READING HABITS OF MANAGEMENT PERSONNEL

_____

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF ARTS

IN THE GRADUATE SCHOOL OF THE

TEXAS WOMAN'S UNIVERSITY

COLLEGE OF EDUCATION

BY

BONNIE LOURENE STAYER, B.A.

_____

DENTON, TEXAS

AUGUST, 1982

DEDICATION

This thesis is dedicated to Jon and Heather who loved and supported me, always certain the task would be completed.

ACKNOWLEDGMENTS

One does not complete such a work as this alone. Assistance and encouragement come from many sources, and I am grateful to many people.

I wish to thank the members of my thesis committee, Dr. Kathleen Jongsma, Dr. Sidney Bergquist, and Dr. Thomas Eaves, for their advice, encouragement, and belief in the research being conducted. For Dr. Jongsma, there is a special feeling of gratitude. It was she who early in my graduate work invited me to undertake the thesis and then cheerfully and willingly supported me throughout the entire process. Dr. Harry Kelly, whose teaching has in part shaped my philosophy of education, was also an early supporter of this research and aided in the inception of the idea. I want to thank him for his help.

Before the formal research became a reality, there were many who gave of their time and expertise in the area of industrial management to assist me in formulating the idea to be researched. Doug Brown was the first to hear my idea and answer many questions when I was not certain this research was a possibility. It was Harrell Chamblee who believed the research on reading habits of business persons should be conducted and urged me to continue with the idea. Harrell's positive attitude and nature were greatly appreciated and

TABLE OF CONTENTS

Chapter

LIST OF TABLES

Table

Table

CHAPTER I

INTRODUCTION

Statement of the Problem

The specific problem investigated in this study was what
are the reading habits of the persons in management positions
within an electronics manufacturing corporation of 1,600 em-
ployees.

This study first attempted to describe the reading habits
of persons in management positions. Areas investigated were
the types of material read, the amounts of time spent reading
each type, the reading method(s) used, and the ease or diffi-
culty the individuals had with reading the material they
receive at work. A second area investigated was the personal
or voluntary reading habits at home of the individuals in
management positions. A third area investigated was the
management personnel's perceptions of themselves as readers
at different times in their lives. A final area investigated
in this study was management's attitude toward the need for
reading to be successful in their positions.

1

The Significance of the Problem

The significance of this problem was based on the importance of the reading demands placed on persons in management levels within a corporation. If more highly literate men have a higher rate of job performance (Sticht, Caylor, Kern, & Fox, 1972), these men would assume management positions which entail reading tasks demanding higher level skills. Better job performance depends on the task of reading the material received daily, in terms of its relevancy to the situation. This requires the skills of knowing how and when to skim for the general idea, read for facts and details, and knowing when to slow the pace for technical language or intensive reading (Levin, 1975, p. 78).

Significant, also, was the importance persons in management positions placed on reading to cope with the spiraling changes in technology and the world economy. Technical and professional journals and business newspapers and magazines are the sources of information concerning changes in the business world. Management people find it necessary to read these types of materials to be aware of and successfully cope with change (The truth about those know-it-all executives, 1979, p. 4).

Lending significance to the study, also, was the lack of research that had been conducted on the nature of the reading

tasks of management level positions in a large corporation. The research that had been conducted on the nature of job reading tasks had been done in a military environment (Sticht et al., 1972; Sticht & McFann, 1975; Sticht, 1975), as opposed to the private sector. Using the research descriptors of "Employees," "Employment," "Business Communication," "Literacy," "Functional Reading," and "Work Experience" in the Current Index of Journals of Education, studies (Sharon, 1973; Sticht & McFann, 1975; Powell, 1977; Newton, 1977) showed that only a functional level of literacy is needed to get and maintain a job. Little research, however, was discovered on the reading or literacy level necessary to enter and maintain a management level position in a large corporation. It can be conjectured that the lack of research in this particular area may relate to the intense interest that has been placed on defining literacy, so that goals for preparing individuals to be functionally operational could be established for reading and vocational educators (Stanley, 1972; Hillerich, 1976).

A further search of the literature, however, in the Business Periodicals Index and Research in Education revealed a minimum of research in the areas of career development and the reading and writing tasks of executive personnel in industry. The time limit of the literature search was set at 1972 because it was reported (Cohen, 1977) that the greatest interest in career development and growth in industry has

evolved since that time. A literature search of The William S. Gray Reading Collection using the descriptors of "Adult Literature: Reading Materials" and "Adult Methods and Programs," however, revealed three studies (Bellows & Rush, 1952; Walton, 1955; Jones, 1965) that were conducted on programs for the purpose of improving reading skills of management personnel. These studies spanned a time period from 1947 to the mid-sixties. From the mid-sixties to the early seventies, however, a search of the literature revealed no studies concerned with reading and the executive.

