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AN ANALYSIS OF THE CORRELATIONS AMONG
EXCELLENCE IN PUBLIC SPEAKING,
EXCELLENCE IN GROUP DISCUSSION,
AND SPECIFIED CONCEPTS
OF LEADERSHIP

By

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BSc. Ag. Ed., Montana State University, 1966

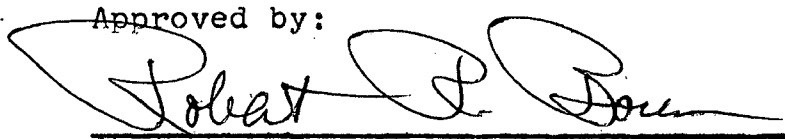
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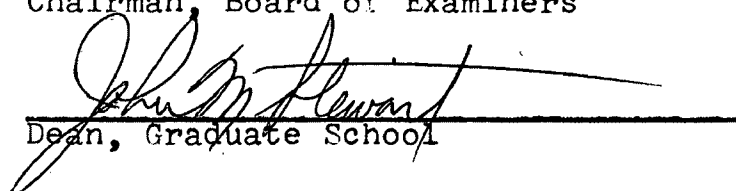
Master of Arts

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No person achieves in an environment separated from others. Achievement is largely a result of external stimulation; a stimulation that is usually provided by others in the form of motivation, guidance, and assistance. For whatever intellectual merit that may exist in the content of this thesis I am deeply indebted to those who encouraged and supported me. I hope that many will share in whatever accomplishments exist herein.

In particular, I would like to acknowledge my gratitude to the Alberta Department of Youth, that department of government with whose efforts and ideals I am so proud to be associated. I wish to pay special thanks for the personal encouragement and financial support offered by them while I was on leave working towards a Masters degree in Communication.

Further, I wish to express my heartfelt gratitude to the youth of society, for it is they who have excited my life and reflected in their genuine honesty the importance of a study in the field of communication. More specifically, I share this gratitude with those young people that were delegates to the 1969 Alberta 4-H Club Weeks. It was from this group that I collected the data that made this study possible.

Finally, to a number of scholars who were indeed generous with their time, patience, and wise counsel. To Dr. Robert Boren, chairman of my thesis committee, Duane Pettersen, and Dr. Robert Gorman for their personal encouragement and in depth assistance on my committee, I extend a sincere personal thanks.

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CHAPTER I

INTRODUCTION: THE PROBLEM AREA

Since the days of Corax, about 450 B.C., a developed skill in public speaking has been recorded as a valuable, and often necessary, asset for effective leadership. The history of man governing man is a history of some men bearing influence on others through the means of communication. Those who possessed the power of influence were psychologically licensed to lead. In past history, a few were leaders; the majority were followers. In the preceding generations there were many examples of the enlightened skilled speaker exerting his influence on the generally less educated masses. The great orator was like a single force directing the ideals and actions of his subordinates.

The importance of public speaking has long been recognized and studied in hopes that man would continually improve his self awareness, and effectively adjust his relationship between self and environment.

For 5000 years researchers have been studying the communication process. They have given this study different names in various eras -- rhetoric in ancient times, elocution in the past two centuries, and public speaking in the twentieth century -- but they have always tried to help the student toward better self-expression and better understanding of communication in general.¹

Contemporary western society, with its highly educated masses, adds new dimensions to the study of communication. Education promotes self awareness and, in western culture, the masses are increasingly seeking to bear influence on their own destiny. The recent accent on the study of group communication is in keeping with the changing social milieu; a change whereby man seeks to become involved in the decisions that govern his behavior.

Though the study and practice of small group communication has been greatly increased in the past two decades, the influence of the small group on an individual has long been a part of society. Humans encounter their first social interaction within a small group: the family. Throughout life, people interact in many different groups and in a various number of roles. "The small group is an essential mechanism of socialization and a primary source of social order."²

¹George A. Borden, Richard B. Gregg and Theodore G. Grove, Social Behavior and Human Interaction (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969), p. v.

²Clovis R. Shepherd, Small Groups (Chandler Publishing Co., 1964), p. 1.

The realization of the dynamics of small group communication has made this method of influence increasingly more popular both in practice and as a theoretical field of study. This is evidenced in a 1962 survey of small group research by A. Paul Hare, which referenced 1,385 articles and books; most of which were published since the mid 1950's.¹ The impact of small-group communication is trusting increasing forces on the involvement and behavior of man in reshaping his relationship with his environment. Research recorded by Dean C. Barnlund showed an unmistakeable superiority for groups as compared to individuals in the solution of problems.² Further, the small group can be very influential in changing individual attitudes and behavior. Harnack and Fest in their book, Group Discussion: Theory and Technique, wrote, "...discussion may be of considerable value when the objective is modifying individual attitudes and behavior."³ One conclusion is obvious -- small-group communication is an

¹A. Paul Hare, Handbook of Small Group Research (New York: The Free Press of Glencoe, 1962).

²Dean C. Barnlund, "Comparative Study of Individual, Majority, and Group Judgement," Journal of Abnormal and Social Psychology, 38 (January, 1959).

³R. Victor Harnack and Thorrel B. Fest, Group Discussion Theory and Technique (New York: Appleton-Century Crofts, 1964), p. 26.

important means for effecting human behavior. The recent increase of interest in small-group communication need not imply that public speaking is becoming less significant, but rather that we now have become aware of another means for molding social order. Since proficiency in both public speaking and small group communication is considered an important resource for effective democratic leadership, this study will attempt to determine if there is a relationship among some of the perceived characteristics of public speaking and other perceived characteristics of small-group communication.

Statement of the Problem

Though it is commonly agreed that excellence in public speaking and excellence in small-group discussion are, themselves, important characteristics of social influence, there is little research that indicates what, if any, relationships exist between these two modes of communication. Further, there is little, if any, research that compares and contrasts the relationships of Excellence in Public Speaking and Excellence in Group Discussion to a subject's Choice of Leader and other variables related to leadership. That is, while there are studies that demonstrate various relations between one mode of communication and leadership concepts, there is a lack of information illustrating the

variations and similarities of relationships of public speaking, group discussion, and leadership concepts.

The 4-H program in the Province of Alberta is presently providing training in both public speaking and small-group discussion and, therefore, it would be desirable to know if perceived characteristics in the one mode of communication complement or conflict with perceived characteristics in the other. Likewise, it is important to realize whether or not prolonged instruction aimed at achieving excellence in one mode would conflict or complement the achievement of excellence in the other mode. The relationships being tested in this study will not answer these specific questions; rather, the study is intended to give direction to further research -- research aimed at isolating those relationships that might maximize the teaching of effective communication in either public speaking or small-group discussion.

It is the opinion of this writer that excellence in public speaking tends to complement some specific characteristics of excellence in small-group discussion; however, with other characteristics conflicting relationships are hypothesized.

The rationale for providing instruction in public speaking and group discussion within the Alberta 4-H

program is to assist in leadership development; a concept aimed at motivating individuals to be more socially aware, capable and responsible citizens. This study, therefore, not only tested the relationships between perceived excellence in public speaking and perceived excellence in small-group discussion, but also the member's choice of leader along with a number of specified variables relevant to leadership.

The more basic purpose of the study was to discover relationships of the subject's perceptions on the variables tested so that further research aimed at improving the communication processes in the leadership practices might have a background as to how persons tend to perceive relationships; and, therefore, assist future studies in conceptualizing, defining, and hypothesizing relationships. This study is focused on how the subject's perceptions were related; future studies should focus on why they were perceived as they were and to test the effects of the relationships.

Importance of the Study

As is evidenced by studies reported in the Review of the Literature, social-psychologists presently tend to view leadership as a function of a particularized person in a particularized time/situation. Earlier studies

attempted to discover a "leader" and then record and categorize his personality traits. It seems evident from other studies, that a subject's ability to communicate is related to both his abilities to function as a leader and the probability of his being chosen to lead. Other studies have tested only the relation between quality of public speaking and leadership or between the quality of group participation and leadership. The present study should supply additional information about the relationship between both modes of communication and some of the variables of leadership in a particular social/task environment.

The present study has tested both of these modes in a particularized leadership situation. The results of this study should add to the present information and demonstrate whether or not either, or both modes are related to the variables of leadership being tested in the present particularized setting. Also, through the statistics employed in the study, it should be determined to what extent each variable may be said to be shared with, or attributed to, another variable.

The chief purpose of the present study is to assist in determining whether or not there is any significant difference between the relationships of Excellence in Public Speaking and some variables of leadership in small-groups and Excellence in Group Discussion

and some variables of leadership in small-groups. Knowing whether or not the two modes of communication are related and, if so, to what degree is one predictable when the other is known should assist in determining which mode is now influential in the present particularized situation, and which mode might justify a training program to acquire greater excellence in leadership abilities in similar particularized situations. The intended ramifications of the study is to assist in providing a guide for further research that is ultimately aimed at maximizing the effectiveness of training programs designed to utilize both public speaking and small group discussions as a means to improving leadership skills and abilities.

The present study should also add important information to the field of communication on whether or not there are significant differences in a subject's abilities to function at a consistent level of "excellence" in various modes of communication. Of importance here is whether or not communication abilities may be considered as "whole" within a subject or, whether subjects tend to specialize; achieving greater excellence in one mode over another. If there is a difference in "excellence" between the two modes of communication, then additional studies should be conducted to determine whether or not:

- a) one mode becomes advanced at the expense of the other?
- b) training in one mode tends to improve abilities in both?
- c) excellence in various modes relate to specific variations in personality traits?

The study should also provide information on the abilities of middle class rural adolescents to make distinctions between various concepts related to leadership. Information on the subjects' abilities to discriminate on varying concepts of leadership would likely be useful for improving programs intended to enhance leadership skills and abilities.

An analysis on the subject's ranking patterns should give some indication as to whether or not the subjects were making distinctions among the group subjects that changed from one variable to another, or whether there was a tendency to select "high" and "low" subjects and then give them a similar rank on all variables.

Research Hypotheses

- Hr₁: Subjects who are perceived as having Excellence in Public Speaking are not related to those perceived as having Excellence in Group Discussions.
- Ho₁: Subjects who are perceived as having Excellence in Public Speaking are related to those perceived as having Excellence in Group Discussions.

Hr₂: Subjects who are perceived as having Excellence in Public Speaking are related to those perceived as doing more or less Amount of Talking in small-group discussions.

Ho₂: Subjects who are perceived as having Excellence in Public Speaking are not related to those perceived as doing more or less Amount of Talking in small-group discussions.

Hr₃: Subjects who are perceived as having Excellence in Public Speaking are not related to those perceived as Tries to Involve Others in small-group discussions.

Ho₃: Subjects who are perceived as having Excellence in Public Speaking are related to those perceived as Tries to Involve Others in small-group discussions.

Hr₄: Subjects who are perceived as having Excellence in Public Speaking are not related to those perceived as Strives for Group Goals in small-group discussions.

Ho₄: Subjects who are perceived as having Excellence in Public Speaking are related to those perceived as Strives for Group Goals in small-group discussions.

Hr₅: Subjects who are perceived as having Excellence in Public Speaking are related to those perceived as Strives for Personal Goals in small-group discussions.

Ho₅: Subjects who are perceived as having Excellence in Public Speaking are not related to those perceived as Strives for Personal Goals in small-group discussions.

- Hr₆: Subjects who are perceived as having Excellence in Public Speaking are related to those perceived as Contributed Constructive Ideas in small-group discussions.
- Ho₆: Subjects who are perceived as having Excellence in Public Speaking are not related to those perceived as Contributed Constructive Ideas in small-group discussions.
- Hr₇: Subjects who are perceived as having Excellence in Public Speaking are not related to those perceived as Conforms to the Ideas of Others in small-group discussions.
- Ho₇: Subjects who are perceived as having Excellence in Public Speaking are related to those perceived as Conforms to the Ideas of Others in small-group discussions.
- Hr₈: Subjects who are perceived as having Excellence in Public Speaking are not related to those perceived as being Democratic Members in small-group discussions.
- Ho₈: Subjects who are perceived as having Excellence in Public Speaking are related to those perceived as being Democratic Members in small-group discussions.
- Hr₉: Subjects who are perceived as having Excellence in Public Speaking are not related to those perceived as being the group's Choice of Leader in small-group discussions.
- Ho₉: Subjects who are perceived as having Excellence in Public Speaking are related to those perceived as being the group's Choice of Leader in small-group discussions.

- Hr₁₀: Subjects who are perceived as having Excellence in Group Discussion are related to those perceived as doing more Amount of Talking in small-group discussions.
- Ho₁₀: Subjects who are perceived as having Excellence in Group Discussion are not related to those perceived as doing more or less Amount of Talking in small-group discussions.
- Hr₁₁: Subjects who are perceived as having Excellence in Group Discussion are related to those perceived as Tries to Involve Others in small-group discussions.
- Ho₁₁: Subjects who are perceived as having Excellence in Group Discussion are not related to those perceived as Tries to Involve Others in small-group discussions.
- Hr₁₂: Subjects who are perceived as having Excellence in Group Discussions are related to those perceived as Strives for Group Goals in small-group discussions.
- Ho₁₂: Subjects who are perceived as having Excellence in Group Discussion are not related to those perceived as Strives for Group Goals in small-group discussions.
- Hr₁₃: Subjects who are perceived as having Excellence in Group Discussion are not related to those perceived as Strives for Personal Goals in small-group discussions.
- Ho₁₃: Subjects who are perceived as having Excellence in Group Discussion are related to those perceived as Strives for Personal Goals in small-group discussions.

- Hr₁₄: Subjects who are perceived as having Excellence in Group Discussion are related to those perceived as Contributed Constructive Ideas in small-group discussions.
- Ho₁₄: Subjects who are perceived as having Excellence in Group Discussion are not related to those perceived as Contributed Constructive Ideas in small-group discussions.
- Hr₁₅: Subjects who are perceived as having Excellence in Group Discussion are not related to those perceived as Conforms to the Ideas of Others in small-group discussions.
- Ho₁₅: Subjects who are perceived as having Excellence in Group Discussion are related to those perceived as Conforms to the Ideas of Others in small-group discussions.
- Hr₁₆: Subjects who are perceived as having Excellence in Group Discussion are related to those perceived as being Democratic Members in small-group discussions.
- Ho₁₆: Subjects who are perceived as having Excellence in Group Discussion are not related to those perceived as being Democratic Members in small-group discussions.
- Hr₁₇: Subjects who are perceived as having Excellence in Group Discussion are related to those perceived as being the group's Choice of Leader in small-group discussions.
- Ho₁₇: Subjects who are perceived as having Excellence in Group Discussion are not related to those perceived as being the group's Choice of Leader in small-group discussion.

HYPOTHESIZED RELATIONSHIPS OF VARIABLES

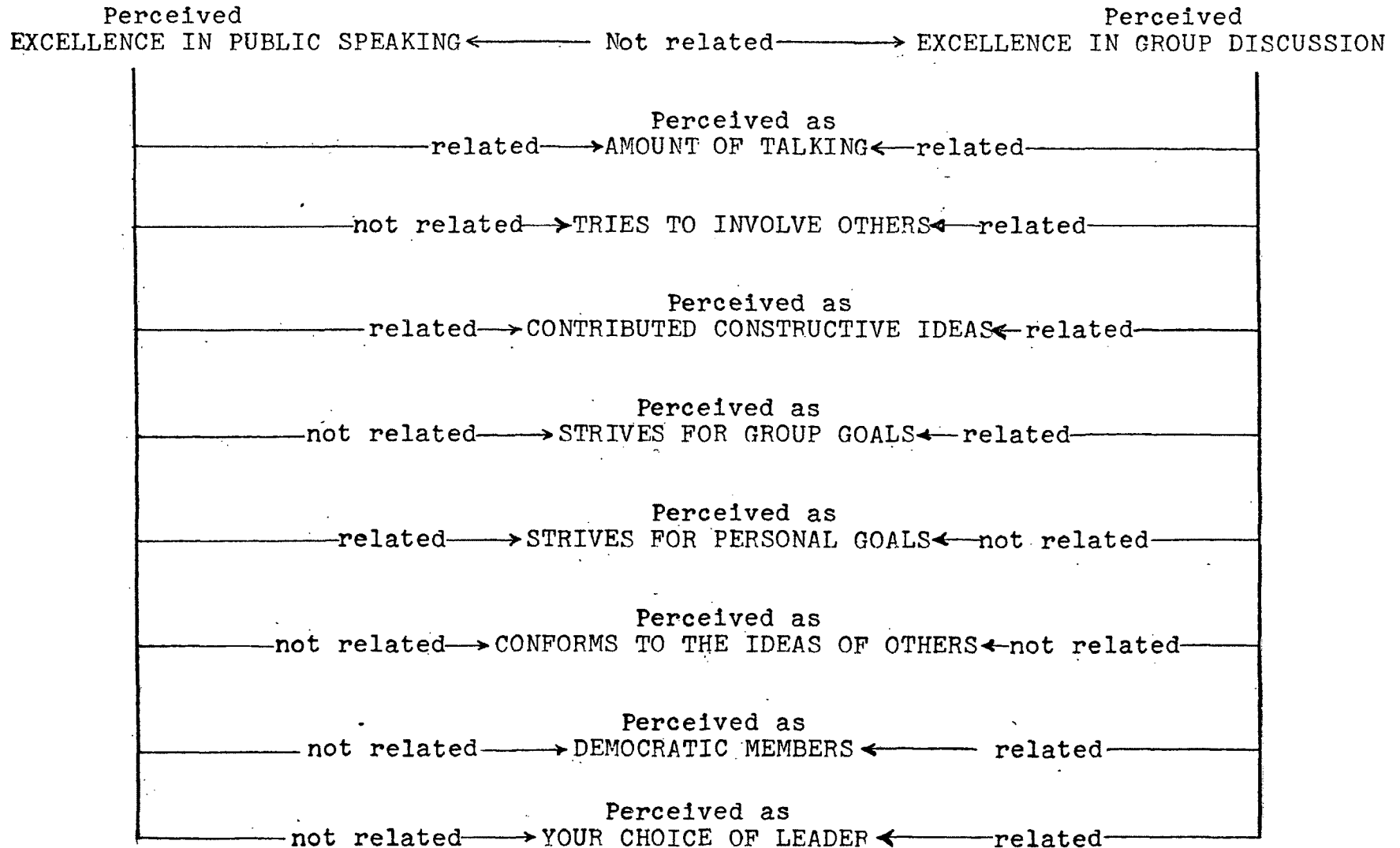


Fig. 1.--Hypothesized Relationships of Variables

Definitions

PUBLIC SPEAKING	Is the act of delivering, without the use of visual aids, a three to five minute speech, that was prepared in advance, to the other seven members of a group.
GROUP DISCUSSION	Is that interaction that takes place among a specified group of eight people, that have been randomly selected and assigned, and takes place during a specified series of five two-hour discussion periods at a 4-H Club Week.
EXCELLENCE	Is a perceived characteristic about a subject, as registered by all subjects of the group, and is indicated by the median of all ranks on a scale that ranges from high to low.
AMOUNT OF TALKING	Is a perceived characteristic about a subject, as registered by all subjects of the group, and is indicated by the median of all ranks on a scale that ranges from high to low.
TRIES TO INVOLVE OTHERS	Is a perceived characteristic about a subject, as registered by all subjects of the group, and is indicated by the median of all ranks on a scale that ranges from high to low.
CONTRIBUTED CONSTRUCTIVE IDEAS	Is a perceived characteristic about a subject, as registered by all subjects of the group, and is indicated by the median of all ranks on a scale that ranges from high to low.
STRIVES FOR GROUP GOALS	Is a perceived characteristic about a subject, as registered by all subjects of the group, and is indicated by the median of all ranks on a scale that ranges from high to low.

STRIVES FOR PERSONAL
GOALS

Is a perceived characteristic about a subject, as registered by all subjects of the group, and is indicated by the median of all ranks on a scale that ranges from high to low.

CONFORMS TO THE
IDEAS OF OTHERS

Is a perceived characteristic about a subject, as registered by all subjects of the group, and is indicated by the median of all ranks on a scale that ranges from high to low.

DEMOCRATIC MEMBERS

Is a perceived characteristic about a subject, as registered by all subjects of the group, and is indicated by the median of all ranks on a scale that ranges from high to low.

YOUR CHOICE OF
LEADER

Is a perceived characteristic about a subject, as registered by all subjects of the group, and is indicated by the median of all ranks on a scale that ranges from high to low.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this study was to investigate the relationships between perceived excellence in public speaking and perceived excellence in group discussion, and to test the interrelationship between these two modes of communication and a number of other variables associated with some concepts of leadership.

The purpose of this chapter is to assist in clarifying the conceptual parameters of each variable by relating information from other studies, to indicate some of the influences the literature has had on the methodology of the present study, and to provide information to assist in the interpretation of the study.

Perhaps it is important to again point out that the design employed in this study tested the relationship between variables only in light of the subject's perceptions of the variables. Thus, while the literature may make reference to precisely defined concepts, which may reflect scientific conceptualizations that could be similar to those used by the subjects, there is no reason to believe that their perceptions were cognitively congruent with the literature.

In part, this study tested the relationship between two modes of communication and other variables related to some concepts of leadership. Studies reported in the literature suggest that a person's ability to speak in public is related to a number of his other behaviors. It is, therefore, to be expected that a person's ability to speak in public may be related to a number of variables associated with leadership concepts.

Cartright, Niles, and Weirich suggest that speech development is dependent on a person's conception of self, his maturity, and responsibility.

Speech is a learned behavior. Upon its proper learning depends much of the individual's self-realization and his development as a thinking, mature, and responsible person. To improve speaking is to contribute importantly to an individual's mental and emotional health and well being.¹

This information tends to suggest that speech is a function related to other human behaviors. However, speech abilities should not be viewed as a static quality processed by the speaker but as a quality that changes in different situations and environments. Research by Amato and Ostermeier suggest that the audience, through feed-back,

¹Henrietta H. Cartright, Doris S. Niles, and Dorothy Q. Weirich, "Criteria to Evaluate Speech in the Senior High School," The Speech Teacher, 17, 1968, 217-24.

has a significant effect on the speaker's delivery. The data from the study indicates that unfavorable audience feedback prompts a deterioration in delivery -- specifically: eye contact, nervousness, bodily movement, and fluency -- for the beginning public speaker. In the above study all subjects were instructed to speak a minimum of five minutes however, those who received negative feedback spoke on the average only 3.5 to 4 minutes while those receiving neutral feedback spoke, on the average, the full five minutes.¹

It would seem apparent, that the speaker is a part of a dynamic system in which the audience bears an important influence on the quality of his speech. It might be expected that if an audience had a low first impression of a speaker that they not only would observe criteria by which to justify a low ranking but, also, through their feedback, effect the speaker such as to contribute to his delivery of a speech that is reduced in quality.

Thus, in public speaking, as in group discussion, the people who are ranking a subject have had influence on the behaviors that were, at the time of ranking, considered as criterion for judgment.

¹Philip A. Amato and Terry H. Ostermeier, "The Effects of Audience Feedback on the Beginning Public Speaker," The Speech Teacher, 16, 1967, 56-60.

This is further exemplified by the results of a study by Barker, Kibler and Hunter. They reported that it is also possible that evaluators tend to rate some speakers higher when they did not listen critically to the speaker in order to mask their lack of listening and to avoid low ratings that might be based on partial or incomplete observations. Also, the findings of this study indicated that unless there is a time lapse for evaluation between speeches, there is a risk that peer ratings which are based on incomplete comprehension tend to be slightly inflated.¹ In the present study a time lapse of one minute was provided between speeches.

It is to be recognized that the rankings in the present study were subjectively made by others who were capable of altering the subject's behavior. In this study each subject was ranked by peers who also were ranked as subjects. Thus, it is possible that different results may have been obtained if a more objective instrument had been employed to measure each of the variables.

On the basis of the above studies a reader may be tempted to question the reliability of a relation between only one speech and eight hours of group discussion.

¹ Larry L. Barker, Robert J. Kibler, and Eugenia C. Hunter, "An Empirical Study of Overlap Rating Effects," The Speech Teacher, 17, 1968, 160-66.

However, research by Marine indicates that one speech is sufficient to gauge an individual's speech rating since data obtained for each speaker on a number of speeches show a remarkable consistency of ratings as perceived by high school peers.¹ In Marine's studies, as in this one, the subjects were also the judges of others. From the results of his studies the following observations were made:

1. High school juniors and seniors rated speech performances of their classmates with a high degree of reliability.
2. There is little difference in a high school junior or senior's reliability for judging an informative or persuasive speech.
3. High school juniors and seniors are consistent in the quality of their speeches, based upon ratings by classmates, over a series of speeches.
4. There is little difference in a high school junior or senior's reliability for his speaking performance, based upon ratings by

1

Donald R. Marine, "An Experimental Study of Intra-Speaker Reliability," M.A. Thesis, State University of Iowa, 1962.

his classmates, in informative and persuasive speeches.¹

In another study testing the rating behaviors of subjects judging speeches Bostrom found that some personality traits of the judges do effect his ratings while others do not. In his study beginning speech students were assessed as to their 'open-mindedness' as well as their behavioral rigidity.

Rating behavior was compared for the upper and lower quartiles of each group as they scored on the tests. Rigid raters tended to rate lower than non-rigid ones, and also tended to exhibit greater variability among their total rating scores. Open-minded raters showed no significant differences in rating behaviors from closed-minded raters, either in means or in variabilities.²

It is evidenced in the literature that different personality traits of the judges may effect the reliability of a judge's rating of speakers. The reliability score may, however, be improved by increasing the number of judges. Miller reports that "A number of studies demonstrate that an increase in the number of raters yields a concomitant increase in the reliability of judgment

¹Donald R. Marine, "An Investigation of Intra-Speaker Reliability," The Speech Teacher, 14, 1964, 128-31.

²Robert N. Bostrom, "Dogmatism, Rigidity, and Rating Behavior," The Speech Teacher, 13, 1964, p. 287.

offered." And that "it has generally been found that experience and training increases the reliability with which a group of judges evaluate a speech."¹

No doubt the difference between the amount of association the subjects had at the time of the Excellence in Public Speaking rankings and the other rankings may bring into question the reliability of the testing instrument. However, in addition to the previously mentioned study by Marine which indicates that one speech is sufficient in obtaining a reliable score on a speaker, other studies seem to suggest that the variation in the time of knowing each other should not greatly affect this study, even though the time difference may bear some influence.

It is suggested in the literature that the difference in member acquaintance between the various ranking periods could be expected to influence mutual choices.² However, mutual choices would not be expected if the subjects were asked to nominate the best potential leaders in a group but, would be expected with a criterion to "sit next to" or "room with".³ In this study the variables are not of a type that are likely to elicit mutual choices.

¹Gerald R. Miller, "Agreement and Grounds for It: Persistent Problems in Speech Rating," The Speech Teacher, 13, 1964, 258.

²A. Paul Hare, Handbook of Small Group Research, (New York: The Free Press, 1962, p. 131.

³Ibid.

It is important to note that much of the preceeding discussion on the rating of speakers has dealt with reliability. A review of the literature suggests that the subjects are usually quite reliable in making judgments, that a speaker usually receives a very similar rating across a number of speeches, and that an increase in the number of judges will increase the reliability scores. It is to be expected then, that the ratings in this study should have a high degree of reliability.

However, reliability scores are not to be mistaken for scores of validity. Miller points out that the reliability or consistency of a group of raters does not in itself suggest that the ratings are valid. (By "validity" he means that the grounds for the final judgment are based on sound criteria of speaking performance; that the evaluation reflects a studied reaction to all elements of the total speech act deemed educationally significant.)¹ Also, Bowers found that raters may be reliable in their ranking of speakers but that other criteria needs to be considered. A rater is considered reliable when he holds a value consistently across speeches. Therefore, two raters may be reliable but in conflict with each other.²

¹Ibid., p. 257-61.

²John Waite Bowers, "Training Speech Raters with Films," The Speech Teacher, 13, 1964, 228-31.

In a study on the validation of speech ratings Tiemens concluded from his results that the validity of speech ratings, as now used, may be quite questionable. He further suggests that different standards are used to rate speeches than what actually affects the rater. He found that;

A wide variation among the correlations between the ratings by individual judges and the retention test data indicates that raters use different criteria or weigh the criteria differently in evaluating a speech.¹

Therefore, while it may be assumed that the rankings in this study are quite reliable there was no instrument provided in the study to measure the validity of the rankings.

In part, this study tested the relationship between Excellence in Public Speaking and a number of variables associated with some concept of leadership. From other studies one might expect that those who were perceived as having greater excellence in public speaking would be related to those perceived as contributing more constructive ideas and those who seek personal goals. A study by Ferullo indicates that better speakers may be more independent of others and have a higher degree of self-satisfaction.

¹Robert K. Tiemens, "Validation of Informative Speech Ratings by Retention Tests," The Speech Teacher, 14, 1965, 211-15.

- ...better speakers revealed a significantly higher degree of self-satisfaction, self-acceptance, independence, emotional control and personality integration than did the poorer speakers.
- The better speakers revealed a higher mean score for their actual-self/ideal-self concept relationship than did poorer speakers.¹

Further indication that better speakers are able to suggest more constructive ideas is indicated in a study by Ball. He found a low significant correlation between the ability to impart information (as rated by student judges) and verbal comprehension and general reasoning ability.²

Predicted in this study is a correlation between Excellence in Public Speaking and Strives for Personal Goals. It has been noted that those subjects that are judged as better speakers are also shown to have a higher self-concept. Other studies tend to indicate that subjects with a high self-concept are more independent of others. Combs and Snygg found that the higher a person's conception of himself the less he should be dependent upon

¹Robert J. Ferullo, "The Self-Concept in Communication," The Journal of Communication, 13, 1963, 77-86.

²Joe M. Ball, "An Experimental Study of the Relationship Between the Ability to Impart Information Orally and Primary Mental Abilities of Verbal Comprehension and General Reasoning," Speech Monographs, 25, 1958, 285-290.

events in his environment in the determination of his adequacy.¹ A number of other studies, Lazarsfeld, Berelson, and Gaudet,² Hovland, Janis, and Kelley,³ Stotland, et. al.,⁴ and Cohen,⁵ indicate that subjects higher in self-concept change their attitudes less when confronted with persuasive forces and tend to be more self-oriented. A person might expect then that those who were judged to be more Excellent in Public Speaking would be related to those judged as Strives for Personal Goals.

The knowledge that rankings were made on Excellence in Public Speaking without the subjects previously knowing one another and, that they were not given a specified criteria for ranking, should not imply that the rankings

¹Arthur Combs, and Donald Snygg, Individual Behavior, Rev. Ed. (New York: Harper, 1959).

²Paul Lazarsfeld, Bernard Berelson, Hazel Gaudet, The People's Choice, (New York: Duell, Sloan, & Pearce, 1944).

³Carl Hovland, Irving Janis, and Harold Kelley, Communication and Persuasion, (New Haven: Yale University Press, 1953).

⁴Ezra Stotland, Stanley Throley, Edwin Thomas, Arthur Cohen, and Alvin Zander, "The Effects of Group Expectations and Self-Esteem upon Self-Evaluation," Journal of Abnormal & Social Psychology, 54, 1957, 55-63.

⁵Arthur Cohen, "Some Implications of Self-Esteem for Social Influence," in Carl Hovland and Irving Janis (Eds.) Personality and Persuasibility, (Binghamton, New York: Vail-Balliere Press, 1959), 102-20.

were made without any shared bases for judgment. Hare reports that in general, when choices are made, these choices are not random since in every group judgment some persons are more chosen and some less than would be expected if only chance factors were operating.¹

There is however, a possibility of a carry-over effect from one judgment to another, or from a person's perceived personality to a specific criteria. An individual who is ranked low by another individual may be someone who is disliked, or someone who is relatively unknown to the first person.² And, on the other hand, over-chosen members in a small-group discussion reveal a pattern of interaction which associates them with leadership, especially if they rank high on both control and affection criterion.³ And, these members who receive the most choices also tend to choose each other.⁴

¹Ibid.

²A. Paul Hare, Handbook of Small Group Research, (New York: The Free Press, 1962), 131.

³Edgar F. Borgatta and Robert F. Bales, "Sociometric Status Patterns and Characteristics of Interaction," Journal of Social Psychology, 43, 1956, 289-97.

⁴Thomas B. Lemann and Richard L. Solomon, "Group Characteristics as Revealed in Sociometric Patterns and Personality Ratings," Sociometry, 15, 1952, 7-90.

The choices of a group tend to indicate the norms of the group member's on values and behaviors. Hare points out that "in many cases the 'popular' person may represent the 'ideal' or 'norm' of the group simply because the indications of what is 'ideal' and who is 'popular' are derived from the same source".¹ Thus, individuals who receive the most choices will also represent the norm.² Popularity has been shown to be related to the extent to which a person exemplifies the group ideal.³ These studies imply that those who seek Group Goals may be the more popular group members.

While it may be that popularity is related to Group Goals and Choice of Leader, it should be noted that there is a high correlation between choices on both friendship and work criterion,⁴ but subjects tend to make fewer choices on a friendship bases than a work bases.⁵ Again,

¹A. Paul Hare, Handbook of Small Group Research, (New York: The Free Press, 1962), p. 142.

²Ibid.

³Allan P. Bates, "Some Sociometric Aspects of Social Ranking in a Small, Face-to-Face Group," Sociometry, 15, 1952, 330-41.

⁴E. P. Hollander, "The Friendship Factor in Peer Nominations," Personnel Psychology, 9, 1956, 435-47.

⁵Cecil A. Gibb, "The Sociometry of Leadership in Temporary Groups," Sociometry, 13, 1950, 226-43.

in light of the variables being tested in the present study, it would seem that the variations in the amount of time the subjects were acquainted from one testing period to another should not greatly affect the ranking scores.

The pattern of interpersonal choices may reveal the presence of an informal structure.¹ In any case, the interpersonal choices indicate only the position which a person holds in the structure without describing the role which is associated with that position.² Further, Powell and others point out one can approximate the relative position by noting those that are "over-chosen" or central members as opposed to those who are "under-chosen" or fringe members.³ If new groups are formed by separating the central members from the fringe members then in each new group a new structure will develop whereby some members will again be "over-chosen" and others "under-chosen" in each new group. Therefore, this writer would expect a fairly high degree of consensus on the subjects chosen for the high and low rank positions for each of the variables tested in this present study.

¹A. Paul Hare, Handbook of Small Group Research, (New York: The Free Press, 1962), 131-32.

²Ibid.

³Reed M. Powell, Donald L. Zink, and J. L. Miller, "An Experimental Study of Role Taking, Group Status, and Group Formation," Sociol. Soc. Res., 40, 40, 1956, 159-65, cited by A. Paul Hare, Handbook of Small Group Research, (New York: The Free Press, 1962), p. 132.

Croft and Grygier found that the number of negative choices a boy received was found to be most predictive of his behavior. The largest number of negative choices was received by boys who tended to be the scapegoats. The boys who were rejected most often were either truants who had few friends or delinquents who had many enemies.¹ Likewise, it is expected that the subjects in this study will tend to have sub-groups of "over-chosen" and "under-chosen" persons and, that these persons will receive similar rankings on all variables perceived as similar.

Previous studies have related the variables of Personal Goals and Group Goals with the process of socialization; a growth from autonomy of self to "concern for" or "inclusion of" others. The degree to which goal setting focuses on "personal" or "group" welfare is largely dependent on the individual's social-cultural background. Riesman, Denny, and Glazer conclude that inner direction is dominant in a society in which the economic emphasis is on production and the achievement of (internalized) goals is primarily dependent on the efforts of the individual, while direction toward others is dominant in a bureaucratic-industrial society, in which the economic effort is dependent on the goodwill of and adjustment to

¹Ivor J. Croft and G. Tadeusz Grygier, "Social Relations of Truants and Juvenile Delinquents," Human Relations, 9, 1956, 439-65.

others.¹ It would appear then that goal setting is not so much a product of the group's interaction, but of the previously learned behaviors of the subjects.

Other studies by Miller and Swanson show that child-training practices are patterned differently when integrated in an entrepreneurial setting than when in a bureaucratic setting², and Gold and Slater found significant differences in family organization related to one's social integration setting.³ In essence then, when one tends to seek either Personal or Group Goals he is certainly reflecting his process of socialization and the social environment of his past experiences. It is to be expected that a group's choice of leader will reflect the perceptions the group has about the leader's degree of socialization.

Zander and Medow report that a person is influenced, when choosing a level of aspiration, by such matters as his previous reward on the task, and the achievements of others like himself.⁴ Other studies indicate that personal

¹David Riesman, Reuel Denny, and Nathan Glazer, The Lonely Crowd, New Haven: Yale University Press, 1950.

²Daniel Miller and Guy E. Swanson, The Changing American Parent, New York: Wiley, 1958.

³Martin Gold and Carol Slater, "Office, Factory, Store and Family," American Sociological Review, 23, 1958, 64-74.

⁴Alvin Zander and Herman Medow, "Individual and Group Levels of Aspiration," Human Relations, 16, 1963, 89-105.

goals are related to the aspirations of peers and of the individual or group perceived successes.¹ In a later study, Zander, Medow, and Efron found that the level of expectations communicated to persons from others had strong effects upon the person's aspirations and, the level of the observers' expectations affected the level of the aspirations stated by the performing group.² Thus, the apparent close connection between satisfaction or success and a group of individual's level of aspiration may be reasoned as being inter-related with a subject's communicative abilities. Those perceived as having Excellence in Group Discussion may be predicted to be related to those who Strive for Group Goals, and to the group's Choice of Leader.

Studies reported in the literature reflect a high relation between a group's Choice of Leader and the potential leader's attention to Group Goals. A study by Heslin and Dunphy reported the following:

¹Ibid.

²Alvin Zander, Herman Medow, and Ronald Efron, "Observers' Expectations as Determinants of Group Aspirations," Human Relations, 18, 1965, 273-287.

Where status consensus is high, member satisfaction tends to be high; where status consensus is low, member satisfaction tends to be low. Status consensus is more readily achieved in groups where: (i) a leader emerges who plays a role high on both group task and group maintenance functions (great man); or alternatively (ii) two complementary and mutually supportive leader roles emerge, one specialized in the group task achievement, the other in group maintenance; and (iii) the great man or task specialist is perceived to be competent by the group members. Conversely, status consensus, and hence member satisfaction, will tend to be low where there is competition for leadership status, especially where competition leads to factionalism or cliquishness. The likelihood of this happening would appear to be increased by: (i) the absence of a potential great man; (ii) the imposition of an incongruent formal leader upon a group; (iii) the perception by the group of the leader's incompetence.

Other researchers have established a relationship between group satisfaction and production, and the abilities of the group members and leaders to focus on the needs and goals of the group. The effective leader should be able to see that the needs of the group are performed by others or himself;² it is likely that better understanding,

¹Richard Heslin and Dexter Dunphy, "Three Dimensions of Membership Satisfaction in Small Groups," Human Relations, 17, 1964, p. 103.

²Murray G. Ross and Charles E. Hendry, New Understandings of Leadership: A Survey and Application of Research. (New York: Association Press, 1957), p. 79.

ready communication, adequate adjustment and high status are apt to be associated with effective leadership;¹ and members that are allowed by leaders to share thoughts and responsibilities are more satisfied with the operation of the group, felt a greater need for other group members and less for the leader than those whose leaders maintained strong procedural controls.² Again, this seems to lend support to affirm an interrelationship between Excellence in Group Discussion, Strives for Group Goals, and Choice of Leader.

Additional studies show a close interrelation among the concepts of goal aspirations, communication abilities, and leadership qualities. Keltner reported that there is an increasing tendency toward the perception of the effective leader as one who shares functions, is extremely sensitive to group needs, and is able to communicate and stimulate intragroup communication on a highly active level.³ Further,

¹Kamla Chowdhry and Theodore M. Newcomb, "The Relative Abilities of Leaders and Non-Leaders to Estimate Opinions of Their Own Groups," Journal of Abnormal and Social Psychology, XLVII (1952), 57.

²Alfred W. Story, "A Study of Member Satisfaction and Types of Contributions in Discussion Groups with Responsibility - Sharing Leadership," Ph.D. Dissertation, University of Michigan, 1955. Abstracted in Speech Monographs, XXII (August, 1955), 168.

³John W. Keltner, "Communication in Discussion and Group Processes: Some Research Trends of the Decade 1950-1959", The Journal of Communication, X (December, 1960), 199.

Bennis and Shepard conclude that the final stage of group development is one of valid communication, at a level at which the members understand what they are doing, resolves internal conflicts, mobilizes their resources, identifies and accepts group goals, establishes and maintains effective leadership, and engages in a meaningful exchange of ideas.¹ And, Crook states that in mature interaction the individual relates his personal satisfactions and need gratifications to a framework of group achievement and functioning.²

Some of the important relationships that exist among group goals, communication, and leadership have been summarized by Zander, Natsoulas, and Thomas. Their summary is as follows:

1. Members set higher levels of aspiration the stronger the pressures on them to attain a given goal. When the goal was difficult, stronger pressures generated greater congruence than did weaker pressures.

¹Warren Bennis and Herbert A. Shepard, "A Theory of Group Development," Human Relations, 9, 1956, 415-37.

²Robert B. Crook, "Communication and Group Structure," Journal of Communication, 11, 1961, 136-40.

2. Members who set their levels of aspiration more congruent with the goal that the group had voted for them showed greater involvement in their group than the members who set their levels of aspiration less congruent with that goal; they were more attracted to membership in the group, they set higher goals for the group, and they attached higher strength to the goals they set for the group.
3. Persons who set their levels of aspiration more, congruent with the goal set for them had greater strengths of aspiration (i.e., more desire to achieve their established levels of aspiration) than persons who set their levels of aspiration less congruent with the goal.
4. Members who placed their levels of aspiration more congruent with the group's goal more often internalized that goal than did persons who place their levels of aspiration less congruent with the goal; as shown by their tendency to evaluate their performances in terms of proximity of achievement of the internalized group goal.
5. The conclusion is obvious that members, who apparently accept as individual aspirations the goals that are put before them by the group, do not thereafter always perform so as to fulfill these personal aims.
6. The inverse relationship between strength of pressures and rate of production was limited to those persons who had greater strengths of personal aspiration. Apparently they desired independence from the group and thus worked in opposition to the pressures placed upon them.¹

¹Alvin Zander, Thomas Natsoulas, and Edwin J. Thomas, "Personal Goals and the Group's Goals for the Member", Human Relations, 13, 1960, 333-34.

It seems evident from the above studies that one's ability to communicate with others and his focus or attention to either Personal or Group Goals will importantly determine his position as the group's Choice of Leader.

In this study it was hypothesized that Excellence in Group Discussion would be related to Amount of Talking, Your Choice of Leader, and Contributed Constructive Ideas. The following studies lend support to that prediction.

Bales found that equality of verbal participation is rare in a group discussion,¹ and in a comprehensive survey made by Stogdill he listed the seven most commonly identified so-called "leadership traits" in which he included talkativeness, enthusiasm, alertness, and originality.² Shaw and Gilchrist explored leader-choice and communication, and found that leaders tended to initiate more communication acts than nonleaders.³ Heslin and Dunphy found that "the leader is invariably the highest participator, is ranked highest by the group members on ideas and guidance, but is comparatively low on liking in comparison with the majority of the other group members."⁴

¹Robert F. Bales, "In Conference," Harvard Business Review, XXXII (1954), 44-50.

²Ralph M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology, XXV (1948), 35-36.

³Marvin E. Shaw and J. C. Gilchrist, "Intra-Group Communication and Leader Choice," Journal of Abnormal and Social Psychology, XLIII (1956), 133-138.

⁴Richard Heslin and Dexter Dunphy, "Three Dimensions of Membership Satisfaction in Groups," Human Relations, 17, 1964, p. 102.

Other studies indicate that the amount of communication by a group member is related to his satisfaction with the group. After a survey of thirty-seven studies Heslin and Dunphy conclude that one of the very important variables of group satisfaction is the member's perceived freedom to participate.¹ They also concluded from communication net studies, that groups with more equally distributed participation have a higher average member satisfaction than groups with unequal participation among members.² McGrath and Altman recorded that members communicated more with those whom they liked or disliked than with those to whom they were personally indifferent.³

Research by Stotland, et. al., indicates the degree of perception of similarity of others to self is a function of the degree of interaction between self and others when there was no prior acquaintance with others.⁴ In that

¹Ibid., p. 108

²Ibid., p. 106.

³Joseph E. McGrath and Irwin Altman, Small Group Research: A Synthesis and Critique of the Field, (New York: Holt, Rinehart and Winston, Inc., 1966), p. 158.

⁴Ezra Stotland, Nickolas B. Cottrell, and Gordon Laing, "Group Interaction and Perceived Similarity of Members," Journal of Abnormal and Social Psychology, (1960), Vol. 61, No. 3, 335-340.

study he also pointed out that there was an association between perception of similarity to other subjects and the desire to get to know them.¹

Hare found that in a Boy Scout discussion group, member satisfaction with the discussion went down as group size increased from five to twelve. Because only so many could speak in a given time period, increasing group size is tantamount to placing restriction on the speaking time of all but the most assertive members.² It is to be expected then, that in a group of eight as was used in this study, that the more assertive members would tend to predominate the amount of talking and, therefore, assume leadership roles.

It was hypothesized in this study that those who were perceived as having Excellence in Group Discussion would also be perceived as Your Choice of Leader. Further, it seems, that an inter-relationship would be expected between these variables and the variables of Tries to Involve Others and Seeks Group Goals.

In many ways the concept of Tries to Involve Others can be expected to be similar to the criteria that orients

¹ Ibid.

² A. Paul Hare, "A Study of Interaction and Consensus in Different Sized Groups," American Sociological Review, 17, 1952, 261-267.

persons to seek Group Goals. With either variable the social-psychological life-space of the person is such that he is perceived as being more oriented toward others and, less as a highly self-oriented person. Schutz underlines the importance of the "inclusion of others" and suggests that "inclusion behavior refers to association between people, being excluded or included, belonging, togetherness." "The need to be included manifests itself as wanting to be attended to, and to attract attention and interest."¹ While it seems apparent that a person may try to involve others and yet not seek group goals it is highly unlikely that one would seek group goals without involving others. A person who tries to involve others but does not seek group goals may be seeking to meet a psychological affiliation need. Schutz states that the over social person, the extrovert, seeks out people incessantly and wants them to seek him out.² Also, it has been found that affiliation need is positively related to approval seeking behavior as rated by peers³ and self-ratings of

¹William C. Schutz, Joy, (New York: Grove Press, Inc., 1967), p. 117.

²Ibid., p. 121.

³John.W. Atkinson, Roger W. Heyns, and Joseph Veroff, "The Effect of Experimental Arousal of the Affiliation Motive on Thematic Apperception," Journal of Abnormal and Social Psychology, 49, 1954, 405-10.

popularity.¹ Sawyer concluded in a study of interpersonal orientation that females are generally more altruistic than males.²

Materials published in the literature indicate that one's ability to communicate and one's status as a leader are both related to the amount that a person Conforms to the Ideas of Others. Though it can not be explicitly stated, it seems apparent from other studies that any one change in a person's communication ability, his status as a leader, or his conformity level will result in inter-related changes on all of these concepts. As a conceptual referent for the concept "conformity" Willis offers the following as a definition; "behavior intended to fulfill normative group expectations as these expectations are perceived by the individual". From this definition he points out;

- a) the expectations are normative rather than predictive. That is, they are expectations about the kind of behavior the individual should execute, as opposed to expectations about the probable occurrence of events. These normative expectations include both role and norm expectations.

¹ Elizabeth G. French and Irene Chadwick, "Some Characteristics of Affiliation Motivation," Journal of Abnormal and Social Psychology, 52, 1956, 296-300.

² Jack Sawyer, "The Altruism Scale: A Measure of Co-operative, Individualistic, and Competitive Interpersonal Orientation," The American Journal of Sociology, 71, 1966, 407-16.

- b) The expectations must be shared by the group to some extent, although complete consensus is not necessary. The greater the extent of discensus among group members, the less the degree of overt conformity that can be exhibited. However, discensus places no limit on the individual's motivation to fulfill expectations.¹

Berkowitz found in a study of small-groups that "the strongly dissonant people, but particularly the men, tended to prefer to communicate with others holding views close to their own shaken beliefs and the somewhat more confident men in the moderately dissonant and consonant groups were more inclined to seek out people holding different opinions."² It could be expected then that the less dissonant subjects may be perceived as Tries to Involve Others. This is supportive to an earlier finding by Brodbeck who concluded that subjects whose opinions were shaken by propaganda opposing their initial beliefs, in contrast to those who were not exposed to such counter-propaganda, were more likely to want to listen to people sharing their opinion.³

¹Richard H. Willis, "Conformity, Independence, and Anticonformity," Human Relations, 18, 1965, 373-388.

²Leonard Berkowitz, "Cognitive Dissonance and Communication Preferences," Human Relations, 18, 1965, 361-372.

³May Brodbeck, "The Role of Small Groups in Mediating the Effects of Propaganda," Journal of Abnormal Psychology, 52, 166-70.

Other studies suggest that conformity is related to status and abilities. McClelland et al., reported that subjects with achievement scores above the group median tended to be highly non-conforming, while those below the group median were 87% 'yielders'.¹ However, Samelson found a positive relation between conformity and the achievement motive.² Likewise a study by Harvey and Consalvi on conformity pressure in small-groups concluded that the leader and the lowest status person of a group tended to be least conforming to the opinions of the group while the second status member (the one next to the leader) was most conforming.³

It may be that those who tend to Conform to the Ideas of Others assist a particularized other to take on a leadership role. Berkowitz and Daniels demonstrated that individuals who perceived others as being dependent upon them tend to work harder in order to help the dependent.

¹David C. McClelland, John W. Atkinson, Russell A. Clark, and Edgar L. Lowell, The Achievement Motive, New York: Appleton-Century Crofts, 1953.

²Franx Samelson (1958). "The Relation of Achievement and Affiliation Motives to Conforming Behavior in Two Conditions of Conflict with a Majority." In John W. Atkinson (Ed.), Motives in Fantasy, Action, and Society, Princeton: Van Nostrand Co., 421-33.

³O. J. Harvey and Conrad Consalvi, "Status and Conformity to Pressures in Informal Groups," Journal of Abnormal and Social Psychology, 60, 2, 1960, 182-87.

person to achieve his goals.¹ In a follow-up study by Daniels and Berkowitz it was found that "...the greater the person's liking for those who are dependent upon him for their goal attainment, the greater will be his willingness to expend effort in order to help them reach their goals."² They suggest a relationship with an earlier study by Berkowitz in which it was found "...that conformity to such productive norms generally remain high in high-liking groups even after the other group members cease communicating with the worker."³

It seems likely, then, in light of other studies, that a subject's conformity level is inversely related to his communication and leadership skills and abilities. A study by Willis, however, indicates that we should not conceptualize conformity/nonconformity as polarized concepts on a unidimensional continuum. Willis points out the need to distinguish between nonconformity and deviant behavior and suggests that "...deviant behavior customarily denotes

¹ Leonard Berkowitz and Louise R. Daniels, "Responsibility and Dependency," Journal of Abnormal and Social Psychology, 1963.

² Louise R. Daniels and Leonard Berkowitz, "Liking and Response to Dependency Relationships," Human Relations, 16, 1963, 141-48.

³ Leonard Berkowitz, "Group Standards, Cohesiveness, and Productivity," Human Relations, 7, 1954, 509-19.

patterns of behavior engendering social disapproval and negative sanctions whereas nonconformity generally neither denotes nor connotes such disapproval."¹ And further, the study by Willis clearly demonstrates that conformity/nonconformity concepts are not a unidimensional model, thus the opposite of conformity may not be nonconformity but independence or some other yet unexplored concept.² Therefore, in the present study those subjects that were ranked low on Conforms to the Ideas of Others are not necessarily nonconforming subjects.

Deutsch and Gerard proposed a relation indicating that the more uncertain the individual is about the correctness of his judgment of others, the less likely he is to be susceptible to informational social influence in making his judgments.³ Other research indicates that experiences that lowers one's 'confidence of self' result in increased conformity.⁴ Thus, one would not expect those who are perceived as being highly conforming to also be

¹ Richard H. Willis, "Conformity, Independence, and Anticonformity", Human Relations, 18, 1965, 373-88.

² Ibid.

³ Morton Deutsch and Harold B. Gerald, "A Study of Normative and Informational Social Influences Upon Individual Judgment," Journal of Abnormal and Social Psychology, 51, 1955, 629-36.

⁴ Bernard Mausner, "The Effects of Prior Reinforcement on the Interaction of Observer Pairs," Journal of Abnormal and Social Psychology, 49, 1954, 65-8.

perceived as having Excellence in Group Discussion.

Mausner found that a subject who perceived his partner as being more 'accurate' or more 'expert' increased his conformity.¹

Mulder and Stemerding point out that the more threatened a subject is about his social position the more he will tend to seek out the company of others and the more easily he will accept the strong leadership of another person.² Since it seems that conformity is related to one's self-image it is predicted in this study that a subject's perceived ability to communicate with others is related to the group's perception of the subject's level of conformity.

In the present study the subjects were 4-H members from the rural areas throughout Alberta. Previous research suggests that rural people conform somewhat differently than others from urban centers. Coleman found rural and small-town youth to be more parent-conforming and less peer-conforming than students living in metropolitan areas. Also, he found that peer groups tended to have greater influence on the person's short term values while the

¹Bernard Mausner, "The Effect of One Partner's Success in a Relevant Task on the Interaction of Observer Pairs," Journal of Abnormal and Social Psychology, 49, 1954, 557-60.

²Mauk Mulder and Ad Stemerding, "Threat, Attraction to Group, and Need for Strong Leadership," Human Relations, 16, 1963, 317-34.

parents had greater influence on long term values.¹ Thus, the results achieved on the variable of Conforms to the Ideas of Others may not be generalizable to an urban population.

From the information in the literature it seems that both the amount and "quality" of talking might be related to Democratic Members. Also, there are suggestions indicating a high positive correlation between Democratic Members and Choice of Leader. Lippitt and White demonstrated that an authoritarian atmosphere fostered low frequency of suggestion, high dissatisfaction, high quantity but low quality of productivity. Democratic atmosphere produced exactly the opposite results.² Kelly found that within experimentally created group hierarchies there was an inverse relationship between the individual's position in the hierarchy and the amount of task-irrelevant communication he generated.³

¹James S. Coleman, The Adolescent Society, New York: Free Press, 1962, 138-40.

²Ronald Lippitt and Ralph White, "The 'Social Climate' of Children's Group." In Roger Barker, Jacob Kounin and Herbert Wright (Eds.), Child Behavior and Development, (New York: McGraw-Hill, 1940).

³Harold H. Kelley (1951), "Communication in Experimentally created hierarchies," in Dorwin Cartwright and Alvin Zander (Eds.), Group Dynamics: Research and Theory (1960). Evanston, Ill.: Row, Peterson; London: Tavistock Publications.

It would be expected then that there would be a positive correlation between perceived Excellence in Group Discussion and perceived Democratic Members. In another study by Lyle it was found that democratic groups were found to have a higher rate of task-irrelevant communication than authoritarian groups; and there was a trend for a similar relationship between group atmosphere and rate of task-relevant communication.¹ In the present study a democratic approach to group discussion was encouraged.

In reference to the variable Your Choice of Leader, other studies seem to indicate that it is closely related to a number of other variables that were tested in the present study. Here again, however, one should note that the term "leadership" connotes a number of different concepts to different people. Research articles relevant to "leadership" are extensively published in the literature and have occupied a dominant position in the minds of social-psychologists since the beginning of the century. The earlier studies on leadership were concerned with discovering "leaders" and then mapping personality types; an attempt to discover and promote the personality-traits that a leader should possess. Later studies viewed leadership in light of

¹Jack Lyle, "Communication, Group Atmosphere, Productivity, and Morale in Small Task Groups", Human Relations, 14, 1961, p. 377.

situational/environmental dimensions - a concept that suggests that some may be leaders in a given situation/time sequence - while others may be leaders in the presence of a different situation/time environment.

In this study the members were discouraged from electing or appointing a leader in group discussions. If a person has been given the status of leader in name, the occupancy of this status has consequences in how the person organizes his behavior.¹

In the results of the following study by Beer et. al., there are indications that a subject's Choice of Leader may be interrelated with each of the following variables; Excellence in Group Discussion, Amount of Talking, Contributed Constructive Ideas, Strives for Group Goals, Tries to Involve Others, but are not likely to be related with Conforms to the Ideas of Others. Beer et al., found in a study that tested the relationships of 10 leaders and 10 non-leaders on a college campus to three categories relevant to leadership:

(1) Self-Acceptance, (2) Need Achievement, and (3) Interpersonal Skills. The following are the correlations; a) the categories generally discriminated the leaders from the non-leaders, b) leaders are rated

¹Carl J. Couch, "Self-Identification and Alienation," The Sociological Quarterly, 7, 1966, p. 255.

significantly higher than non-leaders in confidence and degree of realism by the members of their groups, c) leaders are rated as being more willing to accept responsibility, and are regarded as somewhat more driving, or arbitrary than non-leaders, d) leaders are rated as being more forceful than non-leaders but the interpersonal skill of dominance is balanced by the possession of greater tact, and e) leaders demonstrate a significantly greater degree of awareness of how the group feels about them than do the non-leaders.¹

A number of studies seem to indicate that the net structure of a group has an important influence on who becomes a "leader" and who remains a "leader". In part, the circle net was used in this study to enhance the probability that the subject's Choice of Leader would truly represent a choice of person rather than one of position in the net. Heslin and Dunphy found that elected leaders tended to retain their positions when groups moved from a wheel to a circle net, whereas appointed leaders were replaced when the group shifted. The authors suggest that "real" leadership must grow out of congruence between the emergent leader and the informal group.² However,

¹Michael Beer, Robert Buckhout, Milton W. Horowitz, and Seymour Levy, "Some Perceived Properties of the Difference Between Leaders and Non-Leaders," Journal of Psychology, 47, 1959, 49-56.

²Richard Heslin and Dexter Dunphy, "Three Dimensions of Membership Satisfaction in Small Groups," Human Relations, 17, 1964, p. 102.

failing the emergence of a single leader, status consensus may also be achieved through the development of two differentiated, but complementary and mutually supportive, leadership roles, specialized alternatively about group task and group maintenance function.¹

Thus, it could be expected that more than one of the subjects may be perceived as being Your Choice of Leader in any of the discussion groups.

The Amount of Talking a subject does seems to be related to a group's Choice of Leader. When there is high consensus on the choice of a leader then that person can be regarded as a high participator whose behavior reveals high counts on acts devoted to both group task and group maintenance functions.² However, studies by Smith and Tannenbaum suggest that the amount of communication is subservient to the kind of communication for leadership effectiveness. They report that member activities may not lead to organizational effectiveness unless it gets translated into control.³ The effective integration

¹Ibid., p. 102.

²Calgett G. Smith and Arnold S. Tannenbaum, "Some Implications of Leadership and Control for Effectiveness in a Voluntary Association," Human Relations, 18, 1965, 265-272.

³Ibid.

and coordination of member effort are obtained in part through control and leader behavior does relate to effectiveness apparently supplementing the control function.¹

Baha-Abu-Laban reports that the conception of self is related to one's behavior, that it is a crucial element in the process of social control, and that it is influenced by the attitudes and responses of others.² These and other studies reflect leadership as a concept of personality types. Recently, however, studies have appeared in the literature of sociology and social-psychology that conceptually view leadership in terms of "situational-interaction" factors.

Kenneth F. Janda suggests that;

By focusing upon the interaction among individuals in their activities as group members, this approach removed personality traits of the leader from their determinant status and relegated them to the position of a contributing factor to be examined in conjunction with three other factors: (1) the social and physical nature of the environment within which the group must operate, (2) the nature of the group task, and

¹Ibid.

²Baha-Abu-Laban, "Self-Conception and Appraisal by Others: A Study of Community Leaders," Sociology and Social Research, 48, 1963, p. 36.

- (3) the personality characteristics of the other group members.¹

It is to be expected, therefore, that while relationships may or may not be found to exist between Your Choice of Leader and Excellence in Public Speaking and/or Excellence in Group Discussion that given a different situation/time a group's choice of leader may be quite different.

The studies reported in this chapter were intended to assist the reader to conceptualize some of the parameters that other studies have associated with the present variables, to offer a rationale and indicate some of the limitations of the present methodology and, to assist the reader to interpret the findings. The variables in the present study are relative to the subject's perceptions as perceived in public speaking or group discussion situations. The variables reviewed were; Excellence in Public Speaking, Excellence in Group Discussion, Amount of Talking, Tries to Involve Others, Strives for Group Goals, Strives for Personal Goals, Contributed Constructive Ideas, Conforms to the Ideas of Others, Democratic Members, and Choice of Leader.

¹ Kenneth F. Janda, "Towards the Explication of the Concept of Leadership in terms of the Concept of Power" Human Relations, 13, 1960, p. 347.

CHAPTER III

METHODS AND PROCEDURES

The sample was 416 4-H members who attended the Alberta Provincial 4-H Club Weeks during the summer of 1969. A 4-H Club Week is a week-long training seminar on leadership attitudes and skills. The nature of the program is such that it encourages individual participation and makes extensive use of small-group discussions.

The members arrive at 4-H Club Week as representatives of their home clubs. They were selected to attend the seminar by the adult leaders in their local communities on the basis of excellence in past 4-H and other community activities. To assist the adult leaders in making the selection, a standardized ranking form for scoring the members is provided by the Provincial 4-H office and is used by leaders throughout the Province.

There were three Club Weeks, the first week had 120 subjects, the second had 136, and the third 144. The subjects at the first week were from the Northern area of the Province, those at the second week were from the Central area, and those attending the third week were from the Southern area. It was because there were suspected socio-economic differences from one area of

the province to another that this study collected the data from all three weeks; an attempt to maximize generalizability.

Prior to attending 4-H Club Week, each member who was designated to attend received a letter from the Provincial 4-H office directing him to prepare a three to five minute speech. They were told that the speech should meet the following criteria:

- A. The speech should be three to five minutes in length.
- B. The speech may be on any topic.
- C. The speech should be of interest to the age group attending 4-H Club Week.
- D. The speech is to be prepared and delivered to the best of each member's ability.
- E. Notes may be used.
- F. Visual aids would not be permitted.

The members were informed in this letter that it was very important that they arrive at 4-H Club Week by the first evening. This was necessary so that the members could be coded, randomized and available to participate in "Time I" of the research. At this time the members did not know that they were to be involved in a research study. The concept of a prepared speech was stressed in the letter.¹

At the time of registration each member was questioned

¹See copy of letter in Appendix A.

on whether or not he has prepared his speech. If not, they had three to four hours prior to "Time I" and were asked to go and prepare a three to five minute extemporaneous speech. It was estimated that 90% of the members arrived with a speech that had been prepared in advance.

There were three time periods in the data collection phase of the study. They were:

- Time I Sunday evening; the first day of 4-H Club Week. The presentation of the speeches and the ranking of the speakers according to perceived Excellence in Public Speaking by all subjects of each group. All groups had eight subjects.
- Time II Thursday morning; the fifth day of 4-H Club Week. The ranking of all group subjects on the concept of perceived Excellence in Group Discussion. All groups had the same subjects as in Time I.
- Time III Friday morning; the sixth day of 4-H Club Week. A time when each subject ranked the total group on each of the following concepts;
 - a. Amount of Talking
 - b. Tries to Involve Others
 - c. Strives for Group Goals
 - d. Strives for Personal Goals
 - e. Contributed Constructive Ideas
 - f. Conforms to the Ideas of Others
 - g. Democratic Members
 - h. Your Choice of Leader

Time I

The subjects had arrived at 4-H Club Week by mid-afternoon of the first day of the seminar with sessions beginning in the evening. Since the subjects were generally from separate geographical areas they had not, as a rule, had any previous acquaintance with the other subjects attending Club Week.

Through a system of random selection, groups were formed with eight members in each group. Males and females were randomized separately so that each group could be assigned an approximately equal ratio of each sex. Most often the group of eight were made up of three males and five females.

As soon as each individual had been assigned to a group he, along with the rest of the group, went to a separate room with an adult supervisor. The supervisor read the Instructions for Time I and gave only those instructions that were prepared in advance.¹ Each subject was assigned a code number that was printed on the back of a large manila envelope and he was also requested to put this number on his name tag. The envelope with the code

¹ See Instructions for Time I in appendix.

number on it was displayed on the floor in front of each member so that all members seated in a circle formation could easily see the codes of all subjects.

The speaking order in each group was randomized separately prior to the Club Weeks. The adult supervisor attending each group during Time I had the eight subjects number themselves one-through-eight and then sit in a circle formation. The supervisor then opened a sealed envelope containing the randomized speaking order, read the order of speaking, and then requested the first speaker to commence. The supervisor ensured that there was a one minute time lapse between each speech to allow the listeners to make notes and observations relative to their evaluation of the speaker. After all subjects in the group had spoken, and only after all had spoken, each subject ranked the total group, including himself, on Excellence in Public Speaking. No members were allowed to leave the group until all subjects had completed their rankings.¹

Following the rankings by the groups on Excellence in Public Speaking all subjects met in a general assembly. At this time they were instructed that they would be in the same groups for the five two-hour small-group discussion periods to be held each morning for the next five

¹A copy of the ranking instrument can be found in the appendix, p.

days. They were instructed that they were not to formally elect or appoint a leader in the discussion groups that were to follow.

Time II:

Time II was a twenty-minute period for ranking all members of each group on perceived Excellence in Group Discussion.¹ This period occurred on the fifth morning of the seminar prior to the noon lunch break. At this time the adult supervisor attending each group reviewed for the members the ranking procedures and read the following instructions;

- rank by code number only.
- you are to sit in a circle formation with four to five feet between each person.
- Place your manila envelope in front of you on the floor such that all members can easily read the code number printed on it. (Each member has the same code number as used in Time I.)
- You may have as much time as you need to complete the ranking but no person is to leave the group or move his code number until all members have completed the ranking task.
- After all members have completed the ranking assignment place the ranking sheet in your envelope, gather the envelopes as a group and hand them to your supervisor.
- You are to rank all members, including yourself, on your perception of "Excellence in Group Discussion".

¹ A copy of the ranking instrument can be found in the appendix, p. 116.

- It is very important that you rank as honestly as possible. Nothing can be gained or lost by how you rank yourself or any one else.
- All information is completely confidential; only the codes will be used for analysis.

Time III:

Time III was a one hour period for ranking all members within a group on the following concepts;

- Amount of Talking
- Democratic Members
- Strives for Personal Goals
- Tries to Involve Others
- Conforms to the Ideas of Others
- Contributed Constructive Ideas
- Strives for Group Goals
- Your Choice of Leader¹

The Time III ranking period occurred on the sixth day of the seminar between 2:30 and 3:30 p.m. At this time the adult supervisor attending each group reviewed for the members the ranking procedure and read the following instructions;

- rank by code number only.
- You are to sit in a circle formation with four to five feet between each person.
- Place your manila envelope in front of you on the floor such that all members can easily read the code number printed on it. (Each member has the same code number as used in Times I and II).

¹Copies of the ranking instruments can be found in the appendix, pp. 116-125.

- You may have as much time as you need to complete the ranking but no person is to leave the group or move his code number until all members have completed the ranking task.
- After all members have completed the ranking assignment place the ranking sheet in your envelope, gather the envelopes as a group and hand them to your supervisor.
- You are to rank all members, including yourself, on your perception of the concept listed at the top of each ranking sheet.
- It is very important that you rank as honestly as possible. Nothing can be gained or lost by how you rank yourself or others.
- All information is completely confidential; only the codes will be used for analysis.

When the Time II rankings were made the subjects had experienced eight hours of small-group discussions and, by Time III, ten hours on topics relating to leadership development. Each adult supervisor functioned with three groups that were dispersed in different areas of a large classroom. The adult supervisors directed the discussion in accord with a pre-planned course of instruction on leadership development but did not personally enter into the small-groups. The supervisors did, however, make evaluations and suggestions relevant to the information each group fed-back during "report-back" periods.

In addition to the code numbers assigned to each subject, the groups were also numbered - one through

fifty-two. Each supervisor was given his quota of groups in accordance with a system that randomized the selection of group numbers with staff members.

While there have been a large number of studies conducted on optimum group size¹ some of which suggest that idea-productivity appears to vary inversely with group size², that groups of four are slower on concrete problems than groups of two but, faster on abstract problems³, that consensus, interaction and satisfaction are all higher in groups of five than in those of twelve.⁴ that accuracy in decision-making is better in groups of six

¹For a recent survey of the literature on this area see Robert F. Bales, A. Paul Hare, and Edgar F. Borgatta, "Structure and Dynamics of Small Groups: A Review of Four Variables," in Joseph B. Gittler (ed.), Review of Sociology: Analysis of a Decade (New York: John Wiley & Sons, 1947), primarily pp. 394-402. Also see Harold H. Kelley and John W. Thibaut, "Experimental Studies of Group Problem Solving and Process," in Gardner Lindsey (ed.), Handbook of Social Psychology (Cambridge, Mass., Addison-Wesley, 1954) V. II 761-762.

²Jack R. Gibb, "The Effects of Group Size and Threat Reduction Upon Creativity in a Problem-Solving Situation," American Psychologist, 6, 1951, 324.

³Donald W. Taylor and William L. Faust, "Twenty Questions: Efficiency in Problem Solving as a Function of Size of Group," Journal of Experimental Psychology, 44, 1952, 360-68.

⁴A. P. Hare, "A Study of Interaction and Consensus in Different Sized Groups," American Sociological Review, 17, 1952, 261-67.

than in those of two or three persons¹, and, that member satisfaction is greater for groups of five persons than for eight larger or smaller groups² this study employed groups of eight to allow a greater opportunity for a more finite discrimination on each of the rankings than would be possible with smaller groups. This is achieved first by allowing a sufficient number of subjects into the group size to assist in achieving a heterogeneous group, and secondly by creating more positions for ranking the subjects. While it is likely that larger sized groups will reduce the participation levels of the less assertive members, it is this probability that assists the subjects in differentiating each of the rank positions on each of the variables.

Prior to the first group discussion all subjects met in a General Assembly and were given one half hour of instruction on, "How to Have Better Group Discussions". At this Assembly the subjects were advised to see that all members of the group became involved in the discussion; that while some may emerge as leaders in the group, the

¹Robert C. Ziller, "Group Size: A Determinant of the Quality and Stability of Group Decisions," Sociometry, 20, 1957, 165-73.

²Philip Slater, "Contrasting Correlates of Group Size," Sociometry, 21, 1958, 129-39.

group was not to formalize a leader through appointment or election; and, that the groups were to seat themselves in a close-circle formation such that no member is "physically dominant" or "physically excluded" in relation to the rest of the group. Bovard found that group-centered structures seem to result in a greater change in perception toward a common norm than do leader-centered structures,¹ and since this study is aimed at discovering and measuring individual member's perceptions the practice of formalizing a leader in the groups was discouraged. The subjects in each group were encouraged to sit in a close-circle formation to facilitate interaction to all members and to minimize the influence of the group's structure on the emergence of leaders. Bales concluded that persons at the center of the communication network tend to become the leaders of the group and to assume most of the decision-making functions.² In this study it was intended that the data collected would reflect a "group-thought" rather than "group-through-leader-thought".

¹Everett W. Bovard, Jr., "Group Structure and Perception," Journal of Abnormal and Social Psychology, 46, 1951, 399-405.

²Robert F. Bales, Interaction Process Analysis, (Cambridge: Addison-Wesley Press, 1951).

In all rankings made by a subject he was to consider and rank himself. This was to facilitate discovering the "whole-group-median" for each of the variables tested. Further, self-rankings within a group would provide information as to how a person perceived himself in relation to how others perceived him on any of the variables that were tested. This information should be valuable in future studies relating to a person's self-concept and leadership-communication. Spitzer et al. summarizes that "social psychological theorists have persistently emphasized the fact that persons come to hold attitudes not only toward others but also toward themselves."¹ Therefore, this study, in an attempt to discover the median rank for the "group", employed self-rankings as well as the rankings of others. The employment of this procedure may however, tend to shift the median rank up for those subjects with high self-concepts. In a study by Quarantelli and Cooper it was statistically verified that "the perceived responses by others is higher for those persons with higher self-ratings than for those with low self-ratings. The study further indicated that "...the responses of others is related to self-conception."²

¹E. L. Quarantelli and Joseph Cooper, "Self-Conception and others: A Further Test of Median Hypotheses," The Sociological Quarterly, 10, p. 290.

²Ibid., p. 283.

To statistically analyze the hypothesis of this study the Spearman Rank Correlation Coefficient was used.

The statistics employed determine the relation between the median scores on any two tested variables. An .05 level of significance was required to establish a significant relationship.

Limitations of the Study

1. This study attempted to discover if there are any significant relationships among excellence in public speaking, excellence in small-group discussion, a member's choice of leader and other variables associated with leadership concepts. Any of the significant relationships found in this study will neither answer nor suggest causation. The relationships discovered herein should be reason for further research of these and other possible relationships to systematically determine how these concepts may be utilized to favor maximum effectiveness of both public speaking and group discussion in leadership development.

2. The subjects in the sample were 416 4-H club members from throughout the Province of Alberta, Canada. This sample represents a limited age group ranging from 14 to 21 years. Also, all subjects were active 4-H members at the time of testing and had been members for at least one year prior to the study. The type of training

2. The subjects in the sample were 416 4-H club members from throughout the Province of Alberta, Canada. This sample represents a limited age group ranging from 14 to 21 years. Also, all subjects were active 4-H members at the time of testing and had been members for at least one year prior to the study. The type of training received in 4-H work may well have made these subjects atypical to a more universal population of adolescents. Further, the 4-H members in Alberta are predominately from rural areas; therefore, one cannot make inferences on the basis of this study to a universal population; a population that includes a full spectrum of ages, social classes, educational achievements and, environmental-geographical differences.

3. This study did not attempt to abstract for the subjects a defined criterion for each or any of the variables ranked; rather all data collected represents only the subjects' perception of the concepts that were tested.

4. The ranking tests administered during Time III were always presented in the same order and it is possible that different results may have been obtained if a different order had been used or if the ordering had been randomized.

CHAPTER IV

RESULTS

Four hundred and sixteen subjects, divided into fifty two groups of eight, participated in the experiment. The study tested perceived Excellence in Public Speaking with perceived Excellence of Group Discussion and, each of these variables with other variables associated with some concepts of leadership. The data represents a Spearman rank correlation on each of the hypothesized relations (hereafter referred to as r_s).

In all cases where it was hypothesized that two variables would be "related" the observed data showed significant and positive support for the prediction. In all cases where the prediction stated "not related" the null could not be rejected since significant and positive relations were also observed on those hypotheses. Nine hypotheses were predicted to be "related" and seven were predicted as "not related." All of the relationships observed were found to be significant beyond the .001 level of confidence. Table 1 below illustrates the various levels of significance and Table 2 illustrates the r_s scores for each of the tested variables.¹

¹The interrelationship of all variables, including correlations with age, can be found in Appendix E on page 127 of the appendix.

TABLE 1
LEVELS OF SIGNIFICANCE AMOUNG
ALL VARIABLES

	<u>Excellence in Public Speaking</u>	<u>Excellence in Group Discussion</u>
Excellence in Public Speaking	----	$p > .001$
Excellence in Group Discussion	$p > .001$	----
Amount of Talking	$p > .001$	$p > .001$
Tries to Involve Others	$p > .001$	$p > .001$
Strives for Group Goals	$p > .001$	$p > .001$
Strives for Personal Goals	$p > .001$	$p > .001$
Contributed Constructive Ideas	$p > .001$	$p > .001$
Conforms to the Ideas of Others	$p > .001$	$p > .001$
Democratic Members	$p > .001$	$p > .001$
Choice of Leader	$p > .001$	$p > .001$

TABLE 2
TABLE OF SPEARMAN RANK CORRELATIONS
AMONG ALL VARIABLES

	<u>Excellence in Public Speaking</u>	<u>Excellence in Group Discussion</u>
Excellence in Public Speaking	----	.493
Excellence in Group Discussion	.493	----
Amount of Talking	.469	.961
Tries to Involve Others	.462	.930
Strives for Group Goals	.469	.934
Strives for Personal Goals	.508	.932
Contributed Constructive Ideas	.485	.950
Conforms to the Ideas of Others	.272	.438
Democratic Members	.431	.878
Choice of Leader	.462	.939

Note: The lowest r_s score equaled .272 which, when tested for significance with a t-statistic was observed to indicate significance beyond the .001 level of confidence. Therefore, all higher r_s scores are also significant beyond the .001 level of confidence.

In the interpretation of the data two statistical scores are used; one is a t-statistic to determine if there is a significant or probable (p) difference from zero (a zero score would indicate no relationship); the other is a test of the variance of r_s . The variance of r_s is the square of the correlation coefficient that gives the proportion of the total variance of one variable which is predictable from the other.¹ That is, $(r_s)^2$ measures the portion of the Y variance which can be attributed to variation in X. By shifting decimals, we can think of $(r_s)^2$ as indicating the percentage of variance that one tested variable attributes to the other, and $1 - (r_s)^2$ as the percentage of variance due to other unknown and untested variables.² While the $(r_s)^2$ score indicates the percentage that one variable can be attributed to variations in the other this can not be thought of as one variable causing the other nor is it known what factors determine the measure of variance. For a review of the $(r_s)^2$ for each variable see Table 3 below.

¹Quinn McNemar, Psychological Statistics, (New York: John Wiley and Sons, Inc., 1962), 129-135.

²Ibid.

TABLE 3
TABLE OF VARIANCES

"Y" Variables	<u>"X" Variables</u>	
	<u>Excellence in Public Speaking</u>	<u>Excellence in Group Discussion</u>
Excellence in Public Speaking	-----	24.3%
Excellence in Group Discussion	24.3%	-----
Amount of Talking	22.0%	92.3%
Tries to Involve Others	21.3%	86.4%
Strives for Group Goals	22.0%	87.2%
Strives for Personal Goals	25.8%	86.8%
Contributed Constructive Ideas	23.5%	90.3%
Conforms to the Ideas of Others	7.4%	19.2%
Democratic Members	18.6%	77.1%
Choice of Leader	21.3%	88.2%

Note: The above table of variance indicates the per cent of the total variance in Y-variables which can be predicted by variation in Excellence in Public Speaking and in Group Discussion.

(Hr₁) The hypothesis predicted "no relation" between perceived Excellence in Public Speaking and perceived Excellence in Group Discussion. No support was found for the hypothesis as the correlation was observed to be significant and positive ($r_s = .493$, $p > .05$) between the two variables.

(Hr₂) In the second hypothesis it was predicted that those subjects that were perceived as having Excellence in Public Speaking would be "related" to those perceived as doing more Amount of Talking. The hypothesis was supported with a significant and positive correlation ($r_s = .469$, $p > .05$). This concurs with previous research which suggests that those who are better at communication acts tend to be more active participants.

(Hr₃) The hypothesis states that subjects who are perceived as having Excellence in Public Speaking are "not related" to those perceived as Tries to Involve Others in small-group discussion- No support was found for the hypothesis as the correlation was observed to be significant and positive ($r_s = .462$, $p > .05$) between the two variables.

(Hr₄) The hypothesis predicted "no relation" between perceived Excellence in Public Speaking and those who were perceived as Strives for Group Goals in small-

group discussion. Some of the evidence from past studies and the intuitive feelings of this writer held that "better" speakers tended to be more self-oriented and independent of others. No support was found for the hypothesis as the correlation was observed to be significant and positive ($r_s = .469$, $p > .05$) between the two variables.

(Hr₅) The hypothesis stated that subjects who were perceived as having Excellence in Public Speaking would be "related" to those who were perceived as Strives for Personal Goals. In this case the null was rejected. A high significant relationship was observed ($r_s = .408$, $p > .05$) between the two variables. In light of the data observed on the relationships that Excellence in Public Speaking had with Strives for Group Goals and Strives for Personal Goals it seems obvious that the subjects did not consider these variables as polarized and probably they did not consider them as conflicting concepts.

(Hr₆) The hypothesis predicted that subjects who were perceived as having Excellence in Public Speaking would be "related" to those who were perceived as Contributing Constructive Ideas in small-group discussion. The data observed is supportive of previous research which suggests that "better" speakers tend to contribute more responsible ideas. The hypothesis was supported with a significant and positive correlation ($r_s = .485$, $p > .05$) between the two variables.

(Hr₇) The hypothesis predicted "no relation" between the subjects who were perceived as having Excellence in Public Speaking and those who were perceived as Conforms to the Ideas of Others. No support was found for the hypothesis as the correlation was observed to be significant and positive ($r_s = .272$, $p > .05$) between the two variables. In this case even though the r_s score was relatively low the power of the t-statistic gave a high positive correlation.

(Hr₈) The hypothesis predicted "no relation" between the subjects who were perceived as having Excellence in Public Speaking and those perceived as being Democratic Members in small-group discussions. Here it was felt that the better speakers would attempt to control the discussion and thus would not be perceived as democratic. No support was found for the hypothesis as the correlation was observed to be significant and positive ($r_s = .431$, $p > .05$) between the two variables.

(Hr₉) The hypothesis predicted "no relation" between the subjects who were perceived as having Excellence in Public Speaking and those perceived as being the group's Choice of Leader in small-group discussion. It was assumed that "Choice of Leader" would be closely related to "Democratic Members" and, since the literature suggests

that better speakers may tend to seek to control discussion it was predicted that both of these variables would not be related to Excellence in Public Speaking. However, no support was found for the hypothesis as the correlation was observed to be significant and positive ($r_s = .462, p > .05$) between the two variables.

(Hr₁₀) The hypothesis predicted that subjects who were perceived as having Excellence in Group Discussion would be "related" to those who were perceived as doing more Amount of Talking in small-group discussions. As predicted, the data observed indicates a significant positive correlation ($r_s = .961, p > .05$) between the two variables. This is congruent with other studies which suggests that better speakers tend to engage more often in overt communicative acts.

(Hr₁₁) The hypothesis predicted that subjects who were perceived as having Excellence in Group Discussion would be "related" to those perceived as Tries to Involve Others in small-group discussions. Other studies suggest that more democratic group members seek to share responsibilities of decision-making and the amount of time that they are actually engaged in talking. A significant positive correlation ($r_s = .930, p > .05$) was observed between the two variables.

(Hr₁₂) The hypothesis predicted that those subjects who were perceived as having Excellence in Group Discussion would be "related" to those who were perceived as Strives for Group Goals in small-group discussions. This hypothesis was supported with a significant and positive correlation ($r_s = .934$, $p > .05$) between the two variables. This is in support of other studies which suggests that those judged as better participants of discussion also do more towards group maintenance.

(Hr₁₃) The hypothesis predicted "no relation" between those subjects who were perceived as having Excellence in Group Discussion and those who were perceived as Strives for Personal Goals in small-group discussion. Information from previous studies suggests that excellence in discussion is related to the effort a subject makes in seeking group-goals. Further, it was assumed that personal goals and group goals would be perceived as somewhat opposing concepts. However, no support was found for the hypothesis as the correlation was observed to be significant and positive ($r_s = .932$, $p > .05$) between the two variables.

(Hr₁₄) The hypothesis predicted that those who were perceived as having Excellence in Group Discussion would be "related" to those perceived as Contributed Constructive Ideas in small-group discussion. This hypothesis was supported with a significant and positive

correlation ($r_s = .950, p > .05$) between the two variables.

(Hr₁₅) The hypothesis predicted "no relation" between those who were perceived as having Excellence in Group Discussion and those perceived to Conform to the Ideas of Others in small-group discussion. No support was found for the hypothesis as the correlation was observed to be significant and positive ($r_s = .438, p > .05$) between the two variables.

(Hr₁₆) The hypothesis predicted that those who were perceived as having Excellence in Group Discussion would be "related" to those who were perceived as being Democratic Members in small-group discussion. This correlation was supported with a significant and positive correlation ($r_s = .878, p > .05$) between the two variables. This is in accord with other studies which suggest that a democratic atmosphere fosters a higher degree of member satisfaction than an authoritarian atmosphere.

(Hr₁₇) The hypothesis predicted that subjects who were perceived as having Excellence in Group Discussion would be "related" to those perceived as being the group's Choice of Leader in small-group discussion. The relation was supported with a significant and positive correlation ($r_s = .929, p > .05$) between the two variables. This is supportive of other studies which suggest that both the quality and quantity of communication in groups is positively associated with leadership choices.

An analysis of the implications of the observed data on the above hypotheses will be discussed in the following chapter. The data reflects a number of interesting methodological questions and implications as to how the subjects perceived various variables.

CHAPTER V

DISCUSSION

The results obtained from the study and reported in the previous chapter imply a number of interesting possibilities about the interpretation of the data and their generalizability. The large number of subjects employed in this study gave a very high statistical power which is exemplified by the fact that all relations were observed to be beyond the .001 level of significance. When the Spearman rank correlation scores (r_s) were tested for significance with a correlated t-statistic it was observed that all hypotheses that were predicted as "related" were found to be so at a level beyond the .001 level of significance; and in all cases where the hypotheses stated "not related" the null could not be rejected.

Had a smaller sample been employed in this study, quite different t-values may have been obtained. More important, however, is the implications that variance of the Spearman rank correlations (r_s^2) may have for future studies. The calculated r_s^2 indicates the portion that one variable can be attributed in terms of variation in the

other. Table 3 on page 73 indicates the r_s^2 score in per cent and is to be interpreted as the percentage of variance that one tested variable is predictable from, or attributed to, the other. For example, the highest percentage of variance observed was 92.3% between the variables Excellence in Group Discussion and Amount of Talking which indicates that the Amount of Talking that a subject is perceived to do is 92.3% associated with or, predictable from, Excellence in Group Discussion. Likewise, on the lowest variable, subjects perceived as Conforms to the Ideas of Others is only 7.4% associated with or, predictable from, Excellence in Public Speaking.

In this study Excellence in Public Speaking and Excellence in Group Discussion were correlated beyond the .001 level of significance. However, the r_s^2 score between these variables was only 24.3% which suggests that further studies should be done to clarify the relationship between these variables. Other research should employ a more sophisticated measuring instrument in an attempt to determine whether or not training in one mode of communication effects the subject's ability to function in the other. Additional studies are particularly important since there are very few studies that review the relationship between these two variables and, the data in this study indicates that further clarification is needed.

The results of the study seem to have been influenced by a suspected strong "halo" effect. Some factors that may have contributed to the "halo" effect are: (a) a subject who was perceived to have elicited a generally favorable impression was ranked high on all variables which may account for the fact that quite similar scores were observed for Strives for Group Goals and Strives for Personal Goals when tested with each of the two modes of communication; (b) there may have been a carry-over effect since the ranking sheets were always administered in the same order; and (c) some of the subjects may not have had an accurate conceptual reference for the variable being tested.

Other studies might lower the "halo" effect by specifying criteria by which Excellence in Public Speaking and Excellence in Group Discussion are to be judged, using subjects with more training in communication, or developing a testing instrument to measure the variables according to an objective standard rather than rely on the perceptions and rankings of the subjects. Also the "halo" effect might have been decreased in this study by administering the various tests at different times.

The study used subjects who were from rural areas, between the ages of 14 and 21, and who were relatively active in the affairs of their home communities. Perhaps different results may have been obtained had the subjects

represented a different population, such as a different age group, educational level, social background, or variations of status.

The data observed was no doubt influenced by the communication net employed. Since a circle net was used and there was no formalization of a leader it would be expected that the interaction, at the minimum, had a higher probability of being shared more equally among all subjects. This, in turn, was more likely to bring about rankings based on consensus of opinion on the relation between an individual subject and a variable rather than on a perceived position and a variable. As an example, subjects would rank between a position and a variable when a formal or an informal structure was present and their rankings gave those of a perceived high or low position a respective high or low rank without consideration for the individual's specific behaviors and their relevance to specific variables. Had another communication net been employed in the study quite different results may have been observed.

Different results may have occurred also if the task or maintenance objectives of the groups had been altered. The 4-H members who were used as subjects were basically involved in a "think" task. The objective of the discussions was to seek group consensus on various leadership practices and, therefore, the task was basically "think and talk" oriented. Given a different task, the results obtained may produce a different set of relationships.

The study does not provide a basis to predict any generalized theory about the inter-relationship of the two modes of communication; public speaking and group discussion. Yet, one might suspect, in light of the r_s^2 scores observed that under varying situations these modes of communication may be observed as being less related or not significantly related.

The data indicates a relationship between a subject's perceived ability to communicate, either as a public speaker or as a member in group discussion. Interpretations of the present data suggest that a group's choice of leader is closely related to the collective perceptions the group has about a subject's ability to communicate. Therefore, it can be expected that how a person comes to communicate with others can determine how others perceive and react to him. In general, the data supports other studies which hold that a person's interactional behaviors affect his degree of acceptance or rejection by others.

Since there were seventeen specific hypotheses being tested the following discussion will review each of the relations and suggest possible interpretations.

A positive and significant correlation was found between Excellence in Public Speaking and Excellence in Group Discussion beyond the .001 level of confidence. Also, all hypotheses that predicted other variables as "related"

with either Excellence in Public Speaking or Excellence in Group Discussion were found to be related beyond the .001 level of confidence. Interpretations of the present correlations indicates that a subject's achieved excellence in one mode of communication is related to his achievement of excellence in the other. A consideration of the r_s^2 scores, however, indicates that the predictability of excellence of one mode when the other is known is not high ($r_s^2 = 24.3\%$). The data also indicates that Excellence in Public Speaking is a considerably weaker indicator of a subject's perceived position on the variables of the study associated with leadership than is Excellence in Group Discussion; the relationship attributable to Excellence in Public Speaking averaged less than one half the percentage observed to be attributed to Excellence in Group Discussion.¹

It can not be determined from this study whether or not extensive training in one mode would tend to improve a subject's communicative ability in the other. It is possible that there is a high correlation with some other variables, like personality type, among those subjects that score high in both public speaking and group discussion. If this were the case, then in effect this study may have measured personality types by ranking each communication mode on "excellence" rather than the differentiated training that a random group of subjects may have experienced.

¹See Table 3 page 73.

Future studies, which seek to add further dimensions to the interrelationship between excellence in public speaking and excellence in group discussion, should attempt to isolate a) the effects of personality, and b) the effects of training in one mode of communication on the overall communication abilities of the subjects.

The portion of variance that Amount of Talking in small-group discussion is predictable from Excellence in Public Speaking ($r_s^2 = 22.0\%$) is less than one-quarter that observed for Excellence in Group Discussion ($r_s^2 = 92.3\%$). Interpretation of this data indicated that there is a high probability that those who are perceived as "Excellent" in group discussion will also be perceived as doing more Amount of Talking. Other studies have observed similar findings and it may be generalized that those perceived as more excellent in group discussion will be perceived as "more active" or to do "more talking". Some studies indicate that those who are better communicators tend to have a higher self-esteem or self-image. Future studies should test the effect that training in a communication skill has on a subject's self-esteem and whether or not training changes the extent of a subject's overt interactions with others.

The portion of variance that those perceived as Strives for Group Goals in small-group discussion is predictable from Excellence in Public Speaking ($r_s^2 = 22.0\%$)

is about one-quarter that of the predictability from Excellence in Group Discussion ($r_s^2 = 87.2\%$). While it was hypothesized that there would be "no relation" between Excellence in Public Speaking and Strives for Group Goals the data observed indicated that the null could not be rejected. The variables Strives for Group Goals and Excellence in Group Discussion were predicted as related and were observed as such at beyond the .001 level of confidence. This data is interesting when observed along with the results found on the relations between each of the two modes of communication and Strives for Personal Goals.

The portion of variance that perceived as Strives for Personal Goals in small-group discussion is predictable from the variable Excellence in Public Speaking ($r_s^2 = 25.8\%$) was found to be less than one third that of the predictability observed from Excellence in Group Discussion ($r_s^2 = 86.8\%$). The hypothesis predicted Excellence in Public Speaking to be "related" to Strives for Personal Goals and Excellence in Group Discussion as "not related" to Strives for Personal Goals. In the first case the hypothesis was confirmed and in the second it was observed that the null could not be rejected.

The interrelationship among the two modes of communication, Strives for Group Goals and Strives for

Personal Goals indicates that a "halo" effect may have influenced the subjects ratings. Or, it is possible, that the subjects perceived personal goals and group goals as having similar conceptual values. Intuitively, this writer suggests that the subjects perceived both of these variables as "positive" qualities which may account for the degree of similarity that was observed for each of the relationships.

At any rate, a subject's goal orientation was observed to be related with each of the two modes of communication and considerably more predictable with Excellence in Group Discussion than with Excellence in Public Speaking.

One of the higher correlations observed was with each of the two tested modes of communication and the variable Contributed Constructive Ideas. In both cases the hypothesis predicted a relationship which was supported beyond the .001 level of confidence. The portion of variance that perceived as Contributed Constructive Ideas in small group discussion is predictable from Excellence in Public Speaking ($r_s^2 = 23.5\%$) is about one-quarter that of the predictability from Excellence in Group Discussion ($r_s^2 = 90.3\%$). The data adds another dimension to the relations observed with perceived Amount of Talking in that it suggests that those who are perceived as more "excellent" communicators are not only per-

ceived as doing a larger quantity of communication, but also a better quality. It seems probable then that "excellence" with oral communication skills may be related with intelligence, and that additional studies may find it academically advantageous to determine the inter-relationship between "excellence" in various modes of communication and varying levels of intelligence.

It was hypothesized in the study that both tested modes of communication would have "no relation" with Conforms to the Ideas of Others. In both cases the null could not be rejected as the correlation was found to be significant and positive. Yet, while the correlation scores (the probability that the relation was not zero) was high ($p > .001$) the predictability scores were low. The portion of variance that those perceived as Conforms to the Ideas of Others in small-group discussion is predictable from Excellence in Public Speaking was observed as low ($r_s^2 = 7.4\%$); and with Excellence in Group Discussion it was also low ($r_s^2 = 19.2\%$). It is this variable that gives the strongest indication that a "halo" effect was probably effecting the subjects' perceptions and/or rankings. From the information in the literature it would seem more probable that those subjects who had abilities of "excellence" in either communication mode would tend to be more non-conforming of their ideas. It should be noted however, that even though the null could not be

rejected that these relations yielded the lowest r_s^2 scores of any of the variables tested. Since this finding tends to conflict with other studies on conformity additional research should be conducted to test this relationship more fully. It is also possible that the subjects in the study, who ranked only in accord with their individual perceptions, either did not have a clear conceptual referent for the word "conformity" or perceived it as indicating a more positive concept.

The variables of perceived Excellence in Public Speaking and perceived Democratic Members were hypothesized as "not related", and the variables of perceived Excellence in Group Discussion and perceived Democratic Members as "related". While the Excellence in Group Discussion/Democratic Members hypothesis was supported at beyond the .001 level of confidence; the null hypothesis could not be rejected for the Excellence in Public Speaking/Democratic Members hypothesis. While it was observed that both tested modes of communication seem to be related to those subjects perceived as Democratic Members the r_s^2 scores indicates that the relationships exist with different intensity. The portion of variance that those perceived as being Democratic Members in small-group discussion is predictable from Excellence in Public Speaking ($r_s^2 = 18.6\%$) is less than one-quarter that of

the predictability from Excellence in Group Discussion ($r_s^2 = 77.1\%$). No doubt the longer duration of exposure to the subjects in the group experiences accounts in some degree for higher relationship between Democratic Members and Excellence in Group Discussion. Also, as suggested by the literature, excellent public speakers may tend to be more self-oriented. If this is the case then it would be expected that they would be perceived as being less democratic than those who were more other-oriented.

The variable Choice of Leader was predicted to be "related" to perceived Excellence in Group Discussion and was observed to be related beyond the .001 level of confidence. And, the Choice of Leader variable was hypothesized as "not related" to perceived Excellence in Public Speaking ($r_s^2 = 21.3\%$) but in which case, even though the r_s^2 score was less than one quarter that of Excellence in Group Discussion ($r_s^2 = 88.2\%$), the null could not be rejected. It would seem that even though differences occurred between the power of the two modes of communication and choice of leader that both are important criteria in leadership selection in small groups.

One possible explanation for the results of this study might come from the field-theory approach to communication. This would imply that the subjects were perceived as coming to occupy a position in the life-space of the

group. And, that from this position, or in an attempt to locomote to another position, elicited behaviors that were perceived by others as a pattern congruent with the subjects' position as perceived by others. The significant others in a group learn to selectively perceive a subject in light of position rather than to separate and distinguish numerous individual behaviors.

When field-theory concepts are applied to a group, it has as its essential distinguishing criteria from field-theory of an individual the concept of cohesion. The cohesive group tends to be associated with 1) agreement on goals, understanding, role differentiation, and the establishment of normative behavior, and 2) patterns of interaction, productivity, influence and satisfaction.¹

When the findings of this study are reviewed in light of the component criteria that are included in the conceptual parameters of a "cohesive" group, then it appears more apparent that a subject's perceived position in the group's interaction might have been perceived as being related to many of his other group behaviors. This is probably because the significant others

¹Clovis R. Shepherd, Small Groups: Some Sociological Perspectives, (San Francisco: Chandler Publishing Co., 1964), 23-27.

did not highly distinguish between a subject's various differentiated behaviors, but perceived the subject more in light of a position within the psychological-field of the group. If, in fact, this is the case, then the subjects actually did not rank the individuals as individuals but as parts of the group's structure.

This chapter has reviewed each of the variables in light of the levels of significance and the rank correlation scores observed. Some possible explanations were offered indicating how a number of intervening variables may have effected the results if it were that they were operant in effecting the ranking of subjects. The differences observed in the r_s^2 scores indicate a number of possible interpretations which will be further discussed in Chapter VI. The present chapter indicates that all variables were observed as "related" beyond the .001 level of significance and, that there is a wide variation in the r_s^2 scores between different sets of variables. The r_s^2 scores are generally very high between other variables and Excellence in Group Discussion and quite low between other variables and Excellence in Public Speaking. The implications of the scores observed will be more extensively reviewed in Chapter VI.

CHAPTER VI

SUMMARY

Four hundred and sixteen 4-H Club members between the ages of 14 and 21 participated as subjects in this study. The subjects were tested at three Alberta Provincial 4-H Club Weeks, which are seminars on leadership skills and abilities, during the summer of 1969. Three weeks before coming to Provincial 4-H Club Week the subjects were instructed to prepare to the best of their ability a three to five minute speech which was to be delivered during the first evening of the seminar.

All subjects were randomly divided into 52 groups with eight subjects in each group. During Time I all members gave their speeches and then ranked all members of the group on perceived Excellence in Public Speaking. The same groups were maintained throughout the two hour morning discussion periods for the remainder of the seminar. During Time II all subjects in a group ranked each other, including themselves, on Excellence in Group Discussion. Time II was on the fifth day of the seminar. During Time III, which occurred on the sixth day of the seminar, all subjects in a group ranked each other, including themselves, on their perceptions about the following variables;

Amount of Talking, Democratic Members, Strives for Personal Goals, Strives for Group Goals, Tries to Involve Others, Conforms to the Ideas of Others, Contributed Constructive Ideas, and Your Choice of Leader.

The relationships that were tested were between the two modes of communication, Excellence in Public Speaking and Excellence in Group Discussion, and then between each mode of communication and all other variables. The other variables were considered as some of the variables that are associated with the concept of leadership.

A Spearman rank correlation was used to test the median ranks on all variables and a t-statistic was used to test each relationship for significance. It was observed that all variables were positive and significantly related beyond the .001 level of confidence, (see Table 1 page 70). The high levels of significance observed is no doubt partly attributed to the power of the statistic as a result of the large N that was employed in the sample. The r_s^2 scores were observed to be generally much higher between Excellence in Group Discussion and the other variables than was Excellence in Public Speaking and the other variables, (see Table 3 page 73).

Some possible factors that may have intervened in the study and affected the data, and thus the generalizability, were discussed in Chapter V. These possibilities

may be listed as; (a) the possible presence of a "halo" effect during the ranking procedure; (b) the possible presence of an informal group structure in which the subjects rank others according to position in the structure rather than on the subject's individual behaviors in relation to each variable; (c) the possible lack of a clear and uniform conceptualization on the part of the subjects as to what referents the various variables had; (d) the fact that a circle net was employed during the speaking, discussion, and ranking periods; (e) the fact that the group task was primarily "think and discuss" oriented; and the fact that the sample basically represents a population of rural adolescents of middle class values.

If, however, the above factors were not operant in affecting the ranking procedures, then the following generalizations seem to have been indicated by the results of the study: (1) that the variables tested were positive and highly related to one another, and (2) that the predictability of one variable from another (r_s^2) was much higher in all cases when tested with Excellence in Group Discussion than when tested with Excellence in Public Speaking. A review of Table 3 (see page 73) indicates that each of the variables that represent some of the concepts of leadership was calculated to have r_s^2 scores

that were usually two to four times higher when tested with Excellence in Group Discussion than when tested with Excellence in Public Speaking.

The large difference in variance between Excellence in Group Discussion and Excellence in Public Speaking, when these two variables were tested with some concepts of leadership, seems to indicate that Excellence in Group Discussion is a much more reliable predictor of leadership abilities in situations similar to that employed in the present study than is Excellence in Public Speaking. Future studies should investigate the effect that training in either mode has on improving "excellence" in the other and in improving the leadership skills and abilities of the subjects.

The results of this study indicate that a number of other studies should be done to extend the field of knowledge that centers around the variables Excellence in Public Speaking and Excellence in Group Discussion and the effect that excellence in either mode has on effecting human behaviors in varying situations.

Some possibilities for future studies include;

- (a) an analysis that is representative of a different population;
- (b) an analysis involving varying communication nets;
- (c) an analysis based on different social and task functions;
- (d) an analysis that utilizes a different methodology - i.e., establishing objective criteria for

"excellence" in both public speaking and group discussion; (e) an analysis on the relationships between personality and the two modes of communication; (f) an analysis on the effect that training in one mode has on the subject's ability to function in the other; and (g) an analysis on the relationships between intelligence and varying modes of communications.

Perhaps most important, however, would be an investigation to determine whether or not subjects tend to have an approximately equal ability to function with different modes of communication; or, whether a subject tends to specialize so as to achieve significantly more skill in one mode over another. The more general question is, do people tend to have a a "communication" ability or do they function at quite different levels of "excellence" in differing time/situations and when different modes are employed? In other words, do individuals have a unique but narrow range of "excellence" that transcends various modes of communication, or do individuals learn to achieve relatively greater abilities in some modes than they do in others?

Hopefully the present study has extended the amount of knowledge in the field of communication and that it will assist future related studies in advancing the body of information relevant to an individual's ability to function in various modes of communication.

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APPENDIX A
COPY OF LETTER SENT TO SUBJECTS
PRIOR TO 4-H CLUB WEEK

COPY OF LETTER SENT TO SUBJECTS PRIOR TO 4-H CLUB WEEK

VERY IMPORTANT

26th Floor, C.N. Tower
Edmonton 15, Alberta
June, 1969

Dear Club Week Delegate:

At each Club Week this summer, all delegates will be required to deliver a speech to 8 - 10 other 4-H members on the first evening of Club Week. This assignment is of utmost importance and should have the serious concern of all delegates. The speech is to meet the following criteria:

1. Prepare in advance to the best of you ability.
2. The speech may be on any topic.
3. The speech will be delivered before other 4-H members.
4. Notes may be used.
5. The speech should be between 3 and 5 minutes in length.
6. Visual aids are not to be used.
7. The speech should be delivered to the best of your ability.

Please come prepared to meet the above assignment. I wish to thank you in advance for your co-operation and trust that you will, in the spirit of 4-H, perform to the best of your ability. I am looking forward to seeing you at Club Week this summer.

With best wishes, I am,

Yours truly,

ARNOLD J. MALONE
Assistant Supervisor, 4-H Clubs

AJM:gs

APPENDIX B

INSTRUCTION SHEET

INSTRUCTIONS TIME I: (read by adult supervisor)

- A. You will all give 3 - 5 minute speeches which is to be delivered as best you can. After everyone has spoken, you will rank by code all speakers according to your perception of excellence. Keep the large envelope with your code number on it in front of you at all times and in such a manner that it is always visible to all others in the group.
- B. I will give you time signals that are printed on poster cards. They are as follows:
- a. 3 minutes gone (your minimum time)
 - b. 4 minutes gone
 - c. 4 minutes and thirty seconds gone
 - d. 5 minutes gone (Suggested time is up --
I will now raise my hand)
 - e. After I raise my hand, you will have 30 seconds in which to conclude. You will not be permitted to speak beyond 5 minutes and 30 seconds.
- C. You may be assured that this assignment will have no direct influence on your involvement and/or acceptance at Club Week or any other 4-H event.
- D. All information collected from this assignment will be done through a code system. No person will be known by any of the staff members or any other persons.

E. You are to rank only on the basis of your notion of excellence.

F. I will now hand you an evaluation sheet which you will use as follows:

- a. Do not rank any speakers until everyone has spoken.
- b. You may put the title of the speech and a few notes in the spaces provided. There will be one minute between each speech to allow you to make any notes you wish.
- c. Refer to a speaker only by code number.
- d. Be sure to include yourself in the ranking of speakers.
- e. Nothing can be gained nor lost by the rank you give yourself or any other member.
- f. It is very important that we have your honest evaluation.

G. After ranking the members, place your evaluation sheet in the envelope provided that has your code number on the outside, and hand it to the supervisor attending your group.

H. Do not, throughout the week, tell others how you ranked anyone in this assignment.

Following TIME I, the 4-H members met in general assembly. At this time they were informed that the discussion groups for the week were the same as the groups used for conducting the speaking assignment. Each person handed in his coded envelope to his group supervisor for re-use in times II and III.

Also, the groups were instructed at this time that though leaders may emerge in the group, there is to be no formalization of leadership by either appointment or election.

RANKING SHEET (Rank by code only)

YOUR AGE:
 Day Month Year

FOUR BEST SPEAKERS (of all 8) REMAINING FOUR SPEAKERS

--	--	--	--

--	--	--	--

THREE BEST SPEAKERS
(of the above 4)

--	--	--

THREE BEST SPEAKERS
(of above 4)

--	--	--

TWO BEST SPEAKERS
(of above 3)

--	--

TWO BEST SPEAKERS
(of above 3)

--	--

BEST SPEAKER (of above 2)

--

BEST SPEAKER (of above 2)

--

Fill in all codes for all speakers. The spaces below are
 so you may add a few notes if you wish.

CODE # of _____ 1st speaker CODE # of _____ 5th speaker

CODE # of _____ 2nd speaker CODE # of _____ 6th speaker

RANKING SHEET--continued

CODE # of _____ 3rd speaker CODE # of _____ 7 speaker

CODE # of _____ 4th speaker CODE # of _____ 8th speaker

NOTE: The actual ranking sheet used for EXCELLENCE IN
PUBLIC SPEAKING were produced on 8 1/2 X 14 inch
paper and, therefore, the spaces for notes were
larger.

APPENDIX C

RANKING SCALES

TIME II

EXCELLENCE IN GROUP DISCUSSION

(use code numbers only)

Four best in group
discussion

--	--	--	--

Remaining four

--	--	--	--

Three best of above four
in group discussion

--	--	--

Three best of above four
in group discussion

--	--	--

Two best of above three
in group discussion

--	--

Two best of above three
in group discussion

--	--

Best of above two in
group discussion

--

Best of above two in
group discussion

--

Note: When using this ranking form, refer only to the discussions held by this group in the "Operation Reach Out" discussions.

APPENDIX D

RANKING SCALES

TIME III

AMOUNT OF TALKING

(use code numbers only)

Note: Rank only on amount and do not consider quality.

Four who did the most talking Remaining four

Three who did the most
talking of above four

Three who did the most
talking of above four

Two who did the most
talking of above three

Two who did the most
talking of above three

One who did the most
talking of above two

One who did the most
talking of above two

DEMOCRATIC MEMBERS

(use code number only)

Four most Democratic members

Remaining four

 Three most democratic members
of the above four Three most democratic members
of the above four Two most democratic members
of the above three Two most democratic members
of the above three One most democratic member
of the above twoOne most democratic member
of the above two

STRIVES FOR PERSONAL GOALS

(use code numbers only)

Four who strived most for
personal goals

--	--	--	--

Remaining four

--	--	--	--

Three of the above four who
strived the most for
personal goals

--	--	--

Three of the above four who
strived the most for
personal goals

--	--	--

Two of the above three who
strived the most for
personal goals

--	--

Two of the above three who
strived the most for
personal goals

--	--

One of the above two who
strived the most for
personal goals

--

One of the above two who
strived the most for
personal goals

--

YOUR CHOICE OF LEADER

(Use code number only)

NOTE: If this club week were to continue for another week,
who would you wish to be your group leader.

Four most wanted as group
leader

--	--	--	--

Remaining four

--	--	--	--

Three most wanted as group
leader of above four

--	--	--

Three most wanted as group
leader of above four

--	--	--

Two most wanted as group
leader of above three

--	--

Two most wanted as group
leader of above three

--	--

One most wanted as group
leader of above two

--

One most wanted as group
leader of above two

--

TRIES TO INVOLVE OTHERS

(use code numbers only)

Four who tried the most
to involve others

--	--	--	--

Remaining four

--	--	--	--

Three who tried the most to
involve others of the above
four

--	--	--

Three who tried the most to
involve others of the above
four

--	--	--

Two who tried the most to
involve others of the above
three

--	--

Two who tried the most to
involve others of the above
three

--	--

One who tried to involve others
the most of the above two

--

One who tried to involve
others the most of the
above two

--

CONFORMED TO THE IDEAS OF OTHERS

(Use code number only)

Four most conforming

--	--	--	--

Remaining four

--	--	--	--

Three most conforming to
the ideas of others of the
above four

--	--	--

Three most conforming to
the ideas of others of the
above four

--	--	--

Two most conforming to the
ideas of others of the
above three

--	--

Two most conforming to the
ideas of others of the
above three

--	--

One most conforming to the
ideas of others of the
above two

--

One most conforming to the
ideas of others of the
above two

--

CONTRIBUTED CONSTRUCTIVE IDEAS

(use code numbers only)

Four who contributed the most
constructive ideas

--	--	--	--

Remaining four

--	--	--	--

Three who contributed the
most constructive ideas
of the above four

--	--	--

Three who contributed the
most constructive ideas of
the above four

--	--	--

Two who contributed the
most constructive ideas
of the above three

--	--

Two who contributed the
most constructive ideas
of the above three

--	--

One who contributed the
most constructive ideas
of the above two

--

One who contributed the
most constructive ideas
of the above two

--

STRIVES FOR GROUP GOALS

(use code numbers only)

Four who strived most for
group goals

--	--	--	--

Remaining four

--	--	--	--

Three of the above four who
strived the most for group
goals

--	--	--

Three of the above four who
strived the most for group
goals

--	--	--

Two who strived the most
for group goals of the
above three

--	--

Two who strived the most
for group goals of the
above three

--	--

One who strived the most
for group goals of the
above three

--

One who strived the most for
group goals of the above
three

--

APPENDIX E

THE INTERRELATIONSHIP BETWEEN ALL VARIABLES (r_g scores)

THE INTERRELATIONSHIP BETWEEN ALL VARIABLES (r_s scores)

	Ex. in Pub. Speak.	Ex. in Group Disc.	Amt. of Talk.	Demo. Memb.	Strives for Per. Goals	Your Choice Lead.	Tries to Inv. Others	Conf. To Others	Contrib. Const. Ideas	Strives for Group Goals
Excellence in Public Speaking	-----									
Excellence in Group Discussion	0.493									
Amount of Talking	0.469	0.961								
Democratic Members	0.431	0.878	0.883							
Strives for Personal Goals	0.508	0.932	0.928	0.861						
Your Choice of Leader	0.462	0.939	0.936	0.903	0.920					
Tries to Involve Others	0.462	0.930	0.937	0.897	0.915	0.935				
Conforms to Ideas of Others	0.272	0.438	0.438	0.508	0.438	0.493	0.477			
Contributed Constructive Ideas	0.485	0.950	0.953	0.891	0.931	0.940	0.929	0.454		
Strives for Group Goals	0.469	0.934	0.940	0.905	0.921	0.939	0.936	0.493	0.951	
Age of Members	0.207	0.336	0.336	0.345	0.345	0.354	0.362	0.178	0.345	0.336