

COMMUNICATOR STYLE AND ITS RELATIONSHIP  
TO INSTRUCTIONAL EFFECTIVENESS IN  
COLLEGIATE BUSINESS EDUCATION

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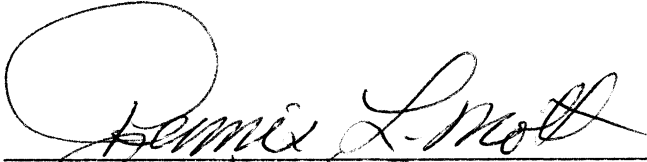
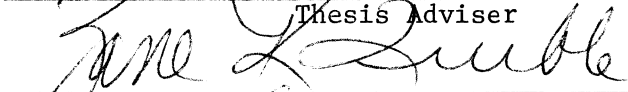
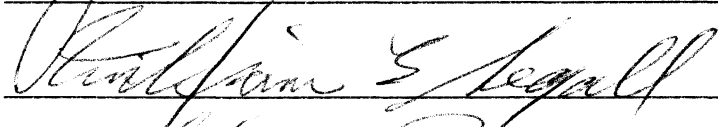
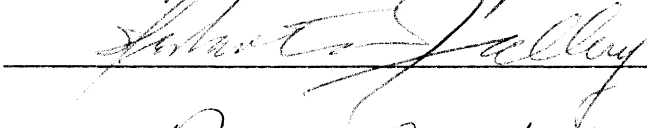
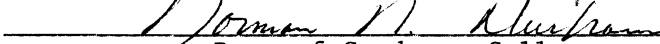
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## CHAPTER I

### INTRODUCTION

Rudolph states that "Whether a study trains the eye, cultivates the memory, stimulates the imagination, improves the taste, or inspires the soul depends not on subject matter as upon the way it is taught."<sup>1</sup>

Watzlawick<sup>2</sup> conceptualized a similar notion in his communication theory in which he states that there are two components of every message: report and command. The report component is the literal word, while the command component signals how meaning is to be taken, interpreted, filtered, and understood. The command part of a message, therefore, has the greater effect or influence on the message receiver.

Lashbrook and Wheelless<sup>3</sup> offer additional support for the importance of communicator style in education when they state that a major task before instructional communication researchers is to conceptualize clearly the role communication plays in the learning process. They go on to point out that what is needed is a careful evaluation and identification of the communication components which may maximize teaching effectiveness.

Robert Norton,<sup>4</sup> basing his work on Watzlawick, Beavin, and Jackson's concept, has provided an operational definition of the command component of a message through his work on communicator style. Norton identified 11 command components that define a communicator style. These command components that make up a communicator style refer to verbal and

paraverbal interactive behaviors that suggest a precise meaning for the literal aspect of a message.

5

Solomon, Bezdek, and Rosenberg support Norton's work in their statement that style, as it serves the function of both task and social-emotional relations, may be more important in instructional effectiveness than more general instructional dimensions investigated by previous researchers.

The focus of this study is on the variables that comprise communicator style and how those variables may contribute to instructional effectiveness in the collegiate business classroom. If specific stylistic variables of communication can be identified as contributing to the attainment of instructional objectives, then those skills may be developed by instructors to facilitate the attainment of course objectives. The implication of this study is that communicator style may be a tool that can enhance instructional effectiveness and that certain styles of communication may be more useful than others in contributing to excellence in collegiate business instruction.

#### Purpose of the Study

The purpose of this study is to provide information about specific communicator style variables that may enhance or detract from the achievement of educational goals. Data obtained will provide information for describing perceived communicator style characteristics of collegiate business instructors that may be associated with criteria of instructional effectiveness. The purpose for providing this information is so instructors may perceive what it is they are doing communicatively that contributes to their instructional effectiveness. The purpose of this

study is not, however, to suggest how instructors should communicate in order to be effective.

#### Statement of the Problem

The problem to be investigated is the examination of the relationship between style of communication among College of Business Administration instructors and corresponding instructional effectiveness as perceived by students.

#### Research Hypotheses

The research hypotheses may be stated as:

1. Perceived style of communication among instructors in the College of Business Administration systematically covaries with their perceived instructional effectiveness.
2. Perceived style of communication among instructors in the College of Business Administration is associated with class structure.
3. Proportional levels of communication-sending skills and communication-receiving skills among instructors in the College of Business Administration will differ between levels of perceived instructional effectiveness.

#### Limitations and Delimitations

The limitations in this study include:

1. Voluntary Participation: Instructors who do not choose to participate may differ from those who do participate. Consequently, any difference could affect the overall applicability of the findings.
2. Intact Classes: Assessments provided by intact classes may not be the same as assessments provided by a sample of students previously

enrolled or who may be enrolled in a future course taught by a particular instructor.

3. Reciprocal Behavioral Influences: Student behavior shapes teacher behavior in ways similar to the way a teacher influences student behavior. The reciprocal behavioral influence stems from the interactive processes of communication and derives from need for warmth, degree of conformity, anxiety levels, personal and affective orientation, achievement orientation, and others. Therefore, an instructor's communicator style during a particular school term or in a particular class situation may or may not be representative of all terms and classes the instructor teaches.

4. Cluster Sampling: The random cluster sampling procedure used to select classes to provide the assessments may or may not be representative of all students in all classes taught by the instructor.

The delimitations of this study include:

1. Population Identity: The population will be delimited to College of Business Administration instructors at Oklahoma State University and The University of Oklahoma.

2. Intact Classes: Communicator style and instructional effectiveness assessments will be delimited by students of intact classes taught by the instructors, also referred to as an individual unit of analysis.

3. Appropriateness of Instruments and Procedures: The quality of the research is affected by the appropriateness of the researcher's choice of instruments for the collection of data, as well as the use of canonical analysis and other statistical techniques for the interpretation of data.

## Definitions

The following definitions are provided to assist the reader in understanding applications and meaning of terms used in this study.

Class Structure is a measure of the proportional class time spend on lecture, discussion (including case study and problem-solving techniques), and skill application.

College of Business Administration refers to the business related disciplines administered under a common unit.

Collegiate business instructors include all faculty who instruct at least one course section in the Colleges of Business Administration at Oklahoma State University and The University of Oklahoma, including business teacher educators.

Communicator style is the "way one verbally and paraverbally interacts to signal how literal meaning is to be taken, interpreted, filtered, or understood in the communicative process."<sup>6</sup>

Communicator style variables or characteristics compose the communication construct of this study and include:

1. **Impression leaving:** The impression leaving communicator tends to be remembered because of the stimuli which are projected. What is said and the way it is said is emphasized.

2. **Contentious:** The contentious communicator is argumentative. The contentious communicator is challenging and has a reluctance to leave an argument unfinished or unanswered.

3. **Open:** The open communicator readily reveals personal things about the self, easily expresses feelings and emotions, and tends to be unsecretive, unreserved, and somewhat frank.

4. **Dramatic:** The dramatic communicator manipulates exaggerations, fantasies, stories, metaphors, rhythm, voice, and other stylistic devices to highlight or understate content.

5. Dominant: The dominant communicator talks frequently, takes charge in a social situation, comes on strong, and controls informal conversations.

6. Precise: The precise communicator tries to be strictly accurate when arguing, prefers well-defined arguments, and likes proof or documentation when arguing. The precise communicator eliminates ambiguity in subject matter, and eliminates confusion about the way grades are given, work expected, and personal biases.

7. Relaxed: The relaxed communicator is calm and collected, not nervous under pressure, and does not show nervous mannerisms.

8. Friendly: The friendly communicator is encouraging to people, acknowledges the contributions of other people, openly expresses admiration, and tends to be tactful.

9. Animated: The animated communicator provides frequent and sustained eye contact, uses many facial expressions, and gestures often.

10. Attentive: The attentive communicator really likes to listen to the other, shows interest in what the other is saying, and deliberately reacts in such a way that the other knows he or she is being listened to.

11. Communicator image: The person with a good communicator image finds it easy to talk with strangers, to small groups, and with members of the opposite sex.

IDEA (Instructional Development and Effectiveness Assessment) is an instrument for providing diagnostic information about teaching and learning in the classroom. More specifically, the information centers around the attainment of course objectives including students' perceptions of the extent to which those objectives are achieved. IDEA was developed at Kansas State University and copyrighted in 1977.

Instructional communication is the study of communication variables, strategies, process techniques, and/or systems as they relate to formal instruction and the acquisition and modification of learning outcomes.

Instructors include regular, full-time faculty as well as graduate teaching assistants.

Teaching, or instructional effectiveness is defined for the purposes of this study as:

1. Student reports of their progress on three categories of instructional objectives--subject-matter mastery, development of general skills, and personal development.
2. Student reports of their willingness to have the same instructor again for another course
3. Student reports of their improved attitude toward the field of study.

The Unit of Analysis is the individual instructor who is assessed by his or her students on communicator style and instructional effectiveness.

#### Assumptions

Assumptions necessary for the study include:

1. Instructors participating and analyzed in this study are regarded as representative of instructors in the Colleges of Business Administration at Oklahoma State University and at The University of Oklahoma.
2. Instructional and teaching behaviors of the teacher are the most important criteria influencing student evaluation of instruction.<sup>10,11</sup>
3. Students who provide instructor assessments on communicator style and instructional effectiveness are considered representative of all students enrolled in similar courses at Oklahoma State University and at The University of Oklahoma.
4. Formal student ratings of course and instructional criteria are a valid and reliable method of assessment representing accurate, valid, and consistent assessments of classroom instruction and behavior.



5. Communicator style differs from personality in that style may be deliberately manipulated in the short term to effect certain ends. Personality, on the other hand, is more permanent and is not easily manipulated.

6. The instructor has global expectations for the class. This study does not address the instructor's differential expectations for individual students and how the communication model may thus be influenced.

## FOOTNOTES

1

Frederick Rudolph, Curriculum: A History of the American Undergraduate Source of Study Since 1636 (San Francisco: Jossey-Bass Publishers, 1977), p. 21.

2

P. Waltzlawick, J. Beavin, and D. Jackson, The Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies and Paradoxes (New York: Norton, 1967).

3

V. J. Lashbrook and L. R. Wheelless, "Instructional Communication Theory and Research: An Overview of the Relationship Between Learning Theory and Instructional Communication", In B. D. Rubin (ed.) Communication Yearbook 2, (New Brunswick, NJ: Transaction Books, 1978), pp. 439-456.

4

Norton, "Foundation of a Communicator Style Construct," Human Communication Research, 1978, 4, pp. 99-112.

5

Daniel Solomon, William E. Bezdek, and Larry Rosenberg, Teaching Styles and Learning, (Chicago: Center for the Study of Liberal Education for Adults, 1963).

6

Norton, "Foundation of a Communicator Style Construct."

7

IDEA, Center for Faculty Evaluation and Development in Higher Education, Kansas State University, 1977.

8

Lashbrook and Wheelless, "Instructional Communication Theory and Research."

9

IDEA, Kansas State University.

10

Herbert W. Marsh, "Validity of Students' Evaluations of College Teaching: A Multitrait-Multimethod Analysis," Journal of Educational Psychology 74:2 (1982), pp. 264-279.

11

J. U. Overall and Herbert W. Marsh, "Relative Influence of Course Level, Course Type, and Instructor on Students' Evaluation of Instruction," Research in Education ED 187176, 1980.

## CHAPTER II

### LITERATURE REVIEW

Effective communication in the classroom has been a subject of interest since the early 1900's. It has only been during the last two decades, though, that attention has been given to communication style in the classroom as a way to specify how the literal meaning of a message is to be taken, interpreted, filtered, and understood. Furthermore, only a scant number of studies have addressed stylistic communication and its relationship to instructional effectiveness in higher education.

Ten studies, though, have formed the foundation and have provided a framework for research in communicator style and its relationship to instructional effectiveness. Five of the studies have dealt with selected variables of communicator style which are similar to, but not the same as, the variables of style identified by Robert Norton. The remaining five studies have in common the use of Norton's communicator style construct and its relationship to classroom effectiveness.

Research addressing selected areas of communicator style but applying different, yet similar, variable descriptors include the works of Solomon, Bezdek, and Rosenberg; Anderson; Kearney and McCroskey; Andriate; and Anderson and Withrow.

<sup>1</sup>  
Solomon, Bezdek, and Rosenberg, in 1963, published the results of their study in which they investigated the patterns between 1) teacher behaviors, course objectives, and teaching motives; and 2) measures of

learning. The study included 24 teachers of evening college courses in Introduction to American Government. Student learning was measured by two separate pretest-posttest series. Semantic measures, which relate closely to measures in Norton's communicator style construct, included:

- a) Permissiveness - Control
- b) Lethargy - Energy
- c) Aggressiveness - Protectiveness
- d) Obscurity, vagueness - Clarity, expressiveness
- e) Encouragement of content related student participation  
(factual) - Nonencouragement of participation; emphasis  
on student growth
- f) Dryness - Flamboyance
- g) Encouragement of students' expressive participation -  
Lecturing
- h) Warmth - Coldness

Factorial analysis was used to interpret the data; and the results indicated that:

1. Gains in factual information (recall) were significantly related to instructional clarity and teacher expressiveness and to the lecturing method of instruction.

2. Gains in comprehension were significantly related to a moderate level of teacher permissiveness and to teacher energy, flamboyance, and aggressiveness.

2

A study by Anderson in 1979 investigated teacher immediacy and its relationship to three learning domains. Immediacy was defined as nonverbal communication behavior that reduces psychological distance between individuals. Thirteen instructors of an introductory course in

interpersonal communication were the focus of the study. Students provided evaluative data about their instructors by completing two separate instruments. These instruments were designed to measure change in 1) affect toward practices suggested in the course, subject matter and content, and course instruction; 2) cognition by testing student ability to answer 50 multiple-choice items; 3) commitment toward using ideas suggested in the course; and 4) desire to enroll in a course of related content.

Statistical techniques used to analyze the data included a combination of linear regression, correlation, and canonical analysis. The results of Anderson's study indicated that immediacy is a good predictor of all measures of student affect and behavioral commitment, but a significant relationship was not indicated between immediacy and cognitive learning.

3

Kearney and McCroskey in 1980 examined teacher assertiveness, versatility, and responsiveness and their relationship to student affect and behavioral outcomes. This relationship was studied at three different levels of student and teacher communication apprehension. Participants in this study included 96 experienced teachers and 1,484 students. Using multiple regression and correlation analysis, Kearney and McCroskey concluded that greater teacher responsiveness and versatility decreased student anxiety about communication and increased student affect and behavioral commitment to course, instructor, and content area.

4

A study in 1980 conducted by Andriate inspected the relationships between 1) teacher solidarity and immediacy, 2) student trait and state anxiety, and 3) student affect, cognition, and behavioral intent. Teacher solidarity and immediacy variables described the degree of warmth

and psychological closeness between student and teacher. High, medium, and low levels of solidarity and immediacy were manipulated. Pass/fail or letter grade conditions were also manipulated for the state anxiety variable. Student trait anxiety was described as a function of the student's past, whereas student state anxiety described situational factors in the classroom that contributed toward anxiety. Students completed questionnaires designed to measure 1) attitude, 2) behavioral intent toward enrolling in another course by the same instructor and toward practices taught by the instructor, and 3) change in cognitive ability. Cognitive ability as it related to the particular course was defined as ability to recall information on a 30-item, fill-in-the-blank test. Simple multiple regression and two-way analysis of variance statistical techniques were used to analyze the data. The findings indicated that communication behaviors that relate to an increase in teacher immediacy and solidarity mediate both affective and cognitive components of student learning.

5

Anderson and Withrow's study in 1981 investigated the relationship between instructor nonverbal expressiveness in mediated instruction and student learning. Mediated instruction included video-taped presentations and televised lectures. Nonverbal expressiveness was described as vocal, facial, and kinetic representations of instructor communication. Student learning was measured by attitude scales, behavioral intent questionnaires, and cognitive tests in the lower cognitive skill areas. Verbal content of the instructor was held constant while the nonverbal expressiveness was varied between classes.

Application of multivariate analysis of variance indicated no significant behavioral or cognitive changes as a result of instructor nonverbal

expressiveness. However, a significant difference was indicated between the control and experimental groups on nonverbal expressiveness and student affect.

Research that has included the communicator style construct developed by Robert Norton and related communicator style to classroom outcomes includes two studies by Norton, two studies by Nussbaum and Scott, and one study by Bednar and Brandenburg.

6

Norton, in 1977, examined an overall student perception of teacher effectiveness and its relationship to 12 components of the communicator style construct which he developed. His primary focus in the study was on finding which of the style components, or combinations of components, best predicted teacher effectiveness. Teacher effectiveness was assessed by having students respond to six statements, in which variable responses were possible, concerning:

1. How well the instructor motivated the class
2. How the instructor compared to peer instructors.
3. How the instructor compared to all other instructors in the student's academic career.

Participants in the study included 65 professors and 596 students.

A combination of analyses were used to interpret the data; namely, regression, clustering techniques, mean differences, and configuration comparisons. The results indicated that teacher effectiveness is significantly related to the communicator style components of attentive, impression leaving, relaxed, friendly, and communicator image.

7

A study in 1979 by Nussbaum and Scott investigated the relationship between 1) teacher communicator style, 2) teacher self-disclosure behavior,

and 3) classroom cognitive, affective, and behavioral learning. The variables included ten components of communicator style, four dimensions of self-disclosure, a measure of solidarity, and three types of learning outcomes. Participants in the study were ten graduate assistant instructors and 323 students of multiple sections of Introduction to Interpersonal Communication. Student affective learning was assessed by the use of two instruments for affect toward practices suggested by the instructor and attitude toward subject matter in the course. Student behavioral learning was assessed by measuring commitment toward practicing the suggestions of the course. Student cognitive learning was measured by the scores on the second of three examinations which included 50 multiple-choice questions covering specific learning objectives.

Factorial analysis and canonical correlation were used to interpret the data. Although no clearcut and easily-patterned relationships were found between communicator style and learning outcomes, the results indicated that:

1. A student's perception of the instructor's communicator style and self-disclosure behavior is significantly related to cognitive, affective, and behavioral learning

2. Solidarity did not enhance the relationship between communicator style, self-disclosure, and classroom learning.

8

A second study by Nussbaum and Scott was reported in 1980. This study examined the components of communicator style and their relationship to three types of learning outcomes, as mediated by solidarity. The study differed from the 1979 study by Nussbaum and Scott in only one way; it included the intermediate variable of solidarity instead of teacher self-disclosure. The participants, courses, and study location were



identical. Solidarity was defined as a degree of student/teacher psychological closeness.

Statistical techniques used to analyze the data were one-way analysis of variance and discriminate analysis. Results indicated that

1. Teachers who foster moderate levels of solidarity have the greatest effect on student achievement in all levels of learning--affect, behavioral, and cognitive

2. Teachers who demonstrate a high solidarity level are significantly different from other teachers on four communicator style components; namely, open, impression leaving, friendly, and dramatic

3. A combination of open and friendly communicator style components discriminated between the high, medium, and low solidarity levels among teachers.