A reason for this lack of interest in reading and management is put forth by authorities (Hodge & Lee, 1973) who claim that prior to the 1970's, and particularly in the 1960's, reading in management development and continuing education courses provided by industry was given little attention because it was not attractive in comparison with computer simulations, programmed learning, business games, and video-tape systems which were arriving on the scene of the business education market. In the early 1970's, however, as firms began to evaluate the overall benefits of their educational efforts, they found reading to be the most effective and economical way for an individual to learn, change, and develop.

Nevertheless, as late as 1978, Christopher Lorenz, who observed and spoke with executives at the European Management

Forum's 1978 Symposium at Davos, Switzerland, reported in the April 17th issue of London's Financial Times that executives do not keep abreast of general news or even important business trends (The truth about..., 1979). That executives do not keep abreast of general news or important business trends was being reported at the same time as experts in the field of management development were affirming that executives must read to stay aware of world-wide technology and economics if they were to survive in industry (Chaney, 1979; Seidel, 1979).

It was significant, then, that further research be conducted to find if executives are currently reading more and/or are aware of the need to read. It was also significant to define the reading tasks demanded at management levels so that goals and objectives can be established for reading educators to prepare individuals for these higher-level job positions.

Purpose of the Study

The purpose of the study was to research the following questions:

1. What are the job reading tasks of management personnel?

   A. What types of materials do they read at work?

   B. How much time is spent reading each type of material?

C. What reading methods are used?

D. Do the methods change with different types of materials?

2. What is the nature of the reading habits of management personnel at home?

A. What types of materials do they read at home?

B. How much time is spent reading each type of material?

C. What reading methods are used?

3. Do management personnel find the materials they read easy or difficult?

A. Why are the materials easy to read?

B. Why are the materials not easy to read?

4. What is the attitude of management personnel toward reading in their lives?

A. Is reading an important factor in career development?

B. Is reading an important factor in personal development?

5. How do persons in management levels perceive themselves as readers?

Definition of Terms

The terms defined here are those terms which were pertinent to the study and would assist the reader.

Lower levels of employment: These are job positions in an assembly line plant environment where the worker does not employ decision-making skills.

Management levels: These include the levels of executive, mid-management, and supervisor positions.

Executive position: A person in this position is an officer who controls the corporation. He is at the top of the corporate hierarchy.

Mid-management position: Personnel in this position are in the middle of the corporate hierarchy and next in line to the executive position. Eighty percent of their time is spent making decisions for the benefit of the corporation.

Supervisor position: This is the entry level of management and the lowest level of the corporate hierarchy. Eighty percent of their time is spent in hands-on-work and working with the assembly-line workers as a foreman.

White collar worker: This is personnel at the mid-management or executive levels.

Pre-printed forms: These are instruments with blanks for the insertion of requested information.

Inter-office communication: Any message received from within the department is included in this category.

Inter-corporate communication: This includes any message received from outside the department but within the corporation in which this study took place.

Report: This refers to a formal accounting or status review received daily, weekly, monthly, quarterly, or annually.

Technical/job related manual: This is a reference book giving instructions to perform a job task.

Trade journal: This is a magazine-type publication communicating trends and current developments particular to a specific industry or profession.

Business newspapers: These are daily publications reporting current affairs in light of their effects on the business communities.

Business magazines: Weekly or monthly publications communicating current developments in the industrial communities in general are in this category.

Business related books: These refer to books that relate historical or advisory information concerning the business world.

Assumptions of the Study

This descriptive study was conducted, and the results were evaluated within the following assumptions:

1. Management level people receive a vast amount of written communication daily.

2. Management level people must daily determine the best method to read their communications to fit the situation.

3. The respondents were randomly selected by the manager of staff and benefits from management positions ranging from supervisory to executive levels.

4. The respondents were honest in their responses to the instrument administered because their responses remained anonymous.

Limitations of the Study

This descriptive study was conducted, and the results were evaluated within the following limitations.

1. The sample was limited to management levels.

2. The sample was limited in number to 41.

3. The sample was limited to the management employees of one electronics manufacturing corporation.

4. The instrument used was a self-report type measurement. The data reported and conclusions drawn were dependent upon the honesty and understanding of the questions by the respondents as they completed the questionnaire.

5. The reading ability level of the population was not determined; therefore, there was no comparison between the ability level of the population and the reading levels of the material read by the population.

CHAPTER II

REVIEW OF THE LITERATURE

Society's first expectation of the individual is that the individual become an independent person. The terminal objective of education should be to develop "self-sustaining, involved persons" (Powell, 1977, p. 489). To become independent or self-sustaining, one must be taught basic communication and computational skills (Powell, 1977).

Literacy

To have the ability to perform the basic communication and computational skills without the assistance of others, according to Powell (1977), is to attain the first or basic level of literacy. The United States Bureau of Census recognizes the fifth-grade equivalency as the functional or basic level of literacy (Peck & Kling, 1977). Others (Northcutt, 1975; Newton, 1977) define literacy as those intellectual skills most needed for survival in the culture.

Norvell Northcutt (1975), however, further asserts that such a simple definition of literacy cannot be enduring because literacy is culture bound and exists within a cultural

context, and culture is constantly changing. A definition of literacy must, therefore, be constantly redefined as technology changes, and soon, Northcutt predicts, the literacy level of basic communication and computation will not be sufficient for successful existence in the culture.

Hillerich (1976), though, believes that the attainment of the basic language and computational tasks provides the potential for movement in society, which is Hillerich's definition of literacy (p. 54). Upward mobility in society, however, is attained by developing skills at the Career Literacy Level, Powell's third level of literacy, following the Preliteracy and Basic literacy levels. This third level is multidimensional: the literacy demands of the job vary from occupation to occupation (Powell, 1977, p. 491). As an individual moves into a "white collar" or managerial position, the literacy level changes. The basic level of literacy considered by some (Sticht, Caylor, Kern, & Fox, 1972; Sharon, 1973-74) to be adequate for employment is not sufficient for those aspiring to executive positions.

It is, therefore, concluded that literacy is determined by the specialized requirements to function within the culture and within each job role, and the adult's ability to read determines the literacy level, which in turn, determines the job role in which the individual can function (Newton, 1977).

Job-Entry Reading Level

Research was begun in 1968 (Sticht & McFann, 1975) with the Department of the Army and the Department of Defense to determine the literacy levels needed for job entry and functioning on the job. Throughout the reporting of this research, the author makes references to the subjects as "men." It is, therefore, assumed the entire sample population was male. It was discovered in the research that the reading level necessary for job entry, i.e., to complete the job application and pass the entrance test, was much higher than that actually required to function on the job. To conduct the study, the researcher interviewed cooks, mechanics, supply clerks, and armor crewmen in the U. S. Army. The interviewee told the researcher the reading materials he used in performing his job tasks. Copies of these job-performance reading materials were obtained and analyzed for the reading tasks involved. Standardized reading tests were administered to the men, as well as the Job Reading Task Test, hereafter referred to as the JRTT, which was designed by the researcher to test the ability of the men to perform the different job-reading tasks. With these two scores, that from the standardized reading test and that from the JRTT, it was possible to relate various criterion levels of achievement on the JRTT to the general reading grade level necessary to achieve this criterion. The data reported by this research in the U. S. Army revealed

that a reading level falling between the seventh- and ninth-grade levels as determined by a standardized reading test is necessary for successfully functioning on most jobs (Sticht & McFann, 1975).

In other publications referencing this study (Sticht et al., 1972; Sticht, 1975), conclusions were drawn that workers did not need to read to function on the job but, instead, could rely on extra-linguistic clues such as color-coding, symbols, and information from fellow workers. It was conceded, however, in these reports that those participants in the study who had higher reading abilities more often read the job materials and, in turn, performed better on the job.

The results of the study with the U. S. Army indicated a need to establish a literacy training program, more specifically identified as a Job-Related Reading Program, for army recruits (Fox & Sticht, 1974). A program was conducted which emphasized the necessary job reading tasks as revealed by the JRTT. These tasks were determined to be using a table of contents, using an index, reading a graph, extracting information from the main body of the text, following written procedural directions, and filling out forms. The performance of these tasks on a seventh-grade level was set as the terminal objective of the job-related reading programs. The researcher declared the program successful because 43 percent achieved at the seventh-grade reading level, and 12 percent were above

seventh grade on the JRTT.

Management Level Reading Skills

Although the seventh-grade reading level may be sufficient for army recruits to function successfully on the job, this literacy level will not be sufficient for those aspiring to executive positions in the civilian, business world. As noted by some (Northcutt, 1975; Levin, 1975; Powell, 1977), the intellectual skills needed to cope with the technological and economical changes in the culture in general, and the marketplace in particular, demand that aspiring executives attain a higher level of literacy, with more effective reading skills such as finding, organizing, and retaining information; improving reading rate so that they can skim for facts and read for main ideas; and reading highly technical language with enough cognition to comprehend main ideas, facts and opinions, and propaganda devices. In his definition of management qualities, G. F. Clifford (1977) also emphasizes high intellectual abilities in addition to a need for people orientation and a tendency toward conservatism and sensitivity to traditional ideas.

Early Management Reading Programs

Raising the literacy level of management personnel and improving their reading skills was of some concern as early as

1947. At that time, a study was conducted in the Detroit area by Bellows and Rush (1952) in which 150 executives ranging in age from 22-65 met for one-and-a-half hours for ten weeks for a reading improvement workshop. During each session there was a reading speed check, a topic for discussion, a pacing exercise using the Harvard Reading Films, and a comprehension check. The results of the study showed an average speed increase of 276.6 words per minute to 439.9 words per minute on the Michigan Speed of Reading Test, but no comprehension scores were reported. Vocabulary gains were reported as insignificant because there was little emphasis in the area of vocabulary teaching. It was suggested by the researchers that in another program of this type, more time and effort should be given to the teaching of vocabulary.

Another study was conducted in the early 1950's (Walton, 1955) because of the concern that adults had not developed reading habits commensurate with their mental power, and these undeveloped reading habits were taken into jobs demanding great reading effectiveness. Walton conducted his study on 56 bank personnel from Los Angeles. It was learned that 70 to 90 percent of their reading matter was non-fiction, so in their workshops of two-hour sessions held twice a week for 12 weeks, they were taught to first pre-read an article; i.e., read the introduction, the bold face headings, and the conclusion; and then secondly, to decide whether to skip, skim,

or read the article thoroughly. Emphasis was, also, placed on speed reading with the use of machines and the Harvard Reading Films. The results of Walton's study showed an average rate increase from 232.8 words per minute with 77 percent comprehension to 417 words per minute with 82.1 percent comprehension.

A third study (Jones, 1965) was conducted on improving reading skills of management personnel, with the main purpose of determining the effectiveness of the use of machines in the teaching process. The sample consisted of 56 men ranging in age between 29 and 63 years, with a mean age of 41.8 years. These men normally spent 12.5 hours per week on the job, reading letters, memos, technical magazines, journal articles, graphs, statistical data, and technical reports. Off the job, they read newspapers, short fiction, and non-fiction eleven hours per week.

For the study, the men were divided into four groups, three experimental and one control. One experimental group was trained with commercial equipment to be used with groups and individuals, such as the SRA accelerator, the tachistoscopic trainer, and the Harvard Reading Films. The second experimental group used only group equipment; and the third experimental group used no equipment but were trained by lectures, discussions, and practice. The fourth or control group had no instruction. The three experimental groups met

for two hours once a week for eight weeks.

Upon conclusion of the study, the data were analyzed using the "t" test of significance. There was no significant difference in improvement of the reading scores among the three experimental groups, but the significance between the experimental and control groups was reported beyond the one percent level of confidence. The average rate of the experimental groups improved from 264 words per minute with 68.6 percent comprehension to 450 words per minute with 80 percent comprehension. The conclusions drawn by Jones from his research were that reading improvement is a worthwhile endeavor in the area of management development, but it is not necessary to commit a significant expenditure on mechanical aids for such a program.

During the decade following the Jones study, little research is available on the improvement of reading skills of management personnel. Some authorities (Hodge & Lee, 1973) contend the reason for this is that reading in management development at this time was considered less than glamorous when compared with programmed learning, business games, computer simulations, and videotape systems. It was not until the early 1970's, assert Hodge and Lee, when firms began to evaluate the overall benefits of their educational efforts, that they found reading to be a most effective and economical way for individuals to learn, change, and develop.

Career Development Programs

During the early 1970's, also, there was a new concept spreading throughout the corporations called "career development." In fact, the exact year placed on the inception of this idea is 1972 (Cohen, 1977), and its definition is individual career planning, which stresses human development with training for the development of one's potential. It seems as if the responsibility for this career training fell on the shoulders of management personnel who had little or no training in the areas required, such as counseling. An extensive study was conducted by Cohen to determine the methods used by corporations in their career development programs. It was an assumption by the researcher that most corporations would have centralized programs and professional counselors, with less reliance on career counseling by managers. This was not found to be true at International Business Machines (IBM) and Minnesota Mining and Manufacturing (3M); nor was it to be found at Proctor and Gamble. