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Education; Writing Skills

#### AESTRACT

Since speaking, writing, listening and reading are used daily in the performance of virtually all jobs for which vocational training is available, a project was conducted with the following objectives: (1) To determine basic communication skills that are common to jobs in seven occupational fields, (2) to identify the basic communications skills needed for employee entry level competency, and supervisor level competency, and (3) to disseminate the project results. Employees and supervisors from 30 occupational clusters answered written questionnaires about the communications skills involved in sending communications and receiving communications. Skills were divided into ways of communicating, kinds of information, and effectiveness of communications. Job categories were selected on the basis of existing programs, projected programs, and an Employment Security list of projected needs. In general, it was found that questionnaire respondents relied heavily on oral communications for both sending and receiving communications on a job. Talking and listening to one person face-to-face was reported as the most frequent way of communicating. Communication curricula, based on a task analysis of the job, should be developed in all vocational fields and should emphasize the development of one-to-one, face-to-face talking and listening skills and informal writing skills. The bulk of this report consists of tables and graphs depicting results for the seven occupational groups as well as for individual cccupations within those groups. Major occupational gories are agricultural, business and office, distributive and seting, health, home and family life, technical, and trade and andustrial. Appendixes contain the questionnaires used with employees, supervisors, employee advisory groups, and supervisor adviscry groups. (Author/HD)

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## Occupational Communications Skills Analysis

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#### ABSTRACT

#### GRANT #0EG-0-74-1726

#### PROJECT #V0073VZ

TITLE: OCCUPATIONAL COMMUNICATIONS SKILLS ANALYSIS

PERSONNEL: James L. Blue, Project Director

Archie G. Breslin Arlene S. Buchanan Robert L. Leingang

ACENCY: Washington State Commission for Vocational Education

AUDIENCE: (a) vocational instructors teaching communications skills;

(b) vocational instructors supplementing general communications courses;

(c) communications specialists teaching job-related communications skills;

(d) curriculum specialists developing jobrelated curricula in communications.

PROBLEM: Communication curricula and the materials that support them tend to teach: (1) speaking, to make a formal presentation; (2) writing, to produce a term paper or report; (3) reading and listening to support these activities.

Speaking, writing, listening and reading are used daily in the performance of virtually all jobs for which vocational training is available. Therefore, it is appropriate that information about these occupational communications skills should be provided to persons charged with teaching them.

- OBJECTIVES: 1. To determine basic communications skills that are common to jobs in seven occupational fields.
  - To identify the basic communications skills needed for (a) employee entry level competency, and (b) supervisor level competency.
  - 3. To disseminate the project results.

METHODOLOGY: Employees and supervisors from thirty occupational clusters answered written questionnaires about the communications skills involved in sending communications and receiving communications. Skills were divided into:

- (1) ways of communicating, (2) kinds of information,
- (3) effectiveness of communications.



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Job categories were selected on the basis of existing programs, projected programs, and an Employment Security list of projected needs.

CONCLUSIONS AND RECOMMENDATIONS: In general, this analysis reports that questionnaire respondents relied heavily on oral communications for both sending and receiving communications on a job. Talking and listening to one person face-to-face was reported as the most frequent way of communicating.

Communication curricula, based on a task analysis of the job, should be developed in all vocational fields. This curricula should emphasize the development of one-to-one, face-to-face talking and listening skills and informal writing skills.



#### FINAL REPORT

Project Number V0073VZ Grant Number OEG-0-74-1726

## OCCUPATIONAL COMMUNICATIONS SKILLS ANALYSIS

James L. Blue, Project Director Archie G. Breslin Arlene S. Buchanan Robert L. Leingang

WASHINGTON STATE COMMISSION FOR VOCATIONAL EDCUATION

Olympia, Washington 98504 May, 1976

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education
Division of Research and Demonstration
Bureau of Occupational and Adult Education
Center for Adult, Vocational, Technical and Manpower



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#### CHAPTER I

#### INTRODUCTION

Vocational education programs are frequently criticized for providing communications skills training that does not relate to the technical skills of the job. The potential auto mechanic, carpenter, and clerk-typist have quite often found themselves studying and being held responsible for the same kinds of communications as all other vocational students. Some vocational students find themselves studying and being held responsible for the same kinds of communications as the potential doctor and lawyer. As a result, questions have been asked about the kinds of communications skills needed by persons who are engaged in the various occupations. It seems appropriate to answer these questions.

Tools necessary to do a job should-must-be designed for that particular job. Communications skills are tools. It is vital that the objectives of a communications unit, course and/or program be directed precisely to the occupational need of the trainee.

An examination of textbooks and commercially produced supplementary classroom materials revealed that most communications subject matter contained in these materials tends to be (1) speaking, to make a formal presentation; (2) writing, to produce a term paper or technical report; and (3) reading and listening, to stimulate or support these activities. A review of educational research publications in the area of communications skills indicated that little has been done to identify speaking, writing, reading and listening skills that are used on jobs.

Speaking, writing, listening and reading are used daily in the performance of virtually all jobs for which vocational training is available. These skills are used during the informal interactions of employees and supervisors and include: giving and receiving directions, instructions and orders; describing and defining materials, processes and requirements; asking for information and services; and explaining technical processes in non-technical terms.

Communication has become an integral part of job skills. It seems appropriate that information about these occupational communications skills should be provided to persons charged with teaching them.

The initial activity of the Occupational Communications Skills Analysis Project was an ERIC search which was conducted by the Washington State Research Coordinating Unit in response to a request from the investigators. Descriptors requested were (a) communication skills, (b) verbal ability, (c) oral expression, (d) oral communication, (e) verbal communication (f) vocational education, (g) occupations, (h) skilled occupations, and (i) technical occupations. The search revealed seventy (70) references to some aspect



of communications in occupational or vocational education settings. In addition, some thirty (30) technical manuals, texts, curriculum guides and studies on communications vere examined.

From the ERTC search, it was discovered that of the seventy (70) reference items, twenty-nine (29), or just over 41% were directed toward the occupational communications skills development of the physically or mentally handicapped and/or the educationally deprived. The other items dealt with communication skills needed by teachers, while others were not even that closely allied to this study.

Several of the references, however, seemed to lend themselves to use by the classroom teacher or curriculum developer and others can be adapted for use when teaching communications skills to vocational students. Some of those that can be adapted for use are:

#### ED096476 CE002088

CORRELATED CURRICULUM PROGRAM: AN EXPERIMENTAL PROGRAM, ENGLISH LEVEL 1. PROJECT NO. 10006.

Nadell, Sara Anne; and others. New York City Board of Education, Brooklyn, New York. Bureau of Curriculum Development.

#### ED092785 CE001532

GENERIC SKILLS IN THE REASONING AND INTERPERSONAL DOMAINS Smith, Arthur De W; and others. Training Research and Development Station, Prince Albert (Saskatchewan).

#### ED099053 CS200954

BUILDING INDUSTRIAL COMMUNICATIONS: LISTENING, SPEAKING, WRITING, READING. GRADE XII. Natchitoches Parish School Board, La.

#### ED088051 CS200952

INDUSTRIAL COMMUNICATION READING, SPEAKING, LISTENING, WRITING, GRADE XII. Natchitoches Parish School Board, La.

#### ED084615 CS500510

CAREER COMMUNICATION AND THE COMMUNITY COLLEGE Muchmore, John

#### ED067691 CS200167

DISTRIBUTIVE EDUCATION 1-8726 (COMMUNICATION SKILLS RELATING TO MARKETING AND DISTRIBUTION), Dept. 48: 8726.3 Dade County Public Schools, Miami, Florida

#### ED065665 VT015581

INSTRUCTIONAL MATERIALS VOCATIONAL RELATED ENGLISH Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma



ED003093 08

PROGRAM FOR TECHNICAL COMMUNICATIONS TRAINING INSTITUTE FOR TECHNICAL EDUCATION TEACHERS, SUMMARY REPORT.
Weisman, Herman M. Colorado State Univ. Fort Collins

ED001428

ENGLISH FOR VOCATIONAL SCHOOLS

Johnston, Frank P.; and others, New York State Department of Education, Albany, New York

EJ055784 VT503536

COORDINATED OCCUPATIONAL COMMUNICATIONS: AN EXPERIMENT IN KANSAS VOCATIONAL SCHOOLS

Jones, Dolores; American Vocational Journal; 47;4; 46-68 Apr. 72

EJ034286 VT502227

TODAY'S COMMUNICATIONS IN CLERICAL PRACTICE

Green, Heneln H., Business Education Forum; 25;5; 14-16 Feb. 71

ED029951 VT00722S

OCCUPATIONAL COMMUNICATION COMPETENCIES: A LIST OF AUDIO-VISUAL AIDS FOR HELPING PUPILS ACQUIRE OCCUPATIONALLY USEFUL ORAL COMMUNICATION CAPABILITIES

An examination of the other sources provided five volumes that are closely allied to this study, plus one—the Saskatchewan project—that provides strong reinforcement for the results of the investigation undertaken by this project. The six publications that provide subject matter and material that are closely related to the kinds of information obtained from this survey:

DEVELOPMENT OF AN INSTRUMENT FOR PRESCRIBING COMPENSATORY EDUCATION FOR VOCATIONAL TRAINEES June 1975, Research Coordinating Unit, The Commission for Vocational Education, Building 17, Airdustrial Park, Olympia WA 98504

THE PROFESSIONAL'S GUIDE FOR INSTRUCTION: INDUSTRIAL COMMUNICATIONS Kent Public Schools, Kent School District #415, Kent WA 98031

A METHODOLOGY TO ASSESS THE CONTENT AND STRUCTURE OF AFFECTIVE AND DESCRIPTIVE MEANINGS ASSOCIATED WITH THE WORK ENVIRONMENT December 1974, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus OH 43210

A VOCATIONAL APPROACH TO WRITTEN COMMUNICATIONS July 1974-March 1975 Nebraska State Department of Education, Division of Vocational Education, and Nebraska Research Coordinating Unit, Box 33, Henzlik Hall, University of Nebraska, Lincoln NE

COMMUNICATIONS REQUIREMENTS FOR TECHNICAL OCCUPATIONS 1970, The Commission for Vocational Education (formerly Coordinating Council for Occupational Education), Building 17, Airdustrial Park, Olympia WA 98504



GENERIC SKILLS 1973 Training Research and Development Station, Dept. of Manpower and Immigration, Prince Albert, Saskatchewan

#### **GOALS AND OBJECTIVES**

The purpose of the project was to gather information necessary for building: (1) curriculum materials related to communications skills used every day on the job, and (2) a vocabulary supportive of the technical vocabulary learned in technical skills programs.

The objectives of this project are:

- 1. To determine 15-25 basic communications skills involving speaking, writing, reading and listening that are common to jobs in seven occupational fields.
- To identify the basic communications skills involving speaking, writing, reading and listening that are needed for (a) employee entry level competency, and (b) supervisor level competency.
- 3. To determine a basic vocabulary of 50-100 descriptive and discriminative words/phrases that allow effective application of the technical vocabulary used in seven occupational fields.
- 4. To disseminate the project results to educational agencies in the ten northwestern states of Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Wyoming and Washington, served by the Northwestern Vocational Curriculum Management Center; and to the other five Curriculum Management Centers in the National Network of Curriculum Coordination for Vocational-Technical Education

Educators who might benefit from these findings are:

- (a) vocational instructors who are responsible for teaching related communications skills;
- (b) vocational instructors who see a need to supplement general communications courses with training in specific communications skills;
- (c) communications specialists charged with teaching jobrelated communications skills;
- (d) curriculum specialists charged with developing jobrelated curricula in communications.

It is hoped that this information can be used to make communications skills training more supportive of technical skill training and more relevant to potential jobs.

#### **METHOD**

Employees and supervisors from thirty (30) occupational clusters were asked to participate in an occupational communications skills survey. Survey respondents were:

- (1) entry level employees, who were selected by instructors of cooperating educational agencies, working in their vocational skill area who had graduated from a vocational education program at least one year prior to this survey;
- (2) supervisors who are the entry level employees' immediate supervisors;
- (3) members of advisory committees (employees and supervisors) who were advisors for corresponding vocational education programs.

Generally, the project was limited to an individual inquiry of the kinds of communications skills that persons employ in their occupational areas. No attempt was made to clicit responses from an equal number of persons in each occupation nor was there concern about equality of numbers between employees and supervisors. The techniques and instruments used to collect the materials were designed to accumulate learned opinion rather than to develop "pure" research. The intent is to use data obtained from persons most closely associated with and knowledgeable about what is, in fact, required on the job. By such procedures it should become fersible to make curriculum content decisions which are data-based and data-substantiated, instead of relying solely upon a panel of advisors or the experience of individual instructors.

Written survey questionnaires (Appendices A, B, C, D) collected information about the communications skills involved in sending communications (speaking and writing) and receiving communications (listening and reading.) The communications skills were divided into three groups: (1) ways of communicating, (2) kinds of information, and (3) effectiveness of communications.

An entry level employee and the employee's immediate supervisor from each of the 30 occupational clusters, answered a detailed questionnaire (Appendices A, B). Members of the advisory committees used condensed forms of the questionnaire (Appendices C, D). Employees responded to questions about communications with other employees, customers and their supervisors; supervisors responded to questions about communications with other supervisors, employees, customers and top management.

Occupation and job category selections were chosen on the basis of jobs for which entry level training is normally completed with high school and/or not more than two years of post-high training; of existing training programs, projected training programs, and a Washington State Employment Security list of projected manpower needs. State vocational administrators, specialists in the selected occupations, were consulted in order to determine the local education agencies with active, dynamic advisory committees. Local vocational program directors in these educational agencies were asked to cooperate in the project activities.



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After the occupations and the job categories were selected, the occupational communications skills model was developed. Lists of communications skills were obtained by reviewing job descriptions, task analyses and published materials about the selected job categories and occupations. These lists were expanded and/or refined into a task inventory. This task inventory was used as the basis for a communication skills model. The occupational communications skills questionnaire was developed from the communications skills model.

The occupational communications skills analysis and questionnaire were explained orally, face-to-face to the entry level employee and the employee's supervisor. These respondents were instructed to complete the questionnaire in the order in which it was presented. They were asked to evaluate, according to their frequency of use, the listed communications skills, then rank them according to the first most frequently used, the second most frequently used, and the third most frequently used. The respondents began answering the questionnaire with the help of a project supervisor. They were then instructed to work alone on the remainder of the questionnaire and to mail the completed questionnaires to the project supervisor.

Advisory committee meetings were convened by local vocational personnel. A project supervisor attended the meetings to explain the occupations communications skill analysis and the questionnaire. During the meeting, each advisory committee member answered a condensed occupational communications skills questionnaire; at the end of the meeting, the project supervisor collected the completed questionnaires.

After the completion of the survey, computer services were employed to sort, summarize, tabulate, and rank the data collected from the occupational communications skills questionnaire. The data from the questionnaires were ranked cording to the frequency of the participants' responses. The computerized communications skills rankings were further summarized by project supervisors so that the occupational communications skill analysis information could be graphically displayed for this report.

#### CHAPTER II

#### AGRICULTURAL OCCUPATIONS

Agricultural employee and supervisor responses to the Occupational. Communications Skills Questionnaires are summarized in Figures 1-12.

Individual employee responses are summarized in Figures 1-6; Individual supervisor responses are summarized in Figures 7-12.

Advisory Group employee and supervisor responses to the Condensed Occupational Communications Skills Questionnaires are summarized in Tables 1-12.

Advisory Group employee responses are summarized in Tables 1-6; Advisory Group supervisor responses are summarized in Tables 7-12.

Individual Employees Responding to the Occupational Communications Skills Questionnaire (Appendix A)

#### Occupational Clusters

Agricultural business Agricultural technology Forest management Nursery/Greenhouse Ornamental horticulture

#### Job Categories

Management trainee Truck driver Crew foreman Greenhouse employee Gardener II

Advisory Group Employees Responding to the Condensed Occupational Communications Skills Questionnaire (Appendix C)

#### Occupational Clusters

#### Job Categories

Agricultural business

Bookkeeper, Sales clerk and Purchaser, Farm equipment salesman, Tire salesman and serviceman

Agricultural technology

Warehouseman, Segregator, Forklift driver, Apple sorter

Forest management

Timber management assistant, Forestry technician

Nursery/Greenhouse

General employee

Ornamental horticulture

Grounds superintendent, Ceneral employee, Work/study

student



### Analysis of Questionnaire Responses

Ways Employees Send Communications (Figure 1, Table 1) Analysis of agricultural employees responses indicated that talking skills were used more frequently than writing skills. Information was given most frequently by talking to one person face-to-face. Individuals who completed the detailed questionnaire reported that they talked to persons in a group more frequently than they wrote communications. When writing was used, the employees selected memos and notes more frequently than the more formal communications of letters and reports. While the variance between talk and write is greater in the individual responses than in the advisory group responses, the ways of communicating were ranked in the same order.

Kinds of Information Employees Send in Communications, Talk/Write (Figures 2, 3, Tables 2, 3) Approximately two-thirds of the agricultural employees responses fell into the categories of being assertive (giving advice, opinions, etc.), giving directions (directions, instructions, orders) and asking questions, in that order. The offering of opinions, listed in the assertive group, was the most frequent kind of information given. Opinions were given in the majority of cases by talking rather than by writing. When questions were asked, they were more likely to be spoken than written.

Ways Employees Receive Communications (Figure 4, Table 4) The questionnaire responses indicated that the agricultural employees received most frequently by listening to one person face-to-face. When reading was used to receive information, the employees answering the detailed questionnaire were most likely to read letters and reports; the advisory group employees answering the condensed questionnaire were most likely to read memos and notes.

Kinds of Information Employees Receive in Communications (Figures 5,6, Tables 5,6) The kinds of communications grouped as assertions (advice, opinions, etc.) and directions (directions, instructions, orders) are received most frequently by the employees. This information is usually received by listening.

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## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

#### WAYS EMPLOYEES SEND COMMUNICATIONS

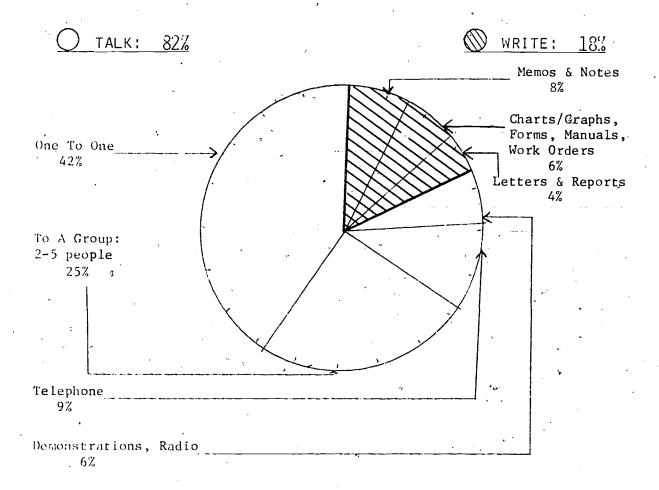


Figure 1

## ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

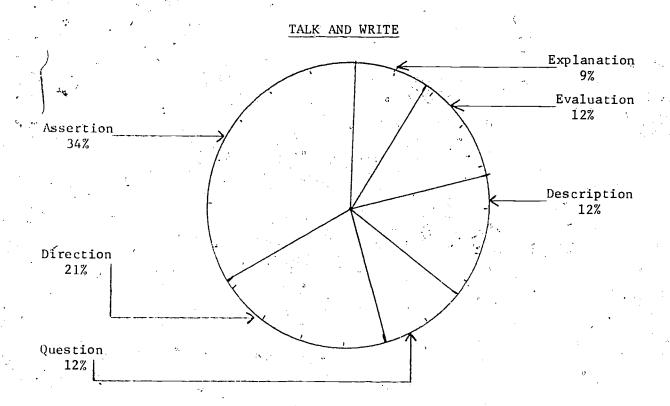
## WAYS EMPLOYEES SEND COMMUNICATIONS

<u> TALK: 68%</u>	WRITE: 32%
ONE TO ONE	MEMOS 9 NOTES 919
	MEMOS & NOTES
TO A GROUP: 2-5 PEOPLE 12%	CHARTS/GRAPHS, FORMS, MANUALS, WORK ORDERS10%
TELEPHONE	LETTERS & REPORTS 3%
DEMONSTRATIONS, RADIO . 8%	6

Table 1

## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, seil, persuade, suggest.

Direction: di t, instruct, order.

Evaluation: as: , appreciate, compliment, correct, scold, reprimand.

Figure 2

## ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS

## TALK AND WRITE

ASSERTION .	٠.		27%
DIRECTION .			19%
QUESTION .			18%
EXPLANATION			16%
EVALUATION			12%
DESCRIPTION			87

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, PROPOSE, SUGGEST,

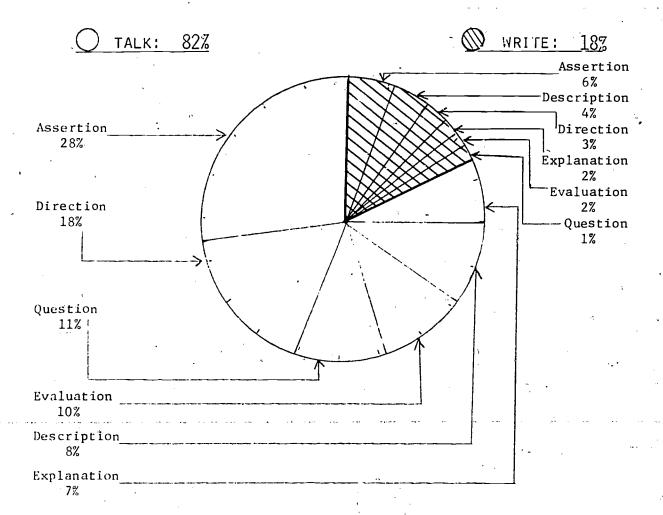
DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD, REPRIMAND.

Table 2

#### INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

#### THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct; order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 3

14



#### ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS

1	<u>T</u>	AL.	<u>K_</u>	6	8%			-				•	<u>v</u>	VR.	ITI	=	32	2%			
ASSERTION .		•	•,	•	•		•			19,7		DIRECTION				•	•		•		9%
QUESTION .	,	•	•			•		•	•	16%		ASSERTION		•				•			8%
DIRECTION .					•	•	•		•	10%		EXPLANATION	N				•	•		•	6%
EXPLANATION			•	•			•			10%		DESCRIPTION	N	•	,	i				•	40
MOITAULAVE					•		٠.			90		EVALUATION					•		•	•	3%
DESCRIPTION			i		•				•	4%	•	QUESTION	•	•	•	•	•			•	200

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

. PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT,

SCOLD, REPRIMAND.

Table 3



## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

#### WAYS EMPLOYEES RECEIVE COMMUNICATION

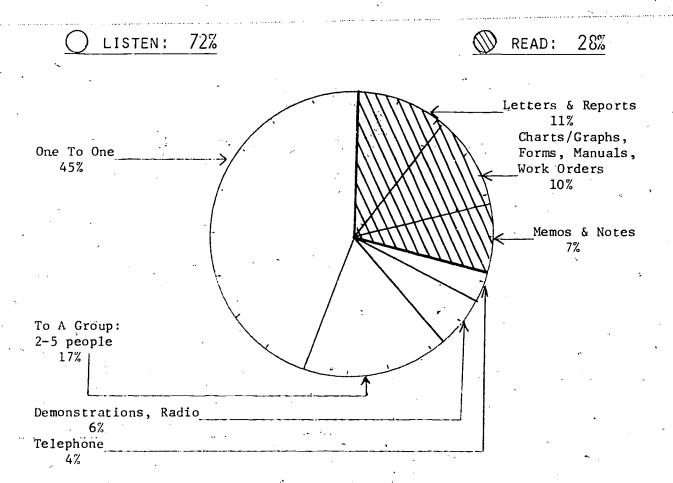


Figure 4

30.

## ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

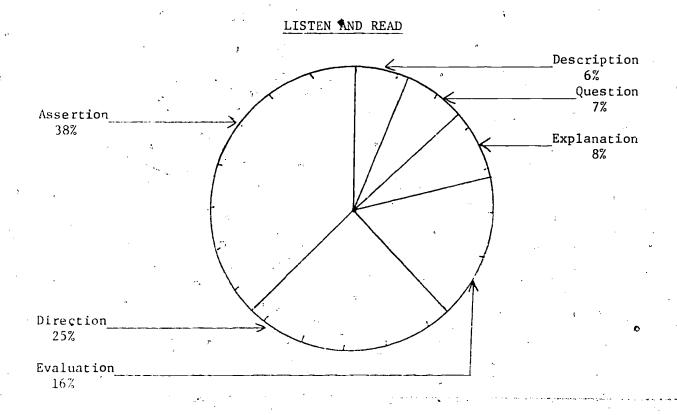
## WAYS EMPLOYEES RECEIVE COMMUNICATIONS

LISTEN: 70%	READ: 30%
ONE TO ONE	MEMOS & NOTES $17\%$
TELEPHONE	CHARTS/GRAPHS, FORMS, MANUALS, WORK ORDERS 9%
TO A GROUP: 2-5 PEOPLE 9%	LETTERS & REPORTS 4%

Table 4

## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure / 18





## ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS

#### LISTEN AND READ

DIRECTION .	•	•	•	•	'n	29%
ASSERTION		•		•		21%
QUESTION .	.•		•	•	•,	19%
EVALUATION				•	•;•	12%
EXPLANATION.						10%
DESCRIPTION						9%

ASSERTION: ADVISE, OPINION, PROPOSE, RECOMMEND, SELL,

PERSUADE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT,

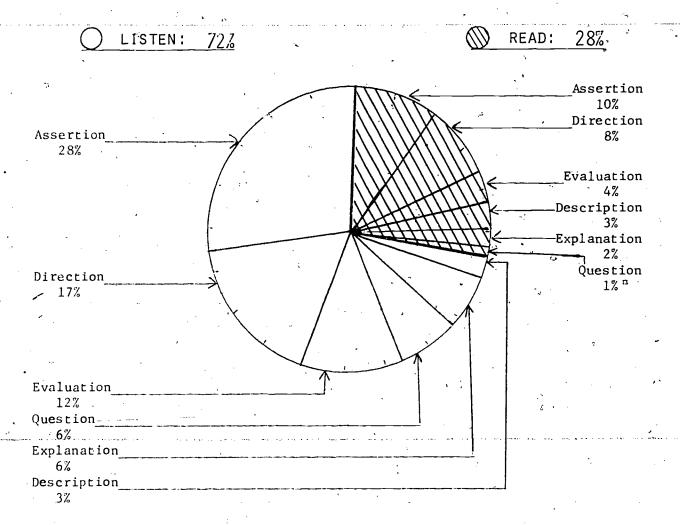
SCOLD, REPRIMAND.

Table 5



#### INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 6

### ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS

LISTEN:	70%	READ: 30%
	<b>4</b> :	
DIRECTION	18% DIRECTION .	11%
ASSERTION	16% ASSERTION.	5%
QUESTION	15% QUESTION	4%
EVALUATION	9% EXPLANATION	4%
EXPLANATION	6% EVALUATION .	3%
DESCRIPTION	6% DESCRIPTION .	3%

ADVISE, OPINION, PROPOSE, RECOMMEND, SELL, PERSUADE, SUGGEST. ASSERTION:

DIRECT, INSTRUCT, ORDER. DIRECTION:

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD, REPRIMAND.



Table 6 ع 21

# Individual Supervisors Responding to the Occupational Communications Skills Questionnaire (Appendix B)

#### Occupational Clusters

#### Job Categories

Agricultural business Agricultural technology Forest management Nursery/Greenhouse Ornamental horticulture Area salesman Assistant general manager Timber management assistant Greenhouse manager Director

Advisory Group Supervisors Responding to the Congensed Occupational Communications Skills Questionnaire (Appendix D)

#### Occupational Clusters

#### Job Categories

Agricultural business

Agronomist, Production controller, Vice-president, Farm operator, Production foreman, President, General manager

Agricultural technology

Packing foreman, General manager, Warehouse foreman, Fieldman, Assistant manager, Supervisor, Shipping foreman

Forest management

District manager, District

supervisor

Nursery/Greenhouse

Co-owner, Partner, Supervisor

Assistant manager, Owner

Ornamental horticulture '

Gardener II, Designer, Foreman,

Owner, Secretary

### Analysis of Questionnaire Responses

Ways Supervisors Send Communications (Figure 7, Table 7) When agricultural supervisor responses to both questionnaires were ranked, they were identical. The agricultural supervisors indicated that talking was their most frequent way of sending communications; talking to one person face-to-face and talking to a group of 2-5 persons were reported as the most frequently used communications. When communications were written, the supervisors indicated that they usually wrote memos and notes.

Kinds of Information Supervisors Send in Communications (Figures 8, 9, Tables 8, 9) The agricultural supervisors reported that the information most frequently sent by them included the kinds of communications summarized as assertion (advice, opinion, etc.). Over 1/3 of the supervisor responses were reported in this group. When the responses of supervisors from both questionnaires were ranked



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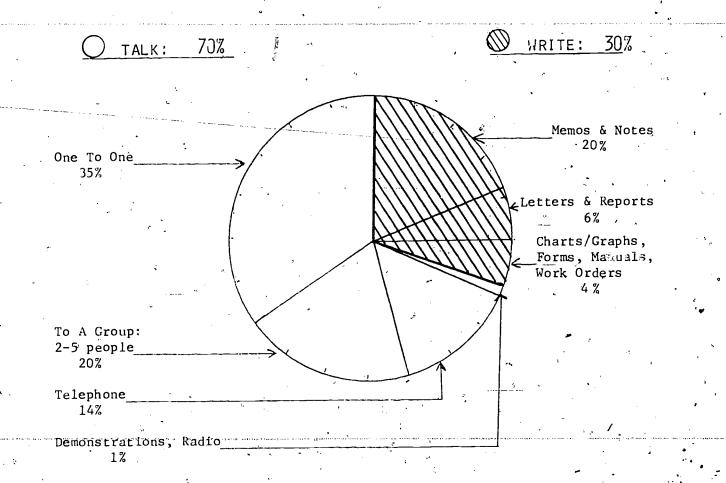
by frequency, the kinds of information sent by supervisors ranked in the same order. According to the occupational cluster analysis about 1/2 of the responses made by agricultural business supervisors recorded the kinds of information given as opinions (part of the assertion group) and directions (part of the direction group); over 2/3 of the agricultural business supervisors responses to these kinds of information indicated talking as the way of communicating the information. Supervisors in forest management, nursery/greenhouse and ornamental horticulture indicated that they most frequently asked questions and gave explanations when they were sending communications. The usual way of communicating these kinds of information was oral.

Ways Supervisors Receive Communications (Figure 10, Table 10)
Supervisors answering both questionnaires reported listening as the most frequent way of receiving information; listening to one person face-to-face was most frequently reported. Other frequent selections included listening to a group of 2-5 persons and listening by telephone. When reading was used to receive information, the supervisors indicated that they were most likely to read memos- and notes.

Kinds of Information Supervisors Receive in Communications (Figures 11, 12, Tables 11, 12) Supervisor questionnaire responses indicated that the communication categories grouped as assertions (advice, opinions, etc.) and directions (directions, instructions, orders) are the kinds of information received most frequently by the supervisors. When single communications categories were considered, the supervisors selected questions most frequently. These kinds of information were usually received by listening.

# INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

WAYS SUPERVISORS SEND COMMUNICATIONS



38

Figure 7

# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

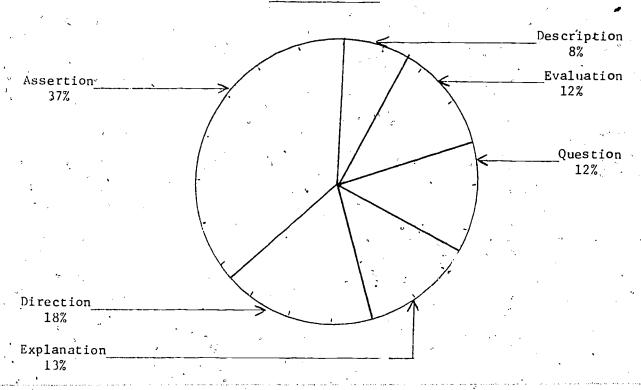
### WAYS SUPERVISORS SEND COMMUNICATIONS

ONE TO ONE	35%	MEMOS AND NOTES 15%
TO A GROUP: 2-5 PEOPLE	16%	LETTERS & REPORTS 4%
TELEPHONE	15%	CHARTS/GRAPHS, FORMS, 4%
DEMONSTRATIONS, RADIO.	11%	MANUALS, WORK ORDERS

### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS

#### TALK AND WRITE



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 8



# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

### THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS

#### TALK AND WRITE

	ASSERTION .		•	•	•	42%
	DIRECTION .	~. .•				21%
	EXPLANATION		ř		•	12%
a	QUESTION .			Į.		12%
	EVALUATION		•			7%
	DESCRIPTION					6%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

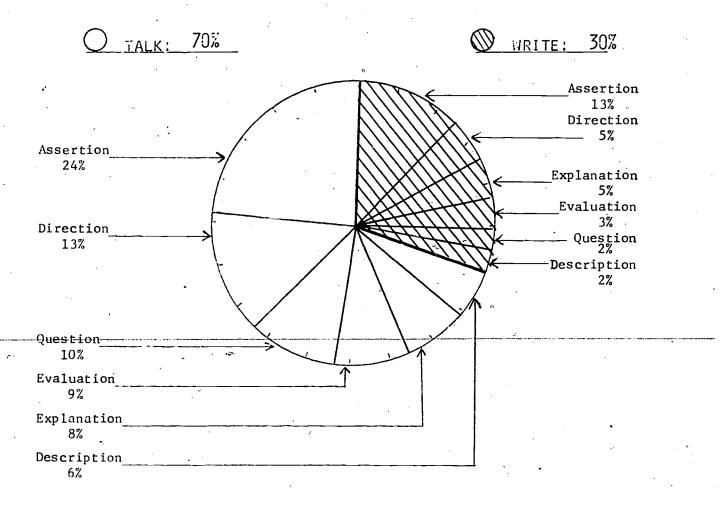
DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT,

SCOLD, REPRIMAND.

#### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 9



#### ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS

TALK: 77%								<u>WRITE: 23%</u>						
ASSERTION .	, •	•		•		•	33%	ASSERTION 9%						
DIRECTION .			•	•		•	14%	DIRECTION 7%						
QUESTION .	•	•	•	•	•	•	11%	EXPLANATION 3%						
EXPLANATION	•	•		•	•	•	9%	DESCRIPTION 29						
EVALUATION								7.0						
DESCRIPTION	•	•	1	•	. •	•	4%	EVALUATION 1%						

**ASSERTION:** ADVISE, OPINION, PERSUADE, RECOMMEND, SÉLL PROPOSE, SUGGEST.

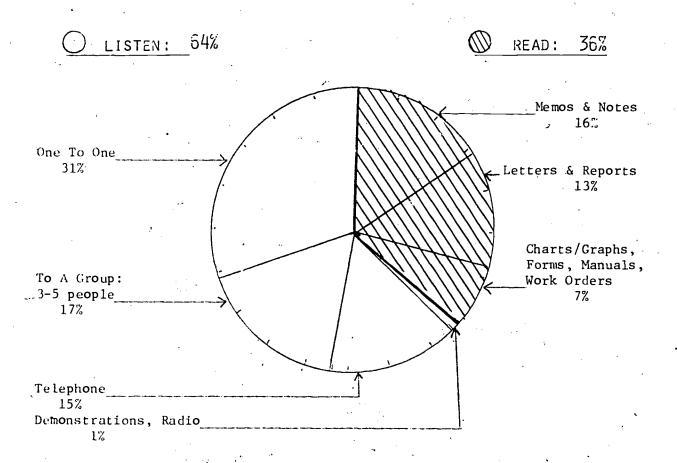
DIRECTION: DIRECT INSTRUCT, ORDER.

**EVALUATION:** ASSURE, APPRECIATE, COMPLIMENT, CORRECT,

SCOLD, REPRIMAND.

### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

#### WAYS SUPERVISORS RECEIVE COMMUNICATION -



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Figure 10



# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

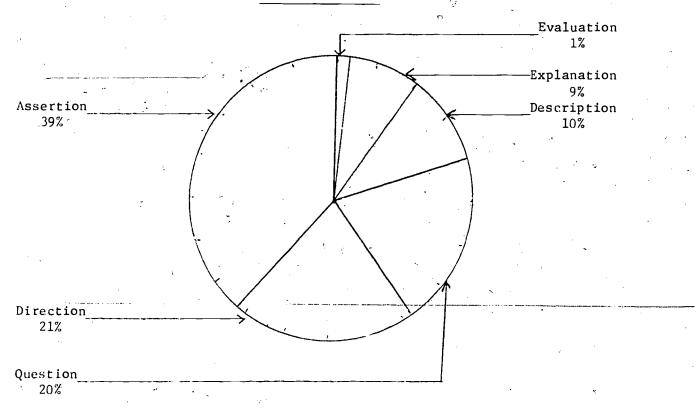
# WAYS SUPERVISORS RECEIVE COMMUNICATIONS

LISTEN: 80%	READ: 20%
ONE TO ONE	MEMOS & NOTES 12%
TELEPHONE 23%	LETTERS & REPORTS 6%
TO A GROUP: 2-5 PEOPLE 12%  DEMONSTRATIONS, RADIO 10%	CHARTS/GRAPHS, FORMS, MANUALS, WORK ORDERS 2%

#### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

### THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS

#### LISTEN AND READ



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

E aluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 11



#### ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS

### LISTEN AND READ

ASSERTION .		•		•	٠,	30%
QUESTION .	•		•			26%
DIRECTION .				1.		21%
EXPLANATION	•	,	•	,		12%
EVALUATION	•	:	•			7%
DESCRIPTION						4%

ASSERTION:

ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST:

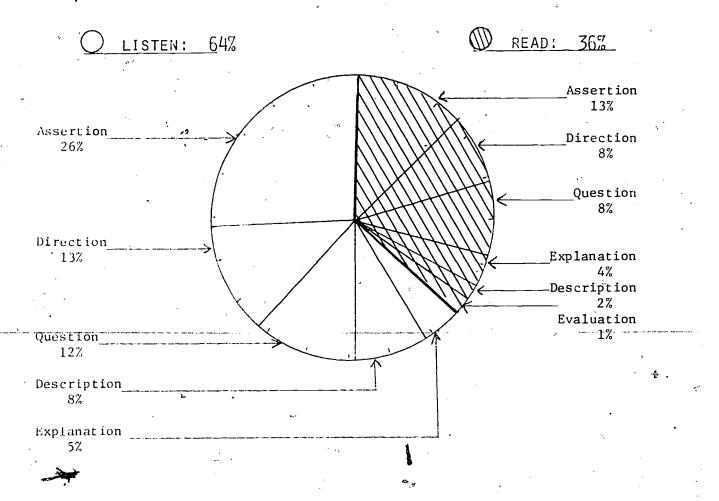
DIRECTION: DIRECT, INSTRUCT, ORDER.

**EVALUATION:** ASSURE, APPRECIATE, COMPLIMENT, CORRECT,

SCOLD, REPRIMAND.

### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

#### THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure IP



# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS

LI	STI	EΝ	<u>:</u>	80	<u>)%</u>				RE.	AD	:	20	<u>)%</u>				•
ASSERTION .	•			•	•		24%	,	DIRECTION .		•	•	,				7%
QUESTION .	,	•	,	•	• ,	1,	24%		ASSERTION .		•	•	•	•			6%
DIRECTION .		•		`,		,	14%		EXPLANATION		1,5						3%
EXPLANATION	1	,	•		•		9%	.*	QUESTION			•					2%
EVALUATION		,		,	•		6%	·	EVALUATION	,	,	,	,				1%
DESCRIPTION			,				3%		DESCRIPTION	,	•		,		,	,	1%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT,

SCOLD, REPRIMAND.

#### CHAPTER III

#### BUSINESS AND OFFICE OCCUPATIONS

Business and Office employee and supervisor responses to the Occupational Communications Skills Questionnaires are summarized in Figures 13-24.

Individual employee responses are summarized in Figures 13-18; Individual supervisor responses are summarized in Figures 19-24.

Advisory Group employee and supervisor responses to the Condensed Occupational Communications Skills Questionnaires are summarized in Tables 13-24.

Advisory Group employee responses are summarized in Tables 13-18; Advisory Group supervisor responses are summarized in Tables 19-24.

Individual Employees Responding to the Occupational Communications Skills Questionnaire (Appendix A)

#### Occupational Clusters

Clerk-typist Junior accountant Recordkeeper Secretary

#### Job Categories

Clerk-typist Cost accountant Administrative clerk Secretary

Advisory Group Employees Responding to the Condensed Occupational Communications Skills Questionnaire (Appendix C)

#### Occupational Clusters

#### Job Categories

Clerk-typist

Junior accountant

Clerk-typist, Team leader

Accounts clerk, Accountant,

Internal auditor

Recordkeeper

Mail messenger, Clerk, Junior buyer, Accounting clerk, Ad-

ministrative clerk

Secretary

Secretary, Clerk-steno, Secretary/bookkeeper, Clerktypist

Analysis of Questionnaire Responses

Ways Employees Send Communications (Figure 13, Table 13) In the business and office occupations, the employee questionnaire responses were almost evenly divided between oral and written communications. When responses from employees answering the detailed



questionnaire were considered, the clerk-typist and secretary indicated that they most frequently talked when they sent communications; the junior accountant and recordkeeper indicated that they most frequently sent communications by writing. Although 63% of the clerk-typist's responses indicated talking to one person face-to-face as a frequent way of sending communications, when all employee responses to the detailed questionnaire were considered, the percentage dropped to 36%. Responses from the field as a whole indicated that talking to one person face-to-face and writing memos and notes were used with almost equal frequency.

Kinds of Information Employees Send in Communications, Talk/Write (Figures 14, 15, Tables 14, 15) Kinds of communications identified in a group as assertions (advice, opinions, etc.) were used most frequently by business and office employees. These assertive communications were more likely to be spoken than written. When individual communications categories were considered the employees indicated that if they were talking they were most frequently asking questions and if they were writing they were most frequently giving explanations.

Ways Employees Receive Communications (Figure 16, Table 16) Detailed questionnaire responses were almost evenly divided between listening and reading. Advisory group employees responses indicated they used listening more frequently than reading as a means of receiving communications. Listening to one person face-to-face was chosen most frequently by the supervisores as their way of receiving information. Employees answering both questionnaires reported that written information was most frequently received in the form of memos and notes.

Kinds of Information Employees Receive in Communications (Figures 17, 18, Tables 17, 18) When kinds of communications received were considered by the employees, over 50% of the responses fell into the communications categories, directions, instructions, orders and questions. They reported that these communications were received by both listening and reading.



# INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

#### WAYS EMPLOYEES SEND COMMUNICATIONS

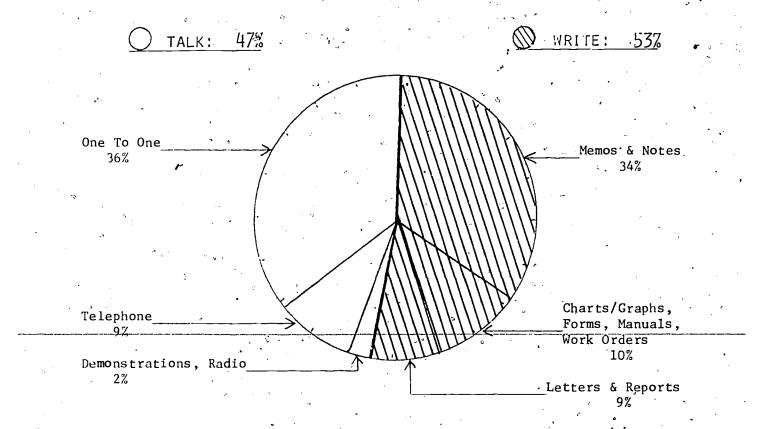


Figure 13 ·

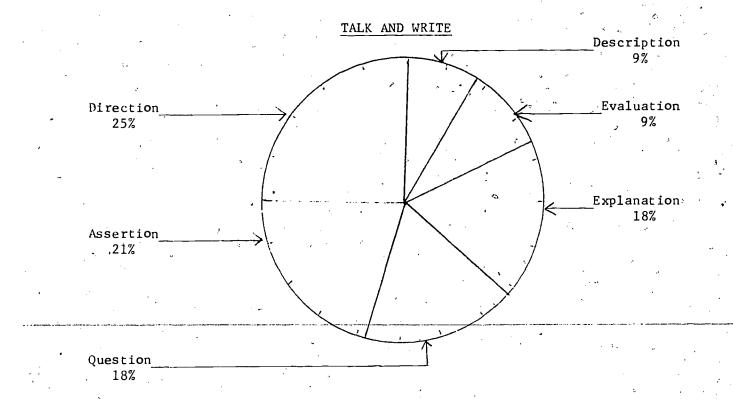
ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE.

# WAYS EMPLOYEES SEND COMMUNICATIONS

<u>TALK: 58%</u>	WRITE: 42%
ONE TO ONE	MEMOS & NOTES 33%
TELEPHONE 22%	LETTERS & REPORTS , 8%
TO A GROUP: 2-5 PEOPLE 4% .	CHARTS/GRAPHS, FORMS MANUALS, WORK ORDERS 1%

### INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

### THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 14

# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

#### THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS

#### TALK AND WRITE

ASSERTION .		í		28%
QUESTION .	•		,•	24%
EXPLANATION		•	•	21%
DIRECTION .	•			18%
DESCRIPTION				5%
EVALUATION				4%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

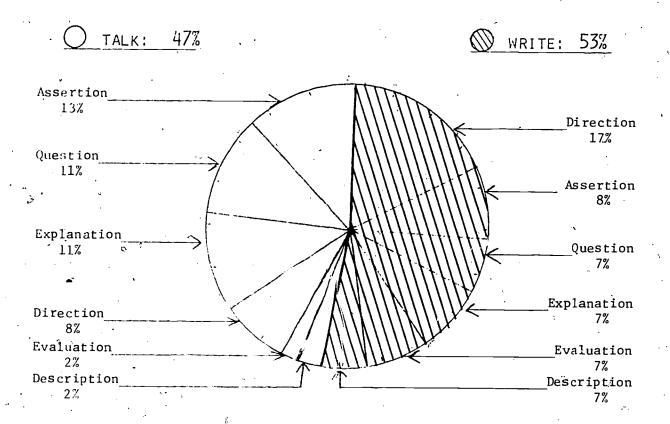
REPRIMAND.

Table 14



#### INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, sugges:

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 15

#### ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS

TALK: 58%	<u>WRITE: 42%</u>
ASSERTION 17%	ASSERTION 11%
QUESTION 17%	DIRECTION 11%
EXPLANATION 12%	EXPLANATION 9%
DIRECTION 7%	QUESTION 7%
EVALUATION 3%	DESCRIPTION 3%
DESCRIPTION 2%	EVALUATION $1\%$

ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, PROPOSE, SUGGEST. ASSERTION:

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.

Table 15



### · INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

### WAYS EMPLOYEES RECEIVE COMMUNICATION

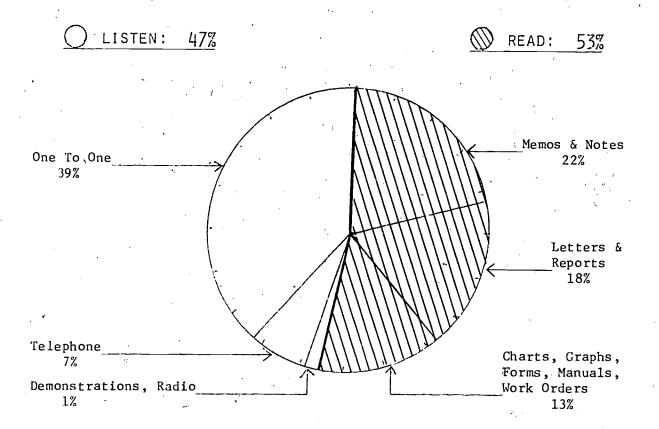


Figure 16

# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

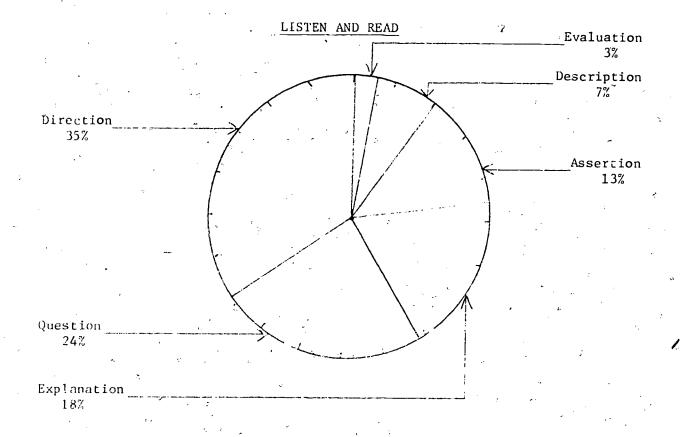
# WAYS EMPLOYEES RECEIVE COMMUNICATIONS

LISTEN: 62%	<u>READ: 38%</u>
ONE TO ONE 31%	MEMOS & NOTES 27%
TELEPHONE 25%  TO A GROUP: 2-5 PEOPLE 5%	CHARTS/GRAPHS, FORMS, MANUALS, WORK ORDERS . 6%
DEMONSTRATIONS, RADIO 1%	LETTERS & REPORTS 5%



#### INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

### THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS



Assertion: advise, epinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 17



# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

# THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS

#### LISTEN AND READ

DIRECTION .	•	•	•	j. •	32%
QUESTION ~ .		,			24%
ASSERTION .					17%
EXPLANATION	•			, .	15%
EVALUATION			•		7%
DESCRIPTION					5%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

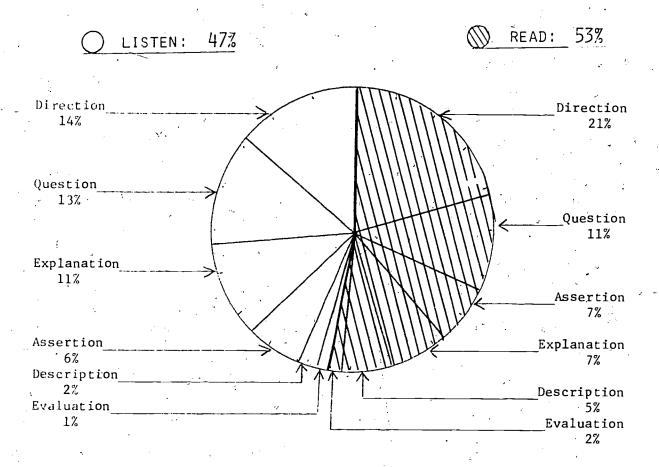
REPRIMAND.

Table 17



# INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

### THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, seold, reprimand.

Figure 18



# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

# THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS

LISTEN: 62%	
QUESTION 18%	DIRECTION 16%
DIRECTION 16%	ASSERTION 6%
ASSERTION	QUESTION 6%
EXPLANATION 10%	EXPLANATION 5%
EVALUATION 4%	EVALUATION 3%
DESCRIPTION 3%	DESCRIPTION 2%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD, REPRIMAND.

# Individual Supervisors Responding to the Occupational Communications Skills Questionnaire (Appendix B)

Occupational Clusters

Job Categories

Clerk-typist Junior accountant Recordkeeper

Editorial assistant Accounting supervisor Supervisor of policies and procedures Business manager

Secretary

Advisory Group Supervisors Responding to the Condensed Occupational Communications Skills Questionnaire (Appendix D)

Occupational Clusters

Job Categories

Clerk-typist

Clerk-typist-secretary, Supervisor, Manager, Accounts payable

Junior accountant

Chief accountant, City treasurer, Accountant, Partner

Recordkeeper

Financial manager, Contract specialist, Accountant, Cashier, Supervisor

Secretary

Supervisor, Administrator, Chief controller, Chief electrical engineer

### Analysis of Questionnaire Responses

Ways Supervisors Send Communications (Figure 19, Table 19) Supervisor responses are fairly evenly divided between talking and writing as ways of sending communications. Clerk-typists and secretaries reported that talking was their most frequent way of sending communications while junior accountants and recordkeepers reported that writing was their most frequent way of sending communications. An even distribution of responses occurred again when the most frequent way of giving information was evenly divided between talking to one person face-to-face and writing memos and notes.

Kinds of Information Supervisors Send in Communications (Figures 20, 21, Tables 20, 21) The supervisors indicated that assertions (listed as a group of communications skills) and explanations were the kinds of information most frequently given during their work. Supervisors answering the detailed questionnaire indicated that directions (listed as a group of communications skills) were also a frequent kind of information given. These kinds of information were given by both talking and writing.



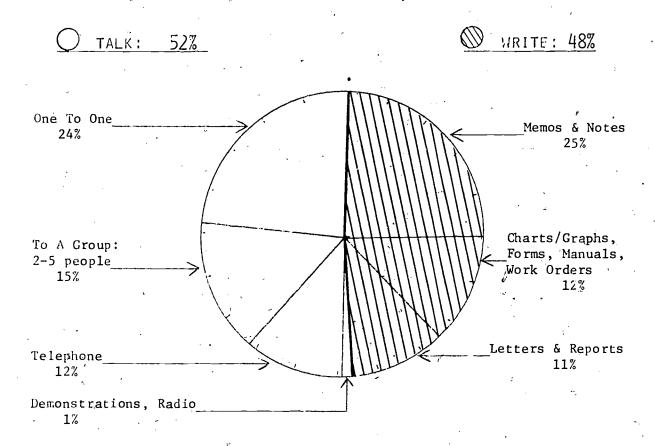
Ways Supervisors Receive Communications (Figure 22, Table 22) Supervisor responses were fairly evenly divided between listening and reading as ways of receiving communications. Clerk-typists and secretaries responded most frequently to questionnaire items that involved listening and junior accountants and recordkeepers responded to questionnaire items that involved reading. Information was most frequently received by listening to one person face-to-face and by reading memos and notes.

Kinds of Information Supervisors Receive in Communications (Figures 23, 24, Tables 23, 24) Assertions (listed as a group of communication skills) were the most frequent kind of information received by the supervisors. When individual communications skills were considered, the supervisors indicated that they received questions most frequently. Assertions were received both by listening and reading; questions were usually received by listening.



### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

WAYS SUPERVISORS SEND COMMUNICATIONS



66

Figure 12



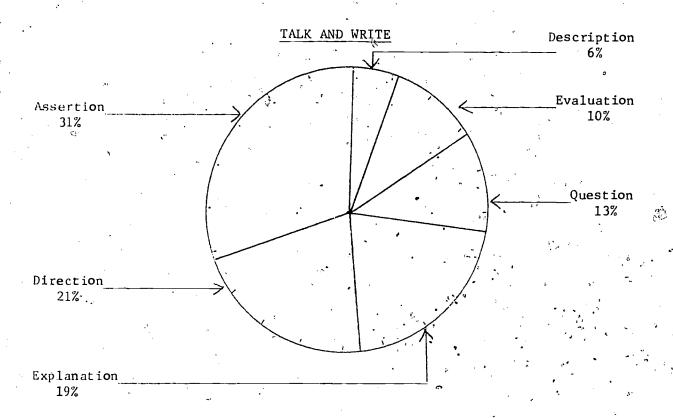
# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# WAYS SUPERVISORS SEND COMMUNICATIONS

TALK: 57%	WRITE: 43%	
ONE TO ONE 30%	MEMOS, & NOTES	30%
TELEPHONE 19%	LETTERS & REPORTS	10%
TO A GROUP: 2-5 PEOPLE : 6%  DEMONSTRATIONS, RADIO 2%	CHARTS/GRAPHS, FORMS, MANUALS, WORK ORDERS	. 3%

### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

#### THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 20



# ADVISORY GROUP SUPERVISOR REPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS

#### TALK AND WRITE

ASSERTION .	•		32%
EXPLANATION			22%
QUESTION .		•	19%
DIRECTION .	•		13%
DESCRIPTION			73
EVALUATION			707

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

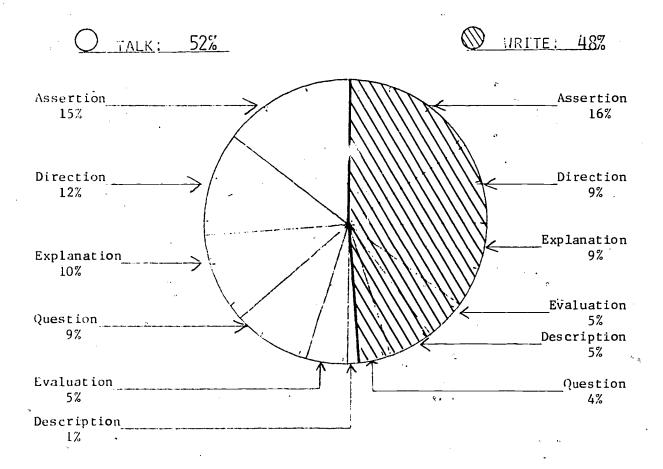
EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.



### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

#### THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

. Figure 21

# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

### THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS

TALK: 57%	WRITE: 113%
ASSERTION 17%	ASSERTION <u>15%</u>
QUESTION 13%	EXPLANATION 10%
EXPLANATION 12%	DIRECTION 6%
DIRECTION 7%	QUESTION 6%
EVALUATION 53	DESCRIPTION 4%
DESCRIPTION 3%	EVALUATION $2^m$

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST?

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.

#### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

#### WAYS SUPERVISORS RECEIVE COMMUNICATION

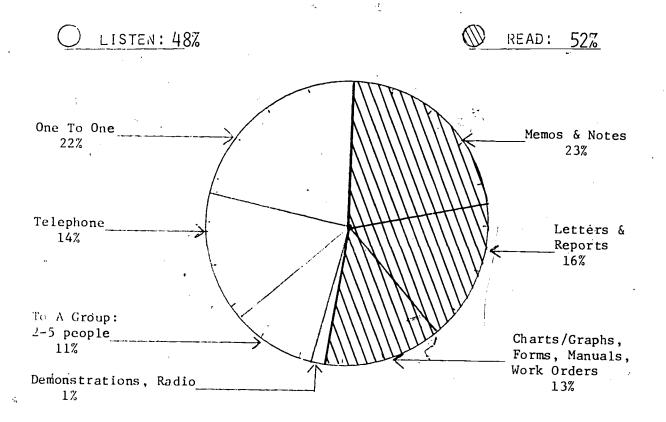


Figure 22

# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

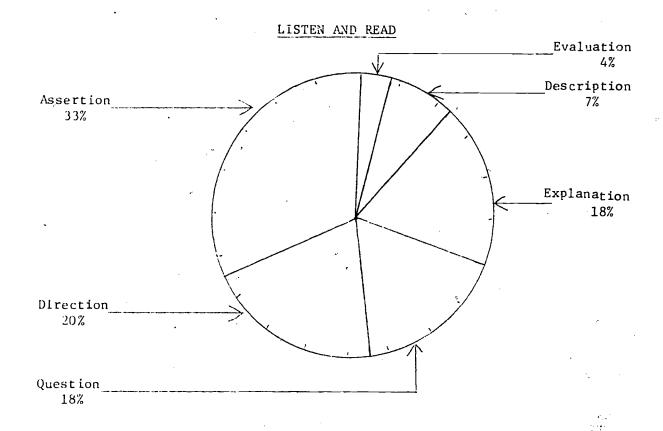
# WAYS SUPERVISORS RECEIVE COMMUNICATIONS

LISTEN: 56%	READ: 44%
ONE TO ONE 30%	MEMOS & NOTES 27%
TELEPHONE 20%	LETTERS & REPORTS 10%
TO A GROUP: 2-5 PEOPLE 5%	CHARTS/GRAPHS, FORMS,
DEMONSTRATIONS, RADIO 1%	MANUALS, WORK ORDERS 7%

Table 22

INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS

# LISTEN AND READ

ASSERTION .	•		33%
QUESTION .			28%
EXPLANATION			16%
DIRECTION .			14%
DESCRIPTION			6%
EVALUATION			3%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: "DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.

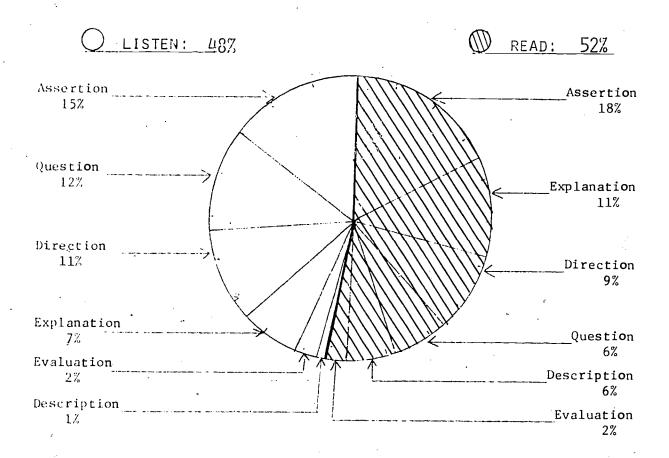
Table 33

6.



# INDIVIDUAL RESPÔNSE TO SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprisend.

# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERMISORS RECEIVE IN COMMUNICATIONS

LIS	TE	<u>N:</u>		56	<u>%</u> .		<u>READ: 44%</u>	
QUESTION	•		•	•		18%	ASSERTION	15%
ASSERTION .		,	•			17%	QUESTION	10%
EXPLANATION	,				i	10%	DIRECTION	7%
DIRECTION .						7%	EXPLANATION	7%
EVALUATION .			•			2%	DESCRIPTION	4%
DESCRIPTION						2%	EVALUATION	1%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.

Table 24



#### CHAPTER IV

#### DISTRIBUTION AND MARKETING OCCUPATIONS

Distribution and Marketing employee and supervisor responses to the Occupational Communications Skills Questionnaires are summarized in Figures 25-36.

Individual employee responses are summarized in Figures 25-30; Individual supervisor responses are summarized in Figures 31-36.

Advisory Group employee and supervisor responses to the Condensed Occupational Communications Skills Questionnaires are summarized in Tables 25-36.

Advisory Group employee responses are summarized in Tables 25-30; Advisory Group supervisor responses are summarized in Tables 31-36.

Individual Employees Responding to the Occupational Communications Skills Questionnaire (Appendix A)

#### Occupational Clusters

Job Categories

Eat/Drink establishment Hospitality/Lodging Real estate Self-service retail

Head waiter Desk clerk Salesman Food clerk

Advisory Group Employees Responding to the Condensed Occupational Communications Skills Questionnaire (Appendix C)

#### Occupational Clusters

#### Job Categories

Eat/Drink establishment

Bus boy, Waitress/Hostess, Waitress, Waiter

Hospitality/Lodging

Clerk, Desk clerk

Salesman, Broker

Real estate Retail sales

Bookkeeper, Sales clerk, Merchandise buyer, Salesgirl,

Department head

### Analysis of Questionnaire Responses

Ways Employees Send Communications (Figure 25, Table 25) Distributive and Marketing employees indicated that they used their talking skills much more frequently than their writing skills during their work. Talking to a group of two to five persons and talking by telephone also, to a lesser extent, ranked as frequent ways of sending communications. When writing was used to give information, memos and notes were used more frequently than any other form of written communications.



Kinds of Information Employees Send in Communications, Figures 26, 27, Tables 26, 27) When all employees responded about the kinds of information given, they indicated that it was most frequently in the form of explanations. Directions and assertions (groups of communications skills) were also frequently offered. Explanations and assertions were usually given by talking; directions were given about equally by talking and writing. Employees answering the condensed questionnaire reported that assertions (a group of communications skills) and questions were most frequently used by them. These kinds of information were usually given by talking.

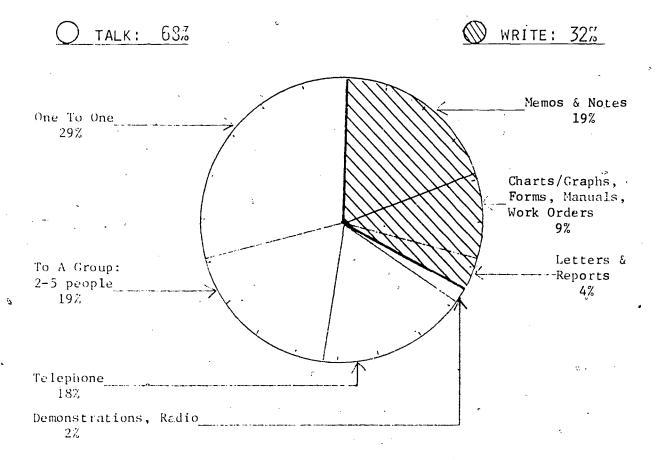
Ways Employees Receive Communications (Figure 28, Table 28) Employees from the Distributive and Marketing occupations reported that they listened much more frequently than they read during their work. They reported that listening to one person face-to-face was the most frequent way of receiving information. Information was also frequently received by listening to a group of two to five persons and listening by telephone. When information was read, the employees were more likely to read memos and notes than any other written form of communication.

Kinds of Information Employees Receive in Communications (Figures 29, 30, Tables 29, 30) Directions (a group of communications skills) ranked as the most frequent kind of information received by these employees. Employees answering the detailed questionnaire reported assertions were also frequently received; employees answering the condensed questionnaire reported being asked questions frequently. Directions were received by both listening and reading; assertions and questions were most frequently received by listening.



## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

#### WAYS EMPLOYEES SEND COMMUNICATIONS







ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

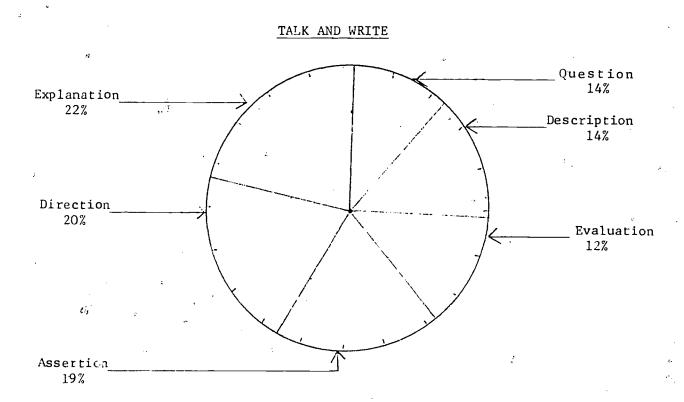
# WAYS EMPLOYERS SEND COMMUNICATIONS

TALK: 78%	*	<u>WRITE: 22%</u>
ONE TO ONE 36%		MEMOS & NOTES 16%
TELEPHONE 22%		LETTERS & REPORTS 4%
TO A GROUP: 2-5 . 10%		CHARTS/GRAPHS, FORMS, MANUALS, WORK ORDERS 2%
DEMONSTRATIONS, RADIO 1 10%	1	HANDALS WORK ORDERS ZA

2:57c 25

## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

### THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.



# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

# THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS

## TALK AND WRITE

ASSERTION .		28%
QUESTION .		20%
EVALUATION		19%
DIRECTION .		15%
EXPLANATION		13%
DESCRIPTION		5%

ASSERTION:

ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION:

DIRECT, INSTRUCT, ORDER.

**EVALUATION:** 

ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.

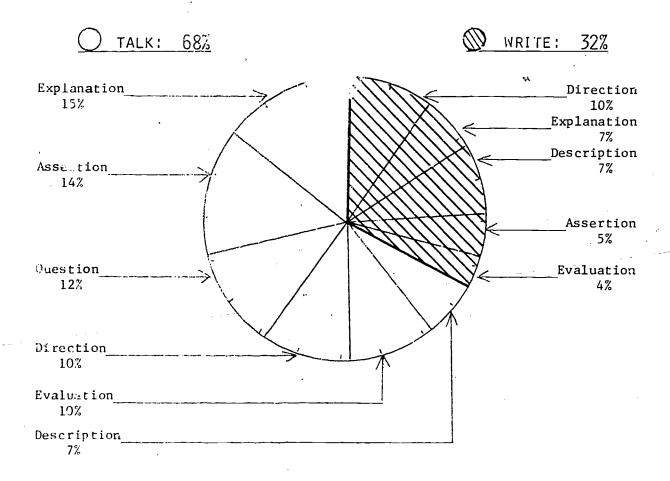
Table 26



#### INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMU

IONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.



## ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

# THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS

o	TA	LK	;	Ź	8%			<u>W</u>	RITE	2	<u>2%</u>		
ASSERTION .		•				.•	21%	ASSERTI	ON .				7%
QUESTION .							17%	DIRECTI	ON.				4%
EVALUATION		•					16%	EXPLANA	TION	I .			4%
DIRECTION .	•				•		11%	QUESTIO	١.				3%
EXPLANATION			•				9%	EVALUAT	l ON				3%
DESCRIPTION							4%	DESCRIP	LION				1%

ASSERTION: ADVISE, OPINION, PERCUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

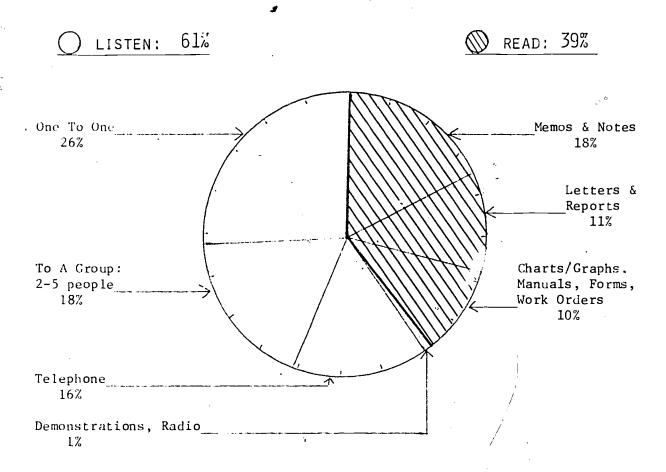
REPRIMAND.

Table 37



# INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

### WAYS EMPLOYEES RECEIVE COMMUNICATION



# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

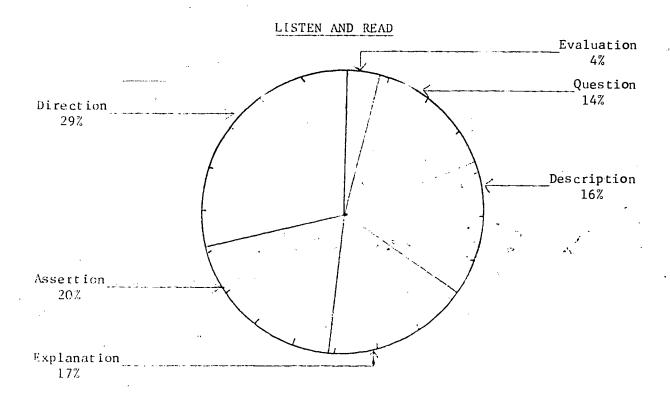
# WAYS EMPLOYEES RECEIVE COMMUNICATIONS

LISTEN: 71%	<u>READ: 23%</u>
ONE TO ONE	memos & notes 15%
TELEPHONE	CHARTS/GRAPHS, FORMS, MANUALS, WORK ORDERS 10%
TO A GROUP: 2-5 PEOPLE . 10%  DEMONSTRATIONS, RADIO . 8%	LETTERS & REPORTS 4%

Table 28

#### INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

# THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.



#### ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS

## LISTEN AND READ

DIRECTION .	J,	a		27%
QUESTION .				21%
EVALUATION				20%
ASSERTION .				18%
EXPLANATION				8%
DESCRIPTION			_	6%

ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, PROPOSE, SUGGEST. ASSERTION:

DIRECT, INSTRUCT, ORDER. DIRECTION:

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCO'\_D,

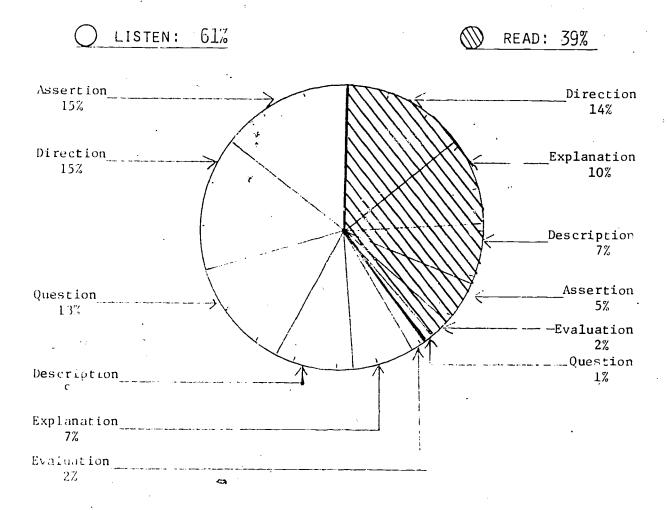
REPRIMAND.



Table 29 75

#### INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

# THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS



Assertion: advis , opinion, propose, recommend, self, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.



ADVISORY GROUP EMPLOYEE RESPONSE / TO CONTINUED EMPLOYEE QUESTIONNAIRE

# THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS

· <u>L</u>	_13	STE	ΞN	:	7.	1%			<u>read: 29%</u>	
QUESTION .		٠.		•			1	17%	DIRECTION 11%	7
DIRECTION	•	•		•	•	•		16%	EVALUATION 5%	7
EVALUATION						•	•	15%	ASSERTION 4%	7 5
ASSERTION		,	,	ı				14%	QUESTION 4%	7
EXPLANATION			•				, <b>s</b>	6%	DESCRIPTION 3%	<i>1</i>
DESCRIPTION			ı					3%	EXPLANATI : 2%	,

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD, **EVALUATION:** 

Table 30



# Individual Supervisors Responding to the Occupational Communications Skills Questionnaire (Appendix B)

#### Occupational Clusters

#### Job Categories

Eat/Drink establishment Hospitality/Lodging Real estate Retail sales Self-service retail

Waiter-head bus boy Manager Managing broker Assistant manager Assistant manager

Advisory Group Supervisors Responding to the Condensed Occupational Communications Skills Questionnaire (Appendix D)

#### Occupacional Clusters

#### Job Categories

Eat/Drink establishment

Head walker, Business adminis-

trator, Poom service

Hospitality/Lodging

General manager, Desk clerk

Real estate

Assistant manager, Agent, Salesman, Sales manager, President, Branch manager

Retail sales

Assistant manager, Manager,

Supervisor

#### Analysis of Questionnaire Responses

Ways Supervisors Send Communications (Figure 31, Table 31) Supervisors answering both questionnaires reported that they used talking more frequently than writing when they sent communications. Talking to one person face-to-face was the most frequent way of giving information. When writing was used for communication, the supervisors indicated that they sent memos and notes more frequently than any other form of written communications.

Kinds of Information Supervisors Send in Communications (Figures 32, 33, Tables 32, 33) When supervisors responded to questions about the kinds of information that they sent in their communications, they selected assertive communications, (listed as a group of communications skills) most frequently. This kind of information was sent by talking and writing but most frequently by talking. Supervisors answering the detailed questionnaire also selected directions (listed as a group of communications skills) as a kind of information frequently given. Supervisors answering the condensed questionnaire indicated that they were more likely to ask questions than give directions. Directions given by both talking and writing; questions were usually across by talking.

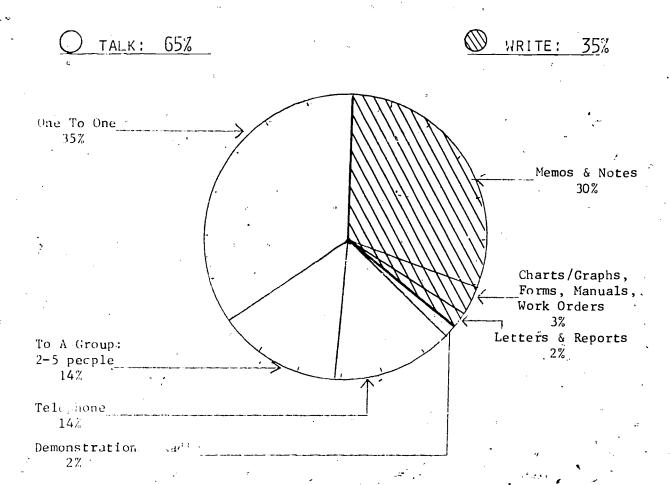
Ways Supervisors Receive Communications (Figure 34, Table 34) The supervisors selected listening more frequently than reading as the way they received information at their work. Listening to one person face-to-face and listening by phone ranked, in that order, as ways of receiving information. The supervisors indicated that information received by reading most frequently came in the form of memos and notes.

Kinds of Information Supervisors Receive in Communications

Figures 35, 36, Tables 35, 36) Assertions (listed as a group of communications skills) ranked as the kind of information most frequently received by the supervisors. Directions (listed as a group of communications skills) ranked next in frequency according to supervisors answering the detailed questionnaire; questions ranked next in frequency according to supervisors answering the condensed questionnaire. Assertions were received both by listening and reading but most frequently by listening. Supervisors answering the detailed questionnaire reported that their directions most frequently came from reading. Supervisors answering the condensed questionnaire reported that they were most likely to receive questions by listening.

### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

#### WAYS SUPERVISORS SEND COMMUNICATIONS



80 -

# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

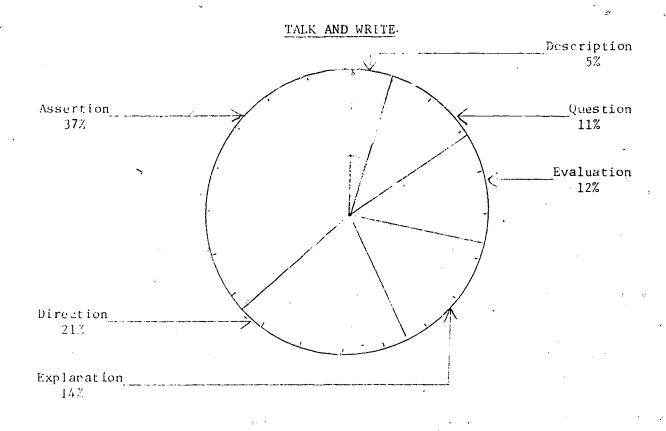
# WAYS SUPERVISORS CEND COMMUNICATIONS

TALK: 369%	WRITE: 31%
ONE TO ONE 34%	MEMOS & NOTES 21%
TELEPHONE 22%	CHARTS/GRAPHS FORMS
TO A GROUP: 2-5 PEOPLE 9%	CHARTS/GRAPHS, FORMS MANUALS, WORK ORDERS 6%
DEMONSTRATIONS, RADIO, 4%	LETTERS & REPORTS . 4%

"Pallo 3:

## INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order:

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Elguno 30



# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS

## TALK AND WRITE

ASSERTION			ř	39%
QUESTION	• .	.•		19%
EXPLANAT I O	N			15%
DIRECTION			•	12%
EVALUATION				9%
DESCRIPTION	N			6%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

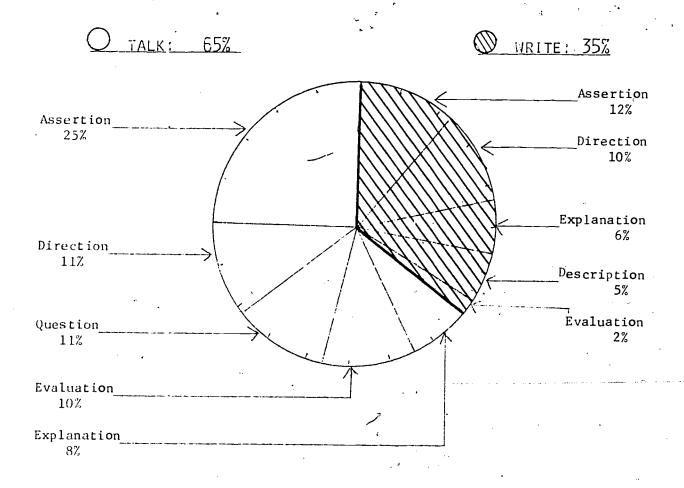
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Table 32



INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.



# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

### THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS

•	ŢΑ	LK_	١,	69	<u> 3%</u>			WRITE: 319	
ASSERTION .			í				27%	ASSERTION 12	2%
QUESTION .		•				•	15%	EXPLANATION 6	%
EXPLANATION		•	•			•	9%	DIRECTION 5	9
DIRECTION .	•		•				7%	QUESTION 4	%
EVALUATION	•	•	•		•		7%	EVALUATION 2	%
DESCRIPTION	•	٠,					4%	DESCRIPTION 2	%

ASSERTION: ADVISE, OFINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

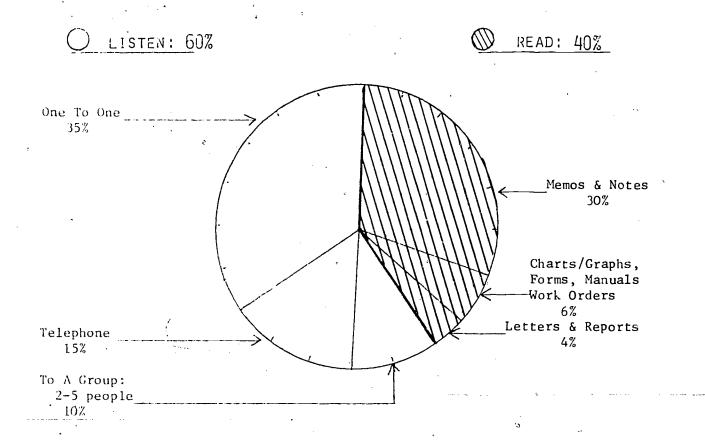
REPRIMAND.

Table 33



### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

#### WAYS SUPERVISORS RECEIVE COMMUNICATION



100

Figure 34 86



# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# WAYS SUPERVISORS RECEIVE COMMUNICATIONS

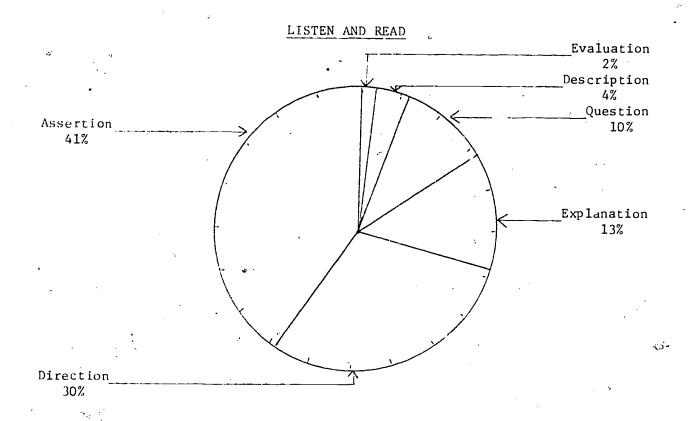
LISTEN: 67%	READ: 33%		
ONE TO ONE 34%	MEMOS & NOTES 19%		
TELEPHONE 24%	LETTERS & REPORTS 10%		
TO A GROUP: 2-6 PEOPLE . 6%	CHARTS/GRAPHS, FORMS, MANUALS, WORK ORDERS 4%		
DEMONSTRATIONS, RADIO . 3%	MANUALS, WORK ORDERS		

Table 34



#### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS

### LISTEN AND READ

ASSERTION .	•		•	34%
QUESTION .	•	•	•	24%
DIRECTION .				14%
EXPLANATION		•	•	14%
EVALUATION		•		9%
DESCRIPTION			•.	57

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

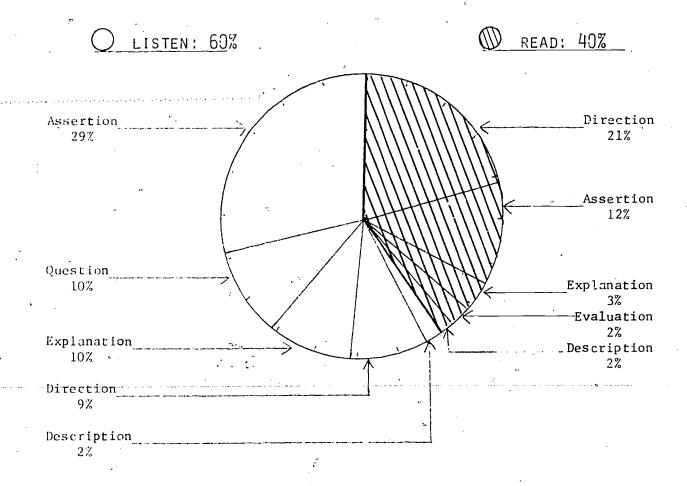
REPRIMAND.

Table 35



## INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

THE KIMDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.



# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS

LISTEN: 67%	READ: 33%
ASSERTION 25%	ASSERTION
QUESTION 19%	DIRECTION 7%
EXPLANATION 9%	QUESTION 5%
DIRECTION	EXPLANATION 5%
EVALUATION 5%	EVALUATION 4%
DESCRIPTION 2%	DESCRIPTION 3%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.

. Table 36

#### HEALTH OCCUPATIONS

Health employee and supervisor responses to the Occupational Communications Skills Questionnaires are summarized in Figures. 37-48.

Individual employee responses are summarized in Figures 37-42; Individual supervisor responses are summarized in Figures 43-48.

Advisory Group employee and supervisor responses to the Condensed Occupational Communications Skills Questionnaires are summarized in Tables 37-48.

Advisory Group employee responses are summarized in Tables 37-42; Advisory Group supervisor responses are summarized in Tables 43-48.

Individual Employees Responding to the Occupational Communications Smalls Questionnaire (Appendix A)

#### Occupational Clusters

Auxiliary dental Auxiliary medical Nursing

#### Job Categories

Dental assistant Medical assistant Licensed practical nurse

Advisory Group Employees Responding to the Condensed Occupational Communications Skills Questionnaire (Appendix C)

#### Occupational, Clusters

#### Job Categories

Auxiliary dental

Dental hygienist, Receptionist, Dental assistant

Auxiliary medical

Medical assistant, Secretary/
bookkeeper, Receptionist

Nursing

Licensed practical nurse

#### Analysis of Questionnaire Responses

Ways Employees Send Communications (Figure 37, Table 37) Health Occupations employees answering both questionnaires gave information most frequently by talking. Talking to one person face-to-face was the most frequent way of giving information. When writing was used to give information, these employees used memos and notes more frequently than any other form of written communication. Very little writing as a means of sending communications was reported in the health field and where it did occur there was little correlation between what the individuals reported and what advisory groups reported.

Kinds of Information Employees Send in Communications (Figures 38, 39, Tables 38, 39) Health Occupations employees indicated that assertions (advice, opinions, etc.), directions (directions, instructions, orders), evaluations (assurance, appreciation, etc.) and questions were the kinds of information given most frequently. This information was given most frequently by talking.



Ways Employees Receive Information (Figure 40, Table 40) Employees answering both questionnaires received information most frequently by listening. Listening to one person face-to-face was the most frequent way of receiving communications. Listening to one person face-to-face and listening to demonstrations and radio were the most frequent ways of listening for information. When reading was used to receive information, these employees read memos and notes more frequently than other written communications.

Kinds of Information Employees Receive in Communications (Figures 41, 42, Tables 41, 42) The questionnaire responses indicated that directions, assertions and questions were the kinds of information received most frequently by these employees. This information was received most frequently by listening.

#### HEALTH OCCUPATIONS

# INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

#### WAYS EMPLOYEES SEND COMMUNICATIONS

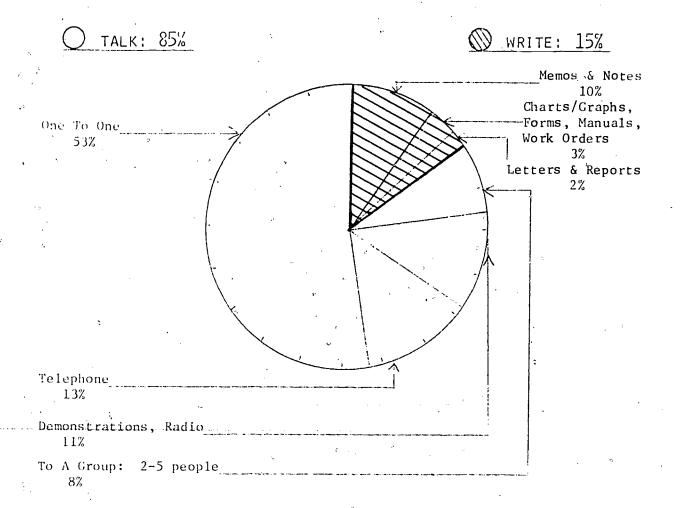


Figure 32

# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

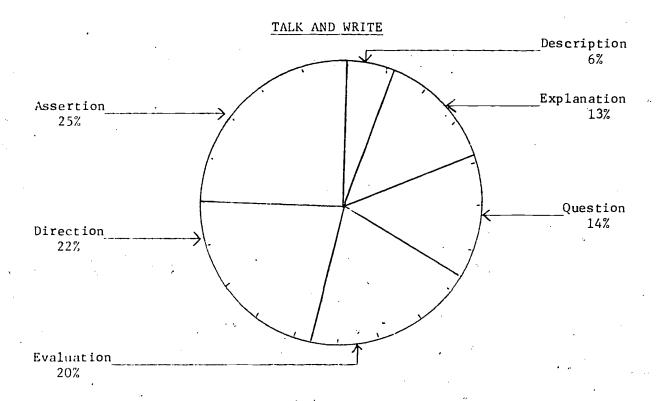
#### WAYS EMPLOYEES SEND COMMUNICATIONS

<u> TALK: 76%</u>	WRITE: 24%					
one to one 33%	MEMOS & NOTES 13%					
DEMONSTRATIONS, RADIO	CHARTS/GRAPHS, FORMS MANUALS, WORK ORDERS 8%					
TO A GROUP: 2-5 PEOPLE 11%	LETTERS & REPORTS 3%					

Table 37

# INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

#### THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, uggest

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 38



#### ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS

## TALK AND WRITL

ASSERTION .	• .		22%
QUESTION .	• •	•,	20%
DIRECTION .		•	19%
EXPL:ANATION		•	19%
EVALUATION	• , •	•	13%
DESCRIPTION		•	7%

ASSERTION:

ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD, EVALUATION:

REPRIMAND.

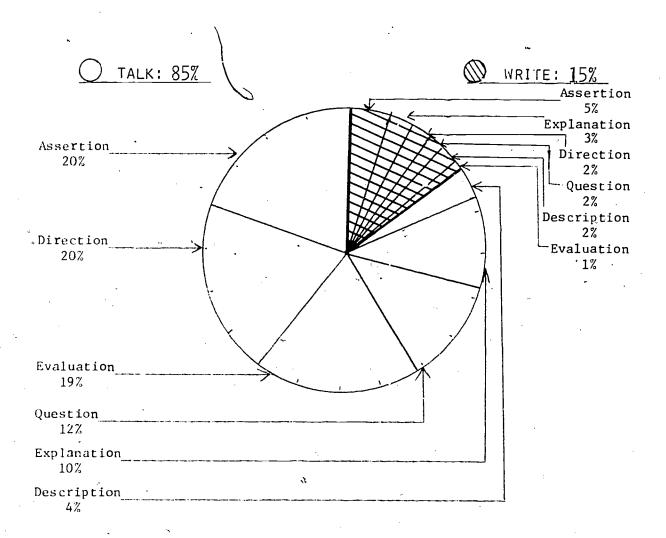
Table 38 97



#### HEALTH OCCUPATIONS . .

## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Figure 33

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.



# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS

•		T	AL.	<u>K:</u>		<u> 76</u>	<u>%</u>		<u> WRITE: 24%</u>	
ASSERTION .	•			•	•	•		19%	DIRECTION	5% ()
QUESTION .		•	,	•			•	14%	QUESTION 6	5%
EXPLANATION	,	•	•	•			. •	14%	EXPLANATION 5	-g
DIRECTION .	•		,	•	.•			13%	ASSERTION 3	3%
EVALUATION		,	.•			•	•	11%	EVALUATION 2	) 07 . /o
DESCRIPTION			•			. 1		5%	DESCRIPTION 2	2%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.

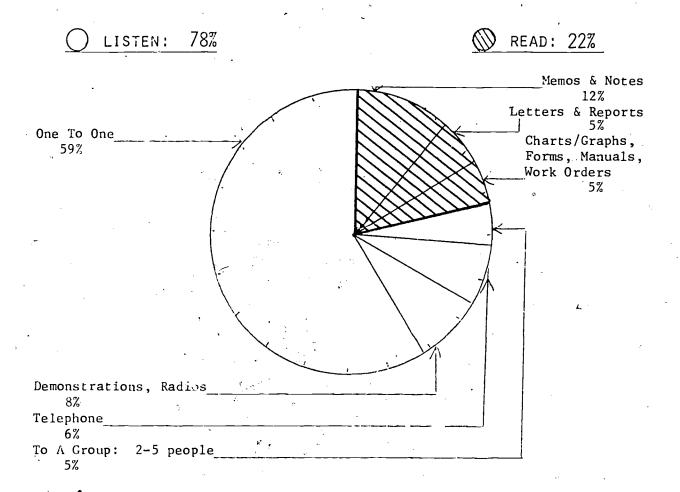
Table 39





#### INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE.

#### WAYS EMPLOYEES RECEIVE COMMUNICATION



## 111

Figure 40

# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## WAYS EMPLOYEES RECEIVE COMMUNICATIONS

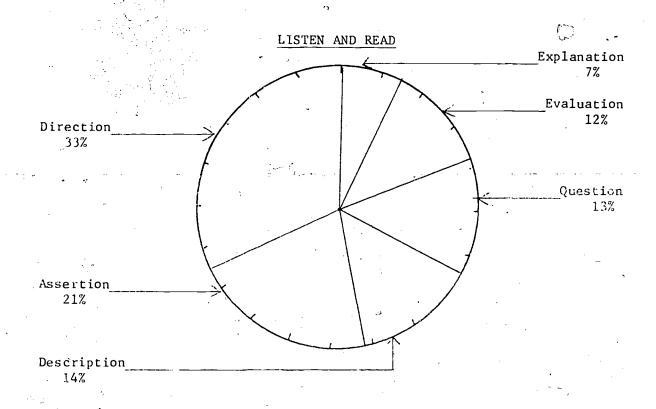
<u>LISTEN: -73%</u>	<u>RE AD: 27%</u>
ONE TO ONE	CHARTS/GRAPHS, FORMS MANUALS, WORK ORDERS 12%
DEMONSTRATIONS, RADIO 17%	
TELEPHONE 12%	MEMOS & NOTES 11%
TO A GROUP: 2-5 PEOPLE 10%	LETTERS & REPORTS 4%

115

Table 40

## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

#### THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimend.

Figure 41

#### ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS

## LISTEN AND READ

DIRECTION .		•			22%
QUESTION .	•				22%
ASSERT,ION .	•		. •	•	20%
EVALUATION					13%
EXPLANATION	- 1		•		12%
DESCRIPTION					11%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, PROPOSE, SUGGEST.

DIRECTION: . DIRECT, INSTRUCT, ORDER.

ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD

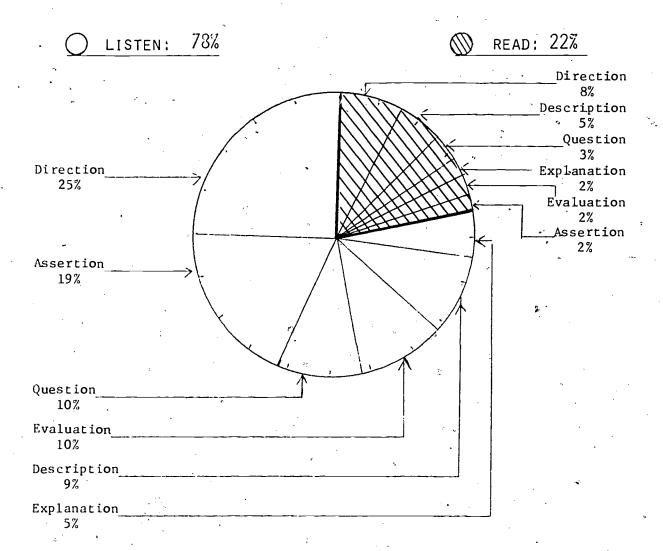
REPRIMAND.

Table 41



#### INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate; compliment, correct, scold, reprimand

Figure 42



#### ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATI

	LISTEN: 73%	<u>read: 27%</u>
QUESTION	18%	DIRECTION 9%
ASSERTION .	15%	ASSERTION 5%
DIRECTION .	13%	DESCRIPTION 5%
EVALUATION .	11%	QUESTION 4%
EXPLANATION	10%	EXPLANATION 2%
DESCRIPTION	6%	EVALUATION 2%

ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, ASSERTION:

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD, REPRIMAND. EVALUATION:

Table 42



# Individual Supervisors Responding to the Occupational Communications Skills Questionnaire (Appendix B)

#### Occupational Clusters

Job Categories

Auxiliary dental Auxiliary medical. Nursing

Receptionist Office Manager Registered nurse

Advisory Group Supervisors Responding to the Condensed Occupational Communications Skills Questionnaire (Appendix D)

#### Occupational Clusters

Job Categories

Auxiliary dental
Auxiliary medical

Owner, Manager, President Registered nurse, Administrator, Supervisor

Nursing

Registered nurse, head nurse

#### Analysis of Questionnaire Responses

Ways Supervisors Send Communications (Figure 43, Table 43) Health Occupations supervisors answering both questionnaires gave information most frequently by talking. Talking to one person face-to-face (34%) and talking by telephone were the most frequent ways of transmitting communications. When writing was used to give information, these supervisors used memos and notes more frequently than any other form of written communication.

Kinds of Information Supervisors Send n Communications (Figures 44, 45, Tables 44, 45) Assertions (advice, opinions, etc.) and directions (directions, instructions, orders) were the kinds of information given most frequently by the supervisors. This information was given by both talking and writing. Supervisors in both the auxiliary dental and auxiliary medical clusters ask questions more frequently than any other kind of communication. Nursing supervisors report giving explanations more frequently than any other kind of communication.

Ways Supervisors Receive Communications (Figure 46, Table 46) Supervisors answering both questionnaires received information most frequently by listening. Listening to one person face-to-face was the most frequent way of receiving information. Listening by telephone ranked next in frequency as a way of listening for information. When reading was used to receive information, the supervisors read memos and notes more frequently than any other written communications (over 50% of the responses).



Kinds of Information Supervisors Receive in Communications (Figures 47, 48, Tables 47, 48) Assertions, questions and directions were the kinds of information received most frequently by the supervisors. This information was received most frequently by listening. The single kind of communications dealt with by health occupations supervisors were questions.

## INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

WAYS SUPERVISORS SEND COMMUNICATIONS

O TALK: 73%

WRITE: 27%

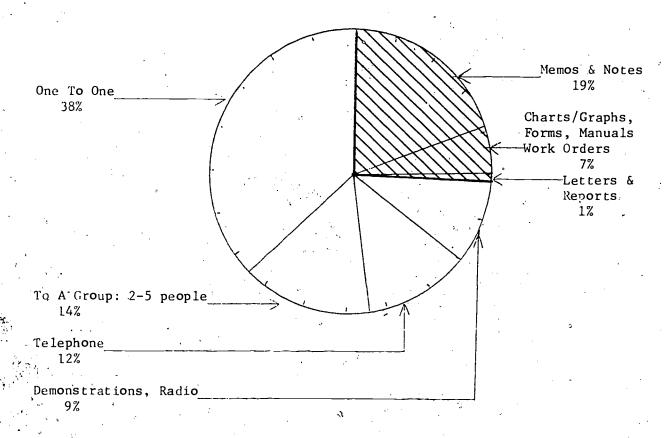


Figure 43

#### ADVISORY GROUP SUPERVISORS RESPONSE TO CONDENSED SUPERVISOR QUEST-IONNAIRE

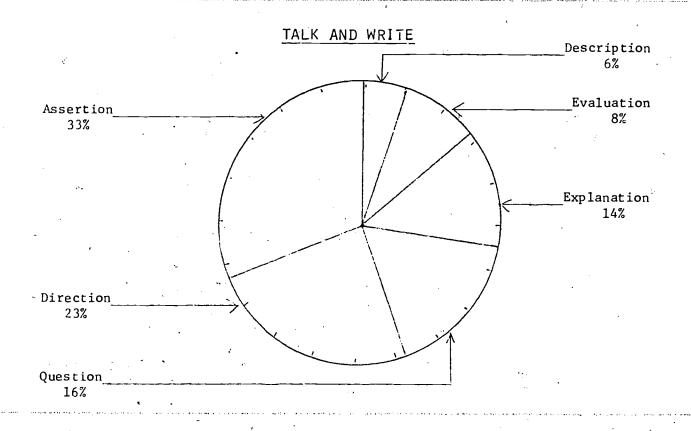
## WAYS SUPERVISORS SEND COMMUNICATIONS

TALK: 72%	WRITE: 28%
ONE TO ONE 34%	MEMOS & NOTES 19%
TELEPHONE 17% TO A GROUP: 2-5 PEOPLE 12%	CHARTS/GRAPHS, FORMS MANUALS, WORK ORDERS 6%
DEMONSTRATIONS, RADIO . 9%	LETTERS & REPORTS 3%

Table 43

## INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 44



# ADVISORY GROUP SUPERVISORS RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS

## TALK AND WRITE

ASSERTION .		-26%
DIRECTION .		23%
QUESTION .		17%
EXPLANATION		17%
EVALUATION		14%
DESCRIPTION		3%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

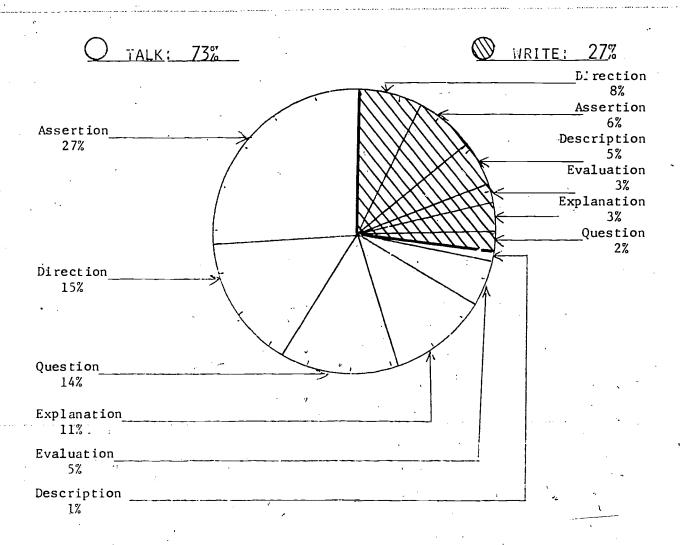
REPRIMAND.

Table 44



#### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

#### THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 45

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# ADVISORY GROUP SUPERVISORS RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

#### THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS

	-	TAI	<u>_K</u>	<u>:                                    </u>	7	2%		WRITE: 28%		
ASSERTION	١.	•		,	•	•	•	17%	ASSERTION 9	%
DIRECTION .	•		•		•	•	•	15%	DIRECTION 8	97 /3
QUESTION .		•		•	•		•	14%	EXPLANATION 5	7,
EXPLANATION	•	•	•	•	•	•		12%	QUESTION 39	7
EVALUATION	•	•		•				12%	EVALUATION 25	7
DESCRIPTION				ď	• .			2%	DESCRIPTION 19	7,

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPREICATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.





#### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

#### WAYS SUPERVISORS RECEIVE COMMUNICATION

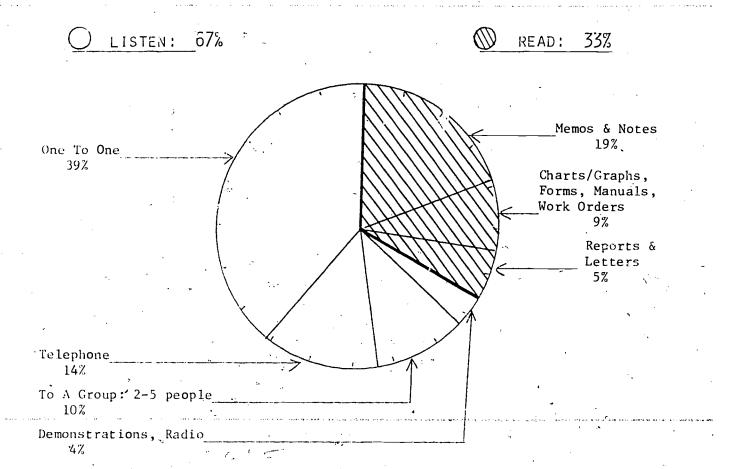


Figure 45 4



# ADVISORY GROUP SUPERVISORS RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

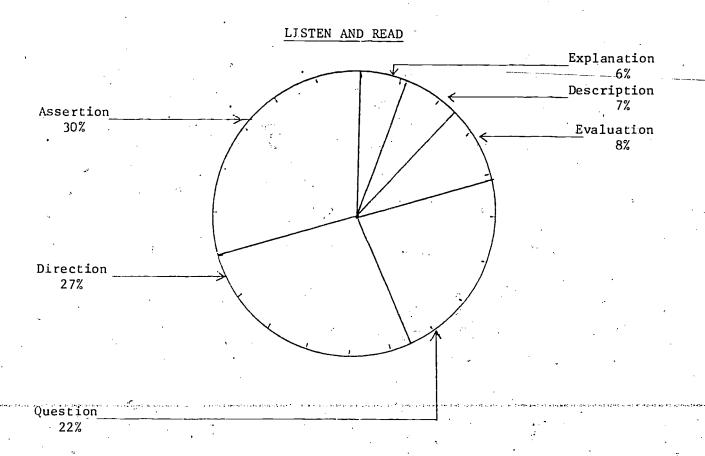
## WAYS SUPERVISORS RECEIVE COMMUNICATIONS

LISTEN: 69%	READ: 31%
ONE TO ONE	MEMOS & NOTES 19%
TELEPHONE 18%	LETTERS & REPORTS . 7%
TO A GROUP: 2-5 PEOPLE 10%	CHARTS/GRAPHS, FORMS, MANUALS, WORK ORDERS 5%
DEMONSTRATIONS, RADIO 5%	MANUALS, WURK URDERS D%

Table 46

#### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 47



#### ADVISORY GROUP SUPERVISORS RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS

# LISTEN AND READ

QUESTION . . . . 29% ASSERTION . . . . . . . 16% DIRECTION 14% EXPLANATION . . . 13% **EVALUATION** 5% **♥ DESCRIPTION** 

ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, PROPOSE, SUGGEST. ASSERTION:

DIRECTION: DIRECT, INSTRUCT, ORDER.

ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD, **EVALUATION:** 

REPRIMAND.

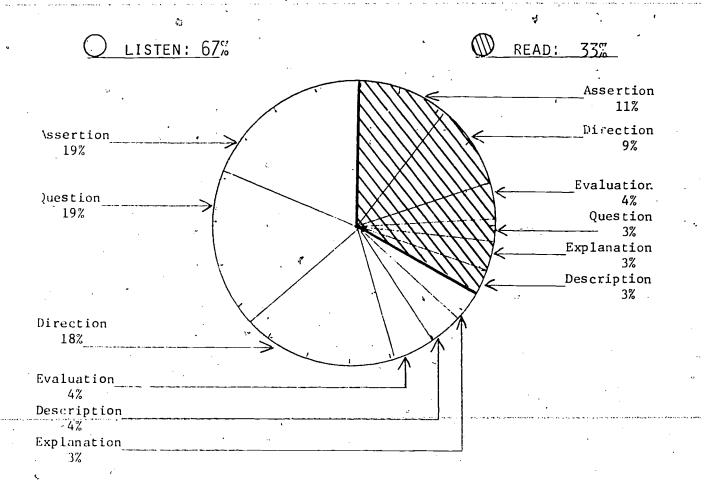
Table 47

117 .



#### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 48



# ADVISORY GROUP SUPERVISORS RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS

		L	IS	TEI	١:		692	7		READ: 31%
QUESTION .		•	•	•	•			•	22%	DIRECTION 8%
ASSERTION	•	•	•	•	•	•			17%	QUESTION 7%
EXPLANATION		•	,	•	•	•	•	-	10%	ASSERTION 6%
EVALUATION	•		•		•	•	•	•	9%	EXPLANATION 4%
DIRECTION	•."		•			•	•		8%	EVALUATION 4%
DESCRIPTION		•	•	•	,			•	3%	DESCRIPTION 2%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.

Table 48

#### CHAPTER VI

#### HOME AND FAMILY LIFE OCCUPATIONS

Home and Family Life employee and supervisor responses to the Occupational Communications Skills Questionnaires are summarized in Figures 49-60.

Individual employee responses are summarized in Figures 49-54; Individual supervisor responses are summarized in Figures 55-60.

Advisory Group employee and supervisor responses to the Condensed Occupational Communications Skills Questionnaires are summarized in Tables 49-60.

Advisory Group employee responses are summarized in Tables 49-54; Advisory Group supervisor responses are summarized in Tables 55-60.

Individual Employees Responding to the Occupational Communications Skills Questionnaire (Appendix A)

#### Occupational Clusters

Job Categories

Child development Community Organization Social service/Casework

Teacher Homemaker II Social service person

Advisory Group Employees Responding to the Condensed Occupational Communications Skills Questionnaire (Appendix C)

#### Occupational Clusters

Job Categories

Community organization

Housing coordinator, Child care worker, Student, Preretirement planning

Social service/Casework

Counselor, Volunteer, Student

#### Analysis of Questionnaire Responses

Ways Employees Send Communications (Figure 49, Table 49) Home and Family Life employees answering both questionnaires gave information most frequently by talking. Talking to one person face-to-face was the most frequent way of giving information. Just talking to one person face-to-face and talking by telephone combined, account for over 55% of the total ways of sending communications and three-quarters of the oral communications are in this category. When writing to give information, the employees reported the use of memos and notes in more than 75% of the responses where written communications were used. There was a noticeable consistency in the Home



and Family Life section as to the ways employees send communications. Employees involved in social service casework tended to communicate orally substantially more than those employed in child development or community service organization occupations.

Kinds of Information Employees Send in Communications (Figures 50, 51, Tables 50, 51) Assertions (advice, opinions, etc.), evaluations (assurance, appreciation, etc.) and questions were the kinds of information given most frequently by the employees. This information was given most frequently by talking. Communications that deal with explanations and questions particularly were ranked predominantly among Home and Family Life employees who responded to the questionnaire.

Ways Employees Receive Communications (Figure 52, Table 52) Employees answering both questionnaires in Home and Family Life received information most frequently by listening. Listening to one person face-to-face was the most frequent way of receiving information. Listening by telephone ranked next in frequency as a way of listening for information. When reading was used to receive information, the employees read memos and notes more frequently than any other written communications. There was a spread of 39 percentage points between the employe s responses in community organizations and exmployees responses in social service casework in the receiving of oral communications.

Kinds of Information Employees Receive in Communications (Figures 53, 54, Tables 53, 54) Assertions, evaluations and questions are the kinds of information received most frequently by the employees. Employees answering the detailed questionnaires received this information with almost equal frequency by both listening and reading, but employees answering the condensed questionnaires received this information most frequently by listening. There is a considerable discrepancy between the individuals reporting and the advisory groups as far as the kinds and amount of communications received by listening as contrasted to reading. Individuals reported twice as much reading as did the advisory group.

## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

WAYS EMPLOYEES SEND COMMUNICATIONS

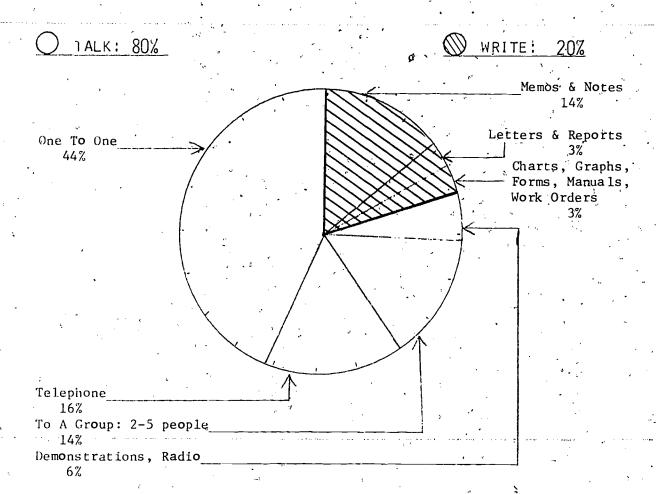


Figure 49

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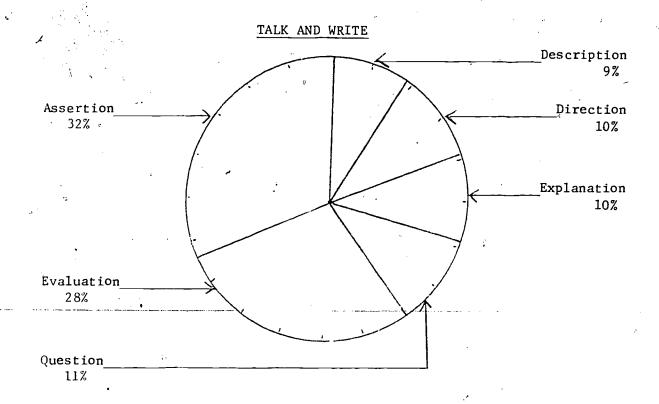
ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## WAYS EMPLOYEES SEND COMMUNICATIONS

TALK: 75%	write: 25%
ONE TO ONE	MEMOS & NOTES 17%
TELEPHONE 21%	LETTERS & REPORTS 7%
TO A GROUP: 2-5 PEOPLE . 17% DEMONSTRATIONS, RADIO 2%	CHARTS/GRAPHS, FORMS, MANUALS, WORK ORDERS 1%

#### INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

, Figure In

# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

#### THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS

#### TALK AND WRITE

ASSERTION		36%
QUESTION		20%
EVALUATION		15%
EXPLANATION		13%
DESCRIPTION		9%
DIRECTION	•	7%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

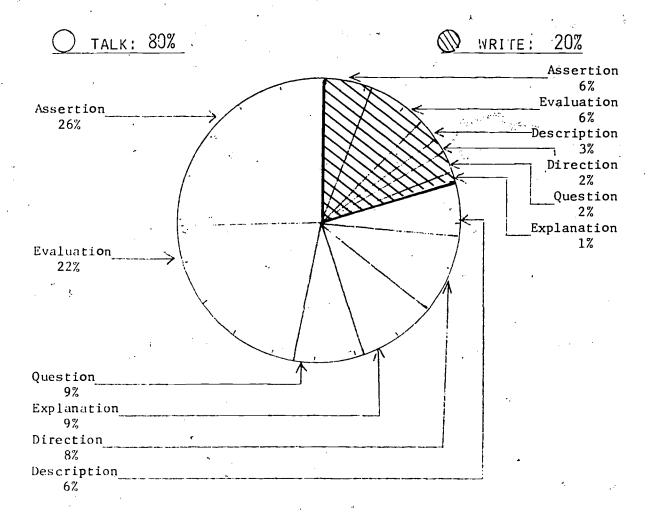
REPRIMAND.

Table 50



INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE.

#### THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, regrimand.

Figure 51



# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS

,		TΑ	LK	<u>:</u> _	7!	<u>5%</u>		•		<u> WRITE: 25%</u>
ASSERTION .	î.			٠.				•	29%	ASSERTION 7%
QUESTION ,										DIRECTION 4%
EVALUATION	•	•	•	•		,	•		11%	EXPLANATION 4%
EXPLANATION			,	,	,	•	•		9%	EVALUATION 4%
DESCRIPTION	.•	•.	•		,	,			5%	DESCRIPTION 4%
DIRECTION .	,	,			,	,			-3%	QUESTION 2%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER,

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

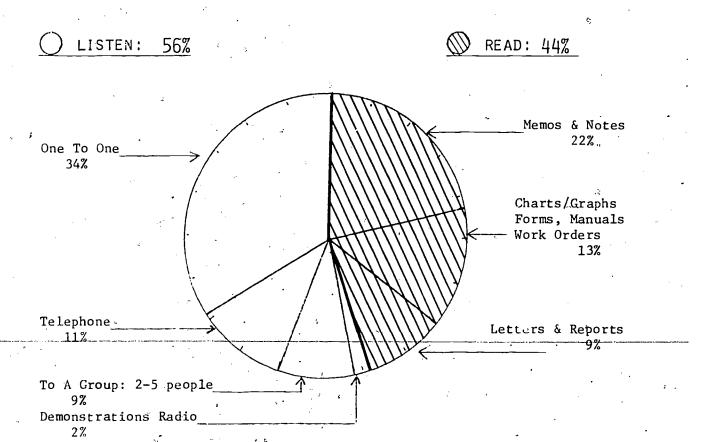
REPRIMAND.

Tuble 51



## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

#### WAYS EMPLOYEES RECEIVE COMMUNICATION



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Figure 52



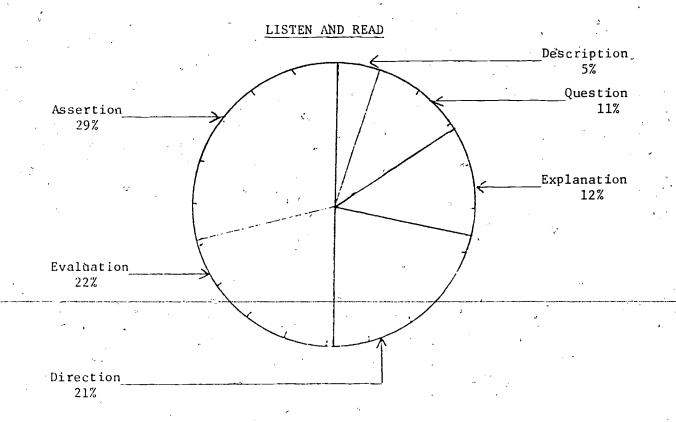
# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## WAYS EMPLOYEES RECEIVE COMMUNICATIONS

LISTEN: 78%	READ: 22%
ONE TO ONE	MEMOS & NOTES 11%
TELEPHONE 21%	CHARTS/GRAPHS, FORMS. MANUALS, WORK ORDERS 8%
TO A GROUP: 2-5 PEOPLE 17%	MANUALS, WORK ORDERS 8%
DEMONSTRATIONS, RADIO 4%	LETTERS & REPORTS 3%

## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 53

# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS

### LISTEN AND READ

ASSERTION				•		28%	
QUESTION		Ļ		٠,	<b>.</b> `	24%	
DIRECTION			•			16%	
EXPLANATIO	N	•		•		15%	,
EVALUATION				, <b>-</b>		10%	
DESCRIPTIO	N					7%	

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

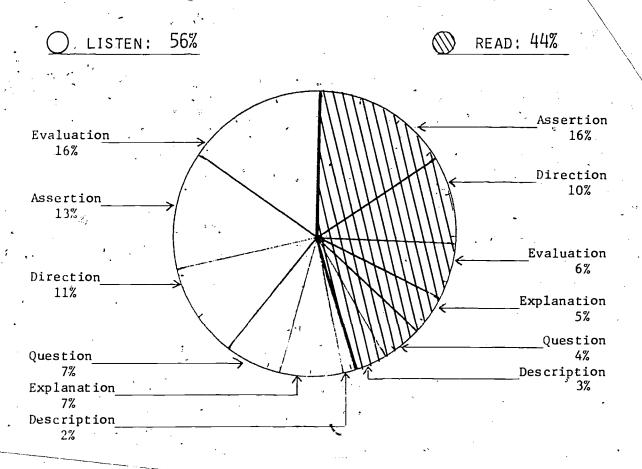
~REPRIMAND.

Table 53



### INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

- Evaluation: assure, appreciate, compliment, correct, scold, reprimand. . /

Figure 54



## ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

# THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS

		<u>L</u>	IS.	TE.	<u>N:</u>		<u>78</u>	<u>%</u>	•		READ	:	22	2%			
ASSERTION .			•	•	•	•	•		22%	•	ASSERTION .	•			•		6%
QUESTION .	•	•	•	•	•		• .	•	-20%	<del>9</del> .	DIRECTION .		•	•			6%
EXPLANATION	•	•				٠.	•	•	12% ·		QUESTION .		•	ı.		,	4%
DIRECTION .											EXPLANATION	•					3%
EVALUATION							-				DESCRIPTION						4:-
DESCRIPTION				•			•	•	5%		EVALUATION						1%

ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

**EVALUATION:** ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.

Table 54



# Individual Supervisors Responding to the Occupational Communications Skills Questionnaire (Appendix B)

#### Occupational Clusters

#### Job Categories

Child development Community organization Social service/Casework Supervisor Casework supervisor , Social service coordinator

Advisory Group Supervisors Responding to the Condensed Occupational Communications Skills Questionnaire (Appendix D)

#### Occupational Clusters

#### Job Categories

Community organization

Director, Co-director, Executive director, Community resource coordinator

Social service/Casework

Director of counseling, Director, Supervisor

#### Analysis of Questionnaire Responses

Ways Supervisors Send Communications (Figure 55, Table 55) Home and Family Life supervisors answering both questionnaires gave information most frequently by talking. Talking to one person face-to-face was the most frequent way of presenting communications. Nearly one-third of the time supervisors delivered communications in this manner. Oral communication was indicated in 75% of the responses. (When oral communication was reported, one-to-one communication was said to be used 45% of the time.) When writing was used to give information, the supervisors used memos and notes and letters and reports more frequently than any other form of written communication.

Kinds of Information Supervisors Send in Communications (Figures 56, 57, Tables 56, 57) Assertions (advice, opinions, etc.) questions, evaluations (assurance, appreciation, etc.) and directions (directions, instructions, orders) were the kinds of information given most frequently by the supervisors. Supervisors answering the condensed questionnaire asked questions most frequently by talking but assertions and directions were given by both talking and writing. Supervisors answering the detailed questionnaires gave this information most frequently by talking.

Ways Supervisors Receive Communications (Figure 58, Table 58)
Supervisors in Home and Family Life answering both questionnaires received information most frequently by listening. Listening to

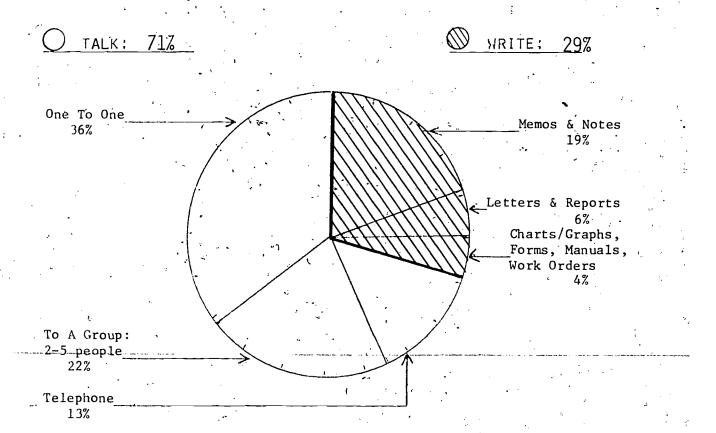


one person face-to-face was the most frequent way of receiving information; however, the telephone is used more than other oral means of communication except face-to-face in the clusters of child development and social service casework. When reading was used to receive information, supervisors read memos and notes more frequently than any other written communications.

Kinds of Information Supervisors Receive in Communications
Figures 59, 60, Tables 59, 60) Questions and assertions (advice, opinions, etc.) were the kinds of information received most frequently by these supervisors. The supervisors received questions more frequently than any other single kind of information. This information was received most frequently by listening.

## INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

WAYS SUPERVISORS SEND COMMUNICATIONS



150

Figure 55

# ADVISORY GROUP SUPERVISORS RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

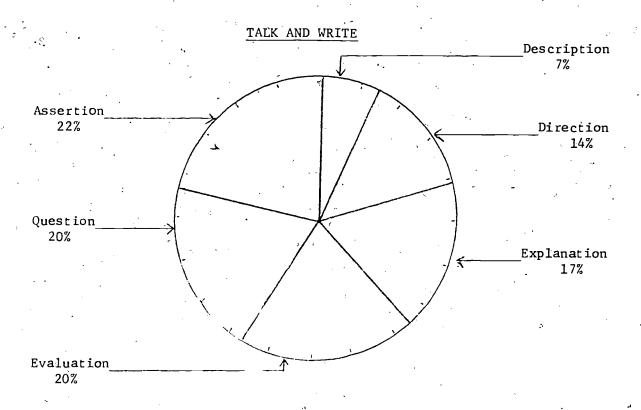
## WAYS SUPERVISORS SEED COMMUNICATIONS

TALK: 73%	WRITE: 42%				
ONE TO ONE	MEMOS & NOTES 17%				
TELEPHONE	LETTERS & REPORTS · · 6%				
TO A GROUP: 2-5 PEOPLE 16%	CHARTS/GRAPHS, FORMS, MANUALS, WORK ORDERS 4%				
DEMONSTRATIONS, RADIO, 12%	MANUALS, WORK ORDERS 4%				

Table 55

### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell. persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 56

138



• ¿'.

## ADVISORY GROUP SUPERVISORS RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS

#### TALK AND WRITE

ASSERTION .					31.3
QUESTION '		•	•		17%
DIRECTION :	•	•	•	, <b>i</b>	16%
EVALUATION	•	٠.	•	•	15%
EXPLANATION	•	4	•	•	13%
DESCRIPTION			,		.37

ASSERTION:

ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION:

DIRECT, INSTRUCT, ORDER.

**EVALUATION:** 

ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

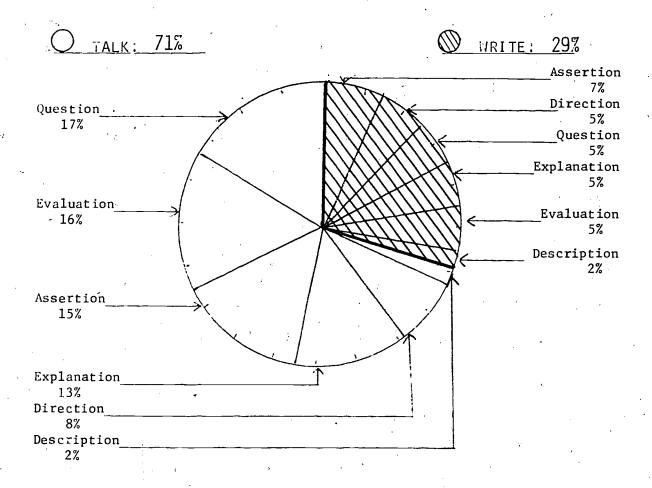
REPRIMAND.

Table 56



#### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 57

140



# ADVISORY GROUP SUPERVISORS RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

### THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS

		TΑ	LK	<u>:</u>	<u>Z3</u>	<u>Z</u>	WRITE: 27%				
ASSERTION		, <b>•</b>	•	•		•		22%	ASSERTION 9	%	
EVALUATION	•							14%	DIRECTION 7	%	
QUESTION .						•	•	14%	EXPLANATION 4	ማ /ኃ	
DIRECTION .					•		•	9% 、	QUESTION 3	%	
EXPLANATION	•	•	•		•			9%	DESCRIPTION 3	%	
DESCRIPTION	•			•		٠ş	,	5%	EVALUATION 1	%	

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

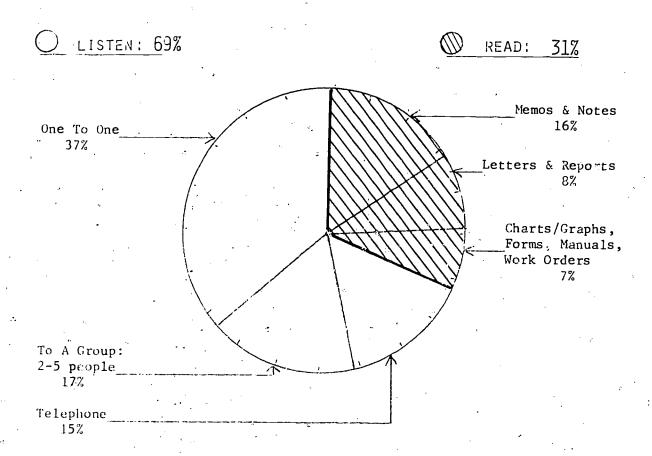
REPRIMAND.

Table 57



## INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

#### WAYS SUPERVISORS RECEIVE COMMUNICATION



156

Figure 58

# ADVISORY GROUP SUPERVISORS RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

## WAYS SUPERVISORS RECEIVE COMMUNICATIONS

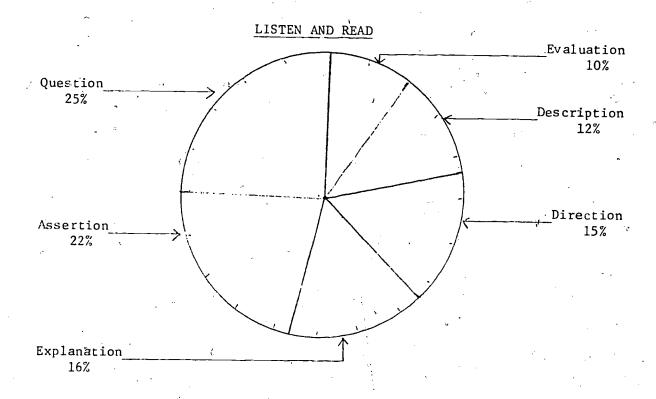
LISTEN: 74%	<u>READ: 26%</u>
ONE TO ONE	MEMOS & NOTES 16%
TELEPHONE	LETTERS & REPORTS 8%
TO A GROUP: 2-5 PEOPLE 15%	CHARTS/GRAPHS, FORMS, MANUALS, WORK ORDERS 2%
DEMONSTRATIONS, RADIO 2%	20

Table 58



## INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 59



# ADVISORY GROUP SUPERVISORS RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS

### LISTEN AND READ

ASSERTION	ţ.			•	•	40%
QUESTION			•			28%
EXPLANATIO	N		•	. `		13%
DIRECTION		-				8%
EVALUATION			·		• .	6%
DESCRIPTION	N.					57

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.

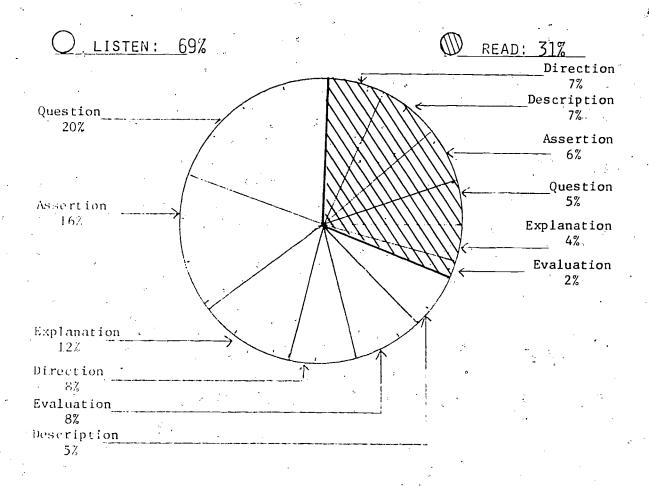
Table 59





## INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprisand.

Figure 19



# ADVISORY GROUP SUPERVISORS RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS

		ĻΙ	ST	ΕN	!	7	4%			READ: 26%
ASSERTION .	,		٠.				•		30%	ASSERTION 10%
QUESTION .										QUESTION 5%
EXPLANATION							·	,	10%	DIRECTION 4%
DIRECTION .		•,	•	•		•		48	4%	EXPLANATION 3%
EVALUATION	o <b>P</b>	•	•	•		•	,		4%	EVALUATION 2%
DESCRIPTION					•		٠.		3%	DESCRIPTION 2%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSÉ, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.

Table 60 -



#### CHAPTER VII

#### TECHNICAL OCCUPATIONS

Technical employee and supervisor responses to the Occupational Communications Skills Questionnaires are summarized in Figures 61-72.

Individual employee responses are summarized in Figures 61-66; Individual supervisor responses are summarized in Figures 67-72.

Advisory Group employee and supervisor responses to the Condensed Occupational Communications Skills Questionnaires are summarized in Tables 61-72.

Advisory Group employee responses are summarized in Tables 61-66; Advisory Group supervisor responses are summarized in Tables 67-72.

Individual Employees Responding to the Occupational Communications Skills Questionnaire (Appendix A)

#### Occupational Clusters

Job Categories

Data Processing
Electrical
Electrical technology

Empos operator
Electrical apprentice
Layout operator

Advisory Group Employees Responding to the Condensed Occupational Communications Skills Questionnaire (Appendix C)

#### Occupational Clusters

Job Categories

Data processing

Data base designer, Micromation lead, Keypunch lead, PDC auditor, computer operator, Clerk Apprentice

Electrical

Analysis to Questionnaire Responses

Ways Employees Send Information in Communications (Figure 61, Table 61) Technical employees answering both questionnaires gave information most frequently by talking. Talking to one person faceto-face was the most frequent way of giving information, but the telephone was also used frequently. When writing was used to give information, these employees used memos and notes more frequently than any other form of written communication. Although the ways employees in technical fields communicate is relatively consistent with other fields, employees in the electronics job cluster indicated that there is very little communication done through writing.

Kinds of Communications Sent by Employees, Figures 62, 63,

Tables 62, 63) Assertions (advice, opinions, etc.) and explanations were the kinds of information given most frequently by these employees. Descriptions and explanations were indicated as most frequently sent by writing, while explanations and questions were most frequently sent by talking.

Ways Employees Receive Information in Communications (Figure 64, Table 64) Employees answering both questionnaires received information most frequently by listening. Listening to one person faceto-face was the most frequent way of receiving information. When reading was used to receive information, these employees read reports more frequently than any other written communications.

Kinds of Communications Received by Employees (Figures 65, 66, Tables 65, 66) Directions (directions, instructions, orders) and assertions (advice, opinions, etc.) are the kinds of information received most frequently by these employees. This information appears to be received by both listening and reading. Directions were most often received by reading, and questions were most often received by listening.

## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

WAYS EMPLOYEES SEND COMMUNICATIONS

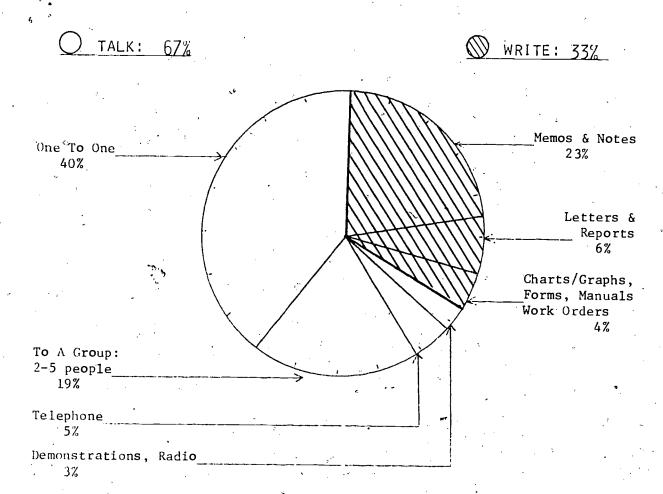


Figure 61

# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## WAYS EMPLOYEES SEND COMMUNICATIONS

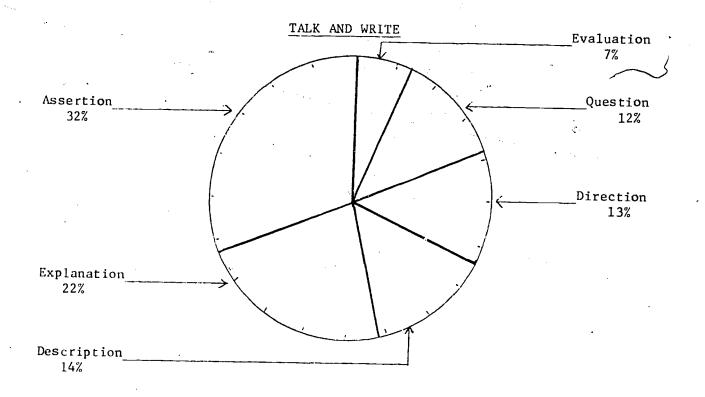
TALK: 74%	WRITE: 26%
ONE TO ONE 34%	MEMOS & NOTES 18%
TELEPHONE 15%	CHARTS/GRAPHS, FORMS, MANUALS, WORK ORDERS 6%
TO A GROUP: 2-5 PEOPLE 13%	MANUALS, WORK ORDERS 6%
DEMONSTRATIONS, RADIO 12%	LETTERS & REPORTS . 2%

Table 61



## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS



Assertion: advise, opinion, as ose, recommend, sell, persuade, suggest.

Direction: direct, instruct, ler.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 62

# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS

#### TALK AND WRITE

ASSERTION .		•			35%
EXPLANATION			,		21%
QUESTION .	1		,	•	19%
DIRECTION .		•	•		9%
DESCRIPTION					9%
FVALUATION					7%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

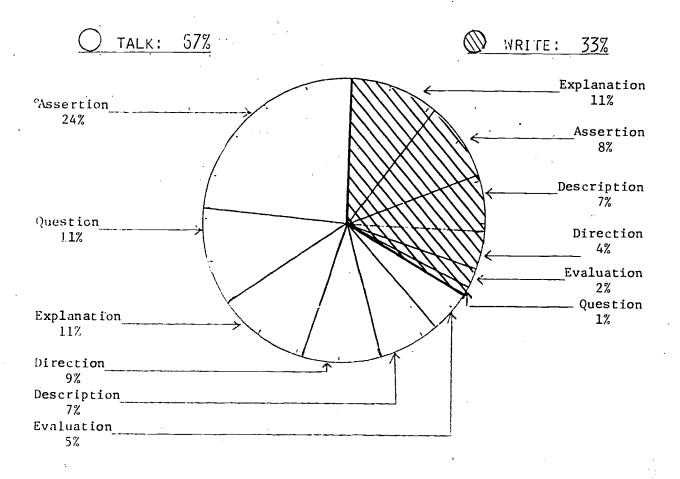
REPRIMAND.

Table 62 153



### INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimend.

Figure 63

#### ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE.

# THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS

*	TA	LK.	:	7	4%			WRITE: 26%	
ASSERTION .	•	٠		٠		•	24%	ASSERTION	
QUESTION .	•		•	•	٠		17%	EXPLANATION	6%
EXPLANATION	•			•	•		15%	QUESTION	4%
DIRECTION .		•	•				7%	DESCRIPTION	3%
DESCRIPTION	•				•	•	6%	DIRECTION	2%
EVALUATION				ı	•		5%	EVALUATION	2%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD, **EVALUATION:** 

REPRIMAND.

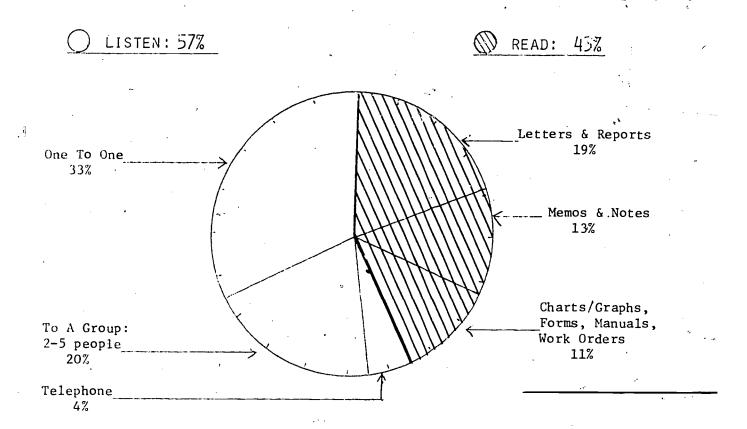
Table 63

155.



## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

#### WAYS EMPLOYEES RECEIVE COMPUNICATION



170

Figure 64

# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## WAYS EMPLOYEES RECEIVE COMMUNICATIONS

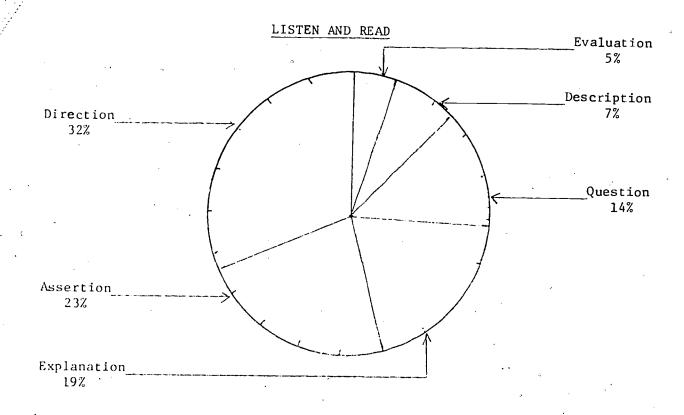
LISTEN: 61%	READ: 39%
ONE TO ONE	CHARTS/GRAPHS, FORMS MANUALS, WORK ORDERS 19%
DEMONSTRATIONS, RADIO . 11% TELEPHONE 10%	MEMOS & NOTES 15%
TO A GROUP: $2-5$ PEOPLE . $8\%$	LETTERS & REPORTS . 5%

171

Table 64

## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 05



# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

# THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS

## LISTEN AND READ

DIRECTION .	ı		32%
ASSERTION .			21%
QUESTION .		•	14%
EXPLANATION			13%
EVALUATION			10%
DESCRIPTION			10%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

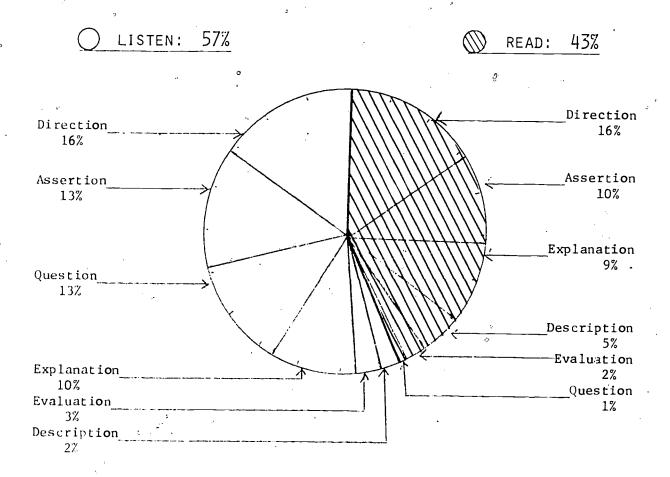
REPRIMAND.

Table 05



## INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 66



# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

## THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS

LISTEN: 61%					<u> 512</u>	<u>read: 39%</u>		
DIRECTION .		•					16%	DIRECTION 16%
ASSERTION .		•					13%	ASSERTION 8%
QUESTION .		• ,			•		12%	DESCRIPTION 5%
EXPLANATION				ı	ı		9%	EXPLANATION 4%
EVALUATION							6%	EVALUATION 4%
DESCRIPTION						,	5%	QUESTION 2%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD;

REPRIMAND.

Table 66

# Individual Supervisors Responding to the Occupational Communications Skills Questionnaire (Appendix B)

Occupational Clusters

Job Categories

Data processing Electrical Electronic technology Supervisor Department head Supervisor

Advisory Group Supervisors Responding to the Condensed Occupational Communications Skills Questionnaire (Appendix D)

Occupational Clusters

Job Categories

Data processing

Lead operation, Instructor, Supervisor, Group leader

Electrical

Electrician, Business representative, Journeyman electrician, Journeyman wireman

Analysis of Questionnaire Responses

lays Supervisors Send Communications (Figure 67, Table 67) Technical supervisors answering both questionnaires said they gave information most frequently by talking. Talking to one person face-to-face was the most frequent way of giving information; the use of the telephone ranked second in responses from both individuals and advisory groups. When writing was used to give information, these supervisors used memos and notes more frequently than any other form of written communication.

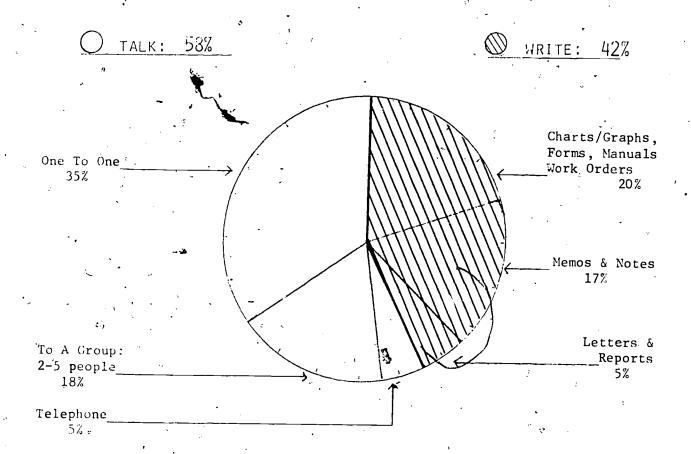
Kinds of Communications Supervisors Send (Figures 68, 69, Tables 68, 69) Assertions (advice, opinions, etc.) and explanations were the kinds of information given most frequently by these supervisors with explanations being the single kind most frequently given. This information was given by both talking and writing, with talking the dominant response.

Ways Supervisors Receive Communications (Figure 70, Table 70)
Supervisors answering the detailed questionnaire received information most frequently by reading and supervisors answering the condensed questionnaire reported receiving information most frequently by listening. Supervisors answering both questionnaires received information most frequently by listening to one person face-to-face. When reading was used to receive information, these supervisors read memos and notes most frequently but the responses were spread over all of the ways of communicating that were indicated on the questionnaire

Kinds of Communications Supervisors Receive (Figures 71, 72, Tables 71, 72) Assertions (advice, opinions, etc.) and questions were the kinds of information received most frequently by these supervisors. Assertions were received by both listening and reading, and questions were received most frequently by listening.

# INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

## - WAYS SUPERVISORS SEND COMMUNICATIONS



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Figure 37

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# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

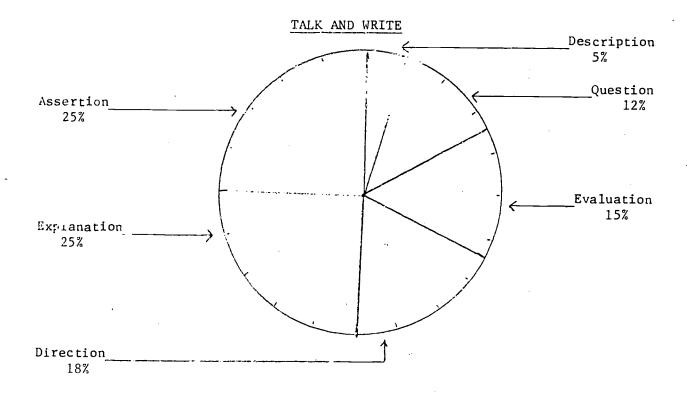
## WAYS SUPERVISORS SEND COMMUNICATIONS

TALK: 70%		WRITE: 30%	
ONE TO ONE	32%	MEMOS & NOTES	18%
TELEPHONE	21%	LETTERS & REPORTS	6%
TO A GROUP: 2-5 PEOPLE	12%	CHARTS/GRAPHS, FORMS,	r ar
DEMONSTRATIONS, RADIO	5%	MANUALS, WORK ORDERS	6%

Table 67

#### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNALPE

## THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS



"Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 68

# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS

# TALK AND WRITE

ASSERTION .	•	•	•		31%
EXPLANATION	•		•	•	21%
QUESTION .		•			16%
DIRECTION .		•			14%
DESCRIPTION		•			11%
EVALHATION					7%

ASSERTION: A

ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION:

DIRECT, INSTRUCT, ORDER.

**EVALUATION:** 

ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

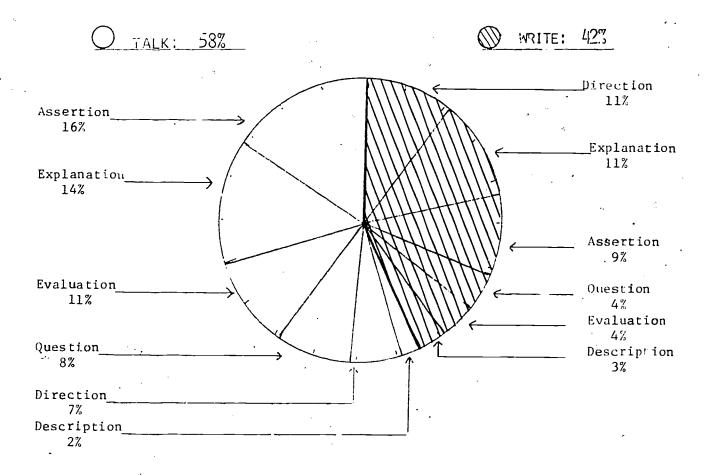
REPRIMAND.

Table 68



# INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 69 182



# ADVISORY GROUP SUBERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS

<u> TALK: 70%</u>	WRITE: 30%
ASSERTION	ASSERTION 9%
EXPLANATION 14%	EXPLANATION 7%
QUESTION	DIRECTION $5\%$
DIRECTION 9%	DESCRIPTION 5%
EVALUATION 63	QUESTION 3%
DESCRIPTION 63	EVALUATION , $1^{7}$

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND:

Table 69



### IND MAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

### WAYS SUPERVISORS RECEIVE COMMUNICATION

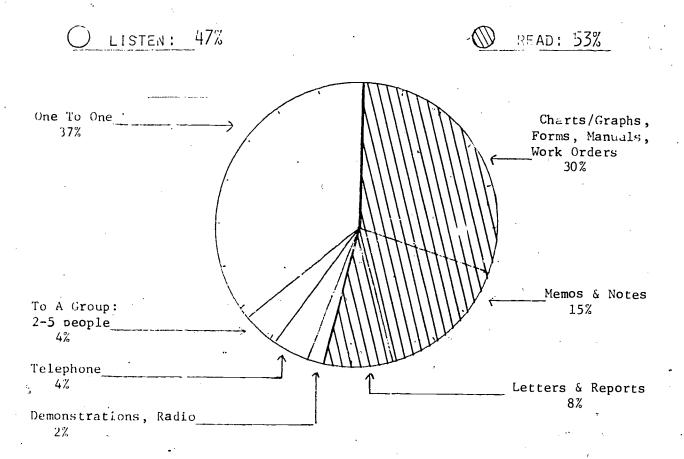


Figure 70 .



# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# WAYS SUPERVISORS RECEIVE COMMUNICATIONS

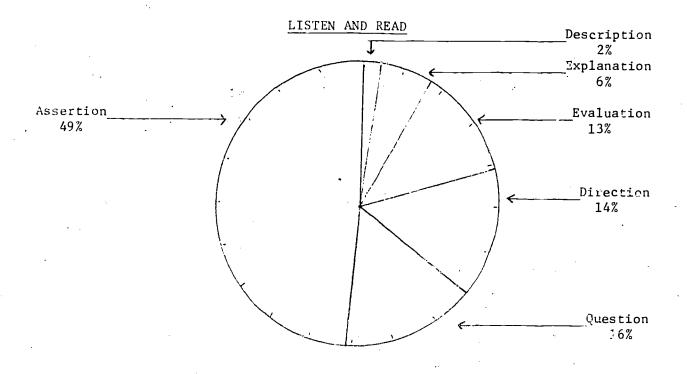
LISTEN: 62%	READ: 38%
one to one 30%	MEMOS & NOTES 20%
TELEPHONE	CHARTS/ GRAPHS, FORMS MANUALS, WORK ORDERS 10%
TO A GROUP: 2-5 PEOPLE 8%  DEMONSTRATIONS, RADIO 3%	LETTERS & REPORTS . 8%

 $Tab^{\dagger}$ 



### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprint

Figure 71



#### ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS

#### LISTEN AND READ

ASSERTION .	•			30%
QUESTION .	•			24%
EXPLANATION			. •	19%
DIRECTION		•		17%
DESCRIPTION	,			7%
EVALUATION				<b>7</b> 9

ASSERTION:

ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, PROPOSE, SUGGEST.

DI ECTION:

DIRECT, INSTRUCT, ORDER,

LUATION:

ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

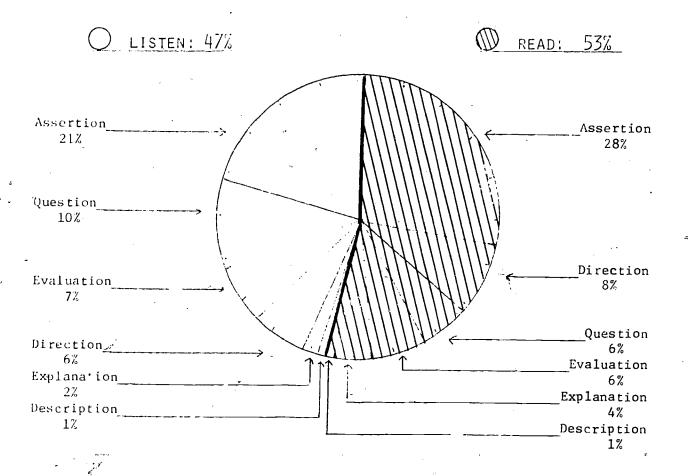
REPRIMAND.