The major significance of this study is that it documents the importance of communicator style in the college classroom. Another important aspect of this study is that a multi-level assessment of student achievement was used to define instructional effectiveness rather than a single dimension of effectiveness.

A study by Norton<sup>9</sup> was reported in a three-part article written by Anderson, Norton, and Nussbaum in 1981. Norton looked at stratifications of teacher effectiveness, solidarity, and communicator style. Participants in this study included 18 instructors and a sample of 24 students of a basic communications course. Solidarity was a measure of perceived student/teacher closeness; and communicator style was measured across 11 style components. Teacher effectiveness was measured by student reports concerning the student's intent to put in practice suggestions given in the class, attitude toward content/subject matter of the course, and

attitude about whether the teacher was a good teacher compared to other teachers.

Statistical techniques used were not specified in the article. However, results indicated that a significantly positive relationship existed between interpersonal solidarity and perceived instructional effectiveness. The results also indicated that the most effective teachers were more positive on the following communicator style components: dramatic, open, relaxed, impression leaving, and friendly. The most significant difference between the stratifications of instructional effectiveness was the communicator style variable labeled "dramatic." The results, then, would indicate that the effective teacher is ultimately dramatic in the classroom.

10

Bednar and Brandenburg, in 1983, examined the relationship between each of the 11 communicator style variables and a measure of instructional effectiveness among management faculty at a large midwest university. The measure of instructional effectiveness was obtained by administration of an instrument developed by Bolton, Bonge, and Hinman. All students of each class section taught by 21 management instructors were asked to complete the survey instruments that provided data for analysis.

One-way analysis of variance was utilized as the primary statistical technique to analyze the data. Results indicated that instructors of management courses in the College of Business Administration who were perceived as most effective in the classroom were more attentive, more precise, and less contentious than instructors perceived as being less effective.

The Bednar and Brandenburg study was the only study located during the literature review that examined communicator style and instructional

effectiveness in a College of Business Administration. Therefore, it was of particular relevance to the purposes of this study.

### Summary

The five studies considered first in this review described research that investigated variables of stylistic communication which were similar to, yet different from, Norton's communicator style construct. Each study was discussed in terms of stylistic communication and its relationship to instructional outcomes. As the literature review revealed, results from study to study were inconsistent. The inconsistency of results may be a consequence of variable labeling as well as the breadth and depth range of label categories. As a result of the inconsistencies of reported outcomes, it is difficult to make direct or meaningful comparisons. These early studies did, however, draw attention to and increase interest in the area of communicator style and its relationship to teaching effectiveness in the collegiate classroom.

The second set of studies considered in this review had in common the use of the communicator style construct developed by Robert Norton and the relationship between style variables and instructional outcomes. In the two studies reported by Norton, communicator style variables labeled attentive, impression leaving, relaxed, friendly, and communicator image were significantly related to effective instruction, as perceived by students.

The two studies by Nussbaum and Scott looked at communicator style across three levels of student outcomes as mediated by either solidarity or teacher self-disclosure in the classroom. Nussbaum and Scott were able to show that communicator style had a positive effect on student

outcomes. The study by Bednar and Brandenburg indicated that instructors of collegiate management courses who are perceived to be most effective were more attentive, more precise, and less contentious than other instructors.

The significance of the research on communicator style, particularly the studies that included the communicator style construct developed by Norton, is that it has documented the strength of the relationship between communicator style in collegiate instruction and student outcome. Only one of the studies located during the literature review, though, addressed the relationship between communicator style and instructional effectiveness in the field of business. That study was the one conducted by Bednar and Brandenburg.

A logical extension of these earlier lines of research by Norton, Nussbaum and Scott, and Bednar and Brandenburg is the investigation of communicator style variables and their relationship to multiple dimensions of teaching effectiveness in an entire collegiate school of business, rather than in just a management department. The present research is designed to extend the line of research in communicator style as it relates to instructional effectiveness in all collegiate business instruction. A multi-dimensional approach was taken for both communicator style and instructional effectiveness criteria.

FOOTNOTES

1

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## CHAPTER III

### METHODS

Methods is divided into three sections. Section one describes sample characteristics. Section two details the two survey instruments administered for the collection of data. Section three describes the procedures for accomplishing the collection of data for the study.

#### Sample

Two large midwestern universities were used during the spring, 1985, semester to provide information used for this research--Oklahoma State University and The University of Oklahoma. Oklahoma State University is located in Stillwater, Oklahoma; and The University of Oklahoma is located in Norman, Oklahoma. Because the participants in the study were drawn from two separate universities, the similarities and differences between the institutions and the target population segments were important for control of extraneous variables. The principal similarities between Oklahoma State University and The University of Oklahoma include:

1. Both universities are research-oriented, publicly-supported institutions that grant a variety of masters and doctoral degrees in diverse fields of study.
2. Both universities had similar total enrollments on their respective main campuses. Oklahoma State University's enrollment was 22,000, and The University of Oklahoma's enrollment was 21,000.

3. Both university Colleges of Business Administration had similar business programs, particularly in the management and marketing departments.

4. Both Colleges of Business Administration are fully accredited by American Assembly Collegiate Schools of Business.

The primary differences between the two institutions include:

1. Oklahoma State University had an office administration program including a number of secretarial science courses. Seven of the study participants taught secretarial science courses. The University of Oklahoma did not offer secretarial science courses.

2. The University of Oklahoma includes a law school. Three of the participants of the study instructed in that school. Oklahoma State University does not have a law school.

3. The number of total College of Business Administration faculty for the spring 1985 semester differed between the institutions. Oklahoma State University had 164 full- and part-time instructors, and The University of Oklahoma had 111.

The target population for the study consisted of all instructors in the College of Business Administration at Oklahoma State University and at The University of Oklahoma. Individual instructors were the units of analysis in this study.

All College of Business Administration faculty were invited to participate in the study. During the last month of the fall, 1984, semester, a memorandum outlining the study and its expected benefits to faculty was distributed to all College of Business Administration personnel at Oklahoma State University and The University of Oklahoma. A participation agreement form, on which an instructor could indicate



whether or not he/she wished to participate or receive additional information, was attached to the memorandum (Appendix A). A follow-up was made at the beginning of the spring, 1985, semester to College of Business Administration faculty members who had not responded to the initial invitation to participate in the study. The follow-up consisted of a second copy of the memorandum distributed in the fall semester, along with a hand-written note encouraging the recipient to return the participation form.

The total number of College of Business Administration faculty from Oklahoma State University and The University of Oklahoma who indicated a willingness to participate in the study was 63 out of a possible 275, which is 23 percent of the total available population. The faculty, by university and department, consisted of:

#### Oklahoma State University

Department	Number of Faculty
Administrative Services and Business Education	7
Accounting	6
Communication	2
Economics	7
Finance	3
Management	8
Management Information Systems	2
Marketing	<u>5</u>
Total Oklahoma State University Business Faculty Participants Beginning the Study	40

## The University of Oklahoma

Department	Number of Faculty
Accounting	3
Communication	3
Finance	3
Law School	3
Management	3
Management Information Systemes	6
Marketing	<u>2</u>
Total University of Oklahoma Business Faculty Participants Beginning the Study	23

The above list illustrates that 40 instructors, or 24.4 percent, of the total target population at Oklahoma State University College of Business Administration agreed to participate in the study. Twenty-three, or 20.7 percent, of the total target population at The University of Oklahoma College of Business Administration agreed to participate.

Telephone and personal interviews were conducted during the first four weeks of the spring, 1985, semester. The purpose of these interviews was to select a class of students for each instructor to provide data on instructor communicator style and instructional effectiveness.

Entire course sections of students were selected by a simple cluster sampling procedure. Qualifying section numbers were written on slips of paper and randomly drawn from a container by the instructor or researcher. The number that appeared on the selected paper, then, became the section number that was included in the study. Several instructors had only one section that met the enrollment criteria; that is, enrollment

size between 15 and 99. Consequently, for those cases, the random sampling procedure was not necessary.

Course enrollment limits were set between 15 and 99 to assure consistency with the IDEA guidelines for medium-sized classes. Designers of the IDEA evaluative system have pointed out that variance beyond enrollment limits of 15-99 may influence both student in-class behavior and interaction processes between students and instructor.

Additional demographic data, as well as course structure, time of day and day of week the course was taught, and course level, were also obtained to further illustrate group consistency. Course sections selected for this study were taught during day time hours for a full semester. Evening, weekend, or short courses were not included.

In order to remain consistent during the interview process, a structured interview was conducted in a uniform manner and an interview form completed as each interview progressed (Appendix B).

### Instruments

Students of target classes completed two separate survey forms to provide data for analyses; namely, Communicator Style and IDEA.

#### Communicator Style

Communicator style is based on the communication process theory of Watzlawick, Beavin, and Jackson. The assumptions of the theory are:

1. Messages have two basic components. One is the literal or report component, and the other is the command or relational component. The literal component refers to the generally-accepted, dictionary meaning of a word. The command component signals how a message is to be

taken, interpreted, filtered, and understood and conditions the relationship between communicators.

2. Communication is an interactive system that is dependent on numerous subsystems. The subsystems are contained in the mental frame of references of communication participants as well as in the accepted formal English definition of words. Frame of reference refers to the unique set of individual experiences, preferences, and standards of evaluation that condition all messages received or sent.

3. Communication, or any component of the communication process, cannot be evaluated in isolation. A study of less than the entire communication process will tend to take the component out of context and may result in an excessive distortion which, in turn, could enhance the possibility of inappropriate conclusions.

<sup>2</sup>  
Robert Norton has analyzed the theory presented by Watzlawick, Beavin, and Jackson and provided an operational definition of the command component of a message, which he labeled "communicator style." The communicator style definition, or construct, consists of 11 style variables which provide a holistic approach to the command, or relational, component of a message. Additionally, the 11 variables of style encompass various style dimensions which previous researchers tended to treat in isolation or in small sets. Consequently, previous research was not able to identify the subtle interplay among style variables, or their combined effect, on instructional outcomes.

Descriptions and definitions for each of the 11 style variables are provided in Chapter I.

The Communicator Style questionnaire was modified for use in this study by:

1. Changing the word "person" wherever it appeared in the questionnaire instructions or items to "teacher"
2. Including instructions for recording item response on a machine readable form
3. Changing Likert-type scale response choices from 1 through 6 to A through F to conform to the machine readable answer form.

Communicator style validity and reliability: Two primary lines of research have produced empirical evidence for the reliability and validity of the communicator style construct. One line of research studied four of the eleven variables in detail. The four variables include:

1. Dramatic 3,4,5
2. Open 6,7
3. Relaxed 8
4. Attentive 9,10

The second line of research establishing reliability and validity for Norton's communicator style construct focused on relationships between communicator style and various perceptual processes and interpersonal components. The following topics as they relate to validity and reliability of communicator style have received considerable attention in established research journals:

1. Teacher effectiveness 11,12,13
2. Dyadic perception of communicator style 14,15,16
3. Personnel selection interview 17,18
4. Communicator style as an effect determinant of attraction 19
5. Sex differences and similarities in communicator style 20
6. Impact of communicator style in therapeutic relations 21

The studies referenced above have been characterized by the use of Norton's communicator style construct as a guiding framework to examine a particular perceptual process or interpersonal consequence.

The reliability factors for the present study (Cronbach's Alpha) were as follows:

<u>Style Variable</u>	<u>Reliability</u>
Impression Leaving	.82
Contentious	.66
Open	.72
Dramatic	.74
Dominant	.71
Precise	.50
Relaxed	.58
Friendly	.77
Attentive	.63
Animated	.68
Communicator Image	.79

Most style variables received moderate to high reliability ratings. "Precise" and "relaxed" showed the lowest reliability ratings, and further examination of these variables was indicated to determine possible causes of the low ratings. An examination of the correlations and standard deviations for each questionnaire item representing "precise" and "relaxed" was made to determine how well the items worked together to represent the style variable. As the table below indicated, item 8 for "relaxed" had the lowest correlation (.46). However, this was not considered to significantly impair the study results. Correlations for the

remaining three items representing "relaxed" and for the four items representing "precise" were moderate to high.

Communicator Style Questions <u>Relating to Precise</u>			Communicator Style Questions <u>Relating to Relaxed</u>		
Item No.	Std. Dev.	Corr.(part)	Item No.	Std. Dev.	Corr.(part)
4	1.23	.59	8	1.23	.46
9	1.54	.64	14	1.11	.75
12	1.08	.67	29	1.34	.71
22	1.02	.66	42	1.08	.76

### IDEA

Lashbrook and Wheelless have stated that "one way to judge the efficiency of a given instructional strategy is to test its effectiveness in producing desired behaviors. <sup>22</sup> Instructional effectiveness, as defined by IDEA, is the reporting of progress made by students on teaching objectives. The focus is on student progress over course objectives. The IDEA system of instructional assessment differs from many other instructor assessment systems as it utilizes student-supplied data and provides an interpretative analysis based on objectives and methods the instructor has identified as essential or important for a particular class.

IDEA has seven sections which form the basis for an interpretive analysis. The sections, as they are presented in the IDEA analysis, <sup>23</sup> are:

Section I. Objective areas: Instructors select from this list essential and important objectives for a particular class.

1. Gaining factual knowledge (terminology, classifications, methods, trends)

2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material to improve rational thinking, problem-solving, and decision making
4. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course
5. Learning how professionals in this field go about the process of gaining new knowledge
6. Developing creative capacities
7. Developing a sense of personal responsibility (self-reliance, self-discipline)
8. Gaining a broader understanding and appreciation of intellectual-cultural activity (music, science, literature, etc.)
9. Developing skill in oral and written expression
10. Discovering the implications of the course material for understanding self (interests, talents, values, etc.)

Section II. Course descriptors of four course aspects:

1. Amount of reading and other work required
2. Difficulty of the subject matter
3. Content integration--how well the instructor was able to integrate the various aspects of the course

Section III. Students' self-ratings on five student characteristics:

1. Effort extended by the student, indicating how hard the student worked



2. Desire to enroll in the course, suggesting the level of student motivation at the beginning of a course
3. Desire to take another course from the same instructor
4. Attitude toward field of study
5. Thoughtful consideration of questions in this study, reflecting the care students took in making the ratings of their instructor

Section IV. Methodology: Frequency ratings are made over twenty different teaching methods to indicate how different a particular instructor's ratings on a method are from the method ratings of other instructors. The twenty methods included in the study are:

1. Promoted teacher-student discussion
2. Helped students answer own questions
3. Encouraged students to express themselves
4. Seemed enthusiastic about the subject matter
5. Changed approaches to meet new situations
6. Gave exams stressing unnecessary memorization
7. Spoke with expressiveness and variety
8. Demonstrated the significance of the subject
9. Made dry and dull presentations
10. Make it clear how each topic fits
11. Explained reasons for criticisms
12. Gave examination questions which were unclear
13. Encouraged comments even if irrelevant
14. Summarized in ways which aided retention.
15. Stimulated students to high intellectual effort
16. Clearly stated objectives of the course

17. Explained course material clearly
18. Related material to real life situations
19. Exam questions were unreasonably detailed
20. Introduced stimulating ideas about the subject

Section V. Additional questions supplied by the instructor: The percentage responding and measures of central tendency are provided in the analysis for up to 25 supplementary questions.

Section VI. Diagnostic summary: This summary relates student progress ratings on course objectives to the instructor's teaching methods.

Section VII. Summary profile: A profile is provided in graphic form covering the seven measures which summarize instructional results and teaching methods.

IDEA validity and reliability. Validity and reliability for any measure of instructional effectiveness involves a significant and important problem. No generally accepted definition of effective teaching is available to the best knowledge of the researcher. IDEA developers approach the problem by using three criteria for determining consistency of response among raters and rater situations. These three criteria include:

1. Direct measures of student learning
2. Ratings by persons other than students; namely, administrators, colleagues, and alumni
3. Possible sources of bias, such as sex, age, grade level, GPA, time of day the course is given, and other factors not controlled by the instructor.

Statistical reliability for IDEA has received considerable attention. The mean item reliability for the entire IDEA instrument is:

20 raters = .81

40 raters = .89

#### Data Collection Procedures

Data for assessment of instructor communicator style and instructional effectiveness was collected at two different times. Communicator style data were collected during the beginning weeks of the semester, and instructional effectiveness data were collected during the final weeks of the semester.

#### Communicator Style Data

Beginning with the eighth week of classes during the spring, 1985, semester, participating instructors received a packet of Communicator Style questionnaires, an instruction sheet outlining how the questionnaire was to be administered, and machine readable answer forms (Appendix C). Instructors were advised to leave the classroom after placing an assistant in charge of administering the survey. Before inviting students to participate in the assessment of their instructor's communicator style, each assistant was to read a paragraph to the students informing them of the purpose of the study and the general response guidelines.

By the eighth week of classes, students have had ample opportunity to perceive an instructor's communicator style. In addition, the instructor had ample opportunity to adjust his or her approach to the classroom situation to enhance the achievement of instructional outcomes. The Communicator Style questionnaire which the students completed

consisted of 44 Likert-type scale items and 4 student demographic questions (Appendix C). Students responded to each item by indicating how strongly they agreed or disagreed, on a scale of A-F, that the statement described the instructor's communicative behavior. Students also answered four demographic questions relative to age, academic classification, gender, and whether or not the particular course was an elective or required aspect of their program of study.

Instructors were asked to complete a Communicator Style questionnaire which provided a comparison base when viewed in conjunction with student perception relative to the same questions. Thirty-seven participants completed the Communicator Style questionnaire for the self-profile. Twenty-one of these were from Oklahoma State University and 16 were from The University of Oklahoma. This represented 73 percent of the 51 participants in the study. After the communicator style data had been collected, a summary profile of each instructor was constructed, which involved:

1. Averaging all student responses in a particular course section on each of the 44 questionnaire items
2. Calculating a mean value for every set of four questions that represented each of the 11 style variables
3. Representing the profile graphically on a line graph.

The instructor self-profile was constructed in the same manner as the students' overall perception of instructor style.

The next step was to compare each instructor's self-profile with his or her students' overall perception of instructor communicator style. The self-perception was plotted by a broken line on the same graph as the

students' perception. The profiles, along with a communicator style feedback report, were distributed among the participants (Appendix D).

#### Instructional Effectiveness (IDEA) Data

During the last two weeks of the semester, instructors were mailed a packet containing IDEA materials, which included two faculty identification cards, student survey forms and response cards, and all accompanying instructions to administer IDEA in the classroom (Appendix E). Instructors were asked to identify course objective areas that were essential or important for the selected course section of students included in the study. At the same time, students were invited to complete the instructional effectiveness assessment questionnaire, IDEA, on their instructor. This questionnaire included 45 items designed to provide:

1. Feedback on student attainment of instructional objectives identified by the instructor as essential or important
2. Information on course characteristics
3. Information on student characteristics
4. Information on predominant methodology used in instruction
5. Feedback from teacher prepared items.

Completed student response cards and faculty information cards were forwarded to Kansas State University for processing and interpretative analysis. Appendix F includes an example of the IDEA Report, which provides an interpretative analysis of instructional outcomes. The following parts of the IDEA report were utilized to test the hypotheses of this study:

1. Part I. Evaluation (Progress Ratings)
2. Part VII. Summary Profile, "Would Like Instructor Again"
3. Part VII. Summary Profile, "Improved Attitude Toward Field."

Participant Characteristics and  
Demographic Trends

Explanations for attrition among instructors who originally agreed to participate in the study, as well as gender, age, and professional rank of the 51 instructors who completed the study, are presented below:

Attrition Rate

Faculty attrition between date of agreement to participate in the study and final week of classes was 12, or 19.0 percent of the initial 63 participants. The final number of participants was 51. Reasons for the attrition rate include:

	Attrition Rate		Total
	At Oklahoma State Univ.	At The Univ. of Oklahoma	
1. Class enrollment exceeded study limits	-	2	2
2. Class enrollment fell short of study limits	-	-	0
3. Instructor changed mind about being in the study	4	1	5
4. Instructor did not teach a course as planned	1	1	2
5. Participant was unable to administer questionnaires due to time or work pressures	<u>2</u>	<u>1</u>	<u>3</u>
Attrition Totals	7	5	12
Number of Participants Remaining	33	18	51

Instructors were contacted during the semester preceeding the actual study. Therefore, changes in courses taught or size of enrollment was not unexpected. The total participants remaining in the study to the end of the semester was 51, or 18.5 percent of the 275-member population studied.

### Instructor Characteristics

Demographic characteristics of the instructors who participated in the study were as follows:

Gender:	34 male and 17 female
Age Categories:	12 between ages 22 and 34
	27 between ages 35 and 44
	9 between ages 45 and 54
	3 age 55 or over
Professional Rank:	16 Graduate Teaching Associates
	2 Lecturers
	17 Assistant Professors
	6 Associate Professors
	10 Full Professors

### Course Structure

Course structure, determined by the amount of class time spend in lecture (one-way communication), was reported by the instructors as follows:

23	courses were structured with 80-100 percent lecture
9	courses were structured with 60-79 percent lecture
19	courses were structured with less than 60 percent lecture

Course level included:

- 5 graduate level classes
- 30 upper class levels (junior/senior)
- 16 lower class levels (freshman/sophomore)

Course meeting times and days were:

- 27 met in the morning hours
- 21 met in the afternoon hours
- 26 met on Mondays, Wednesdays, and Fridays
- 22 met on Tuesdays and Thursdays
- 6 met on schedules other than above, but not during evenings or weekends

#### Statistical Data Analyses Techniques

Canonical analysis, a sophisticated multivariate procedure, was selected as the primary statistical technique for data analysis and to test the research hypotheses. The sophistication and complexity of canonical analysis enabled the researcher to:

1. Investigate both individual and subsets of variables that made up one construct (communicator style) and the relationship to individual and subsets of variables that made up the other construct (instructional effectiveness)
2. Look at the patterns of interdependencies, particularly the nature of the links between the two constructs and the number of statistically significant relationships
3. Determine the extent that the variation of one set of variables is conditional upon the other set of variables.

Multiple analysis of variance was the second statistical procedure applied to analysis the data and further test the hypotheses.



## Summary

The total target population for this study consisted of 275 College of Business Administration instructors from two large, midwestern universities with comprehensive instruction and research missions. College of Business Administration instructors from Oklahoma State University numbered 164. College of Business Administration instructors from The University of Oklahoma numbered 111. All members of the target population were invited to participate in the study. The 51 participants who were included in the study randomly selected a course section of students to provide input data for interpreting instructor communicator style and instructional effectiveness.

Two separate measurement instruments were administered; namely, Communicator Style and IDEA. A style profile for each participant was derived from overall student perception and from the instructor's personal evaluation of communicator style.

IDEA instructional effectiveness data were collected during the last two weeks of the semester and interpretative analysis and processing was completed at Kansas State University.

Canonical analysis was applied as the primary statistical technique for data analyses. Multiple analysis of variance was also utilized to test the hypotheses and provide additional analysis of the data.

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## CHAPTER IV

### FINDINGS

The primary purpose of this study was to investigate the relationship between instructor communicator style and instructional effectiveness as perceived by students. The procedure for completing this study was accomplished by asking selected classes of students taught by collegiate business instructors to assess their instructor's communicator style and to provide an evaluation of student attainment of course objectives. A basic assumption in this study was that effective instructors are those who are effective in bringing about student progress through course objectives. Students completed two survey forms: Communicator Style developed by Robert Norton at Purdue University, and IDEA developed at Kansas State University.

The sample consisted of 51 College of Business Administration instructors of which 33 were from Oklahoma State University and 18 were from The University of Oklahoma.

During the eighth through the tenth weeks of classes, students assessed their instructor's communicator style by completing a 48-item Communicator Style questionnaire. Summary data from the completed questionnaires were used to create an instructor communicator style profile. The profile, which summarized a class's perception of each instructor's communicator style within the confines of the 11-variable style construct, provided data for purposes of analysis.

During the final two weeks of classes, students completed the second survey instrument; namely, a 48-item IDEA questionnaire designed to reveal instructional outcomes as perceived by students. Summary data from the IDEA questionnaires were prepared by Kansas State University.

Canonical correlation analysis and multiple analysis of variance were selected as the primary statistical techniques to test the hypotheses.

### Participants

College of Business Administration instructors were the units of analysis in this study. Demographic characteristics of instructors, including gender, rank, and age, are presented in Chapter III.

A class of students for each instructor in the study provided assessments for instructor communicator style, student attainment of course objectives, and student attitude change as a result of instruction. Table I illustrates age categories, academic classifications, and gender for the students who provided assessment data. The data shows that a majority, 83.8 percent, of students were less than 25 years of age and that 62.4 percent were juniors and seniors. Students in the freshman and sophomore classifications accounted for 27.4 percent of student participants, while graduate and other student classifications made up only 10.2 percent of the student participant pool.

The number of student participants initially included in the study was 2,836. However, by the conclusion of the study 2,521 student assessment forms were usable. This represents a 315, or an 11.1 percent, reduction in the number of students providing instructor assessment data. Student attrition was primarily caused by instructor attrition, since 11 instructors did not complete the entire study or voluntarily withdrew.

Instructor attrition (see Chapter III) necessitated the elimination of 274 students from the study. The remaining student attrition resulted from inaccurate, incomplete, multiple, or distorted student responses on the survey forms.

TABLE I  
DEMOGRAPHIC CHARACTERISTICS OF  
STUDENTS PROVIDING ASSESSMENT  
DATA ON INSTRUCTORS

Characteristic	Percentage
<u>Student Age Categories</u>	
Less than 25 years old	83.8
Over 25 year old	16.2
<u>Student Academic Classification</u>	
Freshman	6.9
Sophomore	20.5
Junior	26.8
Senior	35.6
Graduate	9.3
Other	.9
<u>Student Gender</u>	
Male	55.8
Female	44.2

#### Data Presentation

Data about the findings are presented in three parts. Each part reports findings relating to one of the three hypotheses for this study.

Canonical correlation procedures and data presentation include the following steps:<sup>1</sup>

1. A test is made to determine whether or not a construct of dependent variables is formed. For this study, the construct of dependent variables consisted of sets of course objectives and student attitudes toward the instructor and the field of study. If the construct test indicates that a construct is formed, multivariate (global) analyses are completed. If a construct is not formed, then univariate analyses, rather than multivariate analyses, are needed.

Verification of the formation of a communicator style construct (independent variable) has been completed by previous research. Verifications of the formation of a course objective construct and an attitudinal construct were completed for this study.

2. If the formation of a dependent variable construct is indicated, a global test of significant relationship between the communicator style construct (independent variable) and instructional outcome construct (dependent variable) is performed. If a significant relationship is found between the constructs (a significant root formed), post hoc procedures<sup>2</sup> are utilized.

3. Post hoc procedures will include:

- a. Univariate F tests to determine the degree to which the independent variable construct (communicator style) contributes to the significant relationship.
- b. Canonical coefficient correlations to determine the degree to which dependent variables contribute to the relationship between the constructs.

c. Canonical coefficient correlations to determine the degree to which the independent variable construct (communicator style variables) contributes to the relationship between the constructs.

d. Multiple regression analysis to determine which of the independent variables (communicator style variables) are most predictive in determining the variance in the dependent variables.

### Statistical Test and Analysis of Data Hypothesis 1

#### Hypothesis 1

No significant relationship exists between perceived style of communication among instructors of the College of Business Administration and their perceived instructional effectiveness.

Communicator style data were collected to provide information about how an instructor cues his/her students to interpret, filter, and understand information presented in the classroom. Communicator style represents the relational (or command) component of classroom communication.

Instructor communicator style data were provided by students who completed the 48-item Communicator Style questionnaire. Average perception of instructor communicator style across an entire class of students was calculated for each of the 11 style variables. The 11 style variables comprised the style construct used in this study.

Identification of questionnaire items which made up each of the 11 communicator style variables is presented in Appendix G. The possible student response on the Communicator Style questionnaire indicating that



the statement accurately described the instructor's communicator style ranged from 1, very strongly agree, to 6, disagree very strongly. Possible responses are detailed below:

- |   |             |   |
|---|-------------|---|
| 1 | <u>YES!</u> | I agree <u>very strongly</u> with the statement.    |
| 2 | YES         | I agree <u>strongly</u> with the statement.         |
| 3 | yes         | I agree with the statement                          |
| 4 | no          | I disagree with the statement.                      |
| 5 | NO          | I disagree <u>strongly</u> with the statement.      |
| 6 | <u>NO!</u>  | I disagree <u>very strongly</u> with the statement. |

Means, standard deviations, and number of instructor participants for the communicator style construct are shown in Table II. Data in Table II indicate that "communicator image," "attentive," and "friendly" were the most frequently recognized instructor communicator style variables, as perceived by students. "Contentious" and "open" were the least recognized. The possible mean range was from 4 to 24 for the entire sample. Each of the 11 communicator style variables are represented by 4 questions on the style survey. Since 4 items represent each communicator style variable, mean range is from 4 to 24. The higher a mean, the less students agreed that a particular style variable was demonstrated by the instructor. The lower the mean, the more students agreed that instructors possessed the particular style variable. Communicator style variables "precise," "attentive," and "dominate" showed the smallest standard deviations.

TABLE II  
 MEANS AND STANDARD DEVIATIONS  
 COMMUNICATOR STYLE CONSTRUCT  
 VARIABLES FOR ENTIRE SAMPLE  
 N=51

Communicator Style Variable	Mean	Standard Deviation
Impression leaving	10.43	1.83
Contentious	14.01	1.66
Open	13.58	2.16
Dramatic	12.78	2.14
Dominant	12.72	1.49
Precise	11.32	1.44
Relaxed	11.34	1.53
Friendly	10.16	2.17
Attentive	9.87	1.45
Animated	11.79	1.85
Communicator image	9.55	2.21

Instructional effectiveness, as defined in this study, is student attainment of course objectives. The IDEA instructional effectiveness survey was administered to provide data for three categories of instructional outcomes and two types of student attitudinal change. Instructional objective and student attitude categories are listed in Table III.

TABLE III  
INSTRUCTIONAL OBJECTIVES AND STUDENT  
ATTITUDE CATEGORIES

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Instructional Objective Categories

Category 1. Subject Matter Mastery

- a. Factual knowledge
- b. Principles and theories
- c. Professional skills and viewpoints
- d. Discipline's methods

Category 2. Development of General Skills

- a. Thinking and problem solving
- b. Creative capacities
- c. Effective communication

Category 3. Personal Development

- a. Personal responsibility
- b. General liberal education
- c. Implications for self understanding

Student Attitude Categories

Category 1. Would like instructor again

Category 2. Improved attitude toward field

---

Means, standard deviations, and number of participants for each course objective category and student attitude area are presented in Table IV. A high mean in course objective categories indicates greater attainment of objectives than indicated by a low mean. The range of means for "subject matter mastery" was 4 to 20. Four items made up this category with a possible response value from 1 to 5. Range of means for course objective areas "development of general skills" and "personal

development" was 3 to 15. Three items were included in each of these categories with possible response range from 1 to 5.

TABLE IV  
MEANS AND STANDARD DEVIATIONS  
INSTRUCTIONAL OBJECTIVE AND  
ATTITUDE CATEGORIES  
FOR ENTIRE SAMPLE  
N=51

Variable	Mean	Standard Deviation
<u>Objective Categories</u>		
1. Subject Matter Mastery	8.67	1.20
2. Development of General Skills	9.65	1.50
3. Personal Development	13.80	1.38
<u>Attitude Categories</u>		
1. Would Like Instructor Again	51.37*	27.69
2. Improved Attitude Toward Field	56.43*	27.24

\*Percentile means

The means shown for the student attitude categories in Table IV, as received from Kansas State University, are listed as percentile means. Higher percentile means indicate a more positive attitude than a low percentile mean.

Table IV illustrates that attainment of instructional objective "personal development" was the highest. The mean for "personal development" was 13.80 out of a possible value of 15. "Subject matter mastery"

showed the lowest mean, 8.67 out of a possible value of 20. This indicated that attainment of the instructional objective "subject matter mastery" was less than attainment in other instructional objective categories.

Data analysis of hypothesis 1, tested in the null form, was completed in two parts. One part investigated the relationship between student perceived instructor communicator style and attainment of instructional outcomes; and the other part investigated the relationship between student perceived instructor communicator style and student attitude change.

#### Part 1 of Data Analysis for Hypothesis 1

The first step in analysis was a check of whether or not a construct of course objectives was formed. To accomplish this check, a within-cell, error correlation matrix analysis was performed. If an error correlation is close to +1, this would provide greater assurance that the variables measured identical entities. An error correlation approaching 0 would indicate that the variables measured unrelated entities. An error correlation in the mid range would provide assurance that the variables maintain some commonality, yet measure different aspects of an entity.

Error correlation analysis for course objective categories, presented in Table V, indicated that a construct of course objectives was formed. Correlations for "subject matter mastery" and "development of general skills" was .62 and .77 respectively, which shows that the variables share some commonality, yet measure different aspects of an entity.

TABLE V  
 EVIDENCE OF THE FORMATION OF  
 A COURSE OBJECTIVE CONSTRUCT  
 WITHIN-CELL CORRELATIONS  
 WITH STANDARD DEVIATION  
 ON THE DIAGONAL

Course Objective Category	Personal Development	Development of General Skills	Subject Matter Mastery
Personal development	1.09671		
Development of general skills	.77302	1.26238	
Subject matter mastery	.62335	.65129	1.23707
P	.001		

Since a construct of course objectives was indicated, a global test, using canonical correlation analysis, was performed. Table VI presents the findings of the global test that indicated whether or not a relationship existed between the communicator style and instructional objective constructs.

4

The roots shown in Table VI represent the functions formed by the best combinations of dependent and independent sets of variables to form the maximum possible correlation. Root 1, with the highest correlation, is the most important in the analysis. It explains the greatest amount of variance occurring in the instructional objective construct that may be explained by the variance in the communicator style construct.

TABLE VI  
 GLOBAL TEST OF RELATIONSHIP BETWEEN COMMUNICATOR  
 STYLE AND INSTRUCTIONAL OBJECTIVE CONSTRUCTS  
 CANONICAL CORRELATIONS AND  
 SIGNIFICANCE LEVELS

Root No.	Canonical Correlation	Squared Correlation	Wilks Lambda	Degrees Freedom	F Ratio
1	.67	.45	.39	33,109	1.24
2	.48	.23	.72	20, 76	.69
3	.25	.06	.94	9, 39	.29

\* P < .05

The squared correlation coefficient shown in Table VI would indicate that 45 percent of the variance in the course objective construct (dependent variable) is accounted for by variance in the communicator style construct (independent variable). Squared canonical correlation is interpreted the same as an ordinary Pearson product-moment correlation coefficient, suggesting that a variance in an independent variable results in a variance in a dependent variable.

The F ratio indicates that there is no significant relationship between the constructs. Consequently, post hoc procedures were not required because there would be nothing further to measure significant to the study.

Wilks Lambda reports the results of a test to check whether or not the sets of canonical correlations differ from zero. Wilks Lambda is a measure of the strength of association and represents the proportion of variance not accounted for in the linear combination of the dependent

variable set. Wilks Lambda provides further assurance that the canonical correlation represents shared variance between the constructs.

Part 2 of Data Analysis for Hypothesis 1

Part two of the procedure to test hypothesis 1 investigated the relationship between perceived instructor communicator style and student attitude as an additional criterion of instructional effectiveness. First a statistical check was made to determine whether or not a construct of student attitude was formed. The within-cell correlation matrix, which indicated whether or not an attitude construct is formed among attitude variables, is shown in Table VII. The .505 correlation indicated that the variables are not measuring the same entity, nor are they measuring entirely unrelated entities. Therefore, the variables do form a type of construct.

TABLE VII

EVIDENCE OF THE FORMATION OF A  
STUDENT ATTITUDE CONSTRUCT  
WITHIN-CELL CORRELATIONS  
WITH STANDARD DEVIATIONS  
ON THE DIAGONAL

Attitude Categories	Improved Attitude Toward Field	Would Like Instructor Again
Improved attitude toward field	21.810	
Would like instructor again	.505	18.548

P = .001



Since a student attitudinal construct was indicated, a global test to determine the relationship between the communicator style construct and the student attitude construct was performed. Results of the global test, utilizing canonical correlation techniques, are shown in Table VIII.

TABLE VIII  
CANONICAL CORRELATIONS AND SIGNIFICANCE LEVELS  
GLOBAL TEST OF THE RELATIONSHIP BETWEEN  
COMMUNICATOR STYLE AND STUDENT ATTITUDE

Root No.	Canonical Correlation	Squared Correlation	Wilks Lambda	Degrees Freedom	F Ratio
1	.81	.66	.29	22,76	2.96**
2	.38	.15	.85	10,39	.67

\*\* P < .01

Results shown in Table VIII indicate that a significant relationship does exist between communicator style and student attitude. The squared canonical correlation indicated that .66 percent of the variance in student attitude may be accounted for by the communicator style construct. F ratios indicated that there is less than .01 probability of a Type I error.

Post hoc tests using canonical correlation procedures were performed to further identify the pattern of relationships between the

construct variables which were significant at the .01 level. Table IX presents the results of post hoc univariate F tests designed to indicate how much variance in student attitude categories may be explained by the communicator style construct.

As indicated by the data in Table IX, 50 percent of the change in attitude toward field and 65 percent of the change in attitude toward instructor may be explained by instructor communicator style. F ratios for both attitude categories were significant at the .01 level.

TABLE IX  
UNIVARIATE F TESTS INDICATING  
CHANGE IN STUDENT ATTITUDES  
EXPLAINED BY COMMUNICATOR  
STYLE CONSTRUCT

Attitude Variable	Multiple R	Squared Multiple R	Adjusted R Squared	Hypoth. MS	Error MS	F
Improved attitude toward field	.71	.50	.36	1686.36	475.66	3.55**
Would like instructor again	.81	.65	.55	2266.08	344.03	6.59**

\* P < .05    \*\* P < .01    df=11,39

Since a strong relationship between student attitude and instructor communicator style was indicated at the .01 level, a second post hoc test was performed to point out the degree to which each of the attitude

categories contributed to the function formed between the constructs. Table X presents the findings of the second post hoc test of canonical correlation coefficients. Raw and standardized coefficients are provided for the convenience of other researchers.

