
relations, listening, and writing skills on the job. The
Student sample consisted of a number of employees who had
only been employed for a short period of time. These
employees were rated highly on their job performance evalu-
ation ratings if they were perceived by their supervisor as
being able to "effectively listen" in the job environment
and to use proper grammar.

To say that an employee is skilled at communication in
the workplace is tantamount to saying that the employee
understands the rules of the organization and is willing to
abide by them. Using various skills to communicate on the

job (human relations and basic skills) does result in a positive job performance evaluation. Communication skill training is a requirement that should not be overlooked by either the student who is just entering the workforce or by the employee who has been employed for some time in the work environment. Overall, the findings suggest that different communication skills are needed by the subjects in this sample in order to be perceived by his or her supervisor as an individual who performs well on the job.

LIMITATIONS OF THE STUDY

Several limitations of the present study may have influenced the results obtained. First, a major communication skill variable was deleted from the analysis due to a decision by the researcher to add items that were thought to have been related to this investigation . Although a review of the research literature suggests 'feedback' was related to job performance, it may have been of interest to this study to investigate the relationship further.

With regard to the data collection procedure, there are several other limitations to this study. The results of this study are based on perceptions of supervisors and subordinates. Hunter's (1986) research provides evidence that supervisor ratings are not necessarily the best predictor of actual job performance. In his description of the clas-

sic theorist, Hunter (1976) suggested that supervisors are mainly observers of performance whose perceptions of performance will be colored by a variety of nonwork related factors. It is not unusual, then, to find that a supervisor is influenced by the same factors that are known to influence person perception, including personal appearance, moral conventionality, etc. (p.349).

Secondly, the use of paper-and-pencil tests may not be the best method to assess the actual processes used on the job. The instruments in this study were developed to illicit information about actual communication behavior in the workplace and technical and nontechnical work behaviors on the job. Thus, the high correlation between the instruments may be due to "common method variance" (i.e. the fact that both are paper and pencil tests) rather than an actual relationship between performance and skills (Hunter, 1986, p.347). Studies in the future should be developed with both paper-pencil tests as well as tests of actual work behavior.

Thirdly, subjects were asked to return their completed questionnaire to the supervisor, who would in turn mail it to the researcher. Contamination of the research sample as a result of not providing proper subject anonymity may have influenced the outcome of this study. It is possible that subjects could have altered their responses as a result of

this data collection procedure.   For example, subordinates
may have altered their responses to reflect what they think
they should say instead of what they really think of their
communication interaction with their supervisor.   Or
another possibility is that the supervisor could have
altered their own responses to attempt to match more close-
ly with the subordinate's response. Both of these examples
suggest that an attempt at "painting" a good working rela-
tionship might have occured.

Error may have been introduced into the sampling proce-
dure due to the "accidental method" of data collection that
was utilized.   Ary, Jacobs, and Razavich (1985) state that
ths method is the weakest of all sampling procedures
because it involves using available cases for a study.
These researchers suggest extreme caution in the interpre-
tation of the findings.

Subjects were asked to recall, in general, past interac-
tions between supervisors and subordinates. Future research
should employ methods that would provide an opportunity for
subordinates and supervisors to think about the same spe-
cific events in their working relationship. The considera-
tion of similar events may help determine where the differ-
ences in perceptions lie and how they can be modified to
aid the subordinate in his or her success on the job.
Lastly, the supervisors in the Bank sample were allowed to

rate up to five of their employees on communication skills and job performance. Although this decision was made because of the structure of the organization, the results may have been skewed. In the future a study of this nature should either avoid this type of organizational structure in gathering data or develop a method to determine if this how much error has been introduced into the results.

The development of the instrument may have also posed limitations to this study. A number of the questions on both the instruments utilized in this study were similar. For example, while the communication skill instrument was designed to assess overall communication skill in the work environment, the job performance instrument also asked questions regarding the communication skill of the individual. One way to avoid the problem of multicollinearity would be to either delete the communication related questions from the job performance instrument or conduct analyses to determine if there is indeed error that would inflate the results of the study.

CONCLUSIONS

This study sought to investigate the relationship between communication skill and the job performance evaluation rating. Results of this investigation indicated that job performance evaluation ratings of Bank personnel and Student

workers were generally based on the supervisor's percep-
tions on the subordinate's ability to skillfully communi-
cate with his or her supervisor in the workplace.

As was suggested at the outset of the study, self-
ratings of personal communication skill made by subordi-
nates overall did not serve as a good predictor of the
dependent variable. Instead, the results were meant to
give further support to the claim that communication skill
training is needed both by students entering the workforce
and those individuals already employed by an organization.
The call for communication training is underscored by
research that has shown that discrepancies in self versus
supervisory performance appraisals are related to lower
levels of job satisfaction and employee productivity and
higher levels of turnover. Bernardin (1988) goes on to
propose "attributional training" as a method to reduce
biases in attributing their performance failures to factors
beyond their control of to interval factors such as ability
or motivation. He suggests that this "Training should
ultimately decrease discrepancies in self versus superviso-
ry performance appraisals and increase worker productivity"
(p. 239). Farh and Dobbins (1989) used social comparison
theory to suggest that self-raters should be provided with
large amounts of comparative performance information. When
standards for evaluating their ability are unavailable,

individuals evaluate themselves by comparing themselves with other people. The discrepancy occurs when a supervisor may be using a different standard to evaluate the employee than an employee who is rating him or herself. It is very difficult for a student to improve his or her communication skills on the job if they are not aware of (1) the communication expectations a supervisor may have of subordinates in the work environment and (2) the communication behavior they exhibit on the job.

The study found that supervisor perceptions of a subordinate's ability to communicate effectively and appropriately was the best predictor in the workplace. Supervisors in the two samples defined the variable "subordinate communication skill" similarly. Supervisors in the Bank sample were concerned with the subordinates' writing skills, listening and human relations skills. The supervisors in the Student sample were primarily concerned with subordinates' listening and speaking skills.

Specifically, the study found that supervisor's in the Bank sample used their perceptions of subordinate communication skill subcomponents (empathy, personal characteristics, listening with understanding, and writing) to determine a subordinate's job performance evaluation rating. In the Student sample, 'listening with understanding' and 'use of appropriate words, grammar, and pronouns were used to predict subordinate job performance in the workplace.

While almost all of the basic skills (speaking, writing, and listening) and human relations skills appear to be related to subordinate job performance evaluation, there were some differences that could be attributed to other human factors. The level of communication skill training influenced the supervisors ratings of subordinate job performance. The more training a subordinate received the better the rating they received on his or her job performance rating. Differences in job performance between the two samples may also have been based on an awareness of acceptable and unacceptable behavior in an organization. An employee who utilizes his or her knowledge of content rules and procedural rules in the workplace was regarded as good performer when it came to completing the job task (Cushman & Whiting, 1972). These were employees who were able to decide what behavior was appropriate for the work situation. The employees who received high job performance ratings were those who not only exhibited appropriate work behavior but were aware of the rules and expectations of the organization and responded accordingly.

The supervisors in the Bank sample based their perceptions of a subordinate's communication skill and job performance on how well an individual manages the procedural rules of the organization. When making judgments about a subordinate's job performance, supervisor's took into con-

sideration the subordinate's "emotional stability" (personal characteristics) "social sensitivity" (empathy, appropriately express feelings), "listening" ability, and "writing". Similarly, the supervisor ratings in the Student sample were characterized by the subordinate's ability to speak using "appropriate words", "expressing ideas", and "appropriate grammar", as well as the ability to "listen" with understanding. The differences between the two samples were based on the communication skills that supervisors perceived were related to performance on the job. The supervisors in the Student sample were more concerned with the subordinate's ability to speak appropriately and listen than with any other skill. Thus, subordinates in the Student sample were perceived as being able to perform their job tasks in a satisfactory manner if their speech was grammatically correct and they understood what their supervisor asked of them. The supervisors in the Bank sample clearly based their judgments of subordinate job performance on an individuals ability to govern the rules related in the workplace according to their human relation and writing skills. Overall, the results of this study suggest that the basic skills and human relations skills, as perceived by the subordinate are good predictors of job performance. The specific skills needed in the work environment may be influenced by the amount of communication skill training a subordinate posses.

IMPLICATIONS FOR FUTURE RESEARCH

Several directions for future research may be suggested from the results of this study. With regard to the primary variable of interest, the clearest implication is that perceptions of communication skill in the workplace must be considered in future studies concerned with subordinate job performance evaluation. Specific communication skills that relate to particular job functions or type of employment (full-time/part-time) should be examined to look more closely at the communication expectations a supervisor has of his or her subordinate. A look at not only the subordinate's communication but the supervisor's communication may also provide some interesting results in determining the factors that influence the job performance evaluation rating.

Future research should attempt to eliminate "nonwork related factors" (Hunter, 1986, Guion, 1983) that may influence a supervisor's perception of an employee's job performance and communication skill such as race, sex, interpersonal attraction, etc. because of the possible legal implications involved. Bernardin and Beatty (1983) point out that the "Uniform Guidelines of 1978" state "Ratings should be examined for evidence of racial, ethnic, or sex bias. All criteria need to be examined for freedom from factors which would unfairly alter scores of members of any group" (p. 58).

Other factors besides employee characteristics which influence the effectiveness of the organization including managerial, environmental, and organizational characteristics. In addition an attempt should also be made to utilize actual work behaviors to validate the research of this study instead of pencil-and-paper tests. Perhaps, specific skills training can be developed and tested to see if these communication skills actually do relate to job performance. Because developing studies with direct observations of work behaviors is so difficult, one solution may be to utilize other types of objective criteria along with the communication behaviors. This "hard criteria" may take the form of records of tardiness, absences, accidents, turnover, sales production, salary, job level, and promotions.

Further research needs to be conducted to determine which set of questionnaire items can serve as a global set of communication skills that can predict subordinate job performance evaluation in specific work environments. It becomes difficult to select employees if it is not clear what is expected of them. It is important, therefore, that the behaviors and outcomes required on the job be made known (Bernardin & Beatty, 1983). It would be interesting to conduct a job analysis of the communication skills necessary to complete a particular job. This information could help both subordinates and supervisors in determining

what kinds of communication skills are needed to perform the job. It would also prove helpful as an employee selection and retention device that could provide management with an idea of what kind of communication skill training a prospective employee may need.

One limitation mentioned earlier was that the judgments made about subordinate communication skill in the workplace considered only responses to general situation tendencies rather than specific situations. The "communication skill job analysis" discussed above would provide an opportunity for specific behaviors to be assessed. Actual subordinate behavior could be observed by the immediate supervisor and recorded for future reference in preparing the job performance evaluation rating. Lastly, the researcher has chosen to closely examine only one component of the communication competence model. Unfortunately, this decision was necessary because of the concern for the conceptual ambiguity surrounding the competence construct. The skill construct has enjoyed a lot more stability in the research arena than the competence construct. Continued research and empirical support for the competence dimensions may both help to settle the definitional battles and to provide opportunities for generalizable results.

RECOMMENDATIONS

It is recommended that both educators and employers utilize the findings of this study to identify specific communication skills needed by subordinates in the workplace. Supervisors should find this information useful in managing the work environment as they help the employee meet the communicative needs of the organization. Also, the findings should be used to aid employers in identifying those subordinates who need to improve their communication skill before entering the job market and during employment. Subordinate self-ratings may serve as a good basis for determining exactly where the skills do not match with the needs of the organization. Smith (1983) suggests that self-appraisals may be appropriate for use in certain kinds of counseling or training settings. Results should also be made available to personnel offices, career planning departments, and others interested in identifying and approving subordinate communication skill and job performance ratings made by supervisors in the workplace.

Based on the findings, conclusions, and implications of the study, the following recommendations were made.

1. Both organizations and postsecondary educational institutions need to be more aware of the specific appropriate and effective communication deficiencies of subordinates as perceived by the supervisor. These deficiencies may have serious consequences (turnover costs, absenteeism, tardiness and dissatisfaction--due to a subordinate's inability to communicate with his or her supervisor) for organizational outcomes.

2.   Organizations and postsecondary educational institu-
     tions should be involved in providing specific train-
     ing and developing curriculum to meet the communica-
     tion needs of the individual and the organization.
     The development of an employee's communication skill
     may serve to increase his or her opportunities to
     receive a higher job performance evaluation rating as
     well as job and salary advancement.

These recommendations are based on the results of this
study that suggest that supervisor's perceptions of a sub-
ordinate's communication skills and job performance evalua-
tion have consequences for the organization as a whole.

Appendix A
COMMUNICATION SKILL INSTRUMENTS REVIEWED

HUMAN RELATIONS /DYADIC INTERACTION/ SENDER-RECEIVER SKILLS

<u>Muchmore & Galvin (1983)</u>

Be able to resolve conflict in a productive manner.

Asks questions in a manner that results in cooperation.

Describe accurately opposing points of view.

Recognize feelings of others.

Describe accurately differences in opinion between selves and others.

Express feelings to help others understand them.

Express personal reactions to their supervisors regarding changes in job conditions.

Express satisfaction to co-workers about their work.

Suppress feelings in appropriate situations.

Express feelings of satisfaction/dissatisfaction to the appropriate persons.

Work cooperatively in groups.

"Break the ice" in first encounters with new people.

Engage in "small talk".

<u>Monge et al (1982)</u>

My subordinate usually responds to messages (memos, phone calls, reports, etc.) quickly.

My subordinate can deal with others effectively.

<u>Rubin & Feezel (1984)</u>

Identify main ideas in messages.

Distinguish facts from opinion.

Distinguish between informative and persuasive messages.

Recognize when another does not understand your message.

Ask questions to obtain information.

Answer questions effectively.

Summarize messages.

Describe differences in opinion.

Express feelings to others.

Perform social rituals.

Cupach & Spitzberg (1981)

(Regarding self/other in a conversation)

S/he was versatile.

S/he was sympathetic.

S/he was a likable person.

S/he was trustworthy.

S/he was assertive.

S/he was supportive.

S/he was confident.

S/he ignored my feelings.

S/he lacked self-confidence.

S/he could easily put her/himself in another person's shoes.

Her/his facial expressions were abnormally blank and restrained

S/he was adaptable.

S/he had an accurate self-perception.

S/he was easy to confide in.

S/he was respectful.

S/he understood me.

S/he paid attention to the conversation.

S/he was sensitive to my needs and feelings in the conversation.

S/he was polite.

S/he was cooperative.

INTERPERSONAL ATTRACTION

Brandt (1979)

Social Attractiveness

This person would be easy for me to meet and interact with.

It would be easy for me to meet and interact with this person.

It would be difficult for me to have a friendly chat with this person.

Task Attractiveness

In a working situation, I probably could not get anything done with this person.

If I had to get some job done, I could probably depend on this person.

I could work well well with this person.

McCroskey & McCain (1974)

Social Attraction

I think he (she) could be a friend of mine.

I would like to have a friendly chat with him (her).

It would be difficult to meet and talk with him (her).

We could never establish a personal friendship with each other.

He (she) just wouldn't fit into circle of friends.

He (she) would be pleasant to be with.

I feel I know him (her) personally

He (she) is personally offensive to me.

I don't care if I ever get to meet him (her).

I sometimes wish I were more like him (her).

Physical Attraction

I think he (she) is quite handsome (pretty).

He (she) is very sexy looking.

I find him (her) very attractive physically.

I don't like the way he (she) looks.

He (she) is somewhat ugly.

He (she) wears neat clothes.

The clothes he (she) wears are not becoming.

He (she) is not very good looking.

She (he) is well groomed.

He (she) is repulsive to me.

Task Attractiveness

I couldn't get anything accomplished with him (her).

He (she) is a typical goof-off when assigned a job to do.

I have confidence in his (her) ability to get the job done.

If I wanted to get things done I could probably depend on him (her).

He (she) would be a poor problem solver.

I think studying with him (her) would be impossible.

You could count on him (her) getting a job done.

I have the feeling he (she) is a very slow worker.

If we put our heads together I think we cold come up with some good ideas

He (she) would be fun to work with.

SPEAKING SKILLS

Greenan (1983)

Speak fluently with individuals or groups

Pronounce words correctly

Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

Monge et al (1982)

My subordinate has a good command of the language

My subordinate typically gets right to the point.

My subordinate expresses his or her ideas clearly

My subordinate is difficult to understand when he or she speaks

My subordinate generally says the right thing at the right time

Muchmore & Galvin (1983)

Use words understood by others

Use words,pronunciation and grammar which does not alienate others

Use appropriate rate, volume, and clarity in face-to-face situations with others

Phrase questions properly to get accurate information

Use chronological order to explain complex procedures

Explain specific requirements to others

Use appropriate facial expressions and tone of voice when conversing with others

Explain or demonstrate a technique or process

Rubin & Feezel (1984)

Use words, pronunciation and grammar appropriate for the situation

Use nonverbal signs appropriate for the situation

Use voice effectively

Express ideas clearly and concisely

Organize (order) messages so that others can understand them

Give concise and accurate directions

Cupach & Spitzberg (1981)

S/he was awkward in the conversation.

S/he spoke too rapidly.

S/he spoke too slowly.

Her/his voice was monotone and boring.

Her/his facial expressions were abnormally blank and restrained.

LISTENING SKILLS

Greenan (1983)

Restate or paraphrase a conversation to confirm one's own understanding of what was said

Ask appropriate questions to clarify another's written or oral communications

Attend to nonverbal cues such as eye contact,posture, and gestures for meanings in other's conversations

Take accurate notes which summarize the material presented from spoken conversations

Muchmore & Galvin (1983)

Understand directions

Understand suggestions and questions of others

Identify important points when giving instructions

Understand questions of others

Obtain necessary factual information

Identify important points when given oral instructions

Distinguish between fact and opinion

Understand accurately questions of others

Monge (1984)

My subordinate is a good listener

Easy to talk to

Responds to messages quickly

My subordinate pays attention to what other people say to him or her

My subordinate is sensitive to others' needs of the moment

Sanford et al (1976)

Understanding of others

Sensitivity to others; meaning and feelings

Warm interest of others

Mutual liking and respect for others

Warm acceptance of others

Rubin and Feezel (1984)

Listen effectively to spoken English

Identify main ideas in messages

Cupach & Spitzberg (1981)

S/he was a good listener

FEEDBACK SKILLS

DiSalvo (1980)

Fail to receive needed information (concerning work per-

formance)

Difficult for bosses to get feedback from subordinate

WRITING SKILLS

Greenan (1983)

Review and edit other's correspondence, directives, or

reports

Compose logical and understandable statements, phrases, or

sentences to accurately fill out forms

Write logical and understandable statements, phrases, or

sentences to accurately fill out forms

Sanford (1976)

Write memoranda that are clear, concise, straightforward easily understood and free of unnecessary words

DiSalvo(1976)

Writing with an emphasis on clarity, accuracy and organization

Monge (1984)

My subordinate's writing is difficult to understand

EFFECTIVENESS AND APPROPRIATENESS

Brandt (1979)

Effectiveness

This person is an effective communicator

It is easy for this person to communicate on a one-to-one basis

This person does not communicate effectively with others in an initial interaction

Spitzberg & Phelps (1982)

Rude/Tactful

Inopportune/Opportune

Normal/Abnormal

Correct/Incorrect

Insufficient/Sufficient

Beneficial/Adverse

Inadequate/Adequate

Tasteful/In bad taste

Embarrassing/Not embarrassing

Awkward/Smooth

Legitimate/Illegitimate

Successful/Unsuccessful

Useful/Useless

Fulfilled/Unfulfilled

In Control/Out of Control

Comfortable/Uncomfortable

Disadvantageous/Advantageous

Unfavorable/Favorable

Profitable/Unprofitable

Inefficient/Efficient

Suitable/Unsuitable

Effective/Ineffective

Appropriate/Inappropriate

Improper/Proper

Unseemly/Seemly

Unreasonable/Reasonable

MOTIVATION

Spitzberg & Hecht (1985) modified

Assess subordinates' desire to interact with supervisor

Self rewards

I expect the conversations between my supervisor and me to be enjoyable

Other rewards

I knew before the conversations that my supervisor would not be enjoyable to talk to

Conversational rewards

I have nothing to fear about the conversations between my supervisor and me

Cupach & Spitzberg (1984)

S/he appeared tired and sleepy

KNOWLEDGE

Other

I know my supervisor well

Conversation

Our conversations are similar to all that we have had

Topic

I am usually unfamiliar with the topic of conversation

DEMOGRAPHICS

Rubin (1981)

Academic Major

College Credits Completed

Grade Point Average

Age

Communication

Past Speaking Experience

Race

Sex

Greenan (1983)

Student Name

Teacher Name

School

Vocational Program Area/Programs

Intelligence Quotient

Length of Employment

Type of Organization

Attendance on the job

Past Work Experience

Extracurricular Activities

Appendix B
COMMUNICATION SKILL ITEMS RELATED TO THE WORKPLACE SETTING

Communication Skill Items Related to the Workplace Setting

DiSalvo, 1980 ("...entry level communication skills needed by students entering the business and professional community...")

Advising   Small Groups
Persuading   Small Group Leadership
Instructing   Conflict Resolution
Interviewing   Relationship Building
Routine Information Exchange   Listening
Public Speaking   Giving Feedback
Oral Report Giving/Presentational   Soliciting Feedback
Negotiating   Motivating
Giving Orders

DiSalvo, 1976 ("...Communication skills that are used and required by those entering the business organization...")

Listening   Small group problem solving
Advising   Writing/written communication
Persuading   Technical presentations
Routine information exchange

Harris, 1983 ("...persons actively working identify what specific communication skills would be most useful to the college graduate entering the workplace...")

Listening
Motivating

Hunt, 1980 ("...skills that enable the individual to participate effectively in the daily operations of an organization...")

Interpersonal communication (listening)
Small Group Skills (organizing, analyzing, presenting, harmonizing, coaching, summarizing)

Leadership skills (flexibilty, spontaneity, evaluation, encouragement, problem orientation, tension relieving)

Public Communication (presentational speaking)
Written Communication

Monge et al, 1982 ("...communication skill dimensions...Berlo, 1962")

Encoding (expressing ideas, command of language, easy to understand)
Decoding (responding to message quickly and attentively, listening)

Muchmore and Galvin, 1983 ("... prioritizing oral communication competencies necessary in career activities...")

Speaking, Listening, Human Relations

Sanford et al, 1976 ("...range of interpersonal skills displayed by the individual members of the organization...")

Receiver Skills- Listening for recall
                 understanding for recall
                 group awareness

Sender SKills-   dyadic
                 presentational
                 writing

Sypher, et al, 1984 ("...skills needed for organizational effectiveness are typically communication based...")

Effective Communication
Role-taking
Self-monitoring
Flexibilty
Listening
Interaction Management

Appendix C
PILOT STUDY INSTRUMENT

This questionnaire is designed to assess your communication behavior in the workplace. Think about your behavior in general, rather than about one or two specific situations. If you are not presently employed think about a past position you were employed in. Please answer as specifically and honestly as you can. Your answers are strictly confidential and are in no way related to your work in this class.

Please circle your response using the scale provided below.

		Very Strongly Agree	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Very Strongly Disagree
1.	I am able to resolve conflict between me and my supervisor in a productive manner.	1	2	3	4	5	6	7
2.	I try to work out problems with others by talking with them.	1	2	3	4	5	6	7
3.	I react with more anger than a situation calls for at work.	1	2	3	4	5	6	7
4.	I am able to effectively express my feelings to my supervisor.	1	2	3	4	5	6	7
5.	I am able to suppress my feelings in appropriate situations at work.	1	2	3	4	5	6	7
6.	I am able to express my feelings of satisfaction/ dissatisfaction to my supervisor.	1	2	3	4	5	6	7
7.	I am sensitive to the needs and feelings of others.	1	2	3	4	5	6	7
8.	I take an interest in others by asking how they are, complimenting them and so on.	1	2	3	4	5	6	7
9.	I am an easy person for my supervisor to talk with.	1	2	3	4	5	6	7
10.	I can work cooperatively with others.	1	2	3	4	5	6	7
11.	I usually respond to messages (memos, phone calls, reports, etc.) quickly.	1	2	3	4	5	6	7
12.	I am able to ask questions in a manner that results in cooperation from others.	1	2	3	4	5	6	7
13.	I initiate contact and conversation with others.	1	2	3	4	5	6	7
14.	I do not communicate effectively with others at work.	1	2	3	4	5	6	7
15.	I am an easy person to get along with.	1	2	3	4	5	6	7
16.	It would be difficult for me to have a friendly chat with my supervisor.	1	2	3	4	5	6	7
17.	My supervisor could be a friend of mine.	1	2	3	4	5	6	7

		V.S.A.	S.A.	Agree	Neither	Disagree	S.D.	V.S.D.
18.	My supervisor would be a pleasant person to spend some time with socially	1	2	3	4	5	6	7
19.	If my supervisor had to get some job done, s/he could probably depend on me.	1	2	3	4	5	6	7
20.	I can work well with my supervisor.	1	2	3	4	5	6	7
21.	I am a typical goof-off when my supervisor assigns me a job to do.	1	2	3	4	5	6	7
22.	I wear neat clothes.	1	2	3	4	5	6	7
23.	I don't like the way I look.	1	2	3	4	5	6	7
24.	I am well groomed at work.	1	2	3	4	5	6	7
25.	I can be described as confident, polite, open, and optimistic.	1	2	3	4	5	6	7
26.	I talk too much about myself at work.	1	2	3	4	5	6	7
27.	I talk repeatedly about my problems and worries.	1	2	3	4	5	6	7
28.	I explain things in too much detail at work.	1	2	3	4	5	6	7
29.	I express my ideas clearly and concisely at work.	1	2	3	4	5	6	7
30.	I generally say the right thing at the right time.	1	2	3	4	5	6	7
31.	I use the appropriate facial expressions and tone of voice when conversing with others at work.	1	2	3	4	5	6	7
32.	I use appropriate gestures and eye contact when interacting with others at work.	1	2	3	4	5	6	7
33.	I use the appropriate rate, volume, and clarity in face-to-face situations with others at work.	1	2	3	4	5	6	7
34.	I use words, pronounciation and grammar appropriate for the situation.	1	2	3	4	5	6	7
35.	I have a good command of the English language.	1	2	3	4	5	6	7
36.	I am difficult to understand when I speak to others	1	2	3	4	5	6	7
37.	I organize (order) messages so that others can understand me.	1	2	3	4	5	6	7
38.	I typically get right to the point when I am talking with others at work.	1	2	3	4	5	6	7
39.	I can accurately explain or demonstrate a technique or a process at work.	1	2	3	4	5	6	7
40.	I interrupt my supervisor when we are talking.	1	2	3	4	5	6	7
41.	The conversations between me and my supervisor are often awkward.	1	2	3	4	5	6	7

		V.S.A.	S.A.	Agree	Neither	Disagree	S.D.	V.S.D.
42.	I often try to dominate the conversation by not giving others a turn to talk.	1	2	3	4	5	6	7
43.	I have a warm interest and acceptance of others.	1	2	3	4	5	6	7
44.	I listen effectively to spoken English.							
45.	In conversations with others I attend to non-verbal cues such as eye contact, posture and gestures for meanings.	1	2	3	4	5	6	7
46.	I pay attention to what other people say to me.	1	2	3	4	5	6	7
47.	I am able to understand accurately questions and suggestions of others.	1	2	3	4	5	6	7
48.	I am a good listener at work.	1	2	3	4	5	6	7
49.	I often fail to give my supervisor needed information concerning the job.	1	2	3	4	5	6	7
50.	It is difficult for my supervisor to get feedback from me.	1	2	3	4	5	6	7
51.	I am open to comments and suggestions my supervisor shares with me.	1	2	3	4	5	6	7
52.	I write logical and understandable statements, phrases, or sentences to accurately fill out forms	1	2	3	4	5	6	7
53.	I write memoranda that are clear, concise, straightforward, easily understood and free of unnecessary words.	1	2	3	4	5	6	7
54.	My writing is difficult for my supervisor to understand.	1	2	3	4	5	6	7
55.	I look forward to talking with my supervisor.	1	2	3	4	5	6	7
56.	I expect the conversations between me and my supervisor to be enjoyable.	1	2	3	4	5	6	7
57.	I hate the thought of having to talk with my supervisor about anything.	1	2	3	4	5	6	7
58.	I get a lot out of the conversations I have with my supervisor.	1	2	3	4	5	6	7
59.	I have nothing to fear about the conversations between me and my supervisor.	1	2	3	4	5	6	7
60.	I share new ideas and interesting information with my supervisor whenever we talk with each other.	1	2	3	4	5	6	7
61.	My supervisor does not enjoy talking with me.	1	2	3	4	5	6	7
62.	My supervisor does not find our conversations enjoyable.	1	2	3	4	5	6	7
63.	My supervisor hates the thought of having to talk with me.	1	2	3	4	5	6	7

Appendix D
COMMUNICATION SKILL INSTRUMENT ROTATED FACTOR PATTERN

ROTATION METHOD: HARRIS-KAISER

ROTATED FACTOR PATTERN (STD REG COEFS)

	FACTOR1	FACTOR2	FACTOR3	FACTOR4	FACTOR5	FACTOR6
Q1	0.55149	-0.02065	0.06964	-0.07272	-0.16435	0.18748
Q2	0.22257	-0.08638	0.17831	0.27580	-0.12052	-0.05284
Q3	0.15418	0.39494	-0.36293	0.35593	-0.04475	-0.03949
Q4	0.74646	-0.08888	-0.16070	-0.09247	0.08012	0.09860
Q5	0.11678	0.07445	-0.06629	0.28230	-0.12961	-0.03447
Q6	0.71198	-0.07053	-0.23750	-0.07593	0.06640	0.16956
Q7	-0.18571	-0.00433	-0.14914	0.81434	0.03365	0.10687
Q8	0.03948	-0.13902	0.05773	0.67565	0.07610	-0.07441
Q9	0.50047	-0.10169	-0.03200	0.36382	-0.19514	0.16075
Q10	0.11282	0.00643	0.15690	0.51300	-0.04892	-0.03093
Q11	0.22413	-0.02154	0.35421	0.07873	-0.04864	-0.11611
Q12	0.65407	0.00118	0.07018	0.14561	0.01194	-0.19216
Q13	0.11201	-0.22626	0.27559	0.30591	0.12968	-0.07653
Q14	0.13655	-0.00515	0.24265	0.12772	-0.05339	0.04815
Q15	0.02480	0.18026	-0.05603	0.60958	0.05385	-0.06063
Q16	0.02027	0.09332	0.16134	0.09552	-0.13638	0.45088
Q17	-0.02870	-0.03904	-0.02086	0.00359	0.08275	0.71485
Q18	-0.00177	-0.05492	-0.16286	0.00524	0.12376	0.80856
Q19	0.26905	-0.14471	0.28517	0.03234	-0.07367	0.32968
Q20	0.16755	-0.06751	0.22430	0.09778	0.00213	0.49276
Q21	-0.02415	0.19172	0.37502	0.17696	-0.23135	0.05731
Q22	0.16267	-0.12209	0.43344	0.16352	0.10040	-0.19777
Q23	0.42445	0.14825	0.07448	-0.05309	0.02713	-0.18318
Q24	0.13594	-0.13126	0.47968	0.14086	0.07730	-0.13762
Q25	0.38075	-0.04094	0.25950	0.22746	0.06150	-0.14533
Q26	-0.07721	0.74015	-0.07061	0.04431	0.06169	-0.07842
Q27	0.09804	0.69338	-0.08408	-0.05965	0.06287	-0.04659
Q28	0.06867	0.48627	0.01135	-0.01332	0.05152	-0.09649
Q29	0.40357	0.14169	0.22055	-0.18148	0.22355	0.04153
Q30	0.51708	0.21562	-0.08698	-0.10377	0.29455	-0.13805
Q31	0.14500	0.08908	-0.18719	0.05420	0.72674	0.03217
Q32	-0.04846	0.00832	-0.01468	0.04694	0.82726	0.10181
Q33	0.04788	0.08972	0.10821	-0.02769	0.64699	0.01954
Q34	-0.06976	-0.08887	0.51046	-0.05420	0.41926	0.07631
Q35	-0.04228	-0.09628	0.74896	-0.25984	0.22079	-0.00016
Q36	0.13986	0.29955	0.33576	-0.06912	-0.08019	-0.11018
Q37	0.26971	0.02369	0.53191	-0.10121	-0.04514	-0.09051
Q38	0.23276	0.24147	0.38310	-0.23195	-0.02337	-0.05190
Q39	0.27494	0.03797	0.35570	-0.04823	0.04467	-0.10918
Q40	-0.14154	0.31702	0.08537	0.24787	0.00873	-0.00623
Q41	0.09912	0.11542	0.19317	-0.11132	-0.02215	0.52159
Q42	-0.28768	0.57527	0.16831	-0.01822	0.06053	0.17260
Q43	0.02725	0.04585	0.11097	0.59306	0.02341	-0.02968
Q44	-0.25792	0.08024	0.78094	0.04935	-0.00404	0.01488
Q45	-0.19244	-0.16038	0.42258	0.04270	0.35381	-0.09345
Q46	-0.43416	-0.07406	0.81297	0.17986	0.08651	0.05759
Q47	-0.04418	-0.06595	0.44534	0.13588	0.17407	0.02722
Q48	-0.26837	0.12687	0.77046	0.11178	-0.07149	0.06253
Q49	0.08876	0.30484	0.38486	-0.07397	-0.14488	0.12841
Q50	0.13549	0.22941	0.35926	-0.05064	-0.22087	0.24768
Q51	0.17777	0.10024	0.12397	0.19367	-0.04154	0.24496

ROTATION METHOD: HARRIS-KAISER

ROTATED FACTOR PATTERN (STD REG COEFS)

	FACTOR1	FACTOR2	FACTOR3	FACTOR4	FACTOR5	FACTOR6
Q52	0.07400	-0.12152	0.76159	-0.06756	-0.04812	-0.09068
Q53	0.24068	-0.07116	0.83862	-0.23186	-0.20697	-0.15460
Q54	-0.16316	0.11064	0.69827	-0.05036	-0.11701	0.11921

REFERENCE AXIS CORRELATIONS

	FACTOR1	FACTOR2	FACTOR3	FACTOR4	FACTOR5	FACTOR6
FACTOR1	1.00000	-0.00248	-0.37504	-0.11482	-0.23021	-0.40117
FACTOR2	-0.00248	1.00000	-0.29628	-0.02447	0.01875	-0.03565
FACTOR3	-0.37504	-0.29628	1.00000	-0.34095	-0.32755	-0.09311
FACTOR4	-0.11482	-0.02447	-0.34095	1.00000	-0.06351	-0.06602
FACTOR5	-0.23021	0.01875	-0.32755	-0.06351	1.00000	0.20704
FACTOR6	-0.40117	-0.03565	-0.09311	-0.06602	0.20704	1.00000

Appendix E
CORRESPONDENCE AND FINAL STUDY INSTRUMENTS

COMMUNICATION SKILL INSTRUMENT

Subordinate Self-Rated

	Very Strongly Agree	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Very Strongly Disagree
This questionnaire is designed to assess your communication behavior in the workplace. Think about your behavior in general, rather than about one or two specific situations. Please answer as precisely and honestly as you can be circling the number that shows how much you agree or disagree with the statement. Your answers are strictly confidential and are in no way related to your work.							
I get a lot out of the conversations I have with my supervisor.	1	2	3	4	5	6	7
I dress appropriately at work.	1	2	3	4	5	6	7
I write logical and understandable statements, phrases, or sentences to fill out forms accurately.	1	2	3	4	5	6	7
I can work well with my supervisor.	1	2	3	4	5	6	7
I share new ideas and interesting information with my supervisor whenever we talk with each other.	1	2	3	4	5	6	7
I am able to resolve conflict that I have with my supervisor in a productive manner.	1	2	3	4	5	6	7
I am able to express my feelings effectively to my supervisor.	1	2	3	4	5	6	7
I use appropriate gestures and eye contact when interacting with others at work.	1	2	3	4	5	6	7
My supervisor could be a friend of mine.	1	2	3	4	5	6	7
I express my ideas clearly and concisely at work.	1	2	3	4	5	6	7
I explain things in too much detail at work.	1	2	3	4	5	6	7
I talk repeatedly about my problems and worries.	1	2	3	4	5	6	7
If my supervisor had to get some job done, he or she could depend on me.	1	2	3	4	5	6	7
I am able to understand accurately questions and suggestions of others.	1	2	3	4	5	6	7
I pay attention to what other people say to me.	1	2	3	4	5	6	7

	Very Strongly Agree	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Very Strongly Disagree
I expect the conversations I have with my supervisor to be enjoyable.	1	2	3	4	5	6	7
I am an easy person to get along with.	1	2	3	4	5	6	7
I attend to nonverbal cues (such as eye contact, posture, and gestures) to understand the conversations I have with others.	1	2	3	4	5	6	7
My supervisor does not enjoy talking with me.	1	2	3	4	5	6	7
I take an interest in others by asking how they are, complimenting them, and so on.	1	2	3	4	5	6	7
I am a good listener at work.	1	2	3	4	5	6	7
I can work cooperatively with others.	1	2	3	4	5	6	7
I use the appropriate rate, volume, and clarity of speech in face-to-face situations with others at work.	1	2	3	4	5	6	7
I am sensitive to the needs and feelings of others.	1	2	3	4	5	6	7
I generally say the right thing at the right time.	1	2	3	4	5	6	7
My supervisor would be a pleasant person to spend some time with socially.	1	2	3	4	5	6	7
I don't like the way I look.	1	2	3	4	5	6	7
The conversations my supervisor and I have are often awkward.	1	2	3	4	5	6	7
I look forward to talking with my supervisor.	1	2	3	4	5	6	7

	Very Strongly Agree	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Very Strongly Disagree
I write memoranda that are clear, concise, straightforward, easily understood, and free of unnecessary words.	1	2	3	4	5	6	7
I am an easy person for my supervisor to talk with.	1	2	3	4	5	6	7
I have a warm interest and acceptance of others.	1	2	3	4	5	6	7
My supervisor does not find our conversations enjoyable.	1	2	3	4	5	6	7
I organize messages so that others can understand me.	1	2	3	4	5	6	7
I am able to ask questions in a manner that results in cooperation from others.	1	2	3	4	5	6	7
I am well groomed at work.	1	2	3	4	5	6	7
I hate the thought of having to talk with my supervisor about anything.	1	2	3	4	5	6	7
It would be difficult for me to have a friendly chat with my supervisor.	1	2	3	4	5	6	7
I have a good command of the English language.	1	2	3	4	5	6	7
I often try to dominate the conversation by not giving others a turn to talk.	1	2	3	4	5	6	7
My writing is difficult for my supervisor to understand.	1	2	3	4	5	6	7
I have nothing to fear from the conversations I have with my supervisor.	1	2	3	4	5	6	7
I use vocabulary, pronunciation, and grammar appropriate for the situation.	1	2	3	4	5	6	7

	Very Strongly Agree	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Very Strongly Disagree
I am able to express my feelings of satisfaction or dissatisfaction to my supervisor.	1	2	3	4	5	6	7
I listen effectively to spoken English.	1	2	3	4	5	6	7
I talk too much about myself at work.	1	2	3	4	5	6	7
I use appropriate facial expressions and tone of voice when conversing with others at work.	1	2	3	4	5	6	7
I hate the thought of having to talk to my supervisor.	1	2	3	4	5	6	7

Supervisor-Rated

PLEASE RETURN WITHIN 2 WEEKS

This questionnaire is designed to assess your subordinate's behavior in the workplace. Think about his or her behavior in general, rather than about one or two specific situations. Please answer as precisely and honestly as you can by circling the number that shows how much you agree or disagree with the statement. Your answers are strictly confidential and are in no way related to your work.	Very Strongly Agree	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Very Strongly Disagree
My subordinate gets a lot out of the conversations we have with each other.	1	2	3	4	5	6	7
My subordinate dresses appropriately at work.	1	2	3	4	5	6	7
My subordinate writes logical and understandable statements, phrases, or sentences to fill out forms accurately.	1	2	3	4	5	6	7
I can work well with my subordinate.	1	2	3	4	5	6	7
My subordinate shares new ideas and interesting information with me whenever we talk with each other.	1	2	3	4	5	6	7
My subordinate is able to resolve conflict that we have in a productive manner.	1	2	3	4	5	6	7
My subordinate is able to express his or her feelings effectively to me.	1	2	3	4	5	6	7
My subordinate uses appropriate gestures and eye contact when interacting with others at work.	1	2	3	4	5	6	7
My subordinate could be a friend of mine.	1	2	3	4	5	6	7
My subordinate expresses his or her ideas clearly and concisely at work.	1	2	3	4	5	6	7
My subordinate explains things in too much detail at work.	1	2	3	4	5	6	7
My subordinate talks repeatedly about his or her problems and worries.	1	2	3	4	5	6	7
If I had to get a job done, I could depend on my subordinate.	1	2	3	4	5	6	7
My subordinate is able to understand accurately questions and suggestions of others.	1	2	3	4	5	6	7

	Very Strongly Agree	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Very Strongly Disagree
My subordinate pays attention to what other people say to him or her.	1	2	3	4	5	6	7
I expect the conversations I have with my subordinate to be enjoyable.	1	2	3	4	5	6	7
My subordinate is an easy person to get along with.	1	2	3	4	5	6	7
My subordinate attends to nonverbal cues (such as eye contact, posture, and gestures) to understand the conversations he or she has with others.	1	2	3	4	5	6	7
My subordinate does not enjoy talking with me.	1	2	3	4	5	6	7
My subordinate takes an interest in others by asking how they are, complimenting them, and so on.	1	2	3	4	5	6	7
My subordinate is a good listener at work.	1	2	3	4	5	6	7
My subordinate can work cooperatively with others.	1	2	3	4	5	6	7
My subordinate uses the appropriate rate, volume, and clarity of speech in face-to-face situations with others at work.	1	2	3	4	5	6	7
My subordinate is sensitive to the needs and feelings of others.	1	2	3	4	5	6	7
My subordinate generally says the right thing at the right time.	1	2	3	4	5	6	7
My subordinate would be a pleasant person to spend some time with socially.	1	2	3	4	5	6	7
I don't like the way my subordinate looks.	1	2	3	4	5	6	7

	Very Strongly Agree	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Very Strongly Disagree
The conversations my subordinate and I have are often awkward.	1	2	3	4	5	6	7
I look forward to talking with my subordinate.	1	2	3	4	5	6	7
My subordinate writes memorandum's that are clear, consise, straightforward, easily understood, and free of unnecessary words.	1	2	3	4	5	6	7
My subordinate is an easy person for me to talk with.	1	2	3	4	5	6	7
My subordinate has a warm interest and acceptance of others.	1	2	3	4	5	6	7
My subordinate does not find our conversations enjoyable.	1	2	3	4	5	6	7
My subordinate organizes messages so that others can understand him or her.	1	2	3	4	5	6	7
My subordinate is able to ask questions in a manner that results in cooperation from others.	1	2	3	4	5	6	7
My subordinate is well groomed at work.	1	2	3	4	5	6	7
My subordinate hates the thought of having to talk with me about anything.	1	2	3	4	5	6	7
It would be difficult for me to have a friendly chat with my subordinate.	1	2	3	4	5	6	7
My subordinate has a good command of the English language.	1	2	3	4	5	6	7
My subordinate often tries to dominate the conversation by not giving others a turn to talk.	1	2	3	4	5	6	7

	Very Strongly Agree	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Very Strongly Disagree
My subordinate's writing is difficult for me to understand.	1	2	3	4	5	6	7
My subordinate has nothing to fear from the conversations we have.	1	2	3	4	5	6	7
My subordinate uses vocabulary, pronunciation, and grammar appropriate for the situation.	1	2	3	4	5	6	7
My subordinate is able to express his or her feelings of satisfaction or dissatisfaction to me.	1	2	3	4	5	6	7
My subordinate listens effectively to spoken English.	1	2	3	4	5	6	7
My subordinate talks too much about him or herself at work.	1	2	3	4	5	6	7
My subordinate uses appropriate facial expressions and tone of voice when conversing with others at work.	1	2	3	4	5	6	7
I hate the thought of having to talk with my subordinate.	1	2	3	4	5	6	7

JOB PERFORMANCE EVALUATION INSTRUMENT

PLEASE RETURN WITHIN 2 WEEKS

JOB PERFORMANCE EVALUATION

This evaluation is deisgned to assess your subordinate's performance on the job. Please answer as precisely and honestly as you can by circling the number that shows how much you agree or disagree with the statement.

	Exceptionally Good	Good	Above Average	About Average	Below Average	Poor	Exceptionally Poor
OVERALL JOB PERFORMANCE	1	2	3	4	5	6	7
QUALITY OF WORK: accuracy, thoroughness, and acceptability of work completed Comments:	1	2	3	4	5	6	7
QUANTITY OF WORK: amount of work completed Comments:	1	2	3	4	5	6	7
JOB KNOWLEDGE: understanding the components and tasks involved in doing her or her job Comments:	1	2	3	4	5	6	7
INNOVATIVENESS AND INITIATIVE: origination of new ideas, performing tasks beyond or at a level above normal requirements, creativity in approach to work Comments:	1	2	3	4	5	6	7
AMOUNT OF SUPERVISION REQUIRED: works on his or her own and catches on easily without difficulty Comments:	1	2	3	4	5	6	7

-Please Turn to the Next Page-

	Exceptionally Good	Good	Above Average	About Average	Below Average	Poor	Exceptionally Poor
ACCEPTANCE OF RULES AND AUTHORITY: receives instructions willingly and is able to follow through appropriately Comments:	1	2	3	4	5	6	7
PERSERVANCE IN WORK: applies himself or herself diligently to assigned job duties Comments:	1	2	3	4	5	6	7
JOB IMPORTANCE: expresses an interest in the work performed and a desire to perform the work Comments:	1	2	3	4	5	6	7
RESPONSIBILITY: performs tasks in a prescribed manner using proper standards of safety and care for equipment, tools, and materials Comments:	1	2	3	4	5	6	7
INTERPERSONAL SKILLS: has a pleasant personality and is able to maintain harmonious relations with co-workers and maintain appropriate relationship with supervisor Comments:	1	2	3	4	5	6	7

-Please Turn to the Next Page-

2

	Exceptionally Good	Good	Above Average	About Average	Below Average	Poor	Exceptionally Poor
DEPENDABILITY: reliability and follow-through when doing work Comments:	1	2	3	4	5	6	7
OCCUPATIONAL SKILLS: ability to perform the technical tasks required on the job Comments:	1	2	3	4	5	6	7
COOPERATION: works well with others and gets others to work well with him or her Comments:	1	2	3	4	5	6	7
COMMUNICATION SKILLS: ability to express himself or herself verbally in written and oral communication; is able to use the telephone correctly and uses language appropriate to the setting Comments:	1	2	3	4	5	6	7
APPEARANCE AND HYGIENE: follows appropriate dress code and maintains standards of personal cleanliness Comments:	1	2	3	4	5	6	7

-Please Turn to the Next Page-

	Exceptionally Good	Good	Above Average	About Average	Below Average	Poor	Exceptionally Poor
WORK ATTITUDE: conscientious enthusiastic, industrious, willing to learn, ambitious Comments:	1	2	3	4	5	6	7
OCCUPATIONAL KNOWLEDGE: grasp of prerequisite body of technical information on the basis of which ne or she performs assigned job tasks Comments:	1	2	3	4	5	6	7
APPROPRIATE WORK BEHAVIOR: general factors such as attendance, punctuality, emotional stability Comments:	1	2	3	4	5	6	7

How often do you interact witn your subordioate:

_____daily
_____weekly
_____monthly
_____not at all
_____other, explain

GENERAL INFORMATION INSTRUMENT

Bank

GENERAL INFORMATION

JOB DESCRIPTION

Present job position and duties: _____

_____

Type of Employment: ____Co-op ____Parttime ____Fulltime ____Paid ____Unpaid

Monthly Salary: $_____

Length of Employment: _____ to _____
                       month/year   month/year

How often do you interact with your supervisor:

____daily ____weekly ____monthly ____not at all ____other, explain

PERSONAL

Age: _____ years old

Sex: ____Male ____Female

Racial/Ethnic: ____American Indian/Alaskan Native;____Asian or Pacific Islander:

____Black not Hispanic;____White, not Hispanic

EDUCATION

Circle Highest Grade/Year Completed In Each Catagory:

Grade/High School   Speciality School   College   Graduate School

1 2 3 4 5 6 7 8 9 10 11 12   1 2 3 4   1 2 3 4   1 2 3 4

Are you presently attending school? ____Yes ____No

If yes, what is your program of study(i.e. Administrative Science, Education, etc.)

_____

What degree will you obtain upon graduation? _____

What is your present cumulative grade point average? _____

Please list the Communication and Communication related coursework/in-house training
you have completed or are presently enrolled in (i.e. public speaking, psychology,
writing, management, etc.)

_____

_____

Student

I, _____, agree to participate in this study on communication behavior in the workplace. I understand that I will be required to complete a questionnaire and to deliver a questionnaire to my immediate supervisor to complete and return within a two week period.

I am also giving my full authorization to release any and all information pertaining to this study, including but not limited to my transcript, resume, and job information, from March 1986 through December 1986.

Student Signature _____

Date _____

DeVRY
STUDENT INFORMATION

Name: _____

Program: _____

Social Security Number: _____

Employer: _____

Employer's Address: _____

Employer's Phone Number: _____

Name of Immediate Supervisor: _____

Position Title and Description: _____

Type of Employment: _____

_____ Co-op   _____ Parttime   _____ Fulltime

_____ Paid   _____ Unpaid   Monthly Salary: $_____

Length of Employment:

_____ to _____
          Month/Year   Month/Year

Term Grade Point Average: _____

Cumulative Grade Point Average: _____

Age: _____

Sex: _____ Male   _____ Female

Racial/Ethnic: _____ American Indian/Alaskan Native; _____ Asian or Pacific
               Islander; _____ Black, not Hispanic; _____ Hispanic; _____ White,
               not Hispanic

CORRESPONDENCE

Bank

OSU

May 13, 1986

Mr. Bob Albright
Vice President
Organizational Development and
  Training
The Huntington National Bank
17 South High St.
Columbus, OH 43215

Dear Mr. Albright:

Thank you for allowing me to meet with you and your staff to discuss any
interest Huntington National Bank may have in participating in a communication
competence study. I would also like to thank you for the immediate approval
and implementation of this research effort in your Operations division.

It is my understanding, after talking with Mr. Kraynak, that he will discuss
the purpose and needs of the communication study with 20 immediate supervisors
throughout the Operations division. These 20 immediate supervisors will
randomly (i.e. pull names from a hat, etc.) select five employees to
participate in the study. Additional employees will be contacted (perhaps the
programmers) to attempt to meet the necessary 200 supervisor-subordinate dyads
needed to complete this study.

The distribution and collection of data will be monitored by Mr. Kraynak to
insure that the questionnaires for the immediate supervisor-subordinate dyads
are kept together as one set when they are returned. The information sheet
that will accompany the employee's questionnaire will be modified to reflect
the comments and concerns voiced during the two meetings held this past Monday.
A timeline through the month of May has been set to conduct the study with a
possibility of extension into the first or second week of June, 1986.

Again, I appreciate your expressed interest in this research effort. The
results of this study will be made available to you as soon as they are
completed. Individuals who require personal scores will need to make
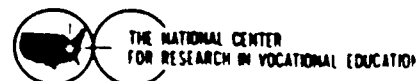special arrangements with Mr. Kraynak.

Sincerely,

Gwendolyn Rippey
Graduate Student- Ph.D

cc: James Kraynak

OSU   The Ohio State University

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210-1090

Phone: 614—486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

May 21, 1986

Mr. James J. Kraynak
Assistant Vice President
Huntington Banks
P.O. Box 1558
Columbus, OH 43260

Dear Mr. Kraynak:

The materials needed to conduct the communication study are here enclosed.
Provided are 100 sets of materials for the immediate supervisor's and 100
sets of material for the subordinates. Envelopes are also provided for the
participants to place the completed questionnaire in and return them to your
office.

It is very important that:

1. Each of the 20 supervisors will complete <u>both</u> a communication
    assessment and a job performance evaluation on each of the five
    employees he or she has randomly chosen.
2. Each subordinate completes <u>both</u> the "General Information" sheet
    and a communication assessment of their own behavior.
3. The materials for each of the superior-subordinate dyad must be
    identifiable as a set. A number will be placed in the materials
    in an attempt to match subordinate materials with supervisory
    materials. ✗
4. Set a date by which the information needs to be completed and the
    sealed envelopes returned to the "Operation/EDP Personnel" office.
    (I am still looking at the end of May or first week of June to end
    the study.) I will come by and collect the materials on this date.

Please call me if there are any questions or concerns (work 486-3655;
home 221-1981).
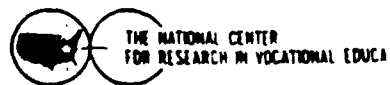
Thank you.

Sincerely,

Gwendolyn Rippey

GR/jh

cc: Bob Albright

OSU The Ohio State University

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCA

1960 Kenny Road
Columbus, Ohio 43210-1090

Phone: 614—486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

March 20, 1986

Mr. Richard Czerniak
President
DeVry Institute of Technology
1350 Alum Creek Drive
Columbus, OH 43209

Dear Mr. Czerniak:

I would like to express my appreciation to you for accepting my proposal
to conduct a communication study at DeVry Institute. It is truly
exciting to know that your institution is in the business of preparing
students for the _real world_. It is my hope that the results of this
study will help you in this endeavor by assessing the communication
skills of your students and their relationship to the job performance
evaluation rating. If a clear and positive relationship can be established,
then the way is paved to develop ways and means to improve DeVry
student communication skills and job performance in the organization.

I look forward to continuing my work with your competent and helpful
staff. Thank you again for this opportunity and your immediate response
to my needs.

Sincerely,

Gwendolyn Rippey
Graduate Student, Ph.D.
Department of Communication

GR/dlk

Student

DeVRY DeVry Institute of Technology
A Bell & Howell Company
1350 Alum Creek Drive
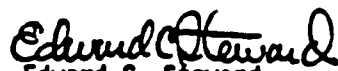Columbus, Ohio 43209
(614) 253-7291

March 26, 1986

Dear Employer:

Of the many skills employers look for in a graduating student, the one most commented on is the need for good communication skills. DeVry spends a lot of time and money developing programs to help students improve their communication skills.

Gwendolyn Rippey, a Ph.D. candidate at The Ohio State University, is in the process of ascertaining the importance of good communication skills in the workplace. You are being asked to assist in this project. The results will help us to improve our communications course. That will in turn help you with your job search skills. You are asked to please complete the survey information accurately and timely. Your assistance is greatly appreciated.

Sincerely,

Edward C. Steward
Regional Placement Director
Major, U.S. Army (Ret.)

ECS:lbh

Enclosure

OSU

The Ohio State University

March 26, 1986

Dear Employer:

You are among a small number of employers who are being asked to
participate in a study that will look at the communication skills of
students in the workplace. Your name was selected by The DeVry
Institute of Technology. Participation in this study may result in
students and employers being able to better identify those
communication activities needed on the job and make recommendations for
improvements.

This study is designed to assess the relationship between communication
skills and job performance. The premise held here is that these skills
are directly related to how one is evaluated with respect to
performance. If a clear and positive relationship can be established,
then the way is paved to develop ways and means to improve employee
communication skills and job performance. These developmental
activities should, in turn, result in higher productivity, work
quality and better coordination of effort between the subordinate and
the supervisor.

In order that the results will truly represent the thinking of
employers involved in hiring college students throughout the United
States, it is important that each questionnaire be completed and
returned. It is also important that we have both the immediate
supervisor and the immediate supervisor's student's participation in
this study. Thus, we would like the communication questionnaire to be
completed by the immediate supervisor and the DeVry students in his or
her employment. This survey will consist of 30-40 questions that must
be completed by the supervisor and the student. In addition, the
supervisor must complete a second questionnaire that will provide an
evaluation of the student's job performance.

Participation is limited to DeVry Institute of Technology students
employed by your company. Once the questionnaires have been completed
by all participating immediate supervisors and students they can be
mailed back to me as soon as possible by placing them in the return
envelope that is provided. Your participation is very important to the
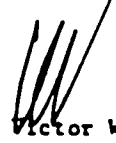outcome of this study.

Page 2
March 26, 1986

You may be assured of complete confidentiality. The questionnaire has
an identification number for matching and mailing purposes only. This
is so that we may confirm that both supervisor and student have
returned the questionnaire and that we may check your name off of the
mailing list when your qustionnaire is returned. Your name will never
be placed on the questionnaire.

The results of this research will be made available to the DeVry ·
Institute of Technology, and to communication educators, leaders and
professionals. You will also receive a summary of the results in
appreciation for your participation in this study.

I would be most happy to answer any questions you might have. Please
write or call Gwendolyn Rippey at (614) 486-3655 or dial collect (614)
221-1981.

Sincerely,

Gwendolyn Rippey
Graduate Student, Ph.D.
Department of Communication

Victor Wall
Advisor
Department of Communication

OSU

The Ohio State University

Department of Communication

205 Derby Hall
154 North Oval Mall
Columbus. Ohio 43210-1360

Phone 614-422-3400

April 17, 1986

Dear Employer:

You are among a small number of employers who are being asked to par-
ticipate in a study that will look at the communication skills of
students in the workplace. Participation in this study may result in
students and employers being able to better identify those communica-
tion activities needed on the job and make recommendations for improve-
ments.

This study is designed to assess the relationship between communication
skills and job performance. The premise held here is that these skills
are directly related to how one is evaluated with respect to perfor-
mance. If a clear and positive relationship can be established, then
the way is paved to develop ways and means to improve employee communi-
cation skills and job performance. These developmental activities
should, in turn, result in higher productivity, work quality and better
coordination of effort between the subordinate and the supervisor.

In order that the results will truly represent the thinking of em-
ployers involved in hiring college students throughout the United
States, it is important that each questionnaire be completed and re-
turned. It is also important that we have both the immediate super-
visor and the immediate supervisor's student's participation in this
study. Thus, we would like the communication questionnaire to be
completed by the immediate supervisor and the students in his or her
employment. This survey will consist of 30-40 questions that must be
completed by the supervisor and the student. In addition, the super-
visor must complete a second questionnaire that will provide an evalu-
ation of the student's job performance.

Participation is not limited to Ohio State University students. Anyone
who is working for your organization and who is presently attending
school are invited to participate. Once the questionnaires have been
completed by all participating immediate supervisors and students they
can be mailed back to me as soon as possible by placing them in the
return envelope that is be provided. Your participation is very impor-
tant to the outcome of this study.

Page 2
April 17, 1986

You may be assured of complete confidentiality. The questionnaire has an identification number for matching and mailing purposes only. This is so that we may confirm that both supervisor and student have returned the questionnaire and that we may check your name off of the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.
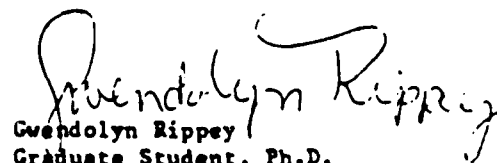
The results of this research will be made available to communication educators, leaders and professionals. You will also receive a summary of the results in appreciation for your participation in this study.

I would be most happy to answer any questions you might have. Please write or call Gwendolyn Rippey at (614) 486-3655 or dial collect (614) 221-1981.

Sincerely,

Victor Wall
Advisor
Department of Communication

Gwendolyn Rippey
Graduate Student, Ph.D.
Department of Communication

"Communication In The Workplace" Fact Sheet
DeVry

WHAT IS IT?

A research study on communication behavior in the workplace.

WHO IS CONDUCTING THE STUDY?

Gwendolyn Rippey, a doctoral candidate in the Communication Department at the
Ohio State University. Questions/concerns? Call 486-3655 (work) or 221-1981
(home). This study has been approved by DeVry Institute of Technology.

WHY SHOULD I PARTICIPATE IN THIS STUDY?

You are probably attending DeVry because it provides programs of study that will
prepare you for the REAL WORLD. Upon graduation, DeVry will attempt to match your
skills with an organization's needs. Participation in this study will help you
determine the communication skills necessary for you to be successful on the job.

If you desire to prepare yourself for the work . . .
If you are concerned about the skills and abilities needed to perform successfully
on the job . . .
If you desire to know what is necessary to improve work relationships between
employees and employers . . .

YOU SHOULD PARTICIPATE IN THIS STUDY.

WHAT DO I HAVE TO DO?

1. Take 15-20 minutes to complete the:
   a. "Student Information" form
      (You must sign and date this form before you will be allowed to participate
      in this study.)
   b. Communication questionnaire

2. You will also need to deliver a packet of information (letter from Ed Steward,
   Co-op director; letter from researcher and questionnaires) to your immediate
   supervisor. This is the person who:
   -supervises your work
   -you go to with questions, problems, concerns
   -can provide you with a job performance evaluation
   -knows your skills and abilities on the job

   Once you deliver the information, the immediate supervisor is requested (by
   letter) to complete the enclosed questionnaires and return them using the
   postage paid envelope within 2 weeks.

IT IS EXTREMELY IMPORTANT that we receive both your questionnaire and your supervisor's
before any analyses can take place. If you plan on participating in the study you
may want to encourage your supervisor to complete the information and mail it in as
soon as possible.

The results of the study are confidential. Neither your name nor your immediate
supervisors name will be placed on the questionnaire. Each questionnaire will be
coded so that we can match student and immediate supervisor questionnaires.

Procedure: Conducting the Study
"Communication in the Workplace"

1. Prepare contact sheets.

2. Code: (using attached lists of part-time and co-op students)
    a. questionnaires
    b. envelope
    c. return envelope

    Each of the above items should have a coded number marked on the back of the
    page/envelope. (See sample.) This code will allow us to match subordinate
    to immediate supervisor, for example, 1A-student 1B-immediate supervisor.

3. Prepare envelopes:
    a. make sure proper code on envelopes and questionnaires
    b. place postage on return envelope and stamp with DEVRY mailing address
    c. write in RED on the back of the return envelope (See sample.)

    PLEASE RETURN BOTH QUESTIONNAIRES WITHIN 2 WEEKS.

4. Prepare materials to go into supervisor's packet
    a. coverletter - Ed Steward (signed)
    b. letter from Gwen Rippey and advisor (signed)
    c. "Communication Competence" instrument (supervisor)
    d. Job Performance Evaluation
    e. postage-paid envelope with DEVRY address stamped on it and return "NOTE."

5. Contact student

6. Explain study/answer questions-use fact sheet

7. Have student complete:
    a. "Student Information" form
    b. communication questionnaire (front and back)

8. After the materials have been completed by the student, add their name to the
    CHECKLIST provided and complete the information indicated.

9. If student cannot complete form at this time please indicate, on the CHECKLIST
    provided, when they will return the questionnaire and approximately when they
    will be able to give their immediate supervisor the packet to complete.

    PLEASE make sure the student signs and dates the "Student Information" form.
    Also, the information requested takes 5 minutes to complete. Try to get them
    to at least complete this form.

Code #	Student Pick-up	Return	Code #	Supervisor Return

LIST OF REFERENCES

Adler, Ronald B. (1983) <u>Communicating at Work: Principles and Practices for Business and the Professions,</u> New York, New York: Random House, Inc.

Allen, R.R. and Brown K.L. (1976) <u>Developing Communication Competence in Children,</u> Skokie, Illinois: National Textbook.

Allen, T. J. (1970) "Communication networks in R & D labs" <u>R & D Management,</u> I, pp.14-21.

Allen, Thomas R. Jr. (1987) "Business Leaders Stress Communication Skills", <u>Balance Sheet,</u> 68, 5.

American Society for Training and Development (1986) "Career 'Insurance' Prepares You For Setbacks and Successes", <u>Training and Development Journal,</u> July, p.9.

Andrews, Patricia Hayes (1984) "Performance - Self Esteem and Perceptions of Leadership Emergence: A Comparative Study of Men and Women", <u>The Western Journal of Speech Communication,</u> 48, Winter, pp. 1-13.

Argyris, Chris (1962) <u>Interpersonal Competence and Organizational Effectiveness,</u> Homewood, Illinois: Irwin-Dorsey.

Argyris, C. (1965) "Explorations in Interpersonal Competence", <u>The Journal of Applied Behavioral Science,</u> 1, pp. 58-83.

Ary, D., Jacobs, and L.C., Razavieh, A. (1985) <u>Introduction to Research in Education,</u> New York, New York: Holt, Rinehart, and Winston.

Backlund, P.M., Brown, K.L., Gurry, J., and Jandt, F. (1982) "Recommendations for assessing speaking and listening skills" Communication Education, 31, pp. 10-17.

Barthe, R.T. and Vertinsky, I. (1975) "The effect of goal orientation and information environment on research performance: A field study. Organizational Behavior and Human Performance, 13, pp.110-132.

Baskin, O.W. and Aronoff C.E. (1980) "Interpersonal Communication in Organizations" The Goodyear Series in Management and Organizations, Santa Monica, California: Goodyear Publishing Co.

Becker, S.L. and Ekdom, L.R.V. (1980) "That forgotten basic skill" Association for Communication Administration Bulletin, 33, pp.12-25.

Berlo, D.K., Lemert, J.B., and Mertz, R.J. (1969) "Dimensions for evaluating the acceptability of message sources. Public Opinion Quarterly, 33, pp.119-128.

Berman, Stuart J. and Hellweg, Susan A. (1989) "Perceived supervisor communication competence and supervisor satisfaction as a function of quality circle participation", The Journal of Business Communication, 26, 2, Spring.

Bernardin, H. John, (1988) "Increasing the Accuracy of Performance Measurements: A Proposed Solution to Erroneous Attributions, Human Resource Planning, 12, No.3, pp. 239-250.

Bernardin, H. John and Beatty, Richard W. (1984) Performance Appraisal: Assessing Human Behavior at Work, Boston, Mass: Kent Publishing Company.

Bittner, J.A. and Bolanovich, A.J. (1970) "WARF: A scale for measuring job-readiness behaviors", American Journal of Mental Deficiency, 74, pp. 616-621.

Bochner, A.P. and Kelly, C.W. (1974) "Interpersonal competence: Rationale, philosophy, and implementation of a conceptual framework", The Speech Teacher, 23 pp.279-301.

Bostrom, R.N. ed.,(1984) Competence in Communication: Multidisciplinary Approach, Beverly Hills, California: Sage Publications.

Bowers, John J. (1982) "Developing an instrument to assess non-technical outcomes of Occupational Education", Presented at the annual meeting of the American Educational Research Association.

Bowman, Joel P. and Branchaw, Bernadine P. (1988) "Are We Teaching Communication Skills for the Next Decade?", Business Education Forum, January, pp. 17-18.

Brandt, D.R. (1979) "On linking social performance with social competence: Some relations between communicative style and attributions of interpersonal effectiveness" Human Communication Research, 5, pp. 223-237.

Brandy, David R. and Powers, William G. (1980) "An approach to developing communicative competence in scientific and technical communicators", Technical Writing and Communication, 10, 3, 1980.

Brostrom, Gail C. (1988) "The Importance of Communication Skill in the Business World" National Business Education Association Yearbook, 26, pp. 1-10.

Butler, M.C. and Jones, A.P. (1979) "Perceived Leader behavior, individual characteristics, and injury occurrence in hazardous work environments", Journal of Applied Psychology, 64, pp. 299-304.

Center for Public Resources (1982) Basic Skills in the United States Workforce. New York: Human Resources Executives Program.

Cegala, D. J. (1983) "A Research Model for the Study of Interpersonal Communication Competence" Paper presented at the meeting of, the Speech Communication Association. November.

Chatham, K.M. (1982) Employment practices with entry-level workers. San Francisco: Far West Laboratory for Educational Research and Development, ED226 136.

Clinard, H. (1979) "Interpersonal communication skills training", Training and Development Journal, pp. 34-38.

Committee for Economic Development (1985) "Investing in Our Children" (1985), Committee for Economic Development (CED), New York: Author.

Cupach, W.R., and Spitzberg, B.H. (1981) "Relational Competence: Measurement and Validation" Paper presented at the meeting of the Western Speech Communication . Association,

Cushman, D.P. and Craig, R.T. (1976) "Communication systems: Interpersonal implications", in Explorations in interpersonal communication, edited by G. R. Miller, Beverly Hills: Sage Publication.

Cushman, D. and Whiting, G. (1972) "An approach to communication theory: Theory consensus on rules", Journal of Communication, 22, pp.217-238.

Davis, K. (1972) Human Behavior at Work, New York: McGraw-Hill.

Dennis, H.S., Goldhaber, G.H., and Yates M.P. (1978) Organizational Communication Theory and Research: An Overview of Research Methods Communication Yearbook 2 (ed.) Ruben, Brent, pp. 243-270.

DeVito, Joseph A. (1978) Communicology: An Introduction to the Study of Communication, New York: Harper & Row, Publishers.

Dillman, Don A. (1978) Mail and Telephone Surveys: The Total Design Method, New York, New York: John Wiley and Sons

DiSalvo, V.S. and Larsen, J.K. (1987) "A Contingency Approach to Communication Skill Importance. The Impact of Occupation, Direction, and Position" The Journal of Business Communication, 24, 3, Summer, pp. 3-22.

DiSalvo, V.S., Larsen, J.K., and Backus, C.K. (1986) "The Health Care Communicator: An Identification of Skills and Problems" Communication Education, 35, pp. 231-242.

DiSalvo, Vincent; Larsen, David C.; Seiler, William J.(1976) "Communication Skills Needed by Persons in Business Organizations" Communication Education, 25.

DiSalvo, Vincent and Steere, James R. (1980) "An Identification of Communication Skills and Problems Found in Organization Related Careers", Paper presented at the Annual Meeting of the Speech Communication Association, New York, New York.

DiSalvo, Vincent and others (1982) "An Identification of Communication Skils, Problems and Issues for the Business and Professional Communication Course" Paper presented at the Annual Meeting of the Central States Speech Association, Milwaukee, Wisconsin, April 15 -17.

Downs, CAl W. and Hain, Tony (1982) "The Productivity Slowdown" Communication Yearbook 5, edited by Michael Burgoon, New Brunswick, NJ: ICA Transaction Books, pp. 435-453.

Downs, Cal W., Johnson, Kenneth M., and Barge, J. Kevin (1984) "Communication Feedback and Task Performance" in Organizations: A Review of the Literature in Organizational Communication, edited by Greenaum, Falcione, and Hellweg, Sage Publications: Beverly HIlls.

Dunnette, Marvin D. (1983) Aptitudes, Abilities and Skills in the Handbook of Industrial and Organizational Psychology, pp.473-520.

Duran, Robert L. and Kelly, Lynne (1988) "The influence of communicative competence on perceived task, social and physical attraction", Communication Quarterly, 36, 1, Winter, pp. 41-49.

Duran, Robert L. and Zakahi, Walter (1987) "Communication Performance and Communication Satisfaction: What do we teach our students" Communication Education, 36, January, pp.13-22.

Eisenberg, E.M., Monge P.R., and Farace R.V. (1984) "Coorientation on communication rules in managerial dyads", Human Communication Research, 11, pp.261-271.

ERIC Clearinghouse on Urban Education (1988) "High School Graduates in Entry-Level Jobs: What Do Employers Want", ERIC Clearinghouse on Urban Education Digest, 40, February.

Eurich, N.P. (1985) Corporate Classrooms: The Learning Business, Washington, District of Columbia: The Carnegie Foundation for the Advancement of Teaching.

Farace, R.V., Monge, P.R., and Russell, H.M. (1977) Communicating and Organizing, Reading, Massachusetts: Addison-Wesley.

Farace, R.V., Taylor J.A., and Stewart, J.P. (1978) "Criteria for evaluation of organizational communication effectiveness: Review and synthesis" In B.D. Ruben (ed.) Communication Yearbook, 2, pp. 271-292.

Farh, Jiing-Lih and Dobbins, Gregory H. (1989) "Effects of Comparative Performance Informance on the Accuracy of Self-Rating and Agreement Between Self- and Supervisor Ratings" Journal of Applied Psychology, 74, No. 4, pp. 600-610.

Fine, S.A. (1986) "Job analysis" in Performance Assessment, edited by R. Berk, Baltimore: The Johns Hopkins University Press, pp. 53-81.

Greenan, J.P. (1983) <u>Identification of Generalizable Skills in Secondary Vocational Programs,</u> Illinois State Board of Education (Research Report).

Greene, C. N. (1972) "The satisfaction-performance controversy", <u>Business Horizons,</u> 15, 5, pp. 31-41.

Groneman, Carol and Robert Lear (1985) "Corporate Ph.D.: Making the Grade in Business." <u>Facts on File Publication,</u> New York, New York.

Guion, Robert M. (1983) "Comments on Hunter", in <u>Performance Measurement and Theory,</u> edited by Landy, Zedeck and Cleveland, Hillsdale, New Jersey: Lawrence Erlbaum Associates, pp. 257-266.

Hanna, Michael S. (1978) "Speech Communication Training Needs in the Business Community" <u>Central States Speech Journal,</u> 29, pp. 163-172.

Harris, C. and Cronen, V.E. (1976) "A rules-based model for the analysis and evaluation of organizational communication", <u>Communication Education,</u> 25, pp.222-230.

Harris, Thomas E. and Thomlison, T. Dean (1983) "Communication Training Needs in Organizations: A Competency/ Proficiency Based Study", <u>Paper presented at the annual meeting of the International Communication Association,</u> Dallas, Texas.

Harrison, F. (1974) "The management of scientists: Determinants of perceived role performance" <u>Academy of Management Journal,</u> 17, pp. 234-241.

Heun, L.R. and Heun, R.E. (1978) <u>Developing Skills for Human Interaction.</u> Columbus, Ohio: Charles E. Merrill Publishing Company.

Hinkle, D.E.; Wiersma, W.; and Jurs, S.G. (1982) <u>Basic Behavioral Statistics</u> Boston, Massachusetts: Houghton Mifflin Company.

Hollenbeck, Kevin (1986) "An Analysis of Columbus Employer Assessments of Youthful Job Applicants", <u>Hiring Decisions: Executive Summary</u> Columbus, Ohio: National Center for Research in Vocational Education.

Hulsart R. and Bauman P. (1983) "Colorado employability skills survey: Report of results." Denver, CO:Colorado State Department of Education, ED 240-380.

Hunt, Gary T. (1980) <u>Communication Skills in the Organization</u> Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Hunter, John E. (1983) "A Causal Analysis of Cognitive Ability, Job Knowledge, Job Performance, and Supervisor Ratings in Performance Measurement and Theory", edited by Landy, Zedeck and Cleveland, Hillsdale, New Jersey: Lawrence Erlbaum Associates Publisher, pp. 257--266.

Hunter, John E. (1986) "Cognitive Ability, Cognitive Aptitudes, Job Knowledge and Job Performance", <u>Journal of Vocational Behavior,</u> 29, pp. 340-362.

Hunter, John E. and Hunter, Ronda F. (1984) "Validity and Utility of Alternative Predictors of Job Performance", <u>Psychological Bulletin,</u> 96, 1, pp.340-362.

Indik, Bernard P., Georgopoulos, Basil S. and Seashore, Stanley E. (1961) , "Superior-Subordinate Relationships and Performance", <u>Personnel Psychology,</u> 14, pp. 357-374.

Jablin, F.M. (1979) "Superior-subordinate communication: The state of the art" <u>Psychological Bulletin,</u> 86, pp. 1201-1222.

Jablin, Frederic and Krone, Kathleen (1987) "Organizational Assimilation" in the <u>Handbook of Communication Science</u> edited by C.R. Berger and S.H. Chaffee, Sage Publications, pp. 711-746.

Jain, H.C. (1977) "Communication behavior and effectiveness of professionals in a research dissemination organiza-

tion", <u>Journal of Applied Communication Research,</u> 5, pp. 15-24.

Jain, H.C. (1973) "Supervisory communication and performance in urban hospitals" <u>The Journal of Communication,</u> 23, pp.103-117.

Junge, D.C., Daniels, M.H., and Karmos, J.S. (1983) "Perceptions of business and industry: Basic skills necessary for successful employment compared to competencies for entry-level employees.", Carbondale, Il: Illinois State Board of Education, ED 252-703, pp. 1-35.

Kennicott, Patrick Curtis and Schuelke, L. David (1972) "Career Communication Directions for the Seventies", <u>Proceedings of the Speech Communication Association</u> Summer Conference, 8th, Chicago, IL, July 6-8.

Konsky, C.W. and Murdock, J.I. (1980) "Interpersonal Communication" in J.F. Cragan and D.W. Wright (Eds.) <u>Introduction to Speech Communication</u> Prospect Heights, Illinois: Waveland Press, pp.83-113.

Krzystofiak, Frank; Cardy, Robert; and Newman, Jerry (1988) "Implicit Personality and Performance Appraisal: The Influence of Trait Inferences on Evaluation of Behavior" <u>Journal of Applied Psychology, 73, No. 3, pp. 515-521.</u>

Larson, C.E. (1978)"Problems in Assessing Functional Communication" <u>Communication Education,</u> 27, pp. 304-309.

Larson, C.E., Backlund, P., Redmond, M. and Barbour, A. (1978) "Assessing functional communication", <u>Paper presented at the meeting of the Speech Communication Association.</u>

Lehman, Carol M., Forde, Connie, M. and Lehman, Mark W. (1988) "Effective Body Language Skills Needed in Today's Business World?" <u>Business Education Forum,</u> November, pp. 3-4.

Lewis, Marilyn H. and Reinsch N. L. Jr. (1988) "Listening in Organizational Environments", The Journal of Business Communication, 25, 3.

Littlejohn, S.W. (1983) Theories of Human Communication, 2nd ed., Belmont, California: Wadsworth Publishing Company.

Mascolini, Marcia (1988) "Excellence in Communication: A factor in Corporate Profitability" The Delta Pi Epsilon Journal, 30, 1, Winter, pp. 36-2.

McCroskey, J.C. and McCain, T.A. (1974)"The measurement of interpersonal attraction" Speech Monographs, 41, pp. 267-276.

McCroskey, J.C. (1982) "Communication competence and performance. A research and pedagogical perspective", Communication Education 31, pp.1-8.

McCroskey, J.C. (1984) Communication Competence: The Elusive Construct in Competence in Communication: A Multidisciplinary Approach (ed.) Bostrom, R.N., Beverly Hills, California: Sage Publications.

McEnrue, M.P. (1984)"Perceived Competencies as a Moderator of the Relationship between Role Clarity and Job Performance: A Test of Two Hypotheses" Organizational Behavior and Human Performance, 34, pp. 379-386.

Mead, N.A. (1977) "Issues related to a national assessment of speaking and listening skills" Paper presented at the meeting of the Speech Communication Association, Washington, District of Columbia.

Mead, N.A. (1980) "Assessing speaking skills: Issues of feasibility, reliablity, validity and bias" Paper presented at the annual meeting of the Speech Communication Association.

Miguel, Richard and Foulk, Robert C. (1984) "Youth's Perceptions of Employer Standards: Effects of Employment

Outcome and Employer Evaluations" <u>National Center for Research in Vocational Education</u> Columbus, Ohio: NCRVE, The Ohio State University.

Miller, G.R. and Steinberg, M.(1976) <u>Between People,</u> Chicago, Illinois: Science Research Associates.

Monge, P.R., Bachman, S.G., Dillard, J.P. and Eisenberg, E.M. (1982) "Communicator competence in the workplace model testing and scale development", <u>Communication Yearbook,</u> 5, pp. 505-527.

Moore, Michael R. (1979) "Communication Competence: ; Implications for Communication Instruction in Higher Education" <u>Paper presented at the Indiana Speech Association Conference:</u> Indianapolis, Indiana.

Muchmore, J. and Galvin K. (1983) "A report of the task force on career competencies in oral communication skills for community college students seeking immediate entry into the workforce" <u>Communication Education;</u> 32, pp.207-220.

Natriello, Gary (1988) "What do Employers Want in Entry Level Workers? An Assessment of the Evidence", <u>National Center on Education and Employment,</u> Teachers College, Columbia University.

Nie (1981) <u>Statistical Package for the Social Sciences Users Guide</u> 2, Chicago, Illinois: McGraw-Hill Book Company.

Nunnally, Jum C. (1978) <u>Psychometric Theory</u> New York, New York: McGraw-Hill Series in Psychology.

O'Reilly, C.A. (1980) "Individuals and information overload in organizations: Is more necessarily better?" <u>Academy of Management Journal,</u> 23, pp. 684-696.

Papa, Michael J. and Glenn, Ethel (1988) "Listening Ability and Performance with New Technology: A Case Study", <u>The Journal of Business Communication,</u> 25, 4, pp. 5-15.

Parks, M.R. (1977) "Issues in the explication of communicative competency" Paper presented at the meeting of the Western Speech Conference, Phoenix, Arizona.

Petelle, John L., Garthright-Petelle, Kathleen (1984) "Task Characteristics, Structural Characteristics, Organizational Relationships, an Communication Processes: A Contingency Approach to Job Performance: Phase II", Paper presented at the Annual Meeting of the Speech Communication Association 70th, Chicago, IL, November 1-4, pp. 1-32.

Phillips, Gerald M. (1983) "A Competent View of 'Competence'" Communication Education, 32, pp. 25-36.

Porter, L.W. and Roberts K.H. (1983) "Communication in Organizations" in Handbook of Industrial and Organizational Psychology Marvin D. Dunnette ed., New York: John Wiley and Sons.

Ray, A.A., ed. (1982) Statistical Analysis System User's Guide: Basic Version 5 Cary, North Carolina: SAS Institute Inc.

Rubin, R.B. (1981) "Assessing Speaking and Listening Competence at the College Leveel: The Communication Competency Assessment Instrument", Paper presented at the annual meeting of the International Communication Association, Kenosho, Wisconsin.

Rubin, R.B. (1983) "Conceptualizing Communication Competence Directions for Research and Instruction" Paper presented at the meeting of the Speech Communication Association, Washington, District of Columbia.

Rubin, R.B. and Feezel J.D.(1984) "Elements of Teacher Communication Competence: An Examination of Skills, Knowledge and Motivation to Communicate", Paper presented at the annual meeting of the Speech Communication Association.

Rubin, R.B. (1985) "The Validity of the Communication Competency Assessment Instrument" Communication Monographs, 52.

Rubin, Rebecca B. and Graham, Elizabeth E. (1988) "Communi-
cation Correlates of College Success: An Exploratory
Investigation", Communication Education, 37.

Sanford, Aubrey C.; Hunt, Gary T.; and Bracey, Hyler J.
(1976) Communication Behavior in Organizations, Colum-
bus, Ohio: Charles E. Merrill Publishing Company.

Schneider, Arnold E., Donaghy, William C. and Newman, Pame-
la J. (1975) Organizational Communication New York, New
York: McGraw-Hill Book Company.

Scudder, Joseph N. and Patricia J. Guinan (1989) "Communi-
cation Competencies as Discriminators of Superior's
Ratings of Employee Performance", The Journal of Busi-
ness Communication, 26, 3, Summer, pp. 217-229.

Shaw, M.E. (1976) Group Dynamics: The psychology of small
group behavior. New York: McGraw-Hill.

Smith, C. G. (1970) "Consultation and decision processes in
a research and development laboratory" Administrative
Science Quarterly, 15, pp. 203-215.

Smith, Patricia C. (1983) "Behaviors, Results, and Organi-
zational Effectiveness: The Problem of Criteria" in
the Handbook of Industrial and Organizational Psycholo-
gy, edited by Marvin D. Dunnette, New York, NY: John
Wiley and Sons, pp. 745-775.

Snyder, Robert A. and Morris, James H. (1984) "Organiza-
tional Communication and Performance", Journal of
Applied Psychology, 69, 3, pp. 461-465.

Spitzberg, B.H. and Hurt, H.T. (1987) "The measurement of
interpersonal skills in instructional contexts", Paper
submitted for Speech Communication Association Confer-
ence, Denver, CO.

Spitzberg, B.H. (1983) "Communication competence as knowledge, skill and impression", Communication Education, 32, pp. 323-329.

Spitzberg, B.H. and Canary, D.J. (1983) "Attributions of loneliness and relational competence" Paper presented at the meeting of the Interpersonal Communication Association, Dallas.

Spitzberg, B.H. and Cupach W.R. (1983) "The Relational Competence Construct: Development and Research", Paper presented at the meeting of the Speech Communication Association, Washington, District of Columbia.

Spitzberg, B.H. and Cupach, W.R. (1984) Interpersonal Communication Competence Beverly Hills, California: Sage Publications Inc.

Spitzberg, B.H. and Hecht, M.L. (1984) "Component model of relational competence", Human Communication Research, 10.

Spitzberg, B.H. and Phelps, L.A. (1982) "Conversational Appropriateness: Validation of a Criterion Measures of Relational Competence" Paper presented at the meeting of the Western Speech Communication Association, Denver, Colorado.

Steers, Richard M. (1981) Introduction to Organizational Behavior, Scott, Foresman and Company: Glenview, Illinois.

Steers, R.M. and Porter, L.W. (1983) Motivation and Work Behavior, 3rd ed., New York, New York: McGraw-Hill Book Company.

Sypher, Beverly Davenport Bostrom, Robert and Seibert, Joy Hart (1989) "Listening, Communication Abilities and Success at Work" The Journal of Business Communication, 26, 4, pp. 293-303.

Sypher, Beverly Davenport and Roberts, Rona (1984) "Developing Organizational Members' Communicative Abilities: A Rationale for Specific Methods", Paper presented at the annual meeting of the Southern Speech Communication Association, Baton Rouge, Louisiana.

Sypher, Beverly Davenport and Zorn, Theodore E. Jr (1986) "Communication-related abilities and upward mobility" Human Communication Research, 12, no. 3, pp. 420-431.

Trank, Douglas M. and Joe M. Steele (1983) "Measureable Effects of a Communication Skills Course: An Initial Study", Communication Education, 32, April, pp.228-236.

Tubbs, Stewart L. and Moss, Sylvia (1978) Interpersonal Communication, New York, NY: Random House Inc.

Walters, E.V. and Snavely, W.B. (1981) "The relationship between social styles and communication competence in an organizational setting", Paper presented at the annual meeting of the International Communication Association.

Waltman, John L. and Smeltzer, Larry R. (1988) "Do Good Grammar Skills Predict Success in a Business Communication Course?" Iowa State Journal of Technical Communication, 1, September, pp. 59-69.

Weaver, C. H. (1972) Human Listening: Processes and Behavior Indianapolis: Bobbs-Merrill.

Weed, S.E., Mitchell, T.R., and Moffitt, W. (1976) "Leadership style, subordinate personality and task type as predictors of performance and satisfaction with supervision", Journal of Applied Psychology, 61, 1, pp. 58-66.

Wellmon, Tracey A. (1988) "Conceptualizing Organizational Communication Competence: A Rules-Based Perspective", Management Communication Quarterly, 4, pp.515-534.

Wentling, Rose Mary (1987) "Employability Skills: The Role of Business Education", Journal of Education for Business, April, pp. 313-317.

Wheeless, V.E. and Berryman-Fink, C. (1985) "Perceptions of women managers and their communicator competencies" Communication Quarterly, 33, pp. 137-148.

Wiemann, J.M. (1977) "Explication and test of a model of communicative competence" Human Communication Research, 3, pp. 195-213.

Wiemann, J.M. and Backlund P. (1980) "Current theory and research in communicative competence" Review of Educational Research 50, pp. 185-199.

Willits, Robin D (1966) "Company Performance and Interpersonal Relations" :us;Industrial Management Review, Fall, 8, 1, pp. 91-107.

Wolvin, A.D. and Coakley, C.G.(1985) <u>Listening,</u> Dubuque, Iowa: Wm C. Brown.

Young, Jerry L. (1986) "What Competencies Do Employees Really Need?--A Review of Three Studies", <u>Journal of Career Development,</u> 2 pp.240-249.