The objectives of this volume are to provide a general structure for students, scholars, and practitioners to obtain comprehensive information on recently published and unpublished literature in and related to the field of organizational communication; to continue to develop a classification system for the literature of interest to that field; and to provide abstracts of that literature for the year 1977 in the form of annotated bibliographies. Following an overview chapter that comments on the nature of the organizational communication literature produced in 1977, the second chapter contains abstracts of approximately 500 books and dissertations, and the third chapter contains abstracts of more than 300 papers, articles, and United States government publications. The abstracts in each chapter are arranged into nine classifications: (1) interpersonal communication, (2) intergroup communication, (3) intragroup communication, (4) communication factors and organization goals, (5) skill improvement and training, (6) communication media, (7) communication system analysis, (8) research methodology, and (9) texts, anthologies, reviews, and general bibliographies. The book also provides an appendix that discusses research methods and limitations and indexes for author, type of organization studied, and data collection instruments used in the studies. (FL)
ORGANIZATIONAL COMMUNICATION 1977:
ABSTRACTS, ANALYSIS, AND OVERVIEW

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A Joint Publication of the
American Business Communication Association, Champaign, Illinois
International Communication Association, Austin, Texas

April 1979

Francis W. Weeks

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"TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"
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Foreword

The objectives of this volume are threefold: (1) to provide a general structure for students, scholars, and practitioners to obtain comprehensive information on recently published and unpublished literature in and related to the field of organizational communication, (2) to continue to develop a classification system for the literature of interest to the field of organizational communication, and (3) to provide abstracts of that literature for the year 1977 in the form of classified and annotated bibliographies.

In addition to the abstracts, the presentation includes an overview chapter that comments on the nature of the literature written in the year 1977, furnishing a considerable subclassification system for each of the nine major categories of organizational communication in this volume. Following the main body of the book, consisting of the abstracts, will be found an appendix concerned with research methods and limitations, and three indexes: (1) author, (2) type of organizations involved in the field studies, and (3) data collection instruments utilized in field studies.

The abstracts are divided into nine classifications and each classification is further divided into two subclassifications: (1) books and dissertations, and (2) articles, papers, and U.S. Government publications. The major classification, Texts, Anthologies, Reviews, and Bibliographies, is an exception to this treatment; as this classification combines books and articles when presenting Reviews and Bibliographies.

As in last year's book, this volume is intended to enable the reader to obtain more information and to minimize the time investment in doing so:

1. The depth of the literature search has been increased by adding the doctoral dissertations written in the field of industrial and social psychology, and by screening the book review sections of leading periodicals to a much greater extent than in earlier volumes.

2. The coding for research characteristics of each writing, included in Organizational Communication Abstracts 1974, but omitted in Organizational Communication Abstracts 1975, has been restored. It was decided that the coding
of FS (field study), PD (prescriptive/descriptive writing), TC (Theoretical/Conceptual writing), and LS (laboratory study) did have utility, especially in view of the new indexes relating to field studies.

3. Cross-referencing has been provided in those cases where one piece of literature related to more than one of the nine major classifications.

4. Two recent indexes have been included that are intended to allow the reader fuller understanding of field studies. One index groups the field studies in terms of the organization-type in which the research was conducted; and the other index identifies the data collection instruments employed in the field studies.

5. We have again undertaken the challenging job of furnishing an annual overview of the literature as presented by the abstracts.

This project has been supported by the officers and directors of the American Business Communication Association and the International Communication Association, and we sincerely thank them.

In particular, we would like to dedicate this volume to the late Robert J. Kibler, past president of ICA. Dr. Kibler was an inspiration to all who knew him. He was an outstanding scholar and a true gentleman. We will miss him.

Howard H. Greenbaum
Raymond L. Falcione


chapter 1

Introduction

NEED FOR AN ORGANIZED KNOWLEDGE BASE

Gieselman (1977) has indicated that, on the one hand, communication research has a jungle of unrelated concepts, and on the other hand, a mass of undigested, often sterile, empirical data; that researchers need shared paradigms to help channel and coordinate efforts; and that analyzing, classifying, and reclassifying may be a procedural direction to achieve some order, some understanding of the state of the art so as to know better how to channel our research activity. This recent comment by Gieselman, in respect to organizational communication is somewhat similar to the reasoning given by McGrath and Altman (1966) relative to the field of small-group research, viz., that we already had accumulated an enormous pool of facts about small group behavior and that the time had come to organize this knowledge so that we could see what we did know and what we did not know about small groups. Their volume summarized a classification system for organizing and synthesizing small-group research information; applied that classification system to small-group studies, and presented insights and impressions gained about small-group research, small-group researchers, and the small-group research culture. Downs (1969) was supportive of this analogy between small-group research and organizational communication research, when he stated that “organizational communication today is in a position comparable to that of group dynamics several years ago, with many short research studies, limited in scope, and no one to synthesize the results.” Since 1969, the most noteworthy development for the synthesis of organizational communication knowledge has been the production of textbooks, which is but a partial answer to the need for the establishment of related concepts, shared paradigms, and the construction of an organized and dynamic knowledge base.

Apparently, this kind of dissatisfaction with the state of organization of the knowledge base has occurred in many, if not all of the social sciences, physical sciences, and biological sciences. In
1967, Guetzkow commented on the state of affairs in the field of sociology, when he wrote a piece titled "Now is the Time to Consolidate"—i.e., to consolidate our knowledge about organizations—and he included, the following statements, among others:

- there is a feeling that our efforts in the study of organizations are redundant and inefficient.
- scholars accidentally repeat studies which already have been done, because of their carelessness in searching the literature
- consolidation will permit scholars to build more cumulatively, so that their researches are less fragmental and ephemeral.

Cullinan (1964) notes the following limitations of educational administration as a body of knowledge: 1) a heterogeneity of facts; 2) lack of common definitions and agreement upon classification; 3) lack of a consistent set of principles; and 4) both lack of interest in theory and understanding of its purpose on one hand, and anxiety and impatience to build a comprehensive and full-blown theory on the other. He notes the nature of the growth and refinement of every organized body of knowledge as proceeding from a none-too-ordered description to a system of classifications and generalizations useful in predicting future events, and taking the form of analytical models of the behavior of the elements being studied. Classification is considered as a tool for theory building by organizing and integrating what is known about the area in which the theorizing activity is being conducted, and by demonstrating the voids in a body of knowledge and indicating research needed to fill the gaps.

Laufer (1968) has indicated the need for an organized framework to hold the elements in a theory of management, calling for a taxonomy of management that would ameliorate the semantic difficulties and foster a systematic grouping of interrelated principles. Laufer's taxonomy, similar to that found in the biological sciences, provides for 1) classification; 2) nomenclature, and 3) identification.

Blackwelder (1967), in his definitive work on the subject of taxonomy, quotes many scientists as to the value of taxonomy as a foundation for biological science. For example, he quotes G. G. Simpson, a paleontologist, evolutionist, and systematist, as stating "it is impossible to speak of the objects of any study, or to think lucidly about them, unless they are named; and it is impossible to examine their relationships, to treat them scientifically, without putting them into some sort of formal arrangement."

This need for an organized knowledge base, so evident in other disciplines, is also true of organizational communication, and
INTRODUCTION

this book represents a beginning approach to a gigantic project in basic research. In this field we are barely past the starting-line, and our present efforts must be considered exploratory. Refinement can come later, both from the present authors and other students who may hopefully be attracted to this area of work. We are in no position to supply an authoritative work relative to organizational communication in terms of a taxonomy, i.e., an arrangement of phenomena into classes which are hierarchically ordered, but we believe we are taking a step in that direction by our concern with classification (group-making based on relationships), nomenclature (the assignment of a distinguishing name to each group or class), and identification (the process through which the individual unit is placed in a group as a result of the recognition that it is similar to others in that group).

The balance of this chapter gives attention to the following subjects: 1) Classification systems for organizational communication literature, including definitions of research method nomenclature; and 2) Identification of writings in terms of classification system groups.

CLASSIFICATION SYSTEMS

Four general types of classification systems have been employed in this volume: 1) Major literature classifications, 2) Subclassifications of each major literature group, 3) Publication format classifications, and 4) Classification by research characteristics of the written work. All of these classification systems are found in the OVERVIEW chapter immediately following; but the ABSTRACTS section employs only three of the four systems, excluding subclassifications. Each of the classification systems is described below, followed by a brief statement as to failings and shortcomings of the classification techniques employed.

Classification by Major Literature Groups

The literature of organizational communication has been classified in terms of the following nine major groups: 1) Interpersonal Communication in Organizations; 2) Intragroup Communication in Organizations; 3) Intergroup Communication in Organizations; 4) Communication Factors and Organization Goals; 5) Skill Improvement and Training in Organizational
Organizational Communication Literature Definitions Of Classifications

Interpersonal Communication in Organizations

Literature analyzing factors relative to the interpersonal situation in the organization, originating in the dyadic relationship, the workgroup, or in conferences.

Factors analyzed may include credibility, trust, status, nonverbalization, knowledge, cognitive similarity, roles, redundancy, feedback, listening, semantics, etc.

Topics in this classification include superior-subordinate relationships, transactional analyses, counseling, conflict, behavior, perception, human relations, managerial style, personal characteristics of managers, and certain frameworks relative to management by objectives.

Intragroup Communication in Organizations

Literature including the above-indicated dimensions of interpersonal communication but distinguished by the fact that the interacting parties are members of the same group.

Groups analyzed include specific functional departments, line, staff, labor, management, consumers, government bodies, etc.

Topics in this classification include participation, conflict, group-size, individual behavior in groups, and group productivity.

Intergroup Communication in Organizations

Literature including the above-indicated dimensions of interpersonal communication but the distinguishing element is that the interacting parties are representatives of different groups.

Groups involved may be different departments in the same organization, line-staff, labor-management, organization-customers, government-taxpayers, etc.

Topics in this classification include coordination, collaboration, interorganizational conflict, negotiation, effects of hierarchical organization, influence of interest groups, and external communication.

Communication Factors and Organization Goals

Literature analyzing the influence of causal communication factors on the intervening and end-result organization variables.
INTRODUCTION

Causal communication factors include communication attitudes, communication satisfaction, and communication planning, including motivation via communication.

Intervening and end-result variables include organizational performance, morale, conformity to plans, adaptability including organization change, and productivity.

Contains all studies primarily concerned with the influence of communication on organizational effectiveness.

Topics in this classification include organizational climate, job satisfaction, decision-making, problem-solving, management by objectives, participation, leadership, motivation, innovation, change, adaptability, and productivity.

Skill Improvement and Training in Organizational Communication

Literature concerned with communication skill improvement, verbal, written, and nonverbal, including public speaking, meetings, group process, writing skills, listening, and interpersonal skills as in selling, interviewing, and counseling.

Includes training programs, training needs, training materials, training techniques, learning principles, training course syllabi and descriptions.

Topics in this classification include training laboratories, games, role playing, programmed instruction, discussion techniques, and the use of film and videotape.

Communication Media in Organizations Software and Hardware

Literature concerned with one or more phases of the media as the primary element of study in relation to the fundamental communication variables and their effectiveness.

Communication media relates to both software and hardware including oral, written, telephonic, audiovisual, electronic, and nonverbal media.

Topics in this classification include document retrieval systems, information systems, computer capabilities, and management by objectives as a technique.

Communication System Analysis in Organizations

Literature concerned with case studies of the overall organization or with subunits thereof communication evaluation, audit or examination of effectiveness; communication networks, communication direction, upward, downward, horizontal; communication diffusion, as in grapevine studies, or echo analysis studies, and other forms of organization communication analysis including organization development studies.

Topics in this classification include communication network structures, information requirement analyses, data base models, management analysis of communication, change agent topics, general systems theory, cybernetics, and certain organizational climate studies.

Research Methodology in Organizational Communication

Literature concerned with research instruments, scales, tests, needs, and validation reports.

Includes field research strategies, problems, techniques, and specialized bibliographies restricted to this class.
Texts, Anthologies, Reviews, and General Bibliographies Relative to Organizational Communication

Literature that may be regarded as a text, collection of outstanding writings, or general bibliography:
Includes interpretative literature reviews relevant to the areas for research, shortcomings of research, etc.
Excludes texts, anthologies, reviews, and bibliographies devoted to only one of the other classifications. Such specialized works are classified under the particular area concerned.

Subclassifications of Each Major Literature Group

In the preparation of the 1977 OVERVIEW, we have continued a practice first attempted in the 1976 OVERVIEW, whereby communication factors are related to organizational outcomes as Morale, Performance, and Adaptiveness, and to major determinants of organizational outcomes as Leadership, Motivation, and Communication; and that wherever possible that a writing be subclassified within that group representing the dependent variable. For example, in a work studying the effect of participation on morale, the dependent variable being morale, the particular writing would be placed in the subclass of Morale, under the appropriate major literature classification that might be Interpersonal Communication, or Intra-Group Communication.

As a result of this policy, three of the nine major literature groups (Interpersonal Communication, Intra-Group Communication, and Communication Factors and Organization Goals) each have the following seven subclasses: Morale Studies; Performance-Effectiveness Studies; Adaptiveness-Innovation Studies; Leadership Studies; Communication Studies; Motivation Studies; Specialized Texts, Anthologies, Reviews, and Bibliographies.

Within the time constraints applicable to the production of this annual volume, as yet, it has not been practical to apply this causational or correlational approach to the definition of subclasses to the other six major literature classifications. Therefore, in the balance of the major literature groups, the subject matter was divided into meaningful topical categories relevant to each major class. The subclasses selected follow:

Intergroup Communication in Organizations:
Group to Group Interface within the Organization (Vertical; Horizontal; Other: Age, Race, Sex).
INTRODUCTION

Organization to Organization Interface (Management-Union; Industry-Government; Government-Government; Other).
Organization to Community Interface (General Public; Clients/Customer).
Specialized Texts, Anthologies, Reviews, and Bibliographies.

Skill Improvement and Training in Organizational Communication:
- Training Feedback and Evaluation.
- Training Techniques.
- Training Media.
- Training and Instruction Programs.
- Training Needs.
- Training Resources & Administration.
- Specialized Texts, Anthologies, Reviews, and Bibliographies.

Communication Media in Organizations:
- Oral Media.
- Written Media.
- Nonverbal Media.
- Telephonic Media.
- Audiovisual Media.
- Electronic Media.
- Information Systems.
- Communication Programs.
- Media Organization & Administration.
- Specialized Texts, Anthologies, Reviews, and Bibliographies.

Communication System Analysis in Organizations:
- Empirical Case Studies Testing Specific Hypotheses.
- Communication Evaluation and Feedback Studies.
- Communication Network and Direction Studies.
- Models.
- The Systems Approach.
- The Organizational Development Approach.
- Information Processing and Requirement Studies.
- Specialized Texts, Anthologies, Reviews, and Bibliographies.

Research Methods in Organizational Communication:
- Data Collection Instruments.
- Analytical and Processing Methods.
- Models and Theories.
Each of the major literature groups has been divided into subclasses so as to convey a better understanding of the content therein. The number of subclasses average eight per major class, and range from six in Research Methodology to ten in Intergroup Communication, and in Communication Media. In all, there are 69 subclasses of the literature of organizational communication. As indicated above, the logic in establishing the subclasses is not consistent, with three of the major classes being analyzed from the viewpoint of independent and dependent variables; and six of the major classes being subdivided on the basis of topical content. This inconsistency is intended to be the subject of future work related to the construction of more meaningful classification tables, and directed to the construction of a knowledge inventory tool that can serve to consolidate organizational communication research findings.

Classification by Publication Format

Two standard subclassifications have been used to segregate the larger works of books and dissertations from the briefer writings found in articles, papers, and government publications. This classification by publication format has been applied to each of the major literature classifications except for the class relative to Texts, Anthologies, Reviews, and General Bibliographies, where it did not appear to be applicable. Therefore, both in the OVERVIEW and the ABSTRACTS, books and dissertations are listed or discussed first under each major literature class, followed by articles, papers, and reports related to that same literature class.
Classifications by Research Characteristics of the Written Work

Each of the writings is coded as to research characteristics—i.e., field study (FS), laboratory study (LS), theoretical-conceptual study (T/C), prescriptive or descriptive study (P/D). For the reason that there are no generally accepted standards as to defining these research methods, it is important to clarify the guidelines used by the authors in designating a writing as a field study, laboratory study, theoretical-conceptual study, or a prescriptive/descriptive study. The following definitions are intended to serve that purpose:

Field Study (FS) a research study in a realistic situation, in industry, government, education, health-care, or other kind of organization, wherein there is no ability to control the many variables present, although the researcher may introduce or influence variables.

Laboratory Study (LS) a research study under special physical conditions that permit the manipulation of one or more independent variables while other variables are controlled.

Theoretical/Conceptual Study (T/C) a writing that gives evidence of a thorough search of the literature and previous research in the subject area, but cannot be classed as a field study due to noninvolvement of the writer in an ongoing organization, nor as a laboratory study because no variables are being manipulated.

Prescriptive/Descriptive Study (P/D) a writing that is not based on a thorough research of the literature and previous research, but is descriptive of a particular condition or idea and often is prescriptive as to what should be done. In general, such writings do not employ footnotes or references, or where they do there is no evidence of a considerable review of previous writings in the same field.

Classification System Aspirations

It is our hope that organizational communication research will increasingly contribute to the understanding of the larger field of organizational behavior. We believe this can be facilitated by developing classification systems that permit the organized storage and retrieval of the findings of organizational communication research. The organization of such knowledge
base should provide for relating communication factors to major elements in the organizational communication system, to determinants of end-result variables, and to the end-result variables. These goals for a classification system approach to theory development have not been accomplished in this volume, which is basically a multi-classified annotated bibliography.

In the future, we are looking for the development of a conceptual model linking determinants and end-results, so that cumulative research findings may strengthen our understanding of the complex relationships between organizational communication and organizational effectiveness.

IDENTIFICATION OF CLASSIFICATION SYSTEM COMPONENTS

The several classification systems described above represent a strategy for the logical grouping of writings in the field of organizational communication. The implementation of that strategy involves identifying the writings that may be properly placed in each of the classes or groups. This process of identification requires a literature search, decisions to include, or exclude a writing as pertinent to the field or organizational communication, judgments as to the proper major class and subclass, together with note of publication format and research method.

Our skills relative to identification are just as rudimentary as our present abilities to formulate satisfactory classification systems. Each year of work brings to light new inadequacies of old methods. This section will briefly consider the process and problems of identification by noting 1) the wide scope of the literature search due to the interdisciplinary nature of the source field, 2) the lack of an international literature search, 3) the handling of writings that fit into more than one major classification, 4) possible inadequacies of literature search, and 5) other identification problems.

Interdisciplinary Nature of the Selected Writings

The organizational communication abstracts herein represent writings selected on the basis of a broad view of the disciplines of communication, organizational behavior, management, information systems, psychology, sociology, social-psychology,
education, and other social sciences. Rather than thinking of this work as consisting of literature in the field of organizational communication, it is more accurate to consider it as a representation of literature from the various disciplines within or related to organizational communication.

We have tried to bring together the 1977 literature that would be of interest to the student, teacher, researcher, and practitioner of organizational communication. As a consequence, some of the writings included will appear to be out of the central communication area, but will have been admitted on the basis of "related and relevant materials." This type of approach has resulted in a considerable overlap on the "organization-side" of organizational communication with the disciplines of management, organizational behavior, sociology, and information systems, and on the "communication-side" of organizational communication with the disciplines of speech communication, business communication, psychology, and social psychology.

International Writings not Adequately Represented

International writings relevant to organizational communication have not been adequately covered in the present volume of ABSTRACTS. One exception is the work by Osmo Wiilo of Finland who has been very active at United States professional conventions and whose work was therefore available to the authors. Undoubtedly, many more European and other-country writings would be of interest to domestic researchers, and it is planned that future annual publications of ABSTRACTS will provide coverage for these areas. We are presently seeking a scholar who would search for and contribute abstracts of such writings to this publication.

Cross-Classification of Writings

The job of classifying a writing into one of the major literature classifications frequently results in the judgment that the writing properly relates to more than one major classification. In such cases, the full bibliography and abstract has been placed under one classification only, but a notation is placed in the SEE-ALSO section of the other major classification to which it relates. Each of the major literature classes has a
SEE-ALSO section after the last abstract in that class. The function of the SEE-ALSO section is to direct the reader to writings annotated under one major class that are relevant to other major classes. Thus, a work that involves both intergroup communication and intragroup communication may be annotated in the intragroup class, but the SEE-ALSO section of the intergroup class will refer to the fact that there is an annotation in the intragroup class that concerns intergroup communication.

Possible Inadequacies of Literature Search

A work of this type cannot guarantee the inclusion of all relevant writings. At best, it is hoped that the writings selected represent a very, very large sample, to the point of being close to a census of the actual literature. Under these conditions, and barring a particular bias in the selection process, generalizations based on the findings will have validity. Appendix I, "Research Methods and Limitations", indicates several areas where omissions are possible.

In the OVERVIEW chapter that follows, the reader will note instances where a given subclass contains books/dissertations but not articles/papers, or vice versa. This condition draws attention to categories enjoying no research effort in one of the publication formats, as perceived by the contributors to this volume. In one or two instances, the subclass may show no publications either for books or articles, and the question properly arises as to whether the contributors sufficiently combed the literature and properly classified the writings.

The reader should keep in mind the possible inadequacies of our search for relevant literature; and possible errors in our classification and subclassification of the literature actually selected.

Other Identification-Problems

Sources utilized, as book reviews and special abstract journals, did not always indicate findings and conclusions, a most essential part of a well-prepared abstract. As a result, many such writings were difficult to class and subclass, and provided a poor basis for a meaningful overview statement.

The identification problem resulting in the cross-classification of an abstract has been noted above. This occurs when a writing relates to more than one major class. The same kind of problem
can occur within one major class as it pertains to the various subclasses. A writing may be applicable to more than one subclass. No provisions has been made to alert the reader to this condition.

Textbooks represented a special problem in the area of identification, and one that will require more attention in future years. The following guidelines have been employed to classify books:

- A book that is concerned with more than one of the eight major classifications (excluding the major class for Texts) is classed as either a Text, Tradebook, Anthology, Review, or General Bibliography, depending on its nature.

- A book that is concerned with one major class only is placed in that major class but the designation of a subclass depends on the following: 1) If that book relates to one subclass only, it is included under that subclass, and not as a Specialized Text in that major class. 2) If that book relates to more than one subclass in that major class, it is placed in the subclass for Specialized Texts, Anthologies, Reviews, and Bibliographies in that major class.

**PLAN OF BOOK**

This chapter has indicated the need for an organized knowledge base to serve the field of organizational communication, and inventory the findings of communication research. This need has been recognized by communication scholars, and recognition of the same need is found in the early development of other social sciences, as well as in the biological and physical sciences. Systems for classification and identification of the organizational communication literature have been explained in terms of the 1977 state-of-the-art, with the thought that future years should bring considerable modification to present classification, nomenclature, and identification concepts.

In the remainder of this book, Chapter II presents an OVERVIEW of the literature for 1977, and Chapter III provides CLASSIFIED ABSTRACTS of the same literature. This is followed by four appendices containing details as to Research Methods and Limitations (Appendix I), an Index of Authors (Appendix II), an Index of Organizational Types in Field Studies of Organizations (Appendix III), and an Index of Data Collection Instruments in Field Studies (Appendix IV).
NOTES AND REFERENCES


4. Harold Guetzkow in Foreword to James L. Price, Organizational Effectiveness An Inventory of Propositions; Homewood, IL Richard D Irwin, Inc, 1968, pp vii ix


8. ———, Laufer, op cit pp 437 438

9. In addition to the four major classification systems noted above, which appear throughout this volume, two other specialized classification systems have been applied to field studies (FS) only. See Appendix III, "Index of Organizational Types of Field Studies of Organizational Communication," and Appendix IV, "Index of Data Collection Methods in Field Studies of Organizational Communication."
chapter 2

Overview of organizational communication literature 1977

This overview's objective is to provide an insight into organizational communication writings in the year 1977. To accomplish this general objective involved the classification, subclassification, and cross-referencing of subject matter relating to each of the major categories noted in Table 1 above, supplemented by writing frequency statistics, and analyses indicating publication formats, characteristics of research methodology, and authors with common interest areas. Much of this information is contained in the immediate pages that follow, but important details have been placed in the appendices at the rear of this volume.

The overview should aid the reader to cut through the extreme detail found in the abstracts, while not taking the place of the abstracts which contain complete bibliographical references and additional information not found in the overview. Furthermore, it should be realized that a considerable number of prescriptive-descriptive writings included in the ABSTRACTS CHAPTER are not included in this overview since such works are not considered to be as relevant to research knowledge as field studies, laboratory studies, and theoretical-conceptual writings.

References in this overview to multi-authored writings have been limited to mention of the senior author only, with few exceptions. The rationale for this decision was based on space conservation and ease of reading. However, all authors of multi-authored writings are independently listed in the AUTHOR INDEX (Appendix II), and in the bibliographical reference in the ABSTRACTS. The reader interested in locating more information as to works mentioned in the commentary below should first refer to the AUTHOR INDEX for the page containing the abstract and full bibliographical reference. In addition, for field studies (FS), Appendix III provides an Index of Organizational Types relative to 343 field studies, and Appendix IV provides an Index of Data Collection Methods pertaining to the same field studies. Data collection instruments are not listed for many field
studies due to the fact that secondary sources of information, as book reviews and abstract journals, did not always identify the specific research methodology employed by the researcher.

The following specific purposes are intended to be served by this kind of overview:

- Permit researchers to be exposed to the literature of others working the same field, and in related fields, so as to encourage researcher interaction.
- Provide detail for the major literature classes that will allow a more specific choice of subjects for research.
- Allow readers more direct access to works in their particular field of interest.
- Provide research directors and advisors with an improved means of determining the prevalence of research in given areas, and those areas needing attention.
- Promote interdisciplinary intelligence by incorporating all work in the social sciences relative to organizational communication.
- Provide a convenient reference for the graduate student, researcher, and practitioner to survey the field of organizational communication.
- Allow instructors of organizational communication to keep abreast of the empirical, theoretical, and descriptive writings in the field.
- Provide tentative parameters for the field of organizational communication.
- Provide a synthesis of the voluminous number of abstracts in this volume in order to make this work more coherent.

In order to fulfill the above-stated purposes, we will first present an overall summary and analysis of all organizational communication writings in 1977 in terms of the nine major classifications. Then, each of the major classifications will be discussed, in turn, utilizing subclassifications to identify commonalities among the writings in a given major classification.

OVERALL SUMMARY:

NINE MAJOR LITERATURE CLASSIFICATIONS

The 1977 literature search for writings within or related to the field of organizational communication uncovered 469 books and dissertations, and 478 articles, papers, and reports, for a total of
947 works. Abstracts of these writings can be found in the later sections of this volume, classified in respect to nine major literature subdivisions and 69 subclasses.

This overview of the 1977 literature does not include all of the 947 writings, mainly due to the exclusion of a great many prescriptive-descriptive works. The overview covers 768 works, consisting of 463 books and dissertations, and 305 articles, papers, and government reports. The frequency of writings in each of the nine major classifications is shown below:

<table>
<thead>
<tr>
<th>Major Literature-Classification</th>
<th>Books/Dissertations</th>
<th>Articles/Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Communication</td>
<td>39 8 12</td>
<td>35 12</td>
</tr>
<tr>
<td>Intragroup Communication</td>
<td>34 7 9</td>
<td>19 6</td>
</tr>
<tr>
<td>Intergroup Communication</td>
<td>58 12 23</td>
<td>11 4</td>
</tr>
<tr>
<td>Communication Factors and</td>
<td></td>
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<tr>
<td>Organization Goals</td>
<td>109 24 34</td>
<td></td>
</tr>
<tr>
<td>Skill Improvement and Training</td>
<td>45 10 8</td>
<td>25 8</td>
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<tr>
<td>Communication Media</td>
<td>50 11 8</td>
<td>24 8</td>
</tr>
<tr>
<td>Communication System Analysis</td>
<td>41 9 12</td>
<td>36 12</td>
</tr>
<tr>
<td>Research Methodology</td>
<td>33 7 12</td>
<td>38 12</td>
</tr>
<tr>
<td>Texts, Anthologies, Reviews,</td>
<td>54 12 4</td>
<td></td>
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<tr>
<td>and General Bibliographies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>463 100</strong></td>
<td><strong>305 100</strong></td>
</tr>
</tbody>
</table>

A comparison of the frequency rank order of articles/papers to books/dissertations follows:

<table>
<thead>
<tr>
<th></th>
<th>Books/Dissertations</th>
<th>Articles/Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Factors and Organization Goals</td>
<td>1 1</td>
<td></td>
</tr>
<tr>
<td>Intergroup Communication</td>
<td>2 9</td>
<td></td>
</tr>
<tr>
<td>Texts, Anthologies, Reviews, and General Bibliographies</td>
<td>3 8</td>
<td></td>
</tr>
<tr>
<td>Communication Media</td>
<td>4 6</td>
<td></td>
</tr>
<tr>
<td>Skill Improvement and Training</td>
<td>5 5</td>
<td></td>
</tr>
<tr>
<td>Communication System Analysis</td>
<td>6 3</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>7 4</td>
<td></td>
</tr>
<tr>
<td>Intragroup Communication</td>
<td>8 7</td>
<td></td>
</tr>
<tr>
<td>Research Methodology</td>
<td>9 2</td>
<td></td>
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</tbody>
</table>
In the publication format of books and dissertations, the most popular category was Communication Factors and Organization Goals (24%), credited with twice the volume of books of any other class; followed by Intergroup Communication (12%), Texts, Anthologies, Reviews, and Bibliographies (12%), and Communication Media (11%). All other classes ranged between 7 and 10 percent of all books in the overview, with Research Methodology (7%), and Intragroup Communication (7%) tied for the lowest level of representation.

In the publication format of articles, papers, and government reports, the most popular category was again Communication Factors and Organization Goals (34%), credited with almost three times the volume of articles/papers of any other class; followed by Research Methodology (12%), Interpersonal Communication (12%), and Communication System Analysis (12%). All other classes ranged between 4 and 8 percent of all articles/papers in the overview, with Intergroup Communication (4%) and Texts, Anthologies, Reviews, and Bibliographies (4%) tied for the lowest level of representation.

### Interpersonal Communication in Organizations

Thirty-nine books and thirty-five articles/papers relate to Interpersonal Communication in Organizations. Books accounted for 8 percent of all books and dissertations, and articles/papers were 12 percent of all articles, papers, and reports.

The frequency of specific subclasses is shown below:

<table>
<thead>
<tr>
<th>Subclasses</th>
<th>Books</th>
<th>Articles/Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quantity</td>
<td>Percent</td>
</tr>
<tr>
<td>Morale Studies</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Performance-Effectiveness Studies</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Adaptiveness-Innovation Studies</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Leadership Studies</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Motivation Studies</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Texts, Anthologies, Reviews</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>39</strong></td>
<td><strong>100</strong></td>
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</table>
A comparison of the frequency rank order of articles/papers to books/dissertations follows:

<table>
<thead>
<tr>
<th>Books</th>
<th>Articles</th>
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<tbody>
<tr>
<td>Leadership Studies</td>
<td>1</td>
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<tr>
<td>Performance-Effectiveness Studies</td>
<td>2-3-4</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>2-3-4</td>
</tr>
<tr>
<td>Texts, Anthologies, Reviews</td>
<td>2-3-4</td>
</tr>
<tr>
<td>Morale Studies</td>
<td>5</td>
</tr>
<tr>
<td>Adaptiveness-Innovation Studies</td>
<td>6</td>
</tr>
<tr>
<td>Motivation Studies</td>
<td>7</td>
</tr>
</tbody>
</table>

For the classification Interpersonal Communication in Organizations, studies of Leadership, Performance-Effectiveness, and Communication were the most popular writing subjects; and Motivation Studies, Adaptiveness-Innovation Studies and Morale Studies were lowest in subject frequency.

Table 2 (page 20) presents the names of authors relevant to each of the subclasses of Interpersonal Communication in Organizations; and the commentary below furnishes a guide and overview as to the contents and findings of selected works.

Morale Studies:

Books and Dissertations: Ciabotti (FS) indicates that conceptual level is a determinant of student teacher productivity, but has little relationship to the quality of student teacher and cooperating teacher interpersonal relations; Cohn (FS) notes that unemployed individuals evidence greater dissatisfaction with self, lower self-confidence, and greater discounting of the importance of others' evaluations; and Streker (FS) reports on a method emphasizing employee participation in job redesign that has positive effects on employee satisfaction.

Articles, Papers, and Reports: Bodden (LS) evaluates the effects of occupational information giving on subjects' cognitive complexity level, finding that information giving reduces cognitive complexity; and Kreck (FS) reports that semantic distances between superiors and subordinates were unrelated to job satisfaction.

Performance-Effectiveness Studies:

Books and Dissertations: Alessandra (FS) concludes that buyer-seller demographic similarity (height, weight, sex, hairlength,
<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Books &amp; Dissertations</th>
<th>Articles, Papers, Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morale Studies</td>
<td></td>
<td></td>
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<tr>
<td>Cibotti</td>
<td>FS Bodden</td>
<td>LS</td>
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<tr>
<td>Cohn</td>
<td>FS Kreck</td>
<td>FS</td>
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<tr>
<td>Streker</td>
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<tr>
<td>Performance-Effectiveness Studies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Evaluation</td>
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<tr>
<td>Blue</td>
<td>FS Landy</td>
<td>FS</td>
</tr>
<tr>
<td>King</td>
<td>FS London</td>
<td>FS</td>
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<tr>
<td>McGovern</td>
<td>LS Schmidt</td>
<td>FS</td>
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<tr>
<td>Stano</td>
<td>FS Shaffer</td>
<td>LS</td>
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<tr>
<td>Sterrett</td>
<td>LS Stumpff</td>
<td>FS</td>
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<tr>
<td>Effectiveness &amp; Coordination</td>
<td></td>
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<tr>
<td>Alessandra</td>
<td>FS Bernardin</td>
<td>FS</td>
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<tr>
<td>Feingold</td>
<td>LS</td>
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<tr>
<td>Larson</td>
<td>FS</td>
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<tr>
<td>Adaptiveness-Innovation Studies:</td>
<td></td>
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<tr>
<td>Decision Making</td>
<td></td>
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<tr>
<td>Ezell</td>
<td>FS Becker</td>
<td>LS</td>
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<tr>
<td>Kasperon</td>
<td>FS</td>
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<tr>
<td>Leadership Studies:</td>
<td></td>
<td></td>
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<tr>
<td>Managerial Style &amp; Power</td>
<td></td>
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<tr>
<td>Caine</td>
<td>FS Burlem</td>
<td>FS</td>
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<tr>
<td>Charlier</td>
<td>FS Kavanagh</td>
<td>FS</td>
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<tr>
<td>Farrow</td>
<td>FS Shapira</td>
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<td>Gaymon</td>
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<td>Hall</td>
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<tr>
<td>Wortman</td>
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<tr>
<td>Superior-Subordinate Relations</td>
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<tr>
<td>Arams</td>
<td>PD Bartol</td>
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<tr>
<td>Brittingham</td>
<td>LS Dansereau</td>
<td>FS</td>
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<tr>
<td>Fujii</td>
<td>LS Hester</td>
<td>LS</td>
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<td></td>
<td>Matteson</td>
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<td>Weigand</td>
<td>TC</td>
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<td>Communication Studies:</td>
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<tr>
<td>Beebe</td>
<td>LS Cohn</td>
<td>FC</td>
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<tr>
<td>Dodge</td>
<td>FS Chapakis</td>
<td>TC</td>
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<tr>
<td>Fabs</td>
<td>LS Civiky</td>
<td>FS</td>
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<tr>
<td>Minder</td>
<td>FS Constantin</td>
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<tr>
<td>O'Reilly</td>
<td>LS Dolgoft</td>
<td>PD</td>
</tr>
<tr>
<td>Ryan</td>
<td>FS Herold</td>
<td>FS</td>
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<tr>
<td>Stelter</td>
<td>LS Housek</td>
<td>LS</td>
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<td>VanHooeven</td>
<td>LS Jones</td>
<td>FS</td>
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<td></td>
<td>Knight</td>
<td>LS</td>
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<td></td>
<td>Norton</td>
<td>FS</td>
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<td></td>
<td>Rock Mountain</td>
<td>TC</td>
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<td></td>
<td>Rogen</td>
<td>LS</td>
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<td></td>
<td>Siegman</td>
<td>FS</td>
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<td></td>
<td>Sykes (2)</td>
<td>TC</td>
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<tr>
<td>Motivation Studies:</td>
<td></td>
<td></td>
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<tr>
<td>Ferraro</td>
<td>FS Dipboye</td>
<td>TC</td>
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<tr>
<td>Okham</td>
<td>FS</td>
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<tr>
<td>Schneider</td>
<td>FS</td>
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</table>
beard similarities) has a positive effect on sales success; Feingold (LS) presents a paradigm of effective communication in which the effective communicator is perceived as “other-oriented,” able to adapt communication to the respondent, committed to the message, and recognized as an empathetic listener; and Larson (FS) finds that the most effective school principals exhibited a greater desire to initiate interaction than did the least effective principals.

In the area of performance evaluation, Blue (FS) studies attitudes and ratings of students and teachers, finding that brief weekly evaluative discussions were more influential on the participants than more intensive evaluations; King (FS) indicates that the best rating of employee performance by supervisors is obtained through the combined efforts of direct and indirect supervisors, noting the deficiencies of rating by either source alone; McGovern (LS) reports that interviewees high in nonverbal behavior are evaluated more positively than applicants low in nonverbal behavior during an interview; Stano (FS) explores area of productive and unproductive performance appraisal interviews, providing explicit guidelines for interview behavior geared to the interviewee; and Sterrett (FS) examines the relationship between nonverbal communication during interviews and effectiveness qualities as observed in the insurance industry, noting differences in reactions by male and female interviewers.

Articles, Papers, and Reports: Bernardin (FS) studies the Managerial Grid as a predictor of conflict resolution method and managerial effectiveness, concluding that grid placement is a poor predictor.

In the area of performance evaluation, Landy (FS) concludes that on-the-street performance of policemen can be successfully predicted from averaged interview factor scores derived from

<table>
<thead>
<tr>
<th>Subclasses</th>
<th>Books &amp; Dissertations</th>
<th>Articles, Papers, Reports</th>
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<tbody>
<tr>
<td>Texts &amp; Tradebooks</td>
<td>Bard</td>
<td></td>
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<tr>
<td></td>
<td>Gellerman</td>
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<td></td>
<td>Lefton</td>
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<td></td>
<td>Metzler</td>
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<td></td>
<td>Morrison</td>
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<tr>
<td></td>
<td>Nirenberg</td>
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<td></td>
<td>Rogers</td>
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<tr>
<td></td>
<td>Royal</td>
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</tbody>
</table>
trait ratings made by interviewers; London (FS) notes the effects of information on stereotype development in performance appraisal and interview contexts; Schmitt (FS) studies applicant decisions in the employment interview, finding that the interviewee's likelihood of job acceptance depended on perceived interviewer personality, manner of interviewer delivery, and adequacy of job information offered; Shaffer (LS) finds that individuals with confidential placement files were judged more attractive as prospective employees than individuals with open files; and Stumpff (FS) proposes a revision of the Coast Guard performance evaluation system so as to better differentiate individual performance and promote individual career development.

Adaptiveness-Innovation Studies:

Books and Dissertations: Ezell (FS) examines the use of power, via Machiavellianism, in educational decision-making, finding no significant difference in the level of interpersonal manipulative orientations of registered lobbyists, boards of education, and educational administrators; and Kasperon (FS) concludes that scientists are information processors and that creativity can be explained by the information-seeking behavior of the innovative scientist.

Articles, Papers, and Reports: Becker (LS) reports experiments conducted to observe the decision-making process of natural dyadic groups, testing various hypotheses as to search for alternatives, selection of acceptable alternative, and importance of decision to the decision-makers.

Leadership Studies:

Books and Dissertations: In the area of managerial style, Caine (FS) studies leadership orientation and self-presentation, reporting that low LPC (Least Preferred Co-Worker) leaders described themselves more positively than high LPC leaders; Charlier (FS) studies relationships between personal and interpersonal dimensions and leadership behavior of school principals; Farrow (FS) states that tight subordinate-boss structure, clear task objectives, and an assertive attitude of the manager promotes a directive leader style, and that a short-term objective perspective with unplanned activities influences a more negotiative leader style; Gaymon (FS) explores personal values in an organizational context, recommending that organizations encourage managers to be aware of the values and ethical factors involved...
in organizational decisions; Hall (FS) finds that task-oriented principals are perceived by teachers to vary leadership behavior more from situation to situation than relationship-oriented principals; and Wortman (FS) indicates a difference in the perception of real and ideal leader behaviors of assistant principals, suggesting that this is due to inadequate leadership training.

In the area of superior-subordinate relations, Arams (PD) focuses on five dilemmas faced by managers, including satisfying individual needs while promoting efficiency; Brittingham (LS) reports that negative personal support was the only variable that influenced change in superordinate behavior, noting that positive personal support, negative task assistance, and positive personal support, negative task assistance, and positive task assistance had no significant effect; and Fuji (LS) indicates the influence of leader-member compatibility as being positive in respect to follower performance, satisfaction, and interpersonally-oriented leader behavior.

- Articles, Papers, and Reports: In the area of leadership style, Buttem (FS) compares executives with recognized performance to other executives, finding differences in perception of management function, leadership style, and motivational needs; Kavanagh (FS) finds that the popular hypothesis arguing for higher preferences for freedom and self-actualization opportunities in the work role was not completely supported by leadership preference results; and Shapira (FS) identifies five leadership styles (direction, negotiation, consultation, participation, and delegation) by a facet analysis of the leader's behavior, the lack of power, and the lack of information within the management-subordinate system.

In the area of superior-subordinate relations, Bartol (LS) studies sex effects in evaluating leaders, finding that female managers were seen as more positive on consideration style than male managers, and initiating structure behavior was valued more highly when engaged in by male managers; Dansereau (FS) presents a vertical dyad linkage approach to leadership, hypothesizing that the degree of latitude a superior grants a member to negotiate his/her role is predictive of subsequent behavior on the part of both superior and member; Hester (LS) investigates the effects of two variables on perceived supervisor attraction, 1) attitudes toward supervisor skill, and 2) similarity between supervisor and supervisee; Matteson (FS) examines attitudes toward women as managers, concluding that females have a
more favorable attitude towards women managers than males; and Weigand (TC) indicates that decentralized authority, and responsibility to subordinates, improves the upward flow of communications within an organization.

Communication Studies:

Books and Dissertations: Beebe (LS) maintains that eye contact is a determinant of enhanced credibility and increased comprehension, and that speaker posture and vocal inflection has little effect on either credibility or comprehension; Dodge (FS) reports no significant differences between juvenile recidivists and nonrecidivists in communication patterns between delinquent youths and their counselors; Fahs (LS) indicates that self-disclosure and attitude similarity are effective factors in reducing and controlling interpersonal conflict; Minder (FS) finds that openness of elementary school teachers differs significantly according to race, with black teachers more closed to experience than white teachers, regardless of the predominant race in the school building; and O'Reilly (LS) concludes that low trust in the message receiver leads to suppression of information that reflects unfavorably on the sender's performance, and that a measure of information distortion is inversely associated with job satisfaction and both individual and group performance.

Ryan (FS) studies the relationships between supervisory conflict management behaviors and personal influence, finding a negative relationship between supervisory adherence to chain of command and supervisory personal influence; Stetler (LS) reports that neither verbal nor vocal communicative behavior plays a major role in the perception of empathetic understanding among registered nurses; and Van Hoeven (LS) determines that sex of person sending message has no effect on trust variable between sender and receiver, but the content or type of message communicated does increase or decrease trust.

Articles, Papers, and Reports: Cahn (TC) applies a development theory of interpersonal communication to the initial job interview; Chapatis (TC) provides reports on eleven laboratory experiments relative to interactive human communication, including face to face, voice alone, and redundancy; Civikly (FS) studies the pattern of verbal and nonverbal behaviors in social service interviews between providers and low-income clients, finding that results suggest the validity of Gibbs' (1961) supportive-defensive paradigm; and Constantin (LS) conducts an
investigation of the influence of information favorability and unfavorability in the employment interview, giving consideration to the relevancy and irrelevancy of the information.

Dolgoff (PD) discusses how work determines one's self-concept, self-esteem, and identity; Herold (FS) reports five types of feedback, viz., positive feedback from superiors, positive feedback from nonhierarchical others, negative feedback, internal criteria, and workflow feedback; House (LS) indicates that a source's initial credibility is not affected by source's gender; Jones (FS) discusses spatial proximity in relation to friendship formation and interpersonal conflict in nursing homes, indicating that closeness produced conflict while patients living at greater distance sustained positive interaction; and Knight (LS) explores degree of comfort relative to different dyadic interaction distances between counselor and client, finding highest comfort at 30 inches, lowest at 18 inches, and intermediate comfort at 48 inches.

Norton (FS) investigates whether differences exist in student perceptions of teacher nonverbal behavior, giving specific attention to race, sex, and age; Rocky Mountain Gerontology Center (TC) documents a series of 14 workshops for personnel involved in volunteer programs for elderly persons, including techniques for interviewing volunteers, Rosen (LS) concludes that stereotypes regarding older employees' physical, cognitive, and emotional characteristics lead to discrimination against them; Siegman (FS) investigates the hypothesis that noncontingent interviewer "mm-hmms" facilitate interviewee verbal productivity; and Sykes (TC) suggests a new explanation of the relationship between proximity and attraction based on the variable of territoriality and likelihood of common occupancy.

Motivation Studies:

Books and Dissertations: Ferraro (FS) reports that school principals perceived punishment and rewards as preferable techniques for eliciting desired behavior, and did not perceive withholding or substitution of information or postponed decision-making as preferred techniques for eliciting such behavior.

Articles, Papers, and Reports: Dipboye (TC) reviews research on Korman's self-consistency theory of work motivation and occupational choice, noting that chronic self-esteem and situational self-esteem appear to be important determinants of performance, choice, and satisfaction; Oldham (FS) studies the
conditions under which employees respond positively to enriched work, reporting that employees with strong growth needs and satisfaction with the work context (i.e., pay, job security, co-workers, and supervisors) responded more positively to enriched jobs than other employees, and Schneider (FS) indicates that the attraction of the current work context was correlated significantly with organizational participation/withdrawal intentions.

Specialized Texts, Anthologies, Bibliographies, and Reviews:

Books: Bard (Text) studies the police as a source of knowledge on interpersonal conflict, concentrating on third party intervention strategies employed by police officers; Gellerman (Text) reviews the relationships of managers and subordinates, indicating that the manager must learn communication skills rather than adhering to "cookbook" approaches to motivation; Leffon (Text) presents a step-by-step method for doing effective appraisals, and shows how the method can be individualized for each subordinate; Metzler (Text) provides a practical guide for the college journalism student in respect to question formulation, use of recording media, and other elements of creative interviewing; and Morrison (Text) contributes a simple approach to transactional analysis, believing it to be a way for managers to understand and improve their human relations.

Nirenberg (Text) illustrates, through the use of typical conversations, how to use persuasive communication in organizational settings; Rogers (Text) discusses fair employment interviewing techniques, analysis of application information, personnel correspondence, and recruitment sources; and Royal (Text) analyzes the art of interviewing and interrogation, furnishing a professional manual and guide.

Intragroup Communication in Organizations

Thirty-four books and nineteen articles/papers relate to Intragroup Communication in Organizations. Books accounted for seven percent of all books and dissertations, and articles/papers were six percent of all articles, papers, and reports.

The frequency of specific subclasses is shown below.
### OVERVIEW

<table>
<thead>
<tr>
<th>Subclasses</th>
<th>Books Quantity</th>
<th>Books Percent</th>
<th>Articles/Papers Quantity</th>
<th>Articles/Papers Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morale Studies</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Performance-Effectiveness Studies</td>
<td>6</td>
<td>18</td>
<td>3</td>
<td>16</td>
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<tr>
<td>Adaptiveness-Innovation Studies</td>
<td>9</td>
<td>26</td>
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</tr>
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<td>Texts, Anthologies, Bibliographies, Reviews</td>
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<td>Motivation Studies</td>
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<td><strong>100</strong></td>
<td><strong>19</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

A comparison of the frequency rank order of articles/papers to books/dissertations follows:

<table>
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<tr>
<th>Subclasses</th>
<th>Books</th>
<th>Articles</th>
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</thead>
<tbody>
<tr>
<td>Adaptiveness-Innovation Studies</td>
<td>1-2</td>
<td>2</td>
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<tr>
<td>Texts, Anthologies, Bibliographies</td>
<td>1-2</td>
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</tr>
<tr>
<td>Performance-Effectiveness Studies</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>4</td>
<td>1</td>
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<tr>
<td>Morale Studies</td>
<td>5-6</td>
<td>5-6-7</td>
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<tr>
<td>Leadership Studies</td>
<td>5-6</td>
<td>4</td>
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<tr>
<td>Motivation Studies</td>
<td>7</td>
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</tbody>
</table>

For the classification Intragroup Communication in Organizations, the two most popular writing topics were Adaptiveness-Innovation Studies and Communication Studies, followed by Performance-Effectiveness Studies, Leadership Studies, and Morale Studies. No Motivation Studies were found in this classification of the literature.

Table 3 presents the names of authors relevant to each of the subclasses of Intragroup Communication in Organizations; and the commentary below furnishes a guide and overview as to the contents and findings of selected works:

Morale Studies:

Books and Dissertations: Absher (FS) studies teacher involvement in decision-making and morale concluding that moderate involvement yielded higher levels of morale than underinvolvement or overinvolvement; Reineimer (LS) determines that attitudinal attractiveness in a task-oriented group was directly related to a person's ability to influence the group; and Shulman (FS) investigates communication climate of university...
### Table 3

**Intragroup Communication in Organizations—1977**

**Classification of Authors**

by Subclass, Publication Format, and Nature of Research

<table>
<thead>
<tr>
<th>Subclass</th>
<th>Books &amp; Dissertations</th>
<th>Articles, Papers, Reports</th>
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<tr>
<td><strong>Morale Studies:</strong></td>
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<tr>
<td>Abber</td>
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<td>Reinheimer</td>
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<tr>
<td>Shulman</td>
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<tr>
<td><strong>Performance-Effectiveness Studies:</strong></td>
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<tr>
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<td>FS</td>
<td>Eckloff</td>
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<td>TC</td>
<td>Hackman</td>
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<td>Vallacher</td>
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<td>Merton</td>
<td>FS</td>
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<td>Pendell</td>
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<td>Tucker</td>
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<td><strong>Communication Studies:</strong></td>
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<td>Wernermunde</td>
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**Reviews:**

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departments, concluding that the size of department significantly affects faculty perception of influence, and that communication climate is composed of perceptions of downward communication, familiarity, and influence.
Performance-Effectiveness Studies:

Books and Dissertations: Barbanel (FS) reports that teams that do discuss and resolve conflict are more effective than teams that do not recognize conflict; Brill (TC) indicates that group work is becoming more important as technology continues to advance and that groups are characterized by a developmental pattern that can be understood and controlled; Eldridge (LS) examines the effects of nominal and brainstorm decision-making procedures on group productivity, finding that groups provided with structures generated more ideas than control groups and had high quality decisions; Forys (LS) shows that group leaders maintaining minimum or better levels of facilitative conditions led more productive groups; Merton (FS) obtains low reliability results from peer reviews among professionals based on six problem-solving criteria; and Pendell (LS) concludes that room design (shape of room and interior decoration) had no effect on communication behavior of small groups.

Articles, Papers, and Reports: Eckloff (LS) investigates the effects of cognitive abstractness, interpersonal perception and task type on group performance, as measured by time used and quality of solutions; Hackman (TC) proposes a model for the design and maintenance of self-managing workgroups in organizations, noting the advantages of management by interacting groups rather than by individuals; and Vallacher (FS) studies small groups at U.S. Antarctic research stations, reporting that conflict was related to supervisor performance, but cohesiveness was not found to be related to performance.

Adaptiveness and Innovation Studies:

Books and Dissertations: Courtright (LS) reports no significant differences in the number and quality of solutions for groups of different cohesiveness, noting that cohesive groups tended to have a higher degree of error in judgment; Drake (LS) finds that increases in horizontal power within groups resulted in higher commitment by group members while increases of vertical power resulted in less commitment; Harvey (LS) studies communication change in group process seminars using the sequential analysis of verbal interaction, finding that T-Group sessions produced no significant change in communication processes; Hoffman (FS) concludes that highly structured work units have less influence over work decisions than less structured units; and Marshak (FS) indicates that committee outcomes
were a function of the decision rule of majority consent and the size of the committee, finding no support for the theory that informal conflict resolution processes as seniority, prestige, and position are influential in committee decisions.

*Mills* (LS) reports that regulation of dyadic conflict was achieved by means of unilateral peaceable behavior, prior intention by participants to agree, a commitment to a common group, and civility; *Miner* (LS) analyzes small groups conducted as interacting groups, nominal groups, and groups subject to the Delphi Process, concluding that the quality of decision-making is highest where the leader follows a structured decision-making approach placing emphasis on the expression of feelings prior to attempting to solve the problems; *Richman* (FS) examines the influence of a facilitator in problem-solving groups, finding that groups with a facilitator present were more confrontative, less easy-going, exhibiting more active member participation and less teacher domination; and *Stead* (FS) compares nominal grouping and sequenced brainstorming techniques of creative idea generation, finding that sequenced brainstorming groups were more effective, and both methods produced high quality ideas.

**Articles, Papers, Reports:** *Brownlee* (FS) investigates the Supreme Court as a small-group in respect to group interaction, decision-making techniques, type and degree of dissent, coalition formations, and value systems; *Hilf* (FS) identifies personality conflict as the most common type of conflict for project teams in various phases of project life cycles; *Richards* (FS) examines the effectiveness of brainstorming techniques in real managerial situations, noting that "low-level speculations" were generally produced, and feeling that longer-term belief systems may influence the group in the brainstorming process; and *Whitmore* (TG) discusses methods of analyzing human relations problem situations through group processes.

**Leadership Studies:**

**Books and Dissertations:** *Griffin* (FS) finds that the team management approach to the school superintendency is an effective means of administering a school district; *Kozan* (FS) indicates that high flexibility workgroups had higher autonomy and higher supervisory leadership but low peer leadership and a lack of compromise when faced with internal conflict; and *Tucker* (LS) explores leadership in autonomous group environments, concluding that leadership relates to both task and
person-oriented behaviors, and that task and people concerns are not opposite poles of a single leadership dimension.

**Articles, Papers, and Reports:** Spreitzer (FS) finds that informal leaders among the clients of an inpatient rehabilitation center had a positive influence that facilitated the rehabilitation process; and Parker (FS) studies black-white differences in leader behavior, noting that the behavior of supervisors toward their subordinates is a complex function of a) the supervisor's own race, b) the race of the subordinate, and c) the majority or minority position of racial groups within the group supervised.

**Communication Studies:**

**Books and Dissertations:** Penley (FS) investigates the relationship between communication and the structure of organizational workgroups, concluding that the relationship between these variables is strong and workgroups can be classified on the basis of their explanatory structure and comparable communication; Warnemunde (FS) studies the communication behavior of university department chairmen, indicating that the primary communication flow is informational and upward from subordinates to the chairman, as opposed to the decisional and downward flow in other formal organizations; Nykodym (FS) evaluates Transactional Analysis training in workgroups, noting that it improves information flow and organization climate; and Wilkinson (TC) synthesizes previous research on triads and the stability of structure, presenting models to predict coalition formation and outcomes of three-party interaction.

**Articles, Papers, and Reports:** Allen (LS) finds no significant differences in verbal patterns by leaders of biracial groups varying in racial composition; Elkins (FS) concludes that there is a relationship between group members' percepts of tasks and their individual tendencies to communicate within the group; Greene (FS) assesses the effects of body image boundaries on preferred and avoided seating choices in small groups; Hall (FS) studies the influence of male versus female deviants on the small discussion group, finding that female deviant behavior affected goals less negatively; Kruger (LS) investigates the relationship of group size to performance and communication activity under three problem-solving modes, finding that an increase in group size resulted in an increase in communication as measured by messages and other factors; and Schlenker (FS) explores various aspects of egocentrism on group behavior, indicating that it
affects leadership patterns, interpersonal agreement and group performance.

Schlenker and Miller, in one laboratory study, look at determinants of egocentric perception, hypothesizing that during group face to face interaction, egocentrism decreases, and group identification increases; and in a second laboratory study, examine the effects of group performance and evaluative feedback from other group members on retrospective perceptions of responsibility for group activities, finding that peer evaluations were directly related to amount of responsibility perceived by successful group members but not so in failing groups; Sykes (FS) concentrates on a theory of informal group formation, relating similarity, proximity, and social structure variables to interpersonal attraction; and Taylor (FS) indicates that members of informal groups feel less inclined than formal group members to trust workteam members, less willing to rate highly the performance of their group, and less likely to see selves as important to team's productivity.

Specialized Texts, Anthologies, Bibliographies and Reviews:

Books: Baird (Text) studies group communication in respect to norms, roles, leadership, decision-making, motivation, group development, and verbal and nonverbal communication; Copper (text) analyzes the development of social skills in managers, evaluating the methods based on participation and group experiences; Gulley (Text) adopts a systems theory perspective, emphasizing techniques for improving the quality of small-group communication; Harnack (Text) presents group discussion theory and technique, including chapters on group dynamics, communication principles, leadership, and group effectiveness; and Hills (Text) furnishes a legal and procedural guide for the managing of corporate meetings.

Leth (Text) reviews small group communication in terms of problem-solving interaction, listening, conflict, leadership, and group evaluation; MacKenzie (Text) furnishes a two-volume work in which volume one discusses the basic theory of group structure and volume two provides empirical tests of the theory, group preferences for type of structure, and a model for interperson hostility; Schindler-Rainman (Text) concentrates on problems of group meetings, including recommendations for goal setting and stimulating creativity; and Hare (Review)
summarizes the major trends and findings in group theory and research from 1898 to 1974 including 6,000 references.

Articles, Papers, and Reports: Seaver (Review) presents a summary of the literature concerned with group preferences, group uncertainty, and the relative merits of individual versus group judgments.

Intergroup Communication in Organizations

Fifty-eight books and eleven articles/papers relate to Intergroup Communication in Organizations. Books accounted for twelve percent of all books and dissertations, and articles/papers were four percent of all articles, papers, and reports.

The frequency of specific subclasses is shown below:

<table>
<thead>
<tr>
<th>Subclasses</th>
<th>Books</th>
<th>Articles/Papers</th>
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<tbody>
<tr>
<td></td>
<td>Quantity</td>
<td>Percent</td>
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<tr>
<td>Group to Group Interface</td>
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<tr>
<td>The Organization</td>
<td>23</td>
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<tr>
<td>Vertical</td>
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<td>24</td>
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<tr>
<td>Horizontal</td>
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<tr>
<td>Other: Age, Race, Sex</td>
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<tr>
<td>Organization to Community Interface</td>
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<td>2</td>
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<tr>
<td>TOTALS</td>
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For the classification Intergroup Communication in Organizations, each of the three major subgroups, Group to Group, Organization to Organization, and Organization to Community have a substantial proportion of the total writings. Within these
subgroups, Vertical Group to Group Interface is the most popular subject in the books/dissertation format, but Organization to General Public Interface has the greatest number of writings when considering both books and articles. Other popular areas include Management-Union Organization to Organization Interface, Organization to Clients Interface, and Age/Race/Sex Group to Group Interface within the organization.

Table 4 presents the names of authors relevant to each of the subclasses of Intergroup Communication in Organizations; and the commentary below furnishes a guide and overview as to the contents and findings of selected works:

**Group to Group Interface within the Organization:**

**Books and Dissertations:** In the area of vertical group-to-group communication, Acton (FS) finds that school principals who rate high on the Consideration Scale of the Organization Climate Description Questionnaire communicate better with their faculty, show more concern for staff, and have greater insight as to teachers' needs; Barks (TC) reports on college presidents' perceptions of student participation in the administrative decision-making of two year colleges; Capie (FS) concludes that school board members believed in significantly less decision-making involvement of teachers, parents, and students than did school administrators; Hale (FS) compares Delaware State Cabinet adaptation to two executive leadership styles, finding that the agencies tended to run counter to gubernatorial budgetary decisions; and Heiting (FS) indicates significant differences between secondary teachers' perceptions of interpersonal classroom behavior and students' perceptions of that behavior.

Jorgenson (FS) examines the influence of participation on teacher satisfaction, noting that teachers' satisfaction was affected by involvement in school district policy development, and lack of decision implementation caused dissatisfaction; Leonard (FS) studies prison-guard communication in a State Penitentiary, noting that group interaction is infrequent, institutional, brief, and generally hostile; McCamey (FS) finds a positive relationship between principals' perception of leader behavior and teacher self-concept and a negative relationship between teachers' perception of leader behavior and teacher self-concept; McFitchen (LS) explores the relationship of successful
### Table 4

**Intergroup Communication in Organizations—1977**

Classification of Authors

by Subclass, Publication Format, and Nature of Research

<table>
<thead>
<tr>
<th>Subclasses</th>
<th>Books &amp; Dissertations</th>
<th>Articles, Papers, Reports</th>
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<tr>
<td><strong>Group to Group Interface</strong></td>
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<td>Within the Organization</td>
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and unsuccessful subordinates to supervisors, finding that successful subordinates are perceived to be more trustworthy, more favorable toward superiors, and more internally motivated; and Perry (FS) investigates leader behavior, comparing the perceptions of high and low status teachers and reports no significant differences.

Rosenthal (FS) considers relationship and task skills, finding that teacher coordinators of vocational skills tend to view vocational administrators in a negative manner while the supervisors of vocational administrators tend to be neutral; Sherman (FS) concludes that teacher perception of ability to participate in the supervisory process positively affects interpersonal relationships between teachers and supervisory personnel; Tannenbaum (FS) reports that supervisors were uncertain as to the usefulness of transactional analysis skills in supervising student teachers; and Wood (FS) notes that the use of informal faculty groups was only of limited value in improving teacher-student relationships.

In the area of race group-to-group communication, Bouch (FS) finds significant differences in perception of supervisory techniques by black and white supervisors and black and white teachers; and Noel (FS) studies communication between black and white high school students and reports that systematic training in experiencing is effective for improving communication.
In the area of sex group-to-group communication, Davenport (FS) finds no significant differences between the overall leader behavior of male and female school principals, noting that male superordinates favored male principals over female principals; Keener (FS) reports little differences in the leadership behavior of male and female college administrators, but some differences in career orientation, career development, and career aspirations; Leenhouts (FS) studies communication similarities and differences of female and male legislators in the 1975 Michigan House of Representatives; and Tharpe (FS) indicates that female teachers exhibited higher morale levels than male teachers.

In other studies of group-to-group communication, Peitchinis (TC) analyzes staff-patient communication in the health services field including approaches that may be taken to improve; Stewart (FS) examines the role of a university ombudsman, finding that it is a useful model for evaluating the conflict management process and Hall (TC) discusses cultural influences on behavior, emphasizing the problems of working in cross-cultural contexts.

Articles, Papers, and Reports: Schermerhorn (FS) finds a positive relationship between information sharing activity and perceived level of task accomplishment, and a negative relationship between information sharing activity and administrator tenure.

Organization to Organization Interface:

Books and Dissertations: In the area of management-union interface, Brant (TC) concludes that collective bargaining is the only viable alternative to unilateral policy-making by Boards of Education; Childress (FS) studies impasse in collective bargaining negotiations and suggests that there is a direct relationship between the degree of impasse and principal's dissatisfaction with teachers; Mikrut (FS) indicates that morale is a significant factor in attitudes towards collective bargaining, noting that personality is not significantly related to negotiation attitudes; Moller (FS) presents an empirical study of 18 Danish industries finding that steward effectiveness is related to union strength, worker perceptions of union and steward-management relations; and Mullee (FS) emphasizes the need to develop a management team model to coordinate all aspects of the management side of collective bargaining in public schools.
Pavy (FS) identifies a set of guidelines to be used by fact finders in impasse negotiations in collective bargaining, noting seven general categories of information needed for fact finders; Piazza (FS) examines role of principals in collective bargaining process, concluding that principals' participation should be on the management negotiating team in an advisory role; Tepper (FS) analyzes behavior of school principals and teacher-leaders during negotiations and stresses need for teacher-principal communication; and Trotta (TC) reviews the causes of grievances in the workplace, indicating how to avoid and how to settle such conflict.

In the area of industry-government interface, Heim (FS) investigates the communications between the Wisconsin Governor, State Legislature, and interest groups in respect to the merger of the University of Wisconsin and the Wisconsin State University Systems; and Owen (FS) studies the influence of business managers in the process of government policy formulation, concluding that it is not effective in bringing about outcomes desired by managers.

In the area of government-government interface, Boyle (TC) analyzes the need for coordination of municipal government field services, noting that agencies have overlapping responsibilities and inter-service conflicts due to environmental pressures to change faster than organizational structure permits; Gaulfeldt (FS) reports little communication between U.S. government agencies overseas and host countries; Howe (TC) examines relationships between New York City and New York State in the areas of urban reform legislation, noting that communications between the city and interest groups influenced legislation; Thompson (FS) concludes that organizational cooperation among four governmental agencies was directly related to a high degree of informational congruence; and Wegner (FS) investigates interorganizational relationships between governmental health boards and health delivery agencies, noting that the groups, as a whole, deny conflict, yet individual members perceive conflict.

Articles, Papers, and Reports: In the area of management-union interface, the National School Public Relations Association (PD) provides guidelines for the educational administrative team to develop an effective communication plan in a strike or work stoppage crisis.

In the area of government-government interface, Akintobode (FS) identifies four types of interagency relationships
(cooperation, conflict, competition, and merger), noting that cooperation is facilitated by dynamic and democratic leadership, while competition and conflicts are attributed to change in leadership style and centralized administrative practices.

Organization to Community Interface:

Books and Dissertations: In the area of organization interface with the general public, Archer (TC) examines three citizen participation styles in Federal Grant Administration in the Model Cities Programs 1966-1974; Barnett (FS) concludes that the investors' understanding of the auditor's report is insufficient and proposes a revised format; Broom (FS) reports that a communication experiment in two rural communities involving the use of feedback increased awareness of community problems among community leaders, elected officials, and citizens; Crosby (FS) notes that school principals held positive attitudes toward community involvement, but expressed negative attitudes for parent membership on school committees and parent evaluation and selection of teachers; Ehrman (FS) studies the problems of disseminating information about schools to the community, noting that barriers to the introduction of new techniques include lack of time and qualified staff; and Ford (FS) describes and analyzes the Community Involvement Committee, recommending that all community elements be involved early in the initial planning, and chairperson selection be handled very carefully.

Lamoreaux (FS) reviews the Iranian government program for family planning, concluding that messages to small subaudiences may be more effective than messages to influencers, when subaudiences are selected on basis of age, sex, urbanization, media exposure, and community involvement; Locander (TC) examines the methods used by seven Presidents of the United States to communicate with the public, concluding that the President is head of a communications team, interacting with the press and the public; Newsom (TC) covers guidelines for successful public relations, including communication theory, public relations theory, and interpersonal relations with media people; O'Connell (FS) analyzes efforts of a school superintendent to reconcile the goals of teachers, community, and board of education by the adoption of a more open and collaborative system of communication; Pollak (FS) indicates that citizen planning committees will not influence political decision-making.
unless citizen input is accepted as a valid and valuable contribution; and Steinberg (FS) finds that consumer participation in a health-care organization was achieved as a result of internal tension, and not as a result of consumer efforts.

In the area of organization interface with clients and customers, Burke (LE) analyzes verbal exchanges between college advisors and students, finding that variations in verbal patterns had no relationship on student outcomes; Clark (FS) looks at citizen participation in health organizations, noting the need for open and consistent communication between local community boards and the central government agency. Cook (TC) examines citizen participation in public programs, discussing the role of practice theory, and provides fifteen specific agency goals, including transmission of information; Forrer (FS) compares the effects of two methods of university parent orientation (oral and written on-campus vs. written off-campus) finding that on-campus communication is more effective; Lambert (FS) finds that the parental view of a school is related to both the principal’s membership in community organizations and the time spent in community activities; and Orr (FS) investigates undergraduate recruitment, finding twenty communication variables significantly related to effective recruitment and retention.

Articles, Papers, and Reports: In the area of organization interface with the general public, Babin (TC) concludes that key communicators (community members who contact many people) can be used by schools as sources of feedback from the community and as information disseminators; Bailey (TC) presents a model for evaluating an educational organization in terms of community needs and ability to generate new solutions; Grunig (FS) tests a theory of individual communication behavior relative to public relations practitioners; and Maloney (TC) suggests means to facilitate communication and cooperation between vocational training institutions and the business-industrial sectors of the community.

In the area of organization interface with clients and customers, Corwin (FS) studies the interactions of teachers and parents in a conflict situation.

Specialized Texts, Anthologies, Bibliographies, and Reviews:

Books: Ross (Text) writes on the management of public relations, stressing environmental factors as negative attitudes...
toward business, public affairs, and the elements making for change.

Articles, Papers, and Reports: Alderfer (Review) examines classical studies of group behavior and outlines propositions explaining intergroup conflict; Roessler (Review) discusses the literature on strategies for interagency linkages in the delivery of human rehabilitation services; and Young (bibliography) presents an updated bibliography with abstracts relative to labor-management relationships.

Communication Factors and Organization Goals

One hundred and nine books and one hundred and five articles/papers relate to Communication Factors and Organization Goals. Books accounted for 24 percent of all books and dissertations, and articles/papers were 34 percent of all articles, papers, and reports.

The frequency of specific subclasses is shown below.

<table>
<thead>
<tr>
<th>Subclasses</th>
<th>Books Quantity</th>
<th>Percentage</th>
<th>Articles/Papers Quantity</th>
<th>Percentage</th>
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A comparison of the frequency rank order of articles/papers to books/dissertations follows:

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<tr>
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<td>Communication Studies</td>
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</table>
For the classification Communication Factors and Organization Goals, the most popular writing area was related to job satisfaction and organizational climate under the subclass of Morale Studies. This was followed by a substantial number of publications relating to Performance-Effectiveness Studies, Adaptiveness-Innovation Studies, and Leadership Studies. Motivation Studies ranked sixth in books and fourth in articles, while studies in technical communication ranked last in both formats.

Table 5 presents the names of authors relevant to each of the subclasses of Communication Factors and Organization Goals; and the commentary below furnishes a guide and overview as to the contents and findings of selected works.

Morale Studies:
Books and Dissertations: In the area of job satisfaction, Bailey (TC) finds no relationship between type of school calendar (full year vs. nine month) and job satisfaction of principals; Behrman (FS) concludes that perceived interpersonal relations with students, peers, and administrators were all significantly related with teacher job satisfaction; Buxton (FS) reports no significant differences in job satisfaction between teachers in open-space schools and teachers in traditional schools; Correll (FS) studies employee perceptions of equitable treatment as an indicator of job satisfaction, concluding that pay increases did not substantially increase job satisfaction, and Emery (FS) reviews four studies of Norwegian organizations that attempt to increase worker satisfaction by increasing participation in management.

Faris (FS) analyzes the determinants of job satisfaction, indicating that job satisfaction is highly correlated with perceived success and life satisfaction; Fatehi-Sedeh (FS) notes an inverse relationship between intrinsic job satisfaction and extrinsic job satisfaction, suggesting the possibility of trade-offs between intrinsic and extrinsic rewards; Henderson (FS) reports that teachers perceiving high participation in school decision-making have higher morale and more positive attitudes towards principals than teachers perceiving low participation; Herbst (TC) discusses ways of decentralizing decision-making in organizations and their effects on worker satisfaction, and Hsieh (FS) finds that leadership dimensions are positively correlated with teacher job satisfaction in both Chinese and American schools, with Chinese teachers less satisfied than American teachers.
Table 5

Communication Factors and Organization Goals—1977

Classification of Authors

by Subclass, Publication Format, and Nature of Research

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Adaptiveness-Innovation Studies
—Participation and Decision-Making

—Innovation and Change

—Organization Structure and Job Design
—Communication
—Morale
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Katzell (TC) discusses how work affects the productivity and job satisfaction of workers, exploring whether job satisfaction and productivity combined may be promoted by changing variables as controls, job enrichment, and compensation; Keffer (FS) reports significant relationships between overall job satisfaction and both job satisfiers (motivator factors) and job dissatisfiers (hygiene factors), finding that motivator factors were more strongly related to job satisfaction than hygiene factors; Meyers (FS) finds that teachers in parochial schools have a higher degree of selflessness and morale than their public school counterparts; Powers (FS) concludes that congruence of superintendents’ and principals’ leadership styles resulted in greater teacher loyalty and job satisfaction; and Reely (FS) studies U.S. Air Force education faculty, noting that intrinsic job satisfaction contributes more to overall job satisfaction than extrinsic job satisfaction.

Rogers (FS) finds differences in teacher job satisfaction between school districts with labor strife and school districts with labor harmony; Smith, S (FS) states that “bureau climate,” the work atmosphere within the organizational subunit, had a greater influence upon job satisfaction than “agency climate,” the overall organizational climate; Streker (LS) compares the effects of job redesign, with and without employee participation, on job satisfaction; Sumrall (FS) studies the relationship between leadership behavior and teacher job satisfaction, suggesting that Texas schools create open organizational climates conducive to the establishment of supportive relationships; Wells (FS) concludes that faculty morale varies directly with perceptions of faculty involvement in university policy formulation; and Zibich (FS) reports that morale improved after principals took part in a classroom observation improvement course.

In the area of organizational climate, Apter (FS) studies open climate and closed climate schools, finding no significant differences when compared on variables of teacher age, teacher sex, teacher length of service, and principals’ self-acceptance; Chaplain (FS) notes that open climate schools tend to have older, more experienced principals who have positive attitudes towards self and others, positive self-acceptance, and are self-confident; Czander (FS) concludes that size is related to bureaucracy and that increases in bureaucracy cause organizations to move from an open climate to a closed climate; Dgahanuluknukul (FS) examines the organizational climate of schools in Thailand, reporting a direct relationship between size of organization and closed
climate, and noting that principals perceive open climates more frequently than teachers; and Dunagan (FS) reports a significant relationship between administrative climate and nursing teacher morale, as judged by perceptions of salary and occupational status, among other variables.

Gibbon (FS) notes significant relationships between leadership style and organizational climate in South African secondary schools; Glickman (FS) studies the relationship of teachers' perception of organizational climate and students' perception of classroom climate; Johnson (FS) attempts to change school climate and productivity through the use of FIRO-B, concluding that self-awareness and knowledge of interpersonal needs must be supplemented by facilitators trained in human relations and communication skills; Lake (FS) reports that effective school climate indicators include teacher sex and principal educational level and do not include principal's age, experience, and self-acceptance, or teacher age and experience; and Leszczynska (FS) investigates the influence of organization structure on the organizational climate of children-care organizations, concluding that size and staffing are significantly related to organizational climate.

Lewis (FS) reports that perceived organizational climate for rewards and promotions was lower for clerks and secretaries than for supervisors and technical specialists; Manuele (FS) surveys teacher-principal perceptions of the organizational climate in Saudi-Arabian schools and finds weak leadership and poor morale; Marco (FS) finds no significant differences in principal and teacher characteristics in open and closed organizational climates; McCalla (FS) examines the relationship of teacher morale to the racial composition of high school student bodies, finding higher morale in schools where the racial balance was approximately equal; and Ozigbo (FS) studies secondary school teachers attending a university graduate course, reporting significant relationships among teacher dogmatism, pupil control ideology, and teacher perception of school climate.

Powell, G. (FS) maintains that there is no significant relationship between attitude toward work-related change and each dimension of organizational climate as tested by the Margulies (1965) revision of the Organizational Climate Description Questionnaire, concluding that this revision is inappropriate for the measurement of organizational climate in health-care organizations; Powell, L. (FS) studies selected characteristics of principals,
teachers and schools within two dimensions of organizational climate, finding little difference between more-open schools and less-open schools; Raspa (FS) finds no significant relationship between type of climate and personal characteristics of principals or teachers, though younger, less-experienced principals tended to be in open-climate schools; Smith, G. (FS) compares perceptions of school climate among students, teachers, and administrators, finding that the greater the hierarchical distance between respondents and the administrator, the less positive the perception of school climate, but the higher the socio-economic level, the more positive the perception; and Vick (FS) determines that school principals with teacher-centered management styles tended to have schools with more open climates, but finds no correlation between innovativeness and climate.

In the area of leadership behavior influence on morale, Burgett (FS) predicts teacher morale by the use of the Purdue Teacher Opinionnaire, finding that a high level of agreement between school boards and superintendents results in lower teacher morale; and Folkins (FS) finds that teacher morale is directly influenced by monetary rewards and personal, frequent contact between administrators and staff.

Articles, Papers, and Reports: In the area of job satisfaction, Ashbaugh (FS) analyzes the effect of a special program to increase job satisfaction so as to improve Air Force volunteer and retention rates; Branson (FS) concludes that major determinants of job satisfaction for Air Force civilian employees are job related factors as job challenge, freedom, personal growth, and preparation for greater responsibility; Falcione (FS) indicates that subordinate satisfaction with immediate supervision is closely associated with perceptions of supervisor communication behavior, credibility, attractiveness, and attitude similarity, and to a lesser extent with oral communication apprehension and self-esteem; Gould (FS) reports as to the status of a long-term Air Force research project in fifth year of studying job satisfaction so as to obtain fuller utilization of personnel; Hackman, et al. (FS) study effects of changes in job characteristics on work attitudes and behavior, finding that such changes influenced growth satisfaction, internal motivation, and general satisfaction but did not affect satisfaction with work context; Hackman (TC) presents a job characteristics model of work motivation to explain how job redesign can increase productivity and employee satisfaction; and Kavanagh (FS) finds that job and life
satisfaction are positively related for both males and females regardless of job level.

Koch (FS) examines effect of various aspects of feedback on work behavior and job attitudes of sewing machine operators, noting that increased feedback improved group cohesion and goal commitment; Merryman (FS) studies the relationship of organization growth and job satisfaction, finding that increases in size, efficiency, and profits are negatively related to employees' job satisfaction and effective interpersonal communication; Reelley (FS) analyzes the relationships between job satisfaction-enrichment factors and demographic variables for the Air Force Military Education faculty; and Reinkober (FS) discusses the effects of technology on the employee, reporting the impact has been one of alienation.

Seyboh (FS) concludes that a greater variety of organizational inducements (pay, job variety, task complexity) are required to satisfy better-educated employees; Steers (FS) finds no direct relationships between personality characteristics and turnover when considering high- and low-scope jobs, but did find significant differences in correlations between turnover and needs for achievement and affiliation among employees with different job scopes; Strauss (TC) concentrates on participation as a way of improving the quality of work life by increasing the employee's control over the job; and Vrooman (FS) analyzes the variables related to job satisfaction and career intent, noting the major factors to be personal growth, personnel standing, job challenge, and preparation for higher positions.

In the area of organizational climate, Bluestone (PD) indicates that both management and employees will benefit from sincere organization efforts to create a climate of satisfaction and opportunity for human development; Franklin (FS) studies causal relations among four social-psychological aspects of organizations, finding major links to exist between organizational climate and managerial leadership, managerial leadership and peer leadership, and peer leadership and group process; Gordon (PD) discusses climate in successful companies, noting that managers in these companies communicate expectations clearly, and provide that employees' compensation is competitive and performance related; Katerberg (FS) explores organizational climate and job attitudes, concluding that climate is more predictable than job attitudes, and that climate is a set of shared perceptions at a group level above that of the individual; Krivosnos
(FS) examines the relationship of intrinsic and extrinsic motivation to the communication climate in organizations, finding partial support for the hypothesis that those who are intrinsically motivated perceive communication climate as being more ideal than those who are extrinsically motivated; and Payne (TC) summarizes eight conceptual types of climate and satisfaction.

Performance-Effectiveness Studies:

Books and Dissertations: In the area of leadership influence on performance, Keadle (FS) studies the relationships between organizational climate perceptions and selected variables, finding no significant relationship between type of climate and student achievement, student self-perception, classroom behavior, and students' perception of teachers' feelings toward them; Jenks (FS) compares perception of overall organizational effectiveness on part of first and second level supervisors, noting that supervisors emphasized productivity of the individual work unit, while higher managers stressed organizational stability; Mullinux (FS) determines that the nursing home administrator had a key role in organizational effectiveness, and employee perception of the administrator's ability to plan, communicate, and solve problems resulted in a more effective organization; Loehr (FS) finds no correlation among district size, years of experience, and superintendent success ratings, and no significant relationship between success ratings of superintendents and the quality of decision-making; Perry (FS) examines attitudes of physician assistants, indicating that the strongest correlates of both job satisfaction and job performance was the degree of physician supervisory support and the amount of responsibility for patient care; Smith, R. (FS) concludes that perceptions about the expected performance of school superintendents, on the part of superintendents, teachers, and school board members, vary according to role, group membership, and school district size; and Stanfield (FS) analyzes the characteristics of successful school principals, concluding that communication within the school, and between the school and community are strongly related to success.

In the area of the influence of morale, coordination, consensus, and conflict on performance and effectiveness, Dobbins (FS) suggests that there is no relationship between school organizational climate and teacher behavior in managing classrooms; Mermoud (FS) indicates no significant relationship
OVERVIEW

among organizational climate, self-concept, and teacher effectiveness; Nicholson (FS) studies the relationships among organizational goals, role conflict between commissioners and staff members, and organizational effectiveness; Perkins (FS) reports a positive relationship between teachers' perceptions of school environment and educationally-related performance of elementary students; and Perry (FS) finds that teacher morale and rapport with principal are positively correlated with the principal's effectiveness in the improvement of teacher performance.

In other books and dissertations wherein performance is treated as a dependent variable, Heirs (TC) emphasizes creative thinking as a way of improving organizational productivity; Balk (TC) discusses the theoretical aspects of productivity including motivation, measurement, and information systems, and Kilpatrick (FS) finds that the effectiveness of two naval ships was directly related to communication climate, indicating that the more effective ship had the better climate.

Articles, Papers, and Reports: In the area of leadership influence on performance, Elsasser (TC) discusses the functions of executives and the qualities that distinguish successful leaders from mediocre managers; Marcus (FS) examines the relationship between administrative leadership and performance, finding that schools showed achievement gains where principals emphasized the importance of selecting instructional materials and made more decisions in the instructional area, and Schriesheim (FS) studies the relationships between leader behavior and subordinate satisfaction and performance, concluding that high leader structure has dysfunctional effects only when accompanied by low consideration.

In the area of the influence of morale, coordination, consensus, and conflict on performance and effectiveness, Baird (FS) concludes that work satisfaction is correlated with job performance only when job is not stimulating; Carrell (FS) notes the positive relationship between employee perceptions of fair treatment and the outcome variables of longevity and effectiveness; Gunderson (FS) examines the importance of environment factors, organizational stress, and individual characteristics on job satisfaction and organizational effectiveness; Longest (FS) discusses the role of job satisfaction in relation to the productivity of nurses, concluding that a ranking of job satisfaction factors would assist nursing administrators to deal with problems of absenteeism, turnover, and productivity; and Miles (FS) constructs
and tests a model of role conflict in terms of antecedents and consequences, including consideration for job tensions, job satisfaction, and perceived effectiveness.

Morse (FS) finds significant and positive relationships between managers' sense of competence and three measures of managerial performance; Retondi (FS) reports a negative relationship between organizational identification and both creativity and effectiveness, suggesting that behaviors related to organizational identification may produce dysfunctional as well as functional outcomes; Zagoria (FS) discusses the Nassau County, New York project to improve productivity among 25,000 workers by developing procedures and unifying job descriptions; and Zenger (TC) indicates how productivity can be increased by applying behavioral research findings to ten management areas, including executive attitudes, managerial behavior, and communication and feedback.

In the area of motivational theory and performance, Hamner (PD) indicates how behavior modification techniques can improve employee performance; Ivancevich (FS) notes the effects of goal-setting on performance, reporting that participative and assigned goal-setting were both more effective than no-training goal-setting in improving performance and satisfaction after nine months, but this effect disappeared within twelve months; Karmel (LS) analyzes data supplied by practicing managers and reports four dimensions of managerial performance, viz., perceived managerial competence, activity level, role centrality, and purposefulness; and Lawler (LS) explores the subject of job choice and post-decision dissonance theory.

Lawler (TC) examines the relationship between reward systems, the quality of work-life, and organizational effectiveness; Mainstone (FS), measures the impact of twelve individual organizational variables upon six expectancy theory cognitions, and employee performance; Mansperger (FS) reports that motivation was found to be significant in promoting excellent performance of program managers, but feedback from the job itself did not always aid the manager's perception of performance effectiveness; Silverman (FS) discusses organizational goals of professionals in a research and development organization, giving attention to the impact of motivation on productivity; and Steers (FS) investigates the effects of job scope and need for achievement on management commitment and performance, finding support for the hypothesis that high scope jobs are positively
related to increased organizational commitment and increased performance.

In the area of the influence of job characteristics on performance and effectiveness, Cumming, L L. (TC) considers the impact of organizational structure on managerial attitudes and performance, furnishing many conclusions relating satisfaction and performance to position in hierarchy, line and staff positions, number of persons supervised, departmental size, and tall vs. flat organizations; Forber (LS) notes that performance and satisfaction are related to the congruence of individual abilities and task design; O'Reilly (FS) reports that two indices of work orientation on the part of individual personalities, expressive and instrumental, interact with challenging and nonchallenging job types to affect job performance and attitudes; Powers (FS) discusses the generic behaviors involved in technical job task performance; Umstot (FS) concludes that job enrichment has a substantial impact on job satisfaction and little effect on productivity, while goal-setting has a major impact on productivity and a lesser impact on satisfaction; and Umstot (TC) examines the empirical literature as to job enrichment and goal-setting, indicating how these factors aid productivity and job satisfaction.

In the area of communication influence on performance, Badawy (TC) examines management by objectives programs, explaining how employee awareness of "where they stand" relates to effective performance on the job; Pennings (TC) describes a new conceptual framework for the concept of organizational effectiveness; Schuler (FS) in two empirical studies resulting in separate publications, concentrates on the variables of role perceptions, satisfaction and performance, and moderating influences—1) organizational level and participation in decision-making and 2) employee ability; and Stone (LS) studies differences in perceptions and reactions by relating personality variables to task characteristics.

Adaptiveness-Innovation Studies:

Books and Dissertations: In the area of decisions, decision-making processes, and participation, Cerullo (FS) notes that the formal organizational structure provided few opportunities for the informal structure to participate in decision-making; Curtis (FS) studies decision-making in critical incidents, reporting that the team approach resulted in more satisfactory solutions than those formulated by a single person; Henry (TC) examines
methods used by President Truman in the decision-making process and finds that initial defects were later rectified by a more aggressive communication style; Lambrght (TC) analyzes the adoption of urban technology, suggesting that innovation occurs over stages, depending on the capacity of local entrepreneurs to recognize the barriers that inhibit technology; and March (FS) discusses a theory of decision-making termed by the authors as "the garbage can" theory, positing that decision-making is largely irrational and ritualistic.

Mitchell (FS) observes that administrators believe students and staff to be involved in participatory management to a greater extent than perceived by the same students and staff; Neveaux (FS) concludes that decentralization resulted in an improvement in the flexibility, speed, and quality of decision-making of school principals in two school districts; Randolph (FS) finds that overall morale levels do not affect risk behaviors of school administrators, noting the tendency for risk-taking to decrease with longevity; Schoppert (TC) develops a model for participatory goal-setting involving manifest goals, hidden goals, public relations goals, and latent goals; and Sheldon (FS) notes that principals in "open" organizational climate schools participated in more school-related discussions than principals in "closed" organizational climate schools, and that discussion in "open" schools tended to take place in more informal areas as lounges and halls.

Steiner (TC) adopts a problem-solving method in handling problems of human service organizations relative to communication, conflict, and motivation, and Weinberg (FS) presents a case study of four state agencies, explicating a rational model and a crisis model of decision-making.

In the area of innovation, innovative behavior, and receptivity to change, Burke (FS) finds that the decision to reorganize an elementary school structure supplied insufficient information for proper implementation, and that participation by change agents was proportionate to the available information; Page (FS) reports no significant relationship between a school administrator's management style and the success of change efforts; Steinhauer (FS) analyzes a technology transfer innovation in a decentralized government organization, concluding that success was limited due to emphasis on administrative aspects of program and hierarchical conflict within the organization; and Zerla (FS) studies educational innovations, finding no significant relationship.
among openness of climate, change agent style of principals, and the occurrence of innovations.

In the area of morale influence on adaptiveness and innovation, Struzztery (FS) indicates that school climate variables can affect racial attitudes toward a voluntary busing program related to the introduction of a school integration program; and Vegso (FS) studies the organizational characteristics that influence innovative behavior, finding moderate support for hypothesis that management innovation is significantly correlated with organizational climate.

Articles, Papers, and Reports: In the area of decisions, decision-making processes and participation, Berman (TC) presents arguments for the acceptance of insight as the key element in effective decision-making; Hespe (TC) emphasizes the importance to workers of participation in decisions concerning practices in their own workplace; Hilgendorf (FS) reports that workers' attitudes toward participation are affected by job experience and decision-making opportunities; Jago (FS) finds a greater propensity for use of participative managerial methods at higher organizational levels; and Knoop (FS) concludes that individuals who are affected by decisions should partake in making those decisions.

The National Institute of Education (TC) analyzes decision-making under conditions of goal ambiguity, Owens (TC) develops a technique for assessing teachers' views to guide principals in deciding whom to involve in dealing with problems; Rubinstein (PD) related participative problem-solving to increasing organizational effectiveness via increased motivation, job satisfaction, and productivity; and Sakkat (PD) discusses the fundamental aspects of executive plan preparation, attempting to improve the quality of decision-making and communication within and among state government agencies.

Schuler (FS) finds participation to be satisfying to low authoritarian subordinates regardless of the degree of task repetitiveness but satisfying to high authoritarian subordinates only when tasks were low in repetitiveness, noting that highly repetitive tasks were less conducive to ego involvement than low repetitive tasks; Seeborg (LS) studies the influence of employee participation in job redesign, concluding that satisfaction is improved; and Singhal (FS) reports that participation leads to reduced absenteeism, indicating that absenteeism was also affected by interpersonal perception, interpersonal communication, group
In the area of innovation and change, Ackerman (TC) discusses professional aspects of contemporary management, relating change in society to demand for adaptive management.

In the area of job design and innovation, Gyllenhammar (PD) describes how job satisfaction and productivity can be increased by using work-teams instead of assembly lines, explaining how Volvo adapted work to people; and Moch (FS) presents a model of innovation adoption, testing it against empirical data.

In the area of communication influences on innovation, Stahl (FS) finds that communication with others in workgroup, and levels of participation in goal-setting, were significantly related to innovation and productivity of scientists and engineers; and Vogt (TC) presents a conceptual model to analyze conflict in the planning process of a university.

Leadership Studies:

Books and Dissertations: In the area of leadership roles and role perceptions, Bennis (TC) discusses problems inherent to leadership in organizations, including inadequate information, conflict resolution, innovation, and structure; Finley (FS) indicates there were no significant differences between principals and subordinates on perceptions of the principal's leadership behavior, but there were differences among the subordinates; Hedrick (FS) states that college administrators tend to agree as to role-expectations and need-dispositions, while subordinates tend not to agree on the same variables; Jackson (FS) concludes that the perceived and expected leadership role of school principals differed significantly when secretaries, building representatives, and principals were compared to each other; and Kirchoff (FS) compares leadership behavior of principals in operating schools with principals in recently closed schools and finds that teachers give higher ratings to principals in operating schools.

Lichtenfeld (FS) concludes that similar administrative skills are necessary to provide effective educational leadership in both public and private schools; Nontasak (FS) studies the leadership behavior of school superintendents in Thailand, finding that no significant differences exist among superintendents in terms of desirable leadership traits; Rings (FS) analyzes communication variables in a public utility, concluding that supervisors have a key role as facilitators of two-way communication behavior and
role definition; Rundle (FS) indicates that school size does not affect subordinates' perceived satisfaction with formal leadership; and Whiting (FS) finds a positive relationship between accuracy of the perception of leadership and success criteria, as measured by productivity and group status.

In the area of leadership style, Bandy (FS) reports that the situational variables of school setting, instructional type, size, and principal's sex were not good predictors of principal's administrative style; Bartley (FS) concludes that school superintendents tend to use consensus as means of gaining compliance, although Board of Education members perceived superintendents as using manipulation, and principals viewed superintendents as using coercion; Blumstein (FS) indicates that principals who view teachers as self-actualized and rational beings tend to involve teachers more in the decision-making process; Bonen (FS) states that a relationship exists between the cognitive style match of principal and faculty, and the staff's perception of the principal's leadership effectiveness; and Cox (FS) finds significant differences among teachers, principals, and school board members as to their perceptions of the real and ideal leadership behavior of school superintendents.

Mead (FS) reports that the preferred leadership behavior of principals included a high degree of initiative and delegation of responsibilities to subordinates; Milburn (FS) analyzes teacher perception of female school principals, finding no significant differences between male and female teacher views; Perkins (FS) states that the team management approach to the administration of public schools was not considered effective in the schools studied, noting significant differences between the ideal and actual team management approach in use; Quinn (FS) examines the self-perceptions of male and female school principals as to administrative behavior, finding significant differences in the areas of leadership style and decision-making; Schou (FS) studies flexibility of leadership style and the contingency theory, reporting that subordinate managers perceived superiors as able to alter style to the nature of the problem, but subordinates experienced different degrees of satisfaction at various levels of flexibility; and Stevens (FS) surveys the leadership behavior of community college presidents, reporting their difficulty integrating the needs of the individual with the needs of the institution.

Articles, Papers, and Reports: In the area of leadership roles and role perceptions, Bennis (PD) suggests that the role of the
leader is changing, offering seven guidelines to aid leaders in coping with such change; Downey (FS) finds weak support for House's path-goal theory of leadership effectiveness, suggesting need for considering moderator variables; and Hazelwood (TC) discusses documented research relative to executive aids for crisis management.

In the area of leadership style, Adams (FS) develops a code of ethics for managers in response to public demand for a clearer picture of the ethical responsibilities of today's leaders; Gleason (LS) explores the effects of high and low structure of procedural instructions on leadership style, employing the Machiavellianism Scale to indicate high, low, and medium machs; Kaufman (FS) compares leadership hierarchies of small communities in terms of complexity, coordination, and openness, analyzed by age, schooling, occupation, and race, and reports a high correlation between coordination and degree of participation; and Mowday (FS) finds consistent relationships between methods of leader influence, and principals' needs for achievement and years of supervisory experience.

Paterson (FS) discusses leader behavior in terms of initiating structure and consideration as related to the variables of job satisfaction, organizational climate, organizational size, and hierarchical level; Schou (FS) investigates a U.S. Navy installation, discussing leadership flexibility as a function of the situation, nature of problem, evaluations and satisfactions of subordinates, and least-preferred-coworker scores; Schriesheim (FS) examines and resolves some differences in the various definitions and conceptualizations of leader initiating structure; and Sinha (TC) contrasts three leadership styles, proposing a continuum from authoritarian to participative, with the middle position being labeled authoritative leadership.

Communication Studies:

Books and Dissertations: Lagos (FS) presents a formal plan for a principal to get feedback from faculty for the purpose of improving leadership behavior; and Waters (TC) studies organizational sanctions, identifying mechanisms within an organization that discourage exposure of illegal and unethical acts.

Articles, Papers, and Reports: Kennedy (FS) assesses influence of managerial style on communication in the program management environment, suggesting instrument to measure impact; Lawler (LS) finds support for dissonance theory in the area of
job choice and post-employment attitudes; and Rogers, D.L. (LS) concludes that interorganizational variables account for the largest amount of variance in role conflict, while intraorganizational variables account for the largest amounts of variance in role ambiguity.

Motivation Studies:

Books and Dissertations: Remmert (FS) analyzes the relationship of organizational climate and teacher turnover, noting that teachers remaining on job perceived climate to be more interactive and collaborative; Manning (FS) studies the satisfiers and dissatisfiers of Virginia Superintendents of Schools, noting that superintendents consider interpersonal relations with teachers and community as a dissatisfier, while relations with school boards was viewed as a satisfier; and Roberts (FS) examines leadership characteristics of principals as predictors of teacher job motivation, finding no relationship as teachers ranked challenging work and interpersonal relations as prime motivators.

Articles, Papers, and Reports: Brief/Munro/Aldag (FS) present the argument for job enlargement, reporting that correctional employees responded more positively to jobs offering variety and feedback than to jobs perceived as dull and monotonous; Brief/Aldag/Wallden (FS) study correlates of supervisory style among policemen, reporting that consideration correlates positively with organizational commitment, and initiating structure correlates negatively with defensive posture and positively with experienced meaningfulness and responsibility of work, general job satisfaction, job involvement, and organizational commitment; Cummings, T G (FS) supports Lawler and Hall’s conclusion that job attitudes of satisfaction, job involvement, and intrinsic motivation are conceptually distinct and empirically independent; Faunce (TC) discusses the relationship between occupational achievement and self-esteem employing the self-investment theory; and Gemmill (FS) examines factors leading to promotion in large, complex organizations; finding that “politics” and public image are part of the folklore that may not be correct.

Greenberg (LS) explores the use of overreward to motivate performance, giving higher rewards to members of failing groups vs. successful groups, and to lazy workers vs well-motivated workers; Hamner (PD) asserts that behavior modification techniques, involving the use of both positive reinforcement and
verbal feedback by managers, can improve employee performance; Lawler (PD) emphasizes that the pay system is an important motivator helping organizational effectiveness if used in harmony with the total organizational system; McAlinden (PD) outlines how to develop organizations in which self-actualizing executives flourish; and Pinder (LS) investigates the additivity versus nonadditivity of intrinsic and extrinsic incentives, concluding that they are not additive in determining organizational attitudes and behaviors.

Scott (TC) studies the effects of extrinsic reward on intrinsic motivation, maintaining that there is no acceptable evidence that extrinsic reinforcers disrupt other reinforcing events, noting that the meaning of intrinsic motivation is obscure, and that a reinforcement analysis is more fruitful; Singhal (FS), in the *Indian Journal of Social Work*, writes on subject of need gratification and job incentives, reporting that safety was found to be the most important need, and the important job incentives included opportunity for promotion, training, and good working conditions; Srivastava (TC) evaluates money as a motivating force, stating that money itself is a secondary motive for working efficiently and that other job characteristics are just as important; Stewart (TC) looks at motivation in the U.S. Navy, concluding that effective incentives differ in relation to goals of individuals—e.g., promotion motivates career-minded personnel, training opportunities motivate occupation-oriented personnel, and pay is high motivator for those unlikely to reenlist; and Thompson (FS) indicates that organizational obsolescence, not individual obsolescence, results in low motivated employees.

Specialized Texts, Anthologies, Bibliographies, and Reviews

Books: Caplow (Text) synthesizes the empirical research on organizational effectiveness and translates findings into suggestions for the practicing manager including consideration for communication, productivity, morale, and change; Rothman (Text) presents a planning manual for promoting innovation and change in organizations and communities; Sutermeister (Text) analyzes the human and mechanical factors which affect worker productivity; Steers (Text) reviews and interprets the literature on organizational effectiveness, providing guidelines for improving in the areas of communication, personnel training, job design, organizational change, and goal setting; Steele (Text) analyzes organization climate in terms of leadership, physical
structures, communication patterns, and group norms, suggesting activities for diagnosing and implementing changes in climate; and Trotta (Text) discusses grievances in the workplace, indicating the causes, avoidance procedures, and methods to settle them peacefully when they arise.

Articles, Papers, and Reports: Goodman (Review) supplies five original papers on organizational effectiveness presented at Carnegie-Mellon University in 1976; McKillipp (Review) summarizes research findings concerning the use of biographical data in predicting job performance; Motowidlo (Review) describes the major concepts and theories that differentiate and define motivation, satisfaction, and morale, concentrating on those most likely to be usefully applied in the U.S. Army; Slovic (Review) presents an overview of decision-making research conducted in the working environment; and Umstot (Review) provides a literature review of job enrichment and goal-setting, describing how these two factors aid productivity and job satisfaction.

Skill Improvement and Training in Organizational Communication

Forty-five books and twenty-five articles/papers relate to Skill Improvement and Training in Organizational Communication. Books accounted for ten percent of all books and dissertations, and articles/papers were eighteen percent of all articles, papers, and reports.

The frequency of specific subclasses is shown below:

<table>
<thead>
<tr>
<th>Subclasses</th>
<th>Books Quantity</th>
<th>Articles/Papers Quantity</th>
<th>Books Percent</th>
<th>Articles/Papers Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Feedback and Evaluation</td>
<td>11</td>
<td>3</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Training Techniques</td>
<td>5</td>
<td>7</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>Training Media</td>
<td>7</td>
<td>2</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Training Programs</td>
<td>10</td>
<td>7</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>Training Needs</td>
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<td>4</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Training Resources and Administration</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Texts, Anthologies, Reviews</td>
<td>9</td>
<td>1</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>TOTALS</td>
<td>45</td>
<td>25</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

A comparison of the frequency rank order of articles/papers to books/dissertations follows:
For the classification Skill Improvement and Training in Organizational Communication, the most popular writing areas, when considering books and articles, were Training Programs, Training Feedback and Evaluation, and Training Techniques, followed closely by Texts and Reviews, and Training Media. The least popular subclasses were Training Needs, and Training Resources and Administration.

Table 6 presents the names of authors relevant to each of the subclasses of Skill Improvement and Training in Organizational Communication; and the commentary below furnishes a guide and overview as to the contents and findings of selected works.

Training Feedback and Evaluation:

Books and Dissertations: Anglin (FS) reports that college students with communication training experienced more openness and more positive self-concept changes than students receiving no training; Burke (FS) finds that a ten-week program in communication skills increased active listening skills and empathy of elementary school teachers; Easley (FS) evaluates a modular methodology for developing teacher communication, concluding that special facilitative training did not result in skills being applied to classroom; Hemphill (FS) examines the effectiveness of a one-semester graduate course in communications for special education support personnel, concluding that it significantly improved specific skills as paraphrasing and evaluator responses; Madden (LS) concludes that human relations training and group discussion results in more accurate decisions than otherwise obtainable; and Main (FS) studies the effects of training problem high-school students in communication skills.

Maynard (FS) reports that specialized training did not materially improve the organizational climate of schools studied; Ollier (FS) assesses the efforts to improve communication within the
Table 6
Skill Improvement and Training in Organizational Communication—1977
Classification of Authors
by Subclass, Publication Format, and Nature of Research

<table>
<thead>
<tr>
<th>Subclasses</th>
<th>Books &amp; Dissertations</th>
<th>Articles, Papers, Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Feedback and Evaluation</td>
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<tr>
<td>Anglin</td>
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</tr>
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<tr>
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<td></td>
</tr>
<tr>
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<td></td>
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<tr>
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<td>Training Techniques</td>
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<td>Falchione</td>
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<td>Hubbard</td>
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<td>Stilwell</td>
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<td>Braby</td>
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<tr>
<td>Day</td>
<td>PD</td>
<td>Carpenter</td>
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<td>Training Programs</td>
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<td>Burstinier</td>
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<td>Crowley</td>
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<tr>
<td>Bryngleson</td>
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<td>Horan</td>
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<tr>
<td>Buchholz</td>
<td>LS</td>
<td>Jandt</td>
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<td>Chiosso</td>
<td>FS</td>
<td>Mendoca</td>
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<td>Coleman</td>
<td>LS</td>
<td>National Project</td>
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<td>LS</td>
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<td>Mauer</td>
<td>FS</td>
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<tr>
<td>Melton</td>
<td>FS</td>
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<td>Training Needs</td>
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<td>Bennen</td>
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<td>Fiedler</td>
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<td>Robson</td>
<td>FS</td>
<td>Joint Center</td>
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<tr>
<td>Training Resources/Administration/Bunning</td>
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<td>Penrose</td>
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<tr>
<td>Texts and Tradebooks</td>
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<td>Research Group Inc</td>
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<tr>
<td>Bartel</td>
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<td>Doyle</td>
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<tr>
<td>Egan, K</td>
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<tr>
<td>Hargreaves</td>
<td>FS</td>
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<tr>
<td>Hart</td>
<td>FS</td>
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<tr>
<td>Nadler</td>
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<tr>
<td>Silvern</td>
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<tr>
<td>Steinmetz</td>
<td>FS</td>
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<tr>
<td>Reviews</td>
<td></td>
<td>Wakefield</td>
</tr>
</tbody>
</table>
government agency responsible for U.S. Dependents Schools European Area, concluding that the instructional programs were effective in terms of communication criteria derived from statements of educational objectives; Rowzee (LS) determines that short-term communications training improved the facilitative communications skills and self-concepts of Upward Bound students (low socio-economic level, and under-achieving); Shean (LS) finds that a fifteen hour training program in creative problem-solving improved creative thinking ability, fluency, flexibility, and originality, and Terry (LS) notes that training in listening skills did not affect learning retention or student attitudes toward a business communications course.

Articles, Papers, and Reports: Adams (FS) studies 56 first-line supervisors to determine if training programs increase satisfaction; Buchner (FS) compares personnel training with Transaction Analysis to conventional training; and Guyot (PD) suggests that training produces a placebo effect in that trainee's improve simply because they are expected to, not because the training was actually effective.

Training Techniques:

Books and Dissertations: Davison (LS) compares simulation versus case study approaches, noting 1) a simulation strategy was feasible for developing teacher verbal communication, and 2) a more positive relationship between teachers and students in the case study approach; Elliott (LS) observes no difference in student attitudes whether taught by lecture, simulation or videotape, reporting that all three methods improved on control-group performance; Griffin (FS) finds that a T-group marathon produced behavioral changes in participants behavior, with individual differences attributed to participant's experience, sex, and level of teaching responsibilities; Hubbard (LS) compares the incident case and the in-depth case method of instruction, finding no significant differences on an objective test but noting students' preference for the incident case method when measured on a subjective test; and Wilson (LS) studies real and nominal brainstorming groups, finding no difference in the number of unique ideas generated, although nominal groups (combined efforts of individuals brainstorming independently) were superior in the production of nonoverlapping ideas.

Articles, Papers, and Reports: Cooper (TC) examines the impact of sensitivity training on participants' self-actualization in
the United Kingdom, Turkey, and Japan, suggesting that individuals respond to experimental learning groups in direct relationship to economic and social conditions; Cooper (LS) finds that managers in structured exercise-based groups have more negative personality changes than managers in unstructured experiential learning groups after training; and Falcione (TC) outlines an instructional paradigm applicable to any learning environment, presenting four instructional strategies for organizational communication—viz., case studies, role playing, internships, and field research; Stilwell (TC) provides a learning development consultant model as a prototype for counselor training in the future; Stone (FS) investigates effects of instructions, modeling, and rehearsal in training college students in empathic communication, finding that instruction was a critical factor in facilitating written work and modeling was effective for interviewing; Wholey (PD) describes the training plan developed by HRA (Human Resources Agency), working with the Urban Institute, including training modules, data collection and analysis methods, and evaluation techniques for managers; and Wittmer (TC) suggests a model intended to assist correctional counselors in facilitating communication between prison guards and inmates of different races.

Training Media:

Books and Dissertations: Anderson (PD) studies problems in the selection of media for instruction, covering print, video, and computer media; Day (PD) discusses methods for learning communication skills including interviewing, simulations, and group exercises; Greenberg (PD) considers effective methods of communication with the elderly patient; Jones (PD) supplies a series of group exercises and questionnaires for practitioners and trainers in human relations training; Melrose (PD) provides materials for simulating the communication activities of a large corporation including exercises relative to information overload, lack of information, inaccurate data, performance evaluation, and authority delegation; Pfeiffer (PD) presents a collection of 23 group exercises designed for utilization in human relations training leadership development, self-awareness, and problem-solving; and Roach (LS) reports that use of two communications skills training models (Ivey’s Microcounseling Paradigm and Carkhuff’s Systematic Human Relations Model) produced significant differences.
Articles, Papers, and Reports: Braby (PD) discusses the design of U.S. Navy technical manuals to better support training programs; and Carpenter (FS) finds that videotaped role playing (VTR) is an effective training technique for improvement of nurses' therapeutic communication skills.

Training Programs:

Books and Dissertations: Allman (FS) indicates that the orientation process of new school board members is inadequate despite utilization of multi-media presentations; Barber (FS) reports significant differences between the perceptions of school superintendents and teachers towards principals who completed in-service training sessions involving planning, monitoring, and feedback processes; Bateman (FS) notes a considerable improvement in organizational climate after in-service training was administered to elementary school teachers; Bryngleson (FS) explains a staff development program involving constructs from transactional analysis, teacher effectiveness training, and values clarification, concluding that a one semester course resulted in higher levels of empathy and interaction skills, and Buchholz (LS) indicates that participation in a two-day course improved behavior in interpersonal communication encounters.

Chiosso (FS) states that a high school curriculum emphasizing learning of role-taking skills resulted in the gaining of valuable interpersonal skills by students; Coleman (LS) discusses a special training program designed to raise the level of empathic understanding, noting that results were significantly superior to the use of written instructions; Hopkins (LS) concludes that an effectiveness communications program lasting 12 weeks had no significant effect on the level of teachers' self-concept; Maurer (FS) finds that a self-instruction program in facilitation and communication skills furnishes an effective method of training teachers in interpersonal skills; and Melton (FS) explores school board communication problems, determining that an informal training program, consisting of reading and self-help, was the most valuable method for reducing barriers to communication into, through, and out of school systems.

Articles, Papers, and Reports: Brown (TC) presents a conceptual framework for studying the development stages of training programs relative to race relations, equal opportunity, and education; Burstiner (FS) reports good results from a workshop in "creative management" theory, including training in creative
thinking and problem solving, leadership; group dynamics, and motivation; Crowley (FS) notes that teaching communication skills to clients has become an important function of the counseling psychologist and examines language patterns of trainees in an instruction program; and Horan (FS) describes intercultural communication training programs, including a needs-attitudes survey of trainees moving from one cultural area to another.

Jandt (TC) studies communication and conflict resolution, suggesting ways to enhance conflict resolution skills; Mendoca (LS) finds that a combination of anxiety management training and problem-solving training results in greater gains than either method alone, with respect to vocational exploratory behavior of college students; and the National Project on Education for Management of Social Welfare (PD) develops a syllabus for a course on management of conflict and change, providing a model that indicates people will respond to an influencer only when it results in need satisfaction.

Training Needs:

Books and Dissertations: Brannen (FS) analyzes training needs of management personnel, concluding that greatest need is in areas of people management skills and top management skills; and Robson (FS) prepares an inventory of perceived management skills of school superintendents, finding that superintendents consider themselves most proficient in planning skills, but most deficient in areas of evaluation skills and decision-making skills.

Articles, Papers, and Reports: Fiedler (LS) examines the applicability of an expectancy-decision model to assertiveness in a nonclinical population, noting that participants consider the consequences of being assertive when making a decision about how to behave, and recommending that training programs focus on changing participants’ perceptions of the risks involved in being assertive. The Joint Center for Human Services Development, San Jose State University, California (PD) proposes five training objectives to improve the processes for managing, planning, and integrating programs; Penrose (FS) describes a survey of business attitudes as to the importance of communication skills, indicating the educational and business background of survey respondents; and the Research Group, Inc of Atlanta, Georgia (PD) presents training guidelines and materials used in
a two-day needs assessment program, discussing techniques for needs assessment, including structured and unstructured surveys and interviews.

Training Resources and Administration:

Books and Dissertations: Bunning (FS) reports that "skill of communicating" was considered a significant skill in adult educators.

Articles, Papers, and Reports: Warsylik (FS) reports on a study designed to quantify the nature and extent of in-house communications training.

Specialized Texts, Anthologies, Bibliographies, Reviews:

Books: Bartel (Text) covers preparation, selection, application, and development of educational materials for training instructors; Doyle (Text) presents a new interaction method of making meetings work; Egan, G (Text) assumes that many group experiences require people to use new skills, and provides training in self-disclosure, listening, confrontation, and other interpersonal behavioral elements; and Egan, K (Text) explains structural communication is a new methodology to improve communication in discussion groups on basis of Skinner's and Brunner's ideas.

Hart (Text) discusses the basic elements of writing, covering letters, memorandums, proposals, progress reports, and investigative reports; Hargreaves (Text) gives checkpoints for success in management communication; Nadler (Text) indicates how to improve workshops and conferences; Silvern (Text) writes on topics related to occupational instruction, including planning, curriculum development, and program analysis; and Steinmetz (Text) aims to help individuals learn the art of delegating and to assist those who teach delegation in company training programs.

Articles, Papers, and Reports: Wakefield (Review) provides a summary of research relative to perception and communication, including practical suggestions to improve student-teacher communication ability.

Communication Media in Organizations

Fifty books and twenty-four articles/papers were selected as relating to Communication Media in Organizations. Books within this classification accounted for 11 percent of all books and
dissertations, and articles/papers were eight percent of all articles, papers, and reports.

The frequency of specific subclasses of Communication Media is shown below:

<table>
<thead>
<tr>
<th>Subclass</th>
<th>Books Quantity</th>
<th>Books Percent</th>
<th>Articles/Papers Quantity</th>
<th>Articles/Papers Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>10</td>
<td></td>
<td>3</td>
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<tr>
<td>Written Media</td>
<td>3</td>
<td>6</td>
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<td>4</td>
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<tr>
<td>Nonverbal Media</td>
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<td>4</td>
<td></td>
<td>1</td>
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<tr>
<td>Telephonic Media</td>
<td>1</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Audiovisual Media</td>
<td>4</td>
<td>17</td>
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</tr>
<tr>
<td>Electronic Media</td>
<td>2</td>
<td>4</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Comparative Media Studies</td>
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<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Information Systems</td>
<td>20</td>
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<td>6</td>
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<tr>
<td>Communication Programs</td>
<td>10</td>
<td>20</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Media Organization &amp; Administration</td>
<td>2</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Texts, Anthologies, Reviews</td>
<td>4</td>
<td>18</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
<td></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

Oral media and nonverbal media are listed but show no publications for the reason that writings relative to these media are classified under the major classes of Interpersonal, Intragroup, and Intergroup Communication. To a lesser extent, this is also true of written media.

A comparison of the frequency rank order of articles/papers to books/dissertations follows:

<table>
<thead>
<tr>
<th></th>
<th>Books Quantity</th>
<th>Articles/Papers Quantity</th>
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</thead>
<tbody>
<tr>
<td>Information Systems</td>
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<tr>
<td>Communication Programs</td>
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<td>1</td>
</tr>
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<td>Texts, Anthologies, Reviews</td>
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<td>Written Media</td>
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<td>Telephonic Media</td>
<td>8.9</td>
<td>6.7</td>
</tr>
</tbody>
</table>

For the classification Communication Media in Organizations, the most popular writing areas were Information Systems, and Communication Programs. These two subclasses ranked first or second in both books and articles. The least popular subclasses were Comparative Media Studies, Media Organization and Administration, and Telephonic Media.
Table 7 presents the names of authors relevant to each of the subclasses of Communication Media in Organizations; and the commentary below furnishes a guide and overview as to the contents and findings of selected works:

**Table 7**

**Communication Media in Organizations—1977**

**Classification of Authors**

by Subclass, Publication Format, and Nature of Research

<table>
<thead>
<tr>
<th>Subclass</th>
<th>Books &amp; Dissertations</th>
<th>Articles, Papers, Reports</th>
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### Table 7, Continued

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**Written Media:**

**Books and Dissertations:** Gibbins (LS) indicates that accounting information is not entirely factual and credibility of accountants was affected by readers' perception of factualness; Leach (TC) reports need for State Boards of Education to develop policy manuals, stressing the necessity for preliminary meetings and continuous policy drafting; Phillips (PD) emphasizes written communication including writing skills (grammar, effectiveness, mechanics, revisions), letter writing, and report writing; Simpson (FS) finds no differences between perceptions of business educators and business communicators with regard to error acceptability in written business communication; and Worthington (TC) concludes that financial statement footnotes are generally difficult to comprehend by the average investor, recommending that footnotes consist of short sentences with understandable vocabulary geared to the audience.

**Articles, Papers, and Reports:** Alderson (LS) reports on experiments designed to determine if a relationship exists between the order of information in a persuasive request letter and the effectiveness of the message; Lunine (PD) considers the procedure writer as a catalyst for implementing change insofar as the writer interacts with employees throughout the organization, and Timm (TC) explores internal organizational communication, emphasizing economical and effective means of utilizing the bulletin board as a medium for information dissemination.
Telephonic Media:

Articles, Papers, and Reports: McGough (FS) presents a summary of a two-year experience with the TIE-LINE, a statewide, telephone-accessed information and referral system.

Audiovisual Media:

Articles, Papers, and Reports: The Air Force Occupational Measurement Center (FS) describes the development of an Audiovisual Media Career Ladder; Burns (TC) discusses basic research questions relative to instructional television, interaction, and learning objectives; Fisher (FS) studies the effects of a Model-Reinforced Videotape relative to increasing information-seeking behavior in a self-instruction information resource center; and Rizzo (FS) compares sound-microfiche audiovisual programs to sound-slide programs, recommending sound-microfiche for further development.

Electronic Media:

Books and Dissertations: Kidane finds that EXIR (Executive Information Retrieval) is an inadequate method of storing and retrieving records due to requirement for numerous individual data banks and lack of clarity in some responses; Roberts, A. (FS) assesses the use of an electronic feedback system in the decision-making process of school districts and reports that the system was a valuable aid, especially in the final phases of decision-making; and Terry (FS) surveys school district usage of electronic data processing, finding a positive correlation with size of district and noting that administrative applications greatly outnumber instructional applications.

Articles, Papers, and Reports: Flory (FS) surveys computerization aspects of personnel functions in fifty state governments, considering factors that promote, hinder, or have little effect on computer applications; and Sylvia (PD) explains TOSS, a computerized system that presents information about a company's manpower.

Comparative Media Studies:

Books and Dissertations: Cureton (FS) studies the methodology in political public-opinion polling and reports that telephone interviewing and face-to-face interviewing produced similar data, but the face-to-face method derived added information and a more positive response by the interviewees.
Articles, Papers, and Reports: Grace (FS) evaluates the effectiveness of four multimedia presentations designed to support the Navy Career Counseling Program.

Information Systems:

Books and Dissertations: Boland (FS) examines two systems of analyst and user interaction in designing information systems, concluding that a high degree of analyst-user interaction is superior to the traditional approach wherein the analyst is more detached from the user; Cerveny (FS) notes that computerized information systems lowered claim costs for insurance companies; Craft (FS) indicates that most college libraries in negro universities favored membership in an automated communication network system despite required staff and organizational changes; Diran (FS) analyzes failures of a management information system in a large college, finding breakdown attributable to unattainable expectations plus assumptions that system would not alter human power structure, and that "obvious benefits" would generate support, and Geary (FS) discerns that perceived organizational support for management information systems is most important correlate with perceived success in the system.

Gehrmann (FS) finds that the organization's external environment plays an important role in management information system design and the effective application of such design; Jump (FS) stresses the need for prior training of personnel involved in the development and implementation of management information systems; Kroebier (FS) evaluates the current state of information systems evolution and constructs a matrix indicating the sophistication level and the performance level of computer systems; and London (PD) provides a useful guide for designing and implementing information systems with concern for the part of humans in the process.

McClurg (FS) concludes that computer-assisted management information systems in public higher education are not being utilized to maximum potential, noting that systems are incomplete due to financial constraints, costs of hardware acquisition, and personnel policy conflicts; Murdick (PD) provides an introduction to management information systems with the focus on management; Reck (FS) reports that a computer-based management information system is an effective tool in community colleges; Shutt (FS) finds that top-management in a university failed to assume responsibility for planning, guidance, and development
of the management information system. Smith, H (LS) examines various forms of computerized data base inquiry (basic, extended alpha-numeric reformatory, extended graphical reformatory) and concludes that the extended forms do not result in better decision-making performance; and Spiegler (TC) proposes a computer-aided methodology for linking three conventional methods of building information processing systems, so as to diminish difficulties as to cost, documentation, updating, and coordination.

Spurgat (FS) presents a study of the implementation and use of Management Information Systems (MIS) in a Federal Research Agency, noting that the use of MIS showed the interdependence of three groups: 1) administrative-functional group, 2) manager-client user group, and 3) the technical designer; Sugarman (FS) reviews the Localized Job Search Information System designed to increase job entry applicants to the California State Employment Department; Waller (FS) evaluates budgetary control of management information systems, emphasizing need for close linkage between corporate and system development; Walstrom (FS) reports that management information systems in universities were used for many purposes including instructor evaluation and program evaluation; and Wolfe (FS) reports that computer use in the personnel function is directly related to company size.

Articles, Papers, and Reports: Alter (PD) explains how managers can use computers to help them make decisions, and communicate decisions, giving examples of seven types of computer support systems, *Applied Management Sciences, Inc* (FS) analyzes the components of social service information and referral systems from the level of the State Agency on Aging to the level of the local social service center, *Colorado Department of Social Services* (FS) provides an overview of an information system, outlining management activities which contribute to a successful implementation at the local level, including feedback to case-workers; Cross (TC) reviews potential benefits of implementing a central management information system for the U.S. Army Satellite Communications Agency; *The Human Services Information System Project of Lancaster County, Pennsylvania* (FS) studies the five steps involved in developing a Human Services Information System for the purpose of obtaining more efficient and effective service agency operations; and Puma describes the operational components and special features of the Wyoming Social Service Information System.
Communication Programs:

Books and Dissertations: Berman (FS) observes no significant differences in managerial effectiveness of community colleges using management by objectives (MBO); Bhandari (FS) indicates need for communications to combat negative feelings towards proposed social programs; Carter (FS) reports favorable attitudes towards MBO on part of community college administrators, but finds some negative reactions generated by time pressures, paperwork, and difficulty in setting objectives; Johnson (FS) finds that an MBO program in a school district did not meet original objectives due to lack of organizational objectives, coordination, in-service preparation, and communication; and Lewis (FS) examines administrative perceptions of certain MBO programs, noting that superintendents and principals disagreed on some practices and plans while agreeing with the program's principles.

Ryan (TC) surveys federal involvement in MBO programs and notes lack of success; Seaggs (FS) finds the use of MBO has a significant effect on the self-concept of government agency directors; Springer (FS) reports that implementation of an MBO program in Pennsylvania school districts did not insure the solution of administrative problems; Troisi (FS) maintains that school use of MBO programs is complicated by school organizational structure, the authoritarian mode of school administration, and the excessive retraining needed; and Van Zandt (FS) assesses the effects of an MBO model on student and teacher evaluation of school guidance programs.

Articles, Papers, and Reports: Argyris (PD) describes "double-loop learning in organizations," a method that permits underlying assumptions and objectives to be openly questioned, and one that decreases game-playing and ineffective communication; Hall (TC) reports favorably on the effectiveness of the assessment center process as an evaluation instrument for selecting participants in an Upward Mobility Program; Likert (PD) asserts that management by group objectives (MBGO) has advantages over MBO that include higher motivation to reach objectives, more loyalty to co-workers and superiors, and better teamwork; Nadler (PD) indicates that an on-going feedback system is a useful management tool, and describes the implementation of one such system; The North Carolina Department of Human Resources presents a manual for the use of management by objectives in human service programs; Odiorne (PD) notes reasons causing organizations to fail with MBO and sees the need for
quality training in MBO; and Scott (PD) couples MBO and TA (transactional analysis), observing that they are compatible and complementary tools leading to higher productivity and profits.

Media Organization and Administration:

Books and Dissertations: Brooks (FS) compares practices and perceptions of leaders in school-media relations, noting that finance-related news items were viewed as the most important school news by superintendents, newspaper editors, and television news directors; and Lyons (FS) discusses the role of media professionals in business and industry, noting their need for a comprehensive background in communications.

Specialized Texts, Anthologies, Bibliographies, and Reviews:

Books: Burton (Text) furnishes an extensive coverage of advertising fundamentals including media planning, media research, marketing research, and creativity; Fear (Text) presents a work in technical communication relative to writing and speaking including oral presentation, group discussion, telephone conversations, grammar, word usage, and research papers; McIntosh (Text) reviews techniques of business communication including letter writing, report writing, and oral communication, and Nadler (Text) discusses procedures for facilitating the exchange of information in conferences and workshops.

Roman (Text) provides a series of guidelines for effective advertising, including media selection, media production, media planning, and advertising testing. Schramm (Text) presents media tools and techniques for instruction including economics of instruction and multi-media comparisons; Ulanoff (Text) emphasizes advertising media use and evaluation, including discussions of copywriting, layout, organizational structure, and campaigns. Wells (Text) studies written business communication primarily, including chapters on letters, memos, job applications, and report writing; and Winfrey (Text) concentrates on technical and business report preparation including laboratory reports, interviews, and verbal reports.

Communication System Analysis in Organizations:

Forty-one books and thirty-six articles/papers relate to Communication Analysis in Organizations. Books accounted for nine
OVERVIEW

percent of all books and dissertations, and articles/papers were twelve percent of all articles, papers, and reports.

The frequency of specific subclasses is shown below:

<table>
<thead>
<tr>
<th>Subclasses</th>
<th>Books Quantity</th>
<th>Books Percent</th>
<th>Articles/Papers Quantity</th>
<th>Articles/Papers Percent</th>
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<tr>
<td>Empirical Case Studies Testing</td>
<td>7</td>
<td>17</td>
<td>5</td>
<td>14</td>
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<tr>
<td>Specific Hypotheses</td>
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<tr>
<td>Communication Evaluation and Feedback Studies</td>
<td>6</td>
<td>15</td>
<td>6</td>
<td>17</td>
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<tr>
<td>Communication Network and Direction Studies</td>
<td>5</td>
<td>12</td>
<td>6</td>
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<tr>
<td>Models</td>
<td>5</td>
<td>12</td>
<td>3</td>
<td>8</td>
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<tr>
<td>The Systems Approach</td>
<td>2</td>
<td>5</td>
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<td>8</td>
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<tr>
<td>The Organizational Development Approach</td>
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<td>12</td>
<td>11</td>
<td>30</td>
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<td>Information Processing and Requirement Studies</td>
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<td>15</td>
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<td>6</td>
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A comparison of the frequency rank order of articles/papers to books/dissertations follows:

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<tr>
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<th>Articles</th>
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For the classification Communication System Analysis in Organizations, the most popular subclasses for books were Empirical Case Studies, Evaluation and Feedback Studies, and Information Processing Studies, with all other subclasses following very closely except for The Systems Approach that ranked last.
The most popular subclass for articles/papers was The Organizational Development Approach, with almost twice the writings of any other subclass. Other popular subclasses in the articles/papers format included Communication Evaluation and Feedback Studies and Communication Network and Direction Studies. Least popular were subclasses on Information Processing, Models, and the Systems Approach.

Table 8 presents the names of authors relevant to each of the subclasses of Communication System Analysis in Organizations; and the commentary below furnishes a guide and overview as to the contents and findings of selected works.

<table>
<thead>
<tr>
<th>Subclasses</th>
<th>Books &amp; Dissertations</th>
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Classification of Authors
by Subclass, Publication Format, and Nature of Research
Table 8, Continued

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Empirical Case Studies Testing Specific Hypothesis:

Books and Dissertations: *Brandt* (FS) compares product and service organizations as to critical variables (leadership, communication, decision-making) finding similar management systems but less managerial satisfaction in service industries. *Brannen* (FS) provides a case study of the worker-director plan in the British Steel Corporation, arguing that worker participation in corporate management is not likely to result in significant social changes. *Dunning* (FS) reports that communication in three police organizations was negatively affected by lack of propriety and lack of perceived ability to participate in decision and control processes, noting that job satisfaction correlated positively with horizontal and vertical communication satisfaction; *Lundy* (FS) suggests that the types of communication used to attract members accounts for differences in types of members in Common Cause, a voluntary organization; *Nichols* (FS) reports a three year study of worker politics in a large English chemical company; *Pugh* (FS) surveys 82 firms as to the relationships of organizational size, structure, and technology, concluding that structure is a function of size as opposed to technology; and *Spencer* (FS) studies Presidential communication in terms of information and decision-making, finding that
the President's use of the information system available to him shapes his role and his relationships with the members of the system.

Articles, Papers, and Reports: The Allied Health Management Council of Santa Clara, California (FS) examines the adequacy of management information in Santa Clara County Nursing education, and the effectiveness of the county programs in terms of coordination in utilization of health-care facilities, articulation between various nursing programs, and personnel staffing; the American Indian Journal (FS) provides insight on the content, flow, timeliness, and usefulness of management information generated and communicated throughout the Bureau of Indian Affairs; George (FS) supplies a case history of the task-team building program of the Litton Microwave Cooking Division; Martino (FS) describes a manager's experience running a medium-size engineering organization, including problem-solving events; and Schuelke (FS) indicates the effects of a technology-monitoring program on communication activities, and attitudes of employees.

Communication Evaluation and Feedback Studies:

Books and Dissertations: Barker (FS) develops and implements a communication audit, finding that communication barriers between subsystems interfere with production, Kaye (FS), assesses communication patterns and attitudes of management personnel in a technical assistance network, finding that the development of an organizational communication system is a viable and worthwhile innovation; Koenig (FS) examines the relationship between participation, feedback, and performance efficiency in organizational planning, noting that extreme care and effort are needed to achieve positive results from participation and feedback; Mazzaropi (FS) investigates the area of communication audit standards; Papageorgiou (FS) evaluates faculty written communication regarding an Affirmative Action Program, selected as a study of imposed compliance; and Tate (FS) reports inadequate communication between faculty and administrative personnel in a university foreign exchange student program.

Articles, Papers, and Reports: Bass (FS) examines the problem of providing systems feedback for management and organizational development, describing a survey instrument that yields feedback as to factors operating in the workgroup situation,
Goldhaber (TC) discusses the development of the ICA measurement system for analysis of communication in organizations; Rosenberg (ES) evaluates the components of the human services information system of the Utah Department of Social Services; Wergin (TC) suggests a framework for evaluating organizational policy-making; and Wu (FS) summarizes the communication audit studies (1970-1977) conducted by the Helsinki Research Institute in Finland, concluding that 1) organizational communication is situational, 2) dissatisfaction increases with organizational distance between source and receiver, and 3) direction of communication flow has an effect on communication satisfaction, with receivers being less satisfied than senders.

Communication Network and Direction Studies:

Books and Dissertations: Burns (TC) presents ideas and case studies on social network theory, examining corporate interconnections through interlocking directorates and stability of structures; Coburn (FS) finds that incongruence between the formal and informal communication nets accounts for a significant portion of the variance in organizational climate; Kusterer (FS) concludes that workers establish communal networks through the work organization to reduce own alienation; Sanders (FS) reports that higher level administrators tend to know more information, know more accurate information, and relay more information than lower level administrators; and Yeager (FS) studies upward communication in a large organization, reporting that a subordinate's trust in immediate superior has impact on perceived accuracy of communication, directionality of communications, and overall satisfaction with communications.

Articles, Papers, and Reports: House (FS) presents a field study of the effects of three different channel communication methods (face to face, telephone, and written) on four levels of management, finding significant differences in subjects' satisfaction and perception of openness; Krivonos (FS) analyzes message-biasing of upward communication in organizational hierarchies utilizing simulated situations to determine effects of favorable and unfavorable situations on message content; Schwartz (FS) examines the liaison communication role in organizational communication network analysis, supporting the validity of employing a sociometric procedure for identifying liaison persons; Shapero (FS) maps the information-communication behavior of an
.engineering division in a research organization; Taylor (FS) employs an sociometric questionnaire and a communication matrix, finding that neither communication network efficiency nor network stability was significantly related to school size; and Wigand (FS) explores communication and information flow in relation to organizational concepts, generating four communication networks from interview responses and constructing communication maps as to client referrals, planning innovation, interpersonal relations, and other areas.

Models:

Books and Dissertations: Bowey (TC) employs a cultural anthropological approach to the study of organizations, including discussions of roles, systems theory, and human relationships, Lachenmeyer (TC) presents a system model for the analysis, evaluation, and design of organizations and jobs, including consideration for performance evaluation and job structure, Midgley (TC) collects information about consumer behavior from different disciplines, then formulates a general theory of innovative behavior applicable to diverse market situations, and Nelson (LS) uses simulation and linear programming to study beef marketing, finding that ineffective communications as to prices and production hindered moves to a more efficient marketing system; and Wigand (FS) finds that a preliminary path-analytic model of interorganizational relationships did not achieve satisfactory results, but an expanded model incorporating variables as communication and goal attainment was statistically significant.

Articles, Papers, and Reports: The Community Service Agency of Washoe County, Nevada (TC) provides a decision-maker's model with four steps including 1) needs assessment, 2) policy conference, 3) priority setting, and 4) resource allocation; Hansen (FS) presents the Interacting Spheres Model to clarify the decision-making ramifications of professional employees working in bureaucratic organizations, and Spector (FS) develops a contingency model of organization structure that projects organization structures in terms of different task force environments.

The Systems Approach:

Books and Dissertations: Kilmann (TC) presents MAPS (multivariate analysis, participation, and structure) as an organizational
control system based on humanistic psychology, statistics, and modeling; and Pasmore (FS) studies organizational change effects of socio-technical systems, job redesign, and survey feedback interventions on task accomplishment and human fulfillment.

Articles, Papers, and Reports: Goyer (TC) suggests that “communication” and “process” be viewed together as the goal-oriented combination of variables designed to produce a single communicative event, a process that lends itself to the use of a systems approach, Pennings (TC) presents a conceptual framework for considering organizational effectiveness, viewing organizational effectiveness, viewing organizations as open systems with distinct but interdependent subsystems; and Roberts (TC) indicates a systemic approach to understanding organizations in terms of interpersonal, workgroup, and organizational communication.

The Organizational Development Approach:

Books and Dissertations: Duncan (FS) determines that the success of organizational change depends on the presence of a skilled change agent who is either an outsider or has previous experience outside the system, Eich (FS) describes the practices of organizational communication consultants, concluding there is a need for training, practical organizational experience, and classroom discussion, Klein (FS) details experiences in the implementation of social science research programs in a large oil corporation, providing insight into the role of “in-house” social scientists, Lipshitz (LS) examines effectiveness of third party process interventions as a function of consultant’s prestige and style, finding that teams improved by using process analysis with or without consultation; and Roeber (FS) describes a large scale innovation in a major British chemical corporation.

Articles, Papers, and Reports: Baker (FS) stresses the importance of correct diagnosis, as opposed to guesswork, through data gathering, feedback, and joint diagnosis; Bouws (PD) views OD as a fad marked by superficiality, commercialism, and incorrect assumptions about the role of the consultant; Burke (PD) describes changes within the organizational development area during the past 12 years, and provides recommendations for the future; Carlson (PD) explains the approach of General Motors to organizational research and organizational change; and Cook (PD) presents the techniques and strategies used in organizational
development, motivating participants to work toward organizational objectives as a way of achieving their own goals.

Frame (PD) argues the case for handling organizational development (OD) as a personnel department's function; Friedlander (TC) discusses three values underlying O.D., viz., rationalism, pragmatism, and existentialism; Lourenco (FS) analyzes the strategies by which change was introduced into an organization over a three year period, participant observation, historical analyses, and informal interviews; Patten (PD) identifies various ways in which the factor of time influences OD's success or failure, considering the adequacy of time on the part of the organization, the consultant, and the environment; Tichy (FS) classifies change agents into four types, viz., outside-pressure type, analysis-for-the-top type, organizational development type, and people-change-technology type; and Wergin (TC) presents a model of university faculty development, beginning with low mutual knowledge and trust and evolving into greater mutual knowledge, trust, and collaboration

Information Processing and Requirement Studies:

Books and Dissertations: Aragona (FS) notes that school district statistics for expenditure per pupil were not significantly related to information received by chief school officers as to curriculum programs, costs, student achievement, and media use; Bonetti (FS) examines the information processes in a State Legislative system, reporting that major sources of substantive information were outside the legislature, and verbal communication between peers was the principal method of the internal communication system, Smith, T (PD) emphasizes information needs, decision-making, and information feedback in formulating dynamic business strategy, Torres (FS) develops a three-step information collecting procedure for government agencies; Gorodezky (FS) reports no significant relationship between accurate input into management information systems and the level of bureaucratization in the work setting, and Hackathorn (FS) presents a methodology called "Activity Analysis" as an effective method of describing work flow activity.

Articles, Papers, and Reports: Jacobson (TC) concentrates on the economics of information, examining strategies for organizational adjustment; and Wilde (TC) outlines a management information framework to reduce costs, emphasizing need to closely adhere to information needs of individual decision-makers
OVERVIEW

Specialized Texts, Anthologies, Bibliographies, Reviews:

Books: Alan (Text) combines text, case histories, and readings in an exposition of behavioral and technical aspects of management control and decision systems; Coyle (Text) presents techniques of management system dynamics, examining the mechanisms in a company able to produce appropriate behavior under conditions of change; and Dyer (Text) provides insight to strategies for interpersonal and organizational change, supplying related communication concepts and techniques, Hawley (Anthology) brings together several articles on organizational change and innovation in public administration and urban management; and Mirvis (Anthology) includes cases and essays covering a variety of organization development activities by private and public sector organizations.

Research Methodology in Organizational Communication

There were 71 publications selected in the area of Research Methodology in Organizational Communication. The 33 books and dissertations represented 7 percent of all books, and the 38 articles, papers, and reports represented 12 percent of all articles/papers.

The frequency of specific subclasses of Research Methodology is shown below:

<table>
<thead>
<tr>
<th>Subclass</th>
<th>Books Quantity</th>
<th>Books Percent</th>
<th>Articles/Papers Quantity</th>
<th>Articles/Papers Percent</th>
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</thead>
<tbody>
<tr>
<td>Data Collection Instruments</td>
<td>16</td>
<td>49</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>Analytical and Processing Methods</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Models and Theories</td>
<td>4</td>
<td>12</td>
<td>8</td>
<td>21</td>
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<tr>
<td>Experimental Designs</td>
<td>3</td>
<td>9</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Research Strategies and Special Techniques</td>
<td>7</td>
<td>21</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Texts, Anthologies, Reviews</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>3</td>
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<tr>
<td>TOTALS</td>
<td>33</td>
<td>100</td>
<td>38</td>
<td>100</td>
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</tbody>
</table>

A comparison of the frequency rank order of articles/papers to books/dissertations follows
For the classification, Research Methodology in Organizational Communication, the six subclasses show approximately the same relative popularity in both the books format and the articles/papers format. The most popular subclass, by far, was Data Collection Instruments, followed by Models/Theories, and Research Strategies/Special Techniques. The least popular subclasses were Analytical/Processing Methods and Experimental Designs.

Table 4 presents the names of authors relevant to each of the subclasses of Research Methodology in Organizational Communication; and the commentary below furnishes a guide and overview as to the contents and findings of selected works:

### Table 9

**Research Methodology in Organizational Communication—1977**

<table>
<thead>
<tr>
<th>Subclass</th>
<th>Books</th>
<th>Articles/Papers</th>
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<tbody>
<tr>
<td>Data Collection Instruments</td>
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<tr>
<td>Observation</td>
<td>Flanders</td>
<td>FS</td>
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<td>McGill</td>
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Table 9, Continued

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<th>Subclasses</th>
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<td>Methods</td>
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<td>Models and Theories</td>
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<td>Selluck</td>
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<td>Tomlinson</td>
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<td>Vadhanapanich</td>
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<td>Experimental Designs</td>
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<td>Lynch</td>
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<td>Special Techniques</td>
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<td>Niehoff</td>
<td>FS Goetzman</td>
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<td>Rahim</td>
<td>LS Jones</td>
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<td>Robinson</td>
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<td>Rollins</td>
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<td>Seltzer</td>
<td>LS Selvidge</td>
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<tr>
<td>Texts, Anthologies, Reviews</td>
<td>Wesolowsky</td>
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Data Collection Instruments:

Books and Dissertations: Flanders (FS) finds that the use of daily logs constitutes an effective technique for measuring organizational behavior and decision-making in a university; Hatfield (FS) constructs two interaction category sets (Superior-Subordinate Interaction Analysis System—Form A and B) designed to record and analyze the oral message content of superior-subordinate communications; and McGill (FS) concludes that Bales’ Interaction Process Analysis does contribute to the study of communication behavior in health-care organizations; Aghamurumoamodali (FS) notes that the Likert Profile of Organizational Characteristics was developed for business organizations and questions the ability of that instrument to distinguish management styles in educational organizations; Armstrong (FS) reports that the Survey of Organizations Questionnaire, originally designed for industrial organizations, is applicable in an educational setting; Fields (FS) develops a questionnaire instrument to identify humanistic administrative style; Kelliher (FS)
creates a new instrument, the Principal Leadership Behavior Monitoring Questionnaire, as an effective device for determining the potential for curriculum innovation; Shockley (LS) presents an instrument for measurement of public's attitude towards schools; Smith, C. (FS) develops a questionnaire to test the application of Lawrence-Lorsch differentiation-integration theory concepts in a university; and Veal (FS) analyzes the Organizational Climate Description Questionnaire (Halpin and Croft), as part of a study of teacher behavior and organizational climate, concluding that the abbreviated score for openness in the OCDQ differs significantly from total scores.

Neal (FS) describes the development and validation of a structured interview to identify potentially effective teachers; Cole (FS) compares four instruments as to ability to predict teacher openness and finds the Kerlinger Education Scale VII more accurate than the Rokeach Dogmatism Scale, the Walberg-Thomas Educational Beliefs Questionnaire, and the FIRO-F (Fundamental Interpersonal Relations Questionnaire—Feelings), Elbert (TC) studies three measures of organizational climate and satisfaction (Organizational Practices Questionnaire of House and Rizzo, Organizational Climate Questionnaire of Campbell and Pritchard; and Job Description Index of Smith, Kendall, and Hulin), concluding that they are sufficiently different in structure and content to refute the argument that climate and satisfaction are redundant; Ellsworth (LS) tests the relationships among the Carkhuff Communication Index Scale, the Dogmatism Scale, and a behavioral assessment of a counseling situation, finding that the three measures do not correlate with each other; Munzenrider (TC) investigates three organizational climate instruments, Likert's Profile of Organizational Characteristics, Litwin-Stringer-Meyer's Organizational Climate Survey, and Halpin-Croft's Organization Climate Description Questionnaire, finding considerable commonalities among them; and Rooney (FS) reports significant correlations between teacher perception of organizational climate as measured by the Organizational Climate Description Questionnaire (Halpin-Croft) and the condition variables of the Pennsylvania Educational Quality Assessment Inventory.

Articles, Papers, and Reports: Sykes (TC) describes a technique for studying the frequency of interaction by observers of large, spontaneous groups; Analytic Systems Inc (FS) provides an instrument for measuring the productivity of state
employment service agencies; Duffy (FS) develops the Job Proficiency Appraisal Form incorporating eight performance dimensions relative to 30 specialty fields of the Officer Personnel Management System; Ellison (FS) evaluates the Management Audit Survey (100 item questionnaire) as a predictor of employment service office productivity, finding the most significant validities in the scores relating to operational efficiency, performance feedback, work satisfaction, morale, and satisfaction with pay; and Felsinger (FS) considers the problem of measuring productivity on U.S. Navy ships, concluding that the level of productivity was related to adequacy of supplies, planning, tools, and extent of teamwork.

Hopp (FS) constructs and tests two sets of behaviorally-oriented rating scales to measure worker attitudes; Hurt (FS) reports on the development of a 25 item self-report measure of perceived organizational innovativeness (PORGI), indicating that it was found to be a significant predictor of four measures of employee job satisfaction; Kirton (FS) describes the development and validation of a measure distinguishing adaptors from innovators; Langdale (FS) creates a measure of bureaucratic organizational design and human relations organizational design, noting that neither design strategy is universally appropriate across all organizational settings; and Steers (FS) develops and validates an instrument measuring the four needs of achievement, affiliation, autonomy, and dominance.

Alexander (FS) examines the relationships among measures of work orientation, job attribute preferences, personality measures, and abilities, indicating that different measures are neither operationally nor conceptually equivalent; Bolyard (FS) studies measures of job satisfaction, comparing Hoppock’s measure of satisfaction to the Job Description Index of Smith, Hulin, and Kendall; Sussman (TC) suggests procedures to improve measurement of upward distortion, reviewing four data collection methods—disparity scores, questionnaire-interview data, actual encoding of messages, and selection-transmission of messages; and Sykes (FS) compares various scales for measuring effects of structural and attitudinal similarity on interaction and attraction.

Analytical and Processing Methods:

Books and Dissertations: Wilson (FS) finds that CONTENT (a computerized form of communications content analysis) is a reliable form of interaction analysis.
Articles, Papers, and Reports: Chase (TC) compares the statistical power in the field of applied psychology to the fields of social psychology, education, and communication; and Hammons (FS) presents the Functional Responsibility Chart as a key to effective decision-making.

Models and Theories:

Books and Dissertations: Janz (LS) tests various models intending to provide optimal personnel selection utilizing multivariate prediction and Monte Carlo comparisons of configural and combinational techniques; Sellick (FS) develops an assessment model designed to identify the strengths and weaknesses of ongoing management by objectives programs; Tomlinson (TC) constructs a planning model designed to use educational decision information; and VadhanaPanich (TC) presents a cost model and an effectiveness model to assist in the analysis of instructional technology.

Articles, Papers, and Reports: Grunig (TC) presents a multi-system theory of communication behavior relative to individuals and organization-related systems, giving consideration to communities, families, and social systems; Lederman (TC) relates some of the important features of general systems theory and modern organizational theory to organizational communication theory; Nebeker (FS) discusses and tests a new conceptualization of Vroom's (1964) expectancy model, predicting that an individual chooses from among levels of performance rather than from among levels of effort to exert; and Pressemuer (TC) provides a model designed to allow communication analysts to predict the most promising approach for improving acceptance of a competitive service or idea.

Roloff (TC) supplies a conceptual model to explain why a person selectively exposes oneself to information; Roloff (LS) utilizes a model in a laboratory experiment to clarify the relationship between persuasive messages and attitudes; Scoville (FS) conducts a test of Herzberg's two-factor theory of job satisfaction, reporting that significant relationships were found between several variables that contradicted the basic premises; and Young (FS) designs a field research study to test the validity of Maslow's theory and finds no support for the theory.
Experimental Designs:

Books and Dissertations: Green (TC) surveys research employing the Organizational Climate Description Questionnaire in studies of elementary schools, concluding that little attention has been given to the reliability and validity of the instrument; Lynch (FS) concludes that PEEL (Performance Evaluation of the Educational Leader) as a measurement instrument is a valid and reliable indicator of administrative competence; and Mullins (TC) summarizes research using the Organizational Climate Description Questionnaire (excluding elementary schools), finding that the instrument is both reliable and valid.

Articles, Papers, and Reports: Alley (FS) describes the process for validation of an Air Force Vocational Interest Inventory, indicating that the Vocational Interest-Career Examination proved reliable and significantly predicted job satisfaction; Ettlie (LS) indicates that critical incident techniques have low convergent validity even when attempts are made to remove selective retention bias; Wilborne (FS) discusses potential usefulness of nonverbal measures in future testing of enlisted military personnel, noting that findings substantiate their validity and utility; Yelland (TC) notes the feasibility of using multiple choice questions as a reliable procedure in testing trainees; and Zytowski (FS) analyzes the predictive validity of the Kuder Occupational Interest Survey through a study of 1000 persons located 12 years after taking the survey.

Research Strategies and Special Techniques:

Books and Dissertations: Isaacson (LS) concludes that the Interpersonal Skills Interaction Analysis Technique is a valid and reliable method of measuring interpersonal communication skills in small group settings; Morrison (FS) reports that the Delphi Technique provides opportunity for subordinate input into decision-making, supplying recommendations for more effective use; Niehoff (FS) employs the Delphi Technique in a study of comparative strategies for university goal attainment; Rahim (LS) finds that organizational designs using MAPS (Multivariate Analysis, Participation, and Structure) generated less intragroup and intergroup conflict than other designs; Seltzer (LS) examines possible modification of MAPS, viewed as a system of clustering congruent people in groups, so as to differentiate operational routine work from strategic planning work; Robinson (FS) demonstrates the use of the Systems Semantics Profile, a
semantic differential instrument, in a study of the lines of communication within a university; and Rollins (LS) agrees that the Mehrabian Formula, assigning various weights to communications content, vocal expression, and facial expression, is functional for educational administrators.

Articles, Papers, and Reports: Buck (FS) reports on the development of a test to decode affect in others through the use of videotaped sequences of facial expressions and gestures; Crecine (TC) discusses ways to conduct research on educational institutions and their development and adaptation to the environment; Goetzman (FS) studies subject of survey-response-bias by examining introductory approaches and feedback promises, finding no support for hypothesis that a humanistic approach and promise of results information would reduce bias; and Jones (FS) reviews the basic theories related to the use of aggregated psychological climate scores to describe organizational climate, concluding that this procedure is useful for homogeneous subunits.

Meyer (TC) examines research techniques for empirical studies comparing innovation processes in private and public sector organizations; Sachman (FS) investigates Participating Polling as a technique for more effective use of expert opinion in relation to long-range planning, comparing it to other techniques, such as Delphi; and Squidre (TC) discusses the effectiveness of decision analysis techniques, encouraging users to retrospectively evaluate each experiment and maintain statistics as to results.

Specialized Texts, Anthologies, Bibliographies; Reviews:

Books: Lumpkin (Anthology) presents 26 papers primarily concerned with the Delphi Technique, a system for group problem-solving which minimizes problems with communication; and Wesolowsky (Text) discusses errors in the interpretation of various coefficients and tests, presenting guidelines for selecting or excluding variables for regression.

Articles, Papers, and Reports: Vroom (TC) provides a general perspective of research areas in leadership including methods for studying leadership and leadership development and training.

Texts, Anthologies, Reviews, and General Bibliographies

This category of the literature includes 54 books and 12 articles/papers, representing 12 percent of all books and dissertations and 4 percent of all articles, papers, and reports.
The frequency of specific subclasses is shown below:

<table>
<thead>
<tr>
<th>Subclasses</th>
<th>Books</th>
<th>Articles/Papers</th>
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<tbody>
<tr>
<td></td>
<td>Quantity</td>
<td>Quantity</td>
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<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
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<tr>
<td>Communication-Oriented</td>
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<td><strong>TOTALS</strong></td>
<td><strong>54</strong></td>
<td><strong>12</strong></td>
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</table>

As indicated in the introduction to this OVERVIEW CHAPTER, specifically in the presentation of Table 1, the classification TEXTS, ANTHOLOGIES, REVIEWS, AND GENERAL BIBLIOGRAPHIES excludes specialized works devoted to only one of the other classifications (e.g., Interpersonal Communication) as such specialized works are listed under the particular area concerned. Therefore, in addition to the 66 writings covered by this immediate discussion, there are additional specialized texts, anthologies, bibliographies, and reviews in each of the other eight classifications.

Table 10 presents the names of authors relevant to each of the subclasses, and the commentary below furnishes a guide and overview as to the contents of selected works:

<table>
<thead>
<tr>
<th>Texts, Anthologies, Reviews, General Bibliographies, and References—1977</th>
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<td>By Major Subclass and Publication Format</td>
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<th>Subclasses</th>
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Textbooks:

Include 18 management-oriented works, and 5 communication-oriented works. In addition, 11 books were directed specifically to the field of organizational communication, authored by Allen, Baird; Bowman, DiSalvo, Farace, Harlem, Hatch, Johnson, Oaks, Rockey, and Wofford.

Tradebooks:

Defined as books not judged to be university texts, include eight publications in the subject areas of organization design, leadership, communication, and motivation. The three works in the communication area are authored by Brennan, Hargreaves, and Hopper.
Anthologies:  
Arnold presents readings on the elements of communication and communication settings including organizational communication; Eakins brings together papers on various communication subjects including interpersonal communication between the sexes and sex differences in language, speech, and nonverbal communication; Craig supplies a training development handbook including articles in communication training, group methods, programmed instruction, instructional systems, and organizational development; Gilmer provides a 4th edition on industrial and organizational psychology including traditional and new studies covering nonverbal communication, leadership, and motivation; and Huseman selects outstanding articles in interpersonal and organizational communication including the areas of organization structure, motivation, conflict, persuasion, evaluation, interviews, small groups, and listening.

Pugh presents and discusses several experiments relevant to organizational structure and performance; Gruneberg includes readings on 1) the Herzberg theory of satisfaction, 2) the effects on job satisfaction of participative decision making, and 3) the relationship between satisfaction, turnover, absenteeism, and work performance; Hackman furnishes a collection of works relating to organizational change including career development, work design, reward systems, and managerial style; and Ruben compiles the first annual publication of outstanding papers presented at the International Communication Association convention in April 1977.

Reviews:  
Rosenfeld examines recent theory and research on nonverbal experience and behavior; James synthesizes research on organizational structure as it relates to individual attitudes and behavior; Kirschenbaum summarizes early research on values clarification theory, reviewing nineteen recent studies; Lau discusses the literature on organizational climate, indicating the place of communication; Rabinowitz reviews the literature on job involvement via definitions, theoretical perspectives, correlates, and profiles; and Richetto traces the history of organizational communication from the 1920s through the mid 1970's, providing detailed comments as to the research in the middle 1970's in the areas of special groups within the organization, effects of communication training, feedback, interorganizational
communication, communication and organizational development, and shortcomings of organizational communication research.

General Bibliographies:

Balachandran provides an annotated bibliography of writings since 1965 on subject of employee communication, including the categories of management communication, communication in personnel management, reports to employees, and employee publications; and Falcone/Greenbaum further develop a reference manual for the field of organizational communication by furnishing 900 abstracts of relevant writings in 1976, analyzed with nine major literature groups and 56 subclasses, indexed by author, data collection instruments, and organizational type subject to field studies, and overviewed by a prefatory chapter.

Bolch presents a collection of abstracts in the field of information and referral services prepared by the staff of the Institute for Interdisciplinary Studies; Earles includes research studies relative to assessment centers and reports that assessment center evaluations are more predictive of future management success than traditional evaluations; Grooms reviews decision-making research on federal, state, and local governments; Shomyo supplies three works, 1) selected abstracts of studies on civilian and military job satisfaction, 2) a summary of research on measurement of human work, and 3) a review of government reports on the theoretical and applied aspects of physical work environment, attitudes, and public relations; and Young cites reports dealing with mathematical models of manpower and personnel management.
chapter 3

Classified abstracts of organizational communication literature 1977
INTERPERSONAL COMMUNICATION IN ORGANIZATIONS

BOOKS AND DISSERTATIONS

Alessandra, Anthony J. *Buyer-Seller Similarity as a Determinant of Success in Industrial Sales*. Ph.D. Dissertation, Georgia State University—School of Business Administration, 1976. DAI, Vol. 37, No. 5, p. 3140-A

Concludes that buyer-seller demographic similarity (height, weight, sex, hair length, and beard similarities) has a positive effect on sales success. In addition, observable demographic similarity variables are more important than nonobserved demographic similarity variables.


Disregards the theory and research of the administrative sciences, and focuses solely on five paradoxes or dilemmas faced by managers, for example, satisfying individual needs while promoting efficiency.


Maintains that eye contact was a determinant of enhanced credibility and increased comprehension, and that speaker posture and vocal inflection had little effect on either credibility or comprehension.


Indicates that negative personal support was the only variable that influenced change in superordinate behavior. Positive personal support, negative task assistance, and positive task assistance did not affect superordinate behavior.


Low LPC leaders described themselves more positively than high LPC leaders especially when dimensions of leadership are emphasized.


States that it is difficult to determine relationships between personality dimensions and leadership behavior in complex settings.

Determines that Conceptual Level is a determinant of perceived productivity on the part of student teachers, but is not a determinant of the quality of student teacher—cooperating teacher interpersonal relations.


Individuals who become unemployed evidence greater dissatisfaction with self, lower self-confidence, and greater discounting of the importance of others’ evaluations of self, relevant to the stably employed.


Indicates no significant difference in the level of interpersonal manipulative orientations of registered lobbyists, boards of education and educational administrators.


Indicates that self-disclosure as a method of controlling conflict in communication transactions was effective as a conflict-reducing strategy. Conflict reduction was also observed in communications involving subjects expressing attitude similarity.


Tight subordinate-boss structure, clear task objectives and an assertive attitude of the manager promotes a directive leader style. A short-term objective perspective on the part of managers and organizations with unplanned and unordered activities influence a more negotiative leader style.


Indicates that the effective communicator is perceived as “other-oriented,” able to adapt communication to the respondent, committed to the message, and recognized as an empathetic listener.

Reports no significant difference between altruistic and manipulative principals with respect to participative decision making with teachers and students. Principals perceived both punishment and rewards as preferable techniques for eliciting desired behavior, but did not perceive withholding or substitution of information and postponed decision making as preferred techniques for eliciting such behavior. FS

Fuji, Donald S. A Dyadic, Interactive Approach to the Study of Leader Behavior. Ph.D. Dissertation, Purdue University, 1976 DAI, Vol. 37, No. 10, p. 1415

Follower performance is positively related to increases in compatibility between leader and members in terms of subjective measures of performance. Extrinsic satisfaction was a linear function of leader-member compatibility. The degree of leader-member compatibility was positively related to the interpersonally-oriented leader behaviors. LS.


Recommends that organizations should encourage managers to be aware of the values and ethical factors involved in organizational decisions FS


Critically discusses the importance of motivation and suggests that because human relationships are so complex, the manager must learn specific communication skills, rather than adhering to "cookbook" approaches to motivation. P/D


Finds that task-oriented principals are perceived by teachers to vary leadership behavior more from situation to situation than relationship-oriented principals. FS


Concludes that scientists are information processors, and that creativity, can be explained by the information-seeking behavior of the innovative scientist. Non-Innovative scientists were found to rely more
upon superiors as information sources, while innovative scientists rely upon a wide range of information exposure. FS


Indicates that the best rating of employee performance is secured from a combination of direct and indirect supervision. The rater organizationally closest to the ratee is not best able to appraise the individual, and indirect supervisors tend to be inconsistent in their assessments. FS


Concludes that the most effective high school principals exhibited a greater desire to initiate interaction than did the least effective principals. FS


Provides a step-by-step guide to performance appraisal, using two models which explain why and how people behave as they do in appraisals. Shows how to strengthen relationship between supervisor and employees. Presents a new system for preparing appraisals, and includes actual dialogue to highlight key points. T/C


Interviewees high in nonverbal behavior during an interview are evaluated more positively and are more likely to receive a second interview than applicants low in nonverbal behavior activity. LS


Designed primarily for the college journalism student, this text provides a practical guide to question formulation, use of recording media, and preparation, etc. P/D


Finds that openness of elementary school teachers differs significantly according to race, with black teachers more closed to experience than white teachers, regardless of the predominant race in the school building. No difference between races was determined at the secondary level. FS
INTERPERSONAL COMMUNICATION IN ORGANIZATIONS


A simple, A-B-C approach to transactional analysis—a way to understand and improve human interactions. The authors, a management consultant and a physician, believe by using TA, managers can increase their skills in dealing with people. P/D.


A book about how to use persuasion as a method to change thinking to conform to reality. The author demonstrates what to do and what not to do through the use of typical conversations as examples, in situations calling for persuasive communication in organizational settings. P/D.


Discusses interviewing techniques, the impact of recent legal decisions, reference checks, the analysis of application information, personnel correspondence, and recruitment sources. P/D.


Discusses such topics as the mechanics of questioning, preparatory work, developing rapport, physical influence factors, psychological factors, and so on. T/C.


A positive relation exists between conflict and supervisory nonroutinization, supervisory personal influence and subordinate dogmatism. A negative relationship exists between supervisory adherence to chain of command and subordinate personal influence. FS.


Provides a set of explicit guidelines for interview behavior geared to the interviewee. Finds no new variables to indicate “productive” or “unproductive” performance appraisal interviews. FS.

Maintains that men and women tend to perceive themselves negatively if they pause for long periods of time in midlevel management job interviews. Male interviewers react positively to aggressive body language by males, while female interviewers react positively to more passive body language behavior.


Reports that neither verbal nor vocal communicative behavior plays a major role in the perception of empathetic understanding among registered nurses.


Competence relates to the ability of a person to exhibit both task and person oriented behaviors. Task and person oriented behaviors are not opposite poles of a single leadership dimension.


Determines that sex of person sending message has no effect upon the level of trust between sender and receiver. Content or type of message communicated does increase or decrease trust.


Indicates that decentralized authority and responsibility to subordinates improves the upward flow of communications within an organization, thereby contributing to organizational effectiveness. Investigations show that leadership style preferences improve with level among officer personnel, but do not improve with level among noncommissioned officers. Reports other findings relating to preferred leadership T/C.


Indicates a difference in the perception of real and ideal leader behaviors of assistant principals, suggesting this is due to inadequate leadership training.
ARTICLES, PAPERS, AND U.S. GOVERNMENT PUBLICATIONS


Discusses the eight ways that Dr. Ralph Nichols has found will improve listening effectiveness: resist distractions, listen to complex material, work at it, use thought-speed, focus on meaning, listen for main ideas, seek interest, and beware of emotional filters. P/D.


Female managers were seen as more positive on consideration style than male managers. Initiating structure behavior was valued more highly when engaged by male managers. LS.


Discusses an experiment conducted to observe the decision-making process of natural dyadic groups. Results confirmed the hypothesis that natural dyadic groups would utilize a decision process for a nonprogrammed decision-making task that would: 1) search beyond the 1st acceptable alternative, 2) reduce alternatives to two before final decision, 3) not compare alternatives until after search terminates, 4) choose an earlier acceptable alternative rather than the last one. Results also showed that the importance of the decision to the decision makers did not influence the decision process. LS.


Studied the relation between ratings of leadership effectiveness and conflict resolution methods. Results indicate that grid placement was a poor predictor of either managerial effectiveness or conflict resolution method employed. FS.


Describes an experiment designed to evaluate the effects of occupational information giving on subjects' cognitive complexity level. Results of the experiment indicate that information giving reduces subject's cognitive differentiation of occupational/vocational constructs compared to control subjects. Theoretical research and professional practice implications of these findings are discussed. LS.

Reviews pertinent articles dealing with research concerning 136 specific nonverbal behaviors in a marketing frame of reference. Includes cataloging method and relationship to interactions.


Describes the effectiveness of selected individuals whose professional endeavors are known to their peers outside the organization. This selected group was compared to those individuals who were not recognized as effective executives. Results indicated differences in perception of management function, leadership style, and motivational needs.


Applies a developmental theory of interpersonal communication to the initial job interview. T/C


Gibb's (1961) supportive-defensive paradigm was used as the conceptual basis for an investigation of the pattern of verbal and nonverbal behaviors manifest in such interviews. Communicative behaviors were examined to identify situations rated as defensive, supportive, or intermediate. The results suggest the paradigm's validity and further indicate that individual behaviors may be less important than are behavioral repertoires.


Judges rate information that deviates from social norms more extremely than information that is normative. Judges respond to relevant unfavorable information more negatively than they do to irrelevant unfavorable information. Judges respond to favorable information by rating the applicant high regardless of the relevancy of the information.


Leadership is conceptualized as an exchange relationship which develops within the vertical dyad over time during role-making activities.
degree of latitude a superior grants a member to negotiate his/her role is predictive of subsequent behavior on the part of both superior and member FS

Dispels the notion that defensive and supportive climates exist independently and illustrates with examples how to interact or coexist in organizations. The perceptions of the receiver, not the intentions of the source determine the climate for each receiver. Constant awareness is necessary P/D

Lists six ways administrators can put questions to subordinates and warns that the content has less importance than the tone of voice used. Includes examples P/D

Review of research on Korman's theory. Chronic self-esteem and situational self-esteem appear to be important determinants of performance, choice, and satisfaction. Offers a number of critiques T/C

Argues that a personnel interview is no substitute for well designed and valid objective tests as predictors of job success. In order for the interview to be valid, it should be structured and used in conjunction with other objective tests P/D

Discusses how work determines one's self-concept, self-esteem, and identity. Motivation, promotions, work loss, and fear of failure are also discussed in terms of a person's attitudes, beliefs, and sense of self. P/D

Advices how to analyze and adapt to the boss to communicate more effectively. Suggests some general rules to follow and discusses various strategies. P/D

Discusses the additional demands and potential counseling solutions available to deal with the growing number of persons considering mid-life career changes. P/D.


Warns managers that when employees shun contact with them, it indicates a lack of genuine personal interest in subordinates. Describes a defensive and an open climate on the job.


Five factors of feedback emerged from a three stage study. They were: Negative feedback, Positive feedback from sources above the respondent in the hierarchy, positive feedback from nonhierarchical others, internal criteria and work flow feedback. FS


Investigates the effects of perceived supervisor attraction on attitudes toward supervisor skillfulness and perceived similarity between supervisor and supervisee. LS.


Studies four problem areas of communication research: 1) source credibility, 2) language intensity, 3) the gender of source affects the source's persuasiveness and credibility and 4) the scarcity of multifactor studies using gender of source as one of the independent variables. Results indicate that a source's initial credibility is not affected by the source's gender of language usage and that low credible sources were more persuasive than the high credible sources. LS.

Jones, Dean C. "Spatial Proximity, Interpersonal Conflict, and Friendship Formation in the Intermediate Care Facility," Indiana University-Purdue University at Indianapolis, IN, 1975, 5 p.

Discusses spatial proximity in relation to friendship formation and interpersonal conflict in nursing homes. Results indicated that interpersonal conflict occurred more often between patients living within a distance of two rooms, that close spatial proximity did not produce positive interaction, and that patients living at a greater distance sustained positive interaction. FS.
Kavanagh, M J “Expected Supervisory Behavior, Interpersonal Trust and Environmental Preferences: Some Relationships Based on a Dyadic Model of Leadership,” *Organizational Behavior and Human Performance, Vol 13, No 1, February 1975, pp 17-30*

The popular hypothesis arguing for higher preferences for freedom and self actualization opportunities in the work role was not completely supported by leadership preference results. Being employed affects one’s preference for “ideal” leadership. Preferences for organizational climate is related to these patterns of leadership behavior preferred.


Assesses the influence that managerial style has on communication in the program management environment. Couples Blake and Mouton’s Managerial Grid with the Johan Awareness Model of Luft and Ingham to provide a conceptual framework for assessing the various managerial styles. Analyzes the effects of managerial styles on communication. Suggests use of the Styles of Management Inventory Test of Teleometrics International to assess communication impact.


Male undergraduate volunteers (N=27) were interviewed by nine male counseling students using an intake interview. Each student counselor saw three subjects, one in each of three counselor-client distance conditions: 18 inches, 30 inches, and 48 inches. Subject’s degree of comfort scores ranged from highest for 30 inches to lowest for 18 inches with intermediate scores at 48 inches.


Presents a case that managers need to use power for effectiveness. Discusses four types of power over others: sense of obligation, belief in expertise, identification, and perceived dependence.

Kreck, L. A “Semantic Distance and Job Satisfaction in Formal Organizations,” *Etc., Vol. 31, No 3, September 1974, pp 249-256*

Managers and nonmanagers appear to have similar frames of reference. Semantic distances between superiors and subordinates were unrelated to job satisfaction.


On-the-street performance of policemen could be successfully predicted from average interview factor scores derived from trait ratings made by interviewers.

Ratings of individual members of groups were different from overall group perceptions. Sex differences, contrast effects, and factors affecting voter's overall impressions were also found. FS


Females have a more favorable attitude towards women as managers than males. A negative relationship was observed between number of years of work experience and total attitude scores for the total sample (with age partialled out). FS


The authors state that an interviewer must obtain relevant, valid, and reliable information. Potential problems, and inhibitors of good communication that hinder this goal are discussed. Seven factors that promote exchange of information are detailed. P/D


Discusses the quality of teacher-pupil interaction. Investigates whether differences exist in elementary school children's perceptions of nonverbal behaviors of teachers in this organizational hierarchy. The study specifically investigates effects of race, sex, and age. FS


Employees who had strong growth needs and also were satisfied with the work context (i.e., with their pay, job security, co-workers, and supervisors) responded more positively to enriched jobs than employees who had weak needs for growth and/or who were dissatisfied with the work context. FS


A "how-to" article on ways to increase one's personal power so that one can exert stronger pressure on others to counteract pressures being exerted on them. Discusses ten ways to increase power and three communication strategies to use in conjunction with them.
INTERPERSONAL COMMUNICATION IN ORGANIZATIONS


Presents a conceptual model to explain why a person selectively exposes himself to information. This model enhances the development of a theory for predicting accurately the existence of selective exposure and increases the ability to control the selective exposure phenomenon.


Stereotypes regarding older employees' physical, cognitive, and emotional characteristics lead to discrimination against them.


Business students rated a hypothetical 60 year old lower on performance capacity and on potential development while rating a 30 year old lower on stability.


Examines recent theory and research on nonverbal experience and behavior. In addition, provides examples of the nonverbal experience in contemporary social experience. Can be applicable to training activities.


Perceived interviewer personality, manner of delivery, and adequacy of job information affected interviewee evaluations of the interviewer and his company and the interviewee's likelihood of job acceptance.


The attraction or instrumentality of the current work context was correlated significantly with organizational participation/withdrawal intentions. Participation and withdrawal intentions are also affected by evaluations of outcome in an alternative context.

Individuals with confidential placement files were judged more attractive as prospective employees, preferable as job supervisors, and somewhat more socially attractive than individuals with open files. LS


Five leadership styles (direction, negotiation, consultation, participation, and delegation) were defined by a facet analysis of three facets—the leader's behavior, the lack of power, and the lack of information within a management-subordinate system FS


Discusses two studies that investigate the hypothesis that noncontingent interviewer "mm-hmms" facilitate interviewee verbal productivity FS


Suggests a new explanation of the relationship between proximity and attraction based on the variables of territoriality and likelihood of common occupancy Includes review of the literature since 1950 T/C


Attempts to distinguish between attraction and friendship Friendship is defined as the co-occurrence of attraction and relationships, examining those factors which lead to each. Attraction is defined in terms of social desirability and etiquette norms T/C


Discusses the theory of informal group formation relating similarity, proximity, and social structure variables to interpersonal attraction. Empirical results of the analysis given FS


Data collected from 141 pairs of subordinates and supervisors demonstrated that the degree of behavior similarity displayed by subordinates and their direct supervisors was positively correlated with subordinates' perceptions of their supervisors' success and competence FS

Argues that managers and leaders are different types of people and require different conditions for growth. Traces a leader's psychological development, attitudes, goals, and relationships with others. In order to develop fully, leaders need to form a one-to-one relationship with a mentor.

SEE ALSO

Intragroup Variables: Eckloff & Petelle, Greene, Parker
Intergroup Variables: Hall
Communication Factors and Organizational Goals: Dipboye & Arvey & Terpstra, Faunce, Gleason & Seaman & Hollander, Kostick & Pearse, McAlindon, Merryman & Shani, Powers, Roach, Silverman
Skill Improvement and Training: Cooper & Bowles, Crowley & Elvey, D'Augellf & Danish, Egar, Fiedler & Beach, Imberman, Mendoca & Siess, Scott, Steinmetz, Wakefield, Wittmer et al., Yorks
Research Methodology: Buck, Hopp, Roloff, Steers & Braunstein, Sykes, Wilbourne & Gunn & Leisey

Texts, Anthologies, Reviews, and General Bibliographies: Dyer, Eakins, Ingalls, Kirschenbaum, Rogers & Fortson, Royal & Schutt
INTRAGROUP COMMUNICATION IN ORGANIZATIONS

BOOKS AND DISSERTATIONS


Concludes that teachers underinvolved and overinvolved in decision-making areas had lower morale than teachers moderately involved.


Covers such traditional topics in group processes as norms, roles, leadership, decision making, motivation, group formation and development, and verbal and nonverbal communication.


Concludes that teams that do not recognize or resolve conflict are less effective than teams that do discuss and resolve conflict. Ineffective teams tend not to make recommendations quickly enough, while effective teams tend to focus less on formal tasks.


Suggests that teamwork, or working in groups, is becoming more important as technology continues to advance, and that teams (or groups) are characterized by a developmental pattern that can be understood and controlled. Views teams as systems involved in a complex set of interrelationships with their environment.


Reports that use of feedback increased awareness of community problems among community leaders, elected officials, and citizens. After the experiment, however, agreements to severity of problems decreased between citizens and elected officials.


Examines and evaluates the range of methods based on participation and group experience designed to develop social skills, which are available.
to teachers and trainers of managers from Britain and the U S. Identifies the characteristics of successful methods to aid in designing successful management and organizational development programs.


Finds no significant difference in the number and quality of solutions for groups of different cohesiveness. Cohesive groups tended to have a higher degree of error in judgments.


Finds that increases in the horizontal power within groups resulted in higher commitment by the members of the groups. Less commitment by members was observed in groups after increases in vertical power.


Groups provided with decision structures generated more ideas than control groups. The number of alternatives generated were related to the number of good alternatives which were related to the quality of the final decision. Participation was suggested as a means for member influence.


Shows that group leaders maintaining minimum or better levels of facilitative conditions led more productive groups, used a more democratic interaction style, and were better accepted by group members. Leaders not maintaining minimum levels were ineffective group leaders.


Finds that the team management approach to the school superintendent is an effective means of administering a school district. The "team within a team" concept was found to be in use in many districts.


Adopts a systems theory perspective in its treatment of small group communication. Communication topics discussed include interaction.
phrases, nonverbal communication, and communication quality. Includes other topics such as leadership, task, outcomes, interpersonal outcomes, and preparation for group interaction. T/C


Summarizes the major trends and findings in group theory and research from 1898 to 1974. Over 6,000 references are included. T/C


Covers such traditional topics as evidence, reasoning, problem solving, and functions of discussion in society. Also includes chapters on group dynamics, communication principles, leadership, and group effectiveness. Emphasizes practical skills necessary to work in problem solving groups. T/C


Finds that T-group seminar sessions produced no change in communication processes within small groups. Areas investigated were communication changes across the life of the group, changes in group communication within the training session, and the effects of trainer modeling on the groups. T/C


Covers the law and practice of meetings as recorded in the case law and parliamentary manuals, and emphasis is on meetings of business and membership cooperatives. Considers basic legal requirements of meetings. Includes the application of common parliamentary law, rights and duties of the chairperson; standards of fairness; and more. T/C


Finds that highly structured work units have less influence over work decisions than less structured units. FS


Indicates that work groups with high flexibility had higher autonomy and higher supervisory leadership, but low peer leadership and a lack of a collaborative or compromise approach to internal conflict management. FS

Covers the following topics: problem solving, interaction, listening, conflict, leadership, and group evaluation. Each topic is accompanied by exercises designed to facilitate the acquisition of group skills. Includes a programmed review. T/C.


Describes, in volume one, basic theory defining group structure, task processes, roles, structure levels and efficiency, span of control, and change and rate of change. Presents in volume two, empirical tests of the theory. Group preferences for type of structure and a model for interpersonal hostility. T/C.


Determines that committee outcomes were a function of the decision rule of majority consent and the size of the committee. Support was not found for the theory that informal conflict resolution processes, such as seniority, prestige, position, and special knowledge, are influential in committee decisions. FS.


Obtains low reliability results when peer review by professionals is categorized into six problem-solving behaviors: problem formulation, number of relevant issues, range of relevant issues, issue frequency, conflict, conflict resolution and deferred evaluation. More training sessions for participants is recommended. FS.


Finds that regulation of dyadic conflict was achieved by means of unilateral peaceable behavior, prior intention by participants to agree, commitment to a common community, and civility. LS.


Concludes that the quality of decision making in small groups was highest where the leader followed a structured decision-making approach placing emphasis on the expression of feelings prior to attempting to
INTRAGROUP COMMUNICATION IN ORGANIZATIONS

solve the problem. Anonymous written decisions and group-generated decisions were of lower quality. LS


Determines that Transactional Analysis in work groups improved some measures of supervisory behavior, including information flow and organizational climate. Suggests that Transactional Analysis be used as a Team Skills Training device in a total Organizational Development program. FS


Concludes that room design had no effect on communication behavior, indicating that neither the shape of the room nor the level of interior decoration exerted any influence on the activity within the room. LS


Concludes that there is a strong relationship between communication and the explanatory structure of work groups. Work groups can be classified on the basis of their explanatory structure and comparable communication. FS.

Reinheimer, Robert E. Interpersonal Attractiveness and Distribution of Task Relevant Information as Contributors to an Influence Base in Task Oriented Groups. Ph.D Dissertation, University of Kansas, 1976 DAI, Vol. 37, No. 8, p 4705-A

Determines that attitudinal attractiveness in a task-oriented discussion group was directly related to a person's ability to influence the group LS


Finds that the atmosphere in groups of high school students with a facilitator present was more confrontative and less easy-going. Group members played a more active role in group discussion and teacher domination was less prevalent in facilitated groups. FS

Schindler-Rainman, Eva, Ronald Lippitt, and Jack Cole. Taking Your Meetings Out of the Doldrums. La Jolla, CA University Associates, 1977

Includes practical suggestions and principles for conducting meetings Emphasizes preplanning and discusses many pitfalls and common problems.
that occur during meetings: Includes specific recommendations for a series of situations such as goal setting and stimulating creativity. P/D.


Concludes that, in terms of overall effectiveness, quantity, and satisfaction, sequenced brainstorming groups were more effective than nominal brainstorming groups, although both approaches provided management with high quality ideas. FS.


Synthesizes previous research on triads and the stability of structure. Reports the results of a study as well as measures of power and conflict which are used to construct models to predict coalition formation and to predict the outcome of three-party interaction. T/C.

ARTICLES, PAPERS, AND U.S. GOVERNMENT PUBLICATIONS


No significant differences were found in verbal patterns by leaders of groups varying in racial composition. LS.


Investigates the Supreme Court as a decision-making small group from October 1969 to October 1974. Areas investigated are group interaction, decision-making techniques, type and degree of dissent, coalition formation, the effect of personnel change, and value systems as measured by the Guttman scale. FS.


Describes the development, implementation, and effectiveness of consensus management policies in a manufacturing firm. FS.


Investigates the effects of cognitive abstractness levels, interpersonal perception abilities, and task type (factual or social problem solving) on...
group performance as measured by time used and quality of solutions. The results of the investigation have implications for real world task groups. 

Graves, Gordon R. "How Can a Chief Negotiator Influence His School Board to Set Realistic Guidelines for Negotiations?" 1976, 8 p. ERIC ED 225 056

Advocates awareness of group dynamics on the part of the group leader. Discusses in detail the four phases of group decision-making: orientation stage, conflict stage, emergence stage, and reinforcement stage. 


Examines the effects of body image boundaries on preferred and avoided seating choices in small groups and the personal meanings associated with these measures of spatial behavior. The findings indicate a tendency toward greater defensive distancing by the boundary-indefinite subjects. 


Proposes a model for the design and maintenance of self-managing work groups in organizations. Three design factors in constructing such groups are emphasized in the model. Implications of this model focus on the management of work groups and the advantages of designing work by interacting groups rather than by individuals. 


Identifies personality conflict as the most constant type of conflict common to project teams in various phases of project life cycles. In a large oil company, the writer separates the coping responses of high as well as low producing managers. Isolates managerial style characteristics figuring into such conflict. 

Hill, Timothy A. "The Relationship of Male and Female Deviance to Member Perceptions of Group Outcome," paper presented at the Annual Meeting of the Southern Speech Communication Association, San Antonio, TX, April 1976, 13 p. ERIC ED 120 829

Investigates the effects of male versus female deviants on the small discussion group. Subjects were presented with a decision-making task under the auspices of an exercise in consensus. Confederates were planted in the groups with instructions to perform deviant behaviors and prevent the group from reaching consensus. The results were female deviant behavior affected the goals less negatively than male deviant behavior. 

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Kruger, Gerald F. "Conferencing and Teleconferencing in Three Communication Modes as a Function of the Number in Conferences," Johns Hopkins University, Baltimore, MD, February 1977, 115 p Report No TR-6 Contract N00014-75-C-0131

Discusses a study which investigated the relationship between group size (2, 3, 4) to performance and communication activity under three communication modes in problem solving. Results showed that an increase in group size resulted in an increase in communication as measured by the number of messages, words, speed, and message variability.


A tongue-in-cheek article that demonstrates how common mistakes of the chief executive officer of board meetings make members impotent and himself more exalted and powerful rather than encouraging contributions.


In a lab experiment, the effects of three variations of group incentive plans were compared. The nature of the incentive system significantly affected goal setting and performance of coacting pairs.


The production of Arthur Penn's film "Night Moves" is analyzed as a temporary creative work group. Working relationships, motivation, leadership, stress and conflict, and how creativity is stimulated are examined.


The behavior of supervisors toward their subordinates is a complex function of a) the supervisor's own race and role in combination with, b) the race of the subordinate, and c) the majority or minority position of racial groups within the group supervised.


Describes the values clarification approach as a novel and exciting method of working with students in groups. This article describes a pilot project in values clarification initiated by the Student Personnel Services Branch of the Manitoba Department of Education.
Richards, T. "Brainstorming: An Examination of Idea Production Rates and Level of Speculation in Real Managerial Situations," B & D Management, Vol 6, No 1, October 1975, pp 11 14

In a considerable proportion of brainstorming exercises by industrial managers the material produced was low level speculations within the groups. In real situations the intrusion of longer-term belief systems may be influencing the group in the brainstorming process. FS


Examines the various aspects of egocentrism on group behavior. Results indicated that egocentric perceptions produce self-enhancement and self-protection. Egocentrism also affects other communication factors such as leadership patterns, interpersonal agreement, and group performance. LS


Discusses the various aspects of egocentrism with cooperative groups. An additional hypothesis tests the concept of face-to-face interaction among group members during the problem-solving phase. It was estimated that during this type of interaction, egocentrism would decrease and group identification would increase. LS


Examines the effects of group performance and the effects of personal evaluative feedback from fellow group members on retrospective perceptions of group activities. Findings show that failing groups' peer evaluations had no effects on the amount of relative responsibility subjects took for their group's performance. In successful groups, however, the favorability of the peer evaluations was directly related to the amount of responsibility subjects perceived. Self-ratings of leadership were directly related to peer feedback following group failure, but unrelated following group success. LS


Reviews the literature concerning the relative merits of individual versus group judgments. Concludes that no entirely satisfactory method for determining either group utilities or probabilities exists. T/C

Asserts that people who repeatedly interact create a conjoint information space determined by common values, attitudes, and beliefs. Results of the study indicate that members of informal groups feel less inclined to trust their work team members, less willing to advocate staying with the work team, less willing to rate highly the performance of their group, and less likely to see themselves as important to the team's productivity.


Discusses the relation between group effectiveness and cohesiveness among groups of men at U.S. Antarctic research stations. Cohesiveness was found to be unrelated to supervisors' and group members' perceptions of performance. Conflict, however, was related to perceptions of supervisor performance.


Discusses various aspects of analyzing realistic problem situations through group problem solving methods.

SEE ALSO

Interpersonal Variables: Hill, Sykes

Intergroup Variables: Elkins, Mace

Communication Factors & Organizational Goals: Greenburg & Leventhal, Gyllenhaamer, Likert & Frasier, Rubinstein, Streker, Viall

Skill Improvement/Training: Egan, Kirkpatrick, Nadler

System Analysis: George

Media Software & Hardware: London, Polls.

Research Methodology: Sykes

Texts, Anthologies, Reviews, & General Bibliographies: Behling & Schrieber, Hare, MacKenzie, Wilkinson
Acton, Milton E. *The Organizational Behavior of Elementary Principals as Perceived by Teachers* Ph D Dissertation, The Florida State University, 1976, DAI, Vol 37, No 7, p 3997-A.

Finds that the elementary school principals who rate high on the consideration scale of the Organization Climate Description Questionnaire communicate better with their faculty, show more concern for their staff, work longer hours, and have greater insight as to teachers' needs.

Archer, Robert K. *An Examination of Three Citizen Participation Styles in Federal Grant Administration as Seen in the Model Cities Programs, 1966-1974* Ph D Dissertation, Wayne State University, 1976 DAI, Vol 37, No 5, p. 3167-A.

Reports that peak efficiency and citizen satisfaction occurred in those governmental programs in which elected and appointed officials controlled the decision process, and, indicates the value of meaningful citizen participation in public policy formation.


Finds that neither professional investors nor nonprofessional investors sufficiently understand the standard auditor's report. A revised format for auditing reports is presented for possible adoption.


Finds significant differences in perception of supervisory techniques by black and white supervisors and black and white teachers.

Boyle, John M. *Service Integration and Urban Field Administration: Interdependence and Coordination in New York City's Field Services* Ph D Dissertation, Columbia University, 1976 DAI, Vol 37, No 7, p A611-A.

Finds that substantial problems of service integration exist among urban field services, including overlapping responsibilities and inter-service conflicts. Field services are under environmental pressure to change more rapidly than organizational structure permits. Informal coordination is not seen as a viable alternative.

Concludes that the Pennsylvania Public Employee Relations Act has failed to provide a means of effective communication and that collective bargaining is the only viable alternative to unilateral policy-making by Boards of Education.


Analyzes verbal interaction between college advisors and students, finding variations in verbal patterns but no relationship between these variations and student outcomes.


Reports that junior college administrators felt student participation was most extensive in areas such as recognition of student groups, outside speakers, student newspapers, and discipline procedures. Areas traditionally under administrative control, such as promotion and tenure of faculty and admission standards, remained so.


Reports that school board members believed in significantly less involvement of teachers, parents, and students than did school administrators.


Notes that there is a direct relationship between the degree of impasse in collective bargaining negotiations and principal dissatisfaction with teachers.


Notes that the local community board under a central governmental agency is required to balance local needs and organizational mandates, and that there is a need for agency/board collaboration, including delineation of jurisdiction and open and consistent communication.

Discusses the role of practice theory (activity cannot occur unless the participants have some theory implicitly guiding their actions) in the organizational structure. Fifteen specific agency goals, including transmission of information, are examined. T/C


Indicates that principals held positive attitudes towards community involvement, but expressed negative attitudes for parent membership on school committees and parent evaluation and selection of teachers. FS.


Finds no significant differences between the overall leader behavior of male and female school principals, noting that male superordinates favored male principals over female principals. FS.


Indicates that school administrators exhibited a moderately favorable response to the introduction of nine techniques of information dissemination. Barriers to the introduction of new techniques were considered to be a lack of time and qualified staff. FS.


Recommends that all community elements be involved early in the initial planning. Views committee chairperson selection as an area of primary importance. FS.


Compares the effects of two methods of university parent orientation (oral and written on-campus vs. written off-campus) finding that on-campus communication was more effective. FS.

Gauldelfdt, Frank L. Interorganizational Relations of United States Voluntary Health Organizations in Their Host Countries. DPA Dissertation,
The George Washington University, 1976. DAI, Vol 37, No. 9, p 6045-A.

Reports little communication between U.S. government agencies overseas and host countries. Frequency of interaction and number of different contacts were few. FS.

Gibbins, Michael, Persuasive Communication and Accounting Ph D Dissertation, Cornell University, 1976 DAI, Vol 38, No. 3, p 1485-A

Indicates that accounting information is not entirely factual and credibility of accountants was affected by the perception of factualness by readers. LS.

Hale, George E. A Field Interview Study of the Effects of Executive Leadership Style on the State Budgetary Process in Delaware Under the Peterson and Tribbit Administrations Ph D Dissertation, Syracuse University, 1975. DAI, Vol 36, No 4, p 2414-A

Reports that, in two state administrations, the budgetary processes of state agencies were highly responsive to different executive priorities. However, bureaucratic constraints did hinder the full implementation of budgetary decisions. FS.

Hall, Edward T. Beyond Culture New York Anchor Books, 1977

Not oriented toward business communication specifically but much of what is written is readily adaptable. It should be particularly useful for businessmen to work in cross-cultural contexts. T/C.


Concludes that the governor was the single-most salient influence on state legislators in reference to the merger of the university systems. Interest groups, however, were found to play a significant role in influencing some legislators. FS.


Reports significant differences between secondary teachers' perceptions of their interpersonal classroom behavior and students' perceptions of that behavior. FS.

Howe, Elizabeth A. Intergovernmental Dependence as a Constraint on Urban Reform New York City's Relationship with the New York State Legislature During the Second Lindsay Administration Ph.D. Dissertation, University of California—Berkeley, 1976 DAI, Vol 37, No 9, p 6046-A.
Examines relationships between New York City and New York State in areas of urban reform legislation. Communications between the city and interest groups in the city were shown to influence legislative priorities. T/C.


Notes that perceived levels of satisfaction by teachers were affected by the degree of involvement in school district policy development. Lack of administrative implementation of teacher participative decisions caused dissatisfaction. FS.


Reports little difference in the leadership behavior of male and female college administrators, but some differences in career orientation, career development, and career aspirations. FS.


Finds that parental view of a school is related to both the principal's membership in community organizations and the time spent in community activities. FS.

Lamoreaux, James W. Receptivity of Specific Subaudiences to Family Planning Communications in Iran: A Typological Approach. Ph. D. Dissertation, Syracuse University, 1976. DAI, Vol 37, No. 11, p 6821-A

Concludes that messages from government agencies to small subaudiences may be more effective than messages to influential subaudiences when subaudiences are selected on basis of age, sex, urbanization, media exposure, and community involvement. FS.


Finds that women state legislators tend to function in a male-dominated environment by adapting to the existing communication patterns. Length of service is a determinant of increasing legislator-constituent relationships and increasing participation in floor debates. FS.

Notes that both prisoners and guards indicate a negative intergroup attitude in a state prison. Finds that group interaction is infrequent, institutional, brief, and generally hostile. FS


Examines the methods used by seven presidents to communicate with the public and concludes that the president is the head of a communications team, interacting with the press and the public. T/C


 Finds a positive relationship between principal's perception of leader behavior and teacher self-concept, and a negative relationship between teachers' perception of leader behavior and teacher self-concept. FS

McFillen, James M. *The Effects of Reward and Penalty Power and Subordinate Performance upon the Attributions and Behaviors of a Supervisor*. DBA Dissertation, Indiana University, Graduate School of Business, 1976. DAI, Vol 37, No 7, p 4425-A.

 Finds that successful subordinates are perceived to be more trustworthy, more favorable towards their supervisors, and more internally motivated. They tend to be supervised less and rewarded more than unsuccessful subordinates. LS


Collects information about consumer behavior from different disciplines, then formulates and presents a general theory of innovative behavior applicable to diverse market situations. Demonstrates how the theory can be applied, indicating which management techniques are relevant to new product management. T/C


Indicates that organizational morale was a significant factor in attitudes towards collective bargaining but personality was not significantly related to negotiation attitudes. FS

Presents an empirical study of eighteen Danish industries. Results indicate that steward effectiveness is related to union strength, worker perceptions of union, and steward-management relations. Effectiveness of superior is associated with their relationships with others, e.g., management. The study has significant implications for bargaining and theories of organizational effectiveness. FS


Emphasizes the development of a management team model to coordinate all aspects of the management side of collective bargaining in public schools. FS


Gives guidelines for successful public relations. Discusses topics such as communication theory, public relations theory, and interpersonal relations with media people. Includes discussions of report writing. P/D


Reports that systematic training in experiencing is effective for improving communication between the participants. Neither sex nor race were significant. FS


Analyzes efforts of a school superintendent to reconcile the goals of teachers, community, and board of education by the adoption of a more open and collaborative system of communication. FS

Orr, Fred L. H. *A Description Study of Selected Organizational Variables in Undergraduate Student Recruitment*. Ph.D. Dissertation, Ohio University, 1976. DAI, Vol 37, No 8, p 4669-A.

Investigates undergraduate recruitment and finds 20 communications variables significantly related to effective student recruitment and retention. FS


States that participation by business managers in the process of government policy formulation was not effective in bringing about outcomes.
desired by the managers. Suggests that this lack of effectiveness stems from lack of knowledge of governmental processes, lack of persuasive arguments, and lack of adequate action-planning. FS.


Identifies a set of guidelines to be used by fact finders in impasse negotiations in the collective bargaining process. The guidelines are divided into seven general categories of information needed for fact finders. FS.


Discusses improved communication in the health services field between workers and clients, and among workers themselves. Deals with the meaning and importance of communication in the health and social services field, the factors that influence the communication process, and approaches that may be taken to improve communication between health service workers and their clients. Emphasizes empirical data in a multidisciplinary approach. FS.


Reports no significant difference between high and low status teachers’ perceptions of principals’ leader behavior. FS.


Examines role of principals in collective bargaining; concluding that principals’ participation should be on the management negotiating team. Principals were found to function most effectively in an advisory role. FS.


Indicates that citizen planning committees will not influence political decision-making unless citizen input is perceived as a valid and valued contribution. FS.


Finds that teacher coordinators of vocational skills tend to view vocational administrators in a negative manner, while the supervisors of vocational administrators tend to be neutral. Interpersonal relationship skills were viewed more favorably by teacher coordinators than task-oriented skills. FS.


Concerns the management of public relations, with emphasis on analysis and planning. Stresses important factors in the environment, such as the negative attitude toward business and profit. Describes the use of Management by Objectives and specific planning, attitudes and the causes, communicative tools (advertising and publicity), public affairs, and the importance of managing change. P/D.


Finds that the quality of interpersonal relationships between teachers and supervisors is negatively affected by teacher perception of limited opportunity to exercise self-direction and self-control, and to participate in goal-setting and goal-evaluation. Teacher perception of ability to participate in the supervisory process positively affects interpersonal relationships. FS.


Finds that a special instrument developed to assess community attitudes towards schools did not reveal differences between communities exhibiting positive and negative attitudes. Recommends further research on development of the instrument. LS.


Finds that consumer participation in a health care organization was achieved only after internal tensions affected the organization, and not as a result of consumer efforts concentrated in the form of consumer councils. FS.

Studies the role of a university ombudsman, and finds it is a useful model for evaluating the conflict management process.


Reports that supervisors were uncertain as to the usefulness of transactional analysis skills in supervising student teachers.


Finds that leadership behavior by principals is greater than that of teacher-leaders during the negotiations process. However, teacher leadership behavior increased as collective bargaining reached the picketing and strike stages. The need for developing teacher leadership and teacher-principal communications to obtain mutually acceptable goals was stressed.


Finds that female teachers exhibited higher morale levels than male teachers, while elementary school teachers have higher morale levels than junior- or senior-high school teachers. Morale rises as length of service increases.


Concludes that organizational cooperation among four government agencies was directly related to a high degree of informational congruence.


Finds that, although both groups as a whole deny the existence of intergroup conflict, the individual members of each group reflect perceptions of conflict.

Wood, Donnie A. A Case Study of a Principal's Attempts to Capitalize on Informal Faculty Groupings in an Elementary-Junior High School.

Notes that the use of informal faculty groups was of limited value in helping teachers improve interpersonal relationships with students. FS

ARTICLES, PAPERS, AND U.S. GOVERNMENT REPORTS


Four types of interagency relationships were identified (cooperation, conflict, competition, and merger). Cooperation is facilitated by dynamic and democratic leadership while competition and conflicts are attributed to change in leadership style and centralized administrative practices. FS


Provides a description of human groups with emphasis on intergroup relations behavior. Classical studies of group behavior are examined and propositions explaining intergroup conflict are outlined T/C


Carefully explains how national sales managers can ensure that useful upward information comes in from the remote sales force. Greatest need identified is for regional sales managers to listen carefully at sales meetings and to care genuinely about the people doing the selling. P/D.


In a simulation experiment, constituency member representation experienced greater difficulty in negotiations. LS.


Bases conclusion that workers cannot help manage businesses on a report prepared by Lord Bullock's committee. Identifies chief problems as workers' lack of control and their unwillingness to communicate with their co-workers P/D.


Discusses advantages and disadvantages of the "Sunshine Laws" on collective bargaining. Stresses that these laws will help labor negotiations more than they will hurt. P/D.

The school board members have an obligation to inform the public on its activities and how effectively they are representing the public's interest in collective bargaining. Advocates that school boards make more information available to the public with the hope that the public will in turn support the school boards' position P/D

Goerges, Peter. "The Influence of Cooperating School Districts in Defeating the Union Whipsaw." 1976, 4 p ERIC ED 125 058

Advocates that school districts cooperate with each other to fend off union assaults. Provides administrators with training and education in all aspects of labor relations. P/D


Presents a month-by-month list of communication activities intended to assist the school communicator in strengthening school-community relations. The communicator must reach all school constituents (parents, staff, citizens) with his program. P/D

Grunig, James E. "Organizations and Public Relations: Testing a Communication Theory." Association for Education in Journalism, November 1976, 63 p ERIC ED 132 580

Reviews and tests a theory of individual communication behavior and the observed activities of public relations practitioners, and discusses the implications of the theory and the research findings of the theory and the research findings for the teaching and practice of public relations. FS

Helsel, W D. "What Can Mediators Rationally Expect of Management Negotiators?" 1976, 4 p ERIC ED 125 064

Discusses the importance of a mediator's objective assessment and recommendations when communication breaks down between union and management. Also stresses the necessity for good will, openness, honesty, and acceptance in order for collective bargaining and decision making to be successful. P/D


Theories of cognitive processing are used to analyze the failure of employer and union campaigning to change employee predispositions to vote for or against union representation. FS

INTERGROUP COMMUNICATION IN ORGANIZATIONS

Describes the General American Insurance Company's communication setup which includes a monthly meeting between the president and 12 employees chosen at random. Also tells of department-level "RAPP" sessions, attitude surveys, and supervisor-rating programs. P/D


Discusses the conflict encountered when counseling institution prompts one thing and one's employing institution dictates another. Provides a procedure for bringing this dissonance into harmony. P/D


Advocates that educational institutions must become more a part of the community. Also, it is necessary for the community to establish more realistic goals for the educational institutions to bridge the gap between community expectations and reality. Advocates opening up channels of communication and community involvement in decision making of actual school operations. P/D


Stresses the importance of choosing a good consultant and the client's attitude and behavior which leads to success. Offers 25 principles and pitfalls along with the "7 deadly sins" of advisers and clients. P/D


Different patterns of reaction distinguish lawyer and nonlawyer arbitrators' responses to incongruous statements. Nonlawyers pay attention to the details whereas lawyers reject the incongruity. These results are based on 196 responses to 8 statements. FS


Offers hints on how to deal with reporters during a crisis. The author emphasizes planning ahead before speaking to the press, and telling the truth in positive terms. P/D

Lorey, Will. "Mutual Trust Is the Key to Open Communications," Administrative Management, Vol 37, No 9, September 1976, pp 70-72, 74, 92

Provides examples of everyday annoyances/distances between desks, requiring a VP to sign an OK for a $15 00 item, separate lunch areas, etc.) which create vast distances between individuals on the job. Suggests many specific behaviors to correct the situation. P/D

Shows how one corporation president keeps direct personal contact with each of his 13 division heads as many as eight times a year. This president does not depend on formal communication. He describes three of his plant visits—plus dialog—P/D


Proposes that the current passive role of board members be reassessed and changed to a more active one. Suggests duties and responsibilities for board members along with time requirements and the kind of people needed to fulfill the role of a board member—P/D


Develops a system for monitoring employment demands for graduates of Bridgeport's vocational and training programs. One objective of the study was to facilitate communication and cooperation between the training institutions and the business-industrial sectors of the community. The report presents twelve recommendations relative to the monitoring system, counseling and placement services and training and cooperative work experience—P/D


Discusses how a corporate name and logo is an asset. Uses examples to show effective and ineffective ways to change a name. Advises when and how a name should be changed and the benefits which can result, i.e., attracting new customers, recruiting executives, obtaining finances, and stimulating sales—P/D


Points out some of the many problems with translation of both oral and written communication. Offers 17 pointers for Americans conversing in English to foreign businessmen—P/D


The author reviews recent legal developments and proposes that the long-term interest of the corporation calls for voluntary adoption of a free speech ethic—P/D

Negative attitudes toward exporting are discussed, and some attempts by the USDOC to stimulate exporting are examined. Finally, the author proposes a theoretical model which can be used to overcome the negative attributes and stimulate greater exporting. T/C


Emphasizes that the individuals who use data processing must learn to control it so that they can be held accountable for services they receive. Author gives seven steps to implement a "charge out" system that achieves this goal and stops misunderstandings between managers and data processors. P/D


Article suggests the establishment of a Speaker's Bureau, as an educational program designed to foster communication between the school and its community by providing local citizens first-hand information about the schools on a variety of interesting educational issues. P/D


Reviews literature on strategies for interagency linkages in the delivery of human services. The effect of attitudinal factors on the initiation of interagency linkages are discussed as well as approaches to improving these linkages at the program coordination level. T/C


A positive relationship between information sharing activity and perceived level of task accomplishment was found. Information sharing was also positively related to hospital size and type and negatively related to administrator tenure. FS


 Warns managers that the influence and authority of first-line supervisors has eroded, and that it continues to diminish. Although top managers need dialog with workers, they should not omit the first-line supervisor from such communication. P/D

Identifies mechanisms within an organization which act to discourage people from exposing illegal and unethical acts. Ten specific mechanisms are described. P/D


Negotiations often break down not only because of the differing objectives but also because of poor communication. This article prescribes some of the things that an international manager ought to do in order to overcome problems. P/D


Reports on specific problems faced by engineers and managers as they interact. Lists what members of each group identified as areas of greatest misunderstanding. P/D


Expresses the importance of factfinding to settle a negotiation impasse and arbitration to settle a grievance. Presents tactics and practices that impede the efficient collection of evidence in factfinding and makes recommendations for improvement. P/D

(No author, alphabetized by title)


Booklet serves as guide to school staffs on improving the flow of information on school programs and services to parents and pupils. In addition, it aids school personnel in assessing school programs and services. Also provides suggestions on how to use the media and the services of the school system's communication specialists. P/D


Stresses that employee relations are determined by employees themselves who frequently do not understand the operation of the business. Suggests that managers owe it to themselves and the employees to keep communication lines open with employees and avoid ignoring them. P/D

SEE ALSO

*Interpersonal Variables* Bartol & Butterfield, Matteson
Intragroup Variables Allen & Ruhe, Brill, Graves, Hills
Communication Factors & Organizational Goals Emery & Thorson, Nord, Roach, Robinson, Rogers & Molnar, Stone, Trott, Weirich
Skill Improvement/Training Agnew, Brown, Coulson, Horan, Malickson & Nelson, Wilkinson, Yousef
Media Software & Hardware Bagin, Burton & Miller, Deutsch, Nolan, "TV that Competes with Office Grapevine"
System Analysis Bagin, Burns & Buckley, Nichols & Armstrong, Wigand
Texts, Anthologies, Reviews, and General Bibliographies Peitchinis, Young
COMMUNICATION FACTORS
AND ORGANIZATION GOALS

BOOKS AND DISSERTATIONS


Studies open climate and closed climate schools, finding no significant differences when compared on variables of teacher age, teacher sex, teacher length of service, and principals' self-acceptance.


Finds no significant relationship between type of school calendar (full-year versus nine-month) and job satisfaction of principals. A relationship was determined between the amount of salary received and principals' satisfaction with the compensation.


Emphasizes the theoretical and conceptual aspects of productivity. Includes discussions of motivation, productivity measurement, and information systems.


Concludes that school setting, instructional type, size, or principal's sex were not good predictors of principal's administrative style. Female principals were perceived to be using more effective styles than male principals.


Concludes that school superintendents tend to use consensus as means of gaining compliance. In teacher-administrative relations, board of education members perceived superintendents as using manipulation, while principals viewed superintendents as using coercion.
Behrman, Edward H. *Teacher-Student Relations as a Predictor of Teachers' Job Satisfaction*. Ed D. Dissertation, University of Pennsylvania, 1976 DAI, Vol 37, No 9, p. 5467-A

Finds that perceived interpersonal relations with students, peers, and administrators were all significantly related with teacher job satisfaction. Teachers who perceived that they got along well with students had higher job satisfaction.


Provides anecdotes and illustrations in the discussion of problems inherent to leadership in organizations. Problems discussed include inadequate information, conflict resolution, innovation, organizational structure, etc.

Blue, Terry W. *The Effect of Written and Oral Student Evaluative Feedback and Selected Teacher and Student Demographic and Descriptive Variables on the Attitudes and Ratings of Teachers and Students*. Ph D. Dissertation, The Pennsylvania State University, 1976 DAI, Vol 37, No 6, p 3284-A

Determines that brief weekly evaluative discussions of teacher and student attitudes towards themselves, others, and the school environment were more influential on the participants than more intensive evaluations. Demographic variables and group processes variables, such as cohesiveness, peer liking, and leadership patterns, also influenced attitudes.


Indicates that principals who viewed teachers as self-actualized and rational beings tended to involve teachers more in the decision-making process. Principals believed that teacher participation would improve morale, but were very reluctant to expand teacher influence and self-direction.

Bonen, Richard C. *A Study of the Relationships Between Both the Cognitive Style of the Principal and the Principal-Faculty Cognitive Style Match and the Principal's Leadership Effectiveness as Perceived by the Staff*. Ed D. Dissertation, St. John's University, 1977 DAI, Vol 38, No 2, p 559-A

States that a relationship exists between the cognitive style match and the staff's perception of the principal's leadership effectiveness.


A book about the ideas of Rensis Likert. Gives a comprehensive description of the participative management system, insights into "System 4"
COMMUNICATION FACTORS AND ORGANIZATIONAL GOALS

concepts and a chapter in which Likert responds to questions concerning his concepts. T/C.


Predicts teacher morale by the use of the Purdue Teacher Opinionnaire, and finds that a high level of agreement between school boards and superintendents results in lower teacher morale. FS.


Finds that the decision to reorganize elementary school structure gave little attention to the degree of management and control to be exercised or individual and total performance expected. However, the extent of participation by the change agents was proportionate to the extent of information available. T/C.


Reports no significant difference in job satisfaction between teachers in open-space schools and teachers in traditional schools. FS.


Synthesizes the empirical research on organizational effectiveness and translates it into suggestions for the practicing manager. Topics covered include communication, productivity, morale, and change. T/C.


Concludes that pay increases did not substantially increase job satisfaction. Employee receiving pay increases reported no higher perceptions of equitable treatment, while those not receiving increases reported a decrease in perceptions of equitable treatment. FS.


Notes that the formal organizational structure provided few opportunities for the informal structure to participate in decision-making; and the informal organization made few attempts to affect the decision-making process. FS.

Examines various factors relating to the openness of twenty-five selected schools and concludes that open climate schools tend to have older, more experienced principals who have positive attitudes towards themselves and others, positive self-acceptance, and are self-confident. Teacher and organizational characteristics have minimal effects on openness.


Analyzes power and authority at a structural and a phenomenological level through the use of tape recorded discussions.


Finds significant differences among teachers, principals, and school board members as to their perceptions of the real and ideal leadership behavior of school superintendents. The interaction of role, sex, and school district was not found to be significant.


Reports that the team approach in decision-making resulted in more satisfactory solutions than those formulated by a single person.

Dachanulknukul, Sumala A Study of the Organizational Climate of Elementary Schools in the Province of Sukhothai, Thailand Ph D Dissertation, North Texas State University, 1976 DAI, Vol 37, No 12, p 7430-A.

Reports a direct relationship between the size of organization and "closed" climate. Principals tend to perceive open school climates more frequently than teachers.

Dobbins, Joel B The Relationships Between School Climate and Teacher Attitudes and Behavior in Managing their Classrooms Ph D Dissertation, The University of Texas—Austin, 1976 DAI, Vol 37, No 12, p 7631-A.

Suggests that there is no relationship between school organizational climate and teacher behavior. Support was also provided for earlier studies indicating that smaller schools have a more open climate.

Reports no significant differences between juvenile recidivists and non-recidivists in communication patterns between delinquent youths and their counselors. FS.

Dunagan, Frances A. *A Study of the Relationship Between Nursing Education Administrative Climate and Nursing Teacher Morale as Perceived by Teachers of Nursing.* Ed.D Dissertation, University of Southern Mississippi, 1976. DAI, Vol. 37, No. 9, p. 5479-A.

Reports a significant relationship between administrative climate and nursing teacher morale. Salary and occupational status were major variables in nursing teacher morale. FS.


Reports four studies conducted in Norway during the 1960s which attempt to increase worker satisfaction by increasing worker participation in management. Includes a discussion of union and management's role in the democratization process. Offers specific strategies for producing such changes. FS.


Indicates that job satisfaction, perceived success, and life satisfaction appear to be highly-intercorrelated. Life satisfaction is considered the final measure against which the other two variables are measured. FS.


Finds an inverse relationship between intrinsic job satisfaction and extrinsic job satisfaction, suggesting the possibility of trade-offs between intrinsic and extrinsic rewards. FS.


Designed for students heading for technical careers involving writing and speaking. Covers basic areas such as plan formulation, organization, revision, illustration, and argumentation. Also includes discussions of oral presentation, group discussion, telephone conversations, and dealing with "red tape." Reference chapters include grammar, punctuation, word usage, and research papers. P/D.

Indicates there were no significant differences between principals and subordinates on perceptions of the principal's leadership behavior, but there were differences among the subordinates. FS.


Finds that teacher morale was directly influenced by monetary rewards and personal, frequent contact between administrators and staff. FS.


Notes significant relationship between organizational climate and leadership style in South African secondary schools. The age, sex, and professional experience of principals, languages used and sex composition of students were not considered significant predictors of leadership style and organizational climate. FS.


Concludes that teachers have a significant influence on classroom climate, either by allowing the school climate to permeate the classroom or to block it out completely. Teachers who held negative perceptions of their principal's behavior were found to have students who held positive perceptions of their teacher's behavior. FS.


States that college administrators tend to agree among themselves as role-expectations and need-dispositions while subordinates tend not to agree on some variables. Use of the Leader Behavior Description Questionnaire is questioned unless students become more knowledgeable of leadership behavior. FS.


Reports that teachers who perceived that they had high participation in school decision-making had higher morale than teachers who perceived
that they had low participation in school decision-making. In addition, teachers participating in school decision-making exhibited more positive attitudes towards their principals. FS.


Examines methods used by President Truman in the decision-making process and finds that initial defects were later rectified by a more aggressive communication style. T/C


Finds that personal and normative leadership dimensions are positively correlated with teacher job satisfaction in both Chinese and American schools. Chinese teachers are less satisfied than American teachers in fifteen out of sixteen aspects of job satisfaction as measured by the Minnesota Satisfaction Questionnaire. FS


Concludes that the perceived and expected leadership role of elementary school principals differed significantly when secretaries, building representatives, and principals were compared to each other. No difference was found in the perceptions of inner-city and outer-city subjects. FS

Jenks, Carl F. *A Comparison of First Level and Second-Level Supervisors' Perceptions of Organizational Effectiveness*. Ph.D. Dissertation, Purdue University, 1976 DAI, Vol 37, No. 8, p. 5225-A

Finds a significant difference in perceptions by managers and supervisors of overall organizational effectiveness. Supervisors emphasized productivity of the individual work unit, while managers stressed organizational stability. FS

Johnson, Sandra F. *An Attempt to Change School Climate and Productivity Through the Use of PRIB*. Ph.D. Dissertation, University of Kansas, 1976 DAI, Vol 38, No 2, p 572-A

Concludes that self-awareness and knowledge of interpersonal needs is not sufficient for improving organizational climate or productivity perceptions, and recommends facilitators trained in human relations and communication skills to improve organizational climate. FS

Keadle, Maynard E. *A Study of the Relationships Between the Perceptions of Teachers of the Organizational Climate and Selected Cognitive and

Finds that there is no relationship between "open" and "closed" climates in elementary schools and student achievement, student self-perception, classroom behavior, and students' perception of their teachers' feelings towards them. FS

Keffer, Wayne M. Job Satisfaction of Field Staff of the Virginia Polytechnic Institute and State University Extension Division. Ph D Dissertation, The Ohio State University, 1976 DAI, Vol 37, No. 8, p 4781-A.

Reports significant relationships between overall job satisfaction and both job satisfiers (motivation factors) and job dissatisfiers (hygiene factors). Motivation factors were more strongly related to job satisfaction than hygiene factors. FS

Kilpatrick, Sheila R An Exploratory Study of the Communication Climate of Two Naval Ships Ph D Dissertation, University of Colorado—Boulder, 1976 DAI, Vol. 37, No 12, p 7386-A

Finds that effectiveness was directly related to climate. The more effective naval ship was found to have the better communications climate. FS

Kirchoff, William J. A Comparison of Teacher Perceptions of the Leader Behavior of Principals in Operating Lutheran Elementary Schools with Principals in Recently Closed Lutheran Elementary Schools Ed D Dissertation, Northern Illinois University, 1976 DAI, Vol 37, No 12, p 7441-A

Finds that teachers in operating schools rated principals higher than did teachers in recently closed schools. FS

Lagios, Socrates A A Formal Plan for a Principal to Get Feedback from Faculty to Improve Leadership Behavior Ed D Dissertation, Boston College, 1977 DAI, Vol. 38, No 3, p 1153-A

Concludes that teachers considered their principal to be more closed in attitude than he perceived himself to be. Previous findings that female teachers had higher morale than male teachers were not supported. FS

Lake, Jevon'r F An Investigation of Selected Characteristics of Principals, Teachers, and Schools Within Two Dimensions of Organizational Climate in the Public Schools of Caroline County, Maryland Ed D Dissertation, The George Washington University, 1977 DAI, Vol 38, No 3, p 1153-A

Determines that the principal's age, experience, self-acceptance, and perceptions of self-acceptance were not school climate indicators, while principal's educational levels were indicators. Teacher age and experience were not indicators, but teacher sex was an indicator. FS
COMMUNICATION FACTORS AND ORGANIZATIONAL GOALS


Presents the Dimensional Model of Subordinate Appraisal Behavior and the Dimensional Model of Superior Appraisal Behavior. Presents a step-by-step method for doing effective appraisals, explains the skills needed to do them, and shows how to adopt the method so it can be individualized for each subordinate.


Confirms that size and staffing in social institutions are significantly related to organizational climate.


Concludes that the perceived organizational climate for rewards and promotions was lower for clerks and secretaries than for supervisors and technical specialists.


Reports that similar administrative skills are necessary to provide effective educational leadership in both public and private schools.


Notes that school superintendents view interpersonal relations with teachers and the community as a dissatisfier, although interpersonal relations with school boards was reported as a satisfying aspect of their job.


Finds that Saudi schools tend to be characterized by weak leadership and poor morale. Communication between Saudi and non-Saudi teachers was satisfactory, interaction and communication among teachers in the lower socioeconomic areas was less extensive.

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Devoted to research and theory on what the authors term the "garbage can" theory of decision making. The theory posits that decision making is largely irrational and ritualistic. Reports natural setting and participant observation studies in support of the theory. The research was conducted in educational institutions. FS


Finds no significant differences in principal characteristics in open and closed climates. Teachers' experience was found to be related to the degree of openness in schools. FS


Finds that teachers in schools where the racial balance was approximately equal scored significantly higher in rapport with students than teachers in schools where there was a greater disparity between the races. Morale among the teachers was significantly higher in schools where non-Caucasians were a large majority of the students. FS


Reports that preferred leadership behavior of principals included a high degree of initiative and delegation of responsibility to subordinates. FS


Finds no significant relationships among organizational climate, self-concept, and teacher effectiveness. FS


Concludes that teachers in parochial schools have higher degrees of selflessness and morale than their public school counterparts. FS

Milburn, Corinne M. The Relationship Between Men and Women Secondary Teachers' Perceptions of Ideal and Real Leader Behavior of the Woman.

Analyzes teacher perception as to leader behavior of female school principals, finding no significant differences between male and female teacher views. FS.

Mitchell, Roy I A Study to Determine, the Extent to Which Selected School Community Members are Involved in the Participatory Management Process. Ed D Dissertation, Florida Atlantic University, 1977 DAI, Vol 38, No 1, p 55-A

Observes that administrators believe students and staff to be involved in participatory management to a greater extent than perceived by the same students and staff. Recommends that schools provide ways for all members to become integral parts of the decision-making process. FS

Mullinix, Jess R., Jr The Characterizations of Effective Organizations Among Institutions Providing Long-Term Geriatric Care  DBA Dissertation, The University of Oklahoma, 1976 DAI, Vol 37, No 12, p 7843-A

Determines that the nursing home administrator, involved in planning, communications, and problem-solving, had a key role in organizational effectiveness, and the quality of patient care. Employee perception of the administrator as being able to plan, communicate, and solve problems resulted in a more effective organization. FS


Investigates the role of building principals in two decentralized school districts, and shows that such decentralization has resulted in an improvement in the flexibility, speed, and quality of decision-making. FS


Studies the relationships among organizational goals, role conflict between commissioners and staff members, and organizational effectiveness. While indicating the need for further study, the author concludes that existing organizational assessment techniques (operations research, systems analysis, and policy analysis) are inadequate for understanding citizen's commissions. FS


Finds that no significant differences exist among superintendents in terms of desirable leadership behavior as perceived by high school
principals when classified according to the superintendents' sex, age, level of education, or type of education.


Finds significant relationships among teacher dogmatism, pupil control ideology, and teacher perception of school climate.

Page, Bill D. *The Influence of School Administrators' Management Style and Organizational Climate Upon Successful Implementation of Change as Perceived by Staff*. Ph.D. Dissertation, Saint Louis University, 1976 DAI Vol. 36, No. 4, p. 1923-A

Reports that neither organizational climate nor school administrators' management style were significantly related to the success of change efforts. No significant relationship was found between perceived managerial style and organizational climate.


States that the team management approach to the administration of public schools was not considered effective in the schools studied. Significant differences were found between the ideal team management approach and the real team management approach currently in use.


Finds a positive relationship between teachers' perceptions of school environment and educationally related performance of elementary students. A similar relationship exists between students' perceptions and their educationally related performance.

Perry, Carol M. *The Relationship Between Teacher Morale and the Principal's Attempts to Improve Teacher Performance*. Ed.D. Dissertation, Mississippi State University, 1976 DAI, Vol. 37, No. 7, p. 4038-A

Finds that teacher morale and rapport with principal are positively correlated with the principal's effectiveness in the improvement of teacher performance.

Perry, Henry B. *Physician Assistants: An Empirical Analysis of Their General Characteristics, Job Performances, and Job Satisfaction*. Johns Hopkins University, Baltimore, Maryland, September 1976; 370 p

Discusses various aspects of job satisfaction and job performance of physician assistants. Indicates that the strongest correlates of both job
satisfaction and job performance was the degree of physician supervisory support and amount of responsibility for patient care.

Powell, Gary N. *Attitude Toward Work-Related Change and Organizational Climate*. Ph.D. Dissertation, University of Massachusetts, 1976 DAI, Vol 36, No 4, p 2293-A

Maintains that there is no significant relationship between attitude toward change and each dimension of organizational climate as tested by the 1965 revision of the organizational climate description questionnaire. It was concluded that this revision is inappropriate for the measurement of organizational climate, particularly in health-care organizations.


Finds little difference between more-open schools and less-open schools in terms of principal characteristics, principals' concept of self-acceptance, and selected characteristics of teachers.


Concludes that congruence of superintendents' and principals' leadership styles resulted in greater teacher loyalty and job satisfaction. Leadership style of principals was more influential than style of superintendents.


Indicates differences between male and female elementary school principals in self-perceptions of their administrative behavior. These differences were most significant in instructional leadership and in the assumptions held about the decisionmaking role of teachers.


Finds that overall morale levels do not affect risk behaviors of school administrators, noting the tendency for risk-taking to decrease with longevity.

Raspa, Salvatore L. *An Investigation of Selected Characteristics of Principals, Teachers, and Schools in Open and Closed Climate Public*
Elementary and Secondary Schools in St Mary's County, Maryland Ed.D Dissertation, The George Washington University, 1976 DAI, Vol 37, No 9, p. 5507-A

Notes that younger, less-experienced principals tended to be in open-climate schools. No relationship was found between type of climate and personal characteristics of principals or teachers.


Finds a negative relationship between military rank and overall job satisfaction. Positive relationships existed between the number of faculty members supervised and job satisfaction. Intrinsic job satisfaction was found to be more to overall job satisfaction than extrinsic job satisfaction.

Remmert, Richard L. The Relationships Among Teacher Characteristics, Why Teachers Stay on the Job, and Organizational Climate in the School Ed D Dissertation, University of Illinois-Urbana-Champaign, 1976 DAI, Vol 37, No 10, p 6200-A

Analyzes the interactions of the reasons teachers remain on the job and organizational climate. The perception of organizational climate by teachers who remained on the job for various reasons differed significantly from those who remained on the job for no apparent reason. The former group perceived the school climate to be more group interactive-collaborative.

Rings, Robert L. A Comparative Analysis of Selected Organizational Communication Variables in a Public Utility Company Ph D Dissertation, Ohio University, 1976 DAI, Vol 37, No 11, p 6823-A

Determines that supervisors play a key role as facilitators of two-way communicative behavior and role definition. Supervisors initiate communicative efforts to maintain basic job satisfaction in subordinates, while being receptive and responsive to subordinate initiated communicative efforts.


Concludes that leadership characteristics of principals have no relationship to principal's ability to perceive teacher job motivation. Teachers ranked challenging work and interpersonal relations as most important job motivation factors, while principals perceived the primary factors to be good wages and task recognition.

Rogers, Robert E. An Investigation of Factors Related to Job Satisfaction and Dissatisfaction of Teachers in School Districts with Differing Labor
COMMUNICATION FACTORS AND ORGANIZATIONAL GOALS

Climates PhD Dissertation, Saint Louis University, 1976 DAI, Vol 37, No. 12, p. 7461-A

Notes differences in job satisfaction between school districts with labor strife and districts with labor harmony. Concludes that there is a need to stress meaningful work opportunities for teachers in both types of districts to avoid job dissatisfaction F/S.

Rohr, Stephen M. An Investigation of the Differences Between Selected Characteristics of Principals, Teachers, and Elementary Schools Within Two Categories of Organizational Climate in the Public Schools of Frederick County, Maryland, Ed D Dissertation, The George Washington University, 1977 DAI, Vol 38, No 3, p 1166-A

Finds no significant differences in principal and teacher characteristics in open and closed organizational climates F/S.


Concludes that school size does not affect subordinates' perceived satisfaction with formal leadership F/S.


Presents an introduction to theory and research on motivation designed for practitioners. Topics covered include models of motivation, incentives, punishment, and motivation of groups. Each of the chapters includes objectives, glossary, and a transcript of a panel discussion between managers concerning the particular topic P/D.


Develops a typology in which organizational goals are classified as manifest (stated and intended), hidden (unstated but intended), public relations (stated but unintended), and latent (unstated and unintended). A model for participatory goal setting in private schools and colleges is developed T/C.

Schou, Andrew J. Leadership Style Flexibility and the Contingency Theory, Ph D Dissertation, The Florida State University, 1976 DAI, Vol 37, No 7, p 4478-A

Reports that subordinate managers perceived superiors as flexible in leadership style and able to alter style to the nature of the problem. Subordinates, however, did not indicate the same degree of satisfaction at all levels of flexibility F/S.
Sheldon, Gary H. *Effect of Organizational Climates on School-Related Discussions Involving the Elementary Principal*. Ed D Dissertation, Drake University, 1976. DAI, Vol 37, No 11, p 6889-A

Notes that principals in “open” organizational climate schools participated in more school-related discussions than principals in “closed” organizational climate schools. Discussion in “open” schools tended to take place in more informal areas (lounges, halls, etc.)

Shulman, Gary M. *A Theoretical and Empirical Study of the Communication Climate of University Departments*. PhD Dissertation, Purdue University, 1976. DAI, Vol 38, No 2, p 943-B

University departments differ in faculty perceptions of downward communication. The size of the department significantly affects faculty perceptions of influence. Communication climate is composed of perceptions of downward communication, familiarity, and influence.


Shows that the greater the distance between respondents and the administrator in a hierarchical structure, the less positive the perception of school climate. High socio-economic levels tended to produce the most positive perceptions of school climate.


Concludes that perceptions about the expected performance of school superintendents vary according to role, group membership, and school district size.

Smith, Stuart M. *The Relationship of Organization and Organization Sub-Unit Climate on Job Satisfaction*. Ph D Dissertation, University of Pittsburgh, 1976. DAI, Vol 37, No 9, p 6065-A

Concludes that “bureau climate,” the work atmosphere within the organizational sub-unit, had a greater influence upon job satisfaction than “agency climate,” overall organizational climate.


Determines that intracommunication within the school and intercommunication between the school and community are strongly related to the success of elementary school principals.
Steere, Fritz and Stephen Jenks *The Feel of the Work Place: Understanding and Improving Organizational Climate* Reading, MA: Addison-Wesley, 1977

A book about organizational climate—what influences it, what the consequences are, and how it can be changed. Analyzes leadership, communication patterns, physical structures, and group norms. Suggests activities for diagnosing and implementing changes in climate.


Reports that the adoption and implementation of an innovative mechanism by a complex and decentralized governmental organization had limited success due largely to an emphasis on the administrative aspects of the program and hierarchical conflict within the organization.

Stevens, Dixon G *The Leader Behavior of Selected New York State Community College Presidents as Perceived by Trustees, Administrators and Faculty Leaders* Ed D Dissertation, State University of New York—Albany, 1976. DAI, Vol 37, No 10, p 6230-A

Finds that community college presidents are perceived as having difficulty integrating the needs of the individual with the needs of the institution. This difference in roles is assumed to be dysfunctional to the proper running of the schools.

Streker, Irmtraud U *A Comparison of the Effects of Job Redesign With and Without Employee Participation* Ph D Dissertation, Yale University, 1976. DAI, Vol 37, No 7, p 3661-B

A method emphasizing employee participation in job redesign has positive effects on employee satisfaction with various aspects of their job.


Indicates that school climate variables can affect racial attitudes in areas where voluntary school desegregation is taking place. More positive attitudes towards voluntary busing were found among students in schools where principals shared such attitudes.

Sumrall, Charlotte C *A Study of the Relationship Between the Leadership Behavior of Instructional Supervisors and the Job Satisfaction of Teachers in Texas* Ed D Dissertation, University of Houston, 1976. DAI, Vol 37, No. 5, p 2571-A

Suggests that Texas schools create open organizational climates conducive to the establishment of supportive relationships.
Vegso, Raymond W. *Organizational Characteristics that Influence Innovative Behavior* Ph.D. Dissertation, University of Cincinnati, 1976 DAI, Vol. 37, No 6, p 3761-A

Uses the organizational components of freedom, inducements, and communication, and finds moderate support for hypothesis that management innovation is significantly correlated with organizational climate.


Determines that elementary school principals with teacher-centered management styles tended to have schools with open climates. No significant correlation, however, was achieved between innovativeness and climate.

Warnemunde, Dennis E. *Organizational Communication in the University: A Descriptive Study of the Communication Behavior of Department Chairs*. Ph.D. Dissertation, University of Colorado, 1976 DAI, Vol. 37, No 4, p 1876-A

Indicates that primary communication flow is upward from subordinates to the chairmen, as opposed to the downward flow in other formal organizations. Such communications were informational, rather than decisional, in nature. Characteristics of "successful" and "less successful" chairmen were examined, with "successful" chairmen more frequently involved in the informational process.


Presents a case study of Massachusetts's Governor Frances Sargent's management of four state agencies. Explicates a rational model and a crisis model of decision making. Discusses the decision-making process characteristic of this governor.

Wells, Charlie. *An Investigation of the Relationship Between Faculty Involvement in Policy Formulation and Faculty Morale*. Ed.D. Dissertation, Virginia Polytechnic Institute and State University, 1976 DAI, Vol. 37, No 6, p 3335-A

Concludes that faculty morale varies directly with perceptions of faculty involvement in university policy formulation.


Finds a positive relationship between accuracy of the perception of leadership and success criteria, as measured by productivity and group status. No positive relationship was found between knowledge of leader skills or willingness to engage in leadership behavior, and productivity and group status.
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Reports no significant relationship among organizational climate, change agent style of principals and the occurrence of educational innovations. Finds no support for the theory that schools react successfully to stress when the principal's change strategies are congruent with faculty's compliance patterns.


Reports that morale changes improved after principals took part in a classroom observation improvement course. Greatest positive morale changes occurred among female teachers and those over 40 years of age.

ARTICLES, PAPERS, AND U.S. GOVERNMENT PUBLICATIONS


Contends that "proactive management" is supplanting traditional "reactive management." Ties in concept of change in all society leading to demand for adaptive management. A study of professional standards reveals some areas of need.


Develops a proposed universal code of ethics for managers in response to public demand for a clearer picture of the ethical responsibilities of today's leaders.


Positive relationships were found between goal setting attributes and job satisfaction. Individual needs (e.g., need for achievement, autonomy, and affiliation) did not moderate this relationship.

Discusses missile combat crew members' attitudes toward their job to determine the effect of the Missile Management Working Group (MMWG). MMWG was implemented to increase job satisfaction, thereby improving volunteer and retention rates. FS


Explains how employee awareness of where they stand relates to effective performance on the job. Participation and involvement, followed by feedback from upper levels, is shown applicable to all organizations (18 references). T/C


Work satisfaction is correlated with job performance only when the job is not a stimulating one. FS

Bennis, W. "Leadership A Beleaguered Species?" *Organizational Dynamics*, Vol. 5, No. 1, Summer 1976, pp. 3-16

The role of the leader is changing. To cope with these changes the leader must a) manage, not lead, b) cop-out, c) lead through limits and by diminuendo, and d) "sweep and dust." Seven guidelines for leaders in directing the process of change are proposed. P/D


Presents a case for the acceptance of insight as the key element in effective decision making. By developing a basic model of the environment in which the manager functions, insight is viewed as the basis for the effective manager's art. T/C


 Warns organizations that attempts to improve the quality of worklife simply to increase productivity are doomed to failure. Emphasis must be on creating a climate of satisfaction and the opportunity for human development. If the intent is genuine, both management and employees will benefit. P/D


Yields information dealing with the maintenance, evaluation and training of job performance aids (JPA). Includes seven papers assessing the state-of-the-art in JPA. New directions for information transfer research and JPA/job-oriented training impact on personnel systems are covered in the papers. P/D.

Analyzes the determinants of job satisfaction for United States Air Force civilian employees through a survey conducted by the Air Force Management Improvement Group (AFMIG). The primary technique used is the Monitored Automatic Interaction Detection Multivariate (MAID-M) program. Conclusions revealed that the major determinants of job satisfaction of Air Force civilian employees are job-related factors, such as job challenge, freedom, personal growth, and job preparation for greater responsibility.


Initiating structure positively correlates with faith in people, experienced responsibility for work, general job satisfaction, job involvement, internal work motivation, and organizational commitment. It correlates negatively with defensive posture. Consideration correlated positively with organizational commitment.


Correction employees responded more positively to a job offering them skill variety, autonomy, task identity, and feedback than they did to a job perceived as dull and monotonous.


Discusses the self-actualization and self-growth of staff members within an organizational setting. Staff aspirations and the various factors which determine their satisfaction or frustrations are considered.


Demonstrates how employees who feel they receive fair treatment by their organization and their supervisors are more compelled to stay with an organization and be more effective employees than employees who feel they are treated unfairly.


Discusses problems associated with employee demands for participation in decision-making. Issues related to organizational growth, bureaucrati- zation and decentralization are examined.

Findings drawn from 50 studies over the past 10 years indicate that satisfaction increases as individuals move up in an organization, individuals who are higher up in the organization are happier, there are no important differences in satisfaction levels of line and staff individuals and managers' satisfaction increases with amount of subordinates supervised. Other variables are also discussed T/C


Results support Lawler and Hall's conclusion that job attitudes of satisfaction, job involvement, and intrinsic motivation are conceptually distinct and empirically independent FS


Weak support is found for House's path-goal theory of leadership effectiveness. Data suggests the need for considering moderator variables other than task structure FS


The multidimensionality of communication satisfaction was explored. A self-designed questionnaire was administered to 4 organizations in order to compare the factor structure derived from each. Eight factors were identified that were quite stable across organizations FS


Examines the effects of both vertical and horizontal power on participants. The results indicate that both power dimensions are important for understanding people's reactions to participation in the decision process FS


The perceptual set of the individual worker regarding the centrality of work as a life interest is shown to be related to a measure of job satisfaction FS
COMMUNICATION FACTORS AND ORGANIZATIONAL GOALS


Canonical analysis established a significant relationship between task design and effective response measures for 784 middle level executives. Of particular significance are environmental elements which cause the worker to focus on task design.


Social responsibility is having an impact upon business which can deal with it in alternative ways. Information disclosure and participative decision structure are aspects of the alternatives.


Discusses various aspects of executive development and success. Executive effectiveness is defined through the eyes of an individual whose goals are to rise through the hierarchy and attain executive success. Also discusses the function of executives and the qualities that distinguish successful executives from mediocre ones.


Results indicate that subordinate satisfaction with immediate supervision is closely associated with perception of supervisor communication behavior, credibility, attractiveness, and attitude homophily, and to a lesser extent with oral communication apprehension and self-esteem.


Presents a case for explaining the relationship between occupational achievement or lack of achievement to self-esteem through the self-investment theory. This theory explains how work conditions affect motivation, productivity, job satisfaction, and how working life can be improved.


Three stages of organizational adjustment are identified (getting in, breaking in, and settling in). Socialization Programs influence job satisfaction but not productivity or motivation. Suggestions are made for effectively devising and maintaining a socialization program.

Presents two visual monitoring tasks, one requiring low levels of task-related abilities and the other requiring higher levels of task-related abilities. Both performance and satisfaction were related to individual differences in ability as well as selected personality and preference measures. Congruence between task demands and individual abilities was found to be highly significant in determining these relationships.


Examined a model describing causal relations among four factors in organizational functioning. The major links found were from organizational climate to managerial leadership, from managerial leadership to peer leadership, and from peer leadership to group process.


Identifies factors leading to promotions in large, complex organizations. Although many discussions lead participants to believe that "politics" and public image are primary ones, the study reported on suggests that folklore may be misleading.


Discusses various aspects of leadership processes, using sixteen groups in an experiment involving a model-building task. Half were given explicit procedural instructions (High Structure) and half were not (Low Structure). On the Machiavellianism Scale, medium machs were more likely to be rated leaders than High or Low Machs. Low structure increased emergent leadership, while high structure was related to group members' satisfaction.


Reviews five original papers on organizational effectiveness presented at a workshop at Carnegie-Mellon University in 1976.

Discusses how companies differ in climates, successful companies' climates, and how to change climates. Findings suggest successful companies have managers who communicate expectations clearly and provide compensation that is competitive and performance related. P/D


Presents the status of a long-term comprehensive job satisfaction research project in its fifth year. The ultimate goal of the project is full utilization of personnel. Research findings are presented on the dimensions of job satisfaction operating in the Air Force work environment and on job attitudes and performance. T/C


Fiedler's hypothesis that relationship-motivated and task-motivated persons differ in responses and leadership situations was supported in the experiment. LS


Subjects who attempted to raise workers' performance gave higher rewards to members of failing groups than to members of successful groups. Subjects who attempted to motivate better performance gave higher rewards to lazy workers than to well-motivated workers. LS


Describes a research program which investigated the importance of environment factors, organizational stress, and individual characteristics in job satisfaction and organizational effectiveness. A set of descriptors of naval organizations is related to job satisfaction, individual and group effectiveness, and health. FS


Discusses how job satisfaction and productivity can be increased by using work teams instead of assembly lines. Describes how change was introduced and implemented in various plants. Volvo's philosophy and guidelines, and the need for different managerial styles. P/D

Advances understanding about work redesign as an approach to personal and organizational change. Discusses activation, motivation-hygiene, and job characteristic theories of work design. Presents a job characteristics model of work motivation to explain how job redesign can increase productivity and employee satisfaction. Discusses the importance of individual differences in skills and growth needs, organizational structure, interpersonal relationships, and technology to work system redesign success.


Discusses various aspects of the effects of changes in the motivational properties of jobs on behaviors and work attitudes. Results showed that growth satisfaction, internal motivation, and general satisfaction were directly affected by changes in job characteristics. Satisfaction with work context was not affected.


Discusses the effectiveness of the assessment center process that was applied as one of the evaluation instruments for selecting participants for the Bureau of Engraving and Printing's Upward Mobility Program. Results produced a wide range of candidate scores, making possible counseling and feedback to all of the candidates. Findings show favorable responses to the total assessment center process.


Behavior modification techniques emphasizing the use of both positive reinforcement and verbal feedback by managers can improve employee performance.


Reports a study which examines U.S. employer's training and management problems. A resource consulting service was established in this project, focusing on improving training approaches, personnel systems, and management practices of public agencies and private firms.

COMMUNICATION FACTORS AND ORGANIZATIONAL GOALS

Presents a model for assisting supervisors in personnel policies and procedures. This manual indicates how policies are to be administered and outlines various aspects of employer-employee relationships. The use of this manual is expected to increase designation of line of authority and planning changes.


Presents documented research on developing a prototype executive aid for crisis management. Highlights of the research are included, presenting the best solutions for potential crises.


Suggests that participation will be more meaningful to workers when those to be affected participate in decisions concerning the practices to be adopted in their own workplace.


Job experience and the opportunity to be involved in various kinds of decision-making affect workers' attitudes toward participation.


Two hundred technicians and supervisors from seven parts manufacturing plants participated in a field experiment to determine how different methods of setting goals affected their satisfaction and performance. Formal goal setting, participation, and assigned goal setting are superior to "do your best.


Participative and assigned goal setting were both more effective than no-training goal setting in improving performance and satisfaction after nine months. However, this effect disappeared within 12 months.


Found a greater propensity for use of participative managerial methods at higher organizational levels.

A new methodology is presented where an individual's personal attributes, and their degree of expertise are listed, and compared to attributes required for various jobs. This listing can aid personnel in career management—employment, training, performance review, promotions, and counseling.


Four dimensions of managerial performance (perceived managerial competence, activity level, role centrality, and purposefulness) were obtained from an analysis of data supplied by practicing managers.


Describes a field study which investigated demographic and organizational position items; questionnaire included an organizational climate measure and a job attitude instrument. Results showed that climate was more predictable than were job attitudes. In view of work on organizational climate, these results suggest that climate is a set of shared perceptions at some level above that of the individual.


Discusses various aspects about how work affects the productivity and job satisfaction of workers. Emphasis is placed on determining if and how job satisfaction and productivity combined may be promoted by changing control, job enrichment, and compensation. Attention is focused on policy makers and their tactics and the strategies of taking action.


The leadership hierarchies of 3 Mississippi communities with single population centers of around 20,000 in 1970 were compared in terms of 3 dimensions—complexity, coordination, and openness. Leadership groups were compared by age, schooling, occupation, and race. It was found that there was a high correlation between coordination and complexity of participation.

Job and life satisfaction are positively related for both males and females regardless of job level.


Paper examines practices in decision-making in light of the maxim individuals who are affected by decisions should partake in making these decisions.

Koch, James L "Effects of Feedback on Job Attitudes and Work Behavior: A Field Experiment," Oregon University, Eugene, Department of Management, October 1976, 46 p Report No TR-6 Contract N00014-76-C-0164

Examines various aspects of feedback on work behavior and job attitudes of sewing machine operators. Results indicated that increased feedback improved group cohesion and goal commitment of the operators.


Employee in two small businesses participated in experiments involving time-off with pay, feedback, and self-recording. Their performance improved.


To accept change gracefully and achieve maximum job efficiency, an organization's employees' various needs must be met, assert the authors. Through a system of testing personality traits and group awareness training, these needs can be dealt with. The personality tests and their analysis are included.


Reports on a study of 65 supervisory-managerial personnel from two large manufacturing companies. Subjects were given an intrinsic/extrinsic motivation scale and a communication-climate questionnaire. Partially supports hypothesis that those who are intrinsically motivated perceive communication climate as being more ideal than those who are extrinsically motivated.

Lauderdale, Michael L "Review of Management by Objectives," Texas University—Austin Center for Social Work Research, October 1975, 29 p
Discusses Management by Objective (MBO) as a program concerned with the goals of the organization and its specific work objectives rather than with task definition of human needs. Organizational steps that should be initiated at the executive management level are discussed.

Lawler, Edward E. "Improving the Quality of Work Life Reward Systems," Lawler (Edward E.) III, Pinckney, MI, June 1975, 130 p Contract No L-74-78

Examines the relationship between reward systems, the quality of work life, and organizational effectiveness. Discusses characteristics of different reward systems and the advantages and disadvantages of different performance based pay systems in different organizational settings T/C


Suggest improvements over traditional methods of pay administration. Cafeteria-style fringe benefits programs, lump-sum salary increases, skill evaluation pay plans and employee participation in pay decisions, are discussed. Emphasizes that the pay system is an important motivator and helps organizational effectiveness if used in harmony with the total organizational system P/D

"Job Choice and Post Decision Dissonance," Organizational Behavior and Human Performance, Vol 13, No 1, February 1975, pp 133-145

Attitudes toward firm attractiveness determine job choice behavior, and job choice behavior influences post employment attitudes about firm attractiveness in the direction predicted by dissonance theory LS


Author asserts that management by group objectives (MBGO) is superior to MBO. Explains how it works, its differences from MBO and its similarity to Systems 4 management. Higher motivation to reach objectives, more loyalty to co-workers and superiors and better teamwork and coordination are some advantages over MBO P/D

Longest, Beaufort B. "Job Satisfaction for Registered Nurses in the Hospital Setting," Georgia State University—Atlanta Institute of Health Administration, 1974, 7 p

Discusses the role of job satisfaction in relation to productivity of nurses. Ten factors were identified in relation to job satisfaction, based on Herzberg's previous research. Results indicate that the ranking of job satisfaction factors may be beneficial to nursing administrators who deal with the problems of productivity, turnover, and absenteeism FS

Asymmetrical and Symmetrical models were applied to this field study of 70 women in a hospital nursing staff. The asymmetrical was the best predictor. The primary significant correlation was between job level and satisfaction with pay.


Examines the impact of twelve individual differences and organization variables upon six expectancy theory cognitions.


Discusses the inherent motivation of program management positions. Motivation was found to be significant in promoting excellent performance. Nearly all respondents of the survey indicated strong growth needs, but feedback from the job itself did not always aid the manager's perception or his/her performance effectiveness.


Examines the relationship between administrative leadership and schools' success in raising achievement. Analysis of the survey data showed that schools where principals emphasized the importance of selecting basic instructional materials and made more decisions in the instructional area showed achievement gains in the subject area of reading and math.


Discusses how a self-actualizing executive will make an organization more profitable. Outlines how an organization can become actualizing and gives guidelines for human research managers on how to achieve this.


Summarizes research findings concerning the use of biographical data in predicting job performance. Studies and relates biodata that covers a wide range of human characteristics. Discusses difficulties in using biodata in Federal examining. Generalizations cannot be made across.
occupations about predictors of success in several kinds of jobs. Conclusions are that the research, although valuable, is a long-term, high-risk effort T/C


Findings show that when an organization's size, efficiency and profits increase, employees' job satisfaction, and effective interpersonal communication decrease FS


Author advises managers to use a contingency approach in deciding upon what management practice (i.e., Systems 4, job enrichment, transactional analysis, etc.) to use. Proposes that the problem and the total situation be taken into account P/D


Tested and defined a model of role conflict in terms of antecedents and consequences. Antecedents included objective role requirements and the characteristics of the role set. Consequences included job-related tensions and satisfaction, perceived effectiveness and attitudes toward role senders FS


Reviews the basic concepts of the development of Expectancy Theory and Expected Value Models, the areas of decision making, leadership, attitudes and motivation, and social power support. These models also provide insights into the questions of organizational design and communication T/C


Names six common situations which often cause conflict among executives: staff takeover, over-promotion, generation gap, new arrivals, company crises, and personal dislike. The author advises that these conflicts can be avoided through sound administration and communication P/D

Morse, J J "Sense of Competence and Individual Managerial Performance," Psychological Reports, Vol 38, No 3, June 1976, pp 1195-1198
Significant and positive relationships between managers' sense of competence (set of psychological feelings of confidence an individual has about his/her abilities to master the external environment) and three measures of managerial performance are found. FS


Review and relates to each other the major concepts and theories that differentiate and define motivation, satisfaction, and morale. Discusses those theories and instruments most likely to be usefully applied in the context of the Army. A number of practical implications for action are derived from the theories. T/C


Discusses the exercise of power in organizations. Using a sample of elementary school principals, consistent relationships were found between several methods of influence and the principals' needs for power and achievement and their years of supervisory experience. FS


Data collected from 695 employees of a public utility indicates that certain dimensions of organizational communication were related to climate and satisfaction. FS


An on-going feedback system is a useful management tool, the effectiveness of which is constrained by the knowledge, skill, and motivation of users. Describes the implementation of one such system. P/D


Discusses and tests a new conceptualization of Vroom's (1964) expectancy model. This new model predicts that an individual chooses from among levels of performance rather than from among levels of effort to exert. A questionnaire was administered to employees of a bank operation measuring several performance levels and their effect on work outcomes. FS

Humanization in organizations has not been easy to achieve because of the role that power plays. In humanized organizations, members are treated justly, are engaged in meaningful work, encouraged to develop their potential, and are treated as ends rather than as means. The author presents four postulates that relate to power and indicates why humanization has not taken place.


Asserts that organizations which have faded with MBO is a result of their reluctance to shift away from an autocratic power base, failure to make advance commitments, and deficiency in MBO technique. Determines a need for quality training in MBO since it will be greatly needed in the future.

O'Reilly, Charles A. "Personality-Job Fit Implications for Individual Attitudes and Performance," Organizational Behavior and Human Performance, Vol 18, No 1, February 1977, pp 36-46

Two indices of work orientation (expressive and instrumental) interact with job type (challenging or nonchallenging) to affect job performance and attitudes.

The Intentional Distortion of Information in Organizational Communication: A Laboratory and Field Approach, Ph.D. Dissertation, University of California, Berkeley, 1978. DAI, Vol 37, No 9, p 4741 B

A bias exists toward screening certain types of information from upward transmission. Low trust in the receiver of a message leads to more suppression by senders of information that reflects unfavorably on the sender's performance. A measure of information distortion is significantly and inversely associated with job satisfaction and both individual and group performance.


Analysis of five causal models reveals a stable pattern of job attitudes for the period 1945-1976. The data was based on samples of 38,000 manufacturing organizations.


Suggests a three part schema for classifying teachers' attitudes towards problems which normally arise in a school system. Based upon these
concepts, the authors developed and tested a technique for assessing teachers' views as a source of data to guide principals and superintendents in deciding whom to involve in dealing with problems. T/C


Eight conceptual types of climate and satisfaction are summarized via a facet analysis of the concepts of organizational climate and job satisfaction. T/C


Organizational effectiveness was related to an individual's level of influence, decentralized participation, and autonomy. FS


Examines the nature of complex organizations and describes a new conceptual framework for considering organizational effectiveness. Organizations are viewed as open systems with distinct but interdependent subsystems and as political areas consisting of internal and external constituencies that negotiate a complex set of constraints, goals, and referents. T/C


Discusses various aspects of leader behavior, identifying initiating structure, and consideration as two dimensions related to variables of job satisfaction, organizational climate, organizational size, and hierarchical level. FS


Found that intrinsic and extrinsic incentives are not additive in determining organizational attitudes and behaviors. LS

Discusses the generic behaviors involved in technical job task performance. A description of civilian and military efforts in developing behavioral outlines of job performance and performing job task analyses is included.


Focuses upon an application of job motivation/satisfaction theory to the faculty of the United States Air Force Air University. Subjects were measured with the Air University Faculty Motivation Survey. The instrument presented and defined 15 job factors. Scales to measure both an individual's satisfaction with the perceived importance of each factor, and six job enrichment factors, and selected demographic variables were also included.


Discusses the effects of technology on the employee in terms of job satisfaction and alienation. Results indicated that the technological impact on the employee has been one of alienation. Efforts are being made to accept innovativeness in order to establish a more satisfying job.

Retondo, T. "Organizational Identification Issues and Implications." Organizational Behavior and Human Performance, Vol. 13, No. 1, February 1975, pp. 95-109

A negative relationship between organization identification and both creativity and effectiveness was found suggesting that behaviors related to organizational identification may produce dysfunctional as well as functional outcomes.


Discusses the relationship of Comprehensive Employment and Training Act (CETA) management decisions at the sponsor level to local program goal achievement. Reviews the various management decisions and the conditions which promote maximum goal achievement.


In an interview, Dr. Henry Levinson, industrial psychologist, states that the theories of Maslow, Herzberg, and McGregor are too generalized to use in dealing with individuals. Claims that managers need to understand motivation theories. Offers guidelines for effective leadership.
COMMUNICATION FACTORS AND ORGANIZATIONAL GOALS


Pehr G. Gyllenhammar, president of Volvo, explains his people-oriented philosophy of work, how workers should be treated in an organization, the implications for managers, and how to unlock worker potential.


Advise that conflict in schools calls for more effective utilization of personnel and other resources. Administrators should reestablish a strong working relationship with teachers, by teaching classes themselves occasionally to keep in touch with the instructional program, and nurture a community atmosphere in their schools.


Interorganizational variables account for the largest amount of variance in role conflict while introrganizational variables account for the largest amount of variance in role ambiguity.


Author claims that productivity is too often viewed from a technical, scientific viewpoint, while the human factor of productivity is ignored. Productivity and the quality of working life for people can both be improved by accentuating positive behaviors in individuals, which the author outlines; this goal can be attained. Ten concepts to follow in this plan are also detailed.

Rubinstein, Sidney P. "Participative Problem Solving How to Increase Organizational Effectiveness," Personnel, Vol. 54, No 1, January-February 1977, pp 30-39

Participative problem solving is discussed as a method which can increase productivity, deal with unemployment in a countercyclical way, increase motivation and job satisfaction, and respond to pressure to change from EPA and OSHA. Successful illustrations from government and industry are given.


Deals primarily with fundamental aspects of executive plan preparation, thereby attempting to improve the quality of decision-making and communication within and among state government agencies. Discusses the function of the executive planning process in Maryland as that which relates future goals to immediate policy and budgetary issues. Presents a directory of data resources and elaborations on various planning methodologies and procedures.

Discusses the criteria used for evaluating changes as an important element of personnel policy testing and decision making with computer simulation models. Presents two Delphi experiments and a Broadcast experiment that were conducted to solicit the opinions of Navy experts regarding productivity of an average enlisted man in terms of utility to the Navy through the years. FS

Schmitt, Neal, Bryan Coyle and Bruce Saari "Types of Task Information Feedback in Multiple-Cue Probability Learning," Organizational Behavior and Human Performance Vol 15 No 2, 1977, pp 316-328

Subjects' achievement, consistency, and matching were evaluated in a 2 x 4 x 4 design. Results indicate that outcome feedback produces lower consistency but slightly better matching than no outcome feedback. LS


Discusses various aspects of leadership style. Two groups of managers completed a questionnaire concerning their satisfaction with leadership and the perceptions of the leadership styles used by their managers. Study's purpose was to view leadership flexibility as a function of 1) the situation, 2) the nature of the problem, 3) performance evaluations of subordinates, 4) subordinate satisfaction, and 5) LPC scores. FS


Examines and resolves some differences in the various definitions and conceptualizations of leader initiating structure. FS


Leader structure is related to satisfaction in larger work units and consideration is related to satisfaction in smaller units. In low stress jobs, consideration enhances satisfaction and performance but in high stress jobs, structure is helpful. High structure has dysfunctional effects only when accompanied by low consideration. FS

COMMUNICATION FACTORS AND ORGANIZATIONAL GOALS

Found participation to be satisfying to low authoritarian subordinates regardless of the degree of task repetitiveness but satisfying to high authoritarian subordinates only when tasks were low in repetitiveness. Highly repetitive tasks were less conducive to ego involvement than low repetitive tasks.


This research analyzed the task-structure-technology interaction as a predictor of perceived role ambiguity and conflict. The results suggest that research on ambiguity and conflict should consider the influence of structure and technology as well as task.

"Role Perceptions, Satisfaction and Performance Moderated by Organizational Level and Participation in Decision Making," Academy of Management Journal, Vol 20, No 1, 1977, pp 159-165

Multiple linear regression model was used to investigate the relationships. Participation in decision-making was found to have a significant interaction with satisfaction.


Role ambiguity and role conflict are negatively related to employee satisfaction and performance.


Relates four types of communications to outcome variables of worker satisfaction, performance, and involvement. Finds that informative and integrative communications had positive relationships with outcome variables while regulatory and distortive communications were negatively related to the same variables. Indicates that results support a vicious cycle interpretation of the communications-role perceptions-outcome sequence.

Scott, W E. "The Effects of Extrinsic Reward on 'Intrinsic Motivation'." Organizational Behavior and Human Performance, Vol 15, No 1, February 1976, pp 117-129

Reviews studies of intrinsic motivation and finds that there is no acceptable evidence that extrinsic reinforcers inevitably disrupt behavior maintained by other, but perhaps less obvious, reinforcing events. Notes that the meaning of 'intrinsic motivation' remains obscure. A reinforcement analysis is proposed as more fruitful.

Tests the basic premise of Herzberg's theory that motivators and hygiene factors lead to job satisfaction and dissatisfaction, respectively. Three hundred and one responses to a questionnaire from students enrolled in the Air Force Institute of Technology's School of Engineering and Systems Logistics, were analyzed using the Automatic Interaction Detection algorithm and Spearman rank order correlation. Significant relationships were found between several variables that contradicted Herzberg's two-factor theory.


Describes a study on job redesign. In a 2½ day simulation, five groups of individuals worked with identical job designs, then their jobs were redesigned through employee participation or by the supervisor. Results showed that supervisors concentrated on vertically loading the jobs, whereas employees were interested in social aspects of the work. Under employee participation, employee satisfaction improved.


More organizational inducements (pay, job, variety, task complexity) are required to satisfy well-educated employees than are needed to satisfy less-well-educated individuals.


Discusses organizational goals of professionals in a research and development organization, focusing on the impact of motivation in productivity. This project establishes a starting point for additional studies into employee concepts and their relationships to employee motivation and job satisfaction.


Participation in the organization leads to reduced absenteeism. Absenteeism was also affected by interpersonal perception, interpersonal communication, and group cohesiveness as well as by personal correlates (number of dependents, other sources of income, length of service, unionization, and anxiety).
COMMUNICATION FACTORS AND ORGANIZATIONAL GOALS


Safety was found to be the most important need. Important job incentives included opportunity for promotion and training and good working conditions.


Contrasts three leadership styles. Proposes a continuum from authoritarian to participative. Suggests a middle position is optimal (labeled authoritative leadership) for the transition to democratic management.


Presents an overview of research that has been conducted in the working environment. The focus of this report is on work integrating research with attention to how people make decisions.


Data about job satisfaction was kept on the same group of managers for a period of 4 years. The results show the job satisfaction of this group of managers declining. This was true for all tenure groups for all facets of job satisfaction except financial reward.


Money, in itself, is a secondary motive for working efficiently. Other job characteristics are just as important.


Explores the relationships of organizational variables with innovation and productivity of scientists and engineers in R&D laboratories. Rewards for innovation and communication on technical matters with other scientists/engineers within the work group were significantly involved in the relationships found between organizational variables and innovation and productivity. Levels of participation in goal setting and group leader's level of empathy were also consistently related to level of productivity.

Examines the influence of job scope on the relationship between selected personality characteristics of employees and turnover. No direct relationships were found between personality characteristics and turnover for the combined sample of employees on high and low scope jobs. Results found that the correlations between turnover and the needs for achievement and affiliation found among employees on high and low scope jobs were significantly different.

"The Motivational Properties of Tasks," Oregon University, Eugene Graduate School of Management and Business, September 1976, 34 p Report No TR-7 Contract N00014-76-C-0164

Discuss six conceptual models of the motivational properties of tasks in terms of its specificity and scope in explaining motivational procedures related to task design.

"The Role of Achievement Motivation in Job Design," Oregon University, Eugene Department of Management, December 1976, 24 p Report No TR-10 Contract No N00014-76-C-0164

Examines the effects of job scope and need for achievement on management commitment and performance. Results supported the following hypotheses: 1) high scope jobs would be associated with increased organizational commitment irrespective of need for achievement, and 2) high scope jobs would be related to increased performance only for high need achievement subjects and not low need achievement subjects.


Suggests that the reward-structure of the Navy should recognize differences in motivation and therefore in the effectiveness of alternative incentives. Some incentives that are mentioned are pay, training opportunities, and promotion. Pay is a high motivation for job-seekers and those unlikely to reenlist. Occupation-oriented personnel are more motivated by training opportunities, and career-minded personnel are more motivated by training and promotion.


Reviews the theories related to task characteristics. Results showed that both reactions to and perceptions of characteristics were influenced by measured individual differences variables.

Concerns the role that management plays in determining the Quality of Work Life (QWL) through their daily contacts with members of the work force. Manager consideration, facilitation, promotion of cohesive groups, and reward systems are discussed as they relate to QWL. Stresses participation as a way of improving QWL by increasing the employee's control over his job.


Findings indicate that organizational obsolescence, not individual obsolescence, result in low motivation in individuals. Authors identify four career development stages and discuss their application to prevent obsolescence. Recommendations are offered to managers to avoid conflicts.


Job enrichment had a substantial impact on job satisfaction but little effect on productivity. Goal setting had a major impact on productivity and a less substantial impact on satisfaction.

—"Goal Setting and Job Enrichment: An Integrative Approach to Job Design," Air Force Institute of Technology, Wright-Patterson AFB, OH, School of Systems and Logistics, April 1977, 50 p Report No. AFIT-LS-2-77

Reviews the empirical literature relating job enrichment and goal setting. Describes how these two factors aid productivity and job satisfaction. Organizational characteristics are reviewed with a set of hypothesized relationships.


Analyses various aspects on the determination of the effective program manager. Research indicated nine specific areas as sustaining factors in the definition of the effective program manager. Productivity and effectiveness of the program manager is outlined.

Vogt, Molly T. "Conflict Management As An Integral Part of Planning in the University," School of Health Related Professions, University of Pittsburgh, Pittsburgh, PA, 1976, 18 p ERIC ED 127 886

Rapidly changing societal norms and values have affected the organizational structure of educational institutions. Presents a conceptual planning process in the university.

Provides a general perspective of research areas in leadership. Some of these areas are new methods for studying leadership, leader behavior, perceptual differences in leadership style, organizational structure and leadership style, and leadership development and training. T/C


Reviews the variables related to job satisfaction and career intent. Factors associated were found to be personal growth satisfaction, personnel standing satisfaction, job challenge, and future preparation for positions with greater responsibility. FS


Suggests an open-systems approach to MBO—where the external environment is integrated with the organization's activities and plans. Provides six steps to use as a model to implement a comprehensive MBO system. P/D


Discusses how evaluation research can be more effective if policy formation is included in its scope. The areas discussed in this article deal specifically with organizational policy. The relationship between policy formation and evaluation research are examined and a framework for evaluating policy is presented. T/C


Presents a case for a closer look at maintenance factors in Herzberg's two-dimensional theory of job satisfaction and motivation. Points out the managers should devote more attention to lower level security and safety needs rather than emphasizing the higher level "motivators." P/D


Examines the need for decision making information by program management office (PMO) personnel. Defines a management framework which can reduce costs within the program office. Compares an individual's
personality and job requirements to the decision-making process. Implications show that adjusting program office information needs to meet the information needs of individual decision-makers will result in a reduction of program costs. T/C.


Discusses the Nassau County, NY, Multi-Municipal Labor-Management Productivity Project. The objective of this project was to achieve and improve the productivity among the 25,000 workers in Nassau County, by developing procedures advancing productivity and unifying job descriptions. FS


Bureaucratic organizations, in which managers flourish, may be inimical to the growth of leaders. A person may not be able to be both a manager and a leader. P/D


Discusses how productivity can be increased by applying behavioral research findings to ten areas. They are executive attitudes, managerial behavior, supervisory skills, job design, work group norms, compensation, nonmonetary reward systems, communication and feedback, technological interface, and labor-management relations. T/C

(No author; alphabetized by title)


Summarizes the views expressed by participants in a conference on decision-making in educational organizations. Deals with decision-making under conditions of goal ambiguity and suggests directions and priorities for future research. T/C

"Training Program in Gerontology and Voluntarism. Retired Senior Volunteer Program—Foster Grandparent Program," Utah University, Salt Lake City, Rocky Mountain Gerontology Center, 1974, 64 p.

Documents a series of 14 workshops for personnel involved in volunteer programs for elderly persons. A summary of workshop participants' responses to questions concerning the factors motivating participation by the elderly in volunteer programs and techniques for interviewing volunteers is included. Results of tests administered to training session participants are summarized. Papers on motivation and on a 'no-fault' approach to problem solving are included. T/C
SEE ALSO

Interpersonal Variables Adams, Bernardin & Alvare, Bodden & Leonard, Burlem, Caplow, Constantin, Dansereau & Green & Haga, Dipboye, Dolgoft, Dubin & Champeux & Porter, Gillerman, Harris & Scott Herold. & Greeler, Kavanagh, Kennedy, Nesberg & Spurr, Schneider, Shapira, Oldham & Hackman & Pearce, Rosen & Jerdee, Weigand, Zaleznik

Intragroup Variables Baird & Weinberg, Dowling, Hackman, Morley & Silver, Rickards, Schlenker & Miller, Valacher & Seymour & Gunderson

Intergroup Variables Akinbode & Clark, Hurst et al., Moller, Schermerhorn


Research Methodology Alexander et al., Bolyard, Duffy, Felsinger, Fiks et al., Jones & James, Mitchell & Moudgil, Selvidge, "SESA Productivity Measurement System Measuring the Productivity of the State Employment Source Agencies," Stumpff & Chevalier, Young; Zytowski


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SKILL IMPROVEMENT AND TRAINING IN ORGANIZATIONAL COMMUNICATION

BOOKS AND DISSERTATIONS


Indicates that the orientation process of new school board members is inadequate, with the greatest amount of information coming from the school administrators. Board of Education incumbents' input in the orientation process was minimal. FS.


Covers print, video, and computer media. Chapters include media selection, developmental testing, guidelines for visuals, still visuals, moving visuals, audio, printed materials, physical objects, and computers. P/D.


Finds that college students who received four weeks of communication training experienced more openness and more positive self-concept changes than students receiving no training. FS.


Reports significant differences between the perceptions of school superintendents and teachers towards principals who completed in-service training sessions involving planning, monitoring, and feedback processes. FS.


Covers preparation, selection, application, and development of educational materials for training instructors. P/D.

Bateman, Charles F. The Effect of Selected In-Service Activities Upon the Organizational Climate in an Elementary School. Ed.D. Dissertation, University of Virginia, 1976 DAI, Vol 37, No 7, p 4001-A.

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Reports a significant improvement in organizational climate after in-service training designed to change organizational climate was administered to elementary school teachers.


Observes that management training is most needed in the areas of people management skills and top management skills. Little concern was indicated for training in social, legal, or ethical responsibilities.


Concludes that a one-semester consultation program using constructs from transactional analysis, teacher effectiveness training, and values clarification resulted in higher levels of teacher empathy and human interaction skills.


Indicates that participation in a two-day management course improved a subject's behavior in interpersonal communication encounters.


Reports that the "skill of communicating" was considered a significant skill in adult educators.


Finds that a ten-week program of teaching communications skills increased active listening skills and empathy.


Notes that a seven-phase high school curriculum emphasizing the active, responsible learning of role taking skills resulted in the gaining of valuable interpersonal skill by students.

Coleman, Susan D. *A Training Program to Raise Teacher Trainees' Level of Functioning in the Communication of Empathic Understanding*. Ph.D.
SKILL IMPROVEMENT AND TRAINING

Dissertation, University of Illinois-Urbana-Champaign, 1976 DAI, Vol 37, No. 10, p. 6415-A

Discusses the effectiveness of a special training program designed to raise the level of functioning in the communication of empathic understanding, noting that results were significantly superior to the use of written instructions.

Davison, Kathryn M Simulation Versus Case Study Strategy for Developing Pre-Service Teacher Verbal Communication Competency Ph.D. Dissertation, The Ohio State University, 1976 DAI Vol 37, No 11, p 6994-A

States that a simulation strategy was feasible for developing teacher verbal communication abilities. More positive relationships between teachers and students were found in the case study approach.


Applies to the training situation. Discusses the practical implications of communication theories as well as the methods for teaching them. Topics covered include learning processes, teaching methods, interviewing, simulations, and group exercises. Designed for special workers.


Presents a method which the authors claim is the "First up-to-date method for running meetings since Robert's Rules of Order." It is a "how to" guide which could be used in training.

Easley, Ann H Evaluating Modular Methodology for Developing Teacher Communication Competency Dissertation, Auburn University, 1976 DAI Vol 37, No 11, p 6994-A

Concludes that a special training for developing teacher communication did not result in skills being applied to classroom.


Assumes that many group experiences require people to use skills they may not already have. To remedy this, the book includes such topics as self-disclosure, concreteness in communication, expression of feelings, listening, genuineness and respect, confrontation, and changing interpersonal behavior.


Presents a new methodology for improving communication (especially in discussion groups) based on Skinner's and Brunner's ideas. Can be useful in training activities.
Elliott, Teresa G. *An Experimental Study of the Effects of Presenting an Intercultural Communication Unit in the Basic Speech Course* Ph D Dissertation, University of Maryland, 1976 DAI, Vol 37, No 11, p 6837-A

Observes no difference in student attitudes whether taught by lecture, simulation, and videotape. However, all three methods resulted in more changes than in a control group not exposed to the three methods.


Finds that an intensive small group experience (T-Group marathon) produced behavioral changes in the participants. Elementary and junior high school participants, female participants, and participants with less than ten years of experience showed a greater frequency of behavioral changes.

Hargreaves, J. *Good Communications: What Every Manager Needs to Know* New York Wiley and Sons, 1977

Examines the structure of communication and its flow vertically and horizontally. Answers the questions, "Why bother to communicate?" Gives some checkpoints for success, and deals briefly with some of the techniques geared to practicing managers.


Discusses both the basic elements of writing and the complex forms of business writing. Topics covered include letters, memorandums, proposals, progress reports, and investigative reports.

Hemphill, Norma J. *Evaluating the Effectiveness of Communications Training for Special Education Support Personnel* Ph D Dissertation, University of Kansas, 1976 DAI, Vol 38, No 2, p 728-A

Concludes that participants in a one-semester graduate course in communications significantly improved various specific skills, such as paraphrasing and evaluator responses.


Determines that an Effectiveness Communications program, modeled after a similar program developed by Gordon and lasting twelve weeks, had no significant effect on the level of teachers' self-concepts.

Hubbord, Nettie L. *An Investigation of Incident Case and In-Depth Case Method of Instruction in Selected Business Communications Classes* Ed D Dissertation, Arizona State University, 1976 DAI, Vol 37, No 10, p 6602-A
SKILL IMPROVEMENT AND TRAINING

Studies two methods of construction in business communications classes, and finds no significant differences between the Incident Case Method and the In-Depth Case Method when measured on an objective test. However, when measured on a subjective instrument, the Incident Case Method was preferred by students. LS


This is the sixth volume in a series of annual guides aimed for practitioners and trainers. Includes a series of group exercises as well as a series of questionnaires, all designed for human relations training. Also contains bibliographies on nonverbal communication and small group training, reviews of recent literature on assertiveness training and organizational development, and brief discussions of conceptual and substantive issues. P/D

Kirkpatrick, Donald L. How to Plan and Conduct Business Meetings. Chicago, IL: Dartnell, 1977

Covers such topics as leadership, questions, controlling meetings, meeting evaluations, and sales meetings. Includes self-report forms and handouts. Primarily for training. P/D.


Concludes that leaders who had the benefit of a group discussion and who received human relations training made significantly more accurate decisions than leaders who acted alone and had received no training. LS.


Reports no significant differences between the "problem" high school student exposed to communication skills training and other students in a control group. Stresses the need for longitudinal studies to determine the long-range effects of this type of training. FS.


Emphasizes the pragmatic aspects of writing advertisements. Offers specific guidelines for the preparation of copies. Aimed for practitioners. P/D.

Determines that a self-instruction program in facilitation and communication skills offered an effective method of training teachers in interpersonal skills.


Reports that the amount of statistical change in the organizational climate was not great enough to indicate that certain specialized training of administrators was of practical value.


Provides materials for simulating the communication activities of a large corporation. Provides students with opportunities to deal with such problems as information overload, lack of information, inaccurate data, performance evaluation, authority delegation, etc. The accompanying instructor's guide is necessary for establishing the procedures and guidelines for the simulation.

Melton, Nancy J. Perceptions of Identified Barriers to School Board Communication in Florida and Implications for Training. Ph D Dissertation, The Florida State University, 1976 DAI, Vol 37, No 12, p 7449-A

Determines that an informal training program, consisting of reading and self-help, was most valuable method for reducing barriers to communication into, through, and out of school systems.


Discusses procedures for facilitating the exchange of information in conferences and workshops. Topics discussed include conference activities, planning, and management. Primarily written for practitioners and trainers.


Concludes that instructional programs to improve communications within a government agency were effective, as judged by communication criteria derived from a statement of educational objectives of U S Dependents Schools, European Area.

SKILL IMPROVEMENT AND TRAINING

Presents a collection of twenty-three group exercises designed for utilization in human relations training. Some of the specific goals of these activities include leadership development, self-awareness, problem solving, and interpersonal awareness. Each activity specifies the amount of time required, materials needed, and its goals. P/D


Reports that the use of two communications skills training models, Ivey's Microcounseling Paradigm and Carkhuff's Systematic Human Relations Training Model, produced significant differences when compared with groups not exposed to the models. LS


Finds that school superintendents perceive themselves most proficient in planning skills, and most deficient in area of evaluation skills and decision-making skills. FS


Determines that short-term facilitative communications training improved the communications skills of upward bound students. LS


Concludes that a fifteen hour training program in creative problem solving improved creative thinking ability, fluency, flexibility, and originality. Topics in the Training Program included principles of fact-finding, problem definition, deferred judgment, brainstorming, evaluation, and acceptance of ideas. LS


Covers such topics as instructional design, planning, curriculum development, and program analysis. Emphasis is on occupational training. P/D


Aims to help individuals learn the "art" of delegating and to assist those who teach delegation in company training programs. Offers exercises at the end of each chapter to help understand material. P/D

Discusses methods for recruiting, training, and developing volunteer workers who need to develop decision-making and communication skills—and methods for training those who will supervise volunteers P/D

Terry, Mollie B An Experimental Study to Determine the Effects of Training in Listening Skills on Achievement in, and Attitudes Toward, A College Business Communication Course Ph.D. Dissertation, Georgia State University—School of Education, 1976 DAI, Vol. 37, No. 11/., p 6914-A

Reports that training in listening skills did not affect learning retention or make a difference in student attitudes toward a business communications course LS

Wilson, Lee S Locus of Control as a Factor Affecting the Generation of Ideas in Real and Nominal Brainstorming Groups Ed. D. Dissertation, University of Virginia, 1976 DAI, Vol. 37, No. 7, p 4057-A

Finds no difference between the efforts of “nominal” brainstorming groups (combined efforts of individual brainstorming independently) and the efforts of “real” brainstorming groups (efforts of individuals functioning in a group setting) when the measure was the number of unique ideas generated. However, nominal groups were superior in the production of nonoverlapping ideas LS

ARTICLES, PAPERS, AND U.S. GOVERNMENT PUBLICATIONS


Discusses various forms of transactional analysis that can be used to improve trainer-trainee communication. Aspects of interaction process, training techniques, and interpersonal competence are examined P/D


Argyns describes a method by which underlying assumptions, norms, and objectives can be openly questioned and challenged. This method decreases game-playing and ineffective communication which often serve to hide the organization’s problems and lead to rigidity and deterioration P/D


Attempts to establish a dialogue between Naval Technical Information Presentation Program personnel (NTIPP) and Naval Education and
SKILL IMPROVEMENT AND TRAINING

Training Command personnel regarding the design of technical manuals to better support training programs. P/D.


Presents a conceptual framework for studying the stages of development of race relations, equal opportunity, education, and training programs. Discusses the processes of personnel decisions made by supervisors and how they reflect EEO statistics. T/C


Reviews the Manpower Development Service of Utah State University, which designed workshop activities later adapted to the situations and needs of attending local government officials. P/D


Compares the effectiveness of Transactional Analysis used in personnel training to conventional training, determining if Transactional Analysis training resulted in greater awareness of basic human needs. Results are included. FS


Describes an experiment utilizing administrators and supervisory personnel of a hospital who participated in a workshop in "Creative Management" theory. Participants received eight hours of training in creative thinking and problem-solving, leadership, group dynamics, and motivation. Comparisons of pre- and post-test ratings revealed gains in both the Leadership and the Creative areas. FS


Describes one of your Phase I programs, namely A-6E TRAM Instructional Systems Development (ISD) Program which was established to evaluate the application of a Systems Approach to Training (SAT) in Naval Aircraft Programs. This report discusses the Task Analysis, the selection of instructional media, and the role of the Subject Matter Expert (SME). P/D.

Discusses a training program created by the National Minority Purchasing Council to help minority business people understand and use sophisticated sales training methods to sell their products to large industries P/D


Discusses research determining the effectiveness of videotape recorded (VTR) role playing as a teaching technique conducted on nurses attending continuing education classes in verbal and nonverbal therapeutic communication skills VTR appears to be an effective technique FS


Describes a Method of Designing Instructional Alternatives (MODIA) It is a system developed to help Air Training Command (ATC) plan technical courses This report describes MODIA's rationale, structure, support requirements, and discusses the results of ATC's evaluation of its effectiveness as an aid to course planning P/D


Presents an overview of supervisory management for the new supervisor who wants an initial overview, and for the experienced supervisor, who wants to develop additional insights P/D


Examines the impact of sensitivity training on participants' self-actualization in the United Kingdom, Turkey, and Japan The results suggest that as the economic and social conditions change and create a cultural environment more favorable to self-actualizing tendencies, individuals will respond more positively to educational innovations such as experiential learning groups TJC

Cooper, C L and D Bowles “Structured Exercise-Based Groups and the Psychological Conditions of Learning,” Interpersonal Development, Vol 5, No 4, 1974-75, pp 203-212

Managers in structured exercise-based groups were found to have more negative changes on a variety of personality dimensions and to have a higher number of peer rated casualties than managers in unstructured experiential learning groups after training LS

Experts from the American Arbitration Association conduct training programs in arbitration and negotiating advocacy to instruct potential negotiators in effective bargaining. A variety of films and pamphlets are used. P/D.


Teaching clients effective communication skills has become an important function of the counseling psychologist. This study examines language patterns of trainees in a communication skill program. Factor analysis suggests effective communication may be defined in terms of appropriately referred emotional expressiveness. Implications of their study for training are discussed. FS.


Illustrates with verbal examples and photographs the importance of territoriality in business situations. Includes consideration of angle of approach, personality, race, and sex. Emphasizes importance to managers. T/C.


Reviews the present and future utilization of paraprofessional manpower. Notes necessity for systematic training of such workers in their human service roles. The impact of a training program designed by Danish and Hauer for basic helping skills is evaluated. In particular, verbal responses used by human service workers are investigated. FS.


Offers three strategies for evaluating training programs for paraprofessional human service workers. The first concerns the assessment of the differential usefulness of selection versus training of helpers. The second focuses on factors producing effective training. The final strategy entails an evaluation of the impact of systematically trained helpers on helpes. T/C.

A systematic Human Relations Training Workshop is offered to members of the Association of Teacher Education to help them become more facilitative in their communications with students and peers. P/D.


Summarizes principles of effective business writing, with examples. Includes word choice, avoidance of rigid form, conciseness, and specificity. P/D

Fair, Ernest W "Make it Clear," Supervisión, Vol 39, No 4, April 1977, p 24

Suggests 21 techniques for use in making instructions to employees "clear and sharp." Emphasis is placed on the sender, not the receiver, in the communication act. P/D


Outlines an instructional paradigm and discusses four instructional strategies: 1) case studies, 2) role playing, 3) field research, and 4) internships. T/C

Farnelli, Jean L "Fine Tuning Employee Communications," Public Relations Journal, Vol 33, No 1, January 1977, pp 22-23

Recommends steps required to develop a communication plan or system for a business. Suggests questions which must have answers to allow a system to produce results. Reports several techniques presently used in established companies. P/D


Examines the applicability of an Expectancy/Decision model to assertiveness in a nonclinical population. Results suggest that participants, irrespective of their scores on standard measures of assertiveness and anxiety, consider the consequences of being assertive when making a decision about how to behave. Results imply that training programs should focus on changing participants' perceptions of the risks involved in being assertive. T/C


Discusses several techniques for problem solving by managers. This technique describes a step-by-step procedure for identifying the problem, a guide for the manager to use in solving the problem, and several role playing exercises for training. P/D

Formulates guidelines for student role-playing; includes a case study to utilize role-playing techniques. P/D.


Action learning, explains the author, is a method where participants "learn by doing"—through finding a solution to a real company problem. The history and scope of action learning is detailed plus payoffs, comments from participants, and how to organize one's own program. P/D.


Discusses various aspects of the most effective method of communication—oral, written, or nonverbal, with the elderly patient. A training module is presented. P/D.


The author suggests that training produces a placebo effect—trainee's will improve simply because they are expected to, not because the training was actually effective. Examines the implications of this prospect. P/D.


Describes intercultural communication training programs author consultant held for U.S. business firms. Includes needs-attitudes survey made of trainees moving from one cultural area to another, especially those coming to the U.S.A. and later returning to other lands. FS.


Lists and explains procedures for using interviews to discover what employees really think. Warns against rash, unplanned activities to obtain upward communication for its own splash effect. Shows need for sincere involvement of top managers and first-line supervisors in a careful program. P/D.


Provides some of the major concepts and research findings emphasized in the study of communication and conflict resolution. Intended for
teachers concerned with effective handling of conflict situations, it offers avenues to enhance conflict resolution skills. P/D

Kachur, Donald S and Mary Ann Boyd "Can Education Learn a Lesson From Employee Training in Business and Industry?" Kappa Delta Pi Record, Vol 12, No 1, October 1975, pp 21-22

The problems of in-service teacher education have caused some to turn to the private sector where successful training is taking place. The authors propose a careful look at what profit-making organizations are doing. P/D


Discusses various methods for systematizing staff training and employment in a volunteer-based information and referral service. Describes a three-phase staff development program in which staff levels reflect the service's client load. Presents a training model for paid and volunteer workers. P/D


In an experiment using college students, a combination of anxiety management training and problem solving training resulted in significantly greater gains than either method alone with respect to vocational exploratory behavior, awareness of career plans and problem solving behavior. LS


Describes phases in the management training program development process, including needs assessment, program objectives, recommendations, implementation, requirements, resources, formative and summative evaluation, and feedback. P/D


Discusses a training program for individuals from local and state enforcement agencies to conduct Police Management Workshops as outlined in the National Highway Traffic Safety Administration curriculum package. P/D

SKILL IMPROVEMENT AND TRAINING

Describes a survey concerned with the attitudes of local business leaders toward the importance of communication skills in business and discusses the education and business background of the survey respondents. FS.


Presents a step-by-step system for planning and carrying out an effective communication campaign. Although the booklet emphasizes the planning processes, it also provides many specific practical tips on solving problems, identifying objectives, developing systematic strategy, budget planning, and evaluating a communication campaign. P/D


The Army has instituted a performance-based instructional program that employs criterion-referenced testing for evaluation. Training is organized on the basis of six principles: Active Skill Practice, Absolute Criterion, Functional Context, Individualization, Feedback, and Quality Control. P/D

Sayers, P H "A Course for Managerial Development," Training Officer, Vol 11, No 12, December 1975, pp 298-302

Discusses attitude training, management development, training objectives, and course content. P/D.


Examines how management by objectives and transactional analysis are tools which are compatible and complementary. Through integration, productivity and profits can increase. P/D


Article focuses on six areas that the leader needs for building his leadership skills. P/D


Aids high school and college instructors in the preparation of informational and employment interviewing courses. Provides information on communication principles, suggested exercises on employment interviewing, and resume writing. P/D

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A learning development consultant model is presented as a prototype for counselor training in the future. T/C.


The effects of instructions, modeling, and rehearsal in training students in empathic communication. Analysis of responses indicates improvement in empathic communication occurs for all training groups. Specific instruction appears to be a critical factor in facilitating written performance. Modeling seems to be effective for the interview task. T/C.


Functioning of health systems agencies is considered in relation to the training of planning personnel for local and state units. Competencies that health planning personnel need to function effectively as planners and educators are noted, including technical presentation, managerial orientation, and humanistic orientation. T/C.


Provides a summary of perception research and suggestions for practical application to improve student-teacher communication ability. The basic principles of perception included are continuity, proximity, perceptual constancy, and figure-ground relationship. Applicable in training environments. T/C.


Cites a study designed to quantify the nature and extent of in-house communications training and presents data collected from individuals who conduct such training. T/C.


Describes the training plan that HRA, working with the Urban Institute, developed over the past year. The plan includes seven training modules, four of which were pilot tested, planning evaluation, designing evaluation,
data collection and analysis techniques, and evaluation techniques for managers. P/D.


Recommends that a manager plan conversations with subordinates as carefully as any other department operation to keep people ready for promotion. A personnel director from Scotland, the author offers several examples of how to do it. P/D.


Presents a model intended to assist correctional counselors and others in facilitating communication among prison guards of a different race from inmates, and, further, to illustrate how to train guards in the fundamentals of developing a helpful relationship with inmates. T/C.


Suggests I) how to insure getting heard with a proposal considering the great difference in communication styles (intuitive, thinker, feeler, and sensor), and II) how to use an influencing model, rather than an adversary model, to win the commitment of others to work with change. P/D.

(No author; alphabetized by title)

"Developing Your Own—Transactional Analysis Training Program," Training Officer, Vol 12, No 1, January 1976, pp. 6, 8.

Discusses a four-phase program recently completed by the New York Telephone Company to improve its customer relations, through the development of a transactional analysis training program for its employees. P/D.


Documents the development of a staff orientation and training program to enhance the service integration efforts of the Arizona Department of Economic Security. Outlines the development of training objectives and of a four-phase orientation program to meet immediate needs. The training concepts were consistent with the department's policy on decentralization and were compatible with a commitment to management by objectives. P/D.

Outlines guidelines for the implementation, evaluation, and organization of educational programs for nursing personnel in health care agencies. The concepts presented are applicable to all agencies regardless of the size, location, and nature of the patient population.

"Integration of Services is a Process, Not a Product," San Jose State University, CA Joint Center for Human Services Development, Vol. 77, No. 15, 160 p SHR-0001 74/ES

Establishes five objectives of the Training for the Integration of Services project which allows individuals to improve the processes by which they manage, plan, and integrate programs. Probabilities for the integration of individual, task, group, and organizational services are presented in the findings.

"National Project on Education for Management, Volume II," available Pennsylvania University, Philadelphia, May 1975, 188 p Grant SRS-47 90040

Outlines suggested courses to be undertaken by schools of social work and business in a study sponsored by the National Project on Education for Management of Social Welfare. Provides a proposed syllabus for a course on the management of conflict and change. Outlines educational objectives for management influence and leadership. Describes a general influence model which indicates that people will respond to an influencer/manager/change agent only when it will result in need satisfaction.

"Needs Assessment Training Package for the Utah State Department of Social Services (The Designated Title XX Agency)," available Research Group, Inc., Atlanta, GA, November 1975, 73 p

Presents training guidelines and materials for use in a two-day needs assessment training session for participants of the Utah State Department of Social Services needs assessment efforts. The manual presents a definition of needs assessment, including structured and unstructured surveys and interviews.


Reviews recommendations for federal training support levels in behavioral and biomedical fields.

"Teaching the Boss to Write," Business Week, No. 2455, October 25, 1976, p. 56, 58.

Points out that written reports in business are usually overlong and poorly done. Courses to teach executives to write are increasing in number. The complaint heard most often deals with the lack of purpose and conclusions in the reports.
SKILL IMPROVEMENT AND TRAINING

SEE ALSO

Interpersonal Variables: Allen, Bell, "Developing Your Own Transactional Analysis Training Program," Entine, Rosenfeld & Civikly
Intragroup Variables: Purinton, Schindler-Rainman & Lippitt & Cole, Whitmore
Intergroup Variables: "Communicating During Negotiations/Strikes," Georges, "Employee Relations Who Holds the Trump Card?", Hundley, Mauser, Maloney & Ekstrom & Lansdale
Communication Factors and Organizational Goals: Elsasser, Filson, Hall & Baker, Hansen et al., Ivancevich, Joslin, Odiorne, Shelby, "Training Program in Gerontology & Voluntarism," Zenger
Media Software & Hardware: Berkman, Braga, Bretz, Burns, Carlisle, Cathcart, Fears, Fisher, Max, Post & Price & Difeley, Schramm, Wells, Winfrey
Research Methodology: Ettlie, "Occupational Employment in Manufacturing Industries," Yelland
Texts, Anthologies, Reviews, and General Bibliographies: Brennan, Bowman & Branchaw, Finch & H R Jones & Litterer, Harris & Karp, J E Jones & Pfeiffer, Pickett & Laster, Vogel & Brooks
COMMUNICATION MEDIA IN ORGANIZATIONS: SOFTWARE AND HARDWARE

BOOKS AND DISSERTATIONS


Observe no significant differences in managerial effectiveness of community colleges using management by objectives. FS.


Indicates a relationship between the recognition of value hierarchies of target populations and the success of the social program, and the need for communications designed to combat negative feelings towards proposed social programs. FS.


Examines two systems of analyst and user interaction in designing information systems, concluding that a high degree of analyst-user interaction is superior to the traditional approach wherein the analyst is more detached from the user. Teams using the first approach were found to have a higher level of conceptual agreement and a higher level of learning by both analyst and user. FS.


Indicates that school superintendents, daily newspaper editors, and television news directors viewed finance-related news items as the most important items in school-media relations. Television news directors viewed school news items as less important than did school superintendents or newspaper editors. FS.


An extensive (688 pages) coverage of the subject designed for college students. Topics discussed include: media planning, media research, marketing research findings, and creativity. P/D.

Reports positive attitudes by administrators towards management-by-objectives, although some negative reactions were generated by time pressures, paperwork, and difficulty in setting objectives. FS


Notes that insurance companies using a computerized information retrieval system lowered their average cost-per-claim significantly after the advent of the retrieval system. FS


Indicates that a majority of Negro college libraries favored membership in an automated communication network system, although such a system would require staff and organizational changes. FS


Reports that telephone interviewing and face-to-face interviewing produced similar data, but the face-to-face method derived added information and a more positive response by the interviewees. FS


Analyzes failure of management information system in a large college. Finds failure attributable to assumptions that system would not alter human power structure, and that "obvious benefits" would engender support. Additional fault was found with the unattainable expectations promised by the system's proponents. FS


Discerns that perceived organizational support for management information systems is most important correlate with perceived success in the system. Little difference was found between groups involving project teams and groups relying on less structured teams. FS

Finds that the external environment plays an important role in management information system design, and the effective application of such design.


Reports that administrators in a suburban school district view the management by objectives program as not having met its original objectives and interfering with their regular work routine. The program's failure is ascribed to a lack of organizational objectives, coordination, in-service preparation, and communications.


Stresses the need for prior training of personnel involved in the development and implementation of management information systems.


Finds that EXIR (Executive Information Retrieval) is an inadequate method of storing and retrieving student records. Disadvantages include the need for numerous individual data-banks and the lack of clarity of some responses.


Indicates a strong relationship between sophistication level and performance level of computer systems. Constructs a matrix involving the interaction of systems technology and performance, and appraises the current level of information systems evolution.


Reports need for state boards of education to develop policy manuals, stressing the necessity for preliminary meetings and continuous policy drafting.

Notes that school superintendents and principals disagreed as to certain practices and plans of management-by-objectives while agreeing with the program’s principles. Indicates that full implementation of the program cannot occur until such differences are reconciled.


Looks at people at work and the general problems and solutions of organizing computer systems development work. Describes methods for carrying out people oriented tasks, and discusses methods to improve communications within a project team and with the project leader.


Discusses the role of media professionals in business and industry, noting their need for a comprehensive background in communications.


Concludes that computer assisted management information systems in public higher education are not being utilized to maximum potential. Institutions reported various problems in the operation of a “complete” system, including general financial constraints, hardware acquisition investments and personal policy conflicts.


Emphasizes communication skills. Includes introductory chapters on communication concepts. The letter writing chapters include format, organization, revision, tone, and persuasiveness. Also includes chapters on report writing and oral communication.


Gives methods and procedures for system planning, installation, maintenance, and operation. Shows procedures for improved long-term planning. Explains processes for producing effective plans. Projects possible problems so that they may be avoided.

Focuses on management. Presents an introduction to the area and illustrates many charts, tables, and diagrams to help the individual at the beginning level. P/D.


Includes chapters on listening and oral communication, but emphasizes written communication. Its chapters on writing skills include grammar, effectiveness, mechanics, and revisions. It also includes chapters on letter writing and report writing. P/D.


Reports that a computer-based management information system designed to collect, store, organize, and retrieve data is an effective tool in community colleges. FS.


Reports that an electronic feedback system, called Anonymous Audience Response System (AARS) was an aid in all phases of the decision-making process. The system was found to be more valuable in the final phases than in the initial phases of decision-making. FS.


Provides a series of guidelines for effective advertising. In addition to marketing, the authors discuss media selection, media production, media planning, campaigns, and advertising testing. P/D.


Surveys federal involvement in management by-objectives programs and is critical of the lack of success of such programs and the lack of commitment by various federal agencies to the programs, suggesting that extension of management by-objectives in the federal government appears unlikely. FS.

Scaggs, Edward W. *A Study of the Effects of Management by Objectives on the Self Concept of Headstart Directors and Their Administrative*
Staff in the State of Missouri. Ph.D. Dissertation, Kansas State University, 1976 DAI, Vol. 37, No. 9, p. 5511-A

Finds that the use of management-by-objectives had a significant effect on the self-concept of government agency directors.


Covers both theoretical aspects of instruction and pragmatics of implementing instructional strategies. Topics include economics of instruction, instruction evaluation, nonformal education, and multimedia comparisons. Designed for practitioners in the area of educational media. P/D.


Concludes that university top-management failed to assume responsibility for planning, guidance, and development of the management information system.


Finds no difference between perceptions of business educators and business communicators with regard to error acceptability in written business communication. Business educators, however, were less inclined to allow errors to be mailed.


Examines various forms of database inquiry (basic, extended alphanumeric reformating, extended graphical reformating) and concludes that the extended forms are not associated with improved performance. Little differences were observed among the three treatments in terms of attitudes toward man-machine systems.


Proposes a methodology for linking three conventional methods of building information processing systems (Information System Design and Optimization System, the Relational Model, and Data Base Management Systems) to accomplish a complete system development. Indicates that such a linkage would diminish difficulties as to cost, documentation, updating, and coordination.
Springer, Kenneth W. Judgments of Selected Public School Administrators Regarding Expected Benefits Resulting from Management by Objectives Programs. Ed D. Dissertation, Ball State University, 1976. DAI, Vol 37, No 10, p 6203-A

Reports that implementation of a management-by-objectives program in Pennsylvania school districts did not insure the solution of administrative problems. Central office administrators were more supportive than lower-level administrators.


Notes that the use of management information systems (MIS) in a federal agency showed the interdependence of three groups: the administrative/functional group, the manager/client/user group, and the technical designer group.


Finds that the larger the school district, the greater the use of electronic data processing in Texas school districts. Administrative applications of electronic data processing greatly outnumbered instructional applications.


Shows what causes grievances in the work places, how to avoid them, and how to settle them peacefully when they arise. Views grievances as rooted in human nature as it interacts with "company climate." P/D


Emphasis is on media evaluation and use. Includes topics such as copywriting, layout, organizational structure, and campaigns. P/D.

Determines that a management-by-objectives accountability model of guidance services needs further research to assess its reliability and validity, and stresses the need for communication during the evaluation phase of the program. FS


Evaluates budgetary control of management information systems, emphasizing need for close linkage between corporate and system development. FS.


Reports that management information systems in universities were used for many purposes, including instructor evaluation and program evaluation. Such evaluations, however, were not generally conducted at regular intervals. FS


Primarily discusses writing for business organizations. Includes chapters on letters, memos, style, sentences, paragraphs, job applications, report writing, and oral communication. Also includes recommended letter forms, common abbreviations, and glossary, as well as a grammar, spelling, and punctuation guide. P/D.


Includes discussions of report preparation, correspondence, table presentations, laboratory reports, abbreviations, interviews, and verbal reports. P/D.


Reports that computer use in the personnel function was directly related to company size. Corporate divisions reported a greater use of computerized information systems than did independent corporations. FS'

Indicates that financial statement footnotes are generally difficult to comprehend by the average investor, and recommends that footnotes consist of short sentences with understandable vocabulary geared to the audience.

ARTICLES, PAPERS, AND U.S. GOVERNMENT PUBLICATIONS


Determines if a relationship exists between the order of information in a specific persuasive request letter situation and the effectiveness of the message.


Demonstrates how managers can use computers to help them make decisions, support their decisions, and help communicate them. Explains and gives examples of the seven types of computer support systems.


A handbook designed to inform school boards of the need for effective communication and to offer suggestions for establishing constructive contact with public and school personnel.


Presents reasons why television has never been an integral part of instruction, and why it will not be in the future.


Discusses how video and television technology has advanced and is being used in the schools as an example of educational innovation.


Discusses some basic research questions for learning and television, including media and interaction objectives.


Describes briefly the association of Godmark Communications Corporation (GCC) and the Association of Community College for Excellence.

Discusses decision support systems (DSS), a new way to use computers to aid managers in retrieving, manipulating, and displaying information needed for decisions. Describes what components a DSS needs, the technical requirements, how managers can use them, and DSS's future. P/D.


Describes the kinds of jobs available in the industrial television field and discusses internship as an effective means for preparing students for a career in industrial television. Advocates that teachers assist interested students in adequate course preparation to meet the required needs of industrial television. P/D.


Reviews the potential benefits of implementing a central computerized Management Information System (MIS). Development of such a system is discussed. T/C.


Points out how an organization loses credibility and alienates consumers, decision makers, and present and future employees when its communications (advertising, speeches, literature, in-house publications, letters) are discriminatory. Explains how changes can be made. P/D.


Studies the effects of a model-reinforced videotape in increasing vocational information-seeking behavior in an outreach, self-instruction-oriented career information resource center for college students. Results showed increased type and frequency of information-seeking behavior for students viewing the model videotape. FS.

Examines personnel functions in terms of computerization: Additional factors were examined that promoted, hindered, or had little effect upon computer applications. FS


Evaluates the effectiveness of four multi-media presentations designed to support the Navy Career Counseling Program, and obtains additional data relative to the importance, adequacy, and flow of information relevant to objectives of the Navy Career Counseling Program.


Cites numerous examples of how nonprofit organizations, both governmental and private, misuse, underuse, or fail to use information and control systems. Consequently, they make uninformed decisions and are unable to evaluate performances, motivate employees, and protect themselves against fraud. Offers solutions and guidelines to prevent this.


Calls for business managers to find a comprehensive management communication index to help keep abreast of the field. It presents still another way to structure written communication.


The expenses of a dial access information retrieval system (DAIRS) are weighed against its benefits. Problems of usage and efficacy for the student are outlined. A fully automated system is proposed, and its cost-saving features are pointed out.


Identifies one task of the corporate procedure writers as that of forcing change in an organization. The writer must interact with employees throughout the organization, doing much more than merely write.


 Warns managers that the majority of the $70 billion expended annually on written messages alone gets wasted because readers miss the point. "Profile" the intended receiver and proofread the finished message are main recommendations.

Presents the two-year experience of a statewide, telephone-accessed information and referral system called Tie-line that operated from a centralized location. Tie-line was perceived as an input system, but not as an output system. Results indicate that citizens from all over the state used Tie-line for access to a wide variety of services, with significant use by low income residents, but underutilization by the elderly. Includes recommendations for use of system.


Discusses a method for selecting formats and media to use in presenting maintenance information. This method is recommended for program management personnel/equipment component engineers at the early stages of system development when TM decisions are made.


Describes the operational components and special features of the Wyoming MSSIS, supplying information on the hardware and software used, the role of data output, coordination and transfer activities, and staffing and training characteristics.


Discusses the cost effectiveness and feasibility of a microfiche-based audio/visual system. The study compares sound/microfiche programs to sound/slide programs. The use of sound/microfiche was preferred and recommended for further development.


Describes how a video message display system similar to that used at airports to announce flight arrival and departure times replaced distracting public address announcements.


Describes sources of informal peer influence among clients at an inpatient rehabilitation center. Findings show that the informal leaders...
among the clients had a positive influence that facilitated the rehabilitation process. Informal leaders, in some respects, functioned as "lay therapists," among their peers in reinforcing the therapeutic process.


Reviews the various aspects of the Job Search Information System which was designed to increase job entry of Employment Service applicants. Results showed that more individuals found jobs through the direct participation of ES placements than through any other method.


Explains a computerized system that presents facts about a company's manpower. It reveals where people of various skills are, what they are doing, for how long, and where they will be needed in the future. TOSS's organization, application, capabilities, and efficiency are detailed.


Deals with internal organizational communication, concentrating on the bulletin board as a valuable means of information dissemination.


Presents guidelines for a system definition phase of human service system development, focusing on the production of a feasibility study report. The guide is intended for those who wish to install comprehensive and integral human service systems that are responsive to the community.

Discusses the need for system definition and outlines a model of the development phase of a human services system.

(No author, alphabetized by title)

"Audiovisual Media Career Ladder, AFSCs 231x0, 231xOA, 231xOB, and 23192," Lackland AFB, TX, Air Force Occupational Measurement Center, March 1977, 66 p

Discusses various aspects of the Audiovisual Media career ladder. It describes the administration and development of the instrument and includes summaries of tasks performed by airmen. Further study is recommended.
"Human Services Information System (HSIS) Project of Lancaster County: A Summary Statement Volume XXIII," Human Services Information System Project of Lancaster County, PA, August 1974, 44 p

Describes the five steps involved in the HSIS project. Expectations were that results could be used in the implementation of more efficient and effective arrangements for service-agency operations. Summarizes key findings and recommendations of the HSIS project and describes the planning structure proposed to oversee future planning and implementation efforts.


Provides an overview of the Social Services Information System (SSIS) of the Colorado Department of Social Services with an emphasis on the management and use of the system by local jurisdictions. Outlines management activities which contribute to a successful implementation of the system at the local level, including feedback to caseworkers concerning the system.


Analyzes components of social service information and referral (I/R) systems, from the State agency on aging to the local I/R center, in an effort to assess the quality of the organizational structure of I/R services in terms of measurable benefits to the elderly. Four recommendations are proposed to the Administration on Aging.

"TV that Competes with the Office Grapevine," Business Week, No. 2474, March 14, 1977, pp. 49, 51, 54

Describes Ashland Oil Company's "CCTV newscasts" shown throughout eight facilities in order to send "factual accounts" of business activities to all employees. Top managers see advantages in dispelling mistaken rumors with this downward communication channel.

SEE ALSO

Intergroup Variables: Goble & Holiday; Roman & Mass; Ulanoff
Communication Factors and Organizational Goals: Schmid & Hovey
Skill Improvement and Training: Anderson, Bartel, Carpenter, D S & Herget; Carpenter, K F & Kroth; DeGise, Duffy & Miller & Staley; Hart & Reinking; McIntosh, McVeigh, Prentice, Silvern; "Teaching the Boss to Write: Wildberger & Hendeschat
System Analysis: Kilgore, McLaughlin, Ramsgard
Texts, Anthologies, Reviews, and General Bibliographies: Bolch, et al.; Hatch, Phillips
COMMUNICATION SYSTEM ANALYSIS IN ORGANIZATIONS

BOOKS AND DISSERTATIONS


Discusses behavioral and technical aspects of control. Also discusses political realities of control and decision systems. Emphasizes behavioral and social environments in which control may be applied, technical aspects of control systems and the political basis for control systems. Combines text, case histories, and readings. T/C.


Notes that the "per pupil expenditure" status of a school district was not significantly related to information received by chief school officers relating to curriculum programs, costs, student achievement, and media use. FS.


Determines that barriers to communication flows exist between subsystems in a rural industrial plant, indicating that such barriers represent disruptions to production. FS.


States that state legislators have greater difficulty in obtaining substantive information than procedural information. Major sources of substantive information were from outside the legislature. Verbal communication between peers was the principal method of the internal communication system. FS.


Adopts a cultural anthropological approach to the study of organizations. Concentrates on the human relations aspects of small organizations. Topics discussed include roles, systems theory, and relationships. T/C.

Brandt, Frederick A. A Comparative Analysis of Management and Organizational Processes in Product and Service Organizations. DBA
Dissertation, Arizona State University, 1976 DAI, Vol 37, No 7, p 4463-A

Reports that although product and service organizations have similar management and organizational systems, service managers were nearly unanimously dissatisfied with current practices, while product managers were much less dissatisfied. Variables included leadership, motivation, communication, decision-making, goal setting, and control. FS


Provides a case study of the worker-director plan in the British Steel Corporation. Argues that worker participation in corporate management is not likely to result in significant social change. It is noted that workers and managers perceive the plan's purposes differently. PJD


Presents ideas on social network theory, examining corporate interconnections through interlocking directorates, stability of structures, and case studies representing these. T/C

Coburn, Dennis L. The Relationship Between Organizational Climate and the Degree of Incongruence Between the Formal and Informal Communication Nets, Authority Structures, and Goals in High Schools. Ph D Dissertation, The University of Texas- Austin, 1976 DAI, Vol 37, No 5, p 2734-A

Finds that incongruence in the organizational dimension of formal and informal communication nets accounted for a significant portion of the variance in organizational climate. FS


Presents techniques of system dynamics. Examines the mechanisms in a company which can produce appropriate behavior when faced with change. Examines specific techniques for modeling change, as well as the analysis of modeling results. Explores the redesign of corporate policy. T/C


As an organization increases in bureaucracy it moves from an open climate to a closed climate. Size is related to bureaucracy although it fails to affect the relationship between climate and bureaucracy. FS

Determines that the success of organizational change depended on the presence of a skilled change agent who was either an outsider or had previous experience outside the system. The use of middle-level supervisors was important in the maintenance of communications links between administrators and teachers.


Finds that lack of propinquity and lack of perceived ability to participate in decision and control processes negatively affected departmental communication. Communications tended to flow along the formal hierarchical structure. Job satisfaction correlated positively with horizontal and vertical communication satisfaction.


Examines the function of communication consultant and finds that this relatively new position is characterized by a lack of specific training. A need was indicated for supervised, practical organizational experience combined with classroom discussion.


Reports no significant relationship between accurate input into management information systems (MIS) and the level of bureaucratization in the work setting.


Reports that the focusing upon the formalized information flows to a computerized database is an effective method of describing work flow activity. This methodology, called Activity Analysis, was found to be practical, useful, and potentially relevant to information systems theory.


Discusses ways of decentralizing decision making in organizations. Emphasis is given to the process of diffusing such changes and their effect on worker satisfaction.

Finds that the development of an organizational communications system, called Statewide Technical Assistance Network in Special Education (STANSE), was a viable and worthwhile organizational innovation.


Argues that organizations should adopt control systems based on internal interaction. A system for doing this, MAPS—multivariate analysis, participation, and structure, is elaborated. The MAPS system is based on theories of humanistic psychology, statistics, and modeling.

Klein, Leo. A Social Scientist in Industry Gower Press, 1976

Details experience in attempting to implement systematic programs of social scientific research in a large oil corporation, ESSO. Provides insight into the problems and possibilities of the role of "in-house" social scientist.


Determines that participation and feedback during planning are highly specialized and limited purpose activities. Potential negative effects exist for each, and extreme care and extensive effort are needed to achieve positive results.

Kusterer, Kenneth C. Knowledge on the Job Workers' Know-How and Everyday Survival in the Workplace Ph D Dissertation, Washington University, 1976 DAI, Vol 36, No 4, p 2445-A

Finds that the solution of work problems requires the establishment of communal networks throughout the work organization. Although these networks are found to be effective means by which workers are able to reduce their own alienation, they are fragile and can be easily disrupted by management decisions affecting the division of labor.


Analyzes the organizational problem-solving process model, suggests that innovation occurs over stages, depending upon the capacity of local entrepreneurs to recognize the barriers that inhibit technology.
Lipshitz, Raanan. *The Effectiveness of Third Party Process Interventions Into Simulated Organizations as a Function of the Consultant's Prestige and Style of Intervention* Ph.D. Dissertation, Purdue University, 1976. DAI, Vol 37, No 8, p 4201-B.

Intervention is more likely to succeed in those areas on which the intervention is focused. Teams using process analysis, with or without consultation, improved more in work process and cohesiveness than controls. Third party facilitation is ineffective. Prestige of consultant has no effect.


Finds that Common Cause, a voluntary organization recruited through the use of mass media, attracts two types of members, the minimally committed and the potential activist. Suggests that the types of communication used (impersonal—mass mailings, news coverage, or advertisements, and personal—knowledge of present members) caused this diversity of membership.

Mazzaroppi, Loretta L. *A Study to Develop Generally Accepted Standards for Use in Conducting Organizational Communication Audits Within Industrial Organizations* Ph D Dissertation, The Louisiana State University and Agricultural and Mechanical College, 1976 DAI, Vol 37, No 6, p 3754.

Finds that majority of firms surveyed did not conduct formal internal communications audits, some feeling that the audit would be valueless, and others lacking knowledge required to conduct audits.


Gives methods and procedures for system planning, installation, maintenance, and operation. Shows procedures for improved long-term planning. Explains processes for producing effective plans. Projects possible problems so that they may be avoided.


Collects information about consumer behavior from different disciplines, then formulates and presents a general theory of innovative behavior applicable to diverse market situations. Demonstrates how the theory can be applied, indicating which management techniques are relevant to new product management.


Discusses the failure of organization development and change projects. Includes cases and essays covering a range of organization development.
activities by private and public sector organizations. Explores the conditions which breed failure in organization development, the failings of change efforts, and ways to foster learning from failures. T/C.


Uses simulation and linear programming to study beef marketing and finds that ineffective communications regarding prices and production hindered moves to a more efficient marketing system. LS


Reports a three year study of worker politics in a large English chemical industry. Mainly a descriptive analysis of why there was no worker militancy in the observed organizations, e.g., work stoppages, strikes, overtime opposition. FS.


Evaluates through the use of faculty written communications, the attitudes of the writers towards an affirmative action program. The author concludes that faculty administrators' dispositions tend to cluster in specific dimensions. FS.


Analyzes the interaction of socio-technical system, job redesign, and survey feedback in university department, noting that a combined socio-technical system-survey feedback intervention worked equally as well as a job redesign-survey feedback intervention in the areas of employee attitudes and job perceptions. Productivity increased only in the socio-technical system-survey feedback intervention. FS.


This survey of 82 firms focuses on organizational size, structure, and technology. Concludes that structure is a function of size as opposed to technology. FS.


Examines systems specialists and data operations, offers a program for identifying problems, and develops a plan for achieving an information.
structure Supplies training programs for systems analysts and management P/D

Roeber, Joe *Social Change at Work* The ICI Weekly Staff Agreement New York Halsted Press 1975

A descriptive study of a large scale innovation in a major British chemical corporation Emphasizes immense efforts and costs involved with such an undertaking FS

Sanders, Janet S *Utilization of Lines of Communication Within the Administration of the University of Kansas* Described by ECCO Analysis Ph D Dissertation, University of Kansas, 1976 DAI, Vol 37, No 8, p. 4705-A

Reports that higher level administrators tend to know more information, know more accurate information, and relay more information than lower level administrators. Discovers several communication networks within the university FS


Emphasizes economic aspects of business operations Topics include information needs, decision making, and information feedback P/D


Finds that President's use of the information system available to him shapes his role and his relationships with the members of the system FS

Tate, Sean A *Conflict and Communication Slipage in an Educational Exchange System* Ph D Dissertation, University of Pittsburgh, 1976 DAI, Vol 38, No 1, p 64-A

Reports inadequate communication between faculty and administrative personnel in a university foreign exchange student program FS


Develops a three-step information collecting procedure for government agencies 1) ascertaining the decision areas of concern, 2) selecting the appropriate information to be used, and 3) collecting and analyzing the information to determine baselines FS

Wigand, Rolf T *Communication and Interorganizational Relationships Among Complex Organizations in Social Service Settings* Ph D Dissertation, Michigan State University, 1976 DAI, Vol 37, No 9, p 5413-A
Finds that a preliminary path-analytic model of interorganizational relationships did not achieve satisfactory results. However, an expanded model incorporating variables as communication and goal attainment was statistically significant. FS


Finds that a subordinate's trust in immediate superior had impact on perceived accuracy of communication, directionality of communications, and overall satisfaction with communications. A desire for promotion and perceived supervisory influence had little impact on these aspects of communications. FS

**ARTICLES, PAPERS, AND U.S. GOVERNMENT PUBLICATIONS**


The creation, elaboration, and functions of boundary spanning roles are examined, with attention to environmental and technological sources of variation. T/C


Emphasizes how research has become a vital part of the business it serves, explaining that research departments must now improve lateral communication within the organization it serves. Includes importance of informal communication channels. P/D


Data was collected by interviews and questionnaires from 44 local administrative bureaucracies in Belgian cities. Structural features such as size and shape seem to have little effect upon the frequency of department head communication, but they do appear to predict subordinate communication. FS


Key communicators—community members who come in contact with many people and who are informal information sources—can be used by the schools as sources of feedback from the community and as information disseminators. T/C

Presents a model for evaluating an educational organization. Model is concerned with determining the needs of the community and judging the results of the organization in terms of those needs. Looks at the organization in terms of its ability to generate new solutions and to keep that process going. T/C.


Stresses the importance of correct diagnosis through data gathering, feedback, and joint diagnosis as opposed to guesswork. A case study is used to illustrate the importance of proper diagnosis. P/D.


Describes a survey instrument that gives individualized feedback to participating managers about the system of inputs-superior-subordinate relations and outputs which they and their subordinates perceive as operating in their workgroup situation. Some evidence indicates the survey is effective in producing change. Manipulative bosses are downgraded, while consultative superiors are favored. FS.


Defines "student development" as emphasizing processes whereby instructors and student affairs persons collaborate to facilitate cognitive-affective development. Discusses the application of principles and practices of Organizational Development. T/C.


Discusses the history, characteristics and consequences of organizational development (OD). Observable effects of OD have generally been temporary and insubstantial from a cost-benefits standpoint. OD is viewed as a fad marked by three characteristics: superficiality, commercialism, and incorrect assumptions about the role of the consultant. T/C.


Describes changes within organizational development during the past 12 years. Makes a series of recommendations about future needs. P/D.

ORGANIZATIONAL COMMUNICATION ABSTRACTS 1977

Describes an experimental organizational change program which was designed to pull together the concepts and strategies of research as intervention, providing the framework for a total research program likely to reduce barriers to change. P/D


Describes the techniques and strategies to be used in organizational development, focusing on a manager's effort to utilize human resources so that participants are motivated to work toward organizational objectives as a way of achieving their own goals. P/D


Presents a case for merging OD as a personnel department's function. Defines OD and discusses some common misconceptions about it. Details potential problems, weighs advantages and disadvantages, and offers strategies for an effective merger. P/D


Describes three values (relationalism, pragmatism, and existentialism) which underlie OD. T/C


A case history of how Litton Microwave Cooking Division adapted to rapid growth through task team organization. The structure, responsibilities, leadership, and steps in team building plus its problems are detailed. P/D.


Suggests that two words "communication" and "process" be viewed together as the goal-oriented combination of variables designed to produce a single communicative event. In an organizational setting, the assessment of this process, seen as a behavioral system, lends itself to the use of a systems approach. T/C


Presents a multi-system theory of communication behavior to explain communication behavior of individuals and organization-related...
-systems and subsystems. Also attempts to extend the theory to communities, families, and social systems. T/C.


Volvo has encouraged employees to organize their work in teams in an attempt to overcome dissatisfaction, absenteeism, antagonism, and job-hopping. FS. CS.


Presents the Interacting Spheres Model to clarify the decision-making ramifications of professional employees working in bureaucratic organizations. The model suggests the presence of two interacting spheres of influence, with some decisions formally delegated to administrators and others informally assumed by teachers. FS.


Suggests that three necessary components are prerequisite to educational change. They are dynamic leadership, a philosophical base, and a positive environment. The purpose of this paper is to discuss these components and indicate why and how they can be made available in a given elementary school situation. P/D.


Presents an experimental study of the effects of different channel communication methods (face-to-face, telephone, and written) on four levels of management. Results indicate that the channel used lead to significant differences in subjects' satisfaction with the channel, their satisfaction with the upward communication, and their perceptions of how openly they communicated. FS.


Describes the District Management Team, designed to reorganize the existing school system in such a manner that it becomes more responsive to the needs of the entire district, including the community it serves and to all personnel within its organization. P/D.

Meeting of the International Communication Association, Portland, OR, April 1976, 20 p ERIC ED 123 690

Outlines a framework designed to provide concepts beneficial to managers who wish to identify problems, conduct evaluations, and design solutions. The paper reviews and analyzes research literature, concentrating on economics of information, examines strategies for organizational adjustment, and proposes areas deserving the attention of researchers and managers T/C


Six guidelines which industry and business follow are presented to help teachers adopt new techniques in their programs. These include areas of administrative principles, equipment, and staff utilization P/D

Krivonos, Paul D "A Brief Background of the ICA (International Communication Association) Audit," 1975, 17 p ERIC ED 120 834

Notes that the ICA audit establishes an integrated communication audit system and a multi-method approach to the auditing of organizational communication. Attempts to examine the strengths and weaknesses of the audit system to provide indices of the ICA audit with a better understanding of the nature of their communication and to provide maps of the- operational communication network P/D

"Distortion of Subordinate to Superior Communication in Organizational Settings," 1976, 18 p ERIC ED 122 318

Concerned with message biasing of upward communication in organizational hierarchies. Analyzes this distortion in actual messages from subordinates to superiors in simulated situations to determine the effects of favorable and unfavorable situations on message content FS


Reviews a theory of the design of organizations and jobs. The job analytic system includes the evaluation of the performance of workers, the structure of the job, and the relation of the job with the organization T/C


Focuses on general systems theory. Discusses the emergence and evolution of general systems theory, and relates some of the important features of general systems theory and of modern organizational theory to organizational communication theory T/C
Leonard, LaVerne. “Better Communications Unsnarl Production Tie-Ups,” 

Relates experiences of OD change agents in the Pullman and Harper buffing businesses. Describes the confrontation meetings. Encourages managers to try OD studies (Yale research agents) FS


A contingency theory is introduced as an overall framework that integrates the diverse process, quantitative and behavioral approaches to management, incorporates the environment, and bridges the gap between theory and practice T/C


Relates a manager's first-hand experience running a medium-size engineering organization. Includes some of the associated problems with solutions FS


Reviews experiences of a management consultant with firms which include Japan's Matsushita, Britain's Supreme Life Assurance, and the USA's Levi Strauss P/D


Discusses the Rand Corporation Change Agent, a study which suggests institutional and process factors (local materials development, on-line planning, and staff training). These factors and their implications are discussed P/D


Several models are used to explain how a communications network among marketing channel members might work. They are used to pinpoint the advantages of marketing coordination T/C


Argues that systematic empirical assessment of organizational development interventions is important and benefits both organizations and researchers. Discusses suggested criteria for effective assessment of OD interventions P/D

Author identifies the various ways in which time influences OD's success or failure. Does the organization and the consultant have enough time? Is the organization ready and the political climate right? These questions and others are discussed. P/D


Social accounting currently involves developing information about the organization's economic and social consequences. Case studies are used to describe two basic scanning approaches. T/C


A vice-president of one of Xerox's personnel departments describes the objectives, procedures, problems, and successes of their human resource planning system. Copies of forms, grids, and criteria used are included. P/D


Discusses the various aspects of the research conducted by the Office of Naval Research. Using the concept of communication as a unifying variable across individuals, the overall purpose of the research program was to assess organizations as social psychological systems. Presents some possible applications of the results. T/C


Presents a case that most breakdowns in communications result from a bid for power by organizational members, not the result of poor communication training. Organizational power may be accrued by withholding information, sabotaging communications, refusing to communicate bad news to superiors, and avoiding confrontations by not communicating at all. P/D


Data from 76 hospital administrators were examined in terms of the Path model, and it was found that information sharing is positively related to hospital size. FS
Schuelke, L David "The Processes and Effects of an Internal Technology Discovery Program Upon Management, Minnesota University, St Paul," paper presented at the International Meeting of the Forest Products Research Society, Toronto, Canada, July 1976, 10 p ERIC ED 130 344

Summarizes a field study concerned with the effects of a technology-monitoring program on communication activities, behaviors, and attitudes of employees. Twenty company managers who participated reported more frequent communications, concerning innovation, with supervisors, co-workers, people in different units within the company, and individuals not employed in the company.

Schwartz, D F and E Jacobson "Organizational Communication Network Analysis. The Liaison Communication Role," Organizational Behavior and Human Performance, Vol 18, No 1, February 1977, pp 158-174

Evidence is presented supporting the validity of employing a sociometric procedure for identifying liaison persons as individuals who perform linking functions among primary groups in a complex organization.

Shapero, Albert "The Effective Use of Scientific and Technical Information in Industrial and Non-Profit Settings: Explorations Through Experimental Interventions in On-Going R&D Activities Progress Report No 2," Texas University—Austin, College of Business Administration, 1976, 54 p ERIC ED 121 269

Focuses on mapping the information-communication behavior of the engineering division of the Southwest Research Institute. Data include questionnaires, library records, travel records, telephone records, and contractual information. Findings show the need for better description and differentiation of different kinds of high-value information-communication behavior.


Develops a set of operational hypotheses concerning the potential impact of computer-based tactical decision aids on task force command organization structure. A descriptive and prescriptive contingency model of organization structure is developed to project organization structures that maximize decision aids exploitation. The model is applied to task force decision environments and effective organization structures are derived.

Describes the communication network efficiency and network efficiency stability of four urban high schools. Data was collected by using a sociometric questionnaire and a computer-developed communication matrix. Analysis of the data indicates that neither communication network efficiency nor network stability was significantly related to school size.


Four types of change agents are identified: (Outside Pressure Type, Analysis for the Top Type, Organizational Development Type and People Change Technology type).


Based on a 2-year-old faculty development program at an urban university, a model is derived that describes faculty development as an evolving process beginning with low mutual knowledge and trust and an "expert" consulting role, developing into greater mutual knowledge and trust, and a more "collaborative" consulting role.


Discusses ways to share, understand, and contribute to proper courses in colleges and to practice new ideas in the public schools. Decision making, as a result, will have to adjust to a more collaborative mode. Describes a decision making process which has been utilized in the Fredonia-Hamburg Teacher Education Center for the past three years.

Wigand, Rolf T. "Communication and Interorganizational Relationships Among Complex Organizations in Social Service Settings." 1976, 81 ERIC ED 122 313.

Explores communication and information flow in relation to organizational concepts. Ninety-one representatives of social service agencies at each hierarchical level were interviewed. Four communication networks were generated from the responses allowing for the construction of communication maps on the following topic areas: client referrals, direct service delivery, planning/innovation, and interpersonal relations. Consolidation and application of technology and use of checks on communication flow is recommended.


Presents a summary of the communication audit studies (1970-1977) at the Helsinki Research Institute for Business Economics in Helsinki, Finland. Provides a definition of organizational communication, reviews methodological problems in applying a 75 question instrument.
measuring communication climate; and derives the following conclusions from audits of 22 organizations involving 5,578 persons in a total population of 30,000: 1) Organizational communication is situational, 2) Dissatisfaction with organizational communication increases with organizational distance between the source of information and the receiver, and 3) Direction of communication flow has an effect on organizational communication satisfaction with receivers being less satisfied than senders of information.

(No author; alphabetized by title)


Provides some significant management observations on the content, flow, timeliness, and usefulness of management information as it is generated and communicated throughout the Bureau of Indian Affairs.

"Information Transfer with the Ohio College Library Center Program as a Model Paper No. 4," *Michigan Library Consortium*, Detroit, May 1975, 11 p. ERIC ED 111 378

Discusses the possibility of the Michigan Library Consortium networking with the Ohio College Library Center as a data base. Recognizes the need for developing an international scale, for improving technology, and for creating administrative and communication structures to provide interface between network components.


Discusses a study conducted to determine whether there existed a lack of coordination in utilization of health care facilities for nursing schools, deficient articulation between various nursing programs, and a shortage of nursing personnel in the organization. Analyzes the county programs' effectiveness.


Presents a manual for the use of management by objectives to human service programs. Basic concepts of management by objectives are formulated for each department, division, and employee within an organization. Goals, service objectives, constraints, strategies are discussed.

"Social Planning and Decision Making in Washoe County, Nevada, Volume 1," Community Services Agency of Washoe County, Reno, NV, December 1974, 73 p
Describes a research project, proposing a decision-making mode to increase the information available in allocating resources and setting priorities. The decisionmaker's model is a four step process: Needs assessment, policy conference, priority setting, and resource allocation. Implementation of this model is recommended.

SEE ALSO

Intragroup Variables: Taylor
Intergroup Variables: "Assessing and Improving Communications about School Programs & Services: A Handbook for the Professional Staff"
Research Methodology: Langdale, Sussman & Krivonos
Texts, Anthologies, Reviews, and General Bibliographies: Bard & Zacker, Evan & Hamish, Farace & Monge, Galbraith, Hawley & Rogers, Hopper, James & Jones, Jaques, Lusato, Melcher, Pugh & Hining, Zaltman
Aghamiimohamadali, Alinaghi S A Study of the Relationships of Achievement Tendency of Secondary School Principals and Teachers with the Principals’ Leadership Behavior as Rated by Their Superiors and Subordinates Ed D Dissertation, University of Houston, 1976 DAI, Vol 38, No. 1, p 33-A

Questions the sensitivity of the Profile of Organizational Characteristics (Likert) to discriminate between different operational styles of management in education. Indicates that the Likert Profile was developed for industry and business, and a new instrument should be developed for education. FS


Reports that the Survey of Organizations Questionnaire, originally designed for industrial organizations, is applicable in an educational setting FS.


Studies principals’ and students’ perceptions of teacher openness and concludes that of the four instruments used, Kerlinger’s Education Scale VII is the most accurate predictor of teacher openness when correlated with children’s ratings, and when used to predict the composite of principals’ and children’s ratings. FS.


Concludes that the three measures studied (Organizational Practices Questionnaire—House and Rizzo; Organizational Climate Questionnaire—Campbell and Pritchard; and Job Description Index—Smith, Kendall and Hulen) are sufficiently different in structure and content to refute the argument that climate and satisfaction are redundant. T/C

Tests the relationships among the Carkhuff Communication Index Scale, the Dogmatism Scale, and a behavioral assessment of a counseling simulation, finding that the three measures do not correlate with each other regardless of the level of significance LS

Fields, Joseph C The Identification of a Humanistic Administrative Style Ed D Dissertation, Michigan State University, 1976 DAI, Vol 37, No. 12, p 7433
Determines that an instrument designed to identify the characteristics of a humanistic administrative style did not yield sufficient data to draw conclusions about leadership style FS

Flanders, James N A Model for Organizational Behavior and Decision Making in Higher Education A Methodological Study Ed D Dissertation, University of South Dakota, 1976 DAI, Vol 37, No 10, p 6298-A
Constructs an instrument to measure organizational behavior and decision making in a university, concluding that the use of daily logs was an effective technique FS

Green, Charles H The Organizational Climate Description Questionnaire A Review and Synthesis of Research Conducted in Elementary Schools, 1963-1972 Ed D Dissertation, University of Georgia, 1976 DAI, Vol 37, No 12, p 7437
Surveys research employing the Organizational Climate Description Questionnaire in studies of elementary schools, concluding that little attention has been given to the reliability and validity of the instrument T/C

Hatfield, John D The Development of a Category System for Analyzing Superior-Subordinate Communication Behavior Ph D Dissertation, Purdue University, 1976 DAI, Vol 38, No 2, p 546-A
Constructs two interaction category sets (Superior-Subordinate Interaction Analysis System—Form A and Form B) designed to record and analyze the oral message content of superior-subordinate communications. Form A is appropriate only for analyzing transcripts of interactions and Form B is appropriate only for analyzing live interactions or tape recordings FS

Concludes that the Interpersonal Skills Interaction Analysis instrument was a valid and reliable method of measuring interpersonal communication skills in small group settings LS

Develops a new instrument, the Principal Leadership Behavior Monitoring Questionnaire, as an effective device for determining the potential for curriculum innovation. FS


Compiles 26 papers primarily concerned with the application of the Delphi technique. The technique is a system for group problem solving which minimizes the problems with communication. Includes articles on the computerization of this method. T/C


Concludes that the Performance Evaluation of the Educational Leader (PEEL) Instrument is a valid and reliable indication of administrative competence. Further testing was recommended for some of the specific subscales. FS


Tests the applicability of Bales' Interaction Process Analysis to health-care organizations, concluding that it significantly aids the study of communication behavior. FS


Reports that the Delphi Technique provides opportunity for subordinate input into decision-making. Recommendations for the more effective use of the technique are examined. FS


Summarizes research using the Organizational Climate Description Questionnaire, reporting that the instrument is both reliable and valid. Although a majority of the studies examined were not replicable due to inadequate information provided by researchers, more than fifty percent of the studies were found to have significant results. T/C.

Investigates three organizational climate instruments (Likert's Profile of Organizational Characteristics, Litwin, Stringer, and Meyer's Organizational Climate Survey, and Halpin and Croft's Organization Climate Description Questionnaire), and finds considerable commonalities among them T/C.

Neal, Michael M. The Development and Validation of a Structured Interview to Identify Potentially Effective Teachers Ph D Dissertation, Georgia State University—School of Education, 1976 DAI, Vol. 37, No 10, p 6191-A

Tests comparability of the Purdue Teacher Observation Rating Scale and a structured interview process (CSII-4). Finds that the structured interview may be used in identification of more effective teachers. FS

Niehoff, Marilee S A Study of Comparative Strategies for Goal Attainment at a Midwest University Ph D Dissertation, Illinois State University, 1976 DAI, Vol 37, No 10, p 6191-A

Uses modified Delphi Technique, and shows that statements on goal attainment strategies on which there was strong agreement on the first of three consensus rounds tended to produce final consensus of the four groups (faculty, students, administrators, and recent alumni), faculty members had the lowest rate of consensus. FS

Rahim, M Afzalur Managing Conflict Through Effective Organization Design Technology Ph D Dissertation, University of Pittsburgh, 1976 DAI, Vol 37, No 7, p 4477-A

Reports that organizational designs using MAPS (Multivariate Analysis, Participation, and Structure) to achieve congruent peoples clusters generated less intragroup and intergroup conflict. The output of the MAPS design was significantly greater than the output of designs containing incongruent peoples clusters. LS

Robinson, William L Lines of Communication Within the University of Kansas Described by the System-Semantics Methodology Ph D Dissertation, University of Kansas, 1976 DAI, Vol 38, No 2, p 548-A

Demonstrates utility of the Systems Semantics Profile, a semantic differential instrument, in a study of organizational communication. FS

Rollins, Kenneth M Relative Importance of Three Channels of Face-to-Face Communication in the Inference of Attitude by Educational Administrators Ph D Dissertation, Georgia State University—School of Education, 1976 DAI, Vol 37, No 7, p 4044-A

Concludes that the Mehrabian formula, which assigns various weights to communications content, vocal expressions, and facial expressions, is functional for educational administrators. LS

Rooney, John F The Relationship Between the Measure of Organizational Climate and the Pennsylvania Educational Quality Assessment Inventory
RESEARCH METHODOLOGY


Reports that there are significant correlations between some aspects of teacher perception of organizational climate as measured by the Organizational Climate Description Questionnaire and the condition variables of the Pennsylvania Educational Quality Assessment Inventory in thirty-two elementary schools FS.


Develops an assessment model designed to identify the strengths and weaknesses of ongoing management-by-objectives programs. The instrument was found to be applicable to any organization. FS.


Finds that MAPS (Multivariate Analyses, Participation, and Structure) Design Technology, the system of clustering congruent people in groups, could be altered so that operational (routine) work is differentiated from strategic (planning) work. FS.


Concludes that the measurement instruments designed by Lawrence and Lorsch to test the relationship of an industrial organization to its environment, were appropriate for higher education. FS.


Develops an educational planning model designed to use educational decision information. The model was found to be generalizable to various school settings. FS.


Develops a cost model and an effectiveness model to assist in the analysis of instructional technology. Provides cost categories (research and development costs, investment costs, and annual operating costs) and effectiveness criteria (student achievement, student attitude, system availability, downtime, system capability, and system simplicity). T/C.
Veal, Benjamin L. *A Study of the Relationship Among Teacher Philosophy, Teacher Behavior, and Organizational Climate in Developing Open Educational Practices*. Ed D Dissertation, Rutgers University, The State University of New Jersey, 1976 DAI, Vol 37, No 6, p 3545-A

Concludes that the abbreviated scores for openness on the Organizational Climate Description Questionnaire, as suggested by Croft, differs significantly from the total scores. There is inconclusive evidence to support a stronger relationship between organizational climate and teachers' philosophy.


Explains multicollinearity and focuses on errors in interpreting various coefficients and tests. Presents guidelines for selecting or excluding variables for regression, for interpreting multiple linear regression, and for extrapolation for purposes of prediction. Includes the advantages of the regression approach over analysis of variance.

Wilson, Sherwood A. *A Description of the Intercultural Communication Workshop Using Content Analysis*. Ph D Dissertation, University of Minnesota, 1975 DAI, Vol 37, No 6, p 3434-A

Finds that CONTENT (a computerized form of communications content analysis) was a reliable form of interaction analysis in an intercultural communication workshop setting.

ARTICLES, PAPERS, AND U S GOVERNMENT REPORTS


Indicates that different measures of intrinsic and extrinsic orientation are neither operationally nor conceptually equivalent. Low relationships were found to exist among different measures of preference for job structural attributes. Individual preferences for job attributes were found to be significantly and differentially related to individual job-related abilities, interests, and value orientations.


Describes validation of an Air Force vocational interest inventory in the enlisted force. The Vocational Interest-Career Examination (VOICE) was administered to 18,000 recruits during basic training.
they were surveyed to determine job satisfaction. The Armed Services Vocational Aptitude Battery (ASVAB) served as control measures. Multiple regression analyses were used to characterize relationships between entry-level interests and eventual job satisfaction. Results of analyses indicated that VOICE provided reliable and significant prediction of job satisfaction for both males and females.


Compares various measurements for job satisfaction including the measure of satisfaction with various aspects of the job and the measure of overall satisfaction. Using Hoppock's measurement of satisfaction and Smith, Hulin, Kendall's Job Descriptive Index, analysis of the data showed that Hoppock's measure includes several aspects studied by the JDI with the exception of pay levels and satisfaction.


Develops a test of the ability to decode affect in others through the use of videotaped sequences of facial expressions and gestures.


Defines management auditing and the resulting benefits, explaining why a management audit should be applied to project management in the Navy, and how a management audit could be conducted.


Compared to fields such as social psychology, education, and communication the field of applied psychology is relatively strong in terms of average statistical power.


Discusses ways to conduct research on educational institutions and their development and adaptation to the environment. The three major sections of the report focus on a different method of organizing and structuring research on the adaptiveness of educational systems.

Analyzes duty modules as applied to the 30 entry-level specialty fields of the Officer Personnel Management System (OPMS) to determine job performance dimensions. Defines eight performance dimensions which are incorporated in the Job Proficiency Appraisal Form (JPAF). Allows ratings to be made by the immediate supervisor, another supervisor familiar with the ratee's work and one or more of the ratee's associates.


A factor analytic analysis of the Index of Organizational Reactions confirm the satisfaction scales in a study involving more than 1000 employees of Sears. The comparisons with the JDI and MSQ make this an important study of job satisfaction.


Discusses the effects of management practices on productivity of employment service offices by examining employee responses to a 100-item questionnaire—the Management Audit Survey (MAS). The MAS scores with the most significant validities in predicting ES performance criteria were operational efficiency, performance feedback, work satisfaction, morale, and satisfaction with pay.


Critical incident techniques were found to have low convergent validity even when attempts are made to remove selective retention bias.


Examines the problem of how to measure and enhance productivity on U.S. Navy Ships. Results showed that the level of productivity was related to four factors: adequacy of supplies, extent of team work, adequacy of planning, and adequacy of tools. A shipboard productivity improvement program was recommended.


Discusses the use of the Public Assistance Worker Job Trial which was developed as a personnel selection tool for the position of Income Maintenance Worker Trainee within the Pennsylvania Department of Public Welfare. Methodology used to validate the Job Trial is included.
RESEARCH METHODOLOGY


Examines the concept of response bias of survey data which render survey findings suspect. It was hypothesized that approaching respondents humanistically and promising feedback in the form of results would reduce response bias. Support for the hypothesis was not achieved.


Discusses the development of the ICA measurement system for analysis of communication in organizations. Includes pilot testing, comparisons between organizations, and development of auditing procedures.


A factor analysis of 58 Likert items yielded five factors grouped into positive and negative categories.

Hopp, Michael A, "The Development of Rating Scales to Measure Behaviors Associated with Worker Alienation and Their Perceived Causes," Minnesota University, St Paul, MN, December 1976, 319 p Contact DL-91-27-74-08

Describes the construction and trial of two sets of behaviorally-oriented rating scales to measure worker attitudes. The first scale measures the amount of alienation in individual worker behaviors, while the second scale measures the perceived amount of alienation. A conceptual discussion of the work alienation concept is included.


Two formal groups within one organization responded to 16 one-item climate measures in the "in-now," "should-be," and "would-like" frames of reference. Results were favorable for the group climate construct.


A 25-item self-report measure (PORGI) was found to have excellent reliability, constructive, and predictive validity. The measure was found to be a significant predictor of our dimensions of job satisfaction. Employees' satisfaction with their own work was best predicted by individual innovativeness.

Reviews the basic theories related to the use of aggregating psychological climate scores to describe organizational climate. Results showed that aggregating psychological climate scores to describe organizational climate was useful for homogeneous subunits.


Empirical methodologies have not expressed the complexity of effectiveness which is multi-dimensional. A more accurate methodology is presented.


Describes the development and validation of a measure which distinguishes adapters from innovators.


A measure of bureaucratic-to-human relations organizational design was created. Analysis of responses to the measure indicated that neither bureaucratic nor human relations design strategies are universally appropriate across all organizational settings.


Reviews the contributions of several psychological researchers whose work represents four major approaches to organizational research, focusing primarily on the organizational theories of Bion, Miller and Rice, and Levinson.


Examines the techniques to be used in designing empirical studies comparing innovation processes in private and public sector organizations.


Describes a 10 item instrument for the measurement of Maslow's need hierarchy. A factor analysis found five corresponding to security, social, esteem, autonomy, and self fulfillment categories.

The PWE scales provide measures of 11 empirically-desired dimensions of the perceived work environment. It was developed from data collected from 1,200 employees in 4 organizations. One part of the study relates the PWE to job facet satisfaction. FS


The hypothesis is reinterpreted in terms of current conceptual approaches, particularly theories of equity and social exchange. The author argues that more judicious consideration should be given the hypothesis. T/C


The analysis of leadership must be contingent on the intent of the researcher, and various conceptual problems are addressed. T/C


A series of propositions are set forth as directions for future research. T/C


Presents a model designed to allow communication analysts to predict the most promising approach to improving acceptance of a competitive service or idea. T/C


Presents a model to clarify the relationship between persuasive messages and attitudes. Presents six hypotheses to establish the validity of the model. Three hypotheses out of the six are confirmed, providing support for the research utility of the model. LS


254
This study explores two effects of implicit leadership theories on leadership ratings and raises questions about the validity of the Leader Behavior Description Questionnaire.


Discusses a participating polling technique and its key features: iterative polling, participant interpreted reasons for responses, evaluation, group feedback, and questionnaire design, and analysis. Explains why other techniques, such as Delphi, impose severe limitations which must be overcome.


The utility of a procedure for describing and analyzing communication networks was tested on 142 college faculty. Differences were found that lead to a systematic understanding of liaison roles.


Discusses the effectiveness of formal techniques of decision analysis. Users of decision analysis are encouraged to evaluate their experience after every analysis and to produce general statistics concerning the strengths and weaknesses of decision analysis as it is used.


Describes the development and validation of an instrument measuring the four needs of achievement, affiliation, autonomy, and dominance.


Analyzes the Coast Guard enlisted performance evaluation system which requires a semianual evaluation of all enlisted personnel in the areas of proficiency, leadership, and conduct. A format and methodology was designed for development of a new performance evaluation system that will differentiate individual performance as well as aid in individual career development through counseling.


Reviews the various approaches to operationalizing "Upward distortion," and emphasizes those which are misleading, and suggests operational procedures which will improve measurement of upward distortion. Four categories of operational definitions are reviewed: disparity scores, questionnaire-interview data, actual encoding of messages, and selection transmission of messages. T/C


Describes a technique for studying the frequency of interaction by observers of large, spontaneous groups. The technique employed was based on estimates made of size of the counts necessary to infer the existence of informal groups from a large matrix of such counts. T/C


Compares various scales for measuring the effects of structural and attitudinal similarity, proximity on interaction, and attraction. Results of the scaling test are included as well as simple descriptive statistics on the responses. T/C

Terborg, James R et al "Organizational and Personal Correlates of Attitudes Toward Women as Managers," Academy of Management Journal, Vol 20, No 1, 1977, pp 89-100

The validity of the Women as Managers Scale (WAMS) is discussed, and attitudes were regressed on the variables of sex, age, education, and marital status. T/C


Laboratory experiments are either sensible or senseless. There are no independent variables in nature. Laboratory studies have often been criticized legitimately, but the criticized studies probably represent a restricted sample of what can be done with laboratory techniques. T/C


Discusses the potential usefulness of nonverbal measures in future operational/test batteries of enlisted military personnel. Findings substantiate validity and utility of these measures. FS

Reviews the basic concepts related to Maslow's theory. This experimental study designed nine hypotheses testing the validity of the underlying theory, against data on Air Force officer and enlisted personnel. Results indicated no evidence supporting the hypotheses derived directly from Maslow's theory.


Discusses the feasibility of using multiple choice questions as a reliable procedure in testing trainees. Suggestions for test construction are offered.


Presents a study of more than 1000 persons who were located more than 12 years after taking the Kuder Occupational Survey. Fifty-one percent were employed in occupations consistent with their early interest profiles. These people did not report greater job satisfaction or success but did show greater continuance in their occupational career.

(No author, alphabetized by title)


Discusses the development of the Occupational Employment Statistics program as a major tool in meeting educational and training objectives. This system collects data on a recurring basis and in a manner that will permit estimates by industry at the national, state, and area levels.


Reviews a procedure for measuring the productivity of state employment service agencies. The purpose of the research was to identify outputs resulting from Employment Services treatment, to develop quantification procedures and means to combine and weight all quantifiable outputs.

RESEARCH METHODOLOGY

Presents a supporting documentation for a profile of the Management and Social Services Information System (MSSIS) in Laramie, Wyoming (SHR-0001107). A guide to methods of data accumulation, information processing, and preparation of management and statistical reports is described. P/D

SEE ALSO

Interpersonal Variables Cahn, Landy
Communication Factors & Organizational Goals Carrell & Dittrich, Knvonos, Reely, Wergin
Communication System Analysis Bass, Hanson, Kilmarrir, Schwart & Jacobsen
Texts, Anthologies, Reviews, and General Bibliographies Shonyo
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TEXTS


Reviews and integrates the two disciplines of management and communication. Includes such topics as organizational structure and management, the role of communication in management, management control of information flow, and the manager as change agent, interpersonal motivator, and small group leader T/C.


Provides an introduction to theories of communication and organizations. Covers motivation, interviews, group dynamics, leadership, and communication channels and networks. Each chapter is followed by a series of brief case histories illustrating the material covered. Takes a systems perspective in studying communication in the organizational context T/C.


Examines third party intervention strategies employed by police officers and whether such approaches could systematically be taught to police officers. Concludes that "policing as a discipline contains a vast body of untapped knowledge about conflict management." P/D.

Behling, Orland and Chester Schrieheim. *Organizational Behavior* Boston, MA Allyn and Bacon, 1976.

This text is divided into two units: Theory and research, and application. Each section discusses individual, group, and structural variables T/C.


Discusses the changing nature of authority in the working environment. Includes a study which supports the notion that organizations are changing toward greater worker participation in decision making P/D.

Emphasizes the sociological aspects of organizational theory. Also discusses social change and conflict T/C

Summarizes the theory and research of Rensis Likert. Includes such topics as motivation, group psychology, and leadership T/C

Covers such topics as writing skills, reports, letters, reading, listening, nonverbal communication, interpersonal communication, oral communication, small groups, organizational communication, formal presentations, and job applications P/D

Brennan, John The Conscious Communicator Making Communication Work in the Work Place, Addison-Wesley Publishing Co, Reading, 1974
Directed towards persons interested in understanding and improving communication in professional relationships. Reflects on the nature of communication and provides guidelines for better communication. Also provides models for evaluating individual and organizational behaviors, plotting career progress, and improving the communication climate. Can be used in training activities T/C

Discusses the thesis that "individuals are the most important of organizational components." Focuses on manpower planning, compensation, collective negotiations, personnel information, and continuity of personnel service. Perceives personnel administration as achieving organizational purposes by strengthening the individual in his relationship with the system T/C

Cohen, Allan R et al Effective Behavior in Organizations Learning from the Interplay of Cases, Concepts, and Student Experiences Homewood, IL Richard D Irwin, 1976
Adopts a social-psychological perspective in discussing such topics as interpersonal relations, leadership, and group dynamics. Includes a series of case studies chosen to illustrate the topics discussed in the text T/C

Discusses such topics as social environment, group processes, communication networks, as well as other traditional topics T/C

Covers such topics as interviewing, oral reports, and small group interaction in addition to general introduc-tions to organizations and communication. P/D


Summarizes the theories and research on such topics as communication, motivation, leadership, decision making, and group processes. Primarily an introductory management text P/D

Dyer, William G Insight to Impact Strategies for Interpersonal and Organizational Change Provo, UT Brigham Young University Press, 1976

Discusses general communication concepts and techniques useful for "anyone who finds his interaction with others does not have the results he intends." P/D


Presents outlines of the general theory of organization based on three: structural, systematic, and environmental. Examines these models in four parts: assumptions underlying hierarchical designs, problems of role strains and interpersonal conflicts, complex boundary relations among organizations, and trans-organizational environments T/C

Farace, Richard V, Peter R. Monge, and Hamish M. Russell Communicating and Organizing Reading, MA Addison-Wesley, 1977

Views organizational communication from a system perspective. Focuses on communication variables and includes sections on communication networks, information load, and coping with overload T/C

Faules, Don F and Dennis C Alexander, Communication and Social Behavior A Symbolic Interactionist Perspective Reading, MA Addison-Wesley, 1977

Takes a symbolic interaction perspective. Focuses on the interdependence between communication and social behavior emphasizing the use of symbols. Part IV is devoted to organizational communication T/C


Presents theory, demonstrations, and simulations for leader-subordinate relations. Can be used in training T/C

Galbraith, Jay R Organization Design Reading, MS Addison-Wesley Publishing Company, 1977

Utilizes an information processing model to explain organization design. Presents more traditional perspectives on the topic along with case studies T/C

Includes discussions of communication related topics such as job training, job reviews, and occupational information planning. Primarily an introductory textbook P/D.


Emphasizes the role of organizations in society and the importance of the political processes within organizations as crucial decisions are made regarding the directions organizations will take. Also includes discussions of leadership, decision making, organizational change, and communication. T/C.


Examines the structure of communication and its flow vertically and horizontally. Gives some checkpoints for success, and deals briefly with some of the techniques. Geared to practicing managers P/D.


Covers the broad topics of the relationship between communication and medicine, the process of communication, and communication in practice. Topics include doctor-patient relationships and communication, writing, interpersonal communication, medical instruction, and models of communication. Designed for members of the health professions. T/C.


Outlines steps to follow in developing publicity or in public relations work for organizations from the local to national levels. Topics include "how to write a news story," "how to use photographs," and "how to get your stories published." P/D.


Integrates theory and practice in its discussion of business communications. Emphasizes the psychological basis of communication. Discusses why messages should be constructed in certain ways. The topics covered include communication processes, messages drafting, media selection, communication preparation, job application, report writing, and memos. T/C.

Emphasizes creative thinking as a way of improving organizational productivity. Organizational problems are attributed to faulty thinking T/C.


Presents the two major methods of teaching communication through practice-performance and through theories and principles. In addition, the book presents sections relevant to organizations. Communication concepts including listening, human communication codes including nonverbal systems; levels of predictions including relationship development and organizational systems, and public communication including coping with messages. T/C.


Formulates a theory of human motivation based on group dynamics, psychoanalysis, and Eastern religions. Other topics discussed include problem definition and solution, organizational development, experiential learning, and organizational dysfunctions. T/C


Argues for formalization of authority in bureaucracies, and emphasizes the necessity of distributive justice systems. Argues that such changes make organizations compatible with principles of democratic theory T/C.


Integrates communication theory with research on organizational behavior. The introductory section is based on theoretical concepts such as meaning, organizational intelligence, and organizational integration. Also covers implications for persons working in organizations. The second section discusses the types of communication situations found in organizations. The third section deals with the implications of organizational structure for communication. T/C

Reviews many examples to show how and why consultants influence corporate decisions as much as they do. Provides covert pointers about how to be a successful consultant. P/D


Focuses on the individual worker as the unit of analysis. Treats industrial and organizational psychology as the application of psychological principles and methods to problems in the work context. Includes sections on personnel decisions, interviews, and other non-test predictors, motivation, leadership, job satisfaction, and role of the organization in behavior, designing machines for people, and performance abilities, and limitations. T/C


Explicates a Freudian perspective of man in the work environment. Includes a theoretical discussion of personality and emotional stress, and specifically addresses the problem of applying these theories to managerial situations. T/C


Includes extensive reference to data collected by the author, and emphasizes the pragmatic aspects of communication in organizations. Integrates recent research with the traditional research on organizational communication, e.g., communication networks, managerial styles, interpersonal communication, norms. Also contains a chapter on improving organizational communication. Appendices include the instruments used by the author in his study of 7 electronics companies. T/C


Provides a useful guide for designing and implementing information systems. Particular emphasis placed on dealing with humans in this process. Topics discussed include communicating to systems users, motivation, interviewing techniques, and management decision making. Primarily designed for practitioners. P/D


Views the history and development of organization theories and establishes a new theoretical approach using concepts borrowed from linguistics and psychoanalysis. T/C

Explicates an ideal typology of managers based on personality attributes. Adopts a humanistic perspective reminiscent of Freud and Marx. Criticism is given to the work of Maslow and McGregor.


Develops a model of intra-organizational behavior. Structural variables such as size, task, work flow, control systems, departmentalization, and sanctions are considered primary determinants of organizational behavior. Leadership styles and personality variables are considered mediating factors.


Discusses functional aspects of communication. Covers external communication topics such as public relations, telephone solicitations, speaker bureaus, etc., and internal communication topics such as staff motivation, annual reports, and writing. Primarily for practitioners in voluntary organizations.


Discusses several experiments and theoretical perspectives relevant to organizational structure. Includes section headings of Structure in Context, Extensions to Other Forms of Organization, and Relationship to Performance.


Includes comprehensive coverage of contemporary research in communication. Includes specific chapters on interpersonal attraction, group formation, communication networks, group decision making, conflict, influence, and power, and leadership behavior.


Presents a text in public administration which includes chapters on communication, decision making, and leadership.


Covers both theory and application of communication concepts. Theory topics include communication and management, business communication systems, persuasion, nonverbal communication, and visual communication. Application topics include interviewing, report writing, and mass media selection. The appendix includes examples of many types of written communication used in business organizations.

Designed for practitioners, this book is application oriented. Includes communication models, listening, managerial style, communication planning, and media utilization. Each chapter includes a statement of objectives, skill development exercise, and the transcript of a panel discussion between managers and scholars concerning the chapter's topic.

P/D


Designed primarily for students. Discusses strategies for promoting innovation, organizational change, increasing participation, and promoting effective role performance.

P/D


Covers classical, neoclassical, and systems theory, management of individuals and groups, various organizational processes, and concepts and technologies of organizational change.

T/C


Discusses the future of management, particularly as it is affected by automation. Emphasizes the importance of authority and structure for organizational decision making, worker satisfaction, and even creativity.

T/C


Summarizes the literature on employee performance, technology, and environment. Offers guidelines for improving an organization's effectiveness. Includes suggestions in the areas of communication, personnel training, job design, organizational change, and goal setting.

T/C


Adopts a problem-solving method in discussing problems relative to service organizations such as communication, conflict, motivation, management training, and evaluation.

T/C


Covers both human and mechanical factors which affect worker productivity. Offers extensive discussion of the literature on job satisfaction.
and motivation. Includes a series of articles on theory, research, and criticism T/C

Deals with importance of communication on the job, employment interviews, business conferences, and preparation and presentation of formal business speaking P/D

Takes an interdisciplinary perspective. Provides a textbook intended for both undergraduate and graduate students. Discusses many issues and terms that have arisen in organizational communication during the last 20 years T/C

Zaltman, Gerald and Robert Duncan Strategies for Planning Change 1977
Discusses various tactics available for creating social change through bringing together current literature on innovation and organizational change, identifying the experiences of change agents, and pinpointing various considerations that change agents must be sensitive to and stating numerous principles as guidelines T/C

ANTHOLOGIES

Twenty contributors concentrate on interaction between firm's capabilities and strategy. Views problem from an economic, psychological, sociological, informational, and political perspective T/C

Arnold, William E and Robert O Hirsch Communicating Through Behavior St Paul West, 1977
Presents readings that are divided into two major sections: elements of communication and communication settings. Includes an essay on legal communication which has implications for organizational settings T/C

Includes a collection of articles in the areas of training purposes, program development, training applications, media and methods, and training resources. Articles discuss communication training, group methods, programmed instruction, instructional systems, organizational development, etc. P/D

Eakins, Barbara, editor "SISCOM '75 Women's (and Men's) Communication Proceedings of the SCA's Summer Conference," avail Speech
Communication Association, Falls Church, VA, 1975, 214 pp ERIC ED 127 643

Consists of papers dealing with interpersonal communication between the sexes, current research in the field, sex differences in language, speech, and nonverbal communication, stereotyping in both sexes' speech, and the use, evaluation, and generation of nonprint media on the subject of communication. Particularly applicable in the training environment. T C


Provides a current reader in industrial psychology which includes new studies on nonverbal communication (environmental psychology), leadership, and motivation. Includes traditional studies as well as the new T C

Gruneberg, Michael Job Satisfaction A Reader New York Halsted Press, 1976

Includes several readings on the Herzberg theory of satisfaction as well as readings on the effects on job satisfaction of participative decision making, job design, reference groups, organizational structure, age, sex, and education. The last part of the book covers the relationship between satisfaction and turnover, absenteeism, and work performance. T C

Hackman, Richard and Loyd Suttle (Eds) Improving Life at Work Behavioral Science Approaches to Organizational Change Santa Monica, CA Goodyear Publishing Co 1977

Covers traditional topics of career development, work design, and reward systems with chapters on group and intergroup relations as well as managerial style. T C

Hawley Willis D and David Rogers Improving Urban Management Beverly Hills, CA Sage Publications, 1976

Includes several articles on organizational change and innovation in public administration. P D

Hussman, Richard C., Cal M Logue and Dwight L Freshley Readings in Interpersonal and Organizational Communication Third edition Boston, MA Holbrook 1977

Presents articles relative to the nature of communication, organizational structure, upward and downward communication, conflict, motivation, interviewing, small groups, listening, etc. P D

Ruben, Brent D (Ed) Communication Yearbook 1 New Brunswick, NJ Transaction Books 1977

Compiles the first annual publication of the "divisional top three" papers presented at the International Communication Association each year. Pages 331-386 are devoted to organizational communication. FS T C
GENERAL BIBLIOGRAPHIES

Balachandran, Sarojini. *Employee Communication: A Bibliography*. American Business Communication Association, Urbana, IL, 1976, 55 p. Includes annotated bibliography of several hundred items published since 1965. The categories included are communication in management, communication in personnel management, reports to employees, attitude surveys, employee publications, bulletin boards, employee evaluation and ratings, and employee motivation and training. P/D

Botch, Eleanor, et al. "Information and Referral Services: An Annotated Bibliography." Institute for Interdisciplinary Studies, Minneapolis, MN, June 1972, 254 p. Grant SRS-93-75051. Presents a collection of abstracts in the field of information and referral services that were prepared by the staff of the Information and Referral Center Study at the Institute for Interdisciplinary Studies (IIS). Intended for those providing information and referral services and for those with a general interest in the coordination of human services. P/D


Falcione, Raymond L. and Howard H. Greenbaum. *Organizational Communication: 1976 Abstracts, Analysis, and Overview*. A joint publication of the American Business Communication Association, Urbana, IL, and the International Communication Association, Austin, TX, December 1977. Provides over 1,000 abstracts of the literature for the year 1976 in the form of a classified and annotated bibliography. Abstracts are divided into classifications of the organizational communication discipline, including books and dissertations, articles, papers, and government publications. An overview of the literature and two indexes are also provided in this volume. P/D

Grooms, David W. "Decision Making in Management (A Bibliography with Abstracts)." National Technical Information Service, Springfield, VA, July 1977, 249 p. Reviews decision making research on Federal, state, and local government. Discusses various decision making aids and evaluations of objectives used in decision making. This bibliography contains 244 abstracts. P/D

Summarizes measurement techniques of human work jobs and tasks. Included are topics on work analysis and evaluation, workload management, operations analysis, task complexity, and performance measurement. T/C


Reviews the theoretical and applied aspects of the physical work environment, attitudes, and personnel relations. T/C


Reviews selected abstracts of studies on specific and generalized areas of civilian and military job satisfaction. Attention focuses on improvement of management techniques and personnel development. P/D


Contains an updated bibliography discussing labor management relationships, labor problems, effects of labor unions and labor attitudes. P/D


Cites reports dealing with models of manpower allocation, systems, and requirements, as well as specific task systems, forecasting and evaluation. Both military and civilian requirements are covered. T/C

REVIEW

Chapanis, Alphonse "Interactive Human Communication Some Lessons Learned From Laboratory Experiments." John Hopkins University, Baltimore, MD, Department of Psychology, September 1976, 55 p Report No TR-5 Contract N00014 75-C-0131

Discusses 11 experiments on interactive communication. Some of the findings are: 1) face-to-face communication is generally wordier than communication by voice alone, 2) communicators are much more likely to take control of a communication system if the system has a voice channel, 3) natural human communication is extremely unruly, 4) oral communication is highly redundant. T/C

James, L R and A P Jones "Organizational Structure A Review of Structural Dimensions and Their Conceptual Relationships with Indi-
Reviews and synthesizes research on organizational structure. T/C


Explores some of the major components of the values clarification theory and discusses some of the most frequent criticisms which have been made of the theory. A major part of the paper summarizes the early research on values clarification and reviews nineteen more recent studies T/C


Reviews literature on organizational climate with emphasis on conceptual issues. Communication is briefly reviewed as an important component of organizational climate T/C


Reviews the literature on job involvement via definitions, theoretical perspectives, correlates, and profiles T/C


Provides academic administrators and researchers with a critical review of available tools in management techniques, a structure for considering possible analytical projects to undertake and the steps that should be taken by administrators to ensure proper organization, planning, and control of management science efforts P/D

SEE ALSO

Interpersonal Variables Metzler, Roloff, Sykes
Intragroup Variables Cooper, Gulley & Leathers, Schlenker, Taylor
Intergroup Communication Newsom & Scott
Communication Factors and Organizational Goals Bowers, Clegg, Cummings & Berger, "Decision Making in Educational Organizations,"
Goodman & Pennings, Hargreaves, Metowidio et al., Schafer, Steele & Jenks, Weinberg, Young
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appendix 1

Research methods and limitations

Literature Sources

The following literature sources were utilized for this year's volume:

Books: *Subject Guide to Forthcoming Books*; book reviews in leading periodicals; copies of books sent by the major publishers; *Communications*, a monthly publication containing abstracts of books in the field of communication published at Arizona State University, Tempe, Arizona.


Published Articles: *Applied Science and Technology Index, Business Periodicals Index, Current Index to Journals in Education, Engineering Index, Personnel Management Abstracts, Public Affairs Information Service Bulletins, and Psychological Abstracts*; other journals not abstracted in the above indexes were also included. In these cases, the actual articles were abstracted.

Unpublished Papers: *Research in Education*. Unpublished papers were selected from this monthly volume, which is sponsored by the Educational Resources Information Center (ERIC). Full texts of the documents indexed are available on microfiche in research libraries or directly on order from EDRS, P.O. Box 190, Arlington, VA 22210.
Research Limitations

Time Period Covered: Following the practice of the preceding three volumes of abstracts, the literature appearing in the year 1977 was liberally interpreted as encompassing the period October 1, 1976 through September 30, 1977 in order that the editing and publication might be completed by midyear 1978.

It is important to emphasize the unique problems encountered by generally depending on abstract services, including book reviews. Due to the sheer mass of work involved in reviewing all periodicals, books, dissertations, and unpublished papers, it was decided that maximum use should be made of existing abstract services, but where deficiencies were realized, individual periodicals would be reviewed and abstracted. Thus, where the original publication is not the source of the abstract, and where an abstract service is being used (e.g., Dissertation Abstracts International), the October 1, 1976 through September 30, 1977 dates refer to the dates of publication of the particular abstract service. Consequently, this means that our abstracts for the year 1977 have many 1976 and some 1975 and 1974 dates because the items of literature were first abstracted by the service consulted during the months of October 1976 through September 1977. Hence, the research method results in providing abstracts for some writings published prior to 1977, and does not provide abstracts for many writings published in 1977 because such writings have not as yet been abstracted. In the case of books, a book review appearing in a journal fulfills the same function as an abstract and is subject to the same time limitations noted above.

Contents of Bibliography: There are inherent reasons why many published and unpublished writings have not come to our attention. Unpublished papers may not appear here because they were not processed by the ERIC organization and published in abstract form during the period October 1976 through September 1977. In some cases, the papers may not have been presented to ERIC, and if presented, not accepted in other
cases, the papers may have been accepted but are scheduled to appear in a monthly issue of *Research in Education* subsequent to September 1977. Assuming future annual issues of this publication, these latter abstracts will be encountered and included.

In the area of published writings, our general procedure of using existing abstract services (including book reviews) results in our not reporting certain works published in 1977 since they have not yet been abstracted or reviewed by the reference employed, and reporting other works finished in 1976, 1975, and even 1974, where the authors delayed submitting abstracts, or the book review publication was considerably later than the publication of the book. This kind of limitation can be minimized by the consistent use of specified abstract services and keeping abreast of the book reviews in the leading periodicals.

We are acutely aware of the limitations placed on us by following the above methods. There may be many important papers and articles missed by us in this publication. To those authors who feel they should have been included please write and inform us of our oversight, and we will include you in the next volume.

Even though this document may not be fully representative of the literature relevant to organizational communication, it is our feeling that it can make a significant contribution to those students, researchers, teachers, and practitioners interested in a fascinating and rapidly expanding field of study.
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- Industrial organizations
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- Educational organizations
- Health-care organizations
- Other service organizations

In the event that a study analyzed more than one type of organization, that study was indexed under each of the types of organization.

Statistically, of the 343 field studies indexed here, 238 (70%) are contained in books and dissertations and 105 (30%) are contained in articles, papers, and government reports. The distinction between the two formats is maintained because books and dissertations generally contain more data than articles, papers and government reports. Space limitations in articles and papers preclude extensive documentation, exhibits, and bibliography.

The index should be used as follows: Assume that one wishes to read book abstracts relative to field studies of educational organizations. The initial step would be to investigate the category "Educational Organizations" under the section for Books and Dissertations in this index. Authors are arranged alphabetically within each category. Then, reference to the Author Index in Appendix II will provide the page numbers on which abstracts of various studies are located.

For example, Kay, N is found in this index under "Educational Organizations" in the section for Books and Dissertations. Reference to Appendix II (Author Index) indicates that the classified abstract for this field study by Kaye is located on page 226.
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| Air Force Oep Cntr |  
| Alexander, R. |  
| Alley, W. |  
| Analytic Systems |  
| Applied Mgmt. Serv |  
| Asbaugh, D. |  
| Baird, H. |  
| Bref, A. |  
| Brownlee, D |  
| CO Dept. of Soc Serv |  
| Duffy, P |  
| Peterson, D. |  
| Powers, T |  
| Puma, M. |  
| Reeley, R |  
| Rizzo, W. |  
| Rosenburg, B. |  
| Schmid, J |  
| Schou, A. |  
| Scoville, P |  
| Seyboh, J |  
| Silverman, G. |  
| Spector, B. |  
| Stahl, M |  
| Sykes, R |  

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| Thomas, J.                        | Kavanagh, M               |
| Vallacher, R                     | Knoop, R.                 |
| Vrooman, R.                      | March, J.                 |
| Weinberg, M.                     | Marcus, A                 |
| Wilborne, J.                     | Stone, G.                 |
| Young, G                         | Taylor, R.                |
| Zagoria, S.                      | Zytowski, D.              |
| **EDUCATIONAL**                  |                          |
| Allied Health                    |                          |
| Manpower Council of Santa Clara |                          |
| Carpenter, K.                    |                          |
| Fisher, T.                       |                          |
| Hanson, M                        |                          |
| **HEALTH-CARE**                  |                          |
| Crowley, T                       |                          |
| Danish, S                        |                          |
| Jones, D                         |                          |
| Longest, B                       |                          |
| **OTHER SERVICE**                |                          |
| Baker, H. (Trade Association)    |                          |
| Ellison, R (Employment Ofc.)     |                          |
| **Kaufman, H** (Commun Leaders)  |                          |
| Kreck, L (Hotels)                |                          |
| Rosenberg, B (Social Service)    |                          |
| Wigand, R (Social Service)       |                          |
Index of data collection methods in field studies of organizational communication

This index is limited to those abstracts describing field studies, and indicates the data collection instruments utilized by the researchers in order to obtain raw data. The types of data collection instruments and codes adopted for this compilation are as follows:

I—Interview  OR—Organization Records
O—Observation  Q—Questionnaire
L—Log

The index consists of the author name followed by coding for the data collection instruments employed. Thus, for R. Barker (Q1, I, O, OR) in Order Books and Dissertations, the meaning intended to be indicated by the codes is that Barker employed a self-designed questionnaire (Q1), interviews (I), observation (O), and organization records (OR) for the purpose of deriving data for that study.

In the instance of the questionnaire as a data collection instrument, it was considered valuable to indicate when a researcher employed a recognized instrument, e.g., Smith, Kendall, and Hulin’s Job Description Index, as distinct from the researcher utilizing a self-developed instrument. Consequently, the coding of questionnaire instruments involves a numeric following the letter “Q”. This numeric allows the reader to refer to Table 11 in order to determine the recognized questionnaire instrument employed or to know if there has been developed a specific questionnaire instrument for the study involved. The questionnaire types are listed in Table 11 with related coding, author of instrument, and frequency of use in the year 1977.
### Table 11
QUESTIONNAIRES USED IN 1977 FIELD STUDIES
CODES, AUTHORS, AND FREQUENCY OF USE

<table>
<thead>
<tr>
<th>Code</th>
<th>Name of Instrument</th>
<th>Author</th>
<th>Frequency of use</th>
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<tr>
<td>1</td>
<td>Self-Designed Questionnaire</td>
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<td>2</td>
<td>Achieving Tendency Scales</td>
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<td>Newberg &amp; Borton</td>
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<td>Aar University Faculty Motivation Survey</td>
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<td>Armed Services Vocational Aptitude Battery</td>
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<td>Assumption Inventory</td>
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<td>Behavior Rating Scale</td>
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<td>11</td>
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<td>College and University Environmental Scales</td>
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<td>C S Communication Audit</td>
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<td>Defining Issues Test</td>
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<td>Dogmatism Scale</td>
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<td>Guidance Services Rating Scale</td>
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<td>Guttman Scales</td>
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<td>Hahnemann High School Behavior Rating Scale</td>
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<td>Illinois Rating of Teacher Effectiveness</td>
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<td>Index of Adjustment and Valuing</td>
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<td>Interpersonal Orientation Scale</td>
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<td>Smith, Kendall, &amp; Hulin</td>
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<td>Job Proficiency Appraisal Form</td>
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<td>Job Analysis Model</td>
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<td>Network Questionnaire</td>
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<td>Organizational Climate Description Questionnaire</td>
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<td>67</td>
<td>Organizational Climate Index 375-SF</td>
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<td>Organizational Development Inventory</td>
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<td>Organizational Fairness Questionnaire</td>
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<td>Personnel and School Data Index</td>
<td>Bailey</td>
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<td>Productivity Instrument</td>
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<td>Vroom &amp; Mann</td>
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<td>Hoy et al</td>
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<td>Student Assessment of Teacher Affect</td>
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<td>Supervisor Behavior Style Scale</td>
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<td>Teacher Problems U-Style</td>
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<td>Teacher Response Patterns Inventory</td>
<td>McCrosky</td>
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<td>Perceived Supervisor Credibility Measure</td>
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<td>Lodahi &amp; Keiner</td>
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**NOTES**

1. N/A Authorship of instruments employed in field study not available from source of abstract information or from library resources to this date.
2. Techniques as Echo Analysis, Delphi Technique, and Critical Incident Technique have not been treated as recognized instruments for reason that researchers employ the basic technique in self-designed approaches.

The index below treats books and dissertations separately from articles, papers, and government reports for reasons stated earlier in Appendix III relative to the organization-type index.

Use of this index may be motivated by various circumstances. If the reader is interested in a certain abstract involving field research, this index will provide information as to the research techniques. If the reader is contemplating the use of a certain recognized instrument, this index may provide a lead as to others who have recently employed the same recognized instrument. If the reader is considering empirical research in a type of organization, this index, together with the organizational type index...
may be able to give some insight as to the instruments heretofore employed.

Examples:

—Reference H Absher (Q21, 73, 82). This should be interpreted as meaning that researcher Absher utilized the Decision Locator Questionnaire (Q21), Bailey’s Personal and Situational Data Form (Q75), and Bentley & Rempel’s Purdue Teacher Opinionnaire (Q82).

—Reference R Bouch (Q1). This indicates that Bouch employed a self-developed questionnaire (Q1), and that no other data collection methods were noted in the sources furnishing information on this study.

BOOKS AND DISSERTATIONS

Absher, H (Q21, 73, 82)  Bunning, R (Q1)
Acton, M (Q65, 1)  Burgett, K (Q82)
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