TABLE X  
CANONICAL COEFFICIENTS INDICATING CONTRIBUTION  
OF ATTITUDE VARIABLES TO THE  
CANONICAL FUNCTION

Attitude Variable	Raw Canonical Coefficient	Standardized Canonical Coefficient	Correlation Coefficient	Squared Correlation Coefficient
Improved attitude toward field	.008	.211	.829	.687
Would like in- structor again	.030	.833	.990	.980

As indicated in Table X, "Improved attitude toward field" showed a .687 squared correlation, and "would like instructor again" showed a .980 squared correlation to the canonical function formed between the constructs. Additional analysis revealed that 83.38 percent of the variability in student attitude categories (dependent variables) may be explained by the variability in the communicator style construct (independent variables).

A third post hoc procedure was utilized to determine which of the variables in the communicator style construct were significantly contributing to the function formed between the constructs. Table XI shows the results of the third post hoc test of canonical correlation coefficients. Raw and standardized coefficients are included for the convenience of other researchers.

TABLE XI  
CANONICAL COEFFICIENTS INDICATING CONTRIBUTION  
OF COMMUNICATOR STYLE VARIABLES  
TO THE CANONICAL FUNCTION

Communicator Style Variable	Raw Canonical Coefficient	Standardized Canonical Coefficient	Correlation Coefficient	Squared Correlation Coefficient
Impression Leaving	-.072	-.133	-.693	.480
Contentious	-.021	-.035	.123	.015
Open	-.146	-.316	-.772	.596
Dramatic	-.152	-.326	-.637	.406
Dominant	.249	.371	-.503	.253
Precise	-.036	-.052	-.474	.225
Relaxed	.006	.009	-.696	.484
Friendly	-.261	-.565	-.933	.870
Attentive	.260	.377	-.808	.653
Animated	.226	.417	-.695	.483
Communicator Image	-.345	-.760	-.915	.837

Correlation coefficients for communicator style variables shown in Table XI indicate the degree to which style variables contribute to the canonical function formed between the constructs. The squared correlations, which account for the variability in style variables that predict student attitude change, ranged from a low .015 to a high .870.

Further analysis of the data revealed that 31.85 percent of the variability in the function formed between the constructs may be accounted for by individual communicator style variables. This percentage indicated that individual style variables are not substantially contributing to the relationship between the constructs; but the set of style variables, taken as a whole, are significant to the function.

A multiple regression analysis, Table XII, yielded further information for the purpose of identifying individual communicator style variables most predictive in determining the student attitude "would like instructor again."

In Table XII, the "beta weight" is the unstandardized regression coefficient computed on unstandardized communicator style and student attitude values. "Beta" is the standardized regression coefficient computed on standardized communicator style and student attitude values.

Although none of the communicator style variables were indicated as significant, style variables contributing most to the student attitude "would like instructor again" were "friendly," not "dominant," and "communicator image." These findings suggest that students in this study may prefer instructors who are perceived as "friendly," not "dominant," and having a favorable "communicator image."

TABLE XII  
 MULTIPLE REGRESSION ANALYSIS  
 COMMUNICATOR STYLE VARIABLES  
 PREDICTIVE OF STUDENT  
 ATTITUDE "WOULD LIKE  
 INSTRUCTOR AGAIN"

Communicator Style Variable	Beta Weight	Beta	Standard Error	T-Value	Sig. of T
Impression leaving	-.563	-.037	4.872	-.116	.909
Contentious	-.036	-.002	2.472	-.014	.989
Open	-3.209	-.251	3.151	-1.018	.315
Dramatic	-.331	-.258	3.700	-.900	.374
Dominant	5.604	.302	3.941	1.422	.163
Precise	-.397	-.021	4.092	-.097	.923
Relaxed	-.741	-.041	4.133	-.179	.859
Friendly	-6.000	-.470	3.700	-1.622	.113
Attentive	5.869	.307	8.647	.679	.501
Animated	4.062	.271	4.351	.934	.356
Communicator Image	-7.305	-.582	5.602	-1.304	.200

\* P < .05

Table XIII presents the findings of a second multiple regression analysis designed to investigate the predictive value of communicator style variables in determining student attitude "improved attitude toward field."

None of the communicator style variables shown in Table XIII were indicated as significant in predicting "improved attitude toward field." However, the communicator style variables contributing the most to the attitude change were "animated" and "communicator image."

TABLE XIII  
MULTIPLE REGRESSION ANALYSIS  
COMMUNICATOR STYLE VARIABLES  
PREDICTIVE OF STUDENT  
ATTITUDE "IMPROVED  
ATTITUDE TOWARD FIELD"

Communicator Style Variable	Beta Weight	Beta	Standard Error	T-value	Sig. of T
Impression leaving	-5.415	- .364	5.729	- .945	.350
Contentious	-2.063	- .126	2.907	- .710	.482
Open	-2.850	- .226	3.705	- .769	.446
Dramatic	-3.012	- .237	4.351	- .692	.493
Dominant	4.314	.237	4.634	.931	.358
Precise	-2.241	- .119	4.811	- .466	.644
Relaxed	3.524	.198	4.860	.725	.473
Friendly	-4.033	- .321	4.350	- .927	.360
Attentive	4.475	.238	10.168	.440	.662
Animated	7.905	.536	5.116	1.545	.130
Communicator Image	-7.780	- .630	6.587	-1.181	.245

\*P < .05

The findings shown in Table XIII suggest that instructors who are perceived by students as "animated" and as having a favorable "communicator image" may be most effective in creating favorable student attitude toward the field of study.

As a result of the data analysis, hypothesis 1 was rejected.

### Statistical Test and Analysis of Data Hypothesis 2

#### Hypothesis 2

No significant relationship exists between perceived style of communication among College of Business Administration instructors and class structure.

For purposes of this study, class structure was defined, to each instructor's best estimation, as percentage of semester time the instructor used for the lecture method of instruction. Three structure levels were identified:

- Level 1     80-100 percent of semester class time spent in lecture
- Level 2     60-79 percent of semester class time spent in lecture
- Level 3     Less than 60 percent of semester class time spent in lecture

#### Data Analysis for Hypothesis 2

Investigation of the relationship between an instructor's communicator style and type of course structure was accomplished by use of the multiple analysis of variance procedures. Structure was the dependent variable, and communicator style became the set of independent variables in this test.



Table XIV presents the means, standard deviations, and cell sizes for the structure levels and all communicator style variables.

TABLE XIV  
 MEANS, STANDARD DEVIATIONS, AND N  
 CLASS STRUCTURE FOR EACH STYLE  
 VARIABLE FOR ENTIRE SAMPLE  
 CONFIDENCE LEVEL: 95

Communicator Style Variable	80-100% Lecture N = 23		60-79% Lecture N = 9		Less than 60% Lecture N = 19	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Impression Leaving	10.35	2.05	11.21	1.88	10.16	1.49
Contentious	14.06	1.50	13.85	2.11	14.00	1.71
Open	13.74	2.20	14.11	2.06	13.13	2.19
Dramatic	12.73	2.16	13.41	2.12	12.55	2.20
Dominant	12.77	1.56	12.92	1.44	12.57	1.50
Precise	11.21	1.58	11.72	1.23	11.26	1.40
Relaxed	11.37	1.60	11.75	1.27	11.11	1.59
Friendly	10.20	2.49	10.64	1.80	9.87	1.96
Attentive	9.87	1.59	10.39	1.55	9.63	1.22
Animated	11.80	1.78	12.56	1.87	11.42	1.90
Communicator Image	9.58	2.58	10.21	1.70	9.21	1.94

As Table XIV shows, the highest communicator style means in course structures having 80-100 percent lecture were "contentious," "dramatic," and "dominant." These findings suggest that sample participants exhibit these style characteristics on the low, rather than high, end of the scale. "Friendly," "attentive," and "communicator image" showed the lowest means, which suggest that the sample participants exhibited a high amount of these style variables.

Course structures having 60-79 percent lecture showed "contentious," "open," and "dramatic," as having the highest means, or a low inclusion of these style variables among sample participants. "Friendly," "attentive," and "communicator image" had the most frequent observations and the lowest means, suggesting a high inclusion of these style variables among sample participants.

Course structures with less than 60 percent lecture showed communicator style variables "contentious," "open," and "dominant" with the highest means, or the lowest inclusions among instructors. "Friendly," "attentive," and "communicator image" showed the lowest means, or highest inclusions, among the instructor participants.

Four communicator style variables were consistent across all course structure types: not "contentious," "friendly," "attentive," and "communicator image." Regardless of the type of course structure, sample participants exhibited these style variables. This may indicate that type of course structure is unrelated to these communicator style variables.

A multivariate test of significance for the relationship between course structure and communicator style showed Wilks Lambda as .82; that is, the variance unaccounted for in course structure differences as a

result of differences in communicator style was 82 percent. The approximate F statistic of .36 was not significant. A table of univariate F tests providing evidence of the lack of significance between communicator style variables and course structure is presented in Appendix H.

As a result of the data analysis, hypothesis 2 could not be rejected.

#### Analysis of Data: Hypothesis 3

##### Hypothesis 3

No significant difference exists in proportional levels of communication sending and receiving skills and levels of perceived instructional effectiveness among College of Business Administration instructors.

Analysis of data to test hypothesis 3 could not be accomplished since identified communicator style variables which significantly contribute to the relationships between communicator style variables and instructional outcomes, and student attitude toward instructor and toward field did not exist. Consequently, hypothesis 3, in its null form, could not be rejected.

#### Summary

Students of College of Business Administration instructors provided data for assessment of instructor communicator style, attainment of course objectives, and student attitude toward both instructor and field of study. College of Business Administration instructors were the units of analysis.

Data were collected through the administration of two student questionnaires; namely, Communicator Style and IDEA. Communicator style

consisted of 11 variables of style, which formed an 11-variable style construct. The communicator style construct allowed a global approach to the style domain and offered a possibility of capturing subtle interplays between style variables which previous researchers could not investigate because of isolated variable treatment.

Instructional effectiveness data were gathered from student reports of their attainment of course objectives and attitude toward both the instructor and the field of study. The IDEA survey instrument, used in this study as a measure of instructional effectiveness, was developed at Kansas State University. IDEA offers a specific and advanced approach to classroom instructor evaluation.

Canonical correlation analysis and multiple analysis of variance were the statistical procedures applied to test the hypotheses and to interpret the data.

Tests for hypothesis 1 indicated a nonsignificant relationship between communicator style and student attainment of instructional objectives. However, a significant relationship was indicated between instructor communicator style and student attitude. Hypothesis 1, therefore, was rejected.

Hypothesis 2 tested the relationship between instructor communicator style and three types of class structure. Multiple analysis of variance indicated that no significant relationship existed. Hypothesis 2, therefore, could not be rejected.

The purpose of hypothesis 3 was to look at proportions between sending and receiving skills of instructor communicator style across different levels of perceived instructional effectiveness. An absence of significant communicator style variables contributing to the relationship

between communicator style and attainment of instructional objectives, and between communicator style and student attitude change prevented interpretation of sending/receiving skill proportions. Therefore, hypothesis 3 could not be rejected in its null form.

## FOOTNOTES

1

Barbara G. Tabachnick and Linda S. Fidell, Using Multivariate Statistics (New York: Harper and Row, Publishers, 1983).

2

A root is a function formed by the best combination of dependent and independent sets of variables to bring about the maximum possible correlation. Root is also referred to as a function.

3

Robert Norton, "Foundation of a Communicator Style Construct," Human Communication Research, 4, 1978, pp. 99-112. ✓

4

See footnote 2 above.

5

Norman H. Nie, C. Hadlai Hull, Jean G. Jenkins, Karin Steinbrenner, and Dale H. Bent, Statistical Package for the Social Sciences, Second Edition, (New York: McGraw-Hill Book Co., 1975), pp. 325-327.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V is divided into three sections. The first section summarizes the purpose, procedures, and findings of the study. Section two states major conclusions from the results of data analysis. The third section proposes recommendations for use of the findings and for future research.

#### Summary

##### Summary of Purpose and Procedures

The purpose of this study was to investigate the relationship between communicator style and instructional outcomes among College of Business Administration instructors. Communicator style behaviors appear to be acquired and developed through awareness and practice. Consequently, style variables found to be effective in the collegiate business classrooms may be important to teacher educators and practitioners as they prepare for classroom performance or seek increased attainment of desired educational outcomes.

Communicator style in this study was defined as the way an instructor cues students on how information is to be taken, interpreted, filtered, and understood. Eleven style variables were identified to form the style construct; namely, impression leaving, contentious, open,

dramatic, dominant, precise, relaxed, friendly, animated, attentive, and communicator image.

Instructional effectiveness as it applied to this study was defined as the attainment of course objectives and enactment of favorable change in student attitudes toward both the instructor and the field of study. Classroom objective categories included "subject matter mastery," "development of general skills," and "personal development." Student attitude categories were represented by student reports on whether or not they "would like instructor again," and whether or not they had an "improved attitude toward the field."

Few studies have addressed the topic of communicator style as a construct and its relationship to instructional outcomes in collegiate education. Only one study (Bednar and Brandenburg, 1984) investigated the relationship among College of Business Administration management instructors in relation to instructional outcomes. Bednar and Brandenburg found that management instructors perceived as most effective were more precise, more attentive, and less contentious than some of their peer instructors.

Two other studies (Norton, Nussbaum and Scott) included the communicator style construct used in this study and investigated the relationship between instructor communicator style and instructional effectiveness in fields of study including psychology, history, and communication. Communicator style variables of attentive, impression leaving, relaxed, friendly, precise, not contentious, and communicator image were among the variables found to be related significantly to instructional outcomes in the two studies listed above.



Procedures used for collecting data in this study included administration of two student survey forms: Communicator Style and IDEA. The units of analysis were the individual College of Business Administration instructors from two large midwestern universities. Fifty-one College of Business Administration instructors were assessed by their students on both communicator style behaviors and attainment of instructional objectives. Instructor communicator style was defined as the set of mean values for the 11 style variables. Instructional effectiveness was defined by the set of mean values for attainment of instructional objectives in three categories and for student attitude in two areas.

Data were collected in two parts. Instructor communicator style data were collected in the eighth to tenth weeks of classes, and individual instructor style profiles were prepared by calculating the mean for each of the 11 style variables. Instructional effectiveness data were collected during the final two weeks of classes.

Canonical correlation and multiple analysis of variance were used as the primary statistical procedures to analyze the data and test the hypotheses.

### Summary of Findings

Findings of the study included:

1. The null hypothesis stating that there is no relationship between instructor communicator style and instructional outcomes was rejected. Instructional outcomes in categories "subject matter mastery," "development of general skills," and "personal development" were not found to be significantly related to instructor communicator style.

However, positive change in student attitudes "would like instructor again," and "improved attitude toward field," was shown to be significantly related to instructor communicator style. Multiple regression analysis did not identify individual communicator style variables as significant to the relationship between style in either of the attitude categories. Although statistical significance of individual style variables was not indicated, three style variables identified as most predictive of the student attitude "would like instructor again" were: "friendly," not "dominant," and "communicator image." This indicates that the "friendly" and not "dominant" instructor is more likely to earn favorable recognition from students. "Communicator image," a summative variable in the communicator style construct, may be interpreted as meaning that the instructor most effective in achieving favorable student attitude creates an overall favorable communicator image.

Two style variables most predictive, although not statistically significant, of the student attitude "improved attitude toward field" were: "animated" and "communicator image." The instructor who 1) provides frequent and sustained eye contact, uses a variety of facial expressions, and often gestures (animated) and 2) is able to create a favorable overall communicator image, is most likely to bring about a favorable affect among students toward the field of study.

2. The null hypothesis stating that there is no relationship between class structure and instructor communicator style could not be rejected. Course structure was defined by the amount of class time the instructor used in the lecture method of instruction. Instructor communicator style was not found to be significantly related to course structure. This finding indicates that communicator style has the same

relative effect, or lack of effect, whether a course is structured by the full lecture method or by a combination of lecture and other instructional methods.

3. The null hypothesis stating that proportions of sending and receiving communication skills do not vary among instructors at different levels of perceived instructional effectiveness could not be rejected. It was not possible to test this hypothesis since the study revealed a lack of statistical significance between style variables and instructional outcomes.

### Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. While certain instructional outcomes are apparently independent of instructor communicator style, others are not. Instructor communicator style, as a predictor of instructional effectiveness, seems to have its greatest influence over instructional outcomes related to change in student affect, rather than student cognition.

2. Four communicator style variables are apparently more predictive of change in student affect than other style variables. Style variables "friendly," not "dominant," and "communicator image" are most predictive of student attitude toward instructor. Style variables "animated" and "communicator image" are most predictive of student attitude toward field of study.

3. Instructor communicator style apparently does not vary according to type of course structure, where structure is defined by the amount of lecture included in the instructional methods. Instructors may be unaware

of the particular communicator style they project. Therefore, differences in instructor communicator style according to class structure or other class conditions may occur only by chance.

4. Findings of this study are in general agreement with studies by Anderson, Kearney and McCroskey, and Anderson and Withrow. Their studies found a significant relationship between teacher stylistic behaviors, student affect, and behavioral commitment to course, instructor, and content areas. A significant relationship between teacher communication stylistic behaviors and student cognitive development was not established. These studies, however, did not use the same construct of communicator style variables included in the present study. Consequently, the outcomes should be compared with caution.

#### Recommendations

Recommendations for use of the findings and suggestions for future research are proposed as follows:

##### Recommendations for Use of the Findings

The findings of this study identify instructor communicator style as a significant factor related to student attitude toward both instructor and field of study. Bruner<sup>1</sup> points out that an instructor's proper skill with communication style may assist students in enlisting and sustaining natural energies of learning; including curiosity, drive for competence, and commitment to purpose. It seems conceptually correct to state that student attitude is important to student "drive for competence" and "commitment to purpose."

Additionally, Brophy and Good state that most inappropriate instruction can be attributed to a lack of awareness of teaching and its effect on students. Therefore, if instructors receive assistance in the development of significant communicator style characteristics, a resulting increase in positive student attitude toward both instructor and field of study may be realized.

#### Suggestions for Future Research

1. Canonical correlation analysis includes as a basic assumption that a linear relationship exists among variables. It may be that another type of relationship exists. Therefore, it is recommended that a similar study be conducted using statistical procedures that allow an investigation of non-linear relationships as well as linear relationships among communicator style variables and instructional outcome variables.

2. Power analysis indicated that a larger sample size would be advantageous in order to identify significant relationships between the variables of this study. Therefore, it is recommended that a similar study be undertaken using a larger participant sample size.

3. This study was limited to instructors in the College of Business Administration at two major mid-western universities. A similar study should be made among instructors of other colleges, universities, and geographic areas.

4. Further research is needed to study the relationship between instructor communicator style and different levels of student classification or course of study.

5. Future research is recommended for the investigation of the relationship between instructor communicator style and instructional outcomes in specific categories, including:

- a. different student age groups
- b. different instructor rank

6. This study was not able to analyze proportional sending and receiving communication skills. Individual communicator style variables significant to the attainment of instructional objectives were not clearly defined. Therefore, it is recommended that in future research where significant communicator style variables are identified, an analysis of proportional sending and receiving communication be conducted.

FOOTNOTES

1

Jerome S. Bruner, Toward a Theory of Instruction, (Cambridge, Mass.: The Belknap Press, 1967), pp. 57-60.

2

Jere E. Brophy and Thomas L. Good, Teacher-Student Relationships: Causes and Consequences, (NY: Holt, Rinehard, and Winston, Inc., 1974), pp. 84-85.

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APPENDIXES

APPENDIX A

MEMORANDUM AND AGREEMENT FORM

INTRODUCING THE STUDY TO

POTENTIAL PARTICIPANTS

TO: Faculty Members  
College of Business Administration

FROM: Maryanne Brandenburg, Doctoral Student  
College of Business Administration

DATE: January 18, 1985

SUBJECT: Research on Teaching Effectiveness  
and Communicator Style

You are invited to participate in a doctoral research examining the relationship between communicator style and instructional effectiveness. The study will be conducted at The University of Oklahoma and Oklahoma State University through the assistance of Dee Fink, Instructional Consultant.

Purpose of the Study. The purpose of the study is to identify and describe communicator style characteristics which may be associated with independent criteria of instructional effectiveness. IDEA and Communicator Style are the two instruments used to collect data for the study.

IDEA, developed at Kansas State University (1977), consists of 45 Likert type scale items. As students complete this questionnaire, they report their progress on teacher-selected objectives, instructional methods the teacher used, and course and student characteristics.

The Communicator Style instrument, developed by R. Norton, Purdue (1978), consists of 44 Likert type scale items which represent the 11 components of style. Students respond to the items by indicating how strongly they agree or disagree that a statement describes their instructor. The style components include:

Dominant: Talks frequently, takes charge, comes on strong, controls informal conversations

Dramatic: Manipulates exaggerations, fantasies, stories, metaphores, rhythm, voice, and other stylistic devices

Contentious: Argumentative; challenging

Animated: Frequent and sustained eye contact, facial expressions, gestures often

Impression Leaving: Manifests a visible or memorable style of communicating, tends to be remembered, what is said and the way it is said is emphasized.

Relaxed: Calm, collected, not nervous under pressure

## Communicator Style and Teaching Effectiveness

Attentive: Really likes to listen to the other; lets the other know he or she is being listened to

Open: Reveals personal things about the self, easily expresses feelings and emotions, is unsecretive, unreserved, and somewhat frank

Friendly: Encourages others, acknowledges others contributions, openly expresses admiration, tends to be tactful

Precise: Tries to be strictly accurate, prefers well-defined arguments, likes proof or documentation

Communicator Image: The person with a good communicator image finds it easy to talk with strangers, to small groups of people, and with members of the opposite sex

Background of the Researcher: I have been involved in research about communicator style for the past two years. In 1982-83 I completed a study at the University of Arkansas (Fayetteville) investigating components of communicator style and instructional effectiveness among management faculty in the College of Business. The paper that resulted from the study was published by the Academy of Management and presented at its annual meeting (1984).

Time Involved: The activities of this study include:

1. A brief (10 minute) interview early in the Spring 1985 semester to obtain information about your course structure, the students, the class schedule, and to answer any further questions or concerns you may have.
2. A 15-20 minute in-class time period during the 8th-10th weeks of class to administer the Communicator Style instrument. All students of one of your classes will be asked to complete the questionnaire.
3. A 20-minute in-class time period during the final week of class to administer IDEA. Additionally, instructors will be asked to identify course objective areas that were essential and important for the particular class.

Benefits of Participation: The primary benefits you will receive as a participant of the study include:

- A. A detailed profile of your classroom communication style
- B. An in-depth diagnostic assessment of your teaching effectiveness, as measured by the IDEA instrument
- C. A summary of the results of the completed study, indicating the general relationship between communicator style and teaching effectiveness

Please plan to become a participant in the study. Your input, and the input of your students, may provide valuable information for the understanding and advancement of collegiate instructional processes.

mb

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If you are willing to consider participating in the Brandenburg research project, fill in the information below and return the form to:

M. Brandenburg  
College of Business Administration  
Room 201

You will be contacted early in the Spring 1985 semester so arrangements may be made to collect the data.

\_\_\_\_\_ Yes, count on me. I would like to participate in the Brandenburg research project.

\_\_\_\_\_ Before I decide to join the study I would like to know more about it.

Name: \_\_\_\_\_ Extension: \_\_\_\_\_

Department: \_\_\_\_\_



APPENDIX B

PARTICIPANT

INTERVIEW

FORM

## INTERVIEW FORM

INSTRUCTOR'S NAME: \_\_\_\_\_

DEPARTMENT: \_\_\_\_\_

I. About the Instructor:

Gender      Male \_\_\_\_\_      Female \_\_\_\_\_

Age Bracket    55+ \_\_\_\_\_    45-54 \_\_\_\_\_    35-44 \_\_\_\_\_    22-34 \_\_\_\_\_

Rank            Teaching Associate/Assistant \_\_\_\_\_  
 Lecturer \_\_\_\_\_  
 Ass't Professor \_\_\_\_\_  
 Assoc. Professor \_\_\_\_\_  
 Full Professor \_\_\_\_\_

II. About the Class

Course Code \_\_\_\_\_

Time of day taught \_\_\_\_\_

Days of week taught \_\_\_\_\_

Number of students  
enrolled \_\_\_\_\_III. About Course Structure

Lecture percentage (one-way communication) \_\_\_\_\_

Lecture/Discussion (two-way communication) \_\_\_\_\_

Teacher observing students interacting \_\_\_\_\_

Date interviewed: \_\_\_\_\_

Interviewer Name: \_\_\_\_\_

APPENDIX C

COMMUNICATOR STYLE INSTRUCTION SHEETS

COMMUNICATOR STYLE QUESTIONNAIRE

\*\*C O M M U N I C A T O R     S T Y L E\*\*

Thank you for participating in the Brandenburg Research Project designed to investigate the relationship between communicator style and collegiate teaching effectiveness. A packet of Communicator Style questionnaires and computer answer sheets is enclosed. Suggestions for administering the Communicator Style questionnaire are:

1. Invite your students to participate, then select someone to monitor the response period and collect the completed forms while you leave the room.
2. As you leave the room, take a Communicator Style questionnaire and answer sheet with you. Complete the questionnaire and mark it "Self-Report." Your "Self-Report" will later be compared with an average student perception of your communicator style.
3. After approximately 15 minutes, or when you are signaled, re-enter the classroom and resume instruction of your class.
4. Forward the completed questionnaires to:

Maryanne Brandenburg  
College of Business  
ASBE DEPT., BUS 201

-----  
PLEASE READ TO STUDENTS BEFORE THEY BEGIN:

The study in which you are participating is an investigation of the relationship between communicator style and instructional effectiveness. The results will not be used for evaluative or promotional purposes. Results, though, will be an aid for instructional improvement. Consequently, the accuracy of your responses is important.

Please use your instructor's last name in the "name" section of the computer answer form. Enter the course section number in the "special codes" section (example: for Section 1, darken 01).

Respond quickly to the statements by darkening the appropriate area on the computer answer sheet. Let your first inclination be your guide.

Some items seem similar; however, they have a slightly different orientation. Other items may seem inapplicable. Try to answer each as honestly as possible.

**\*\*C O M M U N I C A T O R   S T Y L E\*\***

Thank you for participating in the Brandenburg Research Project designed to investigate the relationship between communicator style and collegiate teaching effectiveness. A packet of Communicator Style questionnaires and computer answer sheets is enclosed. Suggestions for administering the Communicator Style questionnaire are:

1. Invite your students to participate, then select someone to monitor the response period and collect the completed forms while you leave the room.
2. As you leave the room, take a Communicator Style questionnaire and answer sheet with you. Complete the questionnaire and mark it "Self-Report." Your "Self-Report" will later be compared with an average student perception of your communicator style.
3. After approximately 15 minutes, or when you are signaled, re-enter the classroom and resume instruction of your class.
4. Forward the completed questionnaires to:

Maryanne Brandenburg  
C/O Dee Fink  
Instructional Services  
Carnegie Hall, Room 116

-----  
PLEASE READ TO STUDENTS BEFORE THEY BEGIN:

The study in which you are participating is an investigation of the relationship between communicator style and instructional effectiveness. The results will not be used for evaluative or promotional purposes. Results, though, will be an aid for instructional improvement. Consequently, the accuracy of your responses is important.

Please use your instructor's last name in the "name" section of the computer answer form. Enter the course section number in the "special codes" section (example: for Section 1, darken 01).

Respond quickly to the statements by darkening the appropriate area on the computer answer sheet. Let your first inclination be your guide.

Some items seem similar; however, they have a slightly different orientation. Other items may seem inapplicable. Try to answer each as honestly as possible.

\*\*\*C O M M U N I C A T O R   S T Y L E\*\*\*

You have impressions of the way a teacher communicates. This is the teacher's style of communication. There are many aspects to one's style. Furthermore, there are no "correct" styles. There are only different styles.

This measure focuses upon your sensitivity to your instructor's style of communication. Please read each style item. Decide if the statement accurately describes your instructor. Then, darken the appropriate area on the computer response form which represents your agreement or disagreement with the statement. The following symbols are used for each item:

<u>Computer Sheet</u> <u>Response Item</u>	<u>Your</u> <u>Response</u>	
A	<u>YES!</u>	I agree <u>very strongly</u> with the statement.
B	YES	I agree <u>strongly</u> with the statement.
C	yes	I agree with the statement.
D	no	I disagree with the statement.
E	NO	I disagree <u>strongly</u> with the statement.
F	<u>NO!</u>	I disagree <u>very strongly</u> with the statement.

Please do not spend too much time on the statements. Let your first inclination be your guide. Try to answer as honestly as possible. All responses will be strictly confidential.

Some of the items are similarly stated. However, each item has a slightly different orientation. Please answer each question as if it were the only question being asked.

Finally, answer each item as it relates to face-to-face communication with this teacher.

## Corresponding Letter on Computer Form:

A B C D E F

1. Whenever this teacher communicates, he or she tends to be very encouraging to people.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
2. This teacher always finds it <u>very easy</u> to communicate on a one-to-one basis with students.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
3. Usually, this teacher <u>deliberately</u> reacts in such a way that people <u>know</u> he or she is listening to them.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
4. In arguments this teacher insists upon very precise definitions.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
5. This teacher actively uses <u>a lot</u> of facial expressions when he or she communicates.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
6. This teacher is an <u>extremely attentive</u> communicator.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
7. This teacher leaves people with an impression of him or her which they definitely tend to remember.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
8. Very often this teacher insists that other people document or present some kind of proof for what they are arguing.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
9. This teacher does <u>not</u> have nervous mannerisms in his or her speech.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
10. This teacher readily expresses admiration for others.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
11. This teacher tends to <u>constantly</u> gesture when he or she communicates.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
12. This teacher is a very precise communicator.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
13. In a small group of students, this teacher is a <u>very good</u> communicator.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
14. Under pressure this teacher comes across as a relaxed speaker.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
15. Once this teacher gets wound up in a heated discussion, he or she has a hard time stopping.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
16. Usually this teacher tells people a lot about himself or herself even if (s)he does not know them well.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
17. This teacher tries to take charge of things when he or she is with people.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
18. This teacher's eyes reflect <u>exactly</u> what he or she is feeling when the teacher communicates.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
19. <u>Regularly</u> this teacher tells jokes, anecdotes, and stories when he or she communicates.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
20. This teacher really <u>likes</u> to listen very <u>carefully</u> to people.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
21. This teacher is always an extremely friendly communicator.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>

	Corresponding Letter on Computer Form:					
	A	B	C	D	E	F
22. This teacher likes to be strictly accurate when he or she communicates.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
23. This teacher dramatizes a lot.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
24. In most social situations this teacher generally speaks very frequently.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
25. Often this teacher physically and vocally acts out what he or she wants to communicate.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
26. To be friendly, the teacher habitually acknowledges verbally other's contributions.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
27. When this teacher disagrees with somebody, he or she is very quick to challenge them.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
28. This teacher readily reveals personal things about himself or herself.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
29. The rhythm or flow of this teacher's speech is <u>not</u> affected by nervousness.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
30. This teacher <u>very frequently</u> verbally exaggerates to emphasize a point.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
31. This teacher finds it extremely easy to maintain a conversation with a member of the opposite sex.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
32. This teacher is dominant in social situations.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
33. This teacher is very expressive nonverbally in social situations.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
34. This teacher can always repeat back to a person <u>exactly</u> what was meant.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
35. This teacher is a <u>very</u> good communicator.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
36. This teacher is an <u>extremely</u> open communicator.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
37. In most social situations this teacher tends to come on strong.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
38. What this teacher says <u>usually</u> leaves an impression on people.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
39. This teacher is very argumentative.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
40. This teacher leaves a <u>definite</u> impression on people.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
41. As a rule, this teacher openly expresses feelings and emotions.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
42. This teacher is a very relaxed communicator.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
43. It bothers this teacher to drop an argument that is not resolved.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>
44. The <u>way</u> this teacher says something usually leaves an impression on people.	<u>YES!</u>	YES	yes	no	NO	<u>NO!</u>



\*\*\* QUESTIONS ABOUT YOU, THE STUDENT: (darken the indicated area on your computer answer form)

45. This course was an elective (A)  
This course was required (B)
46. My age category is: less than 25 years (A)  
25 years or older (B)
47. My classification is: Freshman (A) Senior (D)  
Sophomore (B) Graduate (E)  
Junior (C) Other (F)
48. Gender Male (A) Female (B)

T H A N K   Y O U

APPENDIX D  
COMMUNICATOR STYLE  
FEEDBACK REPORT  
AND PROFILE

### COMMUNICATION STYLE FEEDBACK REPORT

Communication is the process of sending and receiving messages. The communicative process deals with both what is communicated (the content) and the way it is communicated (the style). The way a message is communicated often conveys more meaning and impact than the content.

This report contains information and feedback about the way you communicate as perceived by your students.

#### COMMUNICATOR STYLE

Communicator style is defined broadly as the "way one communicates." A person's style of communication indicates how literal meaning should be taken, interpreted, filtered, or understood. There are no "correct" or "perfect" styles of communication. There are only different styles.

A person's style of communication is defined by eleven items: impression leaving, contentious, open, dramatic, dominant, precise, relaxed, friendly, attentive, animated, and communicator image. These style items were developed and tested by Professors Robert Norton and David Bednar over a period of six years. Extensive research has been conducted on the communicator style characteristics of effective teachers, on the impact of different styles of communication in therapy, and on the relationship between communicator style and managerial performance.

#### INTERPRETATION OF YOUR STYLE PROFILES

The following information about each of the style items should be helpful in your interpretation of the profile.

### Impression Leaving

A person who leaves an impression manifests a visible or memorable style of communicating. The impression leaving communicator tends to be remembered.

### Contentious

The contentious communicator is argumentative. The contentious communicator is challenging and has a reluctance to leave an argument unfinished or unanswered.

### Open

The open communicator readily reveals personal things about the self, easily expresses feelings and emotions, and tends to be unsecretive, unreserved, and somewhat frank.

### Dramatic

The dramatic communicator manipulates exaggerations, fantasies, stories, metaphors, rhythm, voice, and other stylistic devices to highlight or understand content.

### Dominant

The dominant communicator talks frequently, takes charge in social situations, comes on strong, and controls informal conversations.

### Precise

The precise communicator tries to be strictly accurate when arguing, prefers well-defined arguments, and likes proof or documentation when arguing.

### Relaxed

The relaxed communicator is calm and collected, not nervous under pressure, and does not show nervous mannerisms.

### Friendly

The friendly communicator is encouraging to people, acknowledges the contributions of other people, openly expresses admiration, and tends to be tactful.

### Attentive

The attentive communicator provides frequent and sustained eye contact, uses many facial expressions, and gestures often.

### Animated

The animated communicator provides frequent and sustained eye contact, uses facial expressions, and gestures often.

### Communicator Style

The person with a good communicator image finds it easy to talk with strangers, to small groups, and with members of the opposite sex.

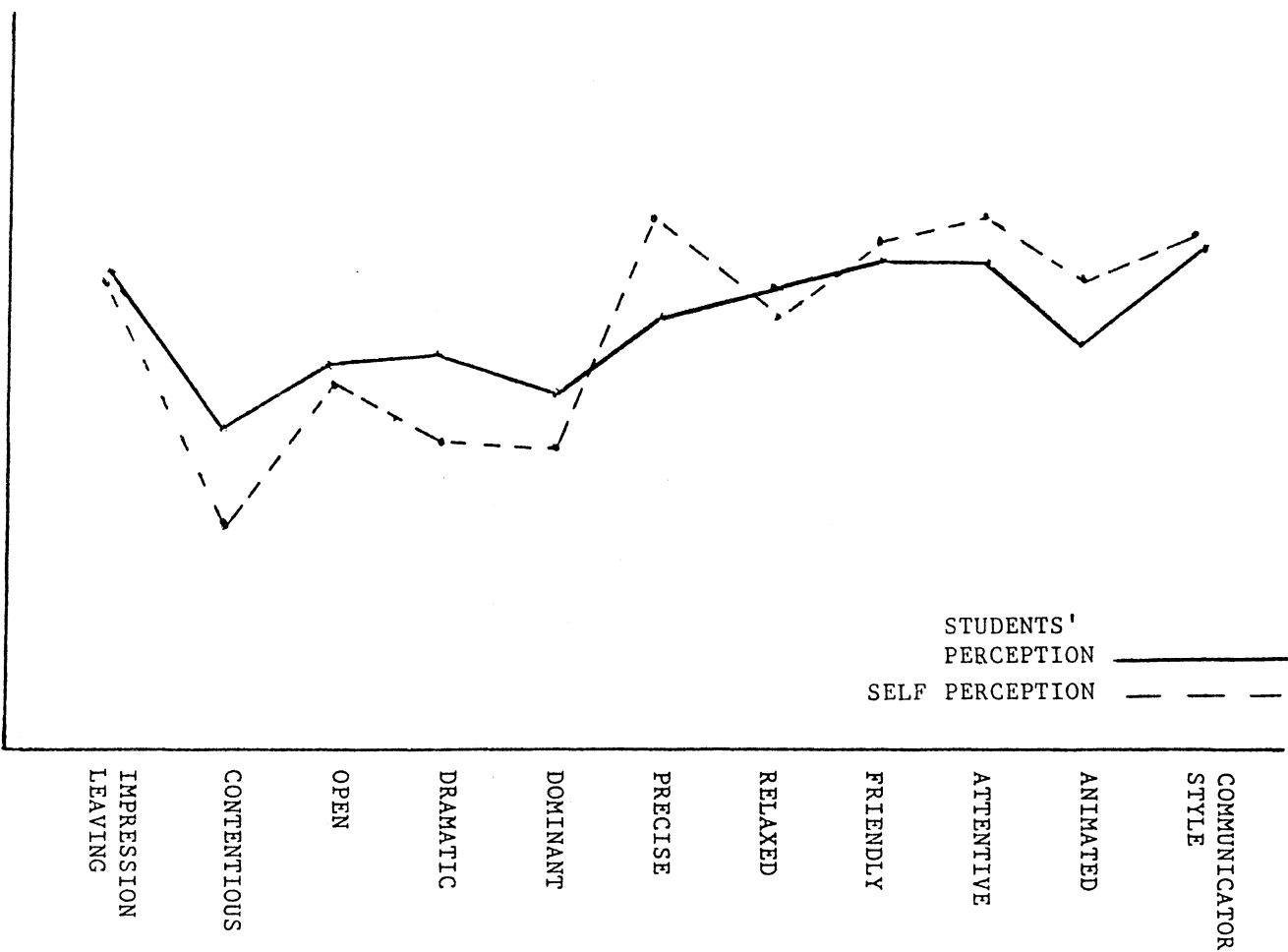
ILLUSTRATION OF COMMUNICATOR STYLE  
 PROFILE FOR INDIVIDUAL INSTRUCTORS

*Hep*

INSTRUCTOR'S NAME:                     (Professor X)                    

Likert-Type  
 Scale

1 YES!  
 2 YES  
 3 yes  
 4 no  
 5 NO  
 6 NO!



STUDENTS' PERCEPTION                       
 SELF PERCEPTION

APPENDIX E

IDEA SURVEY FORM

IDEA INSTRUCTIONS

FOR ADMINISTRATION

# IDEA SURVEY FORM -- STUDENT REACTIONS TO INSTRUCTION AND COURSES

Your thoughtful answers to these questions will provide helpful information to your instructor.

• Describe the frequency of your instructor's teaching procedures, using the following code:

- 1—Hardly Ever    3—Sometimes  
2—Occasionally    4—Frequently    5—Almost Always

#### The Instructor:

- Promoted teacher-student discussion (as opposed to mere responses to questions).
- Found ways to help students answer their own questions.
- Encouraged students to express themselves freely and openly.
- Seemed enthusiastic about the subject matter.
- Changed approaches to meet new situations.
- Gave examinations which stressed unnecessary memorization.
- Spoke with expressiveness and variety in tone of voice.
- Demonstrated the importance and significance of the subject matter.
- Made presentations which were dry and dull.
- Made it clear how each topic fit into the course.
- Explained the reasons for criticisms of students' academic performance.
- Gave examination questions which were unclear.
- Encouraged student comments even when they turned out to be incorrect or irrelevant.
- Summarized material in a manner which aided retention.
- Stimulated students to intellectual effort beyond that required by most courses.
- Clearly stated the objectives of the course.
- Explained course material clearly, and explanations were to the point.
- Related course material to real life situations.
- Gave examination questions which were unreasonably detailed (picky).
- Introduced stimulating ideas about the subject.

• On each of the objectives listed below, rate the progress you have made in this course compared with that made in other courses you have taken at this college or university. In this course my progress was:

- 1—Low (lowest 10 percent of courses I have taken here)  
2—Low Average (next 20 percent of courses)  
3—Average (middle 40 percent of courses)  
4—High Average (next 20 percent of courses)  
5—High (highest 10 percent of courses)

#### Progress on:

- Gaining factual knowledge (terminology, classifications, methods, trends).
- Learning fundamental principles, generalizations, or theories.
- Learning to apply course material to improve rational thinking, problem-solving and decision-making.
- Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.
- Learning how professionals in this field go about the process of gaining new knowledge.
- Developing creative capacities.
- Developing a sense of personal responsibility (self-reliance, self-discipline).
- Gaining a broader understanding and appreciation of intellectual-cultural activity (music, science, literature, etc.).
- Developing skill in expressing myself orally or in writing.
- Discovering the implications of the course material for understanding myself (interests, talents, values, etc.).

• On the next four questions, compare this course with others you have taken at this institution, using the following code:

- 1—Much Less than Most Courses  
2—Less than Most  
3—About Average  
4—More than Most  
5—Much More than Most

#### The Course:

- Amount of reading.
- Amount of work in other (non-reading) assignments.
- Difficulty of subject matter.
- Degree to which the course hung together (various topics and class activities were related to each other).

• Describe your attitudes toward and behavior in this course, using the following code:

- 1—Definitely False    4—More True than False  
2—More False than True    5—Definitely True  
3—In Between

#### Self-rating:

- I worked harder on this course than on most courses I have taken.
- I had a strong desire to take this course.
- I would like to take another course from this instructor.
- As a result of taking this course, I have more positive feelings toward this field of study.
- Leave this space blank. Continue with question A.

A. Blacken space number 2 on the Response Card.

• For the following six questions, B-G, describe the frequency of your instructor's teaching procedures, using the following code:

- 1—Hardly Ever    3—Sometimes  
2—Occasionally    4—Frequently    5—Almost Always

#### The Instructor:

- Used tests, papers, projects, etc., that closely related to the course purposes.
- Gave tests, projects, etc., that covered the important points of the course.
- Provided helpful instructional materials (such as worksheets, study questions, unit objectives).
- Gave quizzes, papers, projects, etc., that helped students to learn.
- Gave projects, tests, or assignments that required original or creative thinking.
- Used a fair and unbiased grading system for the course.

If your instructor has extra questions, answer them in the space designated on the Response Card.

Your comments are invited on how the instructor might improve this course or teaching procedures. Use the back of the Response Card (unless otherwise directed).



TO: Participants in the Communicator Style/  
Teaching Effectiveness Study

FROM: Maryanne Brandenburg, College of Business *MB*

DATE: April 10, 1985

SUBJECT: IDEA Course Evaluation Materials

Here are the IDEA course evaluation materials for use in connection with the Communicator Style/Teaching Effectiveness study. It would probably be best to ask your students to complete the IDEA Survey form some time during the last two weeks of classes and preferably not on the last day or final examination day. Remember to use the same class section that you used for the Communicator Style questionnaire.

General instructions for administering IDEA in your classroom are attached. These were prepared in cooperation with the University Center for Effective Instruction, Duane Eubanks, Director.

Thank you for your participation in the study. You may expect to receive a synopsis of the study outcome in the last summer or early fall, 1985.

mb

## GENERAL INSTRUCTIONS

## Administering IDEA Course Evaluation Materials

1) Fill Out the Faculty Information Cards

Using the attached instructions, fill in the information requested on the pink and purple card. The most important part of this is the list of course objectives. Think about these carefully before you make your choices. I would recommend that you list no more than a total of six items as "Important" or "Essential."

2) Think About Adding Your Own Questions

Before distributing materials to the students, you may want to think about adding questions about particular aspects of your course that you wish to know more about. One of the enclosed items (the green sheet) explains how to do this and contains a number of possible questions for your consideration. You may add from 1 to 24 additional questions.

3) Administer the Questionnaire

When you are ready to administer the questionnaire, I would recommend that you:

- a) Distribute the question sheets and response cards to the students,
- b) Encourage the students to take the questions seriously,
- c) Allow about 20 minutes for them to respond to the questions, and
- d) Have someone other than yourself (graduate student, colleague, student) collect the materials, then send or bring them to me.

4) Return the Surplus Materials to Me

I would appreciate it if you would return the surplus question sheets and response cards; there is a charge to me when I have to replace them.

After I receive the materials, I will send them to Kansas State for processing. When I get the results back, I will give you a call. The turn-around time in the past has been around two weeks.

If you have any questions about the materials or administering them, give me a call at Extension 5108 or call Duane Eubanks, Extension 6802, University Center for Effective Instruction.

P.S. Be sure to fill out and return the two Faculty Information Cards to me.



## Faculty Instruction Sheet

### For Use with Standard or Short Form IDEA and Faculty Information Cards

These pages should contain all the information you will normally need in order to use IDEA in your classes. If you require more specific information in any area, please contact the person on your campus who coordinates use of the IDEA system. The information is divided into the following sections:

- I. Instructions for Administering the IDEA System
- II. Marking your Faculty Information Cards
- III. Using Additional Questions with the IDEA System (Standard forms only)

### I. Instructions for Administering the IDEA System

The following steps outline the necessary procedures for administering the IDEA System in your classes. The steps vary somewhat depending upon which version of IDEA you are using. The STANDARD versions of IDEA (Form A and B) require blue student Response Cards, and separate student Survey Forms. Sheets with Additional Questions are an option which may also be used with the Standard versions. The SHORT FORM version uses a brown Response Card with the 14 items printed on the card itself.

**Step 1:** Complete a set of two Faculty Information Cards for each class using the instructions on page 2 and taking care to darken each response completely with a pencil.

**Step 2:** Distribute the student response cards. If you are using a standard version of IDEA, also distribute the Survey Forms and the sheets with Additional Questions, if any. Remind the students that the Response Card **must** be completed with a pencil.

**Step 3:** Ask each student to fill in the four information items on the Response Card: (1) Institution; (2) Instructor's name; (3) Course number; (4) Hour and days class meets. We suggest that you write this information on the chalkboard. If Additional Questions have been prepared for use with a standard version of IDEA, instruct the students to use items 40-64 on the Response Card for their answers.

**Step 4:** The following instructions to the students should be read:

"SINCE THIS FORM WAS DESIGNED TO BE USEFUL IN MANY DIFFERENT KINDS OF CLASSES, NOT EVERY QUESTION APPLIES EQUALLY WELL TO EVERY KIND OF CLASS. BECAUSE OF THIS, YOU MAY BE CONCERNED THAT SOME QUESTIONS ARE UNFAIR TO CERTAIN INSTRUCTORS OR COURSES. YOU NEED NOT WORRY ABOUT THIS. THE COMPUTER ANALYSIS OF YOUR ANSWERS WEIGHS THE IMPORTANCE OF EACH QUESTION DEPENDING UPON THE KIND OF COURSE. ANSWERING EACH QUESTION ACCURATELY AND HONESTLY SHOULD PROVIDE THE MOST HELPFUL INFORMATION."

**Note:** If the data will be used for personnel decisions, the students should also be told; for example:

"AS STUDENT RATERS, YOU SHOULD ALSO KNOW THAT THE RESULTS OF YOUR RATINGS WILL BE USED AS PART OF THE INFORMATION CONSIDERED BY THE COLLEGE TO DECIDE WHICH INSTRUCTORS SHOULD BE PROMOTED (OR GIVEN PAY RAISES, OR GIVEN CONTINUING CONTRACTS, ETC.). THESE ARE IMPORTANT DECISIONS. PLEASE BE BOTH ACCURATE AND HONEST WHEN YOU RESPOND."

**Step 5:** Answer any questions students have.

**Step 6:** To insure objectivity of student responses and to insure uniformity of administrative conditions after the instructions have been given, you should **leave the room** while the students complete the Survey Forms. We suggest that you either (1) appoint a member of the class (or teaching assistant) to take charge after you have given the instructions and distributed the materials, or (2) appoint a student (or teaching assistant) to handle the entire administration. In any case, arrange for the materials to be returned to the office designated as soon as the students have finished.

## II. Marking your Faculty Information Cards

The Faculty Information Cards which **you mark** are direct input for the computer which produces your IDEA Report. To provide accurate data, you must select the appropriate column and darken the space inside the guides completely with a **pencil**. The enlarged portion of the Faculty Information Card II (below) illustrates common errors and provides an example of correct marking.

INCORRECT-Mark is too light

INCORRECT-Mark should not extend outside the response space

INCORRECT-Mark should completely fill the response space

CORRECT-Mark is dark, completely fills the space without going outside the guides

DEPT. CODE				COURSE NO.			HOURS			DAYS
0	0	0	0	0	0	0	0	0	0	MON
1	1	1	1	1	1	1	1	1	1	TUE
2	2	2	2	2	2	2	2	2	2	WED
3	3	3	3	3	3	3	3	3	3	THU
4	4	4	4	4	4	4	4	4	4	FRI

A set of **two cards** should be completed for each class. Do not forget to complete the information on the **back** of both cards.

**Faculty Information Card I (pink):** Only the first 11 letters of your last name and two initials are to be printed on card I. **USE a pencil.** Beginning with the first box at the top of the card, print each of the letters of your last name in a separate box. Print your initials in the last two boxes at the extreme right of the card. Then, in the columns below each box, darken completely the alphabetical character which corresponds to the letter you have written in the box above.

**Faculty Information Card II (purple):** Provides space for information about the course, ratings of course objectives, and the optional response section.

**Department Code:** Use the four-digit HEGIS academic code for the department in which this course is taught. The most commonly used HEGIS codes are listed on the last page of this Faculty Information Sheet. Other codes will be supplied by the on-campus IDEA coordinator.

**Course Number:** The purpose of this number is to permit you to identify the class to which the IDEA Report corresponds. Typically the last three digits of the Course ID are used. For example, the numbers 101 would be used for Art 101, Math 101, etc., with the departments determined by the previously selected HEGIS code. Blacken completely the course number on Card II.

**Hours:** Blacken completely the time the class begins. For example, the sample portion of Card II above is marked for a class beginning at 12:30.

**Days:** Blacken completely each day of the week the class meets. The sample shows a class meeting on Monday, Wednesday, and Friday.

**Number Enrolled:** Blacken completely the three numbers corresponding to the number of students enrolled in your class; e.g., if 9 are enrolled, mark 009, if 23 are enrolled, mark 023 (as in the example), etc. (If 1,000 or more, mark 999.)

**Objectives:** Ten objectives are listed below. Rate each of them as: "Of no more than Minor Importance" (M), "Important" (I), or "Essential" (E) by blackening the appropriate letter on Card II. We strongly recommend that you **Do Not** select more than a total of 3-5 objectives as "Essential" or "Important." If you have questions, contact your on-campus IDEA coordinator.

1. Gaining factual knowledge (*terminology, classifications, methods, trends*)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material to improve rational thinking, problem-solving and decision-making
4. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course
5. Learning how professionals in this field go about the process of gaining new knowledge
6. Developing creative capacities

7. Developing a sense of personal responsibility (self-reliance, self-discipline)
8. Gaining a broader understanding and appreciation of intellectual-cultural activity (*music, science, literature, etc.*)
9. Developing skill in expressing oneself orally or in writing
10. Discovering the implications of the course material for understanding oneself (*interests, talents, values, etc.*)

**Research Questions:** Use response columns A-H for your responses to research questions. These questions are for **research purposes only** and allow us to study their relationship to student ratings. If a question does not seem to apply or you do not wish to answer, simply leave it blank. However, be certain to **darken** completely the numerical space below the alphabetic item for those answered.

- A. Which of the following circumstances apply to the decision to have **this specific course** rated?
- (1) Entirely your (the instructor's) decision.
  - (2) Informal decision of two or more instructors, e.g., team taught course or group of instructors teaching survey course.
  - (3) You were required to have one (or more) course(s) rated, but you (the instructor) chose the course.
  - (4) You were required to have **this specific course** rated.
  - (5) You were required to have all courses rated.
  - (6) Other
- B. What is the **primary** purpose for obtaining these ratings?
- (1) Will be used for administrative purposes (promotion, salary increase, etc.) at option of the administration.
  - (2) May be used for administrative purposes, at option of the instructor.
  - (3) For use of students in selecting courses and/or instructors.
  - (4) As data for a research project.
  - (5) Solely for the use of the instructor as information about instruction.
  - (6) Other
- C. What is the **secondary** purpose for obtaining the ratings? (*Use the same options as question B. If there is no secondary purpose, leave blank.*) \_\_\_\_\_
- D. How many times have you had **this specific course** rated using IDEA? \_\_\_\_\_
- E. How many times have you had **any course** rated using IDEA? \_\_\_\_\_
- F. For how many **academic years** have you used IDEA? (E.g., if this is your first year mark "1.") \_\_\_\_\_
- G. What importance do you give to teaching compared to research?
- (1) Teaching definitely more important.
  - (2) Teaching somewhat more important.
  - (3) Both equally important.
  - (4) Research somewhat more important.
  - (5) Research definitely more important.
- H. What importance is given to teaching compared to research by **those who have the most weight in making the personnel decisions** which affect you? (*Use the same options as for question G.*) \_\_\_\_\_

**Academic Rank:** In the space below the ratings of the objectives, please indicate your academic rank by marking the appropriate response.

### Using Additional Questions with the IDEA System (Standard Versions Only)

One of the major criticisms of the use of standard questions for students' responses to instruction and courses is that such questions may not be sensitive to some unique aspects of a course. The IDEA system offers you the opportunity to ask additional questions which assess particular aspects of your course from your special vantage point. The following steps should be followed when preparing additional questions:

**Step 1:** Remember that you must prepare and duplicate the additional questions on a separate sheet. Additional questions can **only** be used in conjunction with a standard version of IDEA which uses the blue student Response Cards. Items 40 through 64 on these cards are reserved for additional questions.

**Step 2:** Up to 25 additional questions may be asked, and the questions should be numbered consecutively, beginning with "40".

**Step 3:** You may use up to five response options for each question; these responses should be numbered (1), (2), (3), (4), (5) rather than lettered.

**Step 4:** Sheets with the additional questions should be distributed with the IDEA Survey Forms at the time of administration. The IDEA Report will present the distribution of the students' responses and the average for each additional question. You may also ask questions which require a written response. These questions may be answered on the back of the Response Cards, which will be returned to you following processing.

**Step 5:** For more information and illustrative examples, ask the person who coordinates IDEA on your campus for "Using Additional Questions."

#### HEGIS Codes

The following 44 general categories of instructional programs (academic departments) should be used for the DEPT. CODE on IDEA Faculty Information Card II (purple print).

- \*0502 Accounting
- 0100 Agriculture and Natural Resources
- 0200 Architecture and Environmental Design
- 0300 Area Studies (e.g., Asian Studies)
- \*1002 Art (Painting, Drawing, Sculptor)
- 0400 Biological Sciences
- 5000 Business and Commerce Technologies (2-year program)
- 0500 Business and Management (EXCEPT Accounting and Secretarial Studies)
- \*1905 Chemistry
- 0600 Communications
- 0700 Computer and Information Studies
- 5100 Data Processing Technologies (2-year program)
- \*2204 Economics
- 0800 Education (EXCEPT Physical Education and Vocational-Technical Education)
- 0900 Engineering
- \*0925 Engineering Technologies
- \*1501 English Language and Literature
- 1000 Fine and Applied Arts (EXCEPT Art and Music)
- 1100 Foreign Languages
- 1200 Health Professional (EXCEPT Nursing)
- 5200 Health Services and Paramedical Technologies (2-year program)
- \*2205 History
- 1300 Home Economics
- Industrial Arts (see Vocational-Technical Education)
- 4900 Interdisciplinary Studies (2-year program)
- 1400 Law
- 1500 Letters-Humanities (EXCEPT English)
- 1600 Library Science
- 1700 Mathematics and Statistics
- 1800 Military Sciences
- \*1004 Music (Performing, Composing, Theory)
- \*1203 Nursing
- \*0835 Physical Education
- 1900 Physical Sciences (EXCEPT Physics and Chemistry)
- \*1902 Physics
- \*2207 Political Science
- 2000 Psychology
- 2100 Public Affairs and Services (EXCEPT Social Work)
- \*0514 Secretarial Studies
- 2200 Social Sciences (EXCEPT Economics, History, Political Science, and Sociology)
- \*2104 Social Work and Service
- \*2208 Sociology
- 2300 Theology
- \*0839 Vocational-Technical Education
- \*9900 Other (to be used when none of the above codes apply)

\*New codes



## USING ADDITIONAL QUESTIONS

with the IDEA system

No single survey form can anticipate all the needs of all teachers. The IDEA system, which asks students a) to rate their progress on ten different course objectives, and b) to rate the frequency with which their instructor employs each of twenty teaching "methods," offers the instructor the option of asking twenty additional questions. The teacher may wish to ask questions which pertain to the special characteristics of his/her course which were not asked by any of the standard items. Or students may be asked to give their weighting of the relative importance of the ten course objectives.

The following guidelines and suggestions are written for the teacher who wants to ask additional questions. The IDEA Report for this teacher will provide the distribution of student responses and the average (mean) for each additional question.

### PREPARING ADDITIONAL QUESTIONS

When you are preparing additional questions it is important that you follow these directions:

1. You must prepare the questions on a separate sheet.
2. The questions should be numbered consecutively, beginning with "40."
3. You may use from two to five response options for each question; these responses should be numbered (1), (2), (3), (4), (5) rather than lettered.
4. You must duplicate the questions on separate sheets to be distributed with the IDEA Survey Forms at the time of administration. (Please do not staple the additional sheets to the Survey Forms.)

OR

You may prefer to make a transparency of the additional questions and use an overhead projector. It is also possible to put the questions on the chalkboard when class size and room facilities permit.

You may also use an open-ended approach by asking students to respond on the back of the IDEA Response Card.

### ITEMS USING UNIQUE RESPONSE OPTIONS

You may wish to supplement the Survey Form with questions using response options specifically designed to fit each question. Feel free to create your own as long as they meet the format requirements outlined above. Two examples are given below:

The present prerequisite for this course is (1) General Chemistry, (2) Chemistry I, or (3) a "B" or higher in high school chemistry:

- 1—This prerequisite is satisfactory.
- 2—More chemistry should be required.
- 3—There is no need for a chemistry prerequisite.

Homework problems were given to help students formulate concepts through problem solving. What was your reaction:

- 1—Always worked problems and appreciated the opportunity.
- 2—Worked problems if I felt I needed the help.
- 3—Seldom worked problems because I understood concepts.
- 4—Seldom worked the problems because the instructor explained them anyway.

### ITEMS USING UNIFORM RESPONSE OPTIONS

You may wish to use the same set of response options for all of your additional items.

On the following pages are lists of items designed to fit special teaching situations. The last section contains items designed to be generally applicable.

Although the items are categorized by instructional setting or approach, you should not feel restricted by these. Several items are appropriate to more than one teaching situation; you are encouraged to use any which you feel would help you. You may wish to rewrite some of them, or you may want to devise entirely different questions.

For the items in these lists you might use one of the following sets of response options; response options which are most appropriate are shown in ( ):

#### OPTION A

- 1 = Hardly Ever
- 2 = Occasionally
- 3 = Sometimes
- 4 = Frequently
- 5 = Almost Always

#### OPTION B

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree or Disagree
- 4 = Agree
- 5 = Strongly Agree

#### OPTION C

- 1 = Definitely False
- 2 = More False than True
- 3 = In Between
- 4 = More True than False
- 5 = Definitely True

**LABORATORY (A, C)**

- I. The Instructor:
  - Was available for assistance throughout the lab sessions.
  - Clearly explained the lab procedures.
  - Moved about the lab rather than staying in one place.
  - Returned graded lab reports promptly.
  - Strictly enforced safety regulations.
  - Clearly explained how to use lab equipment.
  - Graded in line with the lecture instructor.
- II. The lab sessions were well-coordinated with the lectures.
  - The lab sessions were well-organized.
  - I could usually finish the experiments (exercises; assignments) during the scheduled lab time (by the due date).
  - I had sufficient access to equipment and supplies needed for experiments.
  - The lab experience added to my understanding of the course material.
  - The concepts underlying the experimental procedures were covered.
  - Laboratory discussions of methodology were related to the lecture assignments.

**CLINICAL and PRACTICUM (A, C)**

- I. The Instructor:
  - Identified specific problems with my clinical technique.
  - Demonstrated the clinical techniques I was expected to develop.
  - Clearly identified appropriate clinical behavior.
  - Embarrassed me in front of clients.
  - Provided feedback on my performance which made me feel more (less) self-confident.
  - Stated in advance the criteria to be used in evaluating my performance.
  - Arranged for clinical experiences which were realistic, given client availability.
- II. I developed skills for communicating professionally with clients or laypersons.
  - I developed skills for communicating professionally with colleagues.
  - I developed diagnostic skills and sensitivities.
  - I developed skills in applying therapeutic techniques.
  - I gained an understanding of professional ethics and attitudes.
  - I gained an understanding of the problems of prevention, diagnosis and treatment.
  - I worked harder in this course than in most courses I have taken in my (professional school) studies.

**SELF-PACED (A, C)**

- I. The Instructor:
  - Permitted students to set and work toward some of their own goals.
  - Showed a sensitivity to individual interests and abilities.
  - Allowed me to study and learn at my own pace.
- II. The programmed learning materials were effective.
  - Many methods were used to involve me in learning.
  - I had easy access to course materials.
  - I was able to keep up with the work load in this course.
  - My background was sufficient to enable me to use the course material.
  - This process was too time-consuming for the knowledge gained.

**SEMINAR and DISCUSSION (A, C)**

- I. The Instructor:
  - Developed classroom discussion skillfully.
  - Encouraged students to debate conflicting views.
  - Respected divergent viewpoints.
  - Allowed student discussion to proceed uninterrupted.
  - Allowed sufficient time for questions and discussion.
  - Helped me feel confident in expressing new ideas.
  - Encouraged students to participate in class discussion.
  - Discussed points of view other than his/her own.
- II. This course provided an opportunity to learn from other students.
  - Challenging questions were raised for discussion.
  - Student presentations were interesting and stimulating.
  - Group work contributed significantly to this course.
  - Discussions raised interesting new ideas.
  - Discussion was helpful to my learning.
  - I was stimulated to discuss new ideas in or out of class.
  - I was free to express and explain my own views in class.



**TEAM TEACHING (A, C)**

- I. The Instructors:
  - Graded in proportion to their contributions.
  - Worked together as a well-coordinated team to provide instruction.
- II. Team teaching was effectively used in this course.
  - Team teaching provided insights a single instructor could not.
  - Having more than one instructor confused the issues.
  - Team teaching approach adequately met my needs and interests.
  - I liked the variety and change of pace team teaching provided.

**STUDIO and CREATIVE ARTS (A, C)**

- I. The Instructor:
  - Was readily available for consultation.
  - Was patient with students.
  - Personally demonstrated artistic effects which students were expected to achieve.
  - Encouraged students to develop their own styles.
  - Was tactful in criticizing students' work.
  - Permitted students to pursue some of their personal interests.
  - Encouraged students to seek their own solutions to "artistic" questions or problems.
  - Assigned projects which helped students develop needed competencies and skills.
- II. I gained a broader and more critical understanding of creative work.
  - I developed capacities for creative thinking and problem-solving.
  - I developed insights into issues upon which professionals in the field disagree.
  - I had easy access to the equipment/tools required in the course.
  - My technical skills were improved as a result of this course.

**RECITATION (Help Sessions) (A, C)**

- I. The Instructor:
  - Gave a short summary of the previous lecture, emphasizing important points.
  - Explained the problems in a clear, concise manner.
  - Explained topics not entirely clear from lectures.
  - Seemed aware of what material had been covered in lectures (the information portion of the course).
  - Encouraged questions over related material that wasn't covered in lecture.
  - Was well-prepared to answer questions.
- II. Tests in recitation helped prepare for lecture exams.
  - Work (attendance) in recitation helped prepare for exams.
  - Discussions in recitation added to my understanding of the subject.
  - Recitations are most helpful when the Instructor works the problems.
  - Recitations are most helpful when fellow students are assigned to give solutions to problems.

**GENERAL QUESTIONS****Self-Rating: (B, C)**

I skipped this class more than three times (not counting absences due to illness).  
 I took an active part in class discussions and related activities.  
 To date, I have completed all required assignments in this class.  
 I have learned to value new viewpoints.

**Options for #37 on Survey Form: (B, C)**

Overall, this instructor is among the best teachers I have known.  
 Compared to others I have had, this instructor has been one of the most effective.  
 If I were in a position to do it again, in taking this course I would like the same instructor.  
 I would recommend this instructor to a friend planning to take this course.

**Objectives: (A, B, C)**

The course objectives helped me to know when I was making progress.  
 I was able to set and achieve some of my own goals.  
 I had an opportunity to help determine course objectives.  
 There was considerable agreement between the announced objectives and what was taught.

**Exams: (A, B, C)**

Were used to help me find my strengths and weaknesses.  
 Accurately assessed what I learned in this course.  
 Had instructional value.  
 Were coordinated with major course objectives.  
 Required more than recall of factual information.  
 Reflected the emphases of class presentations.  
 Covered material on which I expected to be tested.  
 Required creative, original thinking.  
 Gave balanced coverage to major topics.

**Assignments: (A, B, C)**

Length and difficulty of assigned readings were reasonable.  
 Assigned readings were interesting and held my attention.  
 Assignments were of definite instructional value.  
 Assignments were related to the course goals.  
 Directions for assignments were clear and specific.  
 The number of course assignments was reasonable.  
 Class projects were related to course objectives.  
 I knew what improvement was needed from feedback on assignments.  
 Assigned readings were clear and understandable.  
 I usually had no difficulty in obtaining outside reading materials.  
 Reading materials seemed up-to-date.

**Grades: (A, B, C)**

I believe my final grade will accurately reflect my overall performance (learning) in this course.  
 The grading was objective and unbiased.

**Miscellaneous: (B, C)**

Bibliographies for this course were current and extensive.  
 Handouts were valuable supplements to this course.  
 Guest speakers contributed significantly to this course.  
 An appropriate number of outside lecturers was used.  
 Field trips offered insights that lectures or readings could not.  
 This course made excellent use of (TV, films, transparencies, etc.)  
 The media used in this course were well chosen to aid learning.  
 The physical condition of the classroom facilitated learning.  
 The classroom was a comfortable size for the number of students enrolled.

**The Instructor: (A, C)**

Seemed to have a well developed plan for each class session.  
 Seemed to lack energy.  
 Answered student questions as completely as reasonable.  
 Adjusted his/her pace to the needs of the class.  
 Wasted class time.  
 Was incoherent and/or vague in what he/she was saying.  
 Received student comments without asking for them.  
 Monopolized class discussions.  
 Presented examples of what he/she wanted by way of homework, papers, etc.  
 Presented material in a humorous way.  
 Lectured in a low monotone.  
 Attempted to induce silent students to participate.  
 Lectured in a rambling fashion.  
 Understood student comments and questions even when not clearly expressed.  
 Differentiated between significant and non-significant material.  
 Repeated material to the point of monotony.  
 Told the class when they had done a particularly good job.  
 Made good use of teaching aids (list those used in the class).  
 Spoke too rapidly.  
 Requested and obtained students' questions and reactions.  
 Clearly stated the course requirements and deadlines.  
 Became angry or sarcastic when corrected or challenged by a student.  
 Displayed favoritism.  
 Was available for individual help.  
 Spoke clearly and distinctly.  
 Gave ample notice for lengthy assignments.

APPENDIX F  
EXAMPLE OF IDEA REPORT  
TO PARTICIPANTS

**IDEA REPORT**

STANDARD FORM

UNIVERSITY OF UTOPIA

ABLE, AA  
 COURSE NO: 102  
 DEPT: ECONOMICS -2204  
 HOURS & DAYS 8:00 MMF

No. Enrolled 33  
 No. Rating 28  
 % Rating 85  
 SPRING 198X-XX

Similar Courses Refers Only to  
 Class = MEDIUM (15-34)  
 Student Motivation = LEVEL 1  
 (I = LOWEST LEVEL; V = HIGHEST)

**Part I. Evaluation (Progress Ratings)**

	PERCENT RESPONDING						Mean	COMPARISON WITH	
	Low			High				All Courses	Similar Courses
	1	2	3	4	5	Omit			
<b>A. Subject Matter Mastery</b>									
21. ** Factual Knowledge	0	4	32	43	21	0	3.8	AVERAGE	HIGH
22. ** Principles & Theories	0	4	18	64	14	0	3.9	HIGH AVG	HIGH
24. * Professional Skills & Viewpoints	0	21	36	21	18	4	3.4	AVERAGE	HIGH AVG
25. Discipline's Methods	18	21	39	18	0	4	2.6	NOT APPLICABLE	
<b>B. Development of General Skills</b>									
23. ** Thinking and Problem Solving	0	25	36	25	14	0	3.3	LOW AVG	AVERAGE
26. * Creative Capacities	4	36	32	29	0	0	2.9	LOW AVG	AVERAGE
29. * Effective Communication	4	32	18	39	7	0	3.1	AVERAGE	AVERAGE
<b>C. Personal Development</b>									
27. Personal Responsibility	14	18	46	18	4	0	2.8	NOT APPLICABLE	
28. * General Liberal Education	32	32	14	18	4	0	2.3	LOW AVG	LOW AVG
30. Implications for Self Understanding	7	54	29	7	4	0	2.5	NOT APPLICABLE	
<b>Overall Evaluation (Progress on Relevant Objectives)</b>								AVERAGE	AVERAGE

**Part II. Course Description**

	PERCENT RESPONDING						Mean	COMPARISON WITH	
	Low			High				All Courses	Similar Courses
	1	2	3	4	5	Omit			
31. Amount of Reading	4	7	75	4	11	0	3.1	AVERAGE	AVERAGE
32. Amount of Other Work (Non-reading)	14	57	21	4	4	0	2.3	LOW AVG	LOW AVG
33. Difficulty of Subject Matter	0	4	21	61	14	0	3.9	HIGH AVG	HIGH AVG
34. Content Integration	0	0	54	32	14	0	3.6	AVERAGE	AVERAGE

**Part III. Students' Self Ratings**

	PERCENT RESPONDING						Mean	COMPARISON WITH		
	Low			High				All Courses	Similar Courses	
	1	2	3	4	5	Omit				
35. Worked Hard	0	18	36	21	25	0	3.5	AVERAGE	AVERAGE	
36. Strong Desire to Take Course	18	50	11	14	7	0	2.4	LOW	- - - -	
37. Would Like Instructor Again	11	14	25	14	36	0	3.5	AVERAGE	AVERAGE	
38. Improved Attitude Toward Field	11	18	18	39	7	7	3.2	LOW AVG	AVERAGE	
39. Thoughtful Consideration of Questions	**	NEW IDEA SURVEY FORM OMITTS THIS QUESTION						**		

**Part IV. Methods**

		PERCENT RESPONDING					Mean	Difference <sup>1</sup>	Frequency <sup>3</sup>	
		Low		High		Omit				
		1	2	3	4	5				
<b>A. Involving Students</b>										
1.	Promoted Teacher Student Discussion	7	25	21	39	7	0	3.1	-0.5	LOW
2.	Helped Students Answer Own Questions	14	14	39	25	7	0	3.0	-0.4	LOW
3.	Encouraged Students to Express Themselves	7	21	29	18	25	0	3.3	-0.5	LOW
5.	Changed Approaches to Meet New Situations	4	14	29	50	4	0	3.4	0.1	MEDIUM
11.	Explained Reasons for Criticisms	21	7	36	21	14	0	3.0	-0.2	MEDIUM
13.	Encouraged Comments Even if Irrelevant	4	18	25	39	14	0	3.4	-0.2	MEDIUM
<b>B. Communicating Content and Purpose</b>										
8.	Demonstrated the Significance of the Subject	0	4	11	46	39	0	4.2	0.4	HIGH
10.	Made It Clear How Each Topic Fit	4	4	36	43	14	0	3.6	0.0	MEDIUM
14.	Summarized in Ways Which Aided Retention	4	4	25	57	11	0	3.7	0.3	HIGH
16.	Clearly Stated Objectives of the Course	0	4	21	50	25	0	4.0	0.2	MEDIUM
17.	Explained Course Material Clearly	0	0	25	32	43	0	4.2	0.6	HIGH
18.	Related Material to Real Life Situation	0	0	7	50	43	0	4.4	0.7	HIGH
<b>C. Creating Enthusiasm</b>										
4.	Seemed Enthusiastic About the Subject Matter	0	0	4	25	71	0	4.7	0.6	HIGH
7.	Spoke with Expressiveness and Variety	0	0	11	36	54	0	4.4	0.7	HIGH
(9.)	Made Dry and Dull Presentations	54	32	7	4	4	0	(1.7)	-0.7	( LOW )
15.	Stimulated Students to High Intellectual Effort	0	14	39	21	25	0	3.6	0.5	HIGH
20.	Introduced Stimulating Ideas About the Subject	0	14	36	39	11	0	3.5	0.2	MEDIUM
<b>D. Preparing Examinations</b>										
(6.)	Gave Exams Stressing Unnecessary Memorizations	54	18	11	4	7	7	(1.8)	-0.2	( MEDIUM )
(12.)	Gave Examination Questions Which Were Unclear	7	4	32	25	25	7	(3.6)	1.5	( HIGH )
(19.)	Exam Questions Were Unreasonably Detailed	7	21	32	11	29	0	(3.3)	1.2	( HIGH )

NOTE 3: RELATIVE FREQUENCY

( ) Refers to Items Where Low Scores are Desirable

NOTE 1: Difference from Similar Course Mean

**Part V. Additional Questions**

ITEM	1	2	3	4	5	OMIT	MEAN
	40.	22	88	0	0	0	1.8

**Part VI. Diagnostic Summary**

Students' Progress	Objective Importance	Rating	Teaching Methods Most Related To Student Progress <sup>2</sup>		Page 3
			WEAKNESSES RELEVANT TO PROGRESS HIGHLY	MODERATELY	
28. GENERAL LIBERAL EDUCATION	IMP	L AV		3, 2,	7, 9, 4, 17, 15, 14,
23. THINKING & PROBLEM SOLVING	ESS	AVG	2,	3, 1,	15, 8, 18, 7, 9, 4,
26. CREATIVE CAPACITIES	IMP	AVG	3, 2,	12, 19, 1,	15, 18, 7, 9, 4, 17,
29. EFFECTIVE COMMUNICATION	IMP	AVG	1,	12, 3, 2,	7, 9, 17, 15, 8, 14,
24. PROFESSIONAL SKILLS & VIEWPT	IMP	H AV	FAVORABLE PROGRESS: PRESENT METHODS EFFECTIVE		
21. FACTUAL KNOWLEDGE	ESS	HIGH	FAVORABLE PROGRESS: PRESENT METHODS EFFECTIVE		
22. PRINCIPLES & THEORIES	ESS	HIGH	FAVORABLE PROGRESS: PRESENT METHODS EFFECTIVE		