Table 71



#### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS



advise, opinion, propose, recommend, sell, persuade, suggest. Assertion:

Direction: direct, instruct, order.

assure, appreciate, compliment, correct, scold, reprimand. Evaluation:



# ADVISORY GROUP SUPERVISOR RESPONSE TO COMDENSED SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS

L	IS	TEI	<b>V</b> ;	(	32	7/ 0		<u>READ: 38%</u>
ASSERTION .	,		٠.			•	20%	ASSERTION 10%
QUESTION .				•			19%	DIRECTION 10%
EXPLANATION							11%	EXPLANATION 8%
DIRECTION .		,					7%	uJESTION 5%
DESCRIPTION							3%	DESCRIPTION 4%
EVALUATION	,						2%	EVALUATION $1\%$

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

D'ALCTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.

Table 72

#### CHAPTER VIII

# TRADE AND INDUSTRIAL OCCUPATIONS

Trade and Industrial employee and super or responses to the Occupational Communications Skills Questionnaires are summarized in Figures 73-84.

Individual employee responses are summarized in Figures 73-78; Individual supervisor responses are summarized in Figures 79-84.

Advisory Group employee and supervisor responses to the Condensed Occupational Communications Skills Questionnaires are summarized in Tables 73-84.

Advisory Group employee responses are summarized in Tables 73-78; Advisory Group supervisor responses are summarized in Tables 79-84.

Individual Employees Responsing to the Occupational Communications Skills Questionnaire (Appendix A)

### Occupational Clusters

# Automotive Carpentry Food preparation Law enforcement Metal trades Transportation Welding

### Job Categories

Mechanic Carpenter Assistant chef Police officer Apprentice machinist Truck driver Welder

Advisory Group Employees Responding to the Condensed Occupational Communications Skills Questionnaire (Appendix C)

# Occupational Clusters

### Automotive Carpentry Food preparati Law enforcement

Metal trades Transportation Welding

#### Job Categories

Mechanic, Service advisor Carpenter, Journeyman Chef, Assistant chef Police officer, Patrolman, Trooper Apprentice foreman Truck driver Welder, Pipe fitter

### Analysis of Questionnaire Responses

Ways Employees Send Communications (Figure 73, Tabl 73) Employees from the Trade and Industrial occupations gave information most frequently by talking. Talking to one person face-to-face was the most frequent way of giving information. When writing was used to give information, these employees used memos and notes more frequently than any other form of written communication.

Kinds of Communications Employees Send (Figures 74, 75, Tables 74,75) Assertions (advice, opinions, etc.) explanations and questions were the kinds of information given most frequently by these employees, with explanations the single most frequent kind of information given. This information was given most frequently by talking.

Ways Employees Receive Communications F are 76, Table 76) Employees answering both questionnaires received information most frequently by listening. Listening to one person face-to-face was the most frequent way of receiving information. When reading was used to receive information, these employees read memos and notes more requently than any other written communication although work orders were reported with high frequency in the automotive area. Directions (directions, instructions, orders) and assertions (advice, opinions, etc.) were the kinds of information received most frequently by these employees. Directions were received by both listening and reading, and assertions were received most frequently by listening.

Kinds of Communications Employees Receive (Figures 77, 78, Tables 77, 78) Directions (directions, instructions, orders) and assertions (advice, opinions, etc.) were the kinds of information received most frequently by these employees. Directions were received by both listening and reading and assertions were received most frequently by listening.

# INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

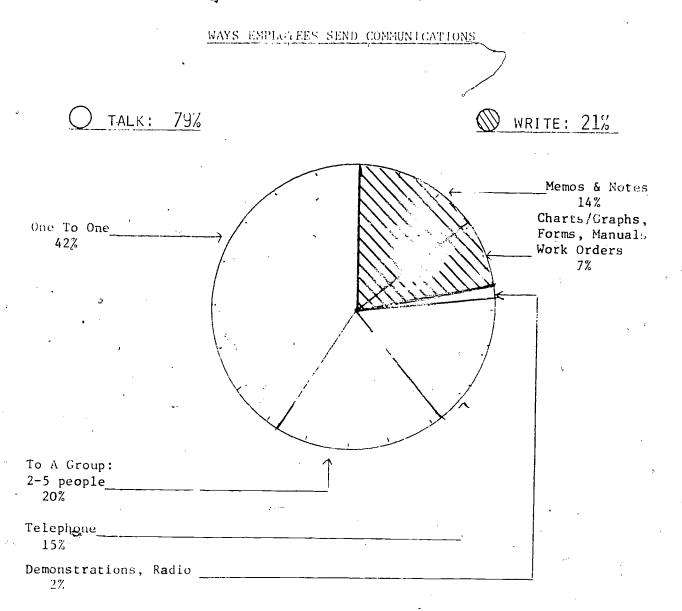


Figure 73

# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

# WAYS EMPLOYEES SEND COMMUNICATIONS

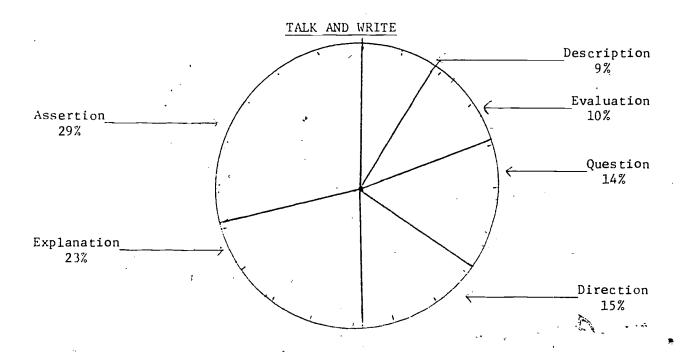
<u> TALK: 72%</u>	WRITE: 28%				
ONE TO ONE	memos & notes 19%				
TELEPHONE 16%	CHARTS/GRAPHS, FORMS MANAULS, WORK ORDERS 6%				
TO A GROUP: $25$ PEOPLE . $11\%$					
DEMONSTRATIONS, RADIO . 8%	LETTERS & REPORTS . 3%				

Table 73



# INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

# THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 74

# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

# THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS

### TALK AND WRITE

ASSERTION .			35%
QUESTION .	•	•	20%
DIRECTION .			19%
EXPLANATION	• .		12%
DESCRIPTION	•	13	10%
EVALUATION			4%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD, **EVALUATION:** 

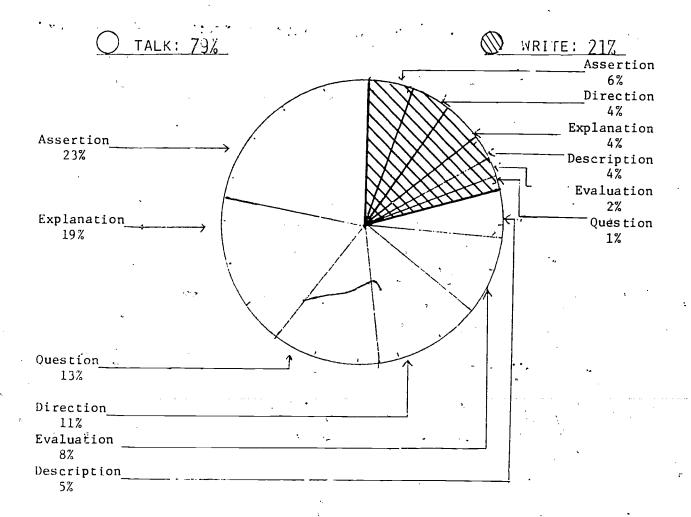
REPRIMAND.

Table 74



# INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

# THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliments, correct, scold, perimand.

Figure 75

# ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

# THE KINDS OF INFORMATION EMPLOYEES SEND IN COMMUNICATIONS

	I	AL	<u>K:</u>		72	(7 /0		<u>WRITE: 28%</u>
ASSERTION .			,				27%	ASSERTION 8%
QUESTION .		•					17%	DIRECTION 8%
DIRECTION .	•	1	•				11%	EXPLANATION 4%
EXPLANATION		•	,				87	DESCRIPTION 4%
DESCRIPTION	•		•	,		•	6% .	QUESTION 3%
EVALUATION	•	• 3	ابرا				3%	EVALUATION $1\%$

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSÉ, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.

Table 75



# INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

### WAYS EMPLOYEES RECEIVE COMMUNICATION

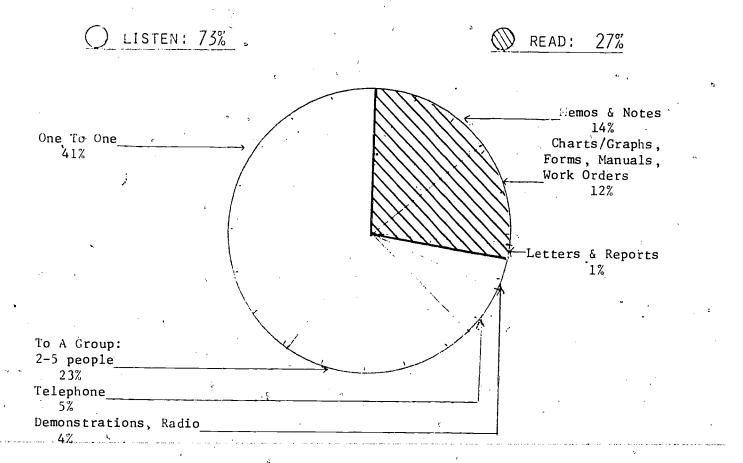


Figure 76

184



# ADVISORY GROUP EMPLOYEE RESPONSETO CONDENSED EMPLOYEE QUESTIONNAIRE

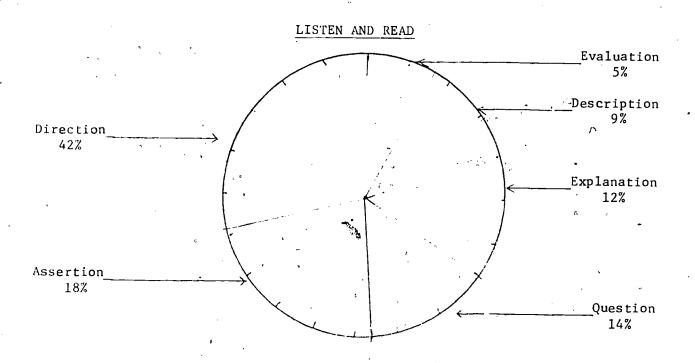
# WAYS EMPLOYEES RECEIVE COMMUNICATIONS

LISTEN: 65%	* READ: 35%
one to one	MEMOS & NOTES 18%
TELEPHONE 13%	CHARTS/GRAPHS, FORMS MANUALS, WORK ORDERS 16%
TO A GROUP: 2-5 PEOPLE . 9%	
DEMONSTRATIONS, RADIO . 9%	LETTERS & REPORTS . $1\%$

Table 76

# INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE

# THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimend.

Figure 27

186



١.

### ADVISORY GROUP EMPLOYEE RESPONSE TO CONDENSED EMPLOYEE QUESTIONNAIRE

# LISTEN AND READ

DIRECTION .						35%
ASSERTION .	,	٠.				26%
QUESTION .						<b>15%</b>
EXPLANATION			,		•	9%
DESCRIPTION		,		•	•	8%
EVALUATION		_				7%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

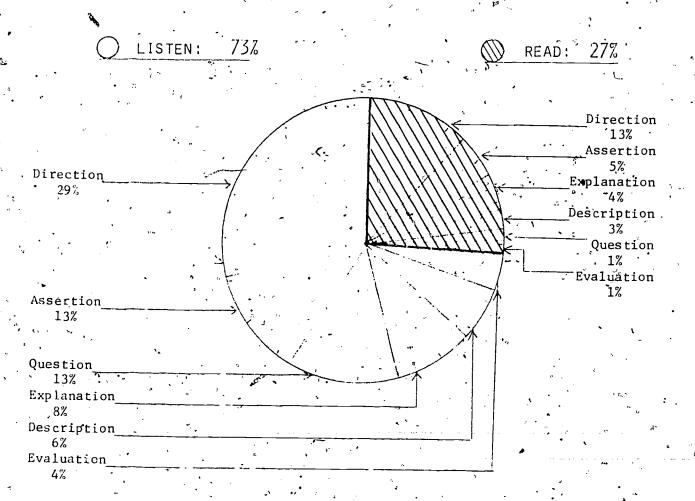
REPRIMAND.

· Table 77



INDIVIDUAL RESPONSE TO EMPLOYEE QUESTIONNAIRE-

THE KINDS OF INFORMATION EMPLOYEES RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest?

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 78



# ADVISORY GROUP EMPLOYEE RESPONSE. TO CONDENSED EMPLOYEE QUESTIONNAIRE

	L	.19	STI	<b>Ξ</b> √ <b>U</b> ,	:	<b>b</b> .	<u> </u>	•	•		READ: 35%	1
DIRECTION		•		٠,	•				20%	~	DIRECTION 1	5%
ASSERTION							,		18%		ASSERTION	8%
QUESTION .	•	,	•		•			ı	12%		QUESTION ,	3%
EXPLANATION	١			.•					6%		EXPLANATION	3%
DESCRIPTION	1				•			,	5%	•	EVALUATION	3%
EVALUATION						,			4%		DESCRIPTION,	3%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD, **EVALUATION:** 

REPRIMAND.

Table 78

′ 18**9** 



# Individual Supervisors Responding to the Occupational Communications Skills Questionnaire (Appendix B)

### Occupational Clusters

# Job Categories

Automotive
Carpentry
Food preparation
Law enforcement
Metal trades
Transportation
Welding

Service manager Carpenter foreman Chef Police sergeant Foreman City dispatcher Vice president

Advisory Group Supervisors Responding to the Condensed Occupational Communications Skills Questionnaire (Appendix D)

#### Occupational Clusters

### Job Categories

Automotive

Service manager, owner, Parts manager, Shop foreman

Carpentry

Leadman, Foreman, Owner

Food preparation

Chef

Law enforcement

Chief of police, Sergeant, Training staff, Chief

security officer

Metal trades

Foreman, Machine shop foreman

Transportation

General manager, Vice president, Owner, Traffice manager, Supervisor, Sales

manager

Welding

General foreman, Superintendent

# Analysis of Questionnaire Responses

Ways Supervisors Send Communications (Figure 79, Table 79) Supervisors from the Trade and Industrial occupations who answered the questionnaires gave information most frequently by talking. Talking to one person face-to-face was the most frequent way of giving information, with the telephone used next most frequently. When writing is used to give information, these supervisors used memos and notes more frequently than any other form of written communication. The supervisory individuals and the advisory groups in Trade and Industry verified each other as to the ways communications took place. Nearly half of the written communications sent by Trade and Industrial supervisors in the advisory group were memos and notes. Work orders were used more by Trade and Industrial supervisors than by those in any other field.

Kinds of Communications Sent by Supervisors, Tables 80, 81, Figures 80, 81) Assertions (advice, opinions, etc.) and directions (directions, instructions, orders) were the kinds of information given most frequently by these supervisors. This information was given both by talking and writing.

Ways Supervisors Receive Communications (Figure 82, Table 82) Supervisors answering both questionnaires received information most frequently by listening. Listening to one person face-to-face was the most frequent way of receiving information, with the telephone the next most frequent way. When reading is used to receive information, these supervisors read memos and notes more frequently than any other written communications

Kinds of Information Supervisors Receive in Communications (Figures 83, 84, Tables 83, 84) Assertions (advice, opinions, etc.) directions, instructions, orders) and questions were the kinds of information received most frequently by these supervisors. Supervisors answering the detailed questionnaire received this information by both listening and reading, with listening being only slightly dominant. Supervisors answering the condensed questionnaire received this information most frequently by listening.

# INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

WAYS SUPERVISORS SEND COMMUNICATIONS

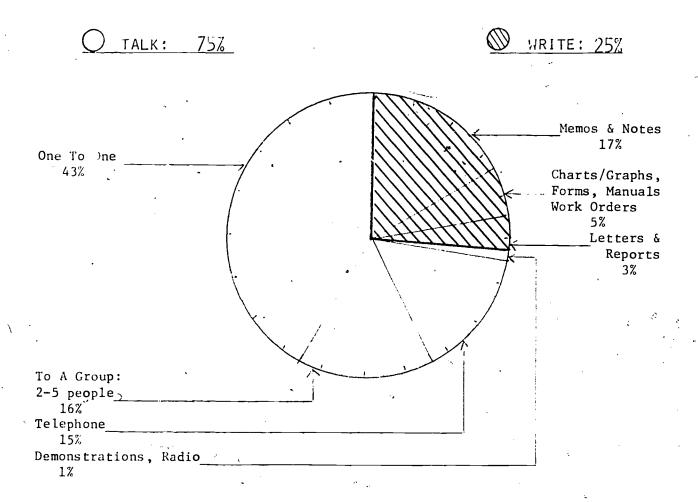


Figure 70



# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

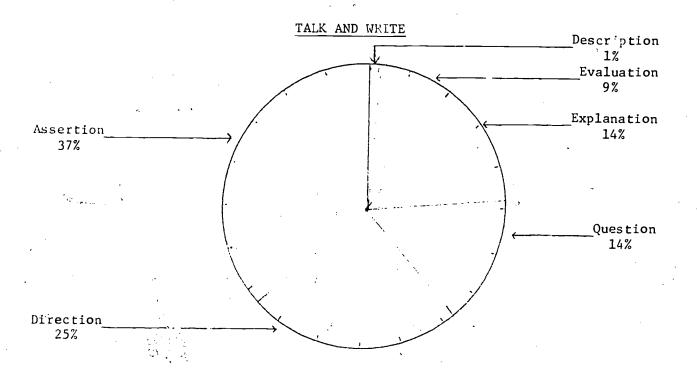
# WAYS SUPERVISORS SEND COMMUNICATIONS

TALK: 66%	WRITE: 43%
ONE TO ONE 34%	MEMOS AND NOTES 16%
TELEPHONE	charts/graphs, forms, manuals, work orders 12%
TO A GROUP: 2-5 PEOPLE 11% DEMONSTRATIONS, RADIO . 3%	LETTERS & REPORTS 6%



### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 80



# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS

# TALK AND WRITE

ASSERTION	•	,	•	•	32%
DIRECTION	•			,	22%
EXPLANATION	١	,			18%
QUESTION	)	•			15%
DESCRIPTION	١	ì			73
FVALUATION					67

ASSERTION:

ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION:

DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

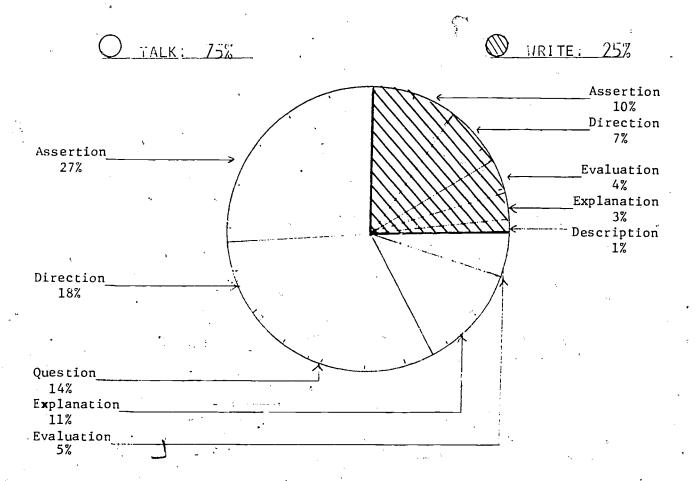
REPRIMAND.

Table 80



#### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

### THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure .81.



# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS SEND IN COMMUNICATIONS

e.	TALK: 66%								WRITE: 34%						
ASSERTION .		•	•		•		21%		ASSERTION 11%						
DIRECTION .	•	1	,		1	•	13%		DIRECTION 9%						
QUESTION .	,			t			12%		EXPLANATION 8%						
EXPLANATIÓN						•	10%	,	QUESTION 3%						
DESCRIPTION			,				5%	٠,	DESCRIPTION 2%						
EVALUATION							5%		EVALUATION 1%						

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL,

PROPOSE, SUGGEST.

DIRECTION: DIRECT, INSTRUCT, ORDER.

EVALUATION: ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD,

REPRIMAND.

Table 81



### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

#### WAYS SUPERVISORS RECEIVE COMMUNICATION

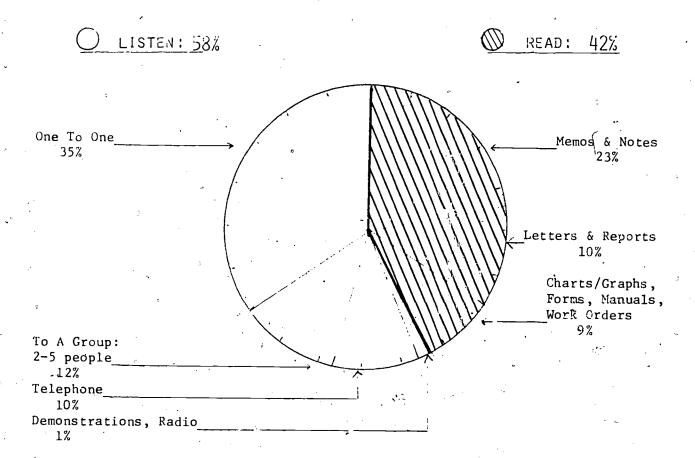


Figure 82

# ADVISORY GROUP SUPERVISOR RESPONSE TO, CONDENSED SUPERVISOR QUESTIONNAIRE

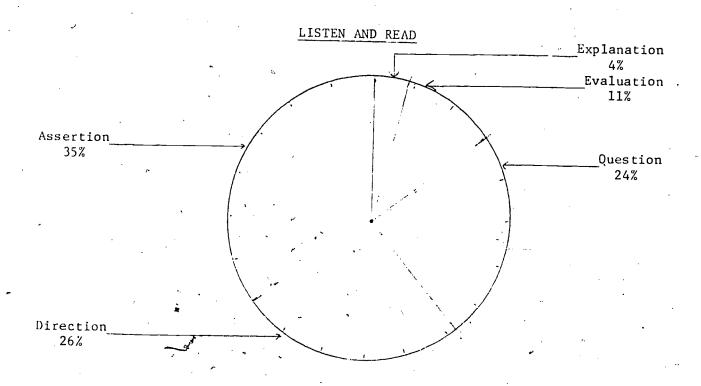
# WAYS SUPERVISORS RECEIVE COMMUNICATIONS

LISTEN: 67%	READ: 33%				
ONE TO ONE	MEMOS & NOTES 17%				
TELEPHONE 19%	LETTERS & REPORTS . 8%				
TO A GROUP: 2-5 PEOPLE 10%	CHARTS/GRAPHS, FORMS MANUALS, WORK ORDERS 8%				
DEMONSTRATIONS, RADIO 3%	MANUALS, WURK URDERS OF				

Table 82

# INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimand.

Figure 83



# ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

# LISTEN AND READ

ASSERTION .		•	. <b>.</b>		28%
QUESTION .			١,		23%
DIRECTION .	, -			,	21%
EXPLANATION	. 1	: '4	ř	•	13%
EVALUATION	•	١,	•	ı	9%
DESCRIPTION	•				6%

ASSERTION: ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, PROPOSE, SUGGEST.

DIRECTION: - DIRECT, INSTRUCT, ORDER.

ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD, **EVALUATION:** 

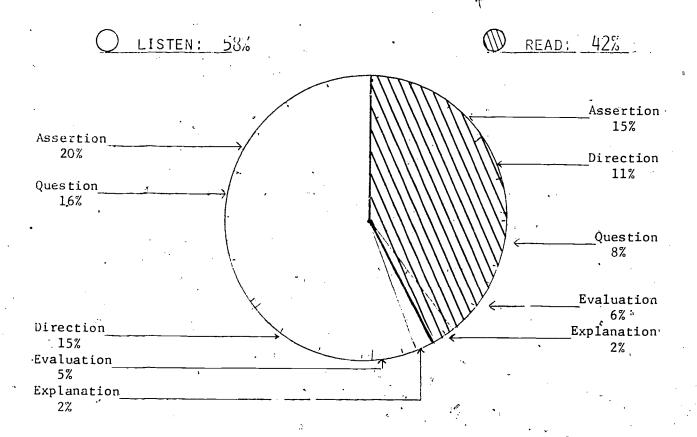
REPRIMAND.

Table 83 201



#### INDIVIDUAL RESPONSE TO SUPERVISOR QUESTIONNAIRE

# THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS



Assertion: advise, opinion, propose, recommend, sell, persuade, suggest.

Direction: - direct, instruct, order.

Evaluation: assure, appreciate, compliment, correct, scold, reprimend.

Figure 84



### TRADE AND INDUSTRIAL OCCUPATIONS

### ADVISORY GROUP SUPERVISOR RESPONSE TO CONDENSED SUPERVISOR QUESTIONNAIRE

## THE KINDS OF INFORMATION SUPERVISORS RECEIVE IN COMMUNICATIONS

LISTEN:≈ 67%	READ: 33%
ASSERTION 20%	ASSERTION 9%
QUESTION 18%	DIRECTION
DIRECTION 12%	QUESTION 63
EXPLANATION 9%	EXPLANATION 47
EVALUATION 5%	EVALUATION 47
DESCRIPTION 37	DESCRIPTION 2%

ADVISE, OPINION, PERSUADE, RECOMMEND, SELL, PROPOSE, SUGGEST. ASSERTION:

DIRECT, INSTRUCT, ORDER. DIRECTION:

ASSURE, APPRECIATE, COMPLIMENT, CORRECT, SCOLD

REPRIMAND.

Table 84

#### CHAPTER IX

### MINI-QUESTIONNAIRE

The Mini-questionnaire (Appendix E) consists of information received from: 1. entry level employees who responded to the Employees Questionnaire (Appendix A);

- supervisors who responded to the Supervisors Questionnaire (Appendix B);
- 3. advisory committee members who responded to the Condensed Questionnaire (Appendices C and D).

Tables 86-112 represent the employees' and supervisors' summary of:

- 1. the three most frequent ways of communicating;
- the three most effective ways of communicating;
- the three ways of communicating that need to be better taught to employees;
- 4. the three ways of communicating that need to be better taught to supervisors.

## Analysis of Mini-Questionnaire Responses

Most Frequently Used Communications/Most Effectively Used Communications

Employees and supervisors from all seven fields indicated that talking and listening one-to-one was their most frequent way of communicating.

The respondents from all but one of the seven fields indicated that talking and listening one-to-one was the most effective way of communicating. Respondents from the Business and Office Occupations, the exception, indicated that they believed memos and notes to be the most effective way of communicating.

Employees and supervisors from four of the seven fields (with variations between employees and supervisors within a field) selected the telephone and memos and notes as the next most frequently used ways of communicating.

Employees and supervisors from five of the seven fields (with variations between employees and supervisors within a field) selected the telephone and memos and notes as the next most effective way of communicating.

In general, the ways of communicating that should be better taught to employees are ranked as follows:

Responses from Employees Responses from Supervisors

First: One-to-one First: One-to-one

Second: Charts & Graphs Second: Letters & Reports

In general, the s of communicating that should be better taught to supervisors are ran as follows:

Responses rom Employees Responses from Supervisors

First: One-to-one First: One-to-one

Second: Demonstration/Radio Second: Letters & Reports

## AGRICULTURAL OCCUPATIONS

## MINI QUESTIONNAIRE

EMPLOYEES RESPONSE TO:		U				equen unica	-						fective municat	-
One to One	•	•		•	•	35%	•	•	•	•	•	•	38%	
Memos & Notes	•	•		•		20%	•	• ,			•	. •	17%	ž.
Telephone		•		• }	•	14%		. •					16%	
To A Group: 2-5 People	•	•			•	14%				•	•		78	
Demonstrations, Radio		•	•.			8%			•	•	•		12%	•
Charts/Graphs, Forms, Manuals, Work Orders .		•		•	; •	6%	•.				•		7%	
Letters & Reports .				•		3%	•	•		•			3%	

Table 85

## COMMUNICATIONS THAT SHOULD BE BETTER TAUGHT TO EMPLOYEES

	Employees Response													
 One to One	28%	. 26%												
Charts/Graphs, Forms, Manuals, Work Orders	22%	. 14%												
Demonstrations, Radio	16%	. 11%												
To A Group: 2-5 People	14%	. 10%												
Memos & Notes	8%	. 14%												
Telephone	6%	. 8%												
Letters & Reports	68	. 17%												

Table 86

# AGRICULTURAL OCCUPATIONS ININI QUESTIONNAIRE

SUP	ERVISORS RESPONSE TO:				equen unica							fectively munications		
	One to One	•	•		32%	•	•	•	•	•	•	36%		
	Telephone			•	20%	•	•		•	•		15%		
/	To A Group: 2-5 People .		•		14%		•	•	•		•	11%		
	Demonstrations, Radio .			•	14%		• ·	•	•	•		14%		.0
,	Memos & Notes	• •			14%		•		•			14%		
	Charts/Graphs, Forms, . Manuals, Work Orders			•	4%		•		•	•		3%		
	Letters & Reports	•	•	•	2%				•	•	•	7%	•••	,

Table 87

#### COMMUNICATIONS THAT SHOULD BE BETTER TAUGHT TO SUPERVISORS

	Supervisors Response												
One to One	•	•	• ,	. 279	<b>.</b>	•	• ,	· • .	• ,	•	31%		
Letters & Reports	•		• ,	. 198	s .		•	•			10%		
To A Group: 2-5 People .	•	•	•	. 15%	· •	•			.•		19%		
Memos & Notes		•	•.	. 13,		•					13%		
Demonstrations, Radio .	•	•		. 11%		•	•	•	•	•	15%		
Charts/Graphs, Forms, Manuals, Worr Orders	• .			. 10%			•	•	•		10%		
Telephone			•	. 5%	\.			•			2%		

Table 88



## BUSINESS AND OFFICE OCCUPATIONS

## MINI QUESTIONNAIRE

EMPLOYEES RESPONSE TO:			requen munica	-	Most Effectively Used Communications							
One to One	•			. 35%	•	 •	. •	•	23%			
Memos & Notes	•		•	. 24%	•	 • "	•		32%			
Telephone		• •	•	. 17%	•	 •	•	•	23%			
Letters & Reports		• • .		. 10%	•	 , <b>•</b>	•		· 5%			
Charts/Graphs, Forms, Manuals, Work Orders .		• , •		. 9%	•	 •	•,		5%			
To A Group: 2-5 People	•		. •	. 3%		 •	•	•	2%			
Demonstrations, Radio	•	•	• .	. 2%	•	 •		•	2%			

## Table 89

#### COMMUNICATIONS THAT SHOULD BE BETTER TAUGHT TO EMPLOYEES

One to One	•			Res	loye pons 29%	e		•	•		Re	ervisors sponse 26%	
Letters & Reports									•	., • `	;°.	29%	' ;
Telephone	•		•	٠.	22%	•	•	•	•	•	•	16%	
Memos & Notes · · ·	•			•	12%	•	•	•	•	•	•	19%	
Charts/Graphs, Forms, Manuals, Work Orders .			•	• ,	8%	•	•	•	. •	•	•	2%	
To A Group: 2-5 People	•	• •	•	•	2%		•	•			•	6%	
Demonstrations, Radio				•	0%	•	-		•	•	•.	2%	

Table 90



## BUSINESS AND OFFICE OCCUPATIONS

## MINI QUESTIONNAIRE

SUPERVISORS RESPONSE TO:	Most Frequently Most Effective Used Communications Used Communications	-
One to One	32% 32%	
Memos & Notes	30%	s
Telephone	22% 17%	
Letters & Reports	11% 13%	
To A Group: 2-5 People .	4%	
Charts/Graphs, Forms, Manuals, Work Orders		
Demonstrations, Radio .	0% 1%	

## Table 91

#### COMMUNICATIONS THAT SHOULD BE BETTER TAUGHT TO SUPERVISORS

		Supervisors Response	Employees Response
One to One	• • • •	37%	31%
Letters & Reports		24%	27%
Memos & Notes	• •	22%	12%
To A Group: 2-5 People		9%	10%
Telephone		68	10%
Demonstrations, Radio		28	2%
Charts/Graphs, Forms, Manuals, Work Orders .		08	8%

Table 92

209 -



## DISTRIBUTION & MARKETING OCCUPATIONS

## MINI QUESTIONNAIRE

	· · · · · · · · · · · · · · · · · · ·															
EMPI	LOYEES RESPONSE TO:		° U				equen unica							fectivel municati	-	••
	One to One	•	• .		•	•	34%	•	•	•	•	•	•	33%	Total Control of Control	·
·	Telephone	• .	•	•.			20%	•	• •	•	•	•	•	19%		
	Memos & Notes	•		•	•		16%	•	•	•	•		•	16%		
	Demonstrations, Radio	•	•		٠.,		12%	•			•		•	11%	ı	
	Charts/Graphs, Forms, Manuals, Work Orders .		•		•		9%			•		•	•	5%		
•	To A Group: 2-5 People	,•		•	•		7%	•					•	9%		
	Letters & Reports .	•		•	•	•	2%	•	•	•	•	•	•	7%		

Table 93

## COMMUNIC TIONS THAT SHOULD BE BETTER TAUGHT TO EMPLOYEES

	Employees Response	Supervisors Response			
One to One	 25%	 . 30%			
Charts/Graphs, Forms, Manuals, Work Orders . /.	18%				
To A Group: 2-5 People .	 17%	 . 8%			
Demonstrations, Radio / .	 17%	 . 17%			
Telephone	 13%	. 15%			
Memos & Notes	 . 5%	 . 12%			
Letters & Reports '	 5%	 . 10%			

Table 94



# DISTRIBUTION & MARKETING OCCUPATIONS MINI QUESTIONNAIRE

SUPERVISORS RESPONSE TO:	*	٠	Use	iost d C	Fr.	equen unica	tly	ns	•				fectively munication	_
One to One	•	•		•	•	35%		•	•	•	•	•	33%	•,
Memos & Notes	• .				•	23%	•		•	•			19%	•
Telephone	•	•	•	•		15%		•		•	•	•	14%	
Demonstrations, Radio	•	•	•	•	•	11%	•	•	:	•		. •	13%	
To A Group: 2-5 People	•		•	•		88			•	•	•	•	12%	
Letters & Reports	•	•	•	•		7%	•						8%	
Charts/Graphs, Forms, Manuals, Work Orders .	•		•	•	•	1%				#*************************************	•	•	1%	

## Table 95

### COMMUNICATIONS THAT SHOULD BE BETTER TAUGHT TO SUPERVISORS

one to One		•	.•		]	Res	rvisc ponse 26%	<b>?</b>		•	• • .		•	Employee Response 27%
Letters & Reports	•	•	• *	•	•	•	19%	•	•	•	•	•	•	88
To A Group: 2-5 Peop	le	•	•	•			17%			•			• .	21%
Demonstrations, Radio	0	•	•		•	•	14%		•	•		•		14%
Memos & Notes	•	٠.				•	11%		•	•			•	5%
Charts/Graphs, Forms Manuals, Work Orders		•		•		٠ .	8%	•				•	•	17%
Telephone	•		•	•	•		5%		•			•		8%

Table 96

# HEALTH OCCUPATIONS MINI QUESTIONNAIRE

EMPLOYEES RESPONSE TO:	Most Frequently Most Effectively Used Communications Used Communications	£
One to One	32%	
Telephone	, 20% 20%	
Demonstrations, Radio .	12% 11%	
To A Group: 2-5 People .	10% 7%	
Memos & Notes	10% 14%	
Charts/Graphs, Forms, Manuals, Work Orders	10% 6%	P.
Letters & Reports	6% 9%	

Table 97

#### COMMUNICATIONS THAT SHOULD BE BETTER TAUGHT TO EMPLOYEES

,																
						-	Employees Response						4.	-	ervisor sponse	s
	One to One		•	•	•	•	•	27%	•	•	•	, •	•	•	26%	
	Telephone		•	•	•	•	•	23%	•	•	•	•	•	•	24%	
	Letters & Reports							19%			•	•	• .		15%	
	Demonstrations, Radio			<b>-</b> .	•	•		13%		•		•	•	• .	12%	
	Charts/Graphs, Forms, Manuals, Work Orders -					•		10%	•		•	•	•	•	6%	. 1
	Memos & Notes			•			-	4%		.•		•	. •	•	7%	
	To A Group: 2-5 People				2	••		4%			• .		•	•	10%	

Táble 98



# HEALTH OCCUPATIONS MINI QUESTIONNAIRE

SUPE	RVISORS RESP	ONSE	TO:							, equen inica							ective unica	-
	One to One	•		•	•	•	•	•		36%	•	•				•	37%	
	Telephone	ē i			• ^	•			•	26%		•	•		•		24%	
	Memos & Not	es .	. ,•	•			•			11%		•	•		•	• .	11%	
	Letters & R	leport	ts .	• ·					•	11%			. •			•	8%	
	To A Group:	2-5	Peop	le	•.		•		·	9%		•		•	•	. :	11%	
	Demonstrati	ons,	Radio	Ģ	•	•		•		7%			•		•:		9%	
	Charts/Grap Manuals, Wo					•	•	٠	•	.∙0%	•	•			•	•	0%	: *

. Tàble 99

## COMMUNICATIONS THAT SHOULD BE BETTER TAUGHT TO SUPERVISORS

	Supervisors Response	Employees Response
One to One	32%	33%
Telephone		· · · · · · · · · · · · · · · · · · ·
Letters & Reports	18%	18%
To A Group: 2-5 People	11%	8%
Demonstrations, Radio	8%	14%
Charts/Graphs, Forms, Manuals, Work Orders	6%	16%
Memos & Notes	3%	. 3%

Table 100

## HOME AND FAMILY LIFE OCCUPATIONS -

## MINI QUESTIONNAIRE

EMPLOYEES RESPONSE TO:	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				equen mica							ectively nunications
One to One	• •	•	•	•	37%	•	•			• .	•	36%
To A Group: 2-5 People			•	•	17%		•	•	•	•		14%
Telephone		•			17%	•		•				19%
Letters & Reports		•	•	•	14%	•		•		•	•	. 12%
Memos & Notes	•	•		.•	7ቄ	• .		•	• .	•	•	10%
Demonstrations, Radio				•	4%		•	•		•	•	2%
Charts/Graphs, Forms, Manuals, Work Orders .	• •		• ,	•	4%		•			•		7%

## Table 101

#### COMMUNICATIONS THAT SHOULD BE BETTER TAUGHT TO EMPLOYEES

		Employees . Response						;			Super <b>vi</b> sor Response		
One to One	•	•	• .	•	36%	•		. •		:	•	19%	
Letters & Reports		•	•	•	30%		• • • • • • • • • • • • • • • • • • • •	••••••	•~:	•	• •• • • • • •	19%·····	
Charts/Graphs, Forms, Manuals, Work Orders			. •	•	12%	•	•.		•	•		14%	
To A Group: 2-5 People .	•	•	•		·10%		•	•	•	•	•	19%	
Telephone			•		88		•	•				10%	
Memos & Notes			•		6%	• ~		٠.'				14%	
Demonstrations, Radio .			•		0%	•			,. <b>•</b>			5%	

Table 102.



# HOME AND FAMILY LIFE OCCUPATIONS -

SUPERVISORS RESPONSE TO:												st Effectively d Communications			
One to One	•	•	•	•	. •	36%	•	•	•	•,	•	• • .	33%		
Telephone	•	•	•	•	•	20%	•				•		19%		
Memos & Notes	٠.	•	•	• `	•	18%		•.	•	•		•	-18%		
To A Group: 2-5 People			•	•		14%	•	•	•		•	•	19%		
Letters & Reports	•	•	- ·	٠.	•	8%	•	. •		•	• ·	•	6%		
Charts/Graphs, Forms, Manuals, Work Orders .	•	•	•	•		4%		•	•			•	5%		
Demonstrations, Radio	•	•	•		•	0§		•.	•	•	•	٠.	0%	•	

Table 103

## COMMUNICATIONS THAT SHOULD BE BETTER TAUGHT TO SUPERVISORS

One to One	` <b>D</b>	Employees Response
To A Group: 2-5 People	. 27%	. 14%
Letters & Reports	. 20%	. 20%
Telephone	. 8%	. 0%
Demonstrations, Radio	. 8%	. 17%
Memos & Notes	. 5%	. 6%
Charts/Graphs, Forms, Manuals, Work Orders	5%	. 12%

Table 104 -:



# TECHNICAL OCCUPATIONS MINI QUESTIONNAIRE

EMPLOYEES RESPONSE TO:						equer unica					fective hunicat			
One to One	•	•	•	•	•	33%	•	•	• •	•	•		35%	•••
Memos & Notes	:	•	•	•	•	16%	٢.	•	.•			•	16%	
To A Group: 2-5 People	•	•	•	•	•	; 14%		. •	•	•	•	•	. 10%	
Charts/Graphs, Forms, Manuals, Work Orders .	•			•		14%	•		•	•	÷	·.	12%	. •
Telephone		•	•	٠.	•	13%		•	•		•		10%	
Demonstrations, Radio	•	•				8%		•		•	•		15%	
Letters & Reports	•	•	•	•	. •	2%	•			•	•	· S. •	2%	

Table 105

#### COMMUNICATIONS THAT SHOULD BE BETTER TAUGHT TO EMPLOYEES

.,	· ·e		Employees Response		Supervisors Response		
One to One	•	• •	. 30% .			. 36%	
To A Group: 2-5 People	• •	• •	. 17% .	• •		. 9%	
Demonstrations, Radio		• •	. 17% .	• •		. 7%	
Charts/Graphs, Forms, Manuals, Work Orders .	• •		. 14% .	. • •	. • •	. 14%	
Telephone			. 8% .	• •		. 15%	
Letters & Reports	•	•	. 8% .	•		. 10%	
Memos & Notes	• •		. 68 .	• •.		 • 9%	

Table 106

2.16



## TECHNICAL OCCUPATIONS MINI QUESTIONNAIRE

. •	_		**						• • • • • • • • • • • • • • • • • • • •	- 4					
SUPE	RVISORS RESPONSE TO:						quen	•					_	ectivel	_
	46 · •		U	sea	CO	mm	ınica		ns		US	ea	Comm	unicati	ons
	One to One	•	• • •		•	•	33% 		• •		•	•	•	3.3%	
	Memos & Notes	``	•	•		•	22%	•			•			31%	
	Telephone		•	•	• .	•	20%	•		•	• ,	•	•	17%	હ
	To A Group: 2-5 People	•		•		• .	13%	•.	•	•	• .		• .	15%	
	Charts/Graphs, Forms,									•		6		**	
	Manuals, Work Orders .	•	•	•	•	•	7%	•	•	•	•	•	•	0%	
	Demonstrations, Radio	• •	•	•	•	•	4%	•	•	• ,	•	•	•	4%	
	Letters & Reports	•	•	.•	•	•	1%	•	•	•	j. 1	•	•	0%	
	•										,				

Table 107

### COMMUNICATIONS THAT SHOULD BE BETTER TAUGHT TO SUPERVISORS

*		-	rviso ponse						_	ployees sponse	
One to One	•	•	26%	•	•	•	•	•	• .	25%	
Memos & Notes			20%	•	• • •			•		12%	
Letters & Reports	•	•	16%			•	•	•		4%	
To A Group: 2-5 People		•	14%			•	•	•	•	18%	,
Charts/Graphs, Forms Manuals, Work Orders	•	•	10%	•		•		•	•	17%	
Telephone		•	7%	•	•		•	•	•	2%	
Demonstrations, Radio		•	7%	•					•	22%	

Table 108 217



# TRADE AND INDUSTRIAL OCCUPATIONS MINI QUESTIONNAIRE

EMPLOYEES RESPONSE TO:	Most Frequently Used Communications	Most Effectively Used Communications
One to One	32%	34%
Charts/Graphs, Forms, Manuals, Work Orders	18%	16%
Memos & Notes	17%	16%
Telephone		11%
To A Group: 2-5 People .	9%	11%
Demonstrations, Radio .	6%	`9%
Letters & Reports	5%	3%
	•	•

'Table 109

## COMMUNICATIONS THAT SHOULD BE BETTER TAUGHT TO EMPLOYEES

•		•	•	Supervisors Response					
One to One	 	. 28%	• • •	. o 24%					
Charts/Graphs, Forms, Manuals, Work Orders .	 •	. 21%		. 18%					
To A Group: 2-5 People	 •, •	. 14%	·	. 10%					
Memos & Notes	 	. 11%	• • •	. 7%					
Letters & Reports	 •	. 10%		. <u>1</u> 7%					
Demonstrations, Radio	 	. 10%	• • •	. 15%					
Telephone	 	. 6%		•. 9%					

Table 110



## TRADE AND INDUSTRIAL OCCUPATIONS

## HINI QUESTIONNAIRE

	· tu													•	
SUPE	ERVISORS RESPONSE TO:		τ				equ <b>e</b> r unica			•				fective nunica	
	One to One		•	•	• • ,	•	32%	•		•	•			32%	
•	Telephone	<i>;</i>		•	•	•	17%	,		. •	•	•	,. ,. •	15%	
,	To A Group: 2-5 People	•	•	•			16%	•	• 1		•	£ •	•	13%	•
	Memos & Notes	•	•.	•		•	12%			•	•			13%	
	Charts/Graphs, Forms,					•••			•						١,
	Manuals, Work Orders .	• ••	•	•	:	•	10%	•	•	•	•	1.	•	9%	
•	Demonstrations, Radio	•	• ,	• .	•	•	7%	٠,	•	•	•	•	-	10%	
i	Letters & Reports	•	•	•			6%	•	•		1		. •	8%	

## Table 111

#### COMMUNICATIONS THAT SHOULD BE BETTER TAUGHT TO SUPERVISORS

	Supervisors Response	Employees Respons <b>e</b>						
One to One		28%						
Letters & Reports		10%						
Demonstrations, Radio	. 18%	12%						
Charts/Graphs, Forms, Manuals, Work Orders	13%	16%						
To A Group: 2-5 People								
Telephone	8%	. 3%						
Memos & Notes	78	16%						

Table 112



#### CHAPTER X

### CONCLUSIONS AND RECOMMENDATIONS

#### CONCLUSIONS

An examination of the figures and tables, and the narrative introducing each section, shows that in spite of differences in responses between individuals and advisory groups in a given field, and in spite of differences between fields, there is a commonality to the responses. All employees reported relying heavily on oral communications for both sending and receiving communications. In six (Agriculture, Distributive and Marketing, Health, Home and Family Life, Technical, and Trade and Industry) of seven occupational fields surveyed, the spoken word was the predominant choice as a means of communicating. When writing was used as the means of communication, it tended to be informal.

In the Business and Office occupations, the responses varied. Advisory group employees indicated that talking (58% of their responses) was the most frequent way of sending communications. When responses from individual employees in the field were analyzed, they reported that they talked and listened slightly less than they wrote and read; supervisors reported reading more than listening. Respondents from one job cluster (junior accountant) in the Business and Office occupations indicated the use of oral communications in only about one-third of their responses. In the same field, clerk-typists indicated that they talk and listen considerably more than they write and read.

Employees selected talking to one person face-to-face as the most frequent way of sending communications (33% or more of their responses in each of five fields: Agriculture, Health, Home and Family Life, Technical, Trade and Industry) and employees indicated receiving information by listening to one person face-to-face (29% or more of their responses in all of the seven fields). The same pattern prevailed among supervisors. Only in the field of Business and Office did the supervisor responses fall below 50% in the use of one-to-one oral communications.

The figures and tables show that even when writing choices dominated talking choices, the way of communicating most used was talking with one person face-to-face.

In Distributive and Marketing occupations, training in one-to-one communications takes place during the instruction given for sales work. Little beyond this training, however, was found in the way of a formal curriculum for oral communications.



While it is possible that there are courses being offered in secondary and post-secondary schools that are designed to teach effective ways of asking for and giving advice, expressing and reacting to opinions, giving and responding to directions; they were not discovered during the investigations related to this project. There are few formal programs being presented that deal explicitly with one-to-one kinds of oral communications. For example, the investigators were unable to find curricula designed to teach a food processing warehouse foreman how to direct a fork lift operator to place a pallet of canned food in a specific place in a warehouse or to teach the fork lift operator how to ask questions when he wasn't absolutely sure that he clearly understood the directions. No course was found with the objective of teaching the executive or administrator how to explain a format to a secretary so that the finished product would be as visualized by the person requesting it.

Even with the concentration on communications of those involved in this project there were occasions when, due to lack of training in oral communications on the part of those giving directions, lack of understanding occurred and difficulties in one-to-one communication ensued.

In order to emphasize the importance of oral communications as reported by both individual and advisory group respondents in all fields surveyed, charts were prepared (Figures 85-88). As noted in the narrative, only Business and Office employees used oral communications less frequently than written communications, and even in this field the clerk-typist and the recordkeeper reported most communications as being oral (over 50% of their responses) and the secretary reported only communications with customers as being done more through writing than through talking.

The charts show that the supervisor advisory groups in all fields report that when they communicate on the job, they talk more than they write. However, both the Business and Office and the Technical individual respondents reported reading as the predominant means of receiving communications (52% and 53%, respectively). Figures 89-92 depict the extent of one-to-one, face-to-face, communications in all In all cases the percentages used are the percentages of all fields. ways of communicating reported being used. Wide variations between fields appear on the charts illustrating the individuals responses to the detailed questionnaire. The range is from a low of 22% in the listening mode (reported by individual supervisors in the Business and Office field) to a high of 59% in the listening mode (reported by individual employees in the Health field.) Individual employees in the Health field reported talking and listening as constituting most of their communications (over 50% of both their communications sent and their communications received).

The charts reporting the responses of the advisory groups show a greater consistency among fields. The analysis of responses collected from advisory group employees shows a range of only five percentage points in the alking mode from 32% in Business and Office to 37% in

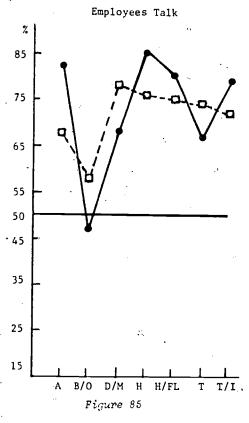


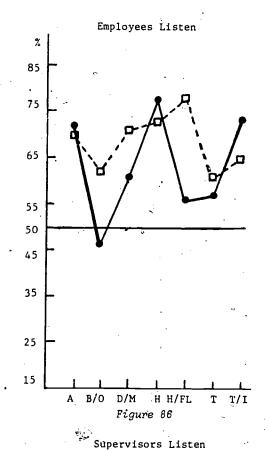
Trade and Industrial. The analysis of responses collected from advisory group supervisors reported a range in the listening mode of from 30% in Technical to 36% in Health, and in the talking mode from 30% in Business and Office to 35% in Agriculture.

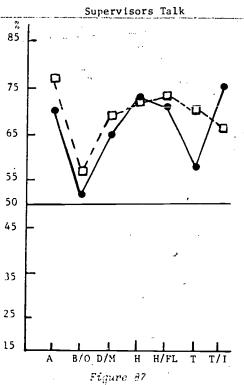
Table 113 (employee Occupational Summary) and Table 114 (supervisor Occupational Summary) illustrate the rankings of the ways of communicating within each of the seven fields. The first figure shown in each case represents the rankings from the miniquestionnaire analysis; the second figure represents the rankings from the detailed questionnaire analysis; the third figure represents rankings from the condensed questionnaire (advisory group) analysis.

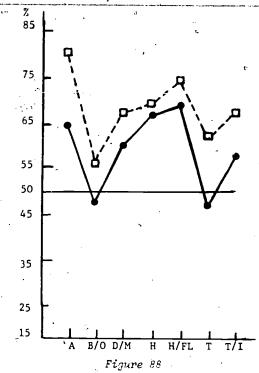
## ORAL COMMUNICATIONS/TOTAL FIELD

● Individuals ,□ Advisory Groups





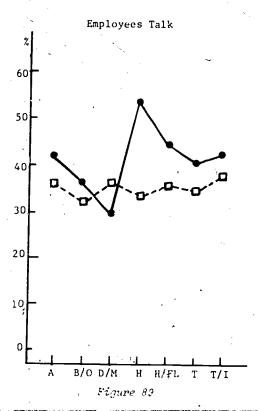


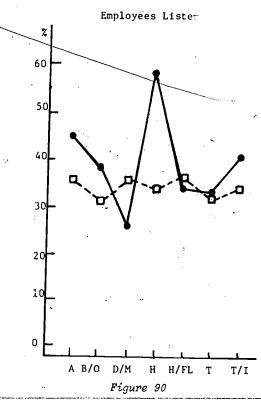


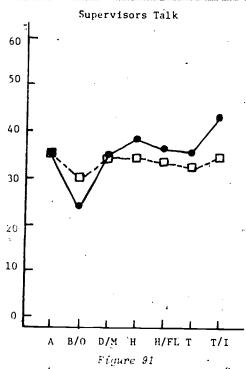
ORAL COMMUNICATIONS/FACE-TO-FACE

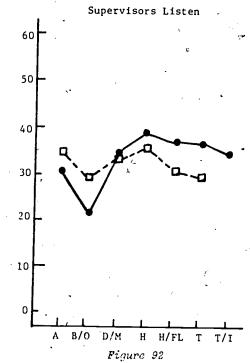
• Individuals

Advisory Groups









## OCCUPATIONAL SUMMARY WAYS OF COMMUNICATING

•					<u> </u>	1		
EMPLOYEES	at .	•			Bulle- tins Charts			
Responses			•	_	Graphs	Intercom		
to	0ne	Memos		Group	Forms	Demon-	_	
Question-	to	&	Tele-	2-5	Work	stration	Letters	•
naires	0ne	Notes	phone	People	orders	Radio	Reports	
AGRICULTURE	•					•	•	
Mini	1	2	3 '	· 2		-	-	
Individual	1	3	. 5	3	6	5 5	7	
Advisory	1	2	3	2	3	5	5	2
Mavisory	1	۷	<b>.</b>	.4	5	5,	7	•
BUSINESS AND OFFICE		<del>"</del>	<i>3</i> .	•		. •	·	
Mini	. 1	2 .	3	6	=	• 7	,	
Individual	1	2	. 5	7	5 3	7	.4	
Advisory	1	1	3			6	3	
Advisory	1	1	<b>.</b>	5	5	7	4	
DISTRIBUTION							٠.,	
& MARKETING					*			
Mini	1	3	2	6	5	4 .	7	
Individual	1	2	4	2	5	7	5	
Advisory	1	3 .	2	4	6	5	7	
· - · · - · ·	<del>-</del> .	3	·	7		J	,	
HEALTH (		•	: :				• •	
Mini	1	4	<sup>2</sup> 2	4	4	3	7	
Individual	1	3	3	5	6	3	6	
Advisory	- <u>- 1</u>	4	3	6	- 4	2	7	
HOME THE							* *	
HOME AND	-		•	•			•	
FAMILY LIFE	_	_	• _		•			
Mini	1	5	2 ′	2 <sup>x</sup>	6	6	4	•
Individual	1 .	2	3	4	5 -	· 6	5	
Advisory	1 :	4 ,	2	3	6	6	6	•
TECHNICAL,						è	•	
Mini	1	2	. 5	3	3	6	7	
Individual	1	3		2	5	7	4	
Advisory	1	2	5 3	6	6	5	7 .	
TRADE AND		••					,**	
TRADE AND								
INDUSTRY	1	2	,		_	_		
Mini	1	3	4	5	2	6	7	
Individual	1.	3	4	,2	5	6	7 .	4
Advisory	1	2	4	4	4	6	7	

Table 113
226

## OCCUPATIONAL SUMMARY WAYS OF COMMUNICATING

SUPERVISORS Responses					Bulle- tins Charts Graphs	Intercom	8	
to	0ne	Memos		Group	Forms	Demon-		
Question-	° to	&	Tele-	. 2-5	Work	stration	Letters	
naires	. 0ne	Notes	phone	People	orders	Radio	Reports	_
AGRICULTURE						J	,	
Mini	1	5	6	4	2	3	7	
Individual	1	3	4	2	6	7	5	
Advisory	1	3	3	2	6	5	. <b>6</b>	
BUSINESS AND OFFICE	*			<u>-</u>		/ .	. <b>U</b>	
Mini	1	2	3	-6	5	7 -	4	1
Individual	2	1	· 3	4	4	· 7	4	7/3
Advis <b>o</b> ry	1	1	3	5	6	7	4	
DISTRIBUTION & MARKETING				٠ .	•			
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Table.1.14



#### RECOMMENDATIONS

It was determined that Objective 3, "To determine a basic vocabulary of from 50 to 100 descriptive and discriminative words/phrases that allow effective application of the technical vocabulary in each of the occupational clusters," was beyond the capacity of accomplishment of this project. Today's technology has made manual determination of common vocabulary used in occupations obsolete. Computers, with their scanning capability of printed textual material, have provided faster, more accurate means of identifying "descriptive/discriminative words/phrases" suggested in this objective. Further, the cost of developing the kind of basic vocabulary identified in Objective (3) would be beyond the resources of this project. To do the research correctly, there would need to be individual recordings of conversations that take place on each job of each of the thirty (30) occupations studied. This would require a minimum of:

- 1. Thirty (30) minutes of taped conversation between the designated employee and other employees in the specific business.
- 2. The same amount of taped time would be required between and among:
  - a. employees and customers,
  - b. employees and supervisors.
  - c. supervisors and supervisors,
  - d. supervisors and customers,
  - e. all the multiples these imply.

This research would only collect the information. Additional time and money would be needed to transcribe these conversations and to make a detailed report.

This statement does not, in any way, imply that the objective is unimportant. To the contrary, it is because of its importance that the specific objective is considered too expensive to attempt in this project. It is urged that the objective be pursued in another project with additional and adequate resources.

The project results leave little doubt that greater emphasis needs to be placed on the teaching of oral communications related to specific occupations. It is recommended that the teaching of oral communications on a one-to-one basis, and informal written communications, be made an integral part of every vocational training program. Since no task analyses were done for the specific jobs investigated in this project, the amount of time spent in communication activities has not been determined; neither has the importance of communications, per se, to individual job performance. It must be the responsibility of the instructor, the communications specialist and/or the curriculum specialist to determine the amount and the depth of communications training needed for any particular vocational education program. The form of communication training and the degree to which that training is related to the specific job must be determined by those responsible for the training.

There is, however, clear evidence that extreme emphasis should be placed on face-to-face oral communications and informal written communications. Training for this should concentrate on the involvement of both parties in an occupational communication situation. It is of great importance that communications be between people.

The vocational instructor has the obligation to make sure that his/her students have the necessary skills in the ways people communicate: talking and listening—reading and writing. Equally important, each has the responsibility to assure that the students, regardless of level, are capable of using the skills incumbent in asking and answering questions, giving and receiving advice, complimenting and responding to compliments. The vocational student is not completely trained until he/she has the communications skills needed for success on the job.

### EMPLOYEES QUESTIONNAIRE

Occupational Communications Skills Analysis



VOCATIONAL CURRICULUM MANAGEMENT CENTER
COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION

Max Benitz, Chairman

Arthur A. Binnie, State Director and Executive Officer

James L. Blue, Program Director
Archie G. Breslin, Program Supervisor
Robert L. Leingang, Program Supervisor
Project #V0073VZ

#### OCCUPATIONAL COMMUNICATIONS SKILLS ANALYSIS

Group	Name
Firm Name	Position With Firm
Address	No. Of Yrs. In Current Position
	No. Of Yrs. With This Firm
Phone	No. Of Yrs. With This Type Of Firm
How Many Employees In Firm	Years Of Schooling
How Many Supervisors in Firm	How Many Employees Do You Supervise

, Communication is a two-way process. Communication on the job takes place when a person (the sender) gives thoughts or ideas to another person (the receiver) and when a person (the receiver) receives the thoughts or ideas of another person (the sender).

Basic communications skills involving reading, writing, and speaking have become an integral part of technical training. Daily, informal interactions that occur (1) between employee and supervisor, (2) between customer and employee, and (3) among employees illustrate these communications skills. Communications skills relevant to technical training include:

- Giving and receiving directions, instructions, and orders,
- Describing and defining materials, process and requirements,
- c. Asking for information and services, and
- d. Explaining technical processes in non-technical terms.

The following Occupational Communications Skills Analysis is an attempt to identify a basic core of communications skills that supplies support to the technical skills used by the employee and the supervisor on the job.



### DEFINITION OF TERMS

The following definitions are included to help differentiate between words that have similar meanings. It may prove beneficial to read this list before you continue with the questionnaire.

Appreciation: The awareness of value or enjoyment.

Assurance: Sceething said or done to inspire confidence.

Compliment: Comething said in admiration, praise or flattery.

Direction: Instructions for doing, operating, using, preparing.

Instruction: To communicate knowledge.

Order: A command backed by authority. .

Opinion: What seems true, valid or probable to one's own mind.

Proposal: A plan or action put forth for acceptance or rejection.

Recommendation: To express approval, to suggest favorably.

Suggestion: To bring to the mind for consideration, mention as something to think over.

Policy: A general plan.

Procedure: A specific method or way of doing something.

Routine: Doing something by habit.

Bulletin: A brief, regular, official publication.

2: A memorandum, an informal, written communication to help one

remember something or remind one to do something.

Note: A written comment, an informal, brief, written explanation or

instruction.

Report: ? A formal, official, written presentation of facts or proceedings.

Equipment: Devices which generate power or have an effect on

materials; i.e., PBX switchboards, radio transmitters,

weight scales, ammeters.

<u>Machines</u>: Devices which are a combination of mechanical parts

designed to apply force to do work on, or move materials,

or to process data; i.e., drill presses, typewriters,

conveyers, hoists.

Materials: Items being processed, products being made; i.e., lumber,

wood products, field crops.

Other Word Aids: Miscellaneous items which cannot be considered as

machines, tools, or equipment.

Supplies: Items used to assist a worker; i.e., paper, pencils, paper

clips, typewriter ribbons, etc.

Tools: Common hand tools manipulated by the worker.

Demonstration: A practical showing of how something works or is used.

Effective: Producing a desired result.

Group: 2-5 people.

Reprimand: To blame or scold in a formal and sharp way.

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### APPENDIX A PAGE 17 OF 22

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Another Employee

A Customer

Talk To A Group Of: (2-5 People)

My Supervisors

Other Employees Customers

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You have now completed our Occupational Communications Skills Analysis. Please summarize your beliefs about communications on your job answering the following questions.

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#### SUPERVISORS QUESTIONNAIRE

Occupational Communications Skills Analysis



### VOCATIONAL CURRICULUM MANAGEMENT CENTER COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION

Max Benitz, Chairman

Arthur A. Binnie, State Director and
Executive Officer

James I. Blue, Program Director
Archie G. Breslin, Program Supervisor
Robert L. Leingang, Program Supervisor
Project #VOO73VZ

#### OCCUPATIONAL COMMUNICATIONS SKILLS ANALYSIS

Group	Name
Firm Name	Position With Firm
Address	No. Of Yrs. In Current Position
·	No. Of Yrs. With This Firm
Phone	No. Of Yrs. With This Type Of Firm
How Many Employees In Firm	Years Of Schooling
How Many Supervisors in Firm	How Many Employees Do You Supervise

Communication is a two-way process. Communication on the job takes place when a person (the sender) gives thoughts or ideas to another person (the receiver) and when a person (the receiver) receives the thoughts or ideas of another person (the sender).

Basic communications skills involving reading, writing, and speaking have become an integral part of technical training. Daily, informal interactions that occur (1) between employee and supervisor, (2) between customer and employee, and (3) among employees illustrate these communications skills. Communications skills relevant to technical training include:

- Giving and receiving directions, instructions, and orders,
- Describing and defining materials, process and requirements,
- c. Asking for information and services, and
- d. Explaining technical processes in non-technical terms.

The following Occupational Communications Skills Analysis is an attempt to identify a basic core of communications skills that supplies support to the technical skills used by the employee and the supervisor on the job.



#### DEFINITION OF TERMS

The following definitions are included to help differentiate between words that have similar meanings. It may prove beneficial to read this list before you continue with the questionnure.

Appreciation: The awareness of value or enjoyment.

Assurance: Something said or done to inspire confidence.

Compliment: Something said in admiration, praise or flattery.

Direction: Instructions for doing, operating, using, preparing.

<u>Instruction</u>: To communicate knowledge.

<u>Order</u>: A command backed by authority.

Opinion: What seems true, valid or probable to one's own mind.

Proposal: A plan or action put forth for acceptance or rejection.

Recommendation: To express approval, to suggest favorably.

Suggestion: To bring to the mind for consideration, mention as something to think over.

Policy: A general plan.

Procedure: A specific method or way of doing something.

Routine: Doing something by habit.

Bulletin: A brief, regular, official publication.

Memo: A memorandum, an informal, written communication to help one

remember something or remind one to do something.

Note: A written comment, an informal, brief, written explanation or

instruction.

Report: A formal, official, written presentation of facts or proceedings.

Equipment: Devices which generate power or have an effect on

materials; i.e., PBX switchboards, radio transmitters,

weight scales, ammeters.

Machines: Devices which are a combination of mechanical parts

designed to apply force to do work on, or move materials,

or to process data; i.e., drill presses, typewriters,

conveyers, hoists.

Materials: Items being processed, products being made; i.e., lumber,

wood products, field crops.

Other Work Aids: Miscellaneous items which cannot be considered as

machines, tools, or equipment.

Supplies: Items used to assist a worker; i.e., paper, pencils, paper

clips, typewriter ribbons, etc.

Tools: Common hand tools manipulated by the worker.

Demonstration: A practical showing of how something works or is used.

Effective: Producing a desired result.

Group: 2-5 people.

Reprimand: To blame or scold in a formal and sharp way.



WAYS INFORMATION IS GIVEN APPENDIX B Cive A Carons Craeton PAGE 4 OF 26 - Zalt One Bone - 2 Bodo Lineston As A SUPERVISOR When I: Give Information To TOP MANAGEMENT About: Items For Sale Big Ticket Items Equipment Machines Materials Small. Items . Supplies Other \_ Items For Rent Equipment Machines Tools Other Services Adjustments Credit Delivery Repair ·Returns Other Items For Company Use Equipment Mach ines Materials Supplies Tools Work Orders Other \_ Production Crew Company Individual Industry National Other Schedules Employee Work Schiedules Production Schedules Schedules Of Work To Be Done Supervisor Work Schedules Other Schedules People What Customers Do What Employees Do What Other Supervisors Do What Suppliers Do -What Other Company Stores Do What Top Management Personnel Do



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APPENDIX B
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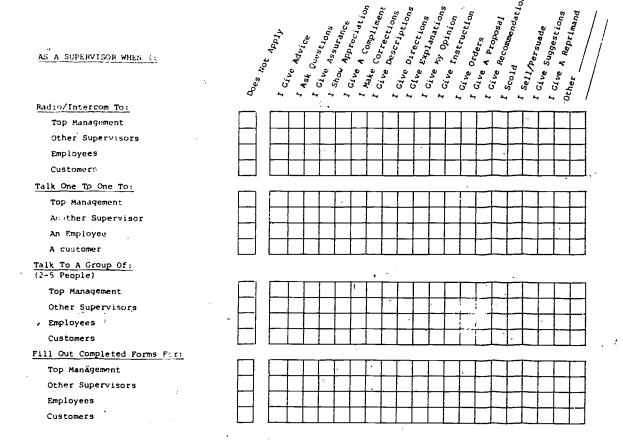
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Other Supervisors		L	1		_	L		L	Ŀ		<u> </u>	<u> </u>			,						L		L			L
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Another Supervisor		L		Ŀ	<u></u>	L	$oxed{oldsymbol{ol}}}}}}}}}}}}}}}}}$			<u> </u>						$_{\perp}$										
An Employee	-			L			<u>.                                    </u>									[									J	
A Customer		L	]										٠		$\neg$								Г		$[\cdot,\cdot]$	
Listen To A Group Of: (2-5 People)												•							٠.			_				
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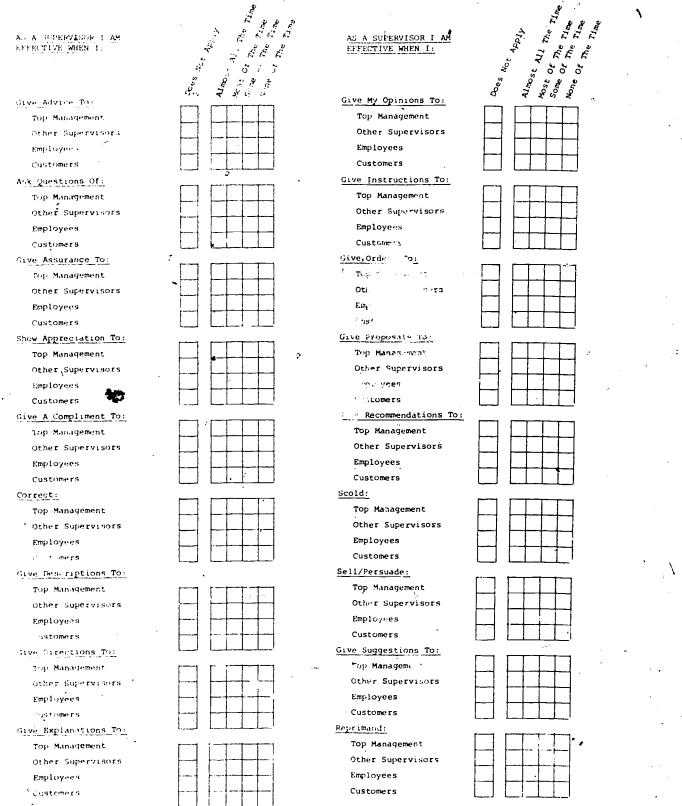
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Custgmets .	الليالال	•	Customers			
Vi. 14 Latters To:	أخر المساء	•	Talk One To One With:		J	
For a symmetr			Top Management			
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Employees			loyees		1-1	
Astomers			Customers		†	
Billetins To:	· · · · · · · · · · · · · · · · · · ·		Talk To a Group Of:		٠.	
" Management		•	(2-5 People)			
Other Supervisors		• .	Top Management ,			
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Justomers			Other Supervisors	H-1	<del>   </del>	
Write Notes To:			Employees	├ <del></del> ┤ <del>├─</del> ┼-		
Top Management		*	Customers		<u></u>	
Other Supervisors			•	•	•	
.Employees					•	
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Top Management			. •			
Other Supervisors		•	-			
Employees						
Customers ,			• '			
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Top Management			`			
Other Supervisors				j.	• -	
Employees.				••		
Customers					٠	
Jive A Demonstration To:	· · · · · · · · · · · · · · · · · · ·					
Top Namiger ant			•			
Other Supervisors		4	•			•
Employees		•		÷	_	
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for Sanagement					_	
Other supervisors					3P3	
imployees			•	4.		
Cust mers			-		*	

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### APPENDIX B PAGE 25 OF 26





PAGE 26 0 You have now completed our Occupational Communications Skills Analysis.	F 26	
se summarize your beliefs about communications on your job by answering	F - 10m10000	

•		•	-1
nich three ways of communic	ation do you use most	t frequently?	
	·		
		· · · · · · · · · · · · · · · · · · ·	
×	· · · · · · · · · · · · · · · · · · ·		
nich three ways of communica	ating are most effect	tive for you?	
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nich three ways of communica	ating need to be bett	er taught to employees p	rior
their employment?	,	<u> </u>	
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nich three ways of communica	ating need to be bett	er taught to supervisors	
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tor to their employment as	supervisors:	4.0	
<u> </u>		<u> </u>	



"EMPLOYEE"SEND<sup>L</sup>

		<b>(</b> S)	(E)	(C)
		SUPERVISORS	EMPLOYEES	CUSTOMERS
Α	I WRITE REPORTS			
В	I WRITE LETTERS			
C	I WRITE BULLETINS	· P		
0	I WRITE MEMOS			
Ë	I WRITE NOTES			
F,	I WRITE WORK ORDERS			:
G	I WRITE FORMS			
Н .	I MAKE UP CHARTS, GRAPHS			1
	I GIVE DEMONSTRATIONS			
J	I TALK ON TELEPHONE			
K	I CALL ON RADIO	·		! .
L	I TALK FACE-TO-FACE WITH ONE PERSON	1	·	
М	I TALK TO A GROUP (2-5)			

APPENDIX C PAGE 1 OF 8

### L'AS AN EMPLOYEE WHILE COMMUNICATING WITH SUPERVISORS"

Send: GIVE ADVICE (1) (1)\_\_\_\_(2)\_\_\_\_ (3) (2) ASK QUESTIONS (3) GIVE ASSURANCE (4) SHOW APPRECIATION (5) GIVE COMPLIMENT CORRECT (6) (7) GIVE DESCRIPTIONS (8) GIVE DIRECTIONS (9) GIVE EXPLANATIONS (10)GIVE OPINION GIVE INSTRUCTIONS (11)\*\* GIVE ORDERS \* (12)(13) GIVE PROPOSALS (14) GIVE RECOMMENDATIONS (15) SCOLD (16)SELL/PERSUADE (17) -GIVE SUGGESTIONS (18) GIVE REPRIMAND

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192 A

### "AS AN EMPLOYEE WHILE COMMUNICATING WITH EMPLOYEES"

Send:

					r
(1)	GIVE ADVICE	(1)(2)		(3)	
(2)	ASK QUESTIONS			a	4
(3)	GIVE ASSURANCE			·	
(4)	SHOW APPRECIATION				
(5)	GIVE COMPLIMENT				
(6)	CORRECT				
(7)	GIVE DESCRIPTIONS				
(8)	GIVE, DIRECTIONS	<u> </u>			
(9)·	GIVE EXPLANATIONS	<del></del>			
(10)	GIVE OPINION	:	·1		
(11)	GIVE INSTRUCTIONS				
(12)	GIVE ORDERS				
(13)	GIVE PROPOSALS				
(14)	GIVE RECOMMENDATIONS				
(15)	SCOLD				٦.
(16)	SELL/PERSUADE .				
(17)	GIVE SUGGESTIONS			•	
(18)	GIVE REPRIMAND				

APPENDIX C. PAGE 3 OF 8

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293 A ERIC

### "AS AN EMPLOYEE WHILE COMMUNICATING WITH CUSTOMERS"

	Send:					4
(1)	GIVE ADVICE	e j (1)	 (2)		(3)	
(2)	ASK QUESTIONS	·				
(3)	GIVE ASSURANCE					
(4)	SHOW APPRECIATION			·		
(5)	GIVE COMPLIMENT					
(6)	CORRECT					
(7)	GIVE DESCRIPTIONS					
(8)	GIVE DIRECTIONS					
(9)	GIVE EXPLANATIONS					
(10)	GIVE OPINION					
(11)	GIVE INSTRUCTIONS		•			. *
(12)	GIVE ORDERS					
(13)	GIVE PROPOSALS					
(14)	GIVE RECOMMENDATION	S				
(15)	, SCOLD					
(16)	SELL/PERSUADE	4	- ,			
(17)	GIVE SUGGESTIONS					
(181	CIVE REPRIMAND					

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\*\*EMPLOYEE RECEIVE

(c)

		SUPERVISORS	ÉMPLOYEES	CUSTOMERS
25	I RECEIVE REPORTS			
	I'RECETVE LETTERS			
	I RECEIVE BULLETINS		2	
	I, RECEIVE MEMOS			
	I RECEIVE NOTES		•	
	I RECEIVE WORK ORDERS			
	I RECEIVE FORMS	· · · · · ·		
	I RECEIVE CHARTS, GRAPHS	•		
.,	I AM GIVEN DEMONSTRATIONS		to a	
	I RECEIVE TELEPHONE CALLS			
. ]	I RECEIVE RADIO CALLS			
	I LISTEN TO ONE PERSON FACE-TO-FACE	•	•,	
	****	,		

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APPENDIX C PAGE 5 OF 8



Receive:

#### "AS AN EMPLOYEE WHILE COMMUNICATING WITH SUPERVISORS"

#### (1) RECEIVE ADVICE (2) (3) AM ASKED QUESTIONS (2) RECEIVE ASSURANCE (3) RECEIVE APPRECIATION (4) RÉCEIVE COMPLIMENT (5) RECEIVE CORRECTIONS (6) RECEIVE DESCRIPTIONS (7): RECEIVE DIRECTIONS (8) RECEIVE EXPLANATIONS (9) RECEIVE OPINIONS (10) RECEIVE INSTRUCTIONS (11) RECEIVE ORDERS (12). RECEIVE PROPOSALS (13) 0 RECEIVE RECOMMENDATIONS (14) AM SCOLDED (15) AM SOLD/PERSUADED (16) (ì7) RECEIVE SUGGESTIONS RECEIVE REPRIMAND

APPENDIX C
PAGE 6 OF 8

(18)

# "AS AN EMPLOYEE WHILE COMMUNICATING WITH EMPLOYEES"

### Receive:

(1)	RECEIVE ADVICE	(1) (2) (3)
(2)	AM ASKED QUESTIONS	
(3)	RECEIVE ASSURANCE	
(4)	RECEIVE APPRECIATION	
(5)	RECEIVE COMPLIMENT	
(6)	RECEIVE CORRECTIONS	
(7)	RECEIVE DESCRIPTIONS	
(8)	RECEIVE DIRECTIONS	,
(9)	RECEIVE EXPLANATIONS	
(10)	RECEIVE OPINIONS	
(11)	RECEIVE INSTRUCTIONS	<u> </u>
(12)	RECEIVE ORDERS	
(13)	RECEIVE PROPOSALS	
(14)	RECEIVE RECOMMENDATIONS	
(75)	AM SCOLDED	<u> </u>
(16)	AN SOLD/PERSUADED	
(17)	RECEIVE SUGGESTIONS	
(18)	RECEIVE REPRIMAND	
	The state of the s	

297 B

297 H

# "AS AN EMPLOYEE WHILE COMMUNICATING WITH CUSTOMERS"

### Receive:

(1)	RECEIVE ADVICE	(1)		(2)		(3)	
(2)	AM ASKED QUESTIONS						
(3)	RECEIVE ASSURANCE						
(4)	RECEIVE APPRECIATION	i ,					
(5)	RECEIVE COMPLIMENT						
(6)	RECEIVE CORRECTIONS					,	
, (7)	RECEIVE DESCRIPTIONS					,	
(8)	RECEIVE DIRECTIONS	·					
(9)	RECEIVE EXPLANATIONS		··				
(10)	RECEIVE OPINIONS		<del></del>			,	
(11)	RECEIVE INSTRUCTIONS		· .				
(12)	RECEIVE ORDERS						
(13)	RECEIVE PROPOSALS					,	
(14)	RECEIVE RECOMMENDATIONS	,	,	,			
(15)	AM SCOLDED	•	6	•			
(16)	AM SOLD/PERSUADED			•			,
(17)	RECEIVE SUGGESTIONS			3.		is	
(18)	RECEIVE REPRIMAND	١.	1				
					* ! · ·		

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298 A

### "SUPERVISOR SEND"

		(T) TOP MANAGEMENT	(S) SUPERVISORS	(E) EMPLOYEES	(C) CUSTOMERS
Α	I SEND REPORTS	· - / - / - / - /			:
В	I SEND BULLETINS				
C	I SEND MEMOS			F	
D	I SEND NOTES				<u>,</u>
E	I SEND WOLK ORDERS				
F	I SEND FORMS	t .			
G	I SEND CHARTS, GRAPHS	,		Pro-	,
Н	I GIVE DEMONSTRATIONS				
I	I TALK ON TELEPHONE		ÿ.		
J	1 CALL ON RADIO				
K,	I TALK FACE-TO-FACE WITH ONE PERSON		. '		, i
<b>L</b> .	I TALK TO A GROUP (2-5)				

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299

# "AS A SUPERVISOR WHILE COMMUNICATING WITH TOP MANAGEMENT"

Send.

(1)	GIVE ADVICE	(1)		(2)	(3)	ſ
(2)	ASK QUESTIONS			· · · · · · · · · · · · · · · · · · ·	<b>-</b> '''	; ;
(3)	GIVE ASSURANCE	•				<del></del>
·(4)	SHOW APPRECIATION					
(5)	GIVE COMPLIMENT		v		_	
(6)	CORRECT					
(7)	GIVE DESCRIPTIONS					
(8)	GIVE DIRECTIONS			***********		
(9)	GIVE EXPLANATIONS				·,	
(10)	GIVE OPINION			-		······································
(11)	GIVE INSTRUCTIONS		3			
(12) ·	GIVE ORDERS	,		· · · · · · · · · · · · · · · · · · ·	پوښې	
. (13)	GIVE PROPOSALS					
(14)	GIVE RECOMMENDATIONS					
(15)	SCOLD					٠ .
(16)	SELL/PERSUADE	.1	:			
(17)	GIVE SUGGESTIONS	· v		· ————	_	
(18)	GIVE REPRIMAND				. ·	

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# "AS A SUPERVISOR WHILE COMMUNICATING. WITH: SUPERVISORS"

24

### Send:

		÷*			
(1)	GIVE ADVICE	(1)	(2)	· (3) _	<del></del>
(2)	ASK QUESTIONS	·			
(3)	GIVE ASSURANCE		_ <u> </u>		,
(4)	SHOW APPRECIATION				
(5)	GIVE COMPLÍMENT			ì	
(6)	CORRECT				
(7)	GIVE DESCRIPTIONS				
(8)	GIVE DIRECTIONS				
(9)	GIVE EXPLANATIONS	<u></u>	4		
(10)	GIVE OPINION				
(11)	GIVE INSTRUCTIONS		·		<del>-</del> ,
(12)	GIVE ORDERS			<u>.</u>	
(13)	GIVE PROPOSALS				
(14)	GIVE RECOMMENDATIONS		9		
(15)	SCOLD				
(16)	SELL/PERSUADE				
(17)	GIVE SUGGESTIONS	-			
(18)	GIVE REPRIMAND,	1			

302 A
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### "AS A SUPERVISOR WHILE COMMUNICATING WITH EMPLOYEES"

#### Send: GIVE ADVICE (1) (2) ASK QUESTIONS (2) GIVE ASSURANCE (3) SHOW APPRECIATION (4) (5) GIVE COMPLIMENT CORRECT (6) GIVE DESCRIPTIONS (7) (8) GIVE DIRECTIONS (9) GIVE 'EXPLANATIONS (10) GIVE OPINION GIVE INSTRUCTIONS (H) GIVE ORDERS (12)GIVE PROPOSALS (13) (14)GIVE RECOMMENDATIONS (15) SCOLD ... (16) SELL/PERSUADE GIVE SUGGESTIONS (17)

GIVE REPRIMAND

(18)

# "AS A SUPERVISOR WHILE COMMUNICATING WITH CUSTOMERS"

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(3) (4) °	GIVE ASSURANCE SHOW APPRECIATIO	N	
(5)	GIVE COMPLIMENT		
(6)	CORRECT		
(7).	GIVE DESCRIPTION	ş	
(8)	· GIVE · DIRECTIONS		
(9)	GIVE EXPLANATION	§	
(10).	GIVE OPINION	<u> </u>	
(11)	GIVE INSTRUCTIONS	S	
(12)	ĜI VE ORDERS		
(13)	GIVE PROPOSALS	, <u>, , , , , , , , , , , , , , , , , , </u>	
(14)	GIVE RECOMMENDAT	IONS	
(15)	SCOLD , C		
(16)	SELL/PERSUADE		
(17)	GIVE SUGGESTIONS		
(18)	GIVE REPRIMAND.		
-			

APPENDIX D PAGE 5 OF 10

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	, e	<b>(T)</b>	(\$)	(E)	(C)	PE	
	<u> </u>	TOP MANAGEMENT	SUPERVISORS	EMPLOYEES	CUSTOMERS	1 G N	
A	I RECEIVE REPORTS		4	-		x D	
<b>B</b> ,	I' RECEIVE LETTERS A				. ` .	10	
. C	I RECEIVE BULLETINS						
D :	I RECEIVE MEMOS	- 1		and the second s	S	The state of the s	
E	I RECEIVE NOTES					74 74	
F	1 RECEIVE WORK ORDERS	·			,	:	
G	I RECEIVE FORMS			0 v			
H	I RECEIVE CHARTS, GRAPHS			· · · · · ·		,	
1	I AM GIVEN DEMONSTRATIONS						
J ·	I RECEIVE TELEPHONE CALLS				·		
K	I RECEIVE RADIO CALLS					•	
1	I LISTEN TO ONE PERSON FACE-TO-FACE					, 1*	
M ,	I LISTEN TO A GROUP (2-5)		, a,				

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ERIC Full Text Provided by ERIC

# AS A SUPERVISOR WHILE COMMUNICATING WITH TOP MANAGEMENT"

### Receive:

<sup>-</sup> (1)	RECEIVE ADVICE	(1)	_ (2)	(3)
(2)	AM ASKED QUESTIONS			
(3)	RECEIVE ASSURANCE		ngan Palinga	مصيحيني مجمد
(4)	RECEIVE APPRECIATION	tagadesis um silvat der ysis sasa distancy d'in		41) pagangan ( ) damah ( ) 2 % ( ) Samahan ( ) 10 % ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) (
(5)	RECEIVE COMPLIMENT			
(6)	RECEIVE CORRECTIONS			
(7)	RECEIVE DESCRIPTIONS	:	, , . 	
(8)	RECEIVE DIRECTIONS			
(9)	RECEIVE EXPLANATIONS			
(10)	RECEIVE OPINIONS		· 	· · ·
<u>(11)</u>	RECEIVE INSTRUCTIONS			<del></del>
(12)	RECEIVE ORDERS			
(13)	RECEIVE PROPOSALS		<del>-</del> ,	
(14)	RECEIVE RECOMMENDATIONS	.1	-	
(15)	AM SCOLDED			· · · · · · · · · · · · · · · · · · ·
(16)	AM SOLD/PERSUADED		- a - :-	
(17)	RECEIVE SUGGESTIONS		1 (1/2 ) 1/2 ) 1   1/2	tr.
(18)	RECEIVE REPRIMAND	N v.ta	The second second	الماهم المعادلة المع

APPENDIX D PAGE 7 OF 1

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# "AS A SUPERVISOR WHILE COMMUNICATING WITH SUPERVISORS"

	NCCCTVC.			
(1)	RECEIVE ADVICE	(1)	(2)	(3)
(2)	AM ASKED QUESTIONS	Magazini saringa da dilah kilik ini sebagainah	entalitariste in Cepter gan decidadada.	ha ilanaan magaay aan amaadda dhabaada adaa
(3)	RECEIVE ASSURANCE			
(4)	RECEIVE APPRECIATION			
(5)	RECEIVE COMPLIMENT		* · · · · · · · · · · · · · · · · · · ·	
(6)	RECEIVE CORRECTION	·		
(7)	RECEIVE DESCRIPTIONS			· · · · · · · · · · · · · · · · · · ·
(8)	RECEIVE DIRECTIONS			
(9)	RECEIVE EXPLANATIONS	. · · · · · · · · · · · · · · · · · · ·	<i>λ</i>	¢
(10)	RECEIVE OPINIONS =			•
·(11)	RECEIVE INSTRUCTIONS		,4	<del></del>
(12)	RECEIVE ORDERS			
(13)	RECEIVE PROPOSALS	,		; .
.(14).	RECEIVE RECOMMENDATIONS	,	,	· ·
(15)	AM SCOLDED		1	· · · · · · · · · · · · · · · · · · ·
(16)	AM SOLD/PERSUADED			
(17)	RECEIVE SUGGESTIONS			:
<sup>1</sup> 18)	RECEIVE REPRIMAND		¢	<del></del>

## "AS A SUPERVISOR WHILE COMMUNICATING WITH EMPLOYEES"

### Receive:

(1)	RECEIVE ADVICE	(1)	•	(2)	(3)	
(2)	AM ASKED QUESTIONS	( ' '	<del></del>	,-,		
*	•			' '	 •	<u>_</u>
(3)	RECEIVE ASSURANCE				 	
(4)	RECEIVE APPRECIATION	e- e	<u></u>	•,		
(5)	RECEIVE COMPLIMENT	,				
(6)	RECEIVE CORRECTION	ä				
(7)	RECEIVE DESCRIPTION				 ,	
(8)	RECEIVE DIRECTIONS		٥.	·		
(9)	RECEIVE EXPLANATION		,			
(10)	RECEIVE OPINIONS					
'(11)	RECEIVE INSTRUCTIONS					
(12)	RECEIVE ORDERS					
(13)	RECEIVE PROPOSALS	٠	·.			
(14)	RECEIVE RECOMMENDATIONS	1				<del></del>
(15)	AM SCOLDED			<b>.</b>		
(16)	AM SOLD/PERSUADED			·.		
(17)	RECEIVE SUGGESTIONS		<del></del>			
(18)	RECEIVE, REPRIMAND	,		٠,٠		

PPENDIX D

# "AS A SUPERVISOR WHILE COMMUNICATING WITH CUSTOMERS"

	Receive:			
(1)	1 RECEIVE ADVICE	(1)	(2)	(3)
(2)	AM ASKED QUESTIONS			
(3)	RECEIVE ASSURANCE		,	
(4)	RECEIVE APPRECIATION			. 4
(5)	RECEIVE COMPLIMENT			
<b>(6)</b> :	RECEIVE CORRECTION		; 	* 1
(7)	RECEIVE DESCRIPTIONS			
(8)	RECEIVE DIRECTIONS	i.	٠	:
(9)	RECEIVE EXPLANATIONS	,	· (	
(10)	RECEIVE OPINIONS		, ,	<u> </u>
(11)	RECEIVE INSTRUCTIONS	. V	·	
(12)	RECEIVE ORDERS			
(13)	RECEIVE PROPOSALS			
(14)	RECEIVE RECOMMENDATIONS		<u> </u>	
(15)	AM SCOLDED		<u> </u>	
(16)	AM SOLD/PERSÙADED	-		
(17)	RECEIVE SUGGESTIONS		;; 	
(18)	RECEIVE REPRIMAND	19		

#### SUMMARY

You have now completed our Occupational Communications Skills Analysis. Please summarize your beliefs about communications on your job answering the following questions.

Which three ways of communication do you use most frequently?

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								·····						
		_	•	*						·	. •			
•			,						<del>-,-</del>			41	•	
Which three	wavs	of co	ommun:	icating	are	most	t ef	fectiv	e for	r yo	u?	ا ا		
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	· ·						_							
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Skills Analy	ysis	_								3		· ·		<del></del>
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### COMMUNICATIONS SKILLS ANALYSIS

Group	Name *
Firm Name	Position With Firm
· Address	No. Of Yrs. In Current Position
	No. Of Yrs. With This Firm
Phone	No. Of Yrs. With This Type Of Firm
How Many Employees In Firm	Years Of Schooling
. How Many Supervisors In Firm	How Many Employees Do You Supervise
Which three ways of communication do ye	ou use most frequently?
Which three ways of communicating are	most offective for you?
which direc ways of communicating are i	wost effective for your
	. 2
Which three ways of communicating need	to be better taught to employees prior to
their employment?	
•	
Which three ways of communicating need	to be better taught to supervisors prior to
their employment as supervisors?	
We would appreciate your comments about	our Occupational Skills Analysis
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	(F)	(E)	(E)	(\$)
"MINI-QUESTIONNAIRE"	USED MOST FREQUENTLY	MOST EFFECTIVE 'FOR YOU	SHOULD BE BETTER TAUGHT TO EMPLOYEES	SHOULD BE BETTER TAUGHT TO SUPERVISO
REPORTS	M			•
LETTERS .				
BULLETINS	<i>*</i>	r.		
MEMOS		,		
NOTES			. 0	
WORK ORDERS				
FORMS			Š	
CHARTS/GRAPHS				. (
DEMONSTRATION		4		
TELEPHONE				
RADIO/INTERCOM				
ONE TO ONE		ts.		
GROUP (2-5)				,

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