Review and study of concerned literature is of almost important in research studies. The literature pertaining to the research topic gives a sample amount of knowledge regarding the studies already made in the field and various expert views.

**Backlund, R (1989).** What should be the role of speech communication in the general education of students? In The Future of Speech Communication Education. Antiatidale, VA: NCA. Backlund constructs an argument concerning the role of speech communication in general education. The author first outlines how education "...seems to come down to the fundamental notion of, 'if we are doing it right, what would an educated person look like?' The author addresses this premise by charting descriptions of educated persons throughout history. Then Backlund refocuses his argument upon the objectives of the speech communication educator. The author presents (1) goals related to the individual's relationship to society, (2) goals related to other individuals, and (3) goals related to the self. Backlund concludes that many of the objectives of general education are realized through speech communication education.

**Ford, W. S. Z. & Wolvin, A. D. (1993).** The differential impact of a basic communication course on perceived communication competencies in class, work, and social contexts. Communication Education, 42, 215-233. This study examines the impact of the basic public speaking course on students' perception of their communication competence in the classroom, at work, and in social settings. The results are gathered from three hundred and forty-four students at a large public university in 1991. The students perceived that their communication competence was greater in all of the above stated contexts. The most dramatic improvements in communication competence were seen in four specific areas: (1) feeling confident about oneself, (2) feeling comfortable with others' perceptions of you, (3) reasoning with people, and (4) using language appropriately.

This article emphasizes the importance of non-verbal communication in pedagogy. "Most classroom messages come from nonverbal communication. By consciously controlling their own nonverbal expressions, presenters can maintain positive relationships with the audience while maintaining participants' attention, transitions, and directions. This allows educators to teach content more effectively."


This article argues for education in the communication arts throughout a person's lifetime, based on the premise that "Communication is the vehicle which allows humans to recall the past, think in the present and plan for the future." The author emphasizes the role of oral communication in our daily and occupational lives. Within our experience as communicators, we typically spend 75 percent of our time speaking and listening, and only 25 percent reading and writing. Concerning the role of communication in business, the author cites "Corporate managers report that they spend 60 percent of their day communicating orally in face-to-face contexts." The author also examines the negative effects of poor communication abilities as well as the criteria used to evaluate communication effectiveness.


While communication skills are commonly recognized as vital to success in business, students still often underestimate how essential some of these skills may be to their careers. In particular, this study reveals that business students underestimate how much of their time may be spent in meetings, the importance of international communication skills, how often they may have to interact with other employees, the importance of oral presentations, and the ability to use multimedia technology. A more realistic awareness of the importance of these skills might motivate students to prepare more carefully for their communication lives in the workplace.

This paper points out the importance of special educators' communication skills in effective collaboration. The basic components of face-to-face communication are discussed, emphasizing the roles of speaking and listening. The process of active listening is viewed as of particular importance.


The article "considers the impact of various methods of improving public communications skills on critical thinking. The results indicate that communication instruction improves the critical thinking ability of the participants." The authors concluded that "Forensic participation demonstrated the largest positive impact on critical thinking improvement, which provides important evidence to support the maintenance of forensics programs in an area of increased educational accountability, downsizing, and budgetary cutbacks."


The paper suggests that "students should be trained in group processing and facilitating skills, oral and written communication, conflict management, shared decision making, and team management. The four V leadership model incorporates all of these crucial elements in leadership development: values, vision, voice, virtue. The ability to communicate and accomplish goals, or the 'voice' element, is taught through exercises developing both interpersonal and intergroup communication skills, and utilizes mentoring and role-models to help student development."


The paper argues that "communication exists within the family as a dynamic and essential force in the maintenance of relationships, and facilitates the development of the satisfied and healthy
family." The authors conclude that "roles within contemporary families are changing: people play a variety of roles and both women and men are expected to play an increasing number of roles in many families." Therefore, "communicating role expectations is related to family satisfaction. Supporting, disclosing, negotiating, positively distorting, communicating needs, and demonstrating understanding of other family members are just a few of the communicative behaviors crucial in creating a family which is healthy and happy."


In this eloquent personal essay, Hart argues that "Communication is the ultimate people making discipline. Those who teach public address and media studies teach that social power can be shifted and public visions exalted if people learn to think well and speak well." Hart paraphrases Isocrates: "To become eloquent is to activate one's humanity, to apply the imagination, and to solve the practical problems of human living." Moreover, Hart suggests that freedom goes to the articulate, and it is the teacher of communication who helps the voiceless find their voice. He feels that the teaching of communication often attracts critics who want to protect the established order and who recognize that articulate people will not long be powerless.


This study asks whether the neglect of oral communication instruction in classroom practices is a reflection of official policy, as articulated in state curriculum guidelines. That neglect is cause for concern in light of the fact that in 1978 Congress officially added "effective oral communication" to the basic skills of reading, writing and mathematics for all schools (Public Law 95-561, amending Title II of the Elementary and Secondary Education Act of 1965). The law anticipates that students should demonstrate an understanding that speech and writing are tools of communication; and they should be able to speak clearly and write legibly, use standard language patterns, and be able to use oral language for a variety of purposes.

Geddes, D. S. (1993). Empowerment through communication: Key people-to-people
and organizational success. People and Education, 1, 76-104.

The article discusses the importance of communication in order to maintain organizational success. The article argues that school administrators must be effective communicators in order to empower teachers. Recognizing the content and relational aspect of verbal messages, and realizing the importance of perceptions, positive reinforcement, active listening, flexible listening styles, and nonverbal messages are all essential for effective communication.

**Miller, M. T. (1996).** Process and task orientations of faculty governance leaders. (ERIC Document Reproduction Service No. ED405754)

In this study, a survey questionnaire was developed and mailed to 100 faculty governance leaders at research and doctoral institutions. Nearly half of the respondents indicated that they held their faculty status in the liberal arts or humanities, followed by science and education. Just over two-thirds were male, and 86 percent were tenured. These faculty leaders identified the following skills as necessary for effective leadership: judgment, oral communication, organizational ability, written communication, and leadership.


Stotsky draws a relationship between civic responsibility/education and language education or oral communication. He defines civic responsibility/education as the "continuing study of the basic concepts and values underlying our democratic political community." The author argues that educators play an essential role in the development of these skills, and concludes, "Students should learn to see reading and writing as vital support for the most direct way that citizens can express themselves and participate in public life—as public speakers. Public speaking was the primary medium for participation in public affairs at the birth of democracy in ancient Athens, and even today public dialogue or argument is, for most citizens, the chief means for participating in public life."

**Clark, R. D. & Shields, G. (1997).** Family communication and delinquency. Adoles-
The importance of positive communication for optimal family functioning has important implications for delinquent behavior. The subjects of this study were 339 high school students from a small, rural, mostly white Midwestern city. Adolescents were administered the Parent-Adolescent Communication Scale (PACS; Barnes & Olson, 1985) which was developed to measure the extent of openness or freedom of exchange related to ideas, information, and concerns between parents and their adolescent children. Results indicate that communication is related to the commission of delinquent behavior. The analysis suggests that good family communication appears to deter delinquent behavior.


The article reviews empirical research on nonverbal communication in the courtroom environment. It introduces a model to explain how nonverbal signals of courtroom participants can influence a jury. The study suggests that nonverbal communication has a role in five key areas: "voire dire and jury analysis; opening and closing statements; client demeanor; direct examination; cross-examination; and judge demeanor and communication." Understanding these dynamics and how to control them becomes essential for participants.


The article "discusses the importance of understanding nonverbal communication in enhancing the personal and work relationships of language interpreters and increasing their effectiveness in meeting the needs of customers." It discusses "the mystique of body language, cultural variation in the use of gestures, the stages of an encounter, interpreting gesture clusters, and gaining rapport through mirroring, anchoring, and strategy replication."

Noting that cross-cultural and language barriers pose formidable challenges to managers, a case study examined the application of selective nonverbal communication strategies (non-verbal cues, learning by observation, and the organization of learning) for management and training development efforts within diverse cultural environments. Source material was drawn from fieldwork conducted at a Japanese-owned business located in the United States with operations in North America, Europe, and Japan. Preliminary results indicated that attention to "visuals" was evidenced in production, training, and development at all organizational levels, communication efforts, research and development, and hiring practices. These procedures were so ingrained procedurally that they were not even recognizable to interviewees until questioned about them.


The article suggests that "the mock interview is one way to drive home the importance of communication skills to vocational education students. Role play iting the interview demonstrates that self-expression can be the key to landing a job."


A questionnaire sent to personnel interviewers at 500 businesses in a Midwestern city asked whether (a) oral communication skills significantly impact hiring decisions, (b) higher level positions require more communication skills, (c) job applicants currently display adequate communication skills, (d) increased communication skills are needed for jobs in the 21st century. Over 90% of the 253 respondents indicated that communication skills are essential for success, but many applicants lack effective communication skills in job interviews. Problems occur in areas of topic relevance, clarity of response, grammar, and response feedback.


This research study focuses on the importance of communication as one of the influential factors in employment interviewing in hiring new college graduates for entry-level positions. Results of
the survey reveal six dimensions of influential communication factors in employment interviews: resourcefulness, written credentials, impromptu support for arguments, social attributes, comportment, and style.

The authors presented the results of a questionnaire sent to one thousand personnel directors of various organizations throughout the U.S., seeking to ascertain which skills are most influential in the success of a person in a given field. The 42% who responded concurred that most valued in the contemporary job-entry market are communication skills. The skills of oral communication (both interpersonal and public), listening, and written communication . . . are seen as most important.

Lankard, B. A. (1990). Employability — The fifth basic skill. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.(ERIC Document Reproduction Service No. ED 325659)
Communication skills are regarded both as essential for employability and career progression. "Because of the changing nature of today's employment picture, employers need creative, flexible workers who have a broad range of interpersonal and managerial skills." Being able to communicate effectively is central to these skills.

This report states that, "Results of two studies show that oral communication is the most important competency for college graduates entering the workforce." It identifies the oral skills most important for entry level graduates as: following instructions, listening, conversing, and giving feedback. In the first study, 354 managers identified and ranked the competencies and characteristics they consider when hiring college graduates for entry level positions. Findings revealed that the top three competencies are oral communication, problem solving, and self-motivation. Based on the first study, study two identified the most important
functions graduates perform associated with oral communication competency such as handling customer complaints and meeting skills.


The article discusses the importance of effective communication as one of two main skills necessary in today's business environment. The article describes communication as "the ability to communicate one's expertise to others." It suggests that "effective communication is essential in business both for organizations and for individuals. The importance of effective communication is discussed in business in general, and in the personal lives of individuals."


This study is a replication of Curtis, Winsor, & Stephens (1989) investigation of the factors that help graduates obtain employment; the factors that influence job performance; and, the courses that are most valuable in entry-level positions. One thousand human resource managers were surveyed concerning the above questions. The results indicate, "...that the most frequent factors deemed important in aiding graduating college students obtain employment are basic oral and written communication skills." In addition, the authors find that, "Three of the top four—public speaking, listening, and enthusiasm—largely are oral communication skills." This study clearly reiterated the salience of communication skills as most valued by employers.


The article explores empirical research on importance of interpersonal communication skills in consultation. Studies have found consultants' facilitative characteristics, along with an appropriate use of verbal and nonverbal skills, are important in the consultation process, especially when counselors must deal with problematic people. Developing an ideal battery of such characteristics and skills would help both counselors and their clients.
Most every profession values, to some degree, the role of communication. Good communication is useful in that it produces an effective and smooth organization. The author pictures communication skills as being useful to locate better applicants for accounting positions, and concludes that "Only when we understand how we are being perceived by others will we be able to tear down communication barriers and trust the information we receive."

Simkin examines whether the good writing and speaking skills required in general management positions are also important in computer jobs. The discussion includes "roles good communication skills play in advancing information science career paths."

An effectiveness study of banker-customer communications questioned 193 supervisory banking personnel to pinpoint communication barriers and problems. Results indicated that the major barriers are (1) customers' resistance to change, (2) tendencies of customers and bankers not to listen, (3) customers' lack of trust in bank employees, (4) hostile attitudes of customers due to changes in banking products and terminology, and (5) too many intermediaries. Problems arise especially from lack of clear oral instructions, confusion about new technological terms, and lack of human contact. To overcome these barriers and problems, top management must stress to front-line employees the importance of good communication and provide training to personalize the banker-customer relationship.

The paper concludes that "as the practice of public relations continues its rapid movement and expansion, the field of speech communication should be recognized as increasingly important to
the education of future practitioners and the upgrading of practitioner abilities. Indeed, success in public relations often depends on oral and nonverbal communication. The paper suggests that "a need exists for development of communication competence as a part of management."


"This directory details the requirements for and supply of basic skills in the work force of England and Wales as determined in a survey of 73 Training and Enterprise Councils that covered approximately 1.3 million jobs below the professional and technical level in 24,000 establishments." The report classifies oral communication skills among the basics skills required by employers. It identifies oral communication as getting information from others face to face or on the phone. The findings revealed that nine out of ten jobs require this ability to get information from others.


These authors write that, "Surveys of 21 chief executive officers and 1565 business communication students found strong agreement in both groups' opinions of the importance of verbal and nonverbal communication skills."


Dilenschneider, chairman of The Dilenschneider Group, believes that one's social IQ or communication sensitivity is a more important determinant of success than cognitive intelligence. He is convinced that individuals cannot stand out from the crowd unless they possess excellent interpersonal skills. He explains the deficits in communication skills and suggests developing four capabilities to overcome them. Being able to understand and control your own emotions and to respond appropriately to the emotions of others are key capacities.
Experts discuss and compare the importance of an MBA or MA to communicators' success.
Patricia Hafer, director of corporate affairs for Kraft Foods, states that whether communicators should get an MBA or MA depends on their life plan and their goals. Bill Kokontis, vice president of marketing programs for the Chicago Mercantile Exchange, notes that his company prizes those who have business expertise as well as first-rate communications skills. According to Jim Shehan, executive director of the Mayor's Office of Special Events, basic communication skills are most important when hiring someone.

This paper discusses communication difficulties in MBA students' on-the-job experiences. The two primary research questions were (1) What types of communication events at work challenged MBA students the most? (2) What personal communication needs do MBA students perceive? The authors questioned 348 students in the MBA program at Georgetown University. The most challenging episodes were oral events that required the individual to function as a message source. The authors concluded: "The predominance of oral communication in the challenging episodes may indicate a lack of confidence, if not formal training, in presentation skills." Concerning the second research question, "respondents wish to increase their abilities in a variety of areas, most particularly self-confidence, persuasion, explanatory skills, situation analysis, and controlling nervousness. The authors conclude that the research may suggest changes in pedagogy.

An annotated bibliography of references that: (1) argue for offering management communication courses in business programs, and (2) show the importance of communication skills in business.
The article "annotates 17 references that argue the value of management communication courses in business programs, and demonstrate the importance of communication skills in business."

McCloskey, Professor of Economics at the University of Iowa, argues that speech or "talk" has become central to interdisciplinary research and that the communication field has become one of the most pragmatic fields of study in academia. McCloskey presents three basic premises to support this claim: a nation of new minorities needs better communication; we are living in a communications revolution comparable to the invention of printing; and, many people now earn their living from talk. McCloskey concludes that communication studies are central to interdisciplinary research and teaching.

This paper chronicles the history of the communication discipline. The author begins with a study of communication as a field concerned with matters of oral performance. As the field progressed, according to Macke, the emphasis shifted toward the influence of social science, and finally the discipline has evolved into one that concerns the importance of language, ideologies, and communication technologies.

Rogers and Chaffee discuss the past, present, and future of the communication discipline in the U.S. In one of the more interesting exchanges, Rogers notes: "Looking back... 1959 was really a
time of transition, as communication research moved out of departments of sociology, psychology, political science... into departments of its own." Chaffee responds, "Communication research wasn't really a 'field' then, but more of a gathering place." The authors discuss more recent trends in communication, including theory concerning computers and new technologies.


A noted scholar looks at the history and future of the communication discipline. Since the time of Aristotle and Plato, communication study has stimulated controversy, because it is coupled with change. Schramm then turns his attention toward the growth and development of modern communication departments. He draws an arguable distinction between departments that emphasize skills and those that stress research (to which he attributes the social scientific approach). His aim is towards understanding communication as a social dynamic, pointing towards developing a science of man (sic) and society.


This yearbook suggests that "business persons need to enhance their communication skills and that business educators have opportunities to fulfill that need." The yearbook discusses the importance of communication skills in the business world and identifies aspects of communication that businesspersons believe ought to be developed. It reviews the foundations of communication for business and suggests how business educators can improve their communication skill instruction by minimizing communication apprehension, building communication skills of non-native speakers of English, and developing intercultural communication skills for the global business community.

**Smith, J. H. & Turner, P. H. (1993).** A survey of communication department curriculum in four-year colleges and universities. *Journal of the Association for Communication Administration, 1*, 34-49.

The purpose of this analysis was to (1) examine contemporary communication course
offerings, (2) compare them, and (3) offer suggestions for curricular revision. The authors collected data from graduate catalogs across the United States; they then compared these curricula with skills business professionals are seeking for prospective applicants. One of the specific suggestions made from the analysis is that the communication curricula should be arranged so that performance skills come before theoretical and application courses. Courses should also meet specific needs of communication professionals in the work force.


This study began on the assumption that "employers view effective communication skills as a key to success in business." Ninety-nine faculty members at California State University were questioned regarding a business communication course offered in the spring of 1995. While the emphasis of this course was on writing skills, the faculty concurred that the course should offer students instruction in making oral presentations as well. Based on this conclusion the author recommends that the curriculum should focus on topics that related directly to oral and written communication [and] should provide students with more opportunities to speak and write.


This commentary focuses on the benefits and challenges of speech communication at the professional college level. Special benefits noted at the professional college level are the internship opportunities often available to the students and the interdisciplinary nature of communication studies. The most significant problem faced by professional college teachers was the lack of formal accreditation procedures, which hurts the credibility of the study. Overall, although there may be substantial problems at the professional college level, the importance of the study overcomes such impediments.

Chesebro outlines the various standards for communication departments to evaluate and justify their existence to administrative entities. One specific standard states that "The curriculum should offer the breadth and depth essential to provide a meaningful educational experience for students." Additionally, the author writes that, "Comparative and longitudinal data should be maintained which provide an objective measure of total productivity of a department." Among various other standards, the author concludes by stating that a department should have a formal statement of its educational mission comparable to those found in other departments.


Chesebro argues that communication, as an academic program, is essential to the academic landscape for various reasons. First, the author states that oral communication is the most frequently used medium of communication. Chesebro also cites several national studies in support of his belief that the lack of oral communication training is one of our most critical national problems. Finally, the author asserts that oral communication will be one of the most essential skills students will require when they enter a career path.


This article summarizes a number of ideas which may prove useful to communication departments that are making long-range plans for survival and success. The author suggests that departments concentrate on (1) attracting outstanding faculty and students, (2) using the grading scale, (3) cultivating alumni, (4) aggressively pursuing funding, (5) creating an event that celebrates the department, and (6) keeping accurate records and establishing an identity. The author concludes that, "every administrator does have to make intelligent moves to strengthen the unit, to protect it from adversaries, and to defend it from a variety of attacks."