NOTE 2: Specific Items are Identified on Page 2 of This Report



ABLE, AA  
UNIVERSITY OF UTOPIA

2204102 ( 8:00 MWF )  
SPRING 1983-84

CLASS SIZE = MEDIUM ( 33/ 28/ 85% )  
CLASS MOTIVATION = LEVEL I

**Part VII. Summary Profile**

	Comparison Group	%ile Rank	Low	Low-Av	Average	Hi-Av	High
			10	30	50	70	90
<b>O</b> OVERALL EVALUATION	All Courses	34	XXXXXXXXXXXXXXXXXXXX				
	Similar Courses	65	00000000000000000000000000000000				
<b>U</b> (Progress on Relevant Objectives)	All Courses	29	XXXXXXXXXXXXXXXXXXXX				
	Similar Courses	56	00000000000000000000000000000000				
<b>C</b> WOULD LIKE INSTRUCTOR AGAIN	All Courses	16	XXXXXXXXXXXXXXXXXXXX				
	Similar Courses	49	00000000000000000000000000000000				
<b>M</b> INVOLVING STUDENTS	All Courses	16	XXXXXXXXXXXXXXXXXXXX				
	Similar Courses	27	00000000000000000000000000000000				
<b>E</b> COMMUNICATING CONTENT AND PURPOSE	All Courses	52	XXXXXXXXXXXXXXXXXXXX				
	Similar Courses	77	00000000000000000000000000000000				
<b>H</b> CREATING ENTHUSIASM	All Courses	65	XXXXXXXXXXXXXXXXXXXX				
	Similar Courses	85	00000000000000000000000000000000				
<b>D</b> PREPARING EXAMINATIONS	All Courses	8	XXXXXXXXXXXX				
	Similar Courses	10	00000000000000				

\* METHOD PROFILES SHOULD NOT BE USED FOR EVALUATION

## INTERPRETING YOUR IDEA REPORT

### DIAGNOSTIC SUMMARY

A. The **DIAGNOSTIC SUMMARY** (Part VI on page 3 of your **REPORT**) is the single most important part of your **IDEA REPORT** because it combines other parts of the report. The **DIAGNOSTIC SUMMARY** lists your objectives (the objectives you selected when you completed the **FACULTY INFORMATION FORM**). It shows the students' **RATING** of their progress on each of your objectives. If your students reported **AVERAGE** progress or less, it identifies (in most cases) **TEACHING METHODS** you should consider improving in order to help your students make greater progress. You must consider what actually went on in your course related to each teaching method. Usually, such consideration will suggest how you might teach the course differently and more effectively.

### B. PROGRESS RATINGS

Your objectives are listed according to the amount of progress the students reported on each, starting with the lowest (since these objectives are usually the ones you will want to work on first). If **LOW** is printed, it means that your average fell in the bottom 10% of averages for instructors teaching **SIMILAR COURSES** (similar in size and level of student motivation); **LOW AVERAGE**, the next 20%; **AVERAGE**, the middle 40%; **HIGH AVERAGE**, the next 20%; and **HIGH**, the top 10%. With the **IDEA** system, the students' rating of their progress on your objectives is the primary criterion of your teaching effectiveness. We recommend that you first concentrate your improvement efforts on those objectives, if any, where the students reported **LOW** or **LOW AVERAGE** progress.

### C. TEACHING METHODS MOST NEEDING ATTENTION

1. **WEAKNESSES RELEVANT TO PROGRESS** refer to teaching methods which our research shows are correlated with students' reports of progress on the given objective. We suggest that improving your use of these teaching methods will lead to greater student progress on your objectives. (The numbers refer to the item numbers on the **IDEA Survey Form**, a copy of which is printed on the back page of this guide.)

**WEAKNESSES** were taken from the methods in Part IV. They are teaching methods where the students gave you a **LOW** rating, i.e., where they reported that you used the method less frequently than instructors in **SIMILAR COURSES** (similar in size and level of student motivation). **WEAKNESSES** are listed only when your students reported **AVERAGE** or less progress on your **ESSENTIAL** or **IMPORTANT** objectives. Note, that for methods 6, 9, 12, and 19, where infrequent ratings are desirable, methods which the students reported you used with **HIGH** frequency are considered **WEAKNESSES**.

2. **STRENGTHS RELEVANT TO PROGRESS** are methods related to your objectives which you used frequently. We have found that in trying to improve certain teaching methods, instructors sometimes lose ground on others which are satisfactory. You should be careful not to change methods indicated as **STRENGTHS** when you try to improve **WEAKNESSES**.

3. If your students reported **HIGH** or **HIGH AVERAGE** progress, we do not suggest that you change any of your teaching methods, no matter how "atypical" your approach may be.

D. Since the twenty teaching methods which the **IDEA** system uses obviously do not include all of the methods which could help students make progress on an objective, occasionally the **DIAGNOSTIC SUMMARY** will not list any specific teaching methods as **WEAKNESSES**, even though the progress which the students reported on objectives is not as high as one might wish. In such a case, you are best advised to look beyond the **IDEA** items for suggestions about improvement: consider the specifics of the course as you taught it; look at the additional questions (Items 40-66) if you asked any, and at the open-ended comments by your students (on the back of the **Response Cards**); also consult with your on-campus coordinator, a colleague, your department head, or other appropriate people on your campus.

If you really understand your **DIAGNOSTIC SUMMARY**, you understand how the **IDEA REPORT** can help you to consider what you might do to improve your teaching. The rest of this guide explains the other six parts of your report.

**PART I. EVALUATION (PROGRESS RATINGS)**

- A. This part of the REPORT is concerned with how much progress your students said they made on the objectives you chose as **ESSENTIAL** or **IMPORTANT** for the course. Such progress is the IDEA system's primary criterion of teaching effectiveness.
- B. Objectives you chose as **ESSENTIAL** are marked with two asterisks; your **IMPORTANT** objectives, with one asterisk.
- C. Under the column headed **MEAN** are the averages of the students' responses to each objective. Students made their ratings on a scale of "1" (low) to "5" (high). (See the IDEA SURVEY FORM, back page.)
- D. Under the column **COMPARISON WITH**, your averages are compared with those of other teachers who have used the IDEA system.
1. **ALL COURSES** compare your averages with all classes in the data base.
  2. **SIMILAR COURSES** compare your averages only with classes of similar size (based upon the number of students you said were enrolled) and of similar level of motivation (based upon the way your students answered item 38: "I had a strong desire to take this course."). We recommend that you concentrate on the **SIMILAR COURSES** comparison because class size and motivation affect most ratings. Generally speaking, larger classes and lower motivated classes are more difficult to teach, i.e., those instructors receive lower student ratings.
  3. For objectives which you rated, "Of no more than minor importance," **NOT APPLICABLE** is printed.
- E. **OVERALL EVALUATION** is a weighted average of the means of the students' progress ratings on your **ESSENTIAL** objectives (double weighted) and **IMPORTANT** objectives (single weighted.)

**PART II. COURSE DESCRIPTION**

The students' responses give you some idea of how demanding (at least in terms of time), how difficult, and how well integrated they thought your course was.

**PART III. STUDENTS' SELF-RATINGS**

This part reports what the students said about their effort and motivation and their attitudes toward you, the field of study, and the IDEA questions. Items 37 and 38 (see SURVEY FORM) refer to course outcomes which are generally regarded as desirable; therefore, the students' responses to these items can be used as secondary criteria of your teaching effectiveness. Students may learn despite the instructor, but usually will not want to take another course from him or her. "Good" students tend to make progress in all of their courses, but they may also acquire a distaste for the field. In both of the above cases, the instructor has not been completely successful.

**PART IV. METHODS**

- A. This part reports the students' rating of how frequently you used twenty teaching methods or approaches.
- B. The column headed **DIFFERENCE** shows the difference of your average rating minus the average for **SIMILAR COURSES**. The standard error of measurement for these methods was about .3. If your **DIFFERENCE** was between -.2 and +.2, you probably used that method about as frequently as other instructors teaching **SIMILAR COURSES**, and so we translate it as **MEDIUM** frequency. If your **DIFFERENCE** was -.3 or lower, you probably use the method less frequently and so received a **LOW**. **DIFFERENCES** of +.3 or higher are translated as **HIGH**.
- C. While high frequency ratings on the teaching methods are generally desirable (except items 6, 9, 12, and 19), these frequency ratings should not be interpreted as "good" or "bad" unless that method is identified as a **STRENGTH** or **WEAKNESS** in the **DIAGNOSTIC SUMMARY**, which would indicate that the given method has a direct relationship to the accomplishment of one of your objectives.

**PART V. ADDITIONAL QUESTIONS**

The IDEA system provided you with the opportunity to ask up to 25 additional questions which would be reported as items 40 through 65. The Report gives the percent of your students choosing each option and the mean for each question you asked. You will need to consult your copy of the questions in order to interpret their responses.

**PART VI. DIAGNOSTIC SUMMARY**

This part is explained on the front page of this guide.

**PART VII. SUMMARY PROFILE**

This profile presents data from your report graphically.

- A. **OUTCOMES**. If your students reported **AVERAGE** or above ratings on: **PROGRESS ON RELEVANT OBJECTIVES**, **WOULD LIKE INSTRUCTOR AGAIN**, and **IMPROVED (their) ATTITUDE TOWARD FIELD**, their overall evaluation was favorable, especially if your **PERCENTILE RANKS** compared to **SIMILAR COURSES** fell at the 50th percentile or higher.
- B. **METHODS**. The profile of the four teaching methods describes your general teaching style. It should not be used for evaluation because it considers all of the teaching methods whether they were related to your objectives or not. We **DO NOT** recommend that the **SUMMARY PROFILE**, or even the entire **IDEA REPORT**, be used as the **SOLE** measure of teaching effectiveness.

If you still have questions about your Report, the IDEA system in general, or what you might do to improve your teaching, contact your on-campus coordinator, the person on your campus who coordinates IDEA. He or she has copies of the extensive Interpretive Guide, of Technical Reports, and of Practical Guides, Practitioners' Views and other readings to help you improve your teaching.



# IDEA SURVEY FORM -- STUDENT REACTIONS TO INSTRUCTION AND COURSES

Your thoughtful answers to these questions will provide helpful information to your instructor.

- Describe the frequency of your instructor's teaching procedures, using the following code:
- |                  |                   |
|------------------|-------------------|
| 1 — Hardly Ever  | 3 — Sometimes     |
| 2 — Occasionally | 4 — Frequently    |
|                  | 5 — Almost Always |

The Instructor:

- Promoted teacher-student discussion (as opposed to mere responses to questions).
- Found ways to help students answer their own questions.
- Encouraged students to express themselves freely and openly.
- Seemed enthusiastic about the subject matter.
- Changed approaches to meet new situations.
- Gave examinations which stressed unnecessary memorization.
- Spoke with expressiveness and variety in tone of voice.
- Demonstrated the importance and significance of the subject matter.
- Made presentations which were dry and dull.
- Made it clear how each topic fit into the course.
- Explained the reasons for criticisms of students' academic performance.
- Gave examination questions which were unclear.
- Encouraged student comments even when they turned out to be incorrect or irrelevant.
- Summarized material in a manner which aided retention.
- Stimulated students to intellectual effort beyond that required by most courses.
- Clearly stated the objectives of the course.
- Explained course material clearly, and explanations were to the point.
- Related course material to real life situations.
- Gave examination questions which were unreasonably detailed (picky).
- Introduced stimulating ideas about the subject.

On the next four questions, compare this course with others you have taken at this institution, using the following code:

- |                                 |
|---------------------------------|
| 1 — Much Less than Most Courses |
| 2 — Less than Most              |
| 3 — About Average               |
| 4 — More than Most              |
| 5 — Much More than Most         |

The Course:

- Amount of reading
- Amount of work in other (non-reading) assignments
- Difficulty of subject matter
- Degree to which the course hung together (various topics and class activities were related to each other)

On each of the objectives listed below, rate the progress you have made in this course compared with that made in other courses you have taken at this college or university. In this course my progress was:

- |   |
|---|
| 1 — Low (lowest 10 per cent of courses I have taken here) |
| 2 — Low Average (next 20 per cent of courses)             |
| 3 — Average (middle 40 per cent of courses)               |
| 4 — High Average (next 20 per cent of courses)            |
| 5 — High (highest 10 per cent of courses)                 |

Progress on:

- Gaining factual knowledge (terminology, classifications, methods, trends).
- Learning fundamental principles, generalizations, or theories.
- Learning to apply course material to improve rational thinking, problem solving and decision making.
- Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.
- Learning how professionals in this field go about the process of gaining new knowledge.
- Developing creative capacities.
- Developing a sense of personal responsibility (self-reliance, self-discipline).
- Gaining a broader understanding and appreciation of intellectual-cultural activity (music, science, literature, etc.).
- Developing skill in expressing myself orally or in writing.
- Discovering the implications of the course material for understanding myself (interests, talents, values, etc.).

Describe your attitudes toward and behavior in this course, using the following code:

- |                          |                          |
|--------------------------|--------------------------|
| 1 — Definitely False     | 4 — More True than False |
| 2 — More False than True | 5 — Definitely True      |
| 3 — In Between           |                          |

Self-rating:

- I worked harder on this course than on most courses I have taken.
- I had a strong desire to take this course.
- I would like to take another course from this instructor.
- As a result of taking this course, I have more positive feelings toward this field of study.
- I have given thoughtful consideration to the questions on this form.

Describe your status on the following by blackening the appropriate space on the Response Card.

- A. To which sex-age group do you belong?
- |                      |                        |
|----------------------|------------------------|
| 1 — Female, under 25 | 3 — Female, 25 or over |
| 2 — Male, under 25   | 4 — Male, 25 or over   |
- B. Do you consider yourself to be a full-time or a part-time student?
- |               |
|---------------|
| 1 — Full-time |
| 2 — Part-time |
- C. Counting the present term, for how many terms have you attended this college or university?
- |            |               |
|------------|---------------|
| 1 — 1 term | 3 — 4 or 5    |
| 2 — 2 or 3 | 4 — 6 or more |
- D. What grade do you expect to receive in this course?
- |       |            |           |
|-------|------------|-----------|
| 1 — A | 3 — C      | 5 — Other |
| 2 — B | 4 — D or F |           |
- E. What is your classification?
- |               |                      |
|---------------|----------------------|
| 1 — Freshman  | 3 — Junior or Senior |
| 2 — Sophomore | 4 — Graduate         |
|               | 5 — Other            |
- F. For how many courses have you filled out this form during the present term?
- |                              |                       |
|------------------------------|-----------------------|
| 1 — This is the first course | 3 — 4 or more courses |
| 2 — 2 or 3 courses           |                       |
- G. How well did the questions on this form permit you to describe your impressions of this instructor and course?
- |                |                   |
|----------------|-------------------|
| 1 — Very well  | 3 — Not very well |
| 2 — Quite well | 4 — Poorly        |

If your instructor has extra questions, answer them in the space designated on the Response Card.

Your comments are invited on how the instructor might improve this course or teaching procedures. Use the back of the Response Card (unless otherwise directed).

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APPENDIX G

COMMUNICATOR STYLE QUESTIONNAIRE ITEMS

BY VARIABLE ASSIGNMENT

COMMUNICATOR STYLE QUESTIONNAIRE ITEMS  
WHICH COMPRISE THE 11 STYLE VARIABLES

---

Items	Style Variable
6, 38, 40, 44	Impression leaving
15, 27, 39, 43	Contentious
16, 36, 41, 28	Open
19, 23, 25, 30	Dramatic
17, 24, 32, 37	Dominant
4, 9, 12, 22	Precise
8, 14, 29, 42	Relaxed
1, 10, 21, 26	Friendly
3, 7, 20, 34	Attentive
5, 11, 18, 33	Animated
2, 13, 31, 35	Communicator Image

---

APPENDIX H

UNIVARIATE F TESTS INDICATING SIGNIFICANCE  
OF COMMUNICATOR STYLE VARIABLES  
TO COURSE STRUCTURE

UNIVARIATE F TESTS INDICATING SIGNIFICANCE  
OF COMMUNICATOR STYLE VARIABLES  
TO COURSE STRUCTURE

Source	DF	Wilks Multivariate F. Approx.	Univariate F	Univariate Hypoth. SS	Univariate Error SS	Univariate Hypoth. MS	Univariate Error SS
Structure	2,76	.36					
Impression Leaving	2,48		1.04	6.95	160.99	3.48	3.35
Contentious	2,48		.05	.29	137.66	.14	2.87
Open	2,48		.74	7.03	227.11	3.52	4.73
Dramatic	2,48		.50	4.66	225.27	2.33	4.69
Dominant	2,48		.18	.84	110.73	.42	2.31
Precise	2,48		.42	1.77	102.47	.89	2.13
Relaxed	2,48		.54	2.57	114.79	1.29	2.39
Friendly	2,48		.38	3.71	231.42	1.85	4.82
Attentive	2,48		.82	3.48	101.55	1.74	2.12
Animated	2,48		1.18	7.98	162.31	3.99	3.38
Communicator Image	2,48		.663	6.24	237.01	3.12	4.94

\* P < .05

VITA

Maryanne Brandenburg

Candidate for the Degree of

Doctor of Education

Thesis: COMMUNICATOR STYLE AND ITS RELATIONSHIP TO INSTRUCTIONAL  
EFFECTIVENESS IN COLLEGIATE BUSINESS EDUCATION

Major Field: Business Education

Biographical:

Education: Received Bachelor of Science degree in Business Education from Southwest Missouri State University, Springfield, Missouri, in December, 1980; received Master of Business Administration degree from Southwest Missouri State University, Springfield, Missouri, in May, 1982; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1985.

Professional Experience: Graduate Teaching Assistant, Department of Administrative Services and Business Education, Oklahoma State University, August, 1983 to May, 1985; Teaching Assistant, Department of Management, University of Arkansas at Fayetteville, August, 1982 to June, 1983; Business Instructor, American College, Fayetteville, Arkansas, October, 1982 to June, 1983; Graduate Teaching Assistant, Finance and General Business Department, Southwest Missouri State University, August, 1981 to May, 1982; Graduate Teaching Assistant, Office Administration and Business Education Department, Southwest Missouri State University, January, 1980 to December, 1981.

Professional Organization Memberships: Academy of Management, Speech Communication Association, International Communication Association; American Business Communication Association, American Association of University Professors, American Association of University Women, and Delta Pi Epsilon--Beta Chapter.

Personal Data: Born in Omaha, Nebraska, October 7, 1941, the daughter of Orville Good and Margaret Stebbins Good. Married to Ted Brandenburg August, 1960; divorced February, 1983. Mother of five daughters.