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THE BUSINESS COMMUNICATIONS PROGRAM IN OHIO COMMUNITY COLLEGES AND
TECHNICAL INSTITUTES

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Angela Dolores Hergenroeder, B.S., M.A.

* * * * *

The Ohio State University
1973

Approved by

[Signature]
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Placeat tibi, Spiritus Sanctus, Obsequium Servitutis
meae; et praesta ut sacrificium quod oculis tuae;
Majestatis indignus obtuli, tibi sit acceptabile,
Mihique, et omnibus, pro quibus illud obtuli, sit,
Te miserante, propitiabile. Per Christum Dominum nostrum.
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CHAPTER I

THE PROBLEM AND ITS IMPORTANCE

Introduction

The community colleges and technical institutes of Ohio are comparatively new additions to the educational scene. These institutions, commonly referred to as post-secondary schools, serve a dual purpose. They provide the regular two-year sequence of university parallel work for college entrance at the junior level, and they also provide numerous career programs which prepare students for jobs on the mid-management level in business and industry. The teaching of business communications is an integral part of these career programs.

The purpose of this study was to examine the business communications program offered in Ohio community colleges and technical institutes, to evaluate the current status of the program, and to make recommendations for its improvement.

The ability to communicate effectively is considered one of the most important qualifications for job success in the business community. It was Barnard who pointed out in
In 1938 that "the first function of the executive is to develop and maintain a system of communication."¹

It was Bowman who surveyed almost two thousand businessmen from all types of industry and areas of the country to determine their views on the "promotable" employee. The author wrote:

The most desirable demographic characteristic of the 'promotable' employee, both as an image and as a day-to-day reality, is the ability to communicate effectively in written and oral form.²

In this same vein, Peter Drucker, writing in Fortune Magazine, spelled out the significance of communication skills for employees at the mid-management level. Drucker wrote:

The one basic skill is the ability to organize and express ideas in writing and in speaking. As an employee, you work with and through other people. This means that your work as an employee—and I am speaking primarily of the mid-management employee—will depend on your ability to communicate with people, and to present your thoughts and ideas to them so that they will understand what you are driving at and be persuaded. The letter, the report or memo, the ten-minute spoken presentation, are basic tools of the successful employee on the mid-management level.³

Unquestionably, these last-named skills—the basic tools—should be an integral part of the business communications programs in the community colleges and technical institutes which prepare students for employment at the mid-management level.

The businessmen are vocal about the need; they insist the challenges are not being faced squarely. They insist on "accountability." Finch, writing in the ABWA Bulletin, expresses the sentiments of F. C. Foy, outstanding business leader, and chairman of the Koppers Company, Inc., thus:

One of the objectives of education for business is to develop in the student the ability to think clearly and communicate with facility, verbally and in writing. The businessmen have a right to expect the teachers of business communication to do a better job than they seem to be doing on this score. You can't leave it up to the English teacher. He is not aware of the changing needs and conditions of business.¹

Shelley, a prominent educator, presented the businessman's viewpoint in a quotation from Arthur Houghton, President of Steuben Glass, Inc., who described the need this way:

Business writing is as creative in its own category as the short story is in its category. The purpose of a course in business writing is not primarily to teach the form of the typewritten letter,

but to develop readability and naturalness, to develop problem-solving ability; and in keeping with the present-day emphasis on human relations, the mid-management employee should be taught the use of language to persuade and influence people. Such is the inescapable responsibility of the business communications teacher.¹

Stressing the importance of business communications courses in the preparation of the mid-management employee, George Cline Smith of F. W. Dodge Corporation wrote:

The business executive must know how to convey ideas succinctly, and with absolute clarity, for the slightest obscurity in his directives will result in confusion. He must know the variations and nuances of expressions, for he is dealing with human beings of different temperaments. He must know the power, and the weakness of language. One of the main hurdles of the economist is communication. Economists sorely need training in effective writing.²

Businessmen are not alone in their reaction to the seriousness of the need for well organized courses, effective instructional methods and procedures, and well qualified faculty. Shelley, a prominent educator, expressed his point of view thus:

The raison d'être for the course in Business Writing is to offer specialized training in composition—exposition, narration, description, and argumentation. Therefore a study of style is also a necessary component.³


Shelley recognized the tremendous expense involved, and with these statements, forcefully reminded his colleagues, thus:

Training in writing for business is imperative; in fact so much so that American business spends more money on in-service education than the nation is spending on its entire system of schools—and much of this is spent on developing communication ability.¹

Twenty years after Drucker sounded the alarm referred to above, William Grogg, business executive, writing in the ABCA Bulletin, repeated Drucker's sentiments and expressed the great need for effective instruction and adequate preparation in business communications thus:

The student's writing skills can be a real asset in his early identification, development, and growth in the organization. Advance preparation results in real savings by business firms when the new technician comes prepared and ready to use good writing skills.²

Locke, an outstanding business industrialist, writing in the Harvard Alumni Bulletin, recounts the seriousness of verbal incompetence, and the gravity of the misleading use of words. He claims that a lack of accurate communication

¹Ibid., p. 16.

is the source of inefficiency and waste motion in business, which is all the more serious because it is so difficult to measure.\(^1\) He believes that:

... all the thefts and embezzlements that corporations suffer every year do not cost business as much as verbal incompetence. ...

... that if an employee does not use language accurately and carefully, he can be a positive menace to a business enterprise. ...

... that many corporations give increasing weight to the ability to communicate effectively as a test of executive potential on all levels of management ...

... that more than one business has been shaken financially by a single letter or memorandum in which words were used loosely or wildly. ...

... that high prices caused by verbal incompetence can keep us out of markets all over the world, jeopardize our political influence, and become a national calamity for the country.\(^2\)

According to the author, such a lack of respect for words and the grave consequences of undisciplined mental habits reaffirms the mandate in the closing lines of Kipling's Recessional:

For frantic boast and foolish word
Have mercy on thy people, Lord!\(^3\)

---


\(^2\) Ibid.

\(^3\) Ibid.
Unquestionably, a vital need exists; however, authorities in the communications field insist that a comparable need exists for a revised rationale that will meet the requirements of the business community. They contend that it will certainly contain reference to current relevant communications theory based on behavioral science research. They consider this essential for several reasons. One of the reasons is semantic in nature. As Conley reports:

The behaviorists have developed a language and social psychological frame of reference which has penetrated deeply into the current business curriculum. Their terminology and their methodologies have become commonplace within various business disciplines, especially management and marketing. It is simply pedagogically sound to utilize the same language orientation in our communications' classrooms as is commonly used in others throughout the business administration area.¹

An empirical point of view should cause the instructor to question whether a particular point is worth emphasizing; whether the approach is relevant; whether it is appropriate and fits in with the way business is actually organized and operated; also, whether or not it is sufficiently common to warrant specific instruction and inclusion in the course of study. According to Wheeler, who is an outstanding authority

in the field, such a rationale would fulfill the ideal of business education as set forth in the Gordon-Howell report thus:

Collegiate business education should educate for the whole career and not primarily for just the first job. It should view the practice of business professionally in the sense of relating it to what we have in the way of relevant systematic bodies of knowledge. It should emphasize the development of basic problem-solving and organizational skills and socially constructive attitudes rather than memory of fact or training in routine skills. It should recognize that businessmen in the decades ahead will need a higher order of analytical tools, a greater degree of organizational skill, a greater capacity to deal with the external environment of business, and more of an ability to cope with rapid change than has been true in the past.¹

There is a need, not only for a new rationale based on behavioral research, but for a re-orientation in terms of the recent advent of a telecommunications technology which has penetrated almost every aspect of modern day living—and this with its potential only recently apprehended. For many years the telephone has played a relatively useful—even indispensable—instrument of communication. It has been considered a costly means of communication, however, confined principally to the transmission of voice, and not overly

convenient, as it has not gained the universality of printed communications. However, we will need to re-evaluate the significance of the telephone as a result of recent events. One of these involves a technological innovation which promises to bring the person-to-person potential of the telephone into reality on a universal basis. According to Asimov,¹ the location of a satellite relay station network makes possible a "person-to-person communication on a scale of massive freedom." The establishment of a fully wireless capability as a result of the elimination of an end-to-end physical circuit will transform every man into a universal-access sending and receiving station.²

A recent Federal Communication Commission decision in the Carterfone Case³ triggered an electronic communication media explosion. This has resulted in an increasing number of telephone related devices; and in addition, parallel


³For particulars regarding this decision, see testimony, decisions, rulings, and orders encompassed within Federal Communications Commission document with reference to Dockets No. 16942, and 17073; dated September 13, 1968.
network systems are being erected to span the continent and new types of services are being offered to business users.¹

Instructors in the business communications field should consider the impact that telecommunications technology has already had on business. There is a real need for an examination of trust in the printed word as the primary means of effective communication. Heisel, director of the Institute of Government Research, has declared that this is but one of several unrecognized impacts of the electronic revolution. He states:

The most traumatic change in the present that has not been realized is the abrupt decline of the power of print to convey information. Electronic media have changed us from a word-trained culture to a sound-and-picture-trained culture. Today we have a 'sprint' culture that combines sound and print, and print is rapidly losing valence as a 'change agent.' Our youth especially are moving toward 'a lessening of sensitivity to the written word.'²


Shulman, the novelist, making the same point, declared, "I don't think writing—as an important medium—is going to be with us very long."\(^1\)

An evaluation of the business communications' field is necessary and justified, especially in view of the long-established philosophy of the centrality of the written word. Some of the most prominent educators are looking toward an electronically supported communication system. Kosmetsky of the University of Texas School of Business foresees the manager of the future carrying out communications with a voice-writer, a color TV-Telephone, and a computer display board.\(^2\)

These, then, are some of the reactions and viewpoints to be examined—some of the challenges that must be faced and resolved. Such a compilation of the views of businessmen and educators reveals the great need for study and research to identify and establish the basic organizational criteria, the objectives, the overall course content, the philosophy, and the evaluative techniques and procedures of the business

\(^1\)Max Shulman, on Johnny Carson Show, NBC, TV (August 27, 1971).

communications course. This crucial need has long been stressed by authorities in and outside the field.

This study was an effort to meet this need by examining the existing organizational criteria, and compiling the reactions of the population served.

Limitations of the Study

The following limitations were established in presenting the data for this study:

1. The study was limited to a survey of the existing organizational criteria of the business communications courses as reported by the business communications' department chairmen in Ohio community colleges and technical institutes.

2. The study included business communications teachers in Ohio community colleges and technical institutes.

3. The study included selected Cleveland employers, holding membership in the Administrative Management Society and/or the Greater Cleveland Growth Association.

4. The data were gathered by means of a series of questionnaires submitted to the selected populations described above.
Terms to be Defined

The following terms are defined according to their usage throughout this study of the business communications program offered in Ohio community colleges and technical institutes.

**Business Communication:** The process of transferring a train of thought (message) from one person to another usually by written means, within the framework of a business situation.

**Business Communications:** An area of study dealing with many phases of communication in business, for example, business letters, oral and written reports, charts and graphs, employee handbooks, public relations releases, interviews, and similar topics in which written or oral communication is used.

**Business communication courses**--as used in this study, has reference to those courses which include instruction in the principles of business letter writing as a part of the course content.

**Community college:**--A two-year post-secondary school which provides the regular two-year sequence of university parallel courses for college entrance at the junior level, plus numerous career programs which prepare students for

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employment, as well as adult enrichment and community service programs structured to meet the needs of the community.

Technical institute.—A two-year post-secondary school which provides instruction in applied theory and practical skills in relation to a variety of professional, occupational areas.

Importance of the Study

The study should contribute to the general fund of knowledge about the business communications programs offered in Ohio community colleges and technical institutes. The compilation of data from the business communications teachers setting forth the organizational criteria should provide information on such factors as the following:

1. Course title, hours of credit awarded—whether quarter or semester—faculty work load, faculty credentials, department offering the course, prerequisites, class size, number of courses offered—whether elective or required—and the grade level of the course or courses offered.

2. The educational goals, aims, and objectives established.

3. The course materials used, including texts, video tape, slides, cassettes, filmstrips, flip charts, films,
programmed materials, consultants, guest speakers, opaque projector, transparencies, flannel boards, plus electronic dictating and recording equipment.

4. The methods, procedures, and techniques used to develop the student's ability to communicate effectively in written and oral form.

5. The scope of the course content relative to the knowledges, skills, understandings, and attitudes developed.

6. Evaluation procedures and techniques employed to determine achievement.

The study should provide the perceptions of selected Cleveland employers relative to the communications skills, knowledges, and overall preparation recommended in the business communications program for job success at the mid-management level.

The study should provide data that may be used in the reorganizing, restructuring, revising, and re-evaluating of the present as well as the future business communications' programs in Ohio community colleges and technical institutes in order that the needs and challenges of this vital area might be satisfied.
Organization of the Study

The study is organized as follows: Chapter I includes a discussion of the background of the problem, a statement of the problem, the limitations of the study, definitions of terms, and statements with reference to the importance of the study. A review of related research and literature is presented in Chapter II; an explanation of the procedures used in developing the study is presented in Chapter III; an analysis and interpretation of the collected data is presented in Chapter IV; and the findings, conclusions, and recommendations resulting from the investigation are presented in Chapter V. All materials used in the study are reproduced in the appendices, which precede the bibliography.
CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

The review of the related research consisted of studies dealing with the teaching of business communications on the post-secondary level. The search involved studies of the administrative criteria, including such factors as course content, goals and objectives, philosophy, instructional media, equipment, facilities, methods, and procedures. The search also included studies of the perceptions and viewpoints of businessmen.

Several libraries were visited in the search for data, including the Main Branch of the Cleveland Public Library, the Sears Library of Case Western Reserve University and the Ohio State University Library. A survey of the related literature consisted of a search in the libraries for books, periodicals, newspapers, films and filmstrips. The following sources of information were examined: The Bibliographic Index, Business Education Index, Cumulative Book Index, DATRIX, Delta Pi Epsilon Business Education Index, Dissertation Abstracts, Education Index, ERIC—which

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consisted of an investigation of research in both Abstracts of Instructional Materials in Vocational and Technical Education and Abstracts of Research and Related Materials in Vocational and Technical Education at the Ohio State University library—the Journal of Educational Research, and the National Business Education Quarterly. A thorough search was made of the American Business Writing Association Bulletin from 1950 to the present. It should be noted at this point that in the spring of 1968, a change was effected in the name of the American Business Writing Association Bulletin to the American Business Communication Association Bulletin. An in-depth search was made of the Journal of Business Communication from its initial publication in October, 1963, to the present.

The quantity of research on the business communication programs in the country's community colleges and technical institutes is very limited. This is probably due to their relatively recent arrival on the educational scene. The need for study and research is crucial because of the speed with which these institutions are growing, and will probably continue to grow.
The review of the following research of the business communications program in the post-secondary school is presented here in chronological order.

**Related Research on the Business Communications Program in the Community College and Technical Institute**

In 1962, Carroll, a faculty member at Southern Tech, conducted a survey of twenty technical institutes in Texas and compared their business communications program with that of Southern Tech.¹ Carroll discovered that:

... seventeen required report writing, usually as a separate course; that ten placed emphasis on oral communications in a separate public speaking course; that eighteen required business correspondence, and that one course in English composition was required by thirteen.²

Southern Tech had a heavy English program which required all students to take four courses in English. Upon graduation, students work closely with engineers; the majority hold positions on the mid-management level. The importance of a good foundation in English is recognized and defended by graduates, faculty, students, and industry, which

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²Ibid., p. 8.
has indicated the need for more of it. Its existence in a tightly packed technical curriculum is justified, and although the trend among technical institutes has been to upgrade curricula, and although department heads have been clamoring to introduce more technical subjects into their programs, Carroll found that "no one had been so brash as to declare English to be superfluous."¹ In emphasizing the justification for the heavy English program at Southern Tech, Carroll explained:

. . . they must, in two academic years, become adept in the use of oral and written English if they are to succeed in the positions they will be required to fill.²

In order to produce engineering technicians capable of communicating effectively with both engineers and non-technical personnel, the establishment of a strong supporting program in English appears to be an essential ingredient.

Just a few years later, Sigband, writing in the Journal of Business Communication, described the crucial need for technical writers which developed immediately after World War II when "... everyone recognized the need for

¹Ibid., p. 7.

²Ibid., p. 8.
sending along a descriptive, well-written performance, maintenance, and repair manual with every piece of hardware shipped."¹

Sigband noted that American corporations employ literally thousands upon thousands of technical writers, but our "... collegiate schools of business are training only a few each year—if that."²

There is undoubtedly a great need for training in procedure and instructional writing; the theory of operation and of maintenance, repairs and controls; and the use of logical diagrams for computers, flow charts, and block and functional diagrams. How and where is this need being met? There is a crucial need in this area. The Society of Technical Writers and Publishers, with forty-six chapters and four thousand members, which sprang up during the last twenty years, is evidence of this powerful new group. Are the career programs in the community colleges and technical institutes designed to meet and satisfy the needs and challenges that have accompanied our great technological growth in this vital area? These and other such questions

²Ibid., p. 32.
will be considered; but one fact is absolutely certain, without effective skills in communication, the value of specialized knowledge in other areas will be greatly lessened.

In 1968, Brzozowski studied the business communications courses and the business English courses offered in the business departments of the public junior colleges in California to determine the content, objectives, materials, and practices employed.¹

Brzozowski discovered that the fundamental purpose of the instruction in the business communication courses was to teach the students to apply communications skills to business situations, whereas the primary aim of the business English courses was to review English principles. Most of the junior colleges had one to three instructors who had had education in English or business or both, with 85 per cent of the instructors having had business experience. In most of the California junior colleges, the business English courses were

offered during the first year of a two-year program, while the business communications courses were usually offered during the second year of a two-year program. In about half of the junior colleges, the business English and the business communications courses could be used for transfer credit. 

Brzozowski found that a considerable variety of texts were in use in both the business communications courses and in the business English courses, and that about 75 per cent of the business communications instructors and over 50 per cent of the business English instructors believed that the texts were satisfactory. In a majority of the colleges, the course carried three semester hours of college credit. The study revealed that there were no prerequisites for enrollment in the business communications course, and that no pre-test was required for enrollment by more than 50 per cent of the teachers. The size of classes ranged from twelve to forty students in the business communications courses, and from eighteen to thirty-five students in the business English courses. The investigator found that considerable variation existed in the frequency of offering business communications courses—from one section every other semester, to six

1Ibid., p. 110.
sections every semester. At the same time, the frequency of offering business English courses ranged from one section every other semester to fifteen sections every semester.¹

Brzozowski concluded that the business communications and business English instructors had very divergent viewpoints on the amount of time and the stress that should be exercised in the teaching of grammar.²

Another study in the community college area was reported by Enquist in 1970. He recommended a switch be made from the business English approach, with its emphasis on spelling, grammar, punctuation, and other "mechanical aspects," to an emphasis on communication.³ Winston Churchill was a prominent advocate of this viewpoint when he said, "one should never let punctuation get in the way of communication."

Enquist's study was concerned primarily with a new direction for business writing courses taught in the community colleges and technical institutes. Enquist recommended the following:

... the establishment of entrance requirements or prerequisites similar to those of the college composition classes

¹Ibid., p. 43.

²Ibid., p. 110.

the development of preparatory English classes for those who need help on 'mechanics' and who cannot meet communication course requirements.

emphasis on a style of writing appropriate to business—interesting, persuasive, forceful, and direct.

preparation of students in the development of topics

instruction in outlining as a useful framework for structuring writing properly

experiences with problem solving procedures.¹

As a result of his observations, Enquist concluded that the course in business communications in the community college should provide preparation for mid-management employment. This requires recognition of the basic principle that a person's ability to communicate is a measure of his administrative ability, and the more effective his communicative ability, the more effective is his administrative ability. Communicating can correctly be considered the heart of the management process. The course offered in the community college and technical institute should emphasize the communications approach, with emphasis on the development of the problem-solving ability, decision making, game theory, salesmanship, psychology, and an understanding of human relations. The emphasis on such an approach in preference

¹Ibid., p. 24.
to the "mechanics" approach is the justification for the existence of the business communications program in the community college and technical institute which prepare students for mid-management jobs in business and industry.

Although there has been a paucity of literature about the business communications program in the post-secondary school, there has been considerable material written about the program in the four-year colleges and universities. There is much to be gained from study and evaluation of this large volume of related research; however, caution needs to be exercised in order to avoid confusion here, because despite the fact that the goals of these institutions are somewhat similar, they are different. The collegiate course, as offered in the collegiate schools of business, is designed generally to prepare top management employees, whereas the course in the community colleges and technical institutes is generally geared to the preparation of mid-management employees. Some of the research on the business communications program in the four-year college is applicable, however, and warrants presentation here. It provides valuable insights for the solution of many problems, and suggests innovations and creative ideas for the improvement of instruction, the enrichment of content, the use of effective instructional
media, and the implementation of goals and objectives. The review of the research that follows is presented in chronological order.

**Related Research on Business Communications Courses in Four-Year Colleges and Universities**

Swanson reported a five-year investigation of the organizational criteria of courses in business writing in selected colleges and universities throughout the United States in 1949 in which he aimed to resolve:

... The extent of offering; course titles; departmental sponsorship; length of courses, frequency of meeting, and credit given; grade placement; prerequisites, curriculum use of the courses; primary instructional objectives and business letter writing content; student enrollment and average class size; faculty members and their degree qualifications.

Swanson's study revealed that although most institutions offered only one course in business writing, between 250 and 300 colleges and universities throughout the country offered one or more. He found very little change in the variety and number of offerings during the five-year period between the surveys. He found a noticeable trend in business

department sponsorship of the course—the courses were to be found twice as frequently in the business departments as in the English departments. The amount of credit given for the course generally corresponded to the number of class meetings per week. Business Correspondence was the most frequent course title given, although there were almost sixty different titles used. Swanson found that about two-thirds of the courses were actually business letter writing, and that report writing made up about 10 per cent of the sample. Although the business writing courses were not acceptable generally as meeting requirements for English majors, they were sometimes required for business majors.

In 1953, Gerfen studied the status and trends in the business report writing course in relation to the administrative criteria of four-year colleges and universities. He found that in 38.7 per cent of the institutions separate courses in report writing were offered.

The department of business or the college generally administered the courses. More than 90 per cent of the colleges reported a course or courses in business writing.

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Forty per cent offered two or more courses in report writing, and the number of courses offered per institution varied from one to five. During the period of the survey from 1948 to 1953, the number of students enrolled in these courses tripled. The course usually carried three hours of credit, and was one quarter or one semester in length. It was required of some or all students enrolled in business programs in two-thirds of the colleges offering separate courses in business report writing. Gerfen reported two trends as a result of his study: (1) the placing of the course in secretarial science departments or in departments of business education, and (2) the creation of autonomous business writing departments. The investigator found that the usual prerequisites for the course were completion of business letter writing, junior standing, and the completion of freshman composition.

In 1959, Brown of Tulane made a study of the business communications program at the University.¹ This was prompted in large part by the impact of Sputnik which caused education for the scientific world as well as the business world to be analyzed and evaluated. As a result of his observation,

Brown concluded that the communications course should train and develop students for the future rather than concentrate simply on the present, because one day they would be management—some top management, some mid-management, some production management—five, ten, twenty years hence. He believed the communications course needed to center around the end result; i.e., to help the student solve effectively his communications problems. A general course evolved which emphasized basic skills and abilities and provided a foundation for any communicating situation. The overall framework provided a model. The general areas, as listed by Brown, included the following: (1) analyzing problems and planning; (2) gathering facts, using sources of business information; (3) organizing and outlining; (4) analyzing material; (5) building goodwill and proper tone; (6) developing psychological aspects of style; (7) using elements of salesmanship; (8) creating interest; (9) motivating action; (10) and writing and revising.¹

Brown's objectives are still appropriate. They were: to help the student think creatively, analytically, and critically; to develop skill in outlining, organizing, and expressing ideas; and to present factual material professionally and with a management viewpoint.²

¹Ibid., p. 79.
²Ibid., p. 79.
In 1961, Clark studied the basic issues in business communication in an effort to establish guides in determining the strengths and weaknesses of the collegiate program as offered in a recognized four-year college or university. Clark made the following recommendations from the study:

1. that the evaluative criteria derived from the findings be used as guides in the evaluation of business writing programs on the collegiate level,
2. that other sources of information be consulted in the evaluation of collegiate business writing programs and that standard practices also be considered,
3. that further research be completed to determine the amount of emphasis to be placed on the various areas in the business letter and report writing units, and
4. that similar studies be completed every ten years in order that business writing programs might keep pace with modern needs and philosophy.

In 1961, Karl Murphy studied the extent of business writing instruction, and the department responsible for the instruction in 950 colleges and universities across the

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2 Ibid., p. 84.
country. He collected data from the chairmen of English departments in liberal arts colleges, women's colleges, and even seminaries. He received 713 replies. Of these, 525 replies indicated that they offered instruction in business writing. Sixty-five per cent indicated they offered business writing outside the English department—as a rule in the Business Administration Department. Murphy made two significant conclusions from the survey:

Business writing instruction has a firm place in the modern collegiate curriculum. Over half of our colleges and universities . . . think this study worthy of inclusion in their offerings.

The English department plays a more prominent part in this instruction than many of us have supposed.2

In 1962, Lord reported a survey that had been established by the ABWA Board of Directors to determine the status of business writing courses offered in colleges and universities throughout the United States.3


2Ibid., p. 8.

Lord discovered that in many cases students were required to do too little work; that sections were overcrowded—which possibly accounted for the lack of required assignments—and that some courses were being passed off as business writing courses that actually were typing and transcription courses. Lord did find on the positive side, however, that there was considerable agreement nationwide on course standardization and teaching load, and that approximately one-half of our U.S. colleges and universities offered one or more business writing courses. By actual count, Lord did find that:

. . . in the 254 schools offering one or more business writing courses, there were 262 letter courses, 82 report writing courses, and 22 other kinds of courses—such as sales writing courses. . . .

. . . that approximately 70 per cent of the letters' courses gave three hours credit; that in 44 per cent of the schools, sophomore standing was required; and that 70 per cent of all courses have 20 plus students per section, and almost a fourth show over 30 students per section.¹

In assessing the location of the business writing courses department-wise, Lord discovered that "... the typical letters or reports' course is offered in the business

¹Ibid., p. 17.
administration curriculum, though in approximately a fifth of the schools—forty-one—it was offered in the English department.1

Lord's compilation of data on "in-class" and "out-of-class" assignments in written composition revealed that:

... sixty per cent of the courses required 15 or more outside class assignments during the semester's work, but that roughly a sixth required fewer than 10 assignments outside class.2

Lord's survey in 1962 revealed that the majority of colleges and universities were in step with the ABWA statement of record of 1952 which stipulated:

... that report writing classes should be held as closely as possible to a maximum of 18 students per section; that for letters' courses, sections should range beyond the 20-22 load, and that for every hour's credit given for the course, a minimum of ten assignments be required of each student.3

In December, 1962, Harder reported the experimental research that he conducted to determine if a "letter writing" or "basic communications" approach is more effective in helping students improve their writing abilities.4 The researcher

1Ibid., p. 17.
2Ibid., p. 18.
3Ibid., p. 21.
4Virgil E. Harder, "Teaching Methodology: Is a 'Letter Writing' or 'Basic Communications' Teaching Approach More Effective in Helping Students Improve Their Writing Abilities?", The ABWA Bulletin, XXVII (December, 1962), pp. 11-16.
recommended a "mix"—which produces the most proficient writers—in order to establish a measuring instrument. Harder's "mix" consisted of: "... vocabulary building, grammar, communication theory, learning theory, decision making, problem solving, general semantics, and logic."¹

Such a "mix" is, of course, only a beginning, and from a practical standpoint, the improvement was too slight in certain categories to be meaningful. The author concluded that:

. . . writing skills cannot be improved until definite goals are set and reliable test methods are available.

Harder believed intuitively that:

. . . the more guided writing students do, the more their writing abilities improve . . . they must be guided in their writing; their writing must be evaluated; and they must be apprised of the evaluation.²

In 1962, Bonner reported his survey of 360 large business firms to determine preferences in the business community for selected factors used in the presentation of research reports.³ This study was conducted to establish guidelines

¹Ibid., p. 15.

²Ibid., p. 16.

and principles for instruction in the college report writing
course so that students might be better prepared to handle
such responsibilities on the job.

The survey led Bonner to conclude that:

... students should not expect style manuals
to be available on the job, and would stand to
benefit from having a reference manual available,
containing generally preferred styles, but there
is no strict formula that is appropriate to all.

... some elements and styles are common to a
high percentage of reports, which reports are
less formal than previously.

... that both executives and instructors are
in agreement on a preference for a simplified
format as this makes reports easier to read. ¹

The researcher prepared a style manual for use in a
college report writing course as a result of this study,
which was presented in partial fulfillment of the require­
ments for the degree Doctor of Philosophy, Ohio State
University, 1961.

In 1962, Murphy and Peck reported a study of the
content and trends of basic college business writing courses
in 223 colleges and universities.² The purpose was to deter­
mine the types of letter writing assignments and subject

¹Ibid., p. 22.

²Herta A. Murphy and Charles E. Peck, "Content and
Trends of Basic College Business Writing Courses that Include
Business Letter Writing," The ABWA Bulletin, XXVII (October,
1962), pp. 11-33.
matter, and to determine the extent of changes in credit hours and/or content since the unfavorable report of Gordon and Howell in 1959.

Murphy and Peck's study revealed that slightly more than half of the colleges and universities offer the combination course—letters and reports—than the separate letter writing course. The data compiled indicated that about three-fourths of the participating colleges enroll under 1,000 students each, and generally prefer the combination course to the separate letter-writing course. They found that in the combination course a greater portion of total class and assignment time was devoted to letters than reports. They also found that among the schools enrolling over 1,000 students, preference was given to the separate course.¹

Murphy and Peck's study further revealed that more than half of the schools require all business majors to take a basic course in business writing that includes the teaching of letter writing; that an additional 31 per cent of the schools require this course of certain business majors; and that 14 per cent of the schools offer the course only as an elective. This basic course was generally taught in the Business Administration Department.²

¹Ibid., p. 11.
²Ibid., p. 11.
Murphy and Peck's study of letter assignments revealed that the number of letters that students wrote outside and in class ranged from one to more than fifty. Of these, the majority wrote between 20-39 letters regardless of size of class. However, among those writing fewer than 20 and more than 39, the researchers found a noticeable relationship to size of class. In general, the smaller the class, the larger the number of letters that students were required to write; and the larger the class, the fewer the letters students were required to write.¹

In assessing the types of letters that students wrote, the investigators discovered that those letters written most frequently were: application, sales, data sheet, refusing adjustment, refusing request, routine, claim, special favor request, granting adjustment, and refusing credit. Of the types of letters that students wrote, those least often written were: acceptance of job offer, letter of congratulations, acknowledgment of routine order, refusal of job offer, letter of recommendation, acknowledgment of order, reviving unused charge account, condolence, resignation, and personnel refusal to applicants.²

¹Ibid., p. 11.
²Ibid., p. 12.
As far as other classroom and assignment coverage was concerned, the researchers found that the greatest emphasis was placed on the qualities and principles of good letters, problem solving, organization and planning steps—including outlining, writing effective sentences and paragraphs—and examples of good and poor current business letters. The least emphasis was placed on form letters, on costs of business letters, designs and trends in letterheads, readability studies—language levels, retyping letters for good placement, dictation to machines and/or to stenographers, movies and/or filmstrips, outside speakers—during class.¹

In conclusion, Murphy and Peck's study revealed that the recent and contemplated changes in the business communications field did not reflect the unfavorable criticism of the 1959 Gordon and Howell report, but on the contrary—where the course requirement status had been changed—it was changed from an elective status to a required status. More than 75 per cent of the schools planned no change in credit or content after the 1962 school year.²

¹Ibid.
²Ibid., p. 13.
In 1963, Weeks, writing in the ABWA Bulletin, described in considerable detail innovations in the teaching of business writing.¹ His list of new developments included the use of interdisciplinary approaches, cooperative courses, graduate courses, the use of case studies as supplementary instructional material, the initiation of honors courses, structured programs in technical writing, experiments in programmed learning, enrichment through the assignment of oral reports of business novels—including works of fiction as well as nonfiction; the introduction of "gaming" and "game theory"; and the proliferation of short and long business reports. This last suggestion by Weeks—in 1963—has since emerged as a dynamic and powerful trend in the business writing field; in fact, it is the leader.

Weeks also advocated serious study and analysis of the possible programs in the "... new state universities in Florida, California, and Illinois; and especially in the new community colleges and technical institutes."² He belabored this viewpoint at considerable length, insisting "... someone is needed to see that these new institutions start out

²Ibid., p. 16.
with the best possible programs in business writing and technical writing. Maybe that can be our mission."¹

This report by Weeks provided the blueprint and the guidelines that have been followed by many authorities in the business writing field during the last decade.

In 1965, Keithley, Schmidt, and Shedlin reported the results of a three-year experiment at the University of California at Los Angeles in managerial education on the undergraduate level.² The program was entitled "Integrated Management of the Business Functions." It dealt with management principles and their application. It provided for a block of time and a total of 24 units of credit. It was an experimental teaching procedure designed to teach key concepts, and develop skills and attitudes required of the modern business executive. Integration was enhanced by treating written and oral communications as the most essential daily activities of the management team.³

¹Ibid.


³Ibid., p. 8.
The experiment was planned to develop the student's ability to work effectively with others and through others, which naturally highlights and emphasizes the importance of effective communications skills. These skills, properly developed, equip the student to conceptualize broadly, analyze situations, solve problems, plan and organize. The experiment provided proof that effective management on all three levels—top, middle, and production—depends for success on effective communications skills.

Weeks was not alone in predicting innovations and change, however. Huffman and Leahy, writing in the National Business Education Year Book in 1965, listed three major developments that had recently occurred which they believed would profoundly affect the business communications courses. They reported:

... the first is the emergence of a new body of subject matter known as data communications; the second, new discoveries by linguists about the orderliness of the English language; and the third, a new teaching tool—the programmed text.¹

Huffman's explanation of the "tool"—programmed instruction—in the 1964 National Business Education Year Book

—provides in detail the nine advantages to the teacher and the six advantages that accrue to the student.\footnote{Huffman, "Programmed Instruction in Business Education," Recent and Projected Developments Affecting Business Education, 1964 NBEA Yearbook (Washington: National Business Education Association, 1964), pp. 73-94.}

Huffman and Leahy's text, presented in 1968, is an outgrowth of the need in the business communications area discovered through their research and study. Programmed College English provides in programmed format:

. . . structures of effective thought, expression and the techniques for adapting these sentence patterns to achieve specific special effects in both oral and written communication.\footnote{Harry Huffman and Syrell Rogovin Leahy, Programmed College English (New York: McGraw-Hill Book Company, 1968), Preface.}

In 1964, Pinkerton and Hay studied this area also to determine the feasibility of using programmed instruction in the teaching of business communications to 250 junior students in the College of Business Administration at the University of Arkansas. The study indicated that the:

. . . classes using programmed instruction achieved significantly higher test scores (.01) than the classes in the control group.

The programmed class of each instructor achieved:

. . . significantly higher test scores (.01) than his control class. The programmed classes had scores 25 per cent higher than the control classes.\footnote{James E. Pinkerton and Robert D. Hay, "Programmed Instruction in Business Communication Courses?", The Journal of Business Communication, I (March, 1964), pp. 19-23.}
Generally, the students were favorably disposed toward programmed instruction; and all things considered, the instructors favored programmed instruction, even though they had to adjust to a new role as teacher.

The authors predicted that "... in five to ten years the traditional text will be changed to programmed texts or supplemented by programs..."¹

In April, 1967, Lesikar reported on the initiation of a closed circuit TV program at Louisiana State University in business communications, which he considered an effective teaching approach.² He has maintained the personal, individualized instruction construct which insures more successful learning through the use of laboratory assistants. These proctors compensate somewhat for the lack of "live" personal contact between the lecturer and the student, and to a certain degree, for the lack of in-class feedback.³

This experiment was initiated as a result of increased enrollment, crowded facilities, and a lack of qualified and experienced personnel. Lesikar considers the closed circuit,

¹Ibid., p. 22.
³Ibid., p. 13.
business communications TV program a challenge and a solution; it provides very satisfactory coordination of assignments, grading, and coverage. He's convinced these factors neutralize the disadvantages inherent in such an approach.

Another article, this one by Aurner entitled, "Communications Impact: Power Source for Decision Makers," describes the use of audio-visual equipment in the teaching of business communications. He recommends the use of the opaque projector and the overhead projector for the evaluation and discussion of samples of students' writing. He explains a project in dictation with the use of the voice writing machine, and recommends the use of the closed circuit TV as an effective means of instruction. Aurner points out the importance of audio-visual communication thus:

... will dominate educational method over the next 35 years... This process of man-talking-to-machine and machine-replying-to-man—a process known as demand machine interphase—is already an accomplished reality.

Undoubtedly the use of Ampex equipment provides an excellent means for students to critique individual oral presentations or, group panel discussion meetings, or

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1Ibid., p. 14.

confrontations. Class evaluation provides insights into such abstractions as directness, persuasiveness, organization, brevity, conciseness, conversational style, the use of the "you viewpoint," finesse, problem analysis, clarity, tact, conviction, courtesy, strategy, and a host of other essential communication factors. Unquestionably the use of audio-visual equipment is an excellent means of implementing instruction in business communications in the classroom. At the same time, it provides valuable experience in the use of such equipment and prepares the student for its use in the business community where it's considered an important adjunct to communication flow.

In 1968, Thompson made a study of the practices and procedures employed in the evaluation of written assignments, which area is considered crucial in the business communications course.1

In order that students may achieve their goals, which of course include the ability to write effective communications, a large number of written assignments must be required, and all must be evaluated, and evaluated properly. This

requires that the "... teacher correct and/or explain errors in the mechanics and principles...".1

Thompson criticized the "oral evaluation" procedure, whereby:

... students are selected at random to read their written assignments aloud for class discussion and teacher critique.2

The writer labels this device a "dodge" to avoid paper grading, insisting that it teaches poor business manners, and discourages the student, because "... time limitations restrict the random oral method to a few letters each day...".3 Consequently, the student is not likely to put forth maximum effort if there is a better than even chance that his work will go unnoticed. At the same time, such a method is unfair because:

the student may be deprived of corrections that he needs; he may be penalized for errors later that were not pointed out or explained. Also, the teacher may get a false impression of the student's real ability, as random selection may produce only the better papers or the particularly poor papers.4

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1Ibid., p. 327.
2Ibid., p. 328.
3Ibid., p. 327.
4Ibid.
The writer presents a practical alternative in the form of an objective grading device, which he considers a successful solution:

... can be adapted to individual or class analysis of problem areas... It consists of an evaluation sheet containing comments about frequent errors, which errors are 'keyed' to text where explanation is to be found.\footnote{1}

In 1968, Ronald L. Smith experimented with the development of an undergraduate course in interpersonal communications theory.\footnote{2} He established the following objectives: (1) to help the student appreciate the importance of interpersonal and organizational communication, (2) to help him understand the different types of communications behavior, and (3) to assist him thereby in becoming a more effective communicator.

In order to accomplish the above objectives, Smith provided the student with the following:

1. A theoretical framework within which he could analyze communication behavior

2. Experience in analyzing communication in small groups—the family and the work groups

\footnote{1}{\textit{Ibid.}, p. 328.}

\footnote{2}{Ronald L. Smith, "Developing an Undergraduate Course in Interpersonal Communication Theory," \textit{Journal of Business Communication}, V (Spring, 1968), pp. 19-26.}
3. The initial stimulus necessary to keep abreast of major research findings

4. The impetus to apply them to everyday communication situations

Smith established the following course content as appropriate material to meet student needs:

1. Emphasis on the process of communication

2. Study of theoretical approaches, including the linguistic, the clinical, group dynamics, human relations, organization theory, and general semantics.

Smith recommended the theoretical approach as effective and as challenging and the format as a means of accomplishing the goals and the objectives of a sound business communications program. He concluded that:

... the study of interpersonal communication is truly an interdisciplinary activity, and the communication teacher, by focusing on communication behavior, can bring together the many and complex contributions of various disciplines into a meaningful undergraduate course.

Several other recent publications in the communications area, which emphasize the need for creativity and innovation in the teaching of business communications warrant inclusion here, despite the fact that all the authors of these publications are teaching on the university level.

1Ibid., p. 23.
2Ibid., p. 24.
Lawrence's publication in the Delta Pi Epsilon Journal entitled "Innovations in Teaching Business Communications," is a description of innovative learning activities in which the facilities and equipment used include a large business communications classroom-laboratory with twenty-four listening stations, an Ampex audio-video console, a multiple lens camera, tape recorders, and TV monitor sets. According to the author, the purpose of the course is:

> to handle speaking-listening, writing and reading activities in which the student is challenged to identify with his boss, his competition, his supplier, his customer, his subordinates, his peers. . . .

This approach overcomes student frustration with traditional lecture verbiage, and according to the author, the students literally "come alive" with this procedure which emphasizes:

> the cooperative interaction of class members with the instructor and with each other; in which the students learn to perform the analysis, fact-finding, and solution of realistic problems, and report them in acceptable written and oral report form.

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2Ibid., p. 10.
In 1970, Little studied the "case method" and recommended its use in teaching business communications.\(^1\)

The classic problem-solving model, used at the Harvard Business School, consists of the following procedures:

1. Statement of the problem
2. Statement of the pertinent facts
3. Statement of alternative courses of action
4. Statement of the advantages and disadvantages of the alternatives
5. Evaluation of advantages and disadvantages
6. Selection of the best alternative\(^2\)

This approach places the emphasis where it belongs, i.e., on the development of problem-solving skill, organizational skill, skill in interpersonal relationships, and communication. The case method assures "... the analytical and managerial-clinical approach is the solution."\(^3\) The writer advocates its use, and


\(^2\)Ibid., p. 32.

\(^3\)Ibid.
recommends its implementation as a means of developing effective communications ability, through emphasis on the decision-making process.

In the fall of 1970, Cox conducted a survey of selected universities to determine to what extent the communications ability of students was being tested and developed at the undergraduate level. The communications ability—broadly defined—included reading, writing, speaking, and listening.

The ultimate aim of this study was to assemble or devise a reliable test or battery of tests of the four aspects of communications defined above, and geared to the interests of business students and employees in business occupations. The primary purpose of testing with such an instrument was to identify weaknesses of students or employees in business occupations. Once identified, weaknesses should be easier to correct. Proof that the weaknesses do exist is a good first step toward motivating the student or employee to improve his skill.

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Some very significant factors were gleaned from this survey, including the realization that schools which test students' communications abilities upon entrance are more likely to measure again—usually indirectly—prior to graduation. Schools which do not test upon entrance appear satisfied that students already have, or gain during their college years, sufficient skill in communicating. Very few of them report that communications ability is tested in any way upon graduation. Lack of confidence in the accuracy of present testing instruments and difficulty of administration of tests may account for this finding. This possibility is reinforced by the finding that schools which do not test express the greatest amount of dissatisfaction with the present practices. The greatest amount of satisfaction with present practices in testing was expressed by schools which test directly. This finding seems to indicate that imperfect as present tests are, their use results in greater satisfaction than the use of no tests at all. Whether satisfaction is justified, even when it exists, is not known.¹

¹Ibid., p. 16.
Most schools which test students either directly or indirectly upon entrance to the institution, or to the division, also offer a separate course, or courses, in communications. The testing may provide the evidence that a separate course is needed. The survey also indicated that schools that test as a requisite for graduation also tend to offer a separate course—or courses—in communications. Again, the evidence of need may be the reason for the offering.\(^1\)

This study indicated that those schools which offer separate courses believe by about two to one that writing is the students' most serious weakness. It also indicated that probably writing—and to a lesser degree speaking—are stressed in the separate courses in communications offered. However, schools which do not offer separate courses also consider writing the most serious weakness of students; these schools consider poor listening and poor reading almost as serious a weakness.

\(^1\text{Ibid.}, \text{p. 19.}\)
In 1971, Ross experimented with a group of students to find an effective way to teach communications from a goal-oriented basis without alienating students toward the task of writing. He sought to determine why students enroll in business communications courses only when they are required to do so, and not because they wish to improve their abilities to communicate. These circumstances prevail in spite of the fact that students' abilities are not adequate for the requirements of most of today's employers. The question naturally arises therefore, why don't students want to improve a greatly needed ability that will affect their progress for the rest of their lives? Ross assumed that inasmuch as (1) they have not learned how to communicate adequately, they find additional work in this area both difficult and trying; and (2) much of their instruction in the past has been in a negative form; therefore, they have developed a dislike for the study of communications. They prefer to avoid it, rather than to try to improve their own abilities.

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2. Ibid., p. 6.
As a result of his experiment, Ross established a dual thesis, as follows: (1) if individuals can communicate effectively, they will enjoy communicating; and (2) with experience comes continued improvement.¹

This study was based on two unrelated innovations; namely, the Language-Experience Approach to reading and writing and Management by Objectives. The major learning activities of this experimental course, which received the highest rank by the students, were as follows: (1) Rewriting exercises after a critique of the first draft, (2) critiquing exercises in small groups of student peers, (3) writing the first draft of the exercise, and (4) individual conferences with one's instructor on a regularly scheduled basis.²

Ross pointed out that all of the above factors tended to accentuate the importance of immediate feedback, and its significant contribution to learning. The results of the experiment suggested that students can learn to enjoy writing; in fact, when there is a critique of their efforts by their peers with immediate feedback, they soon learn to appreciate the ultimate objective of their writing efforts.³

¹Ibid., p. 9.
²Ibid., p. 12.
³Ibid., p. 15.
In 1971, Bullard conducted a thorough study of the current trends in the teaching of business communications in colleges that hold membership in the AACSB.\textsuperscript{1} It was prompted by the criticism leveled at business writing courses by the Gordon and Howell report. The confusion about the means and ends, the strengths, and weaknesses and the measures required to effect change pointed up the need for research and evaluation. Bullard's study examined the administrative characteristics, the objectives, materials, and course content, and made the following recommendations:

1. Research should be done to establish . . . a rationale for course titles, course objectives, course content, student evaluation, areas in which the course should be a part of the core requirements, and criteria for the selection of supplementary materials for business communication courses, and

2. Deans, department heads, and business communication teachers should use the findings from this study to aid in the design of new courses in business communication, and in the revision of business communication courses already in existence.\textsuperscript{2}


\textsuperscript{2}\textit{Ibid.}, pp. 109-10.
Swenson, writing in *The Balance Sheet* believes that the course in Business Communications should consist of "more than just writing business letters, memos, reports, resumes and letters of application." He believes that it can be structured to develop:

interpersonal communication expertise through the use of simulation, role playing, and group presentations.\(^1\)

These activities include many types of oral presentations as well as the writing of sales letters; and according to the author, they provide a realistic approach to the requirements of the business community.

Another recent article in this area by Hall is entitled "What's in a course in Business Communications?" The author emphasizes the need for a knowledge of personal psychology, and the development of a degree of self-understanding. He describes the goal of the course thus:

To help the student develop an awareness of how others perceive him, and how his actions and reactions can affect others.\(^2\)

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Hall recommends the use of the video-tape machine, "whereby the student can learn to critique his own performance and accept criticism gracefully via the video tape."

Naturally, this type of learning can provide experiences in interaction analysis and interpersonal communication through the use of video tapes involving confrontation situations, and panel or group discussions.

The above research was a presentation of the viewpoints of the authorities in the business communications area on the collegiate level. It involved reports and discussions of the philosophy, goals and objectives, course content, methodology, teaching procedures, innovations, instructional media, and educational devices; i.e., an overview of the administrative criteria and the philosophical dimension of the business communications courses in the four-year colleges and universities.
Review of the Businessmen's Views About the Business Communications Course

This research consists of a presentation of the viewpoints of businessmen about the skills they recall using most frequently, the obvious needs and complaints that exist, and the skills and knowledges they recommend that prospective employees be taught. The majority of these studies have been made by business communications instructors on the collegiate level. The research is presented in chronological order.

In 1961, Simonds studied 240 executives to determine the skills they recalled using most frequently. A few of the most unusual findings were these:

... business letter writing, human relations, and personnel management were the most extensively used. In the next bracket were English composition, principles of accounting, organization and administrative theory, work simplification, public speaking, public relations, and general psychology.1

Simonds also checked the skills that the executives recalled using most frequently after classifying the executives in groups according to the type of position held. He found:

... the top four or five courses were strong in most groups, with a few marked exceptions. The four courses most frequently used by the 23 presidents and 17 personnel managers were the same as in the total summary: Business Letter Writing, Human Relations, English Composition, and Personnel Management.¹

The presidents followed those with Organization, Administrative Theory and Cost Accounting, while the personnel managers listed Work Simplification, Accounting Principles, and Administrative Theory.

Among the twenty plant and production managers and superintendents, the top four courses again ranked highest, except that they were joined by Production and Production Control.

The business writing courses maintained their position among the top four courses with the finance executives, the safety directors, and the marketing executives. In fact, the "... only group that did not accord the writing skills a prominent place in this study was the engineering group."²

¹Ibid., p. 16.
²Ibid., p. 17.
This study simply sought to determine what was being used by the businessmen, not what skills or knowledges should be used, or why something was or was not used. The chief values of such a survey are:

(1) it should lead people to seek facts of usage, rather than to rely on generalizations drawn from very few isolated instances, and

(2) it should force those prescribing specific kinds of training to clarify the purposes of each.1

In 1966, White studied the communication needs of the business community, and concluded that if management really wants good writing, a proper environment must be provided.2 Management needs to be actively concerned to find out: (1) what its role should be, and (2) who is truly responsible for the poor writing in business and government today.

In order to achieve good results, writing requires a favorable environment, as "... the best talent with the best training is at the mercy of the direction received, and the other conditions under which it works."3

A great increase in writing in business and government has been thrust upon managers who have had little or no

1Ibid., p. 18.


3Ibid.
training for the role thrust upon them, and in which they have little interest. The writer proposes the addition of a course by business to teach managers how to get better writing from their personnel. Management needs to play an active role; the problem must be approached in a manner of cooperation and willingness between the curriculum planners, instructors, and executives. At the same time, such a joint effort will "... establish business communications in its rightful role in the business curriculum because it is doing its job and satisfying the needs."¹

In 1966, Watson, writing in Monograph C-14, reported that,

... the one area of educational deficiency which is very quickly noted, and on which all businessmen agree, is that of written communication. ...²

In all but very small businesses—run entirely on a personal basis—written communications is a significant element; the business world literally runs on such written communications.

... although there is a preponderance of evidence to support the premise that businessmen desperately need good communicative skills, the colleges and

¹Ibid.

universities still continue to graduate students who lack these communication skills.\textsuperscript{1}

Watson concludes that a critical examination should be made of the curriculum, course content, and teaching methodology; and that this should be followed by a thorough study and analysis of the specific needs of students, so that the current impasse might be overcome.

In 1967, Voyles studied the needs of businessmen and presented them to the business communications teachers as guidelines for preparing students to meet these needs.\textsuperscript{2} She reported that:

Businessmen want employees with a reasonably good command of the English language—both in spoken and written English as it is commonly used in business.

\ldots businessmen would like letters \ldots to be clear, concise, and complete.

\ldots businessmen would like employees who can write communications that are carefully organized \ldots Businessmen are disturbed by letters \ldots lack tact; \ldots indicate lack of knowledge of psychology. \ldots Businessmen want employees who are enthusiastic about the writing \ldots they must do.\ldots

\ldots want employees with knowledge of how to set up reports \ldots to write directives—to justify, to recommend, or initiate changes.\ldots

\textsuperscript{1}Ibid.

Employees are needed who can write under pressure. Businessmen want employees who can express their ideas in writing. . . .

Businessmen want employees who can spell . . . . who can proofread. . . .

Businessmen expect quality material written by. . . .1

In 1968, Lesikar studied businessmen and the business community to determine the importance of developing a high degree of communicative skill before students graduate. He found that:

. . . Between 40 and 60 per cent of the work time spent in a typical manufacturing plant involves some phase of communication; that top executives spend between 75 per cent to 95 per cent of their time in this activity; that those on the mid-management level spend approximately one-half their time in such activity.2

Referring to the fact that there has recently been a great increase in the number of post-secondary institutions on the educational scene, and that this increase is expected to continue, Lesikar emphasizes the fact that:

. . . as community college students will seek mid-management level positions, we must provide adequate communication skills for them. . . .3

1Ibid., p. 179.


3Ibid., p. 5.
In the fall of 1968, Cox reported a study of the opinions of 112 business managers relative to communication problems. More than half of the businessmen were on the mid-management level, with the rest of the group about equally divided between top management and lower level management. Cox found:

... All but nine of the 112 businessmen interviewed said business communications (oral and written) caused trouble for them. Seventy-five managers (88 per cent) ranked communication—either first or second—as a source of trouble.

Cox reported the businessmen's recommendation thus:

... At least one course in business communication is necessary at the undergraduate level.

Cox had this to say about the need to make similar surveys in different localities, and repeat them from time to time in order to remain current in outlook from the student's point of view:

... Except for cultural deviations, basic principles of good communication remain the same throughout the country and perhaps vary little throughout the world. The opinions of businessmen and of students about the amount and quality of communication ability

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2 Ibid., p. 10.

3 Ibid., p. 11.
needed in business may vary, however, from locality to locality as it is dependent on the educational level of the community and the abilities of the labor force. . . .1
Cox had this to say about the need for such surveys from the businessmen's point of view:

. . . Anything that is such a universal source of problems as communication deserves the continuous attention and support of top management. Communication improvement is the same kind of program as cost reduction; it must go on constantly. . . . No one becomes a perfect communicator, but the very process of trying to improve, develops an awareness which helps prevent breakdowns.2
Cox found this to be true from the teacher's point of view:

If the teacher is responsible for all training in communication, some attention should be given to oral communication capability. . . . All aspects of communication are important: reading, writing, speaking, listening and the role of interference.3

In 1969, Sears, managing partner of Sears and Company of San Francisco, studied the qualifications and prerequisites essential to success in the business world on the management level. He outlined the skills and knowledges which he found were absolutely vital thus:

. . . (1) the ability to plan, (2) the ability to organize, (3) the ability to make decisions,

1Ibid.
2Ibid., p. 12.
3Ibid., pp. 11-12.
(4) the ability to control actions, and (5) the ability to communicate these ideas to others effectively—which is the most important ability on the list. 

In 1970, Roy and MacNeill reported a survey of the requisites for success in the accounting profession. The survey revealed the overwhelming importance of written and oral English. Proficiency in the area ranked in the first place in the composite ranking of all groups of respondents, and at the same time, it ranked no lower than seventh by 50 per cent of the respondents in each group. No other subject area was ranked with this degree of concurrence.

Roy and MacNeill's study also revealed that:

CPA candidates who cannot write the English language with brevity, conciseness, and lucidity—which characteristics epitomize the reports made by CPA's to their clients—will be found unsatisfactory and denied admission to the profession for sufficiently poor written expression.

In 1971, Bennett, writing in the *Journal of Business Communication*, reported that the editors of the *Harvard Business Review* conducted an extensive study to determine the educational background that future business leaders need.

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3Ibid.
Seventy-two per cent of those interviewed believed that report writing was the best training for effectiveness in business.¹

Bennett also reported that in a survey by Simonds of 240 business leaders to determine what skill(s) they used most frequently that "... overwhelmingly, the choice was skill in communication, written and oral."² Simonds also stated that "the top six courses used most often—and chosen from a list of sixty-four college courses—were communications courses."³ In fact, communications skills were generally found to be the most highly desired qualities of business administration graduates.

Bennett also reported the survey made by the General Electric Company in 1961, which consisted of a poll of 14,000 of its employees, all of whom were college graduates.⁴


³Ibid.

survey, "What I think of my Higher Education," asked them to identify what college courses were proving most valuable in their present responsibilities. The most common reply from both technical and non-technical personnel was "English." Among the engineers, mathematics ranked first and English second.

Bennett also reported a survey of fifty-eight California-based corporations that were among Fortune's 500 largest U.S. industrial corporations, and revealed that 66 per cent of the respondents indicated that "... effective communication skills had played the major part in their advancement to an executive position on the management level in their company."1 One interviewee stated: "... we think it is highly desirable that a course in business communications be in all business curricula. One of the greatest weaknesses we see in the college graduates that come to us is the limitation in their ability to communicate both orally and in writing. Our supervisors find it necessary to devote considerable time and effort to training men in these skills."2

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1Ibid.
2Ibid.
Bennett's poll of the respondents in the above research provided the following list of the course content that they believed should receive strong emphasis in the business communications course:

<table>
<thead>
<tr>
<th>Element of Content</th>
<th>% of Respondents Indicating Strong Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communications</td>
<td>60</td>
</tr>
<tr>
<td>Report Writing</td>
<td>57</td>
</tr>
<tr>
<td>Letter Writing</td>
<td>43</td>
</tr>
<tr>
<td>Memo Writing</td>
<td>43</td>
</tr>
<tr>
<td>Communication Theory</td>
<td>34</td>
</tr>
<tr>
<td>Grammatical Usage</td>
<td>31</td>
</tr>
</tbody>
</table>

The respondents believed that the informal report should receive stronger emphasis than the analytical report. The most important letter to include, according to the executives, was the sales letter. Oral and written communications are "... of vital importance to business executives and neither should be neglected; all business communications media—the oral presentation, the memo, the informational and analytical report and the letter are used by almost every executive."

Bennett made the following recommendations, based on the above conclusions:

1. All business administration students should be offered a course or courses in business communications.

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1Ibid.
2Ibid., p. 11.
2. These courses should emphasize both oral and written communication.

3. The written communications should place strongest emphasis on report writing, letter writing, and memo writing—in that order.

4. Minor emphasis should be given to communication theory and grammatical usage.1

According to one respondent—and it was typical of others—

... many of our employees come to us from college with the inability to express themselves logically, to communicate effectively with others. This ability becomes particularly important as one enters management and advances ... to managerial responsibilities. It has been defined as a skill of management. More than this, it is a tool of management, and it is essential to every other management skill ... a sound understanding of good English usage and business communications ..., is of fundamental importance. We find a ... serious weakness in technical report writing and ... . There is an appalling lack of basic preparation in written expression in recent graduates, almost regardless of which school they attended.2

Summary

In Chapter II, a review of the research and literature related to the present investigation has been presented. Although the quantity of research on the business communications program in the post-secondary school is very limited,

1Ibid., p. 12.
2Ibid., p. 13.
some of the research on the four-year college and university level is applicable. This scarcity simply enunciates the real need for the present study in this area.

A detailed explanation of the procedures used in developing the study is presented in Chapter III.
CHAPTER III

METHOD AND PROCEDURES

The purpose of this chapter is to describe the method and procedures employed in this study. The chapter is divided into five sections, including (1) the introduction; (2) the selection of the population; (3) the development of instruments; (4) the data collection procedures; and (5) the interpretation of the data.

Introduction

The investigation employed the descriptive-survey method of research. This method is most appropriate for this study, as it provides a forward-looking approach to the solution of educational problems. It achieves this by informing us where we are in a particular educational framework, by recommending the next steps by way of progress, and by suggesting the methods of reaching the goal of an improved instructional program.
According to Good, the purposes of descriptive-survey investigations are:

1. To secure evidence concerning an existing situation or current condition

2. To identify standards or norms with which to compare present conditions, in order to plan the next step

3. To determine how to make the next step (having determined where we are and where we wish to go).  

According to Whitney, one meaning of survey is:

... an organized attempt to analyze, interpret, and report the present status of a social institution, group, or area. It deals with a cross-section of the present, of duration sufficient for examination—that is, present time, not the present moment. Its purpose is to get groups of classified, generalized, and interpreted data for the guidance of practice in the immediate future.

The research procedure is classified as descriptive inasmuch as:

... the problem may be surveyed, tested out, and described interpretatively in terms of all obtainable facts about it and in particular with reference to norms.

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3 Ibid., pp. 154-60.
Although the descriptive survey method is occasionally criticized as superficial and not worthy of recognition as a research approach to important problems, Good states that:

... descriptive studies provide essential knowledge about the nature of objects, events, and persons; and descriptive survey specialists have devised many tools and techniques for gathering evidence, including standard tests and norms, score cards and rating scales, questionnaires, inventories and schedules and public opinion polls.¹

Good further states that descriptive studies achieve trustworthy and credible results through such procedures as induction, analysis, classification, enumeration, and measurement, and are especially helpful when survey studies are repeated annually or at other intervals.²

There is a dearth of literature about the business communications program in the community college and technical institute. There has been much research and considerable literature written, however, about the business communications program in the four-year college and university. Some of this research is applicable, and provides valuable insights for the solution of problems. Some of it suggests innovations and creative ideas for the improvement of instruction. Some of

² Ibid., p. 193.
it provides for the enrichment of content, the use of effective instructional media, and the implementation of goals and objectives. As was indicated previously, however, the research that has been conducted has been primarily concerned with the business communications program in the four-year college and university, and although there are some similarities, the goals of these institutions are fundamentally different. The course in business communications offered in the collegiate schools of business is designed to prepare top management employees, whereas the course in the community colleges and technical institutes is generally geared to the preparation of mid-management employees. This significant difference makes it impossible to identify standards with which to compare the programs; however, it is possible to contrast the data of the groups surveyed in the study for patterns of agreement, standardization, and disagreement.

The recent growth and increase in enrollments in community colleges and technical institutes throughout the State of Ohio and the country in general, with emphasis on career programs and vocational preparation, plus the serious lack of research on the business communications program in these institutions, warrants study and investigation, and justifies this research.
Selection of the Population

The City of Cleveland and the State of Ohio were chosen as the locations in which to conduct the study. The participants were selected from two separate and distinct social institutions—education and business. Education was selected to represent training for employment, and business was chosen to represent employment.

The choice of the participants from education and business is outlined below in order to fully explain the procedures employed in the selection of the participants.

Representatives from Education

The representatives of the social institution of education were selected as follows:

1. A current list of the chief executives in each of Ohio community colleges and technical institutes was secured from Mr. Robert Balthaser, Ohio's Assistant Director of Business and Office Education. A copy of this list appears in Appendix A.

2. Each of the chief executives of Ohio community colleges and technical institutes received a letter describing the study, and were invited to participate. A copy of this letter appears in Appendix C. They were requested to submit the names of the following educators.
a. The department chairman responsible for the business communications program in their institution.

b. The names of the teachers of business communications, including those currently teaching the courses, and those who taught them previously.

3. A letter of invitation was sent to each of the department chairmen of the twenty-three Ohio community colleges and technical institutes inviting the department chairmen to participate in a State-wide research study of their business communications program. The program to be investigated and studied was that program concerned with the development and application of written and oral business communications skills, i.e., language skills. A copy of this letter of invitation appears in Appendix C.

4. A letter of invitation was forwarded to each of the instructors of business communications inviting them to participate in a State-wide research study of business communications. This letter was forwarded to those instructors currently teaching the business communications courses, and to those who had taught them previously. A copy of this letter of invitation to the instructors appears in Appendix C.
Representatives from Business

A letter was forwarded to Mr. George L. Rafter, Jr., Vice President of the Cleveland Chapter of the Administrative Management Society, inviting the Chapter to participate in the study of business communications. The objective was to determine the perceptions of selected employers relative to the business communication skills that they believed were necessary for success on the mid-management level of employment. A copy of this letter appears in Appendix C.

Development of Instruments

A questionnaire was designed to determine the perceptions of the department chairmen of the business communications programs in Ohio community colleges and technical institutes. This questionnaire was structured to gather data relative to the organizational criteria of the business communications program as currently offered. A copy of this questionnaire appears in Appendix C.

A questionnaire was designed to determine the perceptions of the business communications teachers in Ohio community colleges and technical institutes relative to course objectives, course content, course methodology, evaluation procedures, educational materials and supplies, audio-visual
equipment and facilities, instructors educational philosophy, background, and qualifications. A copy of this questionnaire appears in Appendix E.

The names of knowledgeable leaders and authors in the business communications field were solicited from McGraw-Hill Publishing Company, South-Western Publishing Company, Irwin Publishing Company, and Prentice Hall to act as a Jury of Experts to critique the questionnaires before their submission to the business communications department chairmen and instructors. A letter requesting the names of knowledgeable individuals was sent to each of the publishing companies indicated above. A copy of that letter appears in Appendix C.

The questionnaires were submitted to the Jury of Experts. They were revised according to their recommendations.

A third questionnaire was designed to determine the perceptions of selected employers in terms of the business communications skills that they believed were necessary for success on the mid-management level of employment.

A Jury of Authorities, comprised of outstanding business leaders and experts from top-level management circles, was established to critique the questionnaire before its submission to the members of the Cleveland Chapter of the Administrative Management Society. A list of the names and
the business affiliation of each member of the Jury of Authorities appears in Appendix C. The questionnaire was revised according to their recommendations. A copy of this questionnaire appears in Appendix F.

Data Collection Procedures

The questionnaire, designed to gather data relative to the organizational criteria of the business communications program as currently offered in Ohio community colleges and technical institutes, was mailed to the department chairman of each Ohio community college and technical institute—including the three campuses of Cuyahoga Community College—resulting in a total of twenty-three institutions.

A follow-up procedure via the telephone and U.S. mail resulted in a 100 per cent return of the questionnaires from the chairmen.

The questionnaire, designed to determine the perceptions of the business communications teachers was mailed to each instructor currently teaching the business communications courses; it was also sent to those who had taught them previously—although not presently teaching them—which resulted in a total of fifty.
A follow-up procedure via the telephone resulted in a 100 per cent return of the questionnaires from the instructors of the business communications programs of Ohio community colleges and technical institutes.

The questionnaire, designed to determine the perceptions of selected employers relative to the business communications skills that they believed were essential for success on the mid-management level, was executed by the members present at the April, 1973, meeting of the Cleveland Chapter of the Administrative Management Society.

A follow-up procedure via the telephone and U.S. mail resulted in the return of a total of forty questionnaires.

**Interpretation of Data**

The data were subjected to analysis, tabulations, and summarizations for use in the analytical phase of the presentation of the material. Tables were prepared to facilitate interpretation of the information.
CHAPTER IV

PRESENTATION OF DATA

The data obtained from the three groups of participants are presented in this chapter. The three groups include: the chairman of the department responsible for the business communications program in Ohio community colleges and technical institutes, the instructors of business communications in Ohio community colleges and technical institutes, and the members of Cleveland's Chapter of the Administrative Management Society.

Three questionnaires were designed to gather the data for this study. The first questionnaire (see Appendix D) was planned to collect data from the department chairmen relative to the organizational pattern of the business communications program in each of the twenty-three Ohio community colleges and technical institutes. A primary device employed in this first questionnaire to gather the data was the multiple-choice type of question. The second questionnaire (see Appendix E) was designed to determine certain quantitative data on the perceptions of the business
communications teachers relative to the business communications course, and the teacher's professional background.
The third questionnaire (see Appendix F) was designed to determine the perceptions of the businessmen relative to the communications skills, knowledges, and competencies which they believed were essential for success on the mid-management level in the business community.

PART I
QUALITATIVE DATA ON STATUS OF BUSINESS COMMUNICATIONS COURSE(S) IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES BY DEPARTMENT CHAIRMEN

Tables were prepared to facilitate the interpretation and analysis of the data. The data on the first questionnaire were obtained from the department chairman, the person administratively responsible for the communications program in Ohio community colleges and technical institutes (see Appendix D for a copy of questionnaire).

Course Titles

The department chairmen were asked to check the exact title(s) of the course(s) which offer specific instruction in business letter and report writing. Their responses are summarized in Table 1. It indicates that more than one-half
of the community colleges and technical institutes use the title "Business Communications" to identify that course which provides instruction in business letter and report writing. Although several of the other titles listed in the table have frequently been used in past years in colleges and universities, "Business Communications" seems to have gained wide acceptance as a course title, and also as a text title at the present time. See Table 15, page 103.

### TABLE 1

**TITLES OF COURSES THAT PROVIDE INSTRUCTION IN BUSINESS LETTER AND REPORT WRITING IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Frequency Reported</th>
<th>Per Cent&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Communications</td>
<td>12</td>
<td>52</td>
</tr>
<tr>
<td>Business Correspondence</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Business English</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Communications</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Business Letter Writing</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Communicative Skills</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>23</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<sup>a</sup>Percentages have been rounded to the nearest whole number.
Supplementary Course Titles

The respondents were asked to check the exact title(s) of the other courses in business communications offered in their institutions. Their responses are summarized in Table 2, which indicates that all but one (a no-response answer) of the Ohio community colleges and technical institutes offered at least one course—in addition to a business communications course—in the communications area. The most frequently identified title for this course was "Technical Report Writing." When the number of institutions offering a "Technical Report Writing" course is added to those offering a "Technical Writing" course, the data show that over 60 per cent of the institutions provide instruction in some form of technical report-writing in addition to a business communications course. There is one other significant factor in Table 2. Four institutions—or 18 per cent of the total—list a course entitled "Oral Communications." Textbooks with such a title are being introduced for the first time to the communications' market. These data could indicate the beginning of a trend.
### TABLE 2

**TITLES OF COURSES IN THE BUSINESS COMMUNICATIONS AREA OFFERED IN ADDITION TO THE COURSE IDENTIFIED IN TABLE 1 BY OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES**

<table>
<thead>
<tr>
<th>Other Courses in Business Communications Area</th>
<th>Frequency Reported</th>
<th>Per Cent&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Report Writing</td>
<td>12</td>
<td>52</td>
</tr>
<tr>
<td>Oral Communications</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Technical Writing</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Administrative Communications</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Business English</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Research Communication</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Technical Communications</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>99</strong></td>
</tr>
</tbody>
</table>

<sup>a</sup>Percentages have been rounded to the nearest whole number.

**Subject Matter Emphasis**

The data presented in Table 3 show that most (70%) of the business communications courses in Ohio community colleges and technical institutes are not restricted to letter writing and report writing. Seventy per cent of the institutions in the study provide instruction in "Other
subject matter" as well as letter writing and report writing. A description of the "Other subject matter" is presented in Table 4.

**TABLE 3**

SUBJECT MATTER IN BUSINESS COMMUNICATIONS COURSE IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Frequency Reported</th>
<th>Per Cent&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business letters, reports, and other subject matter</td>
<td>16</td>
<td>70</td>
</tr>
<tr>
<td>Mainly restricted to business letters and reports</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>Course devoted only to business letters</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup>Percentages have been rounded to the nearest whole number.

**Supplementary Fields of Study**

An examination of the data summarized in Table 4 and listed under "Other Subject Matter" indicates that a grammar review and business English are included as part of the communications course. Four respondents indicated that they used a standardized English test to determine this need at the beginning of the term, and used the results as a guide in structuring their communications course.
### TABLE 4

"OTHER SUBJECT MATTER" IN "COMBINATION" COMMUNICATIONS COURSE IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>&quot;Other Subject Matter&quot;</th>
<th>Frequency Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Review—Business English</td>
<td>12</td>
</tr>
<tr>
<td>General Composition</td>
<td>8</td>
</tr>
<tr>
<td>Conferences</td>
<td>6</td>
</tr>
<tr>
<td>Dictation Practice</td>
<td>3</td>
</tr>
<tr>
<td>Oral Reports</td>
<td>3</td>
</tr>
<tr>
<td>Reading and Listening</td>
<td>1</td>
</tr>
<tr>
<td>Abstracts</td>
<td>1</td>
</tr>
<tr>
<td>Secretarial Practice</td>
<td>1</td>
</tr>
</tbody>
</table>

An examination of the remaining data in Table 4 indicates that 18 per cent of the group includes dictation practice and/or oral reports in the course.

**Letter Writing and Report Writing Emphasis**

Table 5 provides data that show the major emphasis in the course is the development of expertise in letter writing, but report writing is considered an important area of concern; and approximately one third emphasize the development of competency in this area.
TABLE 5

LETTER WRITING EMPHASIS AND REPORT WRITING EMPHASIS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Percentage of Class Time Devoted To</th>
<th>Frequency Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Writing</td>
<td>Report Writing</td>
</tr>
<tr>
<td>0 - 20%</td>
<td>80 - 100%</td>
</tr>
<tr>
<td>21 - 40%</td>
<td>60 - 79%</td>
</tr>
<tr>
<td>41 - 60%</td>
<td>40 - 59%</td>
</tr>
<tr>
<td>61 - 80%</td>
<td>20 - 39%</td>
</tr>
<tr>
<td>81 - 100%</td>
<td>0 - 19%</td>
</tr>
<tr>
<td>No Response</td>
<td>No Response</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^a\)Percentages have been rounded to the nearest whole number.

Course Placement

Table 6 provides data showing that in more than half of the community colleges and technical institutes of Ohio, the business course is on the freshman level, while 45 per cent defer this course until the sophomore year. Obviously, there is no uniformity as to year placement of the course.
TABLE 6

PLACEMENT LEVEL OF THE BUSINESS COMMUNICATIONS COURSE IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Placement Level</th>
<th>Frequency Reported</th>
<th>Per Cent&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>13</td>
<td>56</td>
</tr>
<tr>
<td>Sophomore</td>
<td>10</td>
<td>44</td>
</tr>
</tbody>
</table>

<sup>a</sup>Percentages have been rounded to the nearest whole number.

Class Length

The department chairmen were asked to indicate the length of the business communications class meeting. Their responses are presented in Table 7, which show that in over 90 per cent of Ohio community colleges and technical institutes, the business communications class period is fifty minutes in length. One institution reported a 150-minute session, which is a "weekend" Saturday class session; and one a 90-minute session, which is one class meeting of a two-class evening program.
TABLE 7

LENGTH OF CLASS MEETINGS OF BUSINESS COMMUNICATIONS COURSE IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Length Class Meeting (Minutes)</th>
<th>Frequency Reported</th>
<th>Per Centa</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>21</td>
<td>91</td>
</tr>
<tr>
<td>Other</td>
<td>2b</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

aPercentages have been rounded to the nearest whole number.

b"Other"—One weekend session of 150 minutes in length; one a 90-minute session which is one class meeting of a two-class evening program.

School Term—Quarter, Semester

Number of Class Meetings

An examination of the data in Table 8 shows that all of the twenty-three community colleges and technical institutes of Ohio are presently on the quarter system of instruction. The number of class meetings per quarter for the business communications course, however, varies among the institutions. Nine per cent have a range of between 11-22 class meetings per quarter; 65 per cent have between 30 and 35 class sessions per quarter; and 22 per cent report a range of between 48 and 60 class sessions per quarter. These data are shown in Table 8.
TABLE 8

TOTAL NUMBER OF CLASS MEETINGS FOR THE BUSINESS COMMUNICATIONS COURSE PER QUARTER IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES.

<table>
<thead>
<tr>
<th>Class Meetings Per Semester</th>
<th>Class Meetings Per Quarter</th>
<th>Frequency Reported</th>
<th>Per Centa</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>11-22 meetings</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>30-35 meetings</td>
<td>15</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>48-60 meetings</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>No Response</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>23</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

aPercentages have been rounded to the nearest whole number.

Considering the fact that in most institutions the length of the class period is the same (see Table 7), and the number of class meetings per quarter range from a low of eleven to a high of sixty, it is obvious that some schools devote more than three times as much in-class time to instruction in this area as do other schools.

Average Class Enrollment

The respondents were asked to report the average class enrollment per section in business communications. Their responses are summarized in Table 9, which indicates that the average class enrollment ranges from 20 to 24
students. Fifteen of the community colleges and technical institutes—or 66 per cent—report such class size. The largest class size reported was 30 to 34 students. The smallest was between 10 and 14.

TABLE 9

DEPARTMENT CHAIRMEN IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES REPORT AVERAGE CLASS ENROLLMENT IN BUSINESS COMMUNICATIONS

<table>
<thead>
<tr>
<th>Average Class Enrollment</th>
<th>Frequency Reported</th>
<th>Per Centa</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 - 14</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>15 - 19</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>20 - 24</td>
<td>15</td>
<td>66</td>
</tr>
<tr>
<td>25 - 29</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>30 - 34</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Over 34</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

aPercentages have been rounded to the nearest whole number.

Average Yearly Enrollment

The total yearly enrollment in business communications courses ranged from 110 to 125 in the 23 institutions. The total annual enrollment in the business communications
course in all 23 institutions was 2500. An examination of Table 10 shows that more than 30 per cent of the department chairmen of Ohio community colleges and technical institutes report that the average yearly enrollment is between 51 and 100 students, and that about two-fifths of the group report enrollments ranging from 101-215 students yearly.

TABLE 10

AVERAGE YEARLY ENROLLMENT IN BUSINESS COMMUNICATIONS COURSES IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Average Yearly Enrollment</th>
<th>Frequency Reported</th>
<th>Per Cent&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 50</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>51 - 100</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>101 - 215</td>
<td>10</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

<sup>a</sup>Percentages have been rounded to the nearest whole number.

In the absence, however, of data as to the total freshmen and sophomore enrollments in each institution, these data have little interpretive value.
College Credit Earned—Quarter, Semester

The department chairman were requested to check the amount of college credit (quarter/semester) given for the business communications course. The data are summarized in Table 11, and show that the course carries three quarter hours of college credit in nineteen (83 per cent) of the twenty-three Ohio community colleges and technical institutes.

**TABLE 11**

<table>
<thead>
<tr>
<th>Quarter Hours Credit</th>
<th>Frequency Reported</th>
<th>Per Cent</th>
<th>Semester Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>83</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

To interpret these data, the reader should refer to Tables 7 and 8, which show that the number of minutes of class instruction per quarter in the course vary widely, yet there is near uniformity of quarter hours of credit.
Course Prerequisites

An examination of Table 12 shows that 22 per cent of Ohio community colleges and technical institutes have established an English prerequisite of 3 - 6 quarter credit hours for enrollment in the business communications course; that another 22 per cent have established an English Composition prerequisite of 3 - 6 quarter credit hours; and another 22 per cent have established a typewriting prerequisite of six quarter credit hours, as Table 12 shows. In only five (22 per cent) institutions is the course offered without a prerequisite.

TABLE 12

PREREQUISITES FOR ENROLLMENT IN BUSINESS COMMUNICATIONS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>Frequency Reported</th>
<th>Per Cent</th>
<th>Quarter Hours Credit Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>22</td>
<td>3 - 6 hours</td>
</tr>
<tr>
<td>English Composition</td>
<td>5</td>
<td>22</td>
<td>3 - 6 hours</td>
</tr>
<tr>
<td>Typewriting</td>
<td>5</td>
<td>22</td>
<td>6 hours</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>3</td>
<td>12</td>
<td>3 hours</td>
</tr>
<tr>
<td>No prerequisites</td>
<td>5</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Percentages have been rounded to the nearest whole number.*
The respondents were requested to indicate the exact title of the division or department in which the business communications course is located. Their responses are presented in Table 13, which shows that in 22 per cent of Ohio community colleges and technical institutes, the business communications course is located in the Business Administration Department; that in another 22 per cent of the institutions, the business communications course is located in the Office Administration Department; and that in another 22 per cent of the institutions, it is located in the Secretarial Science Department. While there is no uniformity as to the department in which the business communications course is offered, the data do show that in most of the schools (18 schools—78 per cent) the course is offered in some area of business. An interesting fact is that in only two schools is the course offered by the English Department. The implications of this fact, however, cannot be fully realized as it is not known in how many of the twenty-three institutions surveyed a separate English Department is maintained.
### TABLE 13

**DEPARTMENTAL LOCATION OF BUSINESS COMMUNICATIONS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES**

<table>
<thead>
<tr>
<th>Departmental Location</th>
<th>Frequency Reported</th>
<th>Per Cent&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration Department</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Office Administration Department</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Secretarial Science Department</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Business Education</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Accounting</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Business and Office Administration</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Commerce</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>General Studies</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>99</strong></td>
</tr>
</tbody>
</table>

<sup>a</sup>Percentages have been rounded to the nearest whole number.

**Major Areas Offered—Business Communications Required**

The major business areas offered in Ohio community colleges and technical institutes, and the frequency with which those areas require enrollment in business communications are presented in Table 14.
TABLE 14

MAJOR AREAS OFFERED AND FREQUENCY OF REQUIRED ENROLLMENT IN BUSINESS COMMUNICATIONS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Major Area</th>
<th>Frequency Reported</th>
<th>Per Centa</th>
<th>Frequency Reported</th>
<th>Per Centa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>21</td>
<td>91</td>
<td>18</td>
<td>86</td>
</tr>
<tr>
<td>Management</td>
<td>20</td>
<td>87</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>16</td>
<td>70</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Marketing</td>
<td>11</td>
<td>48</td>
<td>11</td>
<td>100</td>
</tr>
<tr>
<td>Business Administration</td>
<td>9</td>
<td>39</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Office Administration</td>
<td>6</td>
<td>26</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
<td>9</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Business Education</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Commerce</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

aPercentages have been rounded to the nearest whole number.
Accounting is a major area in 91 per cent of the community colleges and technical institutes, and business communications is a required course in the accounting major in 86 per cent of those institutions. Management also is a commonly offered business major—being offered in 87 per cent of the institutions—and business communications is required in all these institutions. In fact, Table 14 shows that, with the exception of the accounting major, business communications is a required course in each business major, and even in the accounting major, it is required in 18 of the 21 institutions.

**Basic Text—Business Communications**

The department chairmen were requested to check the basic text used in their business communications course, and the data obtained are presented in Table 15. It indicates that there is no uniformity in the basic text used in business communications in Ohio community colleges and technical institutes. Himstreet and Baty's text, which is used in six institutions, is actually the only text used in more than two institutions.
<table>
<thead>
<tr>
<th>Basic Text</th>
<th>Frequency Reported</th>
<th>Per Centa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Himstreet and Baty, Business Communications: Principles and Methods, Wadsworth.</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>Shurter, Written Communication in Business, McGraw-Hill.</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Menning and Wilkinson, Communicating Through Letters and Reports, Irwin.</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Stewart, Lanham, Zimmer, College English and Communication, McGraw-Hill.</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Aurner and Wolf, Effective Communication in Business, South-Western Publishing Co.</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Brown, Communicating Facts and Ideas in Business, Prentice Hall.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Damerst, Resourceful Business Communication, Harcourt-Brace and World.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Devlin, Business Communication, Irwin.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Howard and Gill, Modern Business Communications, Canfield Press.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Hunsinger and Clark, Modern Business Correspondence, McGraw-Hill.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Lamb and Hughes, Business Letters, Memorandums, and Reports, Harper &amp; Rowe.</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
TABLE 15—Continued

<table>
<thead>
<tr>
<th>Basic Text</th>
<th>Frequency Reported</th>
<th>Per Cent&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robertson and Walker, Practical Business Correspondence,</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>South-Western Publishing Co.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shaw, Handbook of English,</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>McGraw-Hill.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thomas and Howard, Contact: A Textbook in Applied Communication,</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Prentice Hall.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>97</strong></td>
</tr>
</tbody>
</table>

<sup>a</sup>Percentages have been rounded to the nearest whole number.

PART II

QUALITATIVE AND QUANTITATIVE DATA ON BUSINESS COMMUNICATIONS COURSE(S) IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES AS PROVIDED BY COURSE INSTRUCTORS

The next facet of the study involved the structuring and execution of the questionnaire to the business communications instructors to determine their perceptions of course objectives, course content, course methodology, evaluation procedures, educational materials and supplies, audio-visual
equipment and facilities, and the instructor's philosophy, educational background and qualifications.

A letter was mailed to the chief executive of each of the community colleges and technical institutes in Ohio requesting the name and address of each instructor currently teaching the business communications course, and those who had taught them previously although not presently teaching them. A list of fifty names and addresses was compiled. A copy of this letter appears in Appendix C.

Through the remainder of this section, the term "communications instructor" or "business communications instructor" will be used to identify not only those currently fulfilling the role of instructor in the course, but also those who have previously taught the course.

A copy of the questionnaire for each communications instructor was mailed to the department chairman with a cover letter requesting the department chairman's cooperation in the completion and return of the questionnaires. A copy of the questionnaire and cover letter appear in Appendix E.
A hundred per cent return was achieved as a result of the mailing and telephone follow-up. A copy of the follow-up letter appears in Appendix B. The primary devices employed in this second questionnaire to gather the data were rating scales and multiple-choice questions. The rating scale which was used to indicate the degree of importance assigned to the data was: "maximum importance," weighted as "4"; "moderate importance," weighted as "3"; "minor importance," weighted as "2"; "minimum importance," as "1"; and "no"importance," as zero.

Tables were prepared to facilitate the interpretation and analysis of the data, which data were provided by the instructors of business communications—as participants—responsible for the instruction in the communications program in Ohio community colleges and technical institutes.

Course Objectives—Goals

The business communications instructors in Ohio community colleges and technical institutes were asked to indicate their opinion of the degree of importance assigned to various course objectives. The responses received are presented in Table 16. The total weighted importance is indicated in the last column of Table 16, which shows that
the instructors regard the ability to write effective business communications as the most important goal of the course. Next, they consider an understanding of communication principles, an understanding of the importance of effective communications skills, and the development of confidence in such skills of almost the same overall significance and importance. These are followed closely by the need for supervision of the writing of letters and reports, with a weighted importance of 158.

The development of critical judgment, problem-solving, and good basic English skills are all lumped into approximately the same category of weighted importance by the instructors, but they are not assigned the same degree of importance as the preceding course objectives. The development of effective oral communications skills was rated as having maximum significance by only five of the fifty instructors who completed the questionnaire.
<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Maximum Importance</th>
<th>Moderate Importance</th>
<th>Minor Importance</th>
<th>Minimum Importance</th>
<th>No Importance</th>
<th>Total Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
</tr>
<tr>
<td>To develop the ability to write effective business communications</td>
<td>44</td>
<td>176</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>To develop understanding of communication principles</td>
<td>36</td>
<td>144</td>
<td>6</td>
<td>18</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>To develop understanding of importance of effective communications skills in business</td>
<td>31</td>
<td>124</td>
<td>13</td>
<td>39</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>To develop confidence in communications skills</td>
<td>29</td>
<td>116</td>
<td>11</td>
<td>33</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>To supervise the writing of letters and reports</td>
<td>30</td>
<td>120</td>
<td>7</td>
<td>21</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Course Objective</td>
<td>Maximum Importance</td>
<td>Moderate Importance</td>
<td>Minor Importance</td>
<td>Minimum Importance</td>
<td>No Importance</td>
<td>Total Weighted Score</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>--------------------</td>
<td>---------------------</td>
<td>------------------</td>
<td>-------------------</td>
<td>-------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
</tr>
<tr>
<td>To develop critical judgment</td>
<td>27</td>
<td>108</td>
<td>11</td>
<td>33</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>To develop problem-solving approaches to communications problems</td>
<td>20</td>
<td>80</td>
<td>19</td>
<td>57</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>To review, develop English skills; mechanics</td>
<td>17</td>
<td>68</td>
<td>15</td>
<td>45</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>To teach business report writing</td>
<td>15</td>
<td>60</td>
<td>12</td>
<td>36</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>To develop effective oral communications skills</td>
<td>5</td>
<td>20</td>
<td>7</td>
<td>21</td>
<td>16</td>
<td>32</td>
</tr>
</tbody>
</table>

The rating scale which was used to indicate the degree of importance assigned to the different course objectives was: "maximum" weighted as "4"; "moderate" weighted as "3"; "minor" weighted as "2"; "minimum weighted as "1"; and "no" as "zero."
Major Function

The respondents were requested to indicate what they considered to be the major function of their business communications course. The data obtained are presented in Table 17. It shows that 58 per cent believe the major function is to develop and apply communications skills in the writing of effective business communications; 36 per cent preferred a combination course—one that included the development of communications skills in writing effective business communications and a review of English fundamentals and mechanics.

TABLE 17

MAJOR FUNCTION OF THEIR BUSINESS COMMUNICATIONS COURSE AS REPORTED BY INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Major Function</th>
<th>Frequency Reported</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop and apply communications skills in writing effective business communications</td>
<td>29</td>
<td>58</td>
</tr>
<tr>
<td>To review and develop English fundamentals and mechanics of writing business communications</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Combination of the above</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Other</td>
<td>2⁄</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*a"Other"—To develop an awareness and competence in oral communications, and in dealing with all communication art forms.
Course Content—Theoretical Emphasis

The business communications instructors were requested to indicate the emphasis they assign to various subject areas in business communications. The responses received are presented in Table 18. The rating scale used to indicate the degree of emphasis assigned to different subject matter was:

"Comprehensive," weighted as "4", which included lecture, discussion, visual aid and audio presentations, demonstration, student reading assignments, and written and oral assignments.

"Brief," weighted as "2", which included lecture and outside reading assignments;

"No emphasis" weighted as "0", which meant that such subject matter was not included in the business communications course.

Table 18 presents data to indicate the business communications instructors' opinion of the subject matter emphasis on theory. The majority of the instructors reported that the "C's" of effective communication, the habits of orderly thinking, grammatical correctness, communication theory, and problem-solving procedures
should receive "comprehensive" emphasis. On the other hand, only 40 per cent indicated that English fundamentals should receive "comprehensive" emphasis—which is less than half—and in fact is characteristic of the reaction of the instructors to the remaining items, as Table 18 clearly shows. In other words, less than one-half of the instructors believe that word usage, psychological concepts, vocabulary development, syllabication, punctuation, trends in modes of expression, semantics, spelling, outlining, and timed, impromptu writing should be accorded "comprehensive" emphasis.
<table>
<thead>
<tr>
<th>Theoretical Subject Matter</th>
<th>Comprehensive Emphasis</th>
<th>Brief Emphasis</th>
<th>No Emphasis</th>
<th>Total Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
<td>No. of</td>
<td>Weighted Score</td>
</tr>
<tr>
<td>&quot;C's&quot; of Effective Communication</td>
<td>34</td>
<td>136</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Habits of Orderly Thinking</td>
<td>33</td>
<td>132</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Grammatical Correctness</td>
<td>28</td>
<td>112</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Communication Theory</td>
<td>27</td>
<td>108</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Problem-solving Procedures</td>
<td>26</td>
<td>104</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Word Usage</td>
<td>21</td>
<td>84</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>English Fundamentals</td>
<td>20</td>
<td>80</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>Psychological Concepts</td>
<td>20</td>
<td>80</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>Vocabulary Development</td>
<td>20</td>
<td>80</td>
<td>23</td>
<td>46</td>
</tr>
</tbody>
</table>
TABLE 18—Continued

<table>
<thead>
<tr>
<th>Theoretical Subject Matter</th>
<th>Comprehensive Emphasis</th>
<th>Brief Emphasis</th>
<th>No Emphasis</th>
<th>Total Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
</tr>
<tr>
<td>Syllabication</td>
<td>18</td>
<td>72</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>Punctuation</td>
<td>17</td>
<td>68</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Trends in Modes of Expression</td>
<td>17</td>
<td>68</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>Semantics</td>
<td>14</td>
<td>56</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Spelling</td>
<td>13</td>
<td>52</td>
<td>27</td>
<td>54</td>
</tr>
<tr>
<td>Outlining as a Framework</td>
<td>9</td>
<td>36</td>
<td>26</td>
<td>52</td>
</tr>
<tr>
<td>Timed Impromptu Writing</td>
<td>7</td>
<td>28</td>
<td>19</td>
<td>38</td>
</tr>
</tbody>
</table>

The rating scale used to indicate the degree of emphasis assigned to different subject matter was: "comprehensive" weighted as "4", "brief" weighted as "2", and "no emphasis" as "zero".
Course Content—Emphasis on Business Letter Writing Skills

The data presented in Table 19 indicates the business communications instructors' opinion of the emphasis they place on business letter writing skills in the business communications course. A significant majority of the instructors—well over half—believed that all three skills were absolutely essential, and should receive "comprehensive" emphasis. The development of applied writing skills, however, was accorded the greatest weighted significance.

Table 19
THE EMPHASIS ON BUSINESS LETTER WRITING IN THE BUSINESS COMMUNICATIONS COURSE AS REPORTED BY THE INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Business Letter Writing Skills</th>
<th>Comprehensive Emphasis</th>
<th>Brief Emphasis</th>
<th>No Emphasis</th>
<th>Total Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
</tr>
<tr>
<td>Developing Applied Letter Writing Skills</td>
<td>43</td>
<td>172</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Developing Writing Techniques</td>
<td>41</td>
<td>164</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Planning Representative Letter Types</td>
<td>37</td>
<td>148</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

The rating scale used to indicate the degree of emphasis assigned to different subject matter skills was: "comprehensive" weighted as "4"; "brief" weighted as "2"; and "no emphasis" as "zero."
Course Content—Oral Communications

An important part of this study was to obtain an indication of the emphasis placed on oral communications by the business communications instructors in Ohio community colleges and technical institutes. This question was asked and the responses received are presented in Table 20. An examination of this data shows that less than a quarter of the instructors assign "comprehensive emphasis" to the development of oral listening techniques, and oral solutions to business problems; in fact, only 10 per cent assign "comprehensive emphasis" to oral dictation skills, oral discussion meetings, or oral sales presentations.
### TABLE 20

**EMPHASIS ON ORAL COMMUNICATIONS SKILLS IN BUSINESS COMMUNICATIONS COURSES AS REPORTED BY INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES**

<table>
<thead>
<tr>
<th>Oral Communications Skills</th>
<th>Comprehensive Emphasis</th>
<th>Brief Emphasis</th>
<th>No Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Listening Techniques-Procedures</td>
<td>10</td>
<td>40</td>
<td>22</td>
</tr>
<tr>
<td>Solutions to Business Problems (oral)</td>
<td>11</td>
<td>44</td>
<td>12</td>
</tr>
<tr>
<td>Dictation Skills (extemporaneous)</td>
<td>5</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Oral Reports-Discussion Meetings</td>
<td>5</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>Business Management Fiction Reports</td>
<td>8</td>
<td>32</td>
<td>6</td>
</tr>
<tr>
<td>Sales Presentations (oral)</td>
<td>5</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>Dictation Equipment-Use-Techniques</td>
<td>3</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

The rating scale used to indicate the degree of emphasis assigned to different oral communications skills was: "comprehensive emphasis" weighted "4"; "brief emphasis" weighted "2"; and "no emphasis" weighted "zero."
Course Content—
Business Report Writing

A vital part of this study was to obtain an indication of the emphasis placed on business report writing by the business communications instructors in Ohio community colleges and technical institutes. This question was asked and the replies received are presented in Table 21. The data shows that "comprehensive emphasis" was assigned by a majority of the instructors questioned to report writing—format—style, also to formal and informal reports, and memo reports; whereas the letter report, the compilation and analysis of data and graphic aids, were considered less significant and accorded only "brief emphasis." In many cases, these last items were excluded from the course entirely, as Table 21 clearly shows.
TABLE 21

EMPHASIS ON BUSINESS REPORT WRITING IN BUSINESS COMMUNICATIONS COURSES AS REPORTED BY INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Business Report Writing Skills</th>
<th>Comprehensive Emphasis</th>
<th>Brief Emphasis</th>
<th>No Emphasis</th>
<th>Total Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
</tr>
<tr>
<td>Report Writing—format—style</td>
<td>31</td>
<td>124</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Formal Report—informal report</td>
<td>29</td>
<td>116</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Memo Report</td>
<td>27</td>
<td>108</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Letter Report</td>
<td>23</td>
<td>92</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>Compilation—data—analysis</td>
<td>19</td>
<td>76</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Graphic Aids</td>
<td>11</td>
<td>44</td>
<td>20</td>
<td>40</td>
</tr>
</tbody>
</table>

The rating scale used to indicate the degree of emphasis assigned to different business report writing skills was: "comprehensive emphasis" weighted "4"; "brief emphasis" weighted "2"; and "no emphasis" weighted "zero."
The respondents were asked to check the number of written assignments that they require their students to prepare in class and out of class in order to get a picture of the total written assignments—in and out of class.

The data has been presented in such a manner that one can tell the relationships that exist between the number of in-class assignments required and the number of out-of-class assignments required. It is quite evident that the bulk of the respondents, as reported in Table 22, require between two to three times as many out-of-class assignments as in-class assignments.

The reader is cautioned that these data are limited in their scope. In the absence of data as to the length of each in-class or out-of-class assignment, it is not possible to use these data as a measure of the amount of student assignment work required.
### TABLE 22

**REQUIRED WRITTEN ASSIGNMENTS IN AND OUTSIDE THE BUSINESS COMMUNICATIONS CLASS AS REPORTED BY INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES**

<table>
<thead>
<tr>
<th>Number of Assignments Prepared</th>
<th>Frequency Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In-Class</strong></td>
<td><strong>Out-of-Class</strong></td>
</tr>
<tr>
<td>Under 3</td>
<td>3 - 5</td>
</tr>
<tr>
<td></td>
<td>6 - 10</td>
</tr>
<tr>
<td>3 - 5</td>
<td>Under 3</td>
</tr>
<tr>
<td></td>
<td>3 - 5</td>
</tr>
<tr>
<td></td>
<td>6 - 10</td>
</tr>
<tr>
<td></td>
<td>11 - 15</td>
</tr>
<tr>
<td></td>
<td>16 - 20</td>
</tr>
<tr>
<td></td>
<td>25 - 30</td>
</tr>
<tr>
<td>6 - 10</td>
<td>Under 3</td>
</tr>
<tr>
<td></td>
<td>6 - 10</td>
</tr>
<tr>
<td></td>
<td>11 - 15</td>
</tr>
<tr>
<td></td>
<td>16 - 20</td>
</tr>
<tr>
<td></td>
<td>21 - 25</td>
</tr>
<tr>
<td></td>
<td>25 - 30</td>
</tr>
<tr>
<td></td>
<td>36 - 40</td>
</tr>
<tr>
<td>11 - 15</td>
<td>6 - 10</td>
</tr>
<tr>
<td></td>
<td>16 - 20</td>
</tr>
<tr>
<td></td>
<td>21 - 25</td>
</tr>
<tr>
<td>16 - 20</td>
<td>6 - 10</td>
</tr>
<tr>
<td>21 - 25</td>
<td>36 - 40</td>
</tr>
<tr>
<td><strong>No Response</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>
Weekly Class Contact Periods

The respondents were asked to indicate the number of weekly class contact periods in the teaching load of instructors who teach one or more classes in business communications. Their responses are summarized in Table 23. The data shows that 58 per cent of the instructors—which was the largest group—reported a range from 15 to 20 weekly class contact periods. Considering that the typical college teaching load is between 15 and 20 class contact hours, the findings show that most of the business communications instructors who responded to the question are full-time instructors. No explanation can be given as to why 32 per cent of the respondents failed to reply to the question. There is the possibility, however, that they are part-time instructors and none of the possible responses in the question met their situation. This possibility is further supported by the data given in Table 35, page 152.
TABLE 23

NUMBER OF WEEKLY CLASS CONTACT PERIODS IN AVERAGE TEACHING LOAD AS REPORTED BY INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Class Contact Periods</th>
<th>Frequency Reported</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 - 9 periods</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10 - 14 periods</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>15 - 20 periods</td>
<td>29</td>
<td>58</td>
</tr>
<tr>
<td>No Response</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Average Weekly Paper-Grading Time

The business communications instructors were requested to check the average number of hours spent per week grading assignments. Their responses are summarized in Table 24. The data shows that the largest group of business communications instructors—28 per cent—spend between 10-14 hours weekly grading papers. The next largest group—actually 26 per cent of the total—spent between 5 and 9 hours weekly grading papers. These two groups together represent more than one-half of the entire group; in fact, they represent 54 per cent, as Table 24 clearly shows.
TABLE 24

AVERAGE NUMBER OF HOURS SPENT WEEKLY IN PAPER GRADING AS REPORTED BY BUSINESS COMMUNICATIONS INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Hours Spent in Grading Assignments</th>
<th>Frequency Reported</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 4</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>5 - 9</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>10 - 14</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>15 - 19</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>20 - 25</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>3&lt;sup&gt;a&lt;/sup&gt;</td>
<td>6</td>
</tr>
</tbody>
</table>

<sup>a</sup>"Other"—represents three members of the group of instructors who indicated that they do not grade assignment papers.

Course Methodology

An important part of this study was to secure the business communications instructors' assessment of the emphasis accorded the various approaches employed in the teaching of business communications in Ohio community colleges and technical institutes. The rating scale used to indicate the degree of emphasis assigned to the various approaches was: (A) "comprehensive emphasis, weighted 4"; (B) "brief emphasis, weighted 2"; (C) "no emphasis, weighted 0"; and (D) "no response, weighted 0".
The "analytical" method, identified in Table 25, consists of the application of the principles of analysis to all facets of the teaching of business communications before any writing is done whatsoever. This approach establishes a formalized course structure, which consists of a studied analysis of the product that is being introduced or offered; the idea or ideas that are to be communicated; the service or goods to be sold; the population, the market, or the customers to be persuaded or influenced; as well as a studied analysis of the proposition being offered. This is done in order to be able to convince the reader what the product will do for him in the way of making money, saving money, saving time, avoiding effort, achieving greater status, escaping physical pain, increasing enjoyment, etc.

The "types" approach, as the name implies, presents the subject matter of the business communications course—that is, the business letter writing section—to conform to a prearranged categorization of all the different types of business letters written. This categorization is based on a determination of the purpose of each letter type, or on an analysis of the problem situation or incident involved. This approach emphasizes the presentation of solutions to each of
these different letter types. The letter types commonly presented are listed in Table 26.

The "situational-logic—judgmental" approach provides a problem-solving or case approach to the teaching of business communications. Such an approach is reducible to the resolution of a business situation. The situation determines the communication itself. All business moves as the participants react to specific situations in which they are interested. In other words, the fundamental premise is that situations present an incident for attention, a problem to be solved, a decision to be made, or an action to be performed. Invariably, business situations involve relationships requiring individuals to communicate with one another—to ask for information, to record data concerning attitudes and actions taken, to instruct, explain, notify, persuade, or justify. Business situations and business communications constantly react—one upon the other. Situations give rise to the need for communicating between the persons involved; communications give rise to business situations. Assuming such a premise, the "situational" approach is the means by which the business situation is resolved.
<table>
<thead>
<tr>
<th>Approach Employed</th>
<th>No. of Respondents</th>
<th>Weighted Score</th>
<th>No. of Respondents</th>
<th>Weighted Score</th>
<th>No. of Respondents</th>
<th>Weighted Score</th>
<th>No. of Respondents</th>
<th>Weighted Score</th>
<th>Total Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Approach</td>
<td>20</td>
<td>80</td>
<td>18</td>
<td>36</td>
<td>1</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>116</td>
</tr>
<tr>
<td>&quot;Types Approach&quot;</td>
<td>18</td>
<td>72</td>
<td>22</td>
<td>44</td>
<td>2</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>116</td>
</tr>
<tr>
<td>Situational Logic-Judgmental Approach</td>
<td>16</td>
<td>64</td>
<td>24</td>
<td>48</td>
<td>1</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>88</td>
</tr>
<tr>
<td>Formula Approach</td>
<td>15</td>
<td>60</td>
<td>17</td>
<td>34</td>
<td>7</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>94</td>
</tr>
<tr>
<td>Outlining—Organizational Skills—Basic Framework Approach</td>
<td>4</td>
<td>16</td>
<td>5</td>
<td>10</td>
<td>41</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>26</td>
</tr>
</tbody>
</table>

The rating scale used to indicate the degree of emphasis assigned to the various approaches employed was: "comprehensive emphasis" weighted "4"; "brief emphasis" weighted "2"; and "no emphasis" weighted "0".
The "formula" approach assigns to each type of communication a formula to meet the needs and present the essential elements of the communication. For example, the formula for writing a sales letter is "interest, desire, conviction, and action." This actually consists of arousing interest in the opening paragraph; establishing "desire and conviction" in the body of the letter, and arousing "action" in the close. This approach is criticized because it supposedly stifles creativity.

The "analytical approach" and the "types approach" were the most frequently emphasized approaches employed by the instructors.

The "outlining—organizational skills—basic framework" approach, as the name implies, emphasizes the importance of outlining and organizing as a basic framework for all business communications, both written and oral. Table 25 presents data to indicate that this approach was awarded "comprehensive emphasis" by only four instructors. This is a very significant inconsistency as the business executives report in Tables 54 and 55 that a lack of outlining and organization skills is the most serious deficiency among mid-management personnel.
The data presented in Table 26 shows the emphasis accorded the presentation and instruction in the various letter types as reported by the business communications teachers. It consists simply of the tabulation of the raw data. The following table, labeled 27, was designed to assist in interpreting the data presentation. It organizes the data from Table 26 in a composite sequential order, revealing the significance attached to each letter. The rating scale used to indicate the degree of importance assigned to the various letter types was: "maximum emphasis" weighted "4"; "moderate emphasis" weighted "3"; "minimum emphasis" weighted "2"; "no emphasis" weighted "0"; and "no response" weighted "0".

The data are summarized in Table 27, and provide a measure of the importance and emphasis that business communications teachers attach to the various letter types.
<table>
<thead>
<tr>
<th>Letter Type</th>
<th>Maximum Emphasis</th>
<th>Moderate Emphasis</th>
<th>Minimum Emphasis</th>
<th>No Emphasis</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Acceptance letter (job offer)</td>
<td>13</td>
<td>26</td>
<td>16</td>
<td>32</td>
<td>9</td>
</tr>
<tr>
<td>Acknowledgment—declining order</td>
<td>13</td>
<td>26</td>
<td>15</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>Acknowledgment—first order</td>
<td>10</td>
<td>20</td>
<td>13</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>Acknowledgment—incomplete order</td>
<td>10</td>
<td>20</td>
<td>14</td>
<td>28</td>
<td>10</td>
</tr>
<tr>
<td>Acknowledgment—order substitute</td>
<td>9</td>
<td>18</td>
<td>12</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>Acknowledgment—routine order</td>
<td>13</td>
<td>26</td>
<td>11</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>Adjustment refusal letter</td>
<td>15</td>
<td>30</td>
<td>16</td>
<td>32</td>
<td>5</td>
</tr>
<tr>
<td>Letter Type</td>
<td>Maximum Emphasis</td>
<td>Moderate Emphasis</td>
<td>Minimum Emphasis</td>
<td>No Emphasis</td>
<td>No Response</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Announcement letter</td>
<td>6 12</td>
<td>11 22</td>
<td>11 22</td>
<td>9 18</td>
<td>13 26</td>
</tr>
<tr>
<td>Application letter—follow-up</td>
<td>19 38</td>
<td>10 20</td>
<td>8 16</td>
<td>4 8</td>
<td>9 18</td>
</tr>
<tr>
<td>Claim letter</td>
<td>18 36</td>
<td>15 30</td>
<td>4 8</td>
<td>3 6</td>
<td>10 20</td>
</tr>
<tr>
<td>Collection letter—all stages</td>
<td>16 32</td>
<td>13 26</td>
<td>6 12</td>
<td>5 10</td>
<td>10 20</td>
</tr>
<tr>
<td>Collection letter—late stage</td>
<td>13 26</td>
<td>11 22</td>
<td>7 14</td>
<td>5 10</td>
<td>14 28</td>
</tr>
<tr>
<td>Collection letter—middle stage</td>
<td>13 26</td>
<td>10 20</td>
<td>8 16</td>
<td>5 10</td>
<td>14 28</td>
</tr>
<tr>
<td>Collection letter—reminder stage</td>
<td>12 24</td>
<td>11 22</td>
<td>8 16</td>
<td>5 10</td>
<td>14 28</td>
</tr>
<tr>
<td>Condolence letter</td>
<td>2 4</td>
<td>11 22</td>
<td>12 24</td>
<td>14 28</td>
<td>11 22</td>
</tr>
<tr>
<td>Congratulatory letter</td>
<td>2 4</td>
<td>14 28</td>
<td>14 28</td>
<td>9 18</td>
<td>11 22</td>
</tr>
<tr>
<td>Letter Type</td>
<td>Maximum Emphasis</td>
<td>Moderate Emphasis</td>
<td>Minimum Emphasis</td>
<td>No Emphasis</td>
<td>No Response</td>
</tr>
<tr>
<td>------------------------------------------------</td>
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<td>No. of Respondents</td>
<td>No. of Respondents</td>
<td>No. of Respondents</td>
<td>No. of Respondents</td>
</tr>
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<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Cover letter—for questionnaire</td>
<td>8 16</td>
<td>12 24</td>
<td>9 18</td>
<td>11 22</td>
<td>10 20</td>
</tr>
<tr>
<td>Credit extension letter</td>
<td>11 22</td>
<td>14 28</td>
<td>10 20</td>
<td>5 10</td>
<td>10 20</td>
</tr>
<tr>
<td>Credit information inquiry</td>
<td>15 30</td>
<td>8 16</td>
<td>10 20</td>
<td>7 14</td>
<td>10 20</td>
</tr>
<tr>
<td>Credit refusal letter</td>
<td>16 32</td>
<td>13 26</td>
<td>6 12</td>
<td>4 8</td>
<td>11 22</td>
</tr>
<tr>
<td>Data sheet—Application letter</td>
<td>32 64</td>
<td>8 16</td>
<td>3 6</td>
<td>3 6</td>
<td>6 12</td>
</tr>
<tr>
<td>Goodwill letter</td>
<td>14 28</td>
<td>13 26</td>
<td>7 14</td>
<td>5 10</td>
<td>11 22</td>
</tr>
<tr>
<td>Granting adjustment letter</td>
<td>11 22</td>
<td>19 38</td>
<td>6 12</td>
<td>4 8</td>
<td>10 20</td>
</tr>
<tr>
<td>Granting request letter</td>
<td>10 20</td>
<td>20 40</td>
<td>6 12</td>
<td>4 8</td>
<td>10 20</td>
</tr>
<tr>
<td>Job offer refusal letter</td>
<td>8 16</td>
<td>9 18</td>
<td>15 30</td>
<td>7 14</td>
<td>11 22</td>
</tr>
<tr>
<td>Letter to editor</td>
<td>3 6</td>
<td>11 22</td>
<td>28 56</td>
<td>8 16</td>
<td>-- --</td>
</tr>
<tr>
<td>Letter Type</td>
<td>Maximum Emphasis</td>
<td>Moderate Emphasis</td>
<td>Minimum Emphasis</td>
<td>No Emphasis</td>
<td>No Response</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
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</tr>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
</tr>
<tr>
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<td>15 30</td>
<td>16 32</td>
<td>6 12</td>
<td>2 4</td>
<td>11 22</td>
</tr>
<tr>
<td>Promotion letter—unused charge account</td>
<td>5 10</td>
<td>9 18</td>
<td>9 18</td>
<td>16 32</td>
<td>11 22</td>
</tr>
<tr>
<td>Recommendation letter</td>
<td>7 14</td>
<td>12 24</td>
<td>15 30</td>
<td>5 10</td>
<td>11 22</td>
</tr>
<tr>
<td>Request refusal letter</td>
<td>10 20</td>
<td>16 32</td>
<td>10 20</td>
<td>4 8</td>
<td>10 20</td>
</tr>
<tr>
<td>Resignation letter</td>
<td>5 10</td>
<td>11 22</td>
<td>11 22</td>
<td>14 28</td>
<td>9 18</td>
</tr>
<tr>
<td>Routine direct inquiry letter</td>
<td>15 30</td>
<td>18 36</td>
<td>4 8</td>
<td>4 8</td>
<td>9 18</td>
</tr>
<tr>
<td>Sales letter</td>
<td>18 36</td>
<td>10 20</td>
<td>10 20</td>
<td>3 6</td>
<td>9 18</td>
</tr>
<tr>
<td>Sales promotion</td>
<td>11 22</td>
<td>8 16</td>
<td>15 30</td>
<td>5 10</td>
<td>11 22</td>
</tr>
<tr>
<td>Special favor request</td>
<td>9 18</td>
<td>14 28</td>
<td>11 22</td>
<td>6 12</td>
<td>10 20</td>
</tr>
<tr>
<td>Thank you letter</td>
<td>6 12</td>
<td>17 34</td>
<td>8 16</td>
<td>8 16</td>
<td>11 22</td>
</tr>
<tr>
<td>Transmittal letter</td>
<td>9 18</td>
<td>10 20</td>
<td>10 20</td>
<td>9 18</td>
<td>12 24</td>
</tr>
</tbody>
</table>

The rating scale used to indicate the degree of emphasis assigned to the various letter types was: (A) "maximum emphasis, weighted 4"; (B) "moderate emphasis, weighted 3"; (C) "minimum emphasis, weighted 2"; (D) "no emphasis, weighted 0"; and (E) "no response, weighted 0".
<table>
<thead>
<tr>
<th>Type</th>
<th>Composite Weighted Scorea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Sheet, Application Letter</td>
<td>158</td>
</tr>
<tr>
<td>Claim Letter</td>
<td>125</td>
</tr>
<tr>
<td>Application Letter—Follow-up</td>
<td>122</td>
</tr>
<tr>
<td>Routine Direct Inquiry Letter</td>
<td>122</td>
</tr>
<tr>
<td>Sales Letter</td>
<td>122</td>
</tr>
<tr>
<td>Order Letter</td>
<td>120</td>
</tr>
<tr>
<td>Adjustment Refusal Letter</td>
<td>118</td>
</tr>
<tr>
<td>Credit Refusal Letter</td>
<td>118</td>
</tr>
<tr>
<td>Acceptance Letter (job offer)</td>
<td>118</td>
</tr>
<tr>
<td>Collection Letter—all stages</td>
<td>115</td>
</tr>
<tr>
<td>Acknowledgment Letter—declining order</td>
<td>113</td>
</tr>
<tr>
<td>Granting Adjustment Letter</td>
<td>113</td>
</tr>
<tr>
<td>Granting Request Letter</td>
<td>112</td>
</tr>
<tr>
<td>Acknowledgment Letter—routine order</td>
<td>111</td>
</tr>
<tr>
<td>Collection Letter—last stage</td>
<td>109</td>
</tr>
<tr>
<td>Goodwill Letter</td>
<td>109</td>
</tr>
<tr>
<td>Request Refusal Letter</td>
<td>108</td>
</tr>
<tr>
<td>Credit Extension Letter</td>
<td>106</td>
</tr>
<tr>
<td>Type</td>
<td>Composite Weighted Score&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Acknowledgment Letter—first order</td>
<td>105</td>
</tr>
<tr>
<td>Credit Information Inquiry Letter</td>
<td>104</td>
</tr>
<tr>
<td>Acknowledgment Letter—incomplete order</td>
<td>102</td>
</tr>
<tr>
<td>Letter to Editor</td>
<td>101</td>
</tr>
<tr>
<td>Acknowledgment Letter—order substitute</td>
<td>100</td>
</tr>
<tr>
<td>Special Favor Request Letter</td>
<td>100</td>
</tr>
<tr>
<td>Collection Letter—middle stage</td>
<td>98</td>
</tr>
<tr>
<td>Sales Promotion Letter</td>
<td>98</td>
</tr>
<tr>
<td>Collection Letter—reminder stage</td>
<td>97</td>
</tr>
<tr>
<td>Recommendation Letter</td>
<td>94</td>
</tr>
<tr>
<td>Thank you Letter</td>
<td>91</td>
</tr>
<tr>
<td>Job Offer Refusal Letter</td>
<td>89</td>
</tr>
<tr>
<td>Transmittal Letter</td>
<td>86</td>
</tr>
<tr>
<td>Cover Letter—Questionnaire</td>
<td>86</td>
</tr>
<tr>
<td>Announcement Letter</td>
<td>79</td>
</tr>
<tr>
<td>Congratulatory Letter</td>
<td>78</td>
</tr>
<tr>
<td>Resignation Letter</td>
<td>75</td>
</tr>
<tr>
<td>Condolence Letter</td>
<td>65</td>
</tr>
<tr>
<td>Promotion Letter—unused charge account</td>
<td>65</td>
</tr>
</tbody>
</table>

<sup>a</sup>Data presented in this table were derived from the weighted scores provided in Table 26.
Methodology—Evaluation Plans

The respondents were requested to indicate the plan(s) they use for the evaluation of student performance in the business communications course. Their responses are summarized in Table 28. Only two plans were reported to be in use. Sixty-two per cent indicate that they use the normal distribution curve, and the remainder—38 per cent—use subjective evaluation.

TABLE 28

EVALUATION PLANS USED BY INSTRUCTORS IN BUSINESS COMMUNICATIONS COURSES IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Evaluation Plan</th>
<th>Frequency Reported</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal Distribution Curve</td>
<td>31</td>
<td>62</td>
</tr>
<tr>
<td>Subjective Evaluation</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Cumulative Point System</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Per Cent Correct</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rank in Class</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Statistical System</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Letter Grades</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Determination of Final Grade

Table 29 was designed to show the per cent of the final grade that was attributed to various units of work, class projects, and course activities in business communications as reported by the instructors.

The rating scale used to indicate the factors on which the teachers placed the emphasis in determining the final grade was: 5 to 25 per cent of the final grade was weighted "1"; 26 to 50 per cent was weighted "2"; 51 to 75 per cent was weighted "3"; and 76 to 100 per cent was weighted "4".

The data in Table 29 show that the teachers place the greatest emphasis on "out-of-class written assignments"; that the next highest emphasis is placed on class participation; next, on objective test results; next, on essay test results, and last, on oral competency.

The most glaring fact revealed by the data in Table 29 is that over half of the respondents do not attribute any part of the final grade to oral competency, and those that make oral competency a part of the final grade, limit its input to that of a very small component. The data indicate that oral competency figures less than any of the other factors in the final grade.


<table>
<thead>
<tr>
<th>Per Cent of Final Grade</th>
<th>Class Participation and &quot;in-class&quot; Assignments</th>
<th>Out-of-Class Written Assignments</th>
<th>Essay Test Results</th>
<th>Objective Test Results</th>
<th>Oral Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
<td>No. of Respondents</td>
<td>Weighted Score</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5 - 25</td>
<td>31</td>
<td>31</td>
<td>23</td>
<td>23</td>
<td>43</td>
</tr>
<tr>
<td>26 - 50</td>
<td>15</td>
<td>30</td>
<td>21</td>
<td>42</td>
<td>7</td>
</tr>
<tr>
<td>51 - 75</td>
<td>4</td>
<td>12</td>
<td>6</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>76 -100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>73</td>
<td>50</td>
<td>83</td>
<td>50</td>
</tr>
</tbody>
</table>
Table 29 also reveals that two of the respondents actually attribute up to 100 per cent of the final grade to objective tests; however, there is a good showing for essay tests.

Oral Reports—Business Management Fiction Course Content—Course Enrichment

An important part of this study was to obtain the business instructor's assessment of the importance and emphasis attached to oral communications. The respondents were asked to check the titles of business management fiction that students read and report orally. The goal of this project is to develop expertise and competency in oral communications by the practical application of essential oral communication skills; and also to implement the instructional process by providing course enrichment, and reinforcement. The data obtained shows that only two (4%) of the communications instructors use this project. The data are summarized in Table 30.
TABLE 30

ORAL REPORTS ON BUSINESS MANAGEMENT FICTION IN THE BUSINESS COMMUNICATIONS COURSE AS REPORTED BY INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Oral Reports</th>
<th>Maximum Use</th>
<th>Moderate Use</th>
<th>No Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Business Management Fiction</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Audio-Visuals, Educational Media—Implementation

An examination of the data in Table 31 indicates the use of audio-visuals and instructional media in the business communications course to facilitate and implement the instructional process. The data indicate that their frequency of use follows this sequence: chalkboard, posters and charts, bulletin board, dictating equipment, record player, film projector, overhead projector, filmstrip projector, opaque projector, video tape recorder, and closed circuit TV. The chalkboard appears to be the only audio-visual used by most (84 per cent) of the teachers. The data
clearly indicate that with the exception of the chalkboard, audio-visuals are not being used to any extent in the business communications course.

### TABLE 31

**USE OF AUDIO-VISUAL MATERIALS AND INSTRUCTIONAL MEDIA IN BUSINESS COMMUNICATIONS COURSE AS REPORTED BY INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES**

<table>
<thead>
<tr>
<th>Audio-Visuels Instructional Media</th>
<th>Maximum Use</th>
<th>Moderate Use</th>
<th>No Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Chalkboard</td>
<td>16</td>
<td>32</td>
<td>26</td>
</tr>
<tr>
<td>Posters and Charts</td>
<td>8</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Bulletin Board</td>
<td>5</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Dictating Equipment</td>
<td>3</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Record Player</td>
<td>2</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Film Projector 8-16mm</td>
<td>5</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Overhead Projector</td>
<td>4</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Filmstrip Projector</td>
<td>2</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Opaque Projector</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Video-tape Recorder</td>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Closed Circuit TV</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Supplementary Educational Materials Class "Handouts"

The business communications instructors were requested to indicate the kinds of supplementary educational materials they provide for their students in business communications to facilitate and implement the instructional process. The data obtained show that more than 50 per cent of the instructors provide students with assignment schedules, lists of objectives and goals, letter formats, and writing samples for discussion, review, and revision. Fiction lists are not extensively used. This confirms the data presented in Table 30.

The data secured from the business communications instructors are presented in Table 32.

<table>
<thead>
<tr>
<th>Supplementary Educational Materials</th>
<th>Frequency Reported</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Schedules</td>
<td>38</td>
<td>76</td>
</tr>
<tr>
<td>Letter Formats</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>Writing Samples</td>
<td>33</td>
<td>66</td>
</tr>
<tr>
<td>Course Objectives, goals</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Outlines</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>Bibliographies</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Case Studies</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Fiction List; Business Management</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>
The respondents were asked to list the supplementary books that they use in teaching business communications. The responses received are listed here.

SUPPLEMENTARY BOOKS REPORTED AS USED BY INSTRUCTORS IN TEACHING BUSINESS COMMUNICATIONS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES


**Student Supplementary Business Communications' Books**

The business communications instructors were requested to list the supplementary books that they recommend and encourage their students to read and study.

The responses received are listed here.
SUPPLEMENTARY BOOKS THAT STUDENTS ARE ENCOURAGED TO USE
AS REPORTED BY INSTRUCTORS OF BUSINESS COMMUNICA-
TIONS IN OHIO COMMUNITY COLLEGES AND
TECHNICAL INSTITUTES

Adams, J. Donald. The Magic and Mystery of Words. New York:

Adelstein, Michael E. Contemporary Business Writing. New

Archer, Robert M., and Ames, C. W. Basic Business Communic-

Aurner, Robert, and Wolf, Morris P. Effective Communication
in Business. Cincinnati: South-Western Publishing

Barnett, Lincoln. Treasure of our Tongue: The Story of
English From Its Obscure Beginnings to Its Present
Eminence as the most Widely Spoken Language on

Black, James M. How to get Results from Interviewing. New


Crouch, William G., and Zetler, Robert L. Guide to Techni-

Devlin, Frank J. Business Communication. Homewood, Ill.:

Hayakawa, S. I. Language in Thought and Action. 2nd ed.

Himstreet, William C., and Baty, Wayne M. Business Communi-
cations, Principles and Methods. 3rd ed. Belmont,

Janis, J. Harold. Writing and Communication in Business.
SUPPLEMENTARY BOOKS THAT STUDENTS ARE ENCOURAGED TO USE AS REPORTED BY INSTRUCTORS OF BUSINESS COMMUNICATIONS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES—Continued


Instructor’s Professional and Educational Background and Qualifications—Years of Teaching Experience

An important part of this study was to obtain a profile of the instructors' professional and educational background and qualifications. Table 33 presents data to indicate the years of teaching experience that instructors have had in business communications. Almost
half—46 per cent—had less than two years; 22 per cent between two and four years; 14 per cent between four and six years; 6 per cent between six and eight years; 6 per cent between eight and ten years; 6 per cent over ten years.

**TABLE 33**

YEARS OF TEACHING EXPERIENCE IN BUSINESS COMMUNICATIONS AS REPORTED BY INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Years of Teaching Experience</th>
<th>Frequency Reported</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>Between 2 - 4 years</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Between 4 - 6 years</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Between 6 - 8 years</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Between 8 - 10 years</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

**Practical Business Communications' Experience**

Data on the years of practical experience that instructors have had in handling business communications in the business world are presented in Table 34. Forty-four per cent have not had any practical business communications
experience in the business world; 10 per cent had less than
two years; 14 per cent had between two and four years;
4 per cent had between four and six years; 4 per cent between
six and eight years; 4 per cent between eight and ten years;
and 20 per cent over ten years.

TABLE 34
YEARS OF EXPERIENCE IN HANDLING BUSINESS COMMUNICATIONS
IN BUSINESS WORLD AS REPORTED BY BUSINESS COMMUNICA-
TIONS TEACHERS IN OHIO COMMUNITY COLLEGES
AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Years of Practical Business Communications Experience</th>
<th>Frequency Reported</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Years of Experience</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>Less than 2 Years</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Between 2 - 4 Years</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Between 4 - 6 Years</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Between 6 - 8 Years</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Between 8 - 10 Years</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Over 10 Years</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

Total 50 100
Faculty Rank

The data presented in Table 35 indicate the faculty rank of instructors of business communications in Ohio community colleges and technical institutes. An overwhelming majority—80 per cent—have the rank of "instructor"; 10 per cent, assistant professor; 2 per cent, associate professor; and 8 per cent, full professor.

TABLE 35

FACULTY RANK AS REPORTED BY BUSINESS COMMUNICATIONS INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>Frequency Reported</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Professor</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Faculty Position

An examination of the data in Table 36 indicate the faculty position of the teaching personnel of business communications in Ohio community colleges and technical institutes. Two-thirds of the teachers are full-time employees and one-third are part time, as Table 36 shows.
TABLE 36

FACULTY POSITION AS REPORTED BY BUSINESS COMMUNICATIONS INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Faculty Position</th>
<th>Frequency Reported</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>Part-Time</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

College-University Degrees

The data presented in Table 37 indicate the highest college-university degree held by the teaching personnel of business communications in Ohio community colleges and technical institutes. Forty-six per cent reported that their highest degree was the bachelor's degree, and although there were no doctors' degrees reported in the area, 54 per cent reported having attained the master's degree.
TABLE 37

COLLEGE-UNIVERSITY DEGREES HELD BY INSTRUCTORS OF BUSINESS COMMUNICATIONS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>College-University Degree</th>
<th>Frequency Reported</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Bachelor of Science in Education</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>Master of Business Education</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Master of Education</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Doctor of Business Administration</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctor of Business Education</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Undergraduate—Graduate
Areas of Specialization

The business communications instructors were requested to indicate their academic areas of specialization in both their undergraduate and graduate studies. Their responses are presented in Table 38. The data obtained show that the highest undergraduate major concentration is in English composition, with 48 per cent; the next is in Education, with 16 per cent; and Social Science, with 16 per cent.

The highest undergraduate minor concentration is—once more—in English composition, with 18 per cent, and followed by Secretarial Science, with 10 per cent.

The highest graduate major concentration is—once again—English composition with 32 per cent, followed once more by Education, with 16 per cent, and Business Education, with 10 per cent, as Table 38 clearly shows.
<table>
<thead>
<tr>
<th>Area of Specialization</th>
<th>Undergraduate Major</th>
<th>Undergraduate Minor</th>
<th>Graduate Major</th>
<th>Graduate Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of</td>
<td>Per Cent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Respondents</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Business Administration</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Business Education</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Education</td>
<td>8</td>
<td>16</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>English Composition</td>
<td>24</td>
<td>48</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Management</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Marketing</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Office Administration</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Area of Specialization</td>
<td>Undergraduate Major</td>
<td>Undergraduate Minor</td>
<td>Graduate Major</td>
<td>Graduate Minor</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>4</td>
<td>8</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Social Science</td>
<td>8</td>
<td>16</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Higher Education</td>
<td>4</td>
<td>-</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Specialized Preparatory Courses

The respondents were asked to indicate the specialized courses that they studied as preparatory work for the teaching of business communications.

English composition and psychology lead all the rest, with 70 per cent of teachers enrolled; typing is next with 44 per cent; economics with 40 per cent; business letter writing, 32 per cent; human relations and shorthand, 30 per cent; business English and communications theory with 28 per cent; introduction to business, 26 per cent; business report writing with 20 per cent; and between 10-19 per cent studied office management, marketing, journalism, and management.

The data show that less than one-third of the instructors have had a course in their own preparation comparable to that which they are teaching—business communications.
<table>
<thead>
<tr>
<th>Specialized Courses</th>
<th>Frequency Reported</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>Psychology</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>Typewriting</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>Economics</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Business Letter Writing</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Human Relations</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Shorthand</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Business English</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Communication Theory</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>Business Report Writing</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Office Management</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Marketing</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Management</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Journalism</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Other</td>
<td>1(^a)</td>
<td>2</td>
</tr>
</tbody>
</table>

\(^a\)"Other"—principles of advertising.
Membership—Professional Organizations

The business communications instructors were requested to indicate the memberships held in professional organizations directly related to the teaching of business communications. The data obtained show that 41 of the 50 instructors do not hold membership in any professional organization related to the teaching of business communications; four hold membership in "Women in Communication," a national professional society for women in Journalism; and five have membership in the American Business Communication Association, which is directly related to the teaching profession, and specifically to the teaching of business communications.

TABLE 40
MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS RELATED TO TEACHING BUSINESS COMMUNICATIONS AS REPORTED BY INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

<table>
<thead>
<tr>
<th>Professional Membership</th>
<th>Frequency Reported</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Business Communication Association</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>None</td>
<td>41</td>
<td>82</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
Main Strengths of Business Communications Course

The respondents were asked to list what they considered to be the main strengths of their course in business communications in Ohio community colleges and technical institutes. Their responses are summarized here.

SUMMARY OF STRENGTHS OF BUSINESS COMMUNICATIONS COURSE AS REPORTED BY INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INstitUTES

Development of good communications skills.

Individualized instruction exists where class size is restricted. Analysis of student needs in order to establish priorities.

Supervised "in-class-writing" as well as large volume of graded "out-of-class-writing."

Extensive classroom practice in problem-solving approach in order to develop competency in analysis of typical business problems and business situations. Conviction of superiority of this approach.

Concurrent enrollment in a course of study which provides re-enforcement in the business and social science areas, including management, marketing, psychology, economics, accounting, introduction to business, law, sociology, human relations, etc.

Establishment of a competent, qualified teaching staff that has had practical business experience, capable of relating instruction realistically to the business world.

Extensive use of electronic dictating machine equipment in communications laboratory providing realistic experience in handling communications. Excellent facilities; splendid equipment available.
Emphasis on the development of critical analysis and critical judgment as highly desirable goals.

Establishment of a separate course in business report writing.

Development of liaison and favorable rapport with business community; establishment of speakers' bureau.

Recognition and awareness of vital significance and need for oral competency. Implementation through role playing and simulation.

Business communications course is comprehensive; broad based.

Emphasis on study of communications theory coupled with practical application of communications skills.

Emphasis on relationship between business communications and other business administration courses.

Establishment of prerequisites in English, typewriting, and support background courses in business administration area.

Establishment of remedial courses in basic English mechanics which relieves need for such emphasis in business communications course.

Conviction of vital need to emphasize development of organizational skills; planning and outlining procedures; extensive role playing of sales presentations, panel discussions, oral confrontations; trouble calls, "cross-job," "cross-level," "downward, and outward" communications.
Chief Weaknesses of Business Communications Course

The business communications instructors were asked to list what they considered to be the chief weaknesses of their course. The data obtained are summarized here.

SUMMARY OF WEAKNESSES OF BUSINESS COMMUNICATIONS COURSES AS REPORTED BY INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

Need for additional course to handle business report writing; too much crowded into too short a period of time.

Lack of prerequisites in English; weak skills—grammar, vocabulary, sentence structure, semantics, punctuation, word division, etc.

Lack of time to develop oral communication skills; they are totally neglected.

Large classes; i.e., over 20 students—eliminate individualized instruction.

Limited library materials—serious lack of technical books—makes research on business reports impossible.

Inadequate time available to supervise writing of inter-office memos; to develop outlining and organizational skills.

Lack of qualified instructors; need for teachers with business experience in handling business communications. "English" teachers are not qualified to present the "business" dimension.

Lack of time to develop effective telephone skills.

Lack of dictation equipment, communications laboratory, and adequate facilities to develop communications skills acceptable in business community. Lack of instructional media; visual aids.
SUMMARY OF WEAKNESSES OF BUSINESS COMMUNICATIONS COURSES AS REPORTED BY INSTRUCTORS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES—Continued

Lack of prerequisites in broad based business administration courses; hence lack of business knowledge to handle business problems, to reach correct solutions when handling written and oral communications.

Lack of typewriting skills.

Narrow emphasis on letter writing.

Should be offered to sophomore students; freshmen have inadequate background to cope.

Class size too large to assign and grade large volume of written assignments which are necessary to develop competency in writing skills. The ideal class should not have more than fifteen students.

Possible Future Changes in Teaching of Business Communications

The business communications instructors were requested to indicate the changes that they believed will occur generally in the teaching of business communications within the next ten years. The responses received are presented here.
COURSE CHANGES THAT INSTRUCTORS BELIEVE WILL OCCUR IN THE TEACHING OF BUSINESS COMMUNICATIONS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES DURING NEXT TEN YEARS

Fewer written letters; more voice-visual contact with clientele as a substitute for written message.

More teaching equipment; oral communication will be emphasized and expanded to meet needs and demands of the business community.

Use of tutorial system to remedy English mechanics' deficiencies; use of supplementary programmed materials to meet needs.

Increasing awareness of needs and demands of business; establishment of a very close community and college relationship.

Less rigidity—more creativity—concentration on the development of a "process" approach rather than an established "formula," a specific set of rules, or matching format.

More emphasis on the mass media; also development of expertise in telecommunications, with gradual substitution of oral telecommunications for letter writing. Increasing use of new machines, including "mag-Card" automatic typewriter, with concentration on machine dictation. Machine as message bearer.

Heavier emphasis on actual writing situations; less on formal classroom work; less theory, more "do."

More emphasis on oral reporting techniques; because of the rapid increase in computerization, more data will be available for analysis; thus, there will be an increase in reporting volume, and the complexity of the reports is likely to require more problem solving than our present ones. Increased use of the Centrex telephone systems.

More emphasis on actual writing situations; less on "formal classroom work."
Simplification of forms and procedures.

Establishment of "broad based course;" elimination of rigid formula approach and "narrow" "types" approach.

Course will be required of all business students.

Work more with students individually than with the class as a whole; less lecturing, more conferences.

Present more guest speakers with practical experience to discuss communication problems with students.

Actual writing of communications will count more; less theory and more practice is a preferred approach for optimum results in this area.

As new materials—especially audio visuals become available—the department is planning to incorporate them.

Initiation of remedial skill development in mechanics to be assigned to a tutorial plan.

Plan to incorporate more oral reports using tape recorder for evaluation and improvement of presentation.

Plan to make more use of overhead projector in evaluating written communications.

Plan to experiment with the "contract basis" permitting each student to establish his goal, and thereby establish individualized instruction on an extensive basis.

More emphasis on the dictation of letters by students from notes.

Emphasis on the development of organization skills and critical analysis, plus outlining skills as the basis for handling communications—both oral and written—on the telephone and in letter form.

Tentative plan to change the business communications course to a five-hour course—which will meet daily for fifty minutes—and incorporate formal reports and letter reports.
COURSE CHANGES THAT INSTRUCTORS BELIEVE WILL OCCUR IN THE TEACHING OF BUSINESS COMMUNICATIONS IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES DURING NEXT TEN YEARS—Continued

No essential changes—merely sharpen and refine my present skills and teaching methods.

Emphasis on use of simple words; overcome the college student's habit of using large words to impress rather than to convey and communicate ideas.

Emphasis on the reactions of effective or ineffective communication in the marketplace—specifically the interaction between levels of authority.

Emphasis on concise, brief outline as foundation for communication, with determination of purpose of message.

PART III

QUALITATIVE AND QUANTITATIVE DATA ON IMPORTANCE, USE, AND EVALUATION OF COMMUNICATION SKILLS, KNOWLEDGES, AND COMPETENCIES AS REPORTED BY EMPLOYERS

The next facet of the study involved the structuring and execution of a questionnaire to business executives to determine their perceptions of the business communications skills they believe are necessary for success on the mid-management level, and their assessment of the competencies of mid-management employees.

This third questionnaire was first submitted to a Jury of Authorities (Appendix C) comprised of eight business leaders in Cleveland, Ohio, who are prominent and outstanding leaders in the management field. The questionnaire was
revised according to their suggestions and advice, before submission to the members of the Cleveland Chapter of the Administrative Management Society for their reactions.

The primary devices used in this third questionnaire (see Appendix F) to gather the data were rating scales and multiple-choice questions. The rating scale which was used to indicate the degree of importance assigned to the data was: indicated "maximum importance"; "moderate importance"; "minor importance"; "minimum importance"; "no importance."

A total of forty business executives were contacted, and their responses are reported in this section. They were asked to frame their responses in terms of the needs of mid-management personnel.

In order to facilitate the interpretation and analysis of the data, tables were prepared to analyze the business executives' reactions and points of view.

**Magnitude of Communication Inadequacies**

An important part of this study was to obtain an indication of how the executives evaluate the inadequacies of their mid-management employees in oral and written communication. The data presented in Table 41 show that 35 per cent of the business executives believe that the communication inadequacies of mid-management personnel are a "major" problem; the other 65 per cent consider them to be an "important problem."
The distinction is not whether the problem is or is not important, but only on the degree of importance, as all respondents agree that it is.

### TABLE 41

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency Reported</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication inadequacies considered major problem</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>Communication inadequacies considered important problem</td>
<td>26</td>
<td>65</td>
</tr>
<tr>
<td>Communication inadequacies considered relatively unimportant</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Type of Communication**

**Problem—Written, Oral**

The executives were asked if their mid-management employees, as a group, have a greater problem with "oral communications," "written communications," or if the problem was about equal between oral and written communications. The data are presented in Table 42. They show that the business executives view both oral and written communications as a problem in their business. The responses fail to indicate that one—oral vs written—represents a greater problem.
Attention is directed to the finding (Tables 20 and 29) that the business communications instructors surveyed place relatively little teaching emphasis on oral communications in their instruction, and that 60 per cent place no emphasis whatsoever on oral communications in determining the students' final grade.

**TABLE 42**

**TYPE OF COMMUNICATION PROBLEM OF MID-MANAGEMENT PERSONNEL AS REPORTED BY BUSINESS EXECUTIVES**

<table>
<thead>
<tr>
<th>Type of Communication Problem</th>
<th>Frequency Reported</th>
<th>Per Cent a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication Presents a Greater Problem</td>
<td>15</td>
<td>37</td>
</tr>
<tr>
<td>Written Communication Presents a Greater Problem</td>
<td>13</td>
<td>33</td>
</tr>
<tr>
<td>Written and Oral Communication Problem of Equal Significance</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

aPercentages have been rounded to the nearest whole number.

**Mid-Management's Written Communication Responsibilities**

The respondents were requested to indicate the approximate amount of time spent by mid-management personnel in planning, organizing, and writing communications. The data obtained are summarized in Table 43. The executives report that their mid-management employees spend from one-fifth to
two-fifths of their working day in planning, organizing, and writing communications; another 17 per cent report that the amount of time spent was from two-fifths to three-fifths of the work day in this way. This evidence indicates that a very large number of mid-management personnel spend a significant portion of their work day in planning, organizing, and writing communications.

TABLE 43

PER CENT OF MID-MANAGEMENT'S WORK DAY SPENT IN PLANNING, ORGANIZING, AND WRITING COMMUNICATIONS
AS REPORTED BY BUSINESS EXECUTIVES

<table>
<thead>
<tr>
<th>Per Cent of Work Day Handling Written Communications</th>
<th>Frequency Reported</th>
<th>Per Centa</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 20%</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>21 - 40%</td>
<td>17</td>
<td>42</td>
</tr>
<tr>
<td>41 - 60%</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>61 - 80%</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>81 - 100%</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

aPercentages have been rounded to the nearest whole number.
Written Competencies Required

One indication of the importance that executives place on written communications skills is revealed by examining the extent to which written communications skills are considered in employing or promoting into mid-management level positions. The executives were requested to check the written competencies that they expect to find in mid-management personnel. Their responses are presented in Table 44, which shows that competency in preparing written communications is an important consideration when determining the employment of/or promotion to a mid-management level position. This finding supports the data reported in Table 43. Competency in preparing written communications of the following types were considered important by a high percentage (73 to 93 per cent) of the respondents: inter-office memorandums, formal reports and letter reports, business letters, "cross-job" communications, "downward" communications, and procedural directives. Competency in writing policy statements and company manuals is not as important as the others listed. The probabilities are that "policy statements" and "company manuals" are more the responsibility of top management than of mid-management.
TABLE 44
WRITTEN COMMUNICATION COMPETENCIES CONSIDERED IN
EMPLOYMENT OF OR PROMOTION TO MID-MANAGEMENT
POSITIONS AS REPORTED BY BUSINESS EXECUTIVES

<table>
<thead>
<tr>
<th>Written Communication Competencies</th>
<th>Frequency Reported</th>
<th>Per Centa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Inter-office Memorandums</td>
<td>37</td>
<td>93</td>
</tr>
<tr>
<td>Writing Formal Reports and Letter Reports</td>
<td>35</td>
<td>88</td>
</tr>
<tr>
<td>Writing Business Letters</td>
<td>34</td>
<td>85</td>
</tr>
<tr>
<td>Writing &quot;Cross-job&quot; Communications</td>
<td>31</td>
<td>78</td>
</tr>
<tr>
<td>Writing &quot;Downward&quot; Communications</td>
<td>29</td>
<td>73</td>
</tr>
<tr>
<td>Writing Procedural Directives</td>
<td>29</td>
<td>73</td>
</tr>
<tr>
<td>Writing Policy Statements</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>Writing Company Manuals</td>
<td>11</td>
<td>28</td>
</tr>
</tbody>
</table>

aPercentages have been rounded to the nearest whole number.
Evaluation: Written Communication Competencies

An important part of this study was to obtain an indication of how executives evaluate the competencies of their mid-management personnel in their written communications. The executives were requested to rank their written competencies, and Table 45 presents the executives' opinion of the expertise of their mid-management personnel.

Although none of the competencies are considered to be "very good" by a majority of the business executives, the executives do report that a "satisfactory" job is being done in handling interoffice memos, business reports, "downward" communications, business letters, procedural directives and "cross-job" communications. In fact, over two-thirds of the business executives consider performance of these activities to be between "satisfactory" and "very good."

As far as "policy statements" and "company manuals" are concerned, one-third of the business executives report "poor" performance in this area. It is interesting to note, however, that between 28 and 40 per cent indicate that they have no opportunity to evaluate these skills—such activities, as previously stated, are probably handled by top management.
<table>
<thead>
<tr>
<th>Written Communication Competency</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Poor</th>
<th>No Opportunity to Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Centa</td>
<td>No. of Respondents</td>
<td>Per Centa</td>
</tr>
<tr>
<td>Writing Interoffice Memos</td>
<td>3</td>
<td>8</td>
<td>31</td>
<td>78</td>
</tr>
<tr>
<td>Writing Business Reports</td>
<td>6</td>
<td>15</td>
<td>23</td>
<td>58</td>
</tr>
<tr>
<td>Writing &quot;Downward&quot; Communications</td>
<td>2</td>
<td>5</td>
<td>25</td>
<td>63</td>
</tr>
<tr>
<td>Writing Business Letters</td>
<td>4</td>
<td>10</td>
<td>27</td>
<td>67</td>
</tr>
<tr>
<td>Writing Procedural Directives</td>
<td>2</td>
<td>5</td>
<td>25</td>
<td>63</td>
</tr>
<tr>
<td>Writing &quot;Cross-job&quot; Communications</td>
<td>15</td>
<td>38</td>
<td>13</td>
<td>33</td>
</tr>
<tr>
<td>Writing Policy Statements</td>
<td>3</td>
<td>8</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Writing Company Manuals</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>23</td>
</tr>
</tbody>
</table>

*All percentages have been rounded to the nearest whole number.*
Mid-Management's Oral Communication Responsibilities

Table 46 shows the executives' estimates of the percent of the working day that is devoted to the handling of oral communications by mid-management personnel. Twenty-eight per cent of the business executives indicate that between one-fifth and two-fifths of the work day of mid-management personnel is so spent; while another 33 per cent believe that between two-fifths and three-fifths of the day is devoted to oral communications. An additional 25 per cent think that as much as four-fifths of the day is required to process the oral communication needs on the mid-management level.

A comparison of this table—dealing with oral communication responsibilities—and Table 43—dealing with written communications responsibilities—shows that two-thirds of the business executives indicate that between 40 per cent and 100 per cent of the working day is devoted to oral communications, whereas the majority (of the same business executives) indicate that only two-fifths of the day is devoted to written communication responsibilities. This is a significant comparison, and should indicate to the "education sector" where the greater need exists.
TABLE 46

PER CENT OF MID-MANAGEMENT'S WORK DAY SPENT IN PLANNING, ORGANIZING, AND HANDLING ORAL COMMUNICATIONS AS REPORTED BY BUSINESS EXECUTIVES

<table>
<thead>
<tr>
<th>Per Cent of Work Day Handling Oral Communications</th>
<th>Frequency Reported</th>
<th>Per Cent&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 20%</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>21 - 40%</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>41 - 60%</td>
<td>13</td>
<td>33</td>
</tr>
<tr>
<td>61 - 80%</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>81 -100%</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

<sup>a</sup>Percentages have been rounded to the nearest whole number.

Necessary Communication Skills and Knowledges

The data in Table 47 are converted to weighted scores, sequenced and presented in Table 48 to facilitate interpretation. The ability to use effective oral communication skills and knowledges in business was ranked first by the executives, which is consistent with the past evaluations of the importance of oral communication skills as shown in Tables 42 and 46.
A knowledge of habits of orderly thinking, and the application of the problem-solving approach ranked next—very close behind the oral skills.

The next communication skill ranked in importance by the executives was the ability to apply critical judgment in processing oral and written communications. This was ranked either as a "maximum" or "moderate" need by almost two-thirds of the executives.

The importance of a "knowledge of English fundamentals and the mechanics of writing and speaking effectively" was ranked fourth in importance. This was followed closely by "confidence in communication skills."

The executives rank the need for the ability to construct accurate, clear, coherent business reports sixth in importance.

The last three competencies are not considered as important as the others, and are not ranked as high by the executives. In all probability, these responsibilities are handled by top management rather than mid-management personnel.
<table>
<thead>
<tr>
<th>Communication Skills and Knowledges</th>
<th>Maximum Need</th>
<th>Moderate Need</th>
<th>Minor Need</th>
<th>Minimum Need</th>
<th>No Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Ability to use effective oral</td>
<td>25    63</td>
<td>5   13</td>
<td>6   15</td>
<td>4   10</td>
<td>0</td>
</tr>
<tr>
<td>communication skills and knowledges in business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of habits of orderly</td>
<td>16    40</td>
<td>13  33</td>
<td>8   20</td>
<td>3   8</td>
<td>0</td>
</tr>
<tr>
<td>thinking; application of problem-solving approach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to apply critical judgment</td>
<td>15    38</td>
<td>10  25</td>
<td>11  28</td>
<td>3   8</td>
<td>1</td>
</tr>
<tr>
<td>in processing oral and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>written communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of English fundamentals,</td>
<td>14    35</td>
<td>11  28</td>
<td>8   20</td>
<td>5   13</td>
<td>2</td>
</tr>
<tr>
<td>and mechanics of writing and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>speaking effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills and Knowledges</td>
<td>Maximum Need</td>
<td>Moderate Need</td>
<td>Minor Need</td>
<td>Minimum Need</td>
<td>No Need</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------</td>
<td>---------------</td>
<td>------------</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Centa</td>
<td>No. of Respondents</td>
<td>Per Centa</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Confidence in communication skills</td>
<td>13 33</td>
<td>12 30</td>
<td>8 20</td>
<td>3 8</td>
<td>4 10</td>
</tr>
<tr>
<td>Ability to construct accurate, clear, coherent business reports</td>
<td>12 30</td>
<td>12 30</td>
<td>7 18</td>
<td>5 13</td>
<td>4 10</td>
</tr>
<tr>
<td>Ability to compose effective communications quickly under pressure of time</td>
<td>8 20</td>
<td>12 30</td>
<td>9 23</td>
<td>5 13</td>
<td>6 15</td>
</tr>
<tr>
<td>Understanding of application of psychological approach in composition of communications</td>
<td>4 10</td>
<td>14 35</td>
<td>11 28</td>
<td>7 18</td>
<td>4 10</td>
</tr>
<tr>
<td>Ability to compose policy statements, procedural directives, instructional manuals</td>
<td>4 10</td>
<td>12 30</td>
<td>12 30</td>
<td>8 20</td>
<td>4 10</td>
</tr>
</tbody>
</table>

aAll percentages have been rounded to the nearest whole number.
TABLE 48
COMMUNICATION SKILLS AND KNOWLEDGES NEEDED BY MID-MANAGEMENT PERSONNEL AS REPORTED BY BUSINESS EXECUTIVES AND PRESENTED IN COMPOSITE SEQUENTIAL ORDER

<table>
<thead>
<tr>
<th>Communication Skills and Knowledges</th>
<th>Composite Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to Use Effective Oral Communication Skills and Knowledges in Business</td>
<td>131</td>
</tr>
<tr>
<td>Knowledge of Habits of Orderly Thinking; application of problem-solving approach</td>
<td>122</td>
</tr>
<tr>
<td>Ability to Apply Critical Judgment in Processing Oral and Written Communications</td>
<td>115</td>
</tr>
<tr>
<td>Knowledge of English Fundamentals, and Mechanics of Writing and Speaking Effectively</td>
<td>110</td>
</tr>
<tr>
<td>Confidence in Communication Skills</td>
<td>107</td>
</tr>
<tr>
<td>Ability to Construct Accurate, Clear, Coherent Business Reports</td>
<td>103</td>
</tr>
<tr>
<td>Ability to Compose Effective Communications Quickly under Pressure of Time</td>
<td>91</td>
</tr>
<tr>
<td>Understanding of Application of Psychological Approach in Composition of Communications</td>
<td>87</td>
</tr>
<tr>
<td>Ability to Compose Policy Statements, Procedural Directives, Instructional Manuals</td>
<td>84</td>
</tr>
</tbody>
</table>

The rating scale used to indicate the need for communication skills and knowledges was: "maximum need" weighted "4"; "moderate need" weighted "3"; "minor need" weighted "2"; "minimum need" weighted "1"; "no need" weighted "0".
Important Oral Communication Competencies Needed by Mid-Management Personnel

One indication of the importance that executives place on communication skills is revealed by examining the extent to which oral communication skills are considered in employing or promoting into mid-management level positions. The data obtained show that all (100 per cent) of the executives expect mid-management people to have the ability to handle telephone conversations and trouble calls effectively; to handle discussion meetings and oral confrontations; and to dictate memos, letters and reports—using the services of a secretary and/or electronic equipment.

Visual aids and audio equipment are considered vital adjuncts to the communication process, and over three-fourths of the executives questioned indicated that they expected their mid-management personnel to have a familiarity with audio-visual media, and be knowledgeable about the ways and means by which they might be used to facilitate communication in the office, to implement sales presentations, and in general to expedite business transactions. The data are summarized in Table 49.
### TABLE 49

**IMPORTANT ORAL COMMUNICATION COMPETENCIES NEEDED BY MID-MANAGEMENT PERSONNEL AS REPORTED BY BUSINESS EXECUTIVES**

<table>
<thead>
<tr>
<th>Oral Communication Competencies</th>
<th>Frequency Reported</th>
<th>Per Cent&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handling Telephone Conversations Effectively</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Handling &quot;trouble calls&quot; orally Effectively</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Handling Oral Discussion Meetings Effectively</td>
<td>39</td>
<td>98</td>
</tr>
<tr>
<td>Handling Oral Confrontations Effectively</td>
<td>39</td>
<td>98</td>
</tr>
<tr>
<td>Dictating Interoffice Memorandums</td>
<td>38</td>
<td>95</td>
</tr>
<tr>
<td>Making oral reports; making sales presentations</td>
<td>36</td>
<td>90</td>
</tr>
<tr>
<td>Dictating business letters extemporaneously; using services of secretary and/or electronic equipment</td>
<td>34</td>
<td>85</td>
</tr>
<tr>
<td>Handling &quot;cross-job,&quot; &quot;downward and outward&quot; oral communications coherently, accurately, and effectively</td>
<td>34</td>
<td>85</td>
</tr>
<tr>
<td>Compiling data, and using problem-solving approaches effectively orally</td>
<td>34</td>
<td>85</td>
</tr>
<tr>
<td>Using audio-visual equipment, graphic aids, media, and materials to facilitate oral presentations</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>Handling panel discussions; using oral interaction and inter-personal communication skills effectively</td>
<td>26</td>
<td>65</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>1&lt;sup&gt;b&lt;/sup&gt;</td>
<td>3</td>
</tr>
</tbody>
</table>

<sup>a</sup>Percentages have been rounded to the nearest whole number.

<sup>b</sup>"Other"—Telephone is by far the most important tool of mid-management.
An important part of this study was to obtain an expression of how executives evaluate the oral communication competencies of their mid-management personnel. The executives' responses are summarized in Table 50.

An examination of the "poor" ratings is revealing. In this category, "using problem-solving approaches and compiling data" heads the list with 70 per cent of the executives indicating that their mid-management personnel have "poor" skills in this area; next is "dictating inter-office memos," with 63 per cent; "dictating business letters" is next, with 60 per cent of the business executives critical of their performance, and classifying them as "poor."

Some of the other inadequacies indicated by the business executives include "handling panel discussions"; "using oral interaction and inter-personal communication skills"; and handling telephone conversations—all receiving a critical and negative score from 55 per cent.

On the positive side of the ledger, "handling trouble calls orally" heads the list with the highest number of superior ratings; in fact, one-fifth of the business executives rate their mid-management personnel as most proficient in this area.
### TABLE 50

**ORAL COMMUNICATION COMPETENCIES OF MID-MANAGEMENT PERSONNEL EVALUATED AND RANKED BY BUSINESS EXECUTIVES.**

<table>
<thead>
<tr>
<th>Oral Communication Competencies</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>No Opportunity To Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>No. of Respondents</td>
<td>No. of Respondents</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td></td>
<td>Per Centa</td>
<td>Per Centa</td>
<td>Per Centa</td>
<td>Per Centa</td>
</tr>
<tr>
<td>Using problem-solving approaches; compiling data</td>
<td>28</td>
<td>70</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Dictating interoffice memos</td>
<td>25</td>
<td>63</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>Dictating business letters</td>
<td>24</td>
<td>60</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>Handling panel discussions; using oral interaction and inter-personal communication skills</td>
<td>22</td>
<td>55</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Handling telephone conversations</td>
<td>22</td>
<td>55</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Handling oral discussion meetings</td>
<td>21</td>
<td>53</td>
<td>14</td>
<td>35</td>
</tr>
</tbody>
</table>

*Note: The data provided is a simplified representation of the original table.*
<table>
<thead>
<tr>
<th>Oral Communication Competencies</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>No Opportunity To Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Centa</td>
<td>No. of Respondents</td>
<td>Per Centa</td>
</tr>
<tr>
<td>Using audio-visual equipment, graphic aids, media, and materials</td>
<td>20</td>
<td>50</td>
<td>13</td>
<td>33</td>
</tr>
<tr>
<td>Handling &quot;cross-job,&quot; downward and outward&quot; communications</td>
<td>20</td>
<td>50</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Handling oral confrontations</td>
<td>19</td>
<td>48</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>Making oral reports; sales presentations</td>
<td>17</td>
<td>43</td>
<td>15</td>
<td>38</td>
</tr>
<tr>
<td>Handling &quot;trouble calls,&quot; orally</td>
<td>15</td>
<td>38</td>
<td>16</td>
<td>40</td>
</tr>
</tbody>
</table>

\(^a\) All percentages have been rounded to the nearest whole number.

The rating scale which was used by the business executives to evaluate the oral competencies of mid-management personnel was: poor, satisfactory, very good, and no opportunity to evaluate. The data are presented in this order.
These data serve as a list of the skills and competencies that the business community needs and utilizes constantly.

**Implementation of Communication Flow through Use of Audio-Visual Media**

In Table 51, the business executives express their opinion of the frequency of the use of audio-visual materials and equipment to implement communication flow.

When the "constantly used" and "occasionally used" responses are examined and combined, the data show that the following audio-visual materials and equipment are used relatively frequently to facilitate communications in the office: dictating equipment, bulletin boards, posters and charts, the overhead projector, film and filmstrip projectors. All of the items identified in the questionnaire questions were reported used, but the following were used relatively infrequently: record player, opaque projector, video-tape recorder, and closed circuit TV.

These data serve as an assessment of the equipment utilized in the business community. Such a list is of significance to those who have responsibility for the preparation of employees for the mid-management level.
<table>
<thead>
<tr>
<th>Audio-Visual Materials Equipment</th>
<th>Constantly Used</th>
<th>Occasionally Used</th>
<th>Never Used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Centa</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Dictation Equipment</td>
<td>28</td>
<td>70</td>
<td>9</td>
</tr>
<tr>
<td>Bulletin Board</td>
<td>16</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Posters and Charts</td>
<td>16</td>
<td>40</td>
<td>17</td>
</tr>
<tr>
<td>Overhead Projector</td>
<td>13</td>
<td>33</td>
<td>12</td>
</tr>
<tr>
<td>Chalkboard</td>
<td>10</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>Film Projector</td>
<td>9</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>Filmstrip Projector</td>
<td>8</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Record Player</td>
<td>5</td>
<td>15</td>
<td>13</td>
</tr>
</tbody>
</table>
TABLE 51—Continued

<table>
<thead>
<tr>
<th>Audio-Visual Materials Equipment</th>
<th>Constantly Used</th>
<th>Occasionally Used</th>
<th>Never Used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Cent (a)</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Opaque Projector</td>
<td>5</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Video-tape Recorder</td>
<td>1</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Closed Circuit TV</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

\(a\)All percentages have been rounded to the nearest whole number.

The rating scale which was used by the business executives to indicate the frequency of use by business of audio-visual materials and equipment was: indicated "constantly used"; indicated "occasionally used"; and indicated "never used."
Weaknesses in Written Communications

Table 52 presents the business executives' opinion of the weaknesses in written communication of mid-management personnel.

A rating scale was used to provide weighted values to the responses of the business executives relative to the weaknesses in written communication skills. The scale used was: Those "constantly occurring" were weighted "4"; those "frequently occurring" were weighted "3"; those "occasionally occurring" were weighted "2"; those "seldom occurring" were weighted "1"; those "never occurring" were weighted "0."

The weighted values obtained for each item are presented in Table 53.

Table 53 shows the executives' opinion of the seriousness of the communication weaknesses of their mid-management personnel. A "lack of organization skills" heads the list, and thus is considered by the business executives to be a very serious deficiency. This is followed closely by a "lack of brevity." Here again, the executives have forcefully indicated the seriousness of this weakness.

While all the items identified in the questionnaire are considered weaknesses by the executives, they do not appear to be of the same magnitude as the two weaknesses listed in the preceding paragraph.
TABLE 52

WEAKNESSES IN WRITTEN COMMUNICATIONS OF MID-MANAGEMENT PERSONNEL AS REPORTED BY BUSINESS EXECUTIVES

<table>
<thead>
<tr>
<th>Weaknesses in Written Communications</th>
<th>Constantly Occurring</th>
<th>Frequently Occurring</th>
<th>Occasionally Occurring</th>
<th>Seldom Occurring</th>
<th>Never Occurring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Centa</td>
<td>No. of Respondents</td>
<td>Per Centa</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Inaccurate analysis of the problem, or purpose of communication</td>
<td>4  10</td>
<td>8  20</td>
<td>16  40</td>
<td>12  30</td>
<td>0  0</td>
</tr>
<tr>
<td>Incompleteness</td>
<td>0  0</td>
<td>9  23</td>
<td>18  45</td>
<td>13  33</td>
<td>0  0</td>
</tr>
<tr>
<td>Lack of brevity</td>
<td>16  40</td>
<td>14  35</td>
<td>9  23</td>
<td>1  3</td>
<td>0  0</td>
</tr>
<tr>
<td>Lack of cheerfulness in expression</td>
<td>3  8</td>
<td>12  30</td>
<td>12  30</td>
<td>8  20</td>
<td>5  13</td>
</tr>
<tr>
<td>Lack of clarity</td>
<td>1  3</td>
<td>8  20</td>
<td>21  53</td>
<td>9  23</td>
<td>1  3</td>
</tr>
<tr>
<td>Lack of coherence</td>
<td>0  0</td>
<td>8  20</td>
<td>23  58</td>
<td>7  18</td>
<td>2  5</td>
</tr>
<tr>
<td>Lack of compactness</td>
<td>2  5</td>
<td>7  18</td>
<td>21  53</td>
<td>8  20</td>
<td>2  5</td>
</tr>
<tr>
<td>Weaknesses in Written Communications</td>
<td>Constantly Occurring</td>
<td>Frequently Occurring</td>
<td>Occasionally Occurring</td>
<td>Seldom Occurring</td>
<td>Never Occurring</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Cnta</td>
<td>No. of Respondents</td>
<td>Per Cnta</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Lack of conciseness; prolix, verbose</td>
<td>2</td>
<td>5</td>
<td>14</td>
<td>35</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Lack of consideration for reader</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>Lack of conversational style</td>
<td>3</td>
<td>8</td>
<td>12</td>
<td>30</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Lack of conviction</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>Lack of courtesy</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>35</td>
<td>9</td>
</tr>
<tr>
<td>Lack of diplomacy</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>38</td>
<td>6</td>
</tr>
<tr>
<td>Lack of directness</td>
<td>1</td>
<td>3</td>
<td>10</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td>28</td>
<td>1</td>
</tr>
<tr>
<td>Lack of proper use of emphasis</td>
<td>1</td>
<td>3</td>
<td>12</td>
<td>30</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>
TABLE 52—Continued

<table>
<thead>
<tr>
<th>Weaknesses in Written Communications</th>
<th>Constantly Occurring</th>
<th>Frequently Occurring</th>
<th>Occasionally Occurring</th>
<th>Seldom Occurring</th>
<th>Never Occurring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Cent^a</td>
<td>No. of Respondents</td>
<td>Per Cent^a</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Lack of finesse</td>
<td>6 15</td>
<td>9 23</td>
<td>12 30</td>
<td>11 28</td>
<td>2 5</td>
</tr>
<tr>
<td>Lack of friendliness</td>
<td>3 8</td>
<td>7 18</td>
<td>12 30</td>
<td>13 32</td>
<td>5 13</td>
</tr>
<tr>
<td>Lack of organization skills</td>
<td>32 80</td>
<td>5 13</td>
<td>0 0</td>
<td>0 0</td>
<td>3 8</td>
</tr>
<tr>
<td>Lack of originality</td>
<td>3 8</td>
<td>6 15</td>
<td>21 53</td>
<td>6 15</td>
<td>1 10</td>
</tr>
<tr>
<td>Lack of persuasiveness</td>
<td>1 3</td>
<td>12 30</td>
<td>7 18</td>
<td>9 23</td>
<td>1 3</td>
</tr>
<tr>
<td>Lack of proper psychological approach</td>
<td>5 13</td>
<td>7 18</td>
<td>14 35</td>
<td>10 25</td>
<td>4 10</td>
</tr>
<tr>
<td>Lack of sincerity</td>
<td>1 3</td>
<td>4 10</td>
<td>12 30</td>
<td>16 40</td>
<td>7 18</td>
</tr>
<tr>
<td>Lack of strategy</td>
<td>1 3</td>
<td>8 20</td>
<td>19 48</td>
<td>9 23</td>
<td>3 8</td>
</tr>
<tr>
<td>Lack of tact</td>
<td>3 8</td>
<td>7 18</td>
<td>20 50</td>
<td>9 23</td>
<td>1 3</td>
</tr>
<tr>
<td>Weaknesses in Written Communications</td>
<td>Constantly Occurring</td>
<td>Frequenty Occurring</td>
<td>Occasionally Occurring</td>
<td>Seldom Occurring</td>
<td>Never Occurring</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>------------------------</td>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Lack of unity</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Lack of use of proper &quot;You Viewpoint&quot;</td>
<td>2</td>
<td>5</td>
<td>17</td>
<td>45</td>
<td>12</td>
</tr>
</tbody>
</table>

aAll percentages have been rounded to the nearest whole number.

The rating scale which was used to identify the degree of weakness was: those "constantly occurring," those "frequently occurring," those "occasionally occurring," those "seldom occurring," and those "never occurring."
<table>
<thead>
<tr>
<th>Communication Weaknesses</th>
<th>Composite Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Organization Skills</td>
<td>143</td>
</tr>
<tr>
<td>Lack of Brevity</td>
<td>125</td>
</tr>
<tr>
<td>Lack of Conciseness; prolix, verbose</td>
<td>90</td>
</tr>
<tr>
<td>Lack of Consideration for Reader</td>
<td>89</td>
</tr>
<tr>
<td>Lack of Conversational Style</td>
<td>88</td>
</tr>
<tr>
<td>Lack of Use of Proper &quot;You Viewpoint&quot;</td>
<td>88</td>
</tr>
<tr>
<td>Lack of Proper Use of Emphasis</td>
<td>86</td>
</tr>
<tr>
<td>Lack of Finesse</td>
<td>86</td>
</tr>
<tr>
<td>Inaccurate Analysis of Problem, or Purpose of Communication</td>
<td>84</td>
</tr>
<tr>
<td>Lack of Unity</td>
<td>83</td>
</tr>
<tr>
<td>Lack of Tact</td>
<td>82</td>
</tr>
<tr>
<td>Lack of Cheerfulness in Expression</td>
<td>80</td>
</tr>
<tr>
<td>Lack of Clarity</td>
<td>79</td>
</tr>
<tr>
<td>Lack of Compactness</td>
<td>79</td>
</tr>
<tr>
<td>Lack of Directness</td>
<td>79</td>
</tr>
<tr>
<td>Lack of Proper Psychological Approach</td>
<td>79</td>
</tr>
<tr>
<td>Lack of Originality</td>
<td>78</td>
</tr>
<tr>
<td>Lack of Coherence</td>
<td>77</td>
</tr>
</tbody>
</table>
TABLE 53—Continued

<table>
<thead>
<tr>
<th>Communication Weaknesses</th>
<th>Composite Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incompleteness</td>
<td>76</td>
</tr>
<tr>
<td>Lack of Strategy</td>
<td>75</td>
</tr>
<tr>
<td>Lack of Conviction</td>
<td>71</td>
</tr>
<tr>
<td>Lack of Friendliness</td>
<td>70</td>
</tr>
<tr>
<td>Lack of Courtesy</td>
<td>69</td>
</tr>
<tr>
<td>Lack of Persuasiveness</td>
<td>63</td>
</tr>
<tr>
<td>Lack of Diplomacy</td>
<td>61</td>
</tr>
<tr>
<td>Lack of Sincerity</td>
<td>56</td>
</tr>
</tbody>
</table>

The rating scale used to indicate the business executives' opinion of the seriousness of the written communication weakness was: those "constantly occurring," weighted "4"; those "frequently occurring," weighted "3"; those "occasionally occurring," weighted "2"; those "seldom occurring," weighted "1"; those "never occurring," weighted "0."

English Skills

The business executives' opinion of the English skills of mid-management personnel is presented in Table 54. A weighted analysis of the data set forth in Table 54 is presented in Table 55 in composite sequential form. The rating scale used to indicate the business executives'
opinion of the weaknesses in written English skills was:
those "constantly occurring," weighted "4"; those "frequently
occurring," weighted "3"; those "occasionally occurring,"
weighted "2"; those "seldom occurring," weighted "1"; those
"never occurring," weighted "0."

Once again, the business executives forcefully
enunciate their opinion of the seriousness of the deficiency
that exists in the organization skills of their mid-
management personnel. This weakness, combined with a lack
of outlining skills, heads the list with a weighted score
of 152. This corroborates the executives' opinion so
forcefully expressed in Tables 52 and 53.

The remaining weaknesses in English skills—with
weighted scores ranging from 76 to 101—do not occur as
frequently, and are not considered as serious by the business
executives. Perhaps other office personnel are expected to
assume responsibility for such factors as grammar, spelling,
punctuation, word division, and mechanics; whereas the
organization and outlining skills are considered the primary
responsibility of mid-management personnel.
<table>
<thead>
<tr>
<th>English Skills</th>
<th>Constantly Occurring</th>
<th>Frequently Occurring</th>
<th>Occasionally Occurring</th>
<th>Seldom Occurring</th>
<th>Never Occurring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Centa</td>
<td>No. of Respondents</td>
<td>Per Centa</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Outlining and Organizing Ability</td>
<td>32</td>
<td>80</td>
<td>8</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Grammar, sentence structure, spelling, punctuation; mechanics</td>
<td>10</td>
<td>25</td>
<td>9</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>Semantics; word choice, word division</td>
<td>5</td>
<td>13</td>
<td>9</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>3</td>
<td>8</td>
<td>13</td>
<td>33</td>
<td>16</td>
</tr>
<tr>
<td>Analysis, cognition, comprehension, and perception</td>
<td>2</td>
<td>5</td>
<td>10</td>
<td>25</td>
<td>12</td>
</tr>
</tbody>
</table>

*Percentages have been rounded to the nearest whole number.*
An important part of this study was to secure an indication of the frequency with which the various types of letters are written by mid-management personnel in the business community. The data obtained are presented in Table 56. Twenty-four different types of letters are listed for the executives' evaluation and reaction. Acknowledgment letters head the list and 63 per cent of the executives reported that these letters are written constantly. Collection letters were reported as written
constantly by 50 per cent, and these were followed by credit extension, sales, and "thank you" letters, which were reported as written constantly by 38 per cent. The remainder are listed in sequential order according to those written constantly.

Table 57 enunciates the importance of certain types of letters—those that are written "constantly" and others that are written "occasionally." At the same time, those that are "never" written reveal very significant data also. A rating scale was used to provide weighted values to the responses of the executives. The scale used was: those letters "constantly written" were weighted "4"; those letters "occasionally written" were weighted "2"; and those "never written" were weighted "0."

These tables which provide data on the frequency with which the various types of letters are written by mid-management personnel provide guidelines for those who have responsibility for the preparation of employees—teachers, students, personnel directors—as well as all professionals who would establish goals and targets for prospective employees in order to apprise them of the needs, qualifications, and requirements of the business community.
### TABLE 56

The frequency with which the following letter types are written as reported by the business executives

<table>
<thead>
<tr>
<th>Types of Letters Written</th>
<th>Letters Written Constantly</th>
<th>Letters Written Occasionally</th>
<th>Letters Never Written</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Acknowledgment Letters</td>
<td>25 63</td>
<td>14 35</td>
<td>1 3</td>
</tr>
<tr>
<td>Collection Letters</td>
<td>20 50</td>
<td>14 35</td>
<td>6 15</td>
</tr>
<tr>
<td>Credit Extension Letters</td>
<td>15 38</td>
<td>13 33</td>
<td>12 30</td>
</tr>
<tr>
<td>Sales Letters</td>
<td>15 38</td>
<td>16 40</td>
<td>9 23</td>
</tr>
<tr>
<td>Thank you Letters</td>
<td>15 38</td>
<td>18 45</td>
<td>7 18</td>
</tr>
<tr>
<td>Routine Direct Inquiry Letters</td>
<td>14 35</td>
<td>19 48</td>
<td>7 18</td>
</tr>
<tr>
<td>Sales Promotion Letters</td>
<td>14 35</td>
<td>15 38</td>
<td>11 28</td>
</tr>
<tr>
<td>Transmittal Letters</td>
<td>14 35</td>
<td>21 53</td>
<td>5 13</td>
</tr>
<tr>
<td>Adjustment Letters</td>
<td>13 33</td>
<td>21 53</td>
<td>6 15</td>
</tr>
<tr>
<td>Credit Information Inquiries</td>
<td>13 35</td>
<td>16 40</td>
<td>11 28</td>
</tr>
</tbody>
</table>
TABLE 56—Continued

<table>
<thead>
<tr>
<th>Types of Letters Written</th>
<th>Letters Written Constantly</th>
<th>Letters Written Occasionally</th>
<th>Letters Never Written</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Credit Refusal Letters</td>
<td>12</td>
<td>30</td>
<td>16</td>
</tr>
<tr>
<td>Order Letters</td>
<td>11</td>
<td>28</td>
<td>19</td>
</tr>
<tr>
<td>Recommendation Letters</td>
<td>10</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>Claim Letters</td>
<td>9</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Congratulatory Letters</td>
<td>7</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Promotion Letters</td>
<td>7</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>Goodwill Letters</td>
<td>7</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>Granting Request Letters</td>
<td>7</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>Cover Letter (for questionnaire)</td>
<td>7</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Request Refusal Letters</td>
<td>7</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>Announcement Letters</td>
<td>5</td>
<td>13</td>
<td>24</td>
</tr>
</tbody>
</table>
TABLE 56—Continued

<table>
<thead>
<tr>
<th>Types of Letters Written</th>
<th>Letters Written Constantly</th>
<th>Letters Written Occasionally</th>
<th>Letters Never Written</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Centa</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Condolence Letters</td>
<td>5 13</td>
<td>19 48</td>
<td>16 40</td>
</tr>
<tr>
<td>Special Favor Request Letters</td>
<td>5 13</td>
<td>24 60</td>
<td>11 28</td>
</tr>
<tr>
<td>Letters to Editors</td>
<td>3 8</td>
<td>11 28</td>
<td>26 65</td>
</tr>
</tbody>
</table>

*Percentages have been rounded to the nearest whole number.

The rating scale which was used to identify the frequency with which certain types of letters are written by mid-management personnel was: "those written constantly"; "those letters written frequently," and "those letters never written."
<table>
<thead>
<tr>
<th>Types of Letters Written</th>
<th>Composite Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgment Letters</td>
<td>128</td>
</tr>
<tr>
<td>Collection Letters</td>
<td>108</td>
</tr>
<tr>
<td>Transmittal Letters</td>
<td>98</td>
</tr>
<tr>
<td>Thank you Letters</td>
<td>96</td>
</tr>
<tr>
<td>Routine Direct Inquiry Letters</td>
<td>94</td>
</tr>
<tr>
<td>Adjustment Letters</td>
<td>94</td>
</tr>
<tr>
<td>Sales Letters</td>
<td>92</td>
</tr>
<tr>
<td>Recommendation Letters</td>
<td>88</td>
</tr>
<tr>
<td>Credit Extension Letters</td>
<td>86</td>
</tr>
<tr>
<td>Sales Promotion Letters</td>
<td>86</td>
</tr>
<tr>
<td>Credit Information Inquiries</td>
<td>84</td>
</tr>
<tr>
<td>Order Letters</td>
<td>82</td>
</tr>
<tr>
<td>Claim Letters</td>
<td>82</td>
</tr>
<tr>
<td>Credit Refusal Letters</td>
<td>80</td>
</tr>
<tr>
<td>Congratulatory Letters</td>
<td>78</td>
</tr>
<tr>
<td>Goodwill Letters</td>
<td>76</td>
</tr>
<tr>
<td>Granting Request Letters</td>
<td>76</td>
</tr>
<tr>
<td>Promotion Letters</td>
<td>74</td>
</tr>
</tbody>
</table>
TABLE 57—Continued

<table>
<thead>
<tr>
<th>Types of Letters Written</th>
<th>Composite Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Letter (for questionnaire)</td>
<td>72</td>
</tr>
<tr>
<td>Request Refusal Letters</td>
<td>74</td>
</tr>
<tr>
<td>Announcement Letters</td>
<td>68</td>
</tr>
<tr>
<td>Special Favor Request Letters</td>
<td>68</td>
</tr>
<tr>
<td>Condolence Letters</td>
<td>58</td>
</tr>
<tr>
<td>Letters to Editors</td>
<td>56</td>
</tr>
</tbody>
</table>

The rating scale used to indicate the frequency with which these letters are written by mid-management personnel as reported by business executives was: those letters "written constantly," weighted "4"; those letters "written occasionally," weighted "2"; and those letters "never written," weighted "0."

Evaluation of Business Communication Competencies of Mid-management Personnel

An important part of this study was to obtain an indication of how the executives evaluate the business communication competencies of recent mid-management personnel with college credit in the Management area. The rating scale which was used to indicate the quality assigned to the various levels of skill was: "very good," "satisfactory," "poor," and "no response." The responses received are presented in Table 58.
TABLE 58

EVALUATION OF QUALITY OF BUSINESS COMMUNICATIONS SKILLS OF MID-MANAGEMENT PERSONNEL AS REPORTED BY BUSINESS EXECUTIVES

<table>
<thead>
<tr>
<th>Communications Skills</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Poor</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Respondents</td>
<td>Per Cent</td>
<td>No. of Respondents</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Oral and Written Business Communications Skills</td>
<td>4</td>
<td>10</td>
<td>21</td>
<td>53</td>
</tr>
</tbody>
</table>

The rating scale that was used to identify the quality of business communications skills of mid-management personnel was: "very good," "satisfactory," "poor," and "no response."
Executives' Suggestions for Improvement of Business Communication Skills

The executives were requested to list their suggestions for the improvement of business communication skills of their recent employees with college credit in the Management area. The responses received are presented here.

SUGGESTIONS FOR THE IMPROVEMENT OF BUSINESS COMMUNICATION SKILLS OF MID-MANAGEMENT PERSONNEL AS REPORTED BY EXECUTIVES

Emphasize oral communications. Our mid-management employees devote the largest part of each work day to this activity.

Teach them to be direct and brief. Help them to develop clarity and brevity. Teach them to delete all verbiage.

Emphasize the effects of communications (both good and poor) between levels of authority.

Teach students to express the purpose of a communication forcefully. Even poor English skills will not provoke the criticism that foggy, obscure writing will.

Emphasize the psychological aspects of effective communications.

Teach students to exercise empathy if they would be effective communicators.

Teach students to judge the finished product from the viewpoint of the recipient.

Efforts should be made to improve planning and organization skills; greatest emphasis should be placed on oral skills as they are the skills of the future.
As communication skills are generally poor, it is absolutely vital that course work in this area should be required of all business majors, as communication is the most important tool of management.

Success is seriously impeded—if not impossible—without good written and oral communication skills in the business world.

Both verbal and written skills are dependent upon a sound foundation in basic English and mechanics. Basic English skills are weak—grammar, spelling, and sentence structure and vocabulary need improvement desperately.

In order to develop dictation skills, outlining, planning, and organizing skills must be emphasized to assure success in the business community.

Communication skills are generally acceptable; however, college-trained individuals tend to be egotistical, and do not write or speak in a conversational tone.

There is a real need for mid-management personnel to communicate clearly with "bottom-man" employees. There is serious lack of rapport here.

Help them to overcome the use of negative phrases; persuade them to be positive in speech at all times, in written and oral communications.

Possible Changes in Business Communications as Suggested by Executives

The executives were asked to list the changes which they believe will occur in business communications within the next ten years. Their responses are listed here.
CHANGES THAT THE EXECUTIVES BELIEVE WILL OCCUR IN
BUSINESS COMMUNICATIONS AREA DURING
NEXT TEN YEARS

There will be few if any personal secretaries. Everyone will need good oral skills. Significant switch to automation. Heavy use of audio aids.

Increased use of dictation equipment and word processing typewriters.

Face-to-face communication through closed circuit TV.

Drastic decline in importance of written communications; oral will supplant them.

Machine-to-machine emphasis in dictation will increase. The initial thrust—the first letter—will be most important.

The soaring letter price tag cannot compete favorably with the potential of the telecommunication and its price tag. Teach students to organize and outline their presentation carefully and meticulously before telephoning; help them to develop oral communication skills, as the telephone will largely replace the written communication in the future.

Middle management will assume more and more administrative duties—with complete responsibility for inter-office and inter-plant communication.

A much greater emphasis will be placed on communication—especially oral communication.

Fewer communications will appear on paper, except where a documentary record is needed.

Word processing will change the whole concept of written communications.

"Simplified" letter setup will be used when communications are written.
More standardized letters will be used as cost-saving devices; less personal letters.

In order to meet the needs of the business community, oral skills must be emphasized to meet the challenge, and the need, via electronic techniques—which will be the chief means of conveyance.

The switch to "machine use" will add to the need for brevity and clarity because of high cost of machine use in the initial thrust.

Emphasis will be on greater mechanization—use of electronics—less record type; more video display.

Place greater emphasis on oral-verbal communications with use of machines as message bearer.

Emphasize organizational skills, outlining, and problem-solving approach to handle both oral and written communications; perhaps add new course—"Oral Business Communications"—to service the great need in this area now, and the anticipated need of the future.

Executives' Management Experience

The executives were asked to indicate the total number of years of experience in the Management area. The data obtained are presented in Table 59.
TABLE 59

TOTAL NUMBER OF YEARS OF BUSINESS EXPERIENCE IN MANAGEMENT AREA AS REPORTED BY BUSINESS EXECUTIVES

<table>
<thead>
<tr>
<th>Number of Years of Management Experience</th>
<th>Number of Respondents</th>
<th>Per Cent $^a$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 10</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>12 - 20</td>
<td>19</td>
<td>48</td>
</tr>
<tr>
<td>22 - 26</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

$^a$Percentages have been rounded to the nearest whole number.

Summary

The data obtained from three sources—department chairmen, business communications instructors, and business executives have been summarized in this chapter.

Tables 1 through 15 present the data received from the department chairmen; Tables 16 through 40 present the data received from the business communications instructors; and Tables 41 through 59 present the data from the business executives.
CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS,
AND RECOMMENDATIONS

This study examined the business communications program offered in Ohio community colleges and technical institutes. Its purpose was to form conclusions as to the status of the program and to make recommendations for its improvement in order to adequately meet the communication needs, requirements, and demands of the business community.

Questions the Study Sought to Answer

To accomplish the purpose of this study, the writer sought answers to the following questions as they related exclusively to the Ohio community colleges and technical institutes.

The Status of the Business Communications Course or Courses in the Instructional Program

1. What is the title of the college course which includes business letter writing and report writing, and
what additional courses are offered in business communications?

2. In what year is the course customarily scheduled; what is the usual length of the class period in minutes; approximately how many times does the course meet per quarter, and how many hours of college credit does the course carry?

3. What is the average enrollment per class?

4. What are the prerequisites for the course and what credit hours are required?

5. In what department is the course, and in what college majors is the course required?

6. What textbook is most frequently used?

Perceptions of the Department Heads Relative to the Business Communications Course Content

1. What subject matter is emphasized in the business communications course?

2. What percentage of the time is devoted to business letter writing and what percentage of the time is devoted to report writing?
Perceptions of the Business Communications Instructors Relative to the Business Communications Course

1. What do the instructors consider to be the most important course objectives and the major function of the course?

2. What theoretical subject matter is emphasized in the course?

3. What business letter writing skills, oral communication skills, and business report writing skills are emphasized?

4. What "letter types" receive the greatest emphasis in the course?

5. What emphasis is placed on oral reports of business management fiction?

6. What kinds of supplementary educational materials do business communications instructors provide for their students; what supplementary books are used in the teaching of the course, and what supplementary books are the business communications students encouraged and motivated to use as reinforcement and enrichment in the area?

7. What approaches are most commonly employed in the teaching of business communications?
8. Which audio-visuals and instructional media are commonly used in the teaching of business communications?

9. How many written assignments are required in the classroom and outside the classroom?

10. What evaluation plans are most frequently used by the business communications instructors and approximately what per cent of the final grade is determined by the following class activities: (a) out-of-class written assignments, (b) class participation and in-class written assignments, (c) essay tests, (d) objective tests, (e) oral competency?

11. What is the average number of weekly class contact periods in the teaching load of full-time business communications instructors, and what is the average number of hours spent weekly in grading business communications assignments?

12. What is the status of the business communications teaching personnel in terms of faculty rank and faculty position?

13. What are the qualifications of each business communications instructor as measured by teaching experience, practical experience in business communications, degrees held, areas of undergraduate and graduate specialization,
courses taken in the business communications' area, and membership in professional organizations?

14. What do the business communications instructors consider to be the main strengths and chief weaknesses of the course as now taught?

15. What changes do the business communications instructors believe will occur in the teaching of business communications within the next ten years?

Communication Skills and Competencies

Business Executives Believe are Essential for Success on the Mid-Management Level

1. What per cent of the work day of mid-management personnel is spent in planning, organizing, and writing business communications, and what is the business executives' evaluation of the expertise of their mid-management personnel in handling their writing responsibilities?

2. What types of written communication competencies and oral communication competencies do the business executives look for and expect to find in employment of/or promotion to mid-management level positions?

3. In what order do the executives rank the communications skills and competencies that they consider essential on the mid-management level?
4. What per cent of mid-management's work day is spent in planning, organizing, and handling oral communications, and what is the business executives' evaluation of the oral communication competencies of their mid-management employees?

5. What are the opinions of the business executives as to (a) the frequency of use of audio-visual materials and equipment by their mid-management personnel, (b) most serious communication weakness, (c) weaknesses in English skills, (d) frequency with which different types of letters are written?

6. What is the business executives' opinion of the quality of business communications skills of recently employed mid-management personnel with college credit in the Management area?

7. What are the business executives' suggestions to the instructors for the improvement of the business communications course?

8. What changes do the business executives believe will occur in the business communications area in the next ten years that have significance for the education sector?
The State of Ohio was selected as the location in which to conduct the study. The participants of this study were chosen from two separate and distinct social institutions—business and education. Business was selected to represent the aspect of employment, and education was selected to represent the aspect of training for employment.

The representatives of business were members of the Cleveland Chapter of the Administrative Management Society, and the representatives of education were business communications instructors and department chairmen of those departments responsible for the business communications program in Ohio community colleges and technical institutes.

The variables which were examined concerned the communications skills—both oral and written—that are deemed essential for success on the mid-management level in the business community.

It was determined that the questionnaire would be the best method to adopt to gather the data. Multiple-choice questions and rating scales were employed to accomplish the purposes established.
A questionnaire was designed to gather data relative to the organizational pattern of the business communications program as currently offered, and to determine the perceptions of the department chairmen responsible for the business communications programs in Ohio community colleges and technical institutes.

Another questionnaire was designed to gather data about the business communications course and to determine the perceptions of the business communications instructors relative to the course.

The third questionnaire, designed to determine the perceptions of selected employers concerning the business communications skills they believed were essential for success on the mid-management level, and an evaluation of mid-management competency in the skills, was executed by the members of the Cleveland Chapter of the Administrative Management Society.

Findings

1. The typical course in business letter and report writing offered at the time of this study in Ohio community colleges and technical institutes had the following characteristics.
a. It was titled "Business Communications."

b. In a majority of institutions (61 per cent) it was supplemented by an additional course called "Technical Report Writing" or "Technical Writing."

c. The course emphasized business letters, reports, grammar review, and business English.

d. More than half of the time in the course was devoted to business letter writing, and up to one-third to report writing.

e. There was slightly better than a 50 per cent chance that the course was taken at the freshman level.

f. The length of the class period was almost certain to be 50 minutes, meeting from 30 to 35 or more times during a quarter, and carrying three hours of credit.

g. The average enrollment was 20-24 students per class.

h. There was an English, English Composition, Typewriting, or Introduction to Business prerequisite to the course.
i. The course (in most cases) was located in the Business Administration Department (22 per cent), Office Administration Department (22 per cent), or Secretarial Science Department (22 per cent).

j. It was a required course for those majoring in business with but one exception; one college did not require the course of accounting majors.

k. No one textbook was universally required in Ohio.

2. The business communications instructors in Ohio community colleges and technical institutes had the following perceptions of the business communications course:

a. The main objective of the course was to develop the ability to write effective business communications, and the major functions were to develop and apply communications skills in writing effective business communications, and review English fundamentals.

b. The course content emphasized the development of applied letter writing skills.

c. Oral communications were not considered to be very important or necessary; relatively little teaching emphasis was placed on oral communications,
and a majority of the instructors (60 per cent) placed no emphasis whatsoever on oral communications in determining students' final grades.

d. Report writing competencies were considered necessary.

e. The preparation of from 3-5 written "in-class" assignments and 16-20 written "outside-class" assignments were usually required each term.

f. The typical teaching load was 15 to 20 weekly class contact periods per term, and from 10 to 14 hours per week were devoted to paper grading.

g. The analytical and the "letter-type" approaches were most frequently used by business communications teaching personnel.

h. The data sheet, application letter, and claim letter received the most emphasis.

i. The favorite evaluation plan was the normal distribution curve.

j. Written assignments—both "in-class" and "out-of-class"—plus essay and objective tests were usually the important factors in final grade determination.
k. The chalkboard appeared to be the only audio-visual aid that was used to any great extent.

l. Assignment schedules, lists of objectives, and writing samples were distributed for study and review in most classes (70 per cent).

m. Supplementary reading was encouraged and promoted for reinforcement and enrichment in all the classes (100 per cent).

3. The business communications instructors in Ohio community colleges and technical institutes (based on a 100 per cent response) had the following qualifications:

a. Many of the instructors had very limited teaching experience in the area of business communications and limited practical work experience in the area. The instructors reported the following teaching experience in business communications: 46 per cent, less than two years; 22 per cent between two and four years; 14 per cent between four and six years; 6 per cent between six and eight years; 6 per cent between eight and ten years; 6 per cent over ten years.

A very large group (44 per cent) reported no practical work experience in business communications;
10 per cent had less than two years; 14 per cent between two and four years; 4 per cent between four and six years; 4 per cent between six and eight years; 4 per cent between eight and ten years; 20 per cent over ten years.

b. An overwhelming majority (80 per cent) of the business communications instructors held the lowest faculty rank; 64 per cent were employed on a full-time basis, and 36 per cent on a part-time basis.

c. A majority (54 per cent) of the business communications instructors had a master's degree; the remainder (46 per cent) reported only the bachelor's degree; there were no doctoral degrees reported.

d. English Composition was the most frequently reported area of specialization—both undergraduate and graduate—of the business communications instructors, and courses in psychology and English composition were the most frequently identified subject areas of preparation for the teaching of the business communications course.
e. Most business communications instructors (82 per cent) were not affiliated with any professional organizations related to the teaching of business communications.

4. The executives (based on a 100 per cent response) indicated that communication inadequacies of mid-management personnel are a problem; 35 per cent labeled the communication inadequacies a "major" problem, and the remaining 65 per cent labeled them an "important" problem. This response on the part of management, which identifies communications as a vital tool in the management process, supports the underlying assumption of this study; namely, that the communications course justifies serious study, analysis, reflection, and review.

5. The executives' perceptions of the business communications skills, knowledges, and competencies of the typical mid-management employee were as follows:

   a. Both oral and written communications are important problems, and competency in both oral and written communications is essential for success on the mid-management level.
b. Mid-management employees, with few exceptions, spend as much as 40 per cent or more of their work day in planning, organizing, and writing communications.

c. Competency in written communications is an important consideration when executives employ or promote to the mid-management level.

d. The most important written competencies in rank order of significance are: interoffice memos, formal reports and letter reports, business letter writing, "cross-job" communications, "downward communications," and procedural directives.

e. None of the written competencies evaluated by the business executives were considered "very good," but a "satisfactory" rating was reported in the areas listed in 5 (d), which included: interoffice memos, formal reports and letter reports, business letter writing, "cross-job" communications, "downward communications," and procedural directives.

f. A significant part (between 40 and 100 per cent) of the work day of mid-management personnel is devoted to oral communications responsibilities.
g. The ability to use effective oral communication competencies, knowledges, and skills is ranked first in importance by the majority (76 per cent) of the executives who label it a "maximum" need or a "moderate" need.

h. All business executives (100 per cent) report that they expect mid-management personnel to handle telephone conversations and "trouble calls" effectively, and most (98 per cent) expect mid-management employees to handle oral discussion meetings and oral confrontations effectively.

i. A large percentage (95 per cent) of the executives expect mid-management personnel to dictate interoffice memos effectively.

j. An overwhelming majority (85 - 90 per cent) of the executives expect competency in making oral reports, in handling sales presentations, in dictating business letters effectively, in handling "cross-job," "downward," and "outward" oral communications, in compiling data, and in using problem-solving approaches.
k. A majority of the executives (55 per cent) consider the handling of panel discussions, and oral interaction and inter-personal communications skills to be important.

l. Habits of orderly thinking and the application of the problem-solving approach are considered important communications skills.

m. Critical judgment in processing oral and written communications is considered an important communication competency by the executives in employing and promoting to mid-management levels.

n. A knowledge of English fundamentals and the mechanics of writing and speaking effectively are considered valuable skills.

o. Expertise in report writing is deemed valuable.

p. Expertise in handling audio-visual aids and media is considered important by the executives as they are used relatively frequently in the business community to facilitate communication.

q. The executives considered their mid-management personnel to be "poor" in the following functions, duties, responsibilities.
(1) Use of the problem-solving approach in communication problems (70 per cent); a

(2) Handling panel discussions (55 per cent), using oral interaction and inter-personal communications skills (55 per cent), handling telephone conversations (55 per cent), oral discussion meetings (53 per cent), "cross-job" and "downward" and "outward" communications (50 per cent), handling oral confrontations (48 per cent), handling audio-visual aids and equipment (50 per cent).

r. The executives' rated their mid-management personnel as either "very good" or "satisfactory" in the following areas:

(1) making oral reports and sales presentations (51 per cent)

(2) handling trouble calls (60 per cent).

s. The executives consider the lack of organization skills to be the most serious communication deficiency of all twenty-six weaknesses listed.

aPer cent response in category identified.
t. A lack of outlining skills competency heads the list of English competencies as the most serious communication deficiency.

u. Acknowledgment, collection, transmittal, and "Thank you" letters head the list of the twenty-four different types of letters written frequently by mid-management personnel.

v. Almost two-thirds of the executives rank the quality of business communications skills of mid-management personnel as satisfactory or better.

Conclusions

The following conclusions are drawn from the findings obtained in this study. The findings that support each conclusion are listed under the conclusion.

1. The business communications course is a well established course in the community colleges and technical institutes; its importance is recognized, and the course is provided under near-uniform conditions in all the institutions.

   a. The course is offered in all the community colleges and technical institutes.
b. It is a required course for all business students with the exception of accounting; however, it is required of accounting students in 86 per cent of the institutions.

c. It is a course carrying three hours of credit, and meets 30 to 35 class meetings per term with uniform period lengths.

d. The total enrollment in the business communications course in Ohio community colleges and technical institutes during the year 1972-1973 was 2500 students.

e. In most of the colleges and technical institutes (78 per cent) the business communications course is offered in some area of business, although there is no uniformity as to the department in which it is offered.

f. Many of the business communications courses have common prerequisites, such as English, English Composition, Typewriting, and Introduction to Business.

2. There is a fairly consistent subject matter content in all the business communications courses, in spite of the finding that no one textbook is consistently used.
a. The two major components are business letter writing and report writing.

b. The major objective of the course, as reported by most instructors (88 per cent), is to develop the ability to write effective business communications, and the major function, as reported by 58 per cent of the instructors, is to apply communications skills in writing effective business communications. Thirty-six per cent preferred a course which combined a review of English fundamentals with the application of communications skills.

c. The instructors emphasize the development of applied letter writing skills and do not emphasize oral communications extensively.

d. Oral reports are not considered important or necessary and are not an important factor in determining the grade in the course.

e. Although there are some variations in the number of written "in-class" assignments and written "out-of-class" assignments, they do tend to center around a common number, and most of the instructors
require between two to three times as many "out-of class" assignments as "in-class" assignments.

f. The data sheet, application letter, and claim letter receive the most emphasis in most of the classes.

3. In general, the business communications instructors are not adequately prepared academically, which may account in part for their relatively low academic faculty status, and lack of interest in a professional association in their area.

a. Nearly half of the instructors hold only the bachelor's degree. No instructor holds the doctor's degree. If a master's degree is considered highly desirable or essential to teach on the post-secondary school level, the business communications instructors, as a group, fail to measure up to this academic expectancy.

b. Eighty percent of the instructors hold the rank of instructor. Only 20 percent are in a professorial rank.

c. The data show that less than one-third of the instructors have had a course in their own preparation comparable to that which they are teaching—business communications.
d. Eighty-two per cent of the instructors do not hold membership in any professional organization related to the teaching of business communications.

e. Forty-four per cent have not had any practical business communications work experience in the business community.

f. Almost two-thirds have had only one to three years teaching experience in business communications.

4. Although business executives list both written communication competencies and oral communication competencies as essential for success on the mid-management level, and although the ability to use effective oral communications skills and knowledges in business is listed as the "Number One" communication need of mid-management personnel by the executives, the business communications course neglects to prepare students to handle oral communications.

a. Eighty-eight per cent of the instructors assign more than one-half of the course time to business letter writing, and up to one-third to report writing. Although other subject matter is included, the overwhelming emphasis is on written communications. They do not consider oral communi-
cations skills to be important or necessary, and they place relatively little emphasis on them.

b. An overwhelming majority of the instructors indicate that the main objective of the course is to develop the ability to write effective communications.

c. Over four-fifths of the instructors report the major function of the course to be the development and application of communications skills in writing effective business communications and review of English fundamentals. They attribute "comprehensive emphasis" to the development of applied letter writing skills and writing techniques, as they consider them, absolutely essential.

d. Less than one-fourth of the instructors assign "comprehensive emphasis" to the development of oral communications skills, and oral solutions to business problems; in fact, only a few assign "comprehensive emphasis" to dictation skills, oral discussion meetings, or oral sales presentations.

e. Over half of the instructors do not attribute any part of the final grade to oral competency,
and those who make it a part of the final grade, limit it to a very small component.

f. Over two-thirds of the executives indicate that between 40 and 100 per cent of the work day is devoted to oral communications, whereas only two-fifths is devoted to written responsibilities.

g. More than half of the executives place the need for effective oral communications skills as the maximum communication need of their mid-management personnel.

h. The majority of the executives indicate that their mid-management personnel have "poor" oral communications skills, including such vital competencies as dictation of interoffice memos and letters, handling oral panel discussions, using interaction and inter-personal communications skills, handling telephone conversations effectively (which is considered an essential oral skill by 100 per cent of the executives), handling oral discussion meetings, and handling oral confrontations.

i. Most instructors consider report writing competencies important as well as necessary, and assignments are scheduled in this area as well as
in the preparation of letter writing assignments. Some of these written assignments are prepared under supervision during class time and others outside class. Oral reports are not considered important or necessary, and are assigned by only a very small percentage of the instructors.

Author's comments on significance of conclusions.—

The business executives consider both oral and written communications competencies essential for success on the mid-management level. This point of view automatically establishes the importance of oral communication skills and warrants support and promotion by the colleges and technical institutes which have the responsibility for the preparation of mid-management personnel for the business community. Students should be trained to handle their oral communications responsibilities as effectively as their written communications responsibilities, and especially so because the authorities in the field claim oral communications will increase and be substituted for the written form whenever a copy is not mandatory. The cost of written communications has increased and does not compete as
favorably with the cost of the telephone communication as previously—especially when the factors of speed and persuasiveness are added to the desirability of telephone communications.

Porter's article in the Plain Dealer, May 16, 1973, "Talk's Cheaper than a Letter," reviews the rising letter cost, and recommends the "use of the telephone for short messages...."¹ The article further indicates that:

The maximum charge for a daytime station-to-station three-minute call, anywhere in the continental U.S. is way below the average $3.31 cost of today's business letter, and you get the extra advantage of the personal touch as well...

²

Porter also quotes the Dartnell corporation report which in 1953 "urged the use of dictating machines . . . as a means of reducing the growing expense."³ The report by Porter further states "that the average letter in 1973 is 120 words as against 250 words in 1953."⁴

²Ibid.
³Ibid.
⁴Ibid.
It is interesting to note that in spite of this drastic cut in the length of today's business letter, a lack of brevity is still listed by the business executives as the second most serious communication weakness of mid-management personnel.

5. The students in the business communications courses in community colleges and technical institutes are being inadequately prepared to use the communications media that are being used in business to implement the communication process.

a. Half of the executives claim that their mid-management personnel do a "poor" job in the use of audio-visual equipment, some of which is used extensively in the business community to implement communication flow.

b. Seventy per cent of the executives report that dictation equipment is used extensively, whereas 70 per cent of the instructors report that they do not use this equipment in business communications.

c. Forty per cent of the executives report that posters and charts are used extensively, whereas 52 per cent of the instructors report that they do not use them at all.
d. Forty per cent of the executives report that the bulletin board is used extensively, whereas 82 per cent of the instructors report that they do not use this equipment at all.

e. One-third of the executives report that the overhead projector is used extensively, whereas three-fourths of the instructors report that they do not use it at all.

**Author's comments on significance of conclusions.**—The minimal use of audio-visual equipment and media in the communications classroom (except for the chalkboard) ill-prepares the mid-management employee for the extensive use of such equipment in the business community. The education sector should equip students to handle these media in order to introduce creativity and innovation. The business community has added electronic dictation equipment and audio-visual materials to implement the communication process and facilitate its flow. The executives consider audio-visual materials and equipment to be vital adjuncts to the communication process. Over three-fourths expect their mid-management personnel to have a familiarity with such media.

6. The course in business communications, which is designed to prepare students for their communication
responsibilities on the mid-management level in the business community is failing to equip the students with adequate organizational skills and outlining competencies—skills and competencies the business executives assess as the most serious communication deficiencies of mid-management personnel.

a. Eighty per cent of the executives indicate that a lack of outlining and organization skills head the list of English skills as the most serious communication deficiencies that occur constantly, and the remaining 20 per cent claim that they occur frequently.

b. Only four instructors report they employ the Basic Framework Approach in the presentation of their course in business communications, and assign "comprehensive emphasis" to outlining-organizational skills. Another five instructors report they assign "brief emphasis" to the development of competency in outlining and organizational skills, and the remainder indicate "no emphasis."

c. The development of organizational skills and outlining competencies was not listed as an objective of the business communications course.
7. A comparison of the emphasis assigned by the instructors to the various types of letters which are studied, written, assigned, and emphasized in the business communications course, and the frequency with which those letter types are written, as reported by the executives, reveals an inconsistency. This is important inasmuch as the communications course is considered to be a service course to prepare students for communication responsibilities on the mid-management level in the business community.

a. Almost two-thirds of the executives report that acknowledgment letters are written "constantly"; whereas, only one-fifth of the instructors assign them "maximum" emphasis; in fact, some don't emphasize them.

b. One-half of the executives report that collection letters are written "constantly"; whereas less than one-third of the instructors assign them "maximum" emphasis, and some don't emphasize them at all.

c. In summary, a great many of the letters which the executives report are written "constantly," such as credit extension, "thank you" letters, sales promotion, and transmittal, are not accorded
comparable emphasis by the instructors; in fact, some are not emphasized that are written "constantly," and others that are given "maximum" emphasis in the classroom are written infrequently—or not at all—in the business community.

The executives' opinions may well serve as a valuable guideline for the instructors in their decision-making on "letter-type" priorities in designing their scope and course content in this area of the business communications course.

Recommendations

The following recommendations are based upon the findings and experience gained from the present study:

1. It is recommended that curriculum specialists, business communications instructors, and the education sector in general be alerted to the significant thrust and importance attached to oral communications on the mid-management level by the employment sector. Such an awareness augurs change in the education sector. Such change could take the form of expanded course content, redesigned scope and sequence, reoriented posture and thrust of the entire business communications program. It presupposes change in
targets, goals, and objectives, and eventually change in outcomes in order to adequately meet the communication demands, requirements, and needs of the employment sector.

2. It is recommended that serious consideration be given by the education sector—including curriculum specialists, communications instructors, and educational consultants—to the inclusion of additional communications course offerings in Ohio community colleges and technical institutes to service the need that exists. The most obvious need at the present time is in the area of oral communications. This, authorities claim, will continue to grow and require greater attention in the years ahead.

3. The large percentage of instructors (36 percent) that indicated a preference for the "combination" course, which combined the application of writing skills and a review of English fundamentals, indicates the obvious need for course work in this area, either in the course in business communications itself or in prerequisites to meet the need in this area. Organization skills and outlining skills, which were listed as the most serious English weaknesses, would of course be included in the course content.

4. The use of business management fiction as a vehicle for oral reports, for enrichment, and reinforcement
is recommended highly by the instructors who are employing this means (Table 30) to develop background in the management field in general, and specifically in problem solving, decision-making and management theory.

5. It is recommended that the education sector be alerted to the need for student preparation and the development of expertise in handling the following written communication competencies as reported by the executives, and which instructors reported as not being strongly emphasized in the present course. These competencies listed in rank order of significance are: (a) the inter-office memo, (b) the formal report and letter report, (c) the business letter, (d) "cross-job" communications, (e) "downward" communications, (f) procedural directives (see Table 44, page 173).

6. It is recommended that the education sector be alerted to the need for student preparation and the development of expertise in handling the communications skills and knowledges reported by the business executives. These communications skills and knowledges listed in rank order of significance are: (a) the ability to use effective oral communications skills and knowledges effectively, (b) a knowledge of habits of orderly thinking; and application of
the problem-solving approach, (c) the ability to apply critical judgment in processing oral and written communications, (d) a knowledge of English fundamentals, and the mechanics of writing and speaking effectively, (e) confidence in communications skills, and (f) the ability to construct accurate, clear, coherent business reports (see Table 47, page 179).

7. It is recommended that the education sector be alerted to the need for student preparation and the development of expertise in handling the oral communication competencies which the executives reported as needed by mid-management personnel. These communication competencies, listed in rank order of significance, are: (a) handling telephone conversations effectively, (b) handling "trouble calls" effectively, (c) handling oral discussion meetings effectively, (d) handling oral confrontations effectively, (e) dictating effective interoffice memos, (f) handling oral reports, (g) dictating business letters extemporaneously; using services of a secretary and/or electronic equipment, (h) handling "cross-job," "downward and outward" oral communications coherently, accurately and effectively, (i) compiling data, and using problem-solving approaches effectively, (j) using audio-visual equipment, graphic aids,
media, and materials to facilitate oral presentations,
(k) handling panel discussions, using oral interaction
and inter-personal communications skills effectively (see
Table 49, page 183).

8. It is recommended that the education sector be
alerted to the need for student preparation to master the
communications weaknesses reported by the executives.
These weaknesses, listed in rank order of seriousness, are:
(a) a lack of organization skills, (b) a lack of brevity,
(c) a lack of conciseness, (d) a lack of consideration for
the reader, (e) a lack of a conversational style, (f) a lack
of the use of the proper "you viewpoint," (g) a lack of the
proper use of emphasis, (h) a lack of finesse, (i) the
inaccurate analysis of the problem or the purpose of the
communication, (j) a lack of unity, (k) a lack of tact,
(l) a lack of cheerfulness in written expression, (m) a lack
of clarity, (n) a lack of compactness, (o) a lack of direct-
ness, (p) a lack of the proper psychological approach, (q)
a lack of originality, (r) a lack of coherence, (s) an
incompleteness, (t) a lack of strategy, (u) a lack of
conviction, (v) a lack of friendliness, (w) a lack of
courtesy, (x) a lack of persuasiveness, (y) a lack of diplo-
macy, (z) a lack of sincerity (see Table 53, page 195).
9. It is recommended that the education sector be alerted to the need for student preparation to master the communication weaknesses in English skills reported by the executives. These weaknesses, listed in rank order of seriousness, are: (a) outlining and organizing ability; (b) grammar, sentence structure, spelling, punctuation, mechanics; (c) semantics—word choice, word division; (d) vocabulary expansion; (e) analysis, cognition, comprehension, and perception skills (see Table 55, page 199).

10. It is recommended that the education sector be alerted to the frequency with which certain letters are written in the business community as reported by the executives. These letter types in rank order of importance are: (a) acknowledgment letters; (b) collection letters; (c) transmittal letters; (d) "thank you" letters; (e) routine direct inquiry letters; (f) adjustment letters; (g) sales letters; (h) recommendation letters; (i) credit extension letters; (j) sales promotion letters; (k) credit information inquiries; (l) order letters; (m) claim letters; (n) credit refusal letters; (o) congratulatory letters; (p) goodwill letters; (q) granting request letters; (r) promotion letters; (s) cover letters; (t) request refusal letters; (u) announcement letters; (v) special favor request letters; (w)
condolence letters; (x) letters to editors (see Table 57, page 204).

11. It is recommended that the education sector be alerted to the extensive use of audio-visual materials and electronic equipment by the employment sector in order that provision might be made for student preparation in these areas. The audio-visual materials are listed in rank order of use: (a) dictation equipment; (b) bulletin board materials; (c) posters and charts; (d) overhead projector and transparencies; (e) chalkboard; (f) film projector; (g) record player; (h) opaque projector; (i) video-tape recorder; (j) closed circuit TV (see Table 51, page 188).

12. It is recommended that further research be conducted in this vital and important area, because it is in a constant state of flux. Inasmuch as business communications is considered to be an essential tool of management, this area of expertise should be maintained on a current basis at all times.
Summary

It is recommended that the education sector heed the warning about the dangers of "myopic thinking." It must alert students to the fact that business communications involves far more than narrowly prescribed written forms; it must escape its "myopic focus on writing."

Students should be alerted to the proliferating media—audio and electronic—which are now impacting upon the business sector, and their significance for business communications in the very near future.

It is also recommended that a broader focus be established for the discipline—that of "communication in business"—if it is to escape the shadow of obsolescence, and to emerge into a brighter day of greater effectiveness.
APPENDIX A
List of Research Participants, Including Chief Executives, Department Chairmen, and Instructors of Business Communications in Ohio Community Colleges and Technical Institutes

Belmont Technical College
Route 1, I-70 at State Route 331
St. Clairsville, Ohio 43950

President: E. Earl Greer
Acting Chairman, General Education: Mr. Ralph Ulman, Jr.
Instructor, Business Communications: Mrs. Drusilla Boelsckevey

Central Ohio Technical College
University Drive
Newark, Ohio 43055

Director: Dr. Robert A. Barnes
Acting Chairman, Business Communications: Mrs. Elizabeth Hall

Cincinnati Technical College
3520 Central Parkway
Cincinnati, Ohio 45223

President: Clifford R. House
Vice President, Academic Affairs: Frederick B. Schlimm
Chairman, Business Communications Department: Mr. Harry R. Heink
Instructor, Business Communications: Michael H. Jones

Clark Technical College
570 East Leffels Lane
Springfield, Ohio 45505

President: Richard O. Brinkman
Chairman, Business Technologies: Mr. J. Phillip Calland
Instructor, Business Communications: Mrs. Betty Dooley

*List provided by Mr. Robert Balthaser, Ohio's Director of Business and Office Education.*
Columbus Technical Institute
550 E. Spring Street
Columbus, Ohio 43215

President: Dr. Clinton E. Tatsch
Department Chairman, Communication Skills Department: Lorita S. Haag

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Cuyahoga Community College - President: Dr. Charles E. Chapman

Cuyahoga Community College-Eastern Campus
25444 Harvard Road
Warrensville Township, Ohio 44122

President: Dr. Robert E. Shepack
Dean for Instruction: Dr. D. C. Mitchell
Instructor, Business Communications: Phyllis R. Loudon

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Cuyahoga Community College-Metropolitan Campus
2900 Community College Avenue
Cleveland, Ohio 44115

President: Dr. Donald H. Smith
Department Chairman, Business Administration: Mr. Lovid Owens
Instructor, Business Communications: Mr. Edward Ricketts

---

Cuyahoga Community College-Western Campus
7300 York Road
Parma, Ohio 44130

President: Dr. Bernard J. Silk
Dean of Business Administration: Dr. Frank E. Liguori
Acting Department Chairman, Business Administration: Dr. Wm. J. Liebal
Instructors, Business Communications: Mrs. Angela Hergenroeder, Nestor A. Michnyak, Miss Elizabeth Redstone, Miss Marilyn Terbraak

---
Hocking Technical College
Route 1
Nelsonville, Ohio 45764

President: John J. Light
Chairman, General Studies Department: Betty H. Snelbaker
Instructors, Business Communications: Mary M. Abertin, Judy Mogzordy, Mrs. Mary Oberlin

Jefferson County Technical Institute
4000 Sunset Boulevard
Steubenville, Ohio 43952

President: Dr. Fred S. Robie
Coordinator, General Studies Department: John T. Bernert
Instructors, Business Communications: Carolyn R. Craft, Mary Jo Viola

Lakeland Community College
Mentor, Ohio 44060

President: Wayne Rodehorst
Chairman, Business Technologies Department: Dave McKelvey
Instructors, Business Communications: Mrs. Rita Kutie, Carol J. Leap

Lima Technical College
4300 Campus Drive
Lima, Ohio 45804

Director: Dr. James S. Biddle
Acting Chairman of General Studies: Mr. Alan J. Lange
Instructor, Business Communications: Mrs. Marilyn Shaffer
Lorain County Community College
1005 N. Abbe Road
Elyria, Ohio 44035

Director: C. E. Stiner
Chairman, Business Division: Leon Linton
Instructor, Business Communications: Miss Ruth Kadow

Marion Technical College
1465 Mount Vernon Avenue
Marion, Ohio 43302

President: John G. Lepp
Director, Business Technologies: Joseph F. Kerner
Instructors, Business Communications: Harold E. Boncuttev
John Watson

Muskingum Area Technical College
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Zanesville, Ohio 43701

President: Walker Huffman
Chairman, Business Department: William J. Dross
Instructors, Business Communications: Mrs. Catherine Cummings
Mr. Andrew Foster
Mrs. Ellen Keslar

North Central Technical College
2441 Kenwood Circle
Mansfield, Ohio 44906

President: Henry R. Fallerius
Vice President of Instruction: Paul D. Doray
Chairman, Department of Communication Skills: Norbert A. Wertington
Instructors, Business Communications: Dan Richards
Paul Sukys
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President: Dr. Max F. Covert
Chairman, Business Department: Robert Wooster
Instructors, Business Communications: Mr. Harold Cobb, Janice K. Williams

The Michael J. Owens Technical College
Oregon Road
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Chairman, Business Technologies: Paul G. Zatko
Instructor, Business Communications: Mr. Paul G. Zatko

Scioto Technical College
P.O. Box 766
Lucasville, Ohio 45648
President: Frank C. Taylor
Chairman, Communication Skills Department: Cathleen Flutz
Instructors, Business Communications: Nancy J. Barnett, Cathleen Hutz, Mr. Shannon Kizer, Miss Kathleen Simon

Sinclair Community College
444 West Third Street
Dayton, Ohio 45402
President: Marvin C. Knudson
Dean, Student Services: C. J. Vaughn
Instructors, Business Communications: William Vernon, Miss Nancy Brush, Mrs. Judith B. DaPolito
Stark Technical College
6200 Frank Avenue, N.W.
Canton, Ohio 44720

President: Fred A. Yenny
Dean of Instruction: Joseph L. Hafer
Instructors, Business Communications: Martha Beale, Jane Eggleston, Loyal L. Pearce

Terra Technical College
1220 Cedar Street
Fremont, Ohio 43420

President: Roy W. Klay
Director of Academics: Robert C. Wise
Instructors, Business Communications: Elaine Denman, Rhonda M. Hill

Washington Technical College
Route 2
Marietta, Ohio 45750

President: Harvey W. Graham
Dean of Instruction: Jerome J. Dunn
Instructor, Business Communications: Robert Miller

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One questionnaire unsigned.
APPENDIX B
Business Executives and Members of Cleveland
Chapter of Administrative Management Society or the
Greater Cleveland Growth Association who Participated in
Research Study

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Acme Visible Records, Incorporated
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James L. Nokes, Office Manager
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Ted R. Woods, Assistant Treasurer
and Administrative Manager
Hill Acme Company
1201 W. 65th Street
Cleveland, Ohio 44102 [651-2400]

John K. Wright, District Manager
Litton ABS
895 E. Highland Road
Macedonia, Ohio 44056 [467-4276]
September 11, 1972

Your participation is vital to a State-wide research of business communications as taught in Ohio community colleges and technical institutes.

I discussed this research with Mr. Robert D. Balthaser, Ohio's Director of Business and Office Education, and he suggested that I contact you for your cooperation and advice.

It is necessary for me to communicate with the instructors who are presently teaching business communications in Ohio community colleges and technical institutes in order to determine the current practices and procedures employed. May I please have the names of those instructors presently teaching a course(s) in business communications in your institution, as well as the names of those teachers who recently handled this work, in the event that there has been a change in teaching personnel. Also, may I please have the name of the department chairman of business communications.

Kindly forward a copy of the current catalog describing the course(s) your institution offers in business communications. In case you do not have a catalog, may I please have the course(s) description.

This research is under the direction of Dr. J Marshall Hanna, Dr. William E. Jennings, and Dr. Edward T. Ferguson, Jr. of Ohio State University. It is part of the requirements for a doctor's degree.

Your cooperation is vital to the success of this research, and is very much appreciated.

Cordially yours,

Mrs. Angela Hergenroeder
Professor of Business Administration

ADH:PM
Enclosure

[Letter to Presidents of Ohio community colleges and technical institutes inviting them to participate in the research study.]
September 13, 1973

Your cooperation is vital to my research of business communications as taught in Ohio community colleges and technical institutes.

I discussed this research yesterday with Dr. J Marshall Hanna of Ohio State University, and he suggested that I contact you for your help.

I am presently preparing a questionnaire to determine the current practices and procedures employed in the teaching of business communications on the community college level. I would like to know the names and mailing addresses of authors of texts in this field, as well as some outstanding authorities and teachers of business communications outside Ohio to whom I might send my questionnaire for a trial run.

Your cooperation is vital to the success of this research, and is very much appreciated.

Cordially yours,

Mrs. Angela Hergenroeder
Professor of Business Administration

ADH:PM

[Letter to editors of publishing houses specializing in the publication of business communications texts requesting list of experts to examine and evaluate the questionnaires which are to be submitted to the department chairmen and instructors of business communications.]
October 24, 1972

Your participation is vital to a state-wide research of business communications as taught in Ohio community colleges and technical institutes. I discussed this research recently with the editor of one of the publishing companies that specializes in the publication of business communications textbooks, and he gave me your name as an authority in this area.

I have prepared two questionnaires to determine the current practices and procedures employed in the teaching of business communications on the post-secondary level. I am writing to invite you to serve as a member of my Jury of Experts to examine the questionnaires, and to present your reactions, including your suggested additions and deletions.

This research is under the direction of Dr. J Marshall Hanna, Dr. William E. Jennings, and Dr. Edward T. Ferguson, Jr., of Ohio State University. It is part of the requirements for a doctor's degree.

Won't you please let me know on the enclosed card if you will accept my invitation to serve as a member of the Jury of Experts. Your answer in the affirmative will bring the questionnaires by return mail.

Your cooperation is vital to the success of this research, and is very much appreciated.

Cordially yours,

Mrs. Angela Hergenroeder
Professor of Business Administration

ADH:pm

Enclosure: Card

[Letter sent to prominent individuals in the business communications field inviting them to serve as a Jury of Experts to examine and evaluate the business communications questionnaires to be submitted to department chairmen and instructors.]
Mrs. Hergenroeder:

You may count me as one of the Jury of Experts to examine and evaluate your business communications questionnaire.

Cordially,

Signed

[Facsimile of card enclosed with letter of invitation to prominent individuals in the business communications field inviting them to act as a Jury of Experts.]
Jury of Experts
Established to Examine and Evaluate the
Business Communications Questionnaires to be Submitted
to Department Chairmen and Instructors
of Business Communications

Dr. Woodrow Baldwin, Chairman
Department Business Administration
Simmons College
Boston, Massachusetts

Dr. Edward T. Ferguson, Jr.
La Zapatilla-Apartado 47
Estepona, Spain

Dr. J Marshall Hanna
Professor of Education
Ohio State University
Columbus, Ohio

Dr. W. E. Jennings
Professor of Education (Emeritus)
Ohio State University
Columbus, Ohio

Dr. Frank W. Lanham, Curriculum Coordinator
of Business and Distributive Education
Wayne State University
Detroit, Michigan

Dr. Raymond V. Lesikar, Chairman
Department of Management
Louisiana State University
Baton Rouge, Louisiana

Dr. Inez Ray Wells
Professor of Education
Ohio State University
Columbus, Ohio

Dr. Kenneth Zimmer
Department of Education
California State College-Los Angeles
Los Angeles, California
April 2, 1973

Your name has been recommended to me by the Greater Cleveland Growth Association as an outstanding representative of "Top-Level" management and prominent authority in the Cleveland business community.

I am writing to request your cooperation in a research of business communications as taught in Ohio community colleges and technical institutes. The purpose of this study is to examine the business communications program, evaluate its present status, and make recommendations for its continual improvement in order that it may adequately meet the communication needs, requirements, and demands of the business community.

Your participation is urgently requested! I am writing to invite you to serve as a member of the Jury of Authorities to examine the questionnaire, and to present your reactions—including your additions and deletions—before it is submitted to the Cleveland employers.

This research is under the direction of Dr. J Marshall Hanna, Dr. William E. Jennings, and Dr. Edward T. Ferguson, Jr., of Ohio State University. It is part of the requirements for a doctor's degree.

Your cooperation is vital to the success of this research, and is very much appreciated!

Cordially yours,

Mrs. Angela Hergenröeder
Professor of Business Administration

ADH:pm

[Letter sent to outstanding representatives of "Top-Level" management and prominent authorities in the Cleveland business community inviting them to serve as a Jury of Authorities.]
Jury of Authorities

Established to Examine and Evaluate the Business Communications Questionnaire submitted to the Cleveland Chapter of the Administrative Management Society and/or Members of the Greater Cleveland Growth Association

Lawrence M. Cranston, Manager
Government of Ontario, Canada
Ministry of Industry
726-100 Superior Avenue
Cleveland, Ohio

A.E. Frey, Director Safety and Environmental Engineering
Diamond Shamrock Corporation
Cleveland, Ohio

Donald J. Hart, Assistant Manager
Central National Bank of Cleveland
Cleveland, Ohio

Russell Johnson, Operations Manager
Management Training Division
Ohio Bell Telephone Company
100 Erieview Building
Cleveland, Ohio

Michael Knable, Sales Manager
Xerox Company
Cleveland, Ohio

Mr. F. F. McGunagle
Transportation Consultant
23200 Chagrin Boulevard
Cleveland, Ohio

Mr. F. J. O'Neill, Chairman of the Board
Signal Delivery Service, Incorporated
Two Commerce Park Square-Room 208
23200 Chagrin Boulevard
Cleveland, Ohio

Mr. Hugh O'Neill III, President
Leaseway Transportation Corp.
21111 Chagrin Boulevard
Cleveland, Ohio
Mr. George Rafter, Vice President
Administrative Management Society
9701 Brookpark Road
Cleveland, Ohio 44129

Dear Mr. Rafter:

The participation of the Cleveland Chapter of the Administrative Management Society is of vital importance in a research study of business communications that I am conducting.

As one of the officers in charge of the program of the Administrative Management Society, your assistance will be crucial in the completion of a survey questionnaire by the membership at its April meeting. The questionnaire is designed to collect data on the perceptions of employers as to the business communications skills they believe are necessary for success on the mid-management level.

This research is under the direction of Dr. J. Marshall Hanna, Dr. William E. Jennings, and Dr. Edward T. Ferguson, Jr., of Ohio State University. It is part of the requirements for a doctor's degree.

A list of the participating individuals and institutions will be included in the appendix of the dissertation; however, none of the findings will be attributed to any specific individual or institution.

Your cooperation is urgently requested, Mr. Rafter, and also that of the Cleveland Chapter of the Administrative Management Society in this timely research. May I have an affirmative reply soon. It is vital to the success of this study.

Cordially yours,

Mrs. Angela Hergenröder

ADH:pm
March 15, 1973

Dear Research Participant:

In a letter to you on February 22 of this year, I invited you to participate in a research study on business communications.

As I have not heard from you, I am assuming that my letter and questionnaire did not reach you, consequently, I am forwarding another questionnaire with this note.

Your cooperation is vital to the success of this study of business communications in Ohio community colleges and technical institutes, and will provide the basis for a comprehensive evaluation in this important area.

Won't you please fill in the questionnaire now, and return it to me in the enclosed self-addressed envelope. Your immediate response will be very much appreciated.

Cordially yours,

Mrs. Angela Hergenroeder

ADH: pm

Enclosure

[Follow-up letter to research participants.]
April 4, 1973

Dear Member of AMS:

The April meeting of Administrative Management Society will be held on April 17, 1973 at the Al Koran Mosque at the same time as the AMS chapter meeting.

All Cleveland State University chapter members are requested to attend. The speaker for the evening will be the President of Cleveland State University, Dr. Walter B. Waetjen. We would appreciate having a good attendance at this meeting, in particular.

The chapter members will be asked to assist in the distribution and data collection of a doctoral study questionnaire that will be distributed by Mrs. Angela Hergenroeder of Cuyahoga Community College.

Please send in your reservation to the AMS Chapter direct. It would be appreciated if you would call Dr. Wright’s office so that I may plan accordingly.

Sincerely yours,

Lucille E. Wright, Ph.D.
Teacher - Educator
Business & Office Education

LEW/pm
Dear Department Chairman:

Your participation is vital to a State-wide research of business communications as taught in Ohio community colleges and technical institutes.

The enclosed questionnaires are structured to collect data on your business communications course which emphasizes the development and application of language skills in the writing of effective business letters and reports.

There are two different questionnaires enclosed. Only the Chairman will answer the "Questionnaire to Identify the Status of the Business Communications Course." The other questionnaire which seeks to "Identify the Status of the Teaching Personnel" will be answered by all teachers of business communications, including those who are currently teaching the course, and those who have taught it previously.

Please distribute the questionnaires to the appropriate individuals, and return them in the enclosed addressed envelope at your earliest convenience.

This research is under the direction of Dr. J Marshall Hanna, Dr. William E. Jennings, and Dr. Edward T. Ferguson, Jr., of Ohio State University. It is part of the requirements for a doctor's degree.

Your cooperation is urgently requested, Chairman, and is sincerely appreciated!

Cordially yours,

Mrs. Angela Hergenroeder

ADH:pm

Enclosures

[Cover letter for questionnaire to department chairmen of business communications in Ohio community colleges and technical institutes.]
QUESTIONNAIRE TO THE DEPARTMENT CHAIRMEN RESPONSIBLE FOR THE BUSINESS COMMUNICATIONS PROGRAM IN OHIO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

This questionnaire is designed to collect data on the perceptions of the department chairmen responsible for the business communications program in Ohio community colleges and technical institutes. This questionnaire is structured to identify the status of the business communications course which emphasizes business letter writing, report writing, and oral communications. It is a part of a study to examine the business communications program offered in Ohio community colleges and technical institutes and to establish criteria with implications for the continual improvement of the program, in order to meet the communications needs, requirements, and demands of the business community.

1. Please check the exact title(s) of your course(s) that offer specific instruction in business letter and report writing.

____ a. Business Communication
____ b. Business Communications
____ c. Business Correspondence
____ d. Business English
____ e. Business Letter Writing
____ f. Communications Skills
____ g. Communications
____ h. Communicative Skills
____ i. Communication Theory
____ j. Other (please specify)
2. Please check the exact title(s) of the other courses in business communications offered in your institution.

   _____ a. Administrative Communications
   _____ b. Business Communication Theory
   _____ c. Business English
   _____ d. Business Report Writing
   _____ e. Oral Communications
   _____ f. Oral and Written Skills
   _____ g. Report Writing
   _____ h. Research Communication
   _____ i. Technical Communications
   _____ j. Technical Report Writing
   _____ k. Technical Writing
   _____ l. Other (please specify)

3. Please check the description(s) that most accurately identify your business communications program:

   _____ a. Separate course devoted only to business letters
   _____ b. Combination Course A: Restricted mainly to business letters and reports
   _____ c. Combination Course B: Business letters, reports, and other subject matter
4. If you offer the Combination Course B, please check the items that are included in "other subject matter":

____ a. Oral Reports
____ b. Grammar Review and Business English
____ c. Conferences
____ d. Advertising
____ e. Abstracts
____ f. Dictation Practice
____ g. General Composition
____ h. Reading and Listening
____ i. Secretarial Practice
____ j. Other (please specify)

5A. If you offer either of the combination courses (A or B), please indicate the approximate percentage of class time devoted to letter writing instruction: ______

5B. The approximate percentage of class time devoted to report writing instruction: ______

PLEASE NOTE:

From this point on, please structure your responses so that they apply to the one business communications course offered by your institution—irrespective of its title—that emphasizes business letter writing, report writing, and oral communications.

6. Please check the placement level of the business communications course:

____ a. Freshman level
____ b. Sophomore level
____ c. Other (please specify)
7. Please indicate the length of your class meetings:
   ___ minutes

8. Please indicate the total number of class meetings in your term:
   ___ a. Quarter
   ___ b. Semester

9. Please check the average class enrollment per section.
   ___ a. Under 10
   ___ b. 10 to 14
   ___ c. 15 to 19
   ___ d. 20 to 24
   ___ e. 25 to 29
   ___ f. 30 to 34
   ___ g. 35 to 39
   ___ h. 40 to 44
   ___ i. Over 44

10. Please indicate the average total enrollment in your business communications course for the academic year:
    ___

11. Please check how much credit is given for the business communications course:
    ___ a. Quarter hours
    ___ b. Semester hours
    ___ c. Other (please specify)
12. Please check the prerequisites for enrollment in the business communications course, and the number of hours of credit required:

<table>
<thead>
<tr>
<th>Quarter Hours</th>
<th>Semester Hours</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>English</td>
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<td></td>
<td></td>
<td>English Composition</td>
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<td></td>
<td></td>
<td>Typewriting</td>
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<tr>
<td></td>
<td></td>
<td>Business Management</td>
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<tr>
<td></td>
<td></td>
<td>Introduction to Business</td>
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<tr>
<td></td>
<td></td>
<td>No Prerequisites</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

13. Please check the exact title of the division or department in which the business communications course is offered within your institution.

- [ ] a. Accounting
- [ ] b. Business Administration
- [ ] c. Business and Office Administration
- [ ] d. Business Education
- [ ] e. Commerce
- [ ] f. Economics
- [ ] g. English
- [ ] h. Office Administration
- [ ] i. Secretarial Science
- [ ] j. Other (please specify)
14. Please check the major areas offered in your institution and indicate whether business communications is a required course in the major areas offered.

<table>
<thead>
<tr>
<th>Major Area Offered</th>
<th>Business Communications Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td>Business Administration</td>
</tr>
<tr>
<td></td>
<td>Business Education</td>
</tr>
<tr>
<td></td>
<td>Commerce</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Management</td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
</tr>
<tr>
<td></td>
<td>Office Administration</td>
</tr>
<tr>
<td></td>
<td>Secretarial Science</td>
</tr>
<tr>
<td></td>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

15. Please check the basic text used in your course. Please indicate the edition if it is other than the "latest."


Devlin, Business Communication, Richard D. Irwin, Inc.


Hay, Written Communications for Business Administrators, Holt, Rinehart and Winston, Inc.

Hook, Guide to Good Writing, Ronald Press

Himstreet and Baty, Business Communications: Principles and Methods, Wadsworth Publishing Co., Inc.


Kiethley, A Manual of Style for the Preparation of Papers and Reports, South-Western Publishing Co.


Lamar, Pattern and Purpose in Writing, Holt, Rinehart and Winston, Inc.


Lesikar, Business Communication: Theory and Application, Richard D. Irwin, Inc.

McIntosh, Techniques of Business Communication, Holbrook Publishing Co.

Menning and Wilkinson, Communicating Through Letters and Reports, Richard D. Irwin, Inc.


<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ralph D. Casey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorensen, Theodore C.</td>
<td>Decision-Making in the White House: The Olive Branch or the Arrows.</td>
<td>Columbia</td>
</tr>
<tr>
<td>Strunk, William, Jr., and E. B. White</td>
<td>The Elements of Style</td>
<td>Macmillan Co.</td>
</tr>
<tr>
<td>Thayer, Lee O.</td>
<td>Communication: Concepts and Perspectives</td>
<td>Spartan Books</td>
</tr>
<tr>
<td>Thayer, Lee O.</td>
<td>Communication and Communication Systems</td>
<td>Richard D. Irwin, Inc.</td>
</tr>
<tr>
<td>Wilkinson, Menning and Anderson</td>
<td>Writing for Business</td>
<td>Richard D. Irwin, Inc.</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear Chairman:

Many, many thanks for your dedicated effort and interest. Without your cooperation, this study could not be completed satisfactorily.

Please sign your name, your title, and the name and address of your school below. Once again, a sincere thank you for your cooperation.

Cordially yours,

Mrs. Angela Hergenroeder
Cuyahoga Community College
Western Campus-7300 York Road
Parma, Ohio 44130

Name and Title: __________________________

School Name and Address: __________________________
February 22, 1973

Dear Instructor:

Your cooperation is urgently requested in the completion of the attached questionnaire. This questionnaire is structured to collect data on your business communications course which emphasizes the development and application of language skills in the composition of effective business letters and reports.

The questions may be answered, for the most part, with a check mark; however, several questions have been inserted at the end to secure an expression of your personal opinion.

A list of the participating individuals and institutions will be included in the appendix of the dissertation; however, none of the findings will be attributed to any specific individual or institution.

Your cooperation is vital to the success of this study, and is sincerely appreciated!

Cordially yours,

Mrs. Angela Hergenroeder

ADH:pm

Enclosures

[Cover letter for questionnaire to business communications instructors in Ohio community colleges and technical institutes.]
1. COURSE OBJECTIVES: Please circle your opinion of the degree of importance assigned to the objectives listed below with reference to your business communications course. A number scale has been assigned to identify the categories of opinion.

1 - Indicates "maximum" importance
2 - Indicates "moderate" importance
3 - Indicates "minor" importance
4 - Indicates "minimum" importance
5 - Indicates "no" importance

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE OBJECTIVES</td>
<td>Degree of Importance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. To develop students' ability to write effective business communications</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. To review and develop English fundamentals and the mechanics of writing effectively</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. To provide students with an understanding of the principles of effective communication</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. To develop students' confidence in their communications skills</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. To develop students' aptitude in the use of critical judgment in handling communications</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Objective</th>
<th>Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. To provide students with understanding of the importance of effective communications skills in business</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>g. To help students develop problem-solving approaches to problems in business communications</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>h. To teach students the principles of business report writing</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>i. To provide students the opportunity to write business letters and business reports under supervision</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>j. To help students to develop effective oral communications skills</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Other (please specify and rate)</td>
<td></td>
</tr>
</tbody>
</table>

2. Please check what you consider to be the major function of your business communications course.

- **a.** To develop and apply communications skills in the writing of effective business communications
- **b.** To review and develop English fundamentals and the mechanics of writing effectively
- **c.** Combination of the above
- **d.** Other (please specify below)
3. COURSE CONTENT: Please circle the appropriate number to indicate the emphasis you give each of the subject areas. The categories of emphasis, entitled "Comprehensive, Brief, No," are defined thus:

**Comprehensive:** Lecture, discussion, visual aid and audio presentations, demonstration, plus student reading; written, and oral assignments.

**Brief:** Lecture and outside reading assignments.

**No:** Not included as part of the course content.

1 - Indicates "Comprehensive"
2 - Indicates "Brief"
3 - Indicates "No"

<table>
<thead>
<tr>
<th>3 A</th>
<th>Degree of Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CONTENT</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>a. Principles of Communication</td>
<td></td>
</tr>
<tr>
<td>1. C's of effective communication</td>
<td>1</td>
</tr>
<tr>
<td>2. Communication theory</td>
<td>1</td>
</tr>
<tr>
<td>3. English fundamentals</td>
<td>1</td>
</tr>
<tr>
<td>4. Grammatical correctness</td>
<td>1</td>
</tr>
<tr>
<td>5. Habits of orderly thinking</td>
<td>1</td>
</tr>
<tr>
<td>6. Outlining as a framework</td>
<td>1</td>
</tr>
<tr>
<td>7. Problem-solving procedures</td>
<td>1</td>
</tr>
<tr>
<td>8. Psychological concepts</td>
<td>1</td>
</tr>
<tr>
<td>9. Punctuation</td>
<td>1</td>
</tr>
<tr>
<td>10. Semantics</td>
<td>1</td>
</tr>
<tr>
<td>11. Spelling</td>
<td>1</td>
</tr>
<tr>
<td>Course Content</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>12. Syllabication</td>
<td>1</td>
</tr>
<tr>
<td>13. Timed impromptu writing</td>
<td>1</td>
</tr>
<tr>
<td>14. Trends in Modes of Expression</td>
<td>1</td>
</tr>
<tr>
<td>15. Vocabulary development</td>
<td>1</td>
</tr>
<tr>
<td>16. Word usage</td>
<td>1</td>
</tr>
<tr>
<td>17. Other (please specify below and rate)</td>
<td>1</td>
</tr>
</tbody>
</table>

b. Business Letter Writing

1. Developing writing techniques                                               | 1             | 2     | 3  |
2. Developing applied letter writing skills                                  | 1             | 2     | 3  |
3. Planning representative letter types                                      | 1             | 2     | 3  |
4. Other (please specify below and rate)                                     | 1             | 2     | 3  |
<table>
<thead>
<tr>
<th>Degree of Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
</tr>
<tr>
<td>1</td>
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</tbody>
</table>

3 C-D  
COURSE CONTENT

c. Oral Communication Skills

1. Dictation Skills (extemporaneous) 1 2 3
2. Solutions to Business Problems (oral) 1 2 3
3. Dictation Equipment—Use—Techniques 1 2 3
4. Listening Techniques—Procedures 1 2 3
5. Oral Reports—Discussion Meetings 1 2 3
6. Business Management Fiction—Reports—Oral 1 2 3
7. Sales Presentations—Oral 1 2 3
d. Business Report Writing Skills

1. Compilation—data-analysis 1 2 3
2. Formal report—informal report 1 2 3
3. Graphic Aids 1 2 3
4. Letter Report 1 2 3
5. Memo Report 1 2 3
6. Report Writing—format—style 1 2 3
4. Please check the number of written assignments that you require prepared in class and outside class.

<table>
<thead>
<tr>
<th>Assignments - Prepared in Class</th>
<th>Assignments - Prepared Outside Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 3</td>
<td>Under 3</td>
</tr>
<tr>
<td>3 - 5</td>
<td>3 - 5</td>
</tr>
<tr>
<td>6 - 10</td>
<td>6 - 10</td>
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<td>11 - 15</td>
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<tr>
<td>36 - 40</td>
<td>36 - 40</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

5. Please check the number of weekly class contact periods in your average teaching load.

| ______ | 7 - 9 periods |
| ______ | 10 - 14 periods |
| ______ | 15 - 20 periods |
| ______ | Other (please specify) |

6. Please check the average number of hours you spend per week grading assignments.

| ______ | 1 - 4 hours |
| ______ | 5 - 9 hours |
| ______ | 10 - 14 hours |
| ______ | 15 - 19 hours |
| ______ | 20 - 25 hours |
| ______ | Other (please specify) |
7. COURSE METHODOLOGY: Please circle the appropriate number to indicate the emphasis employed in the teaching of your course in business communications, relative to approaches, methods, and procedures. The categories of emphasis are entitled "Comprehensive, Brief, No emphasis, No response."

<table>
<thead>
<tr>
<th>Degree of Emphasis</th>
<th>Comprehensive</th>
<th>Brief</th>
<th>No emphasis</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Approach Employed

1. Analytical Approach 1 2 3 4
2. Formula Approach 1 2 3 4
3. Situational logic—Judgmental Approach 1 2 3 4
4. "Types Approach" 1 2 3 4
5. Outlining—Organizational skills—Basic framework Approach 1 2 3 4
8. Please circle the number to indicate the emphasis you give to each of the following letter "types." "Emphasis" is defined as the extent to which a letter type is assigned, studied, written, and rewritten. A number scale has been assigned to identify the categories of opinion as follows:

1 - Indicates "maximum emphasis"
2 - Indicates "moderate emphasis"
3 - Indicates "minimum emphasis"
4 - Indicates "no emphasis"
5 - Indicates "no response"

<table>
<thead>
<tr>
<th>LETTER TYPES</th>
<th>Degree of Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>a. Acceptance letter (job offer)</td>
<td>1</td>
</tr>
<tr>
<td>b. Acknowledgment—declining order</td>
<td>1</td>
</tr>
<tr>
<td>c. Acknowledgment—first order</td>
<td>1</td>
</tr>
<tr>
<td>d. Acknowledgment—incomplete order</td>
<td>1</td>
</tr>
<tr>
<td>e. Acknowledgment—order substitute</td>
<td>1</td>
</tr>
<tr>
<td>f. Acknowledgment—routine order</td>
<td>1</td>
</tr>
<tr>
<td>g. Adjustment refusal letter</td>
<td>1</td>
</tr>
<tr>
<td>h. Announcement letter</td>
<td>1</td>
</tr>
<tr>
<td>i. Application letter follow-up</td>
<td>1</td>
</tr>
<tr>
<td>j. Claim letter</td>
<td>1</td>
</tr>
<tr>
<td>k. Collection letter—all stages</td>
<td>1</td>
</tr>
<tr>
<td>l. Collection letter—late stage</td>
<td>1</td>
</tr>
<tr>
<td>LETTER TYPES</td>
<td>Degree of Emphasis</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td>Maximum</td>
</tr>
<tr>
<td>m. Collection letter—middle stage</td>
<td>1</td>
</tr>
<tr>
<td>n. Collection letter—reminder stage</td>
<td>1</td>
</tr>
<tr>
<td>o. Condolence letter</td>
<td>1</td>
</tr>
<tr>
<td>p. Congratulatory letter</td>
<td>1</td>
</tr>
<tr>
<td>q. Cover letter—for questionnaire</td>
<td>1</td>
</tr>
<tr>
<td>r. Credit extension letter</td>
<td>1</td>
</tr>
<tr>
<td>s. Credit information inquiry</td>
<td>1</td>
</tr>
<tr>
<td>t. Credit refusal letter</td>
<td>1</td>
</tr>
<tr>
<td>u. Data sheet—Application letter</td>
<td>1</td>
</tr>
<tr>
<td>v. Goodwill letters</td>
<td>1</td>
</tr>
<tr>
<td>w. Granting adjustment letter</td>
<td>1</td>
</tr>
<tr>
<td>x. Granting request letter</td>
<td>1</td>
</tr>
<tr>
<td>y. Job offer refusal letter</td>
<td>1</td>
</tr>
<tr>
<td>z. Letter to editor</td>
<td>1</td>
</tr>
<tr>
<td>aa. Order letter</td>
<td>1</td>
</tr>
<tr>
<td>bb. Promotion letter—unused charge a/c</td>
<td>1</td>
</tr>
<tr>
<td>cc. Recommendation letter</td>
<td>1</td>
</tr>
<tr>
<td>dd. Request refusal letter</td>
<td>1</td>
</tr>
<tr>
<td>LETTER TYPES</td>
<td>Degree of Emphasis</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>Maximum</td>
</tr>
<tr>
<td>ee. Resignation letter</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>ff. Routine direct inquiry letter</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>gg. Sales letter</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>hh. Sales promotion</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>ii. Special favor request</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>jj. Thank you letter</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>kk. Transmittal letter</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11. Other (please specify and rate)</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

9. Recognizing that most instructors use a combination of plans in evaluating student performance, please check the plan(s) that describe yours most accurately.

- ____ Subjective evaluation
- ____ Normal distribution curve
- ____ Cumulative point system
- ____ Per cent correct
- ____ Rank in class
- ____ No statistical system
- ____ Letter grades
- ____ Other (please specify)
10. Please indicate the approximate per cent of the students' final grade determined by each of the following devices:

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>Out-of-Class Assignments</th>
<th>Essay Test Results</th>
<th>Objective Test Results</th>
<th>Oral Competency Oral Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. Please check the titles of business management fiction that students read and report orally:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen</td>
<td>Only Yesterday</td>
</tr>
<tr>
<td>Arnold</td>
<td>Folklore of Capitalism</td>
</tr>
<tr>
<td>Verle and Means</td>
<td>Modern Corporation</td>
</tr>
<tr>
<td>Brady</td>
<td>Business as System of Power</td>
</tr>
<tr>
<td>Britt</td>
<td>The Spenders</td>
</tr>
<tr>
<td>Burnham</td>
<td>The Managerial Revolution</td>
</tr>
<tr>
<td>Carnegie</td>
<td>Gospel of Wealth</td>
</tr>
<tr>
<td>Dichter</td>
<td>Strategy of Desire</td>
</tr>
<tr>
<td>Dos Passos</td>
<td>Mid-Century</td>
</tr>
<tr>
<td>Dreiser</td>
<td>Frank Cowperwood Series</td>
</tr>
<tr>
<td>Fitzgerald</td>
<td>Great Gatsby</td>
</tr>
<tr>
<td>Flesch</td>
<td>Art of Readable Writing</td>
</tr>
<tr>
<td>Fromm</td>
<td>Escape from Freedom</td>
</tr>
<tr>
<td>Galbraith</td>
<td>The Affluent Society</td>
</tr>
<tr>
<td>Greenwalt</td>
<td>The Uncommon Man</td>
</tr>
<tr>
<td>Gunther</td>
<td>Taken at the Flood</td>
</tr>
<tr>
<td>Hawley</td>
<td>Executive Suite</td>
</tr>
<tr>
<td>Hawley</td>
<td>Cash McCall</td>
</tr>
<tr>
<td>Hayakawa</td>
<td>Language in Thought-Action</td>
</tr>
<tr>
<td>Hill</td>
<td>Think and Grow Rich</td>
</tr>
<tr>
<td>Horney</td>
<td>Neurotic Personality-Our Time</td>
</tr>
<tr>
<td>Howells</td>
<td>Rise of Silas Lapham</td>
</tr>
<tr>
<td>Josephson</td>
<td>Robber Barons</td>
</tr>
<tr>
<td>Katona</td>
<td>Powerful Consumer</td>
</tr>
<tr>
<td>Keats</td>
<td>The Insolent Chariots</td>
</tr>
<tr>
<td>Lewis</td>
<td>Babbitt</td>
</tr>
<tr>
<td>Livingston</td>
<td>The American Stockholder</td>
</tr>
<tr>
<td>Marquand</td>
<td>Point of No Return</td>
</tr>
<tr>
<td>Marquand</td>
<td>Sincerely, Willis Wayde</td>
</tr>
<tr>
<td>Mayo</td>
<td>Social Problems of Indus.Civilization</td>
</tr>
<tr>
<td>Meade</td>
<td>How to Succeed in Business without Trying</td>
</tr>
<tr>
<td>Merriam</td>
<td>Figleaf</td>
</tr>
<tr>
<td>Mills</td>
<td>The Power Elite</td>
</tr>
<tr>
<td>Mills</td>
<td>White Collar</td>
</tr>
<tr>
<td>Mills</td>
<td>New Men of Power</td>
</tr>
<tr>
<td>Myers</td>
<td>History of Great American Fortunes</td>
</tr>
<tr>
<td>Norris</td>
<td>The Octopus</td>
</tr>
<tr>
<td>Packard</td>
<td>The Hidden Persuaders</td>
</tr>
<tr>
<td>Packard</td>
<td>The Waste Makers</td>
</tr>
<tr>
<td>Packard</td>
<td>The Status Seekers</td>
</tr>
<tr>
<td>Rand</td>
<td>Atlas Shrugged</td>
</tr>
</tbody>
</table>
### 12. Please encircle the appropriate number to indicate the use made of the following audio-visuals and instructional media in the teaching of business communications in your college or technical institute.

<table>
<thead>
<tr>
<th>AUDIO-VISUALS INSTRUCTIONAL MATERIALS</th>
<th>Frequency of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maximum Use</td>
</tr>
<tr>
<td>---</td>
<td>1</td>
</tr>
<tr>
<td>Bulletin Board</td>
<td>1</td>
</tr>
<tr>
<td>Chalkboard</td>
<td>1</td>
</tr>
<tr>
<td>Closed Circuit TV</td>
<td>1</td>
</tr>
<tr>
<td>Dictating Equipment</td>
<td>1</td>
</tr>
<tr>
<td>Filmstrip Projector</td>
<td>1</td>
</tr>
<tr>
<td>Film Projector 8-16mm</td>
<td>1</td>
</tr>
<tr>
<td>Opaque Projector</td>
<td>1</td>
</tr>
<tr>
<td>Overhead Projector</td>
<td>1</td>
</tr>
<tr>
<td>Posters-Charts</td>
<td>1</td>
</tr>
<tr>
<td>Record Player</td>
<td>1</td>
</tr>
<tr>
<td>Video-tape Recorder</td>
<td>1</td>
</tr>
</tbody>
</table>
13. Please check the kinds of supplementary educational materials (handouts) you provide for your students in business communications:

___ Assignment Schedules
___ Bibliographies
___ Case Studies
___ Course Objectives; goals
___ Fiction List-Business Management
___ Letter Formats
___ Outlines
___ Writing Samples
___ Other (please specify)

14. Please list the supplementary books that you use in teaching business communications by author, title, publisher, and edition (if other than the latest edition).

15. Please list the supplementary books that you advise, encourage, recommend, motivate, and exhort your students to use by author, title, publisher, and edition (if other than the latest edition).

**Instructor's Professional and Educational Background and Qualifications**

16. Please indicate the number of years of experience—including the current year—that you have had in teaching business communications.

Years of Teaching Experience in Business Communications

17. Please indicate whether you have had practical business communications experience in business.

Yes___ No___ No. of Years___
18. Please indicate your present faculty rank:

   Instructor ______________________________
   Assistant Professor _____________________
   Associate Professor _____
   Professor _______________________________

19. Please indicate your present faculty position:

   Full time ________________________________
   Part time ________________________________

20. Please indicate the highest college-university degree you hold:

   Associate of Arts _________________________
   Associate of Science ______________________
   Bachelor of Arts _________________________
   Bachelor of Business Administration ______
   Bachelor of Science ______________________
   Bachelor of Science in Education _________
   Master of Arts __________________________
   Master of Science ________________________
   Master of Business Administration ________
   Master of Business Education ____________
   Doctor of Business Administration _________
   Doctor of Business Education _____________
   Doctor of Education ______________________
   Doctor of Philosophy _____________________
21. Please indicate your academic areas of specialization in both your undergraduate and graduate studies.

<table>
<thead>
<tr>
<th>Undergraduate Major</th>
<th>Undergraduate Minor</th>
<th>Graduate Major</th>
<th>Graduate Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
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<td></td>
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<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Management</td>
<td></td>
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<tr>
<td>Marketing</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Office Administration</td>
<td></td>
<td></td>
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<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Secretarial Science</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Social Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22. Please indicate the specialized courses that you have taken in preparation to teach business communications.

<table>
<thead>
<tr>
<th>Business English</th>
<th>Journalism</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Letter Writing</td>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>Business Report Writing</td>
<td>Marketing</td>
<td></td>
</tr>
<tr>
<td>Communication Theory</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Shorthand</td>
<td></td>
</tr>
<tr>
<td>English Composition</td>
<td>Office Management</td>
<td></td>
</tr>
<tr>
<td>Human Relations</td>
<td>Typewriting</td>
<td></td>
</tr>
<tr>
<td>Intro. to Business</td>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>
23. Please indicate the professional organizations in which you hold memberships that are directly related to the teaching of business communications.
   ___ a. American Business Communication Association
   ___ b. None
   ___ c. Other (please specify)

24. Please indicate what you consider to be the main strengths of your business communications course as it is now taught.

25. Please indicate what you consider to be the chief weaknesses of your business communications course as it is now taught.

26. Please indicate what changes you believe will occur generally in the teaching of business communications within the next ten years.

Dear Educator:

Many, many thanks for your dedicated effort and interest. Without your cooperation, this study could not be completed satisfactorily.

Please sign your name and address below if you wish a summary of the findings of this study. Once again, a sincere thank you for your cooperation.

Cordially yours,

Mrs. Angela Hergenröeder
Cuyahoga Community College
Western Campus-7300 York Road
Parma, Ohio 44130

Name: _______________________________________

Address: ______________________________________
APPENDIX F
Dear Business Executive:

Your participation is absolutely vital to a State-wide research of business communications as taught in Ohio community colleges and technical institutes. Your cooperation is urgently requested in the completion of the attached questionnaire. It is structured to collect data on the perceptions of selected Cleveland employers as to the business communication skills that they believe are necessary for success on the mid-management level.

For the most part, the questions may be answered with a check mark; however, several questions have been inserted at the end to secure your personal opinion.

This research is under the direction of Dr. J Marshall Hanna, Dr. William E. Jennings, and Dr. Edward T. Ferguson, Jr., of Ohio State University. It is part of the requirements for a doctor's degree.

A list of the participating individuals and institutions will be included in the appendix of the dissertation; however, none of the findings will be attributed to any specific individual or institution.

Your cooperation is urgently requested, Business Executive, and is sincerely appreciated! It is vital to the success of this research study.

Cordially yours,

Mrs. Angela Hergenroeder

ADH:pm

Attachments

[Cover letter for questionnaire to members of the Cleveland Chapter of the Administrative Management Society and/or members of the Greater Cleveland Growth Association.]
QUESTIONNAIRE TO SELECTED BUSINESS EXECUTIVES HOLDING MEMBERSHIP IN THE CLEVELAND CHAPTER OF THE ADMINISTRATIVE MANAGEMENT SOCIETY

This questionnaire is designed to collect data on the perceptions of selected employers as to the business communication skills that they believe are necessary for success on the mid-management level. It is a part of a study to examine the business communications program offered in Ohio community colleges and technical institutes and establish criteria with implications for the continual improvement of the program, in order to meet the communication needs, requirements, and demands of the business community.

Please check the appropriate space below to indicate your opinion.

1. Do you consider the inadequacies of mid-management employees in the areas of written and oral communications to be:
   ____ a. A major problem and weakness of mid-management employees,
   ____ b. An important problem, but not of major importance in comparison with other problems encountered by mid-management, or
   ____ c. Of relatively little importance.

2. If you consider that you do have a communications problem in your business, do you think that your mid-management employees as a group have a greater problem with:
   ____ a. Oral communications.
   ____ b. Written communications.
   ____ c. About equal.
3. Please check in the appropriate space the appropriate space for approximate amount of time spent by mid-management personnel in planning, organizing and writing communications.

____ a. 0 - 20%
____ b. 21 - 40%
____ c. 41 - 60%
____ d. 61 - 80%
____ e. 81 - 100%

4. When you employ or promote into mid-management level positions, do you expect that person to have competence in:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
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<tr>
<td>d</td>
<td></td>
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<td>e</td>
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<td>h</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Based on general observations of mid-management employees as a group, please circle the appropriate number to rank competencies of your mid-management employees in writing business communications.

1 - Indicates "Very good"
2 - Indicates "Satisfactory"
3 - Indicates "Poor"
4 - Indicates "No opportunity to evaluate"

<table>
<thead>
<tr>
<th>WRITTEN COMMUNICATION COMPETENCIES</th>
<th>Degree of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very good</td>
</tr>
<tr>
<td>a. Writing business letters</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>b. Writing interoffice memos</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>c. Writing company manuals</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>d. Writing &quot;cross-job&quot; communications</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>e. Writing &quot;downward&quot; communications</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>f. Writing policy statements</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>g. Writing procedural directives</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>h. Writing business reports</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
6. Please check the approximate amount of time spent communicating orally in planning, organizing, interpreting, and handling administrative problems.

   a. 0 - 20%
   b. 21 - 40%
   c. 41 - 60%
   d. 61 - 80%
   e. 81 - 100%

7. Please circle the number which indicates your opinion of the need for the communication skills and knowledges listed below by mid-management employees. A rating scale is used to indicate the need as follows.

   1 - Indicates "maximum need"
   2 - Indicates "moderate need"
   3 - Indicates "minor need"
   4 - Indicates "minimum need"
   5 - Indicates "no need"

<table>
<thead>
<tr>
<th>COMMUNICATION SKILLS</th>
<th>Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maximum need</td>
</tr>
<tr>
<td>a. Ability to compose effective communications quickly under the pressure of time</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>b. Understanding of the application of psychological approach in composing communications</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>c. Ability to use effective oral communication skills in business</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>COMMUNICATION SKILLS</td>
<td>Degree of Importance</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>d. Knowledge of habits of orderly thinking and application of problem-solving approach.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>e. Ability to apply critical judgment in handling oral and written communications</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>f. Ability to construct accurate, clear, and coherent business reports</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>g. Ability to compose policy statements, procedural directives, and instructional manuals</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>h. Knowledge of English fundamentals and the mechanics of writing and speaking effectively</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>i. Confidence in their communication skills</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>j. Other (please specify and rank)</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
8. When you employ or promote into mid-management level positions, do you expect employees to have competence in such **oral** communication skills as:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Dictating business letters extemporaneously; using services of secretary and/or electronic equipment</td>
<td></td>
</tr>
<tr>
<td>b. Dictating interoffice memorandums</td>
<td></td>
</tr>
<tr>
<td>c. Handling telephone conversations effectively</td>
<td></td>
</tr>
<tr>
<td>d. Handling oral discussion meetings effectively</td>
<td></td>
</tr>
<tr>
<td>e. Making oral reports, and making sales presentations</td>
<td></td>
</tr>
<tr>
<td>f. Handling &quot;cross-job,&quot; &quot;downward and outward&quot; oral communications coherently, accurately, and effectively</td>
<td></td>
</tr>
<tr>
<td>g. Handling panel discussions; using interaction and inter-personal communication skills effectively</td>
<td></td>
</tr>
<tr>
<td>h. Handling &quot;trouble calls&quot;.</td>
<td></td>
</tr>
<tr>
<td>i. Handling oral confrontations effectively</td>
<td></td>
</tr>
<tr>
<td>j. Compiling data, and using problem-solving approaches effectively</td>
<td></td>
</tr>
<tr>
<td>k. Using audio-visual equipment, graphic aids, media, and materials to facilitate oral presentations</td>
<td></td>
</tr>
<tr>
<td>l. Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>
9. Based on general observations of mid-management employees as a group, please rank your mid-management employees in handling the following oral communication competencies.

1 - Indicates "very good"
2 - Indicates "satisfactory"
3 - Indicates "poor"
4 - Indicates "no opportunity to evaluate"

<table>
<thead>
<tr>
<th>ORAL COMMUNICATION COMPETENCIES</th>
<th>Degree of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very good</td>
</tr>
<tr>
<td>a. Dictating business letters</td>
<td></td>
</tr>
<tr>
<td>b. Dictating interoffice memos</td>
<td></td>
</tr>
<tr>
<td>c. Handling telephone conver­</td>
<td></td>
</tr>
<tr>
<td>sations</td>
<td></td>
</tr>
<tr>
<td>d. Making oral reports; sales</td>
<td></td>
</tr>
<tr>
<td>presentations</td>
<td></td>
</tr>
<tr>
<td>e. Handling &quot;cross-job,&quot; &quot;down­</td>
<td></td>
</tr>
<tr>
<td>ward&quot; and &quot;outward&quot; communi­</td>
<td></td>
</tr>
<tr>
<td>cations</td>
<td></td>
</tr>
<tr>
<td>f. Handling oral discussion</td>
<td></td>
</tr>
<tr>
<td>meetings</td>
<td></td>
</tr>
<tr>
<td>g. Handling panel discussions;</td>
<td></td>
</tr>
<tr>
<td>using interaction and inter-personal communication skills</td>
<td></td>
</tr>
<tr>
<td>h. Handling &quot;trouble&quot; calls</td>
<td></td>
</tr>
<tr>
<td>i. Handling confrontations</td>
<td></td>
</tr>
<tr>
<td>j. Compiling data; problem-solving</td>
<td></td>
</tr>
<tr>
<td>k. Using audio-visuals, graphic aids, media and materials to facilitate oral presentations</td>
<td></td>
</tr>
</tbody>
</table>
10. Please circle to indicate the frequency with which the following audio-visual materials and equipment are used in your business to facilitate communications.

1 - Indicates "constantly"
2 - Indicates "occasionally"
3 - Indicates "never"

<table>
<thead>
<tr>
<th>AUDIO-VISUAL MATERIALS AND EQUIPMENT</th>
<th>Degree of Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Constantly</td>
</tr>
<tr>
<td>a. Bulletin Board</td>
<td>1 2 3</td>
</tr>
<tr>
<td>b. Chalkboard</td>
<td>1 2 3</td>
</tr>
<tr>
<td>c. Closed Circuit TV</td>
<td>1 2 3</td>
</tr>
<tr>
<td>d. Dictation Equipment</td>
<td>1 2 3</td>
</tr>
<tr>
<td>e. Filmstrip Projector</td>
<td>1 2 3</td>
</tr>
<tr>
<td>f. Film Projector</td>
<td>1 2 3</td>
</tr>
<tr>
<td>g. Opaque Projector</td>
<td>1 2 3</td>
</tr>
<tr>
<td>h. Overhead Projector</td>
<td>1 2 3</td>
</tr>
<tr>
<td>i. Posters and Charts</td>
<td>1 2 3</td>
</tr>
<tr>
<td>j. Record Player</td>
<td>1 2 3</td>
</tr>
<tr>
<td>k. Video-tape Recorder</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>
11. Please indicate your opinion of the communication weaknesses of mid-management employees in the appropriate space below. A number scale has been assigned—ranging from 1 to 5.

<table>
<thead>
<tr>
<th>Degree of Weaknesses</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Indicates &quot;constantly&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - Indicates &quot;frequently&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 - Indicates &quot;occasionally&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 - Indicates &quot;seldom&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 - Indicates &quot;never&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMUNICATION WEAKNESSES**

<table>
<thead>
<tr>
<th>COMMUNICATION WEAKNESSES</th>
<th>Constantly</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Inaccurate analysis of the problem, or the purpose of the communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Incompleteness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Lack of brevity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Lack of cheerfulness in expression</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Lack of clarity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Lack of coherence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. Lack of compactness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. Lack of conciseness; verbose, prolix</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i. Lack of consideration for reader</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>j. Lack of conversational style</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>COMMUNICATION WEAKNESSES</td>
<td>Degree of Weaknesses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>----------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Constantly</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Never</td>
</tr>
<tr>
<td>k. Lack of conviction</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>l. Lack of courtesy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>m. Lack of diplomacy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>n. Lack of directness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>o. Lack of proper use of emphasis techniques</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>p. Lack of finesse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>q. Lack of friendliness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>r. Lack of organization skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>s. Lack of originality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>t. Lack of persuasiveness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>u. Lack of proper psychological approach</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>v. Lack of sincerity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>w. Lack of strategy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>x. Lack of tact</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>y. Lack of unity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>z. Lack of use of proper &quot;You Viewpoint&quot;</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
12. Please indicate your opinion of the weaknesses of mid-management employees in English skills which are necessary to facilitate written and oral communications. A number scale has been assigned to indicate the extent of weakness.

1 - Indicates "constantly occurring"
2 - Indicates "frequently occurring"
3 - Indicates "occasionally occurring"
4 - Indicates "seldom occurring"
5 - Indicates "never occurring"

<table>
<thead>
<tr>
<th>ENGLISH SKILLS</th>
<th>English Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Constantly occurring</td>
</tr>
<tr>
<td>a. Analysis, cognition, comprehension, and perception</td>
<td>1</td>
</tr>
<tr>
<td>b. Grammar, sentence structure, spelling, punctuation; mechanics</td>
<td>1</td>
</tr>
<tr>
<td>c. Outlining and organizing ability</td>
<td>1</td>
</tr>
<tr>
<td>d. Semantics; word choice, word division</td>
<td>1</td>
</tr>
<tr>
<td>e. Vocabulary</td>
<td>1</td>
</tr>
</tbody>
</table>
13. Please indicate the frequency with which the following types of letters are written by mid-management personnel in a business such as the one you represent. A number scale has been assigned from 1 to 3.

1 - Indicates "constantly written"
2 - Indicates "occasionally written"
3 - Indicates "never written"

<table>
<thead>
<tr>
<th>TYPES OF LETTERS WRITTEN</th>
<th>Constantly Written</th>
<th>Occasionally Written</th>
<th>Never Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Acknowledgment letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Adjustment letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Announcement letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. Claim letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. Collection letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f. Condolence letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g. Congratulatory letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h. Cover letter (for questionnaire)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>i. Credit extension letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>j. Credit information inquiries</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>k. Credit refusal letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>l. Goodwill letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>m. Granting request letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>n. Letters to editors</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>o. Order letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>TYPES OF LETTERS WRITTEN</td>
<td>Degree of Frequency Written</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Constantly written</td>
<td>Occasionally written</td>
<td>Never written</td>
</tr>
<tr>
<td>p. Promotion letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>q. Recommendation letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>r. Request refusal letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>s. Routine direct inquiry letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>t. Sales letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>u. Sales promotion letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>v. Special favor request letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>w. Thank you letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>x. Transmittal letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

14. Please indicate your personal reaction to the quality of business communications skills of recent mid-management employees with college credit in the Management area, and list your suggestions for improvement.
15. Please indicate what changes you believe will occur in business communications in business within the next ten years.


16. Please indicate the number of years of experience— including the current year—that you have had in the Management area.


Dear Business Executive:

Many, many thanks for your sincere interest and effort. Without your cooperation, this study could not be completed satisfactorily.

Please sign your name and title, your business affiliation, and the address of your company. Check the space below if you wish a summary of the findings of this study. Once again, a sincere thank you for your assistance. You are the best!

Cordially yours,

Mrs. Angela Hergenroeder
Cuyahoga Community College
Western Campus-7300 York Road
Parma, Ohio 44130

Name: __________________________________________
Title: __________________________________________
Company: ______________________________________
Address: ____________________________ Telephone: __________
BIBLIOGRAPHY
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**Yearbooks**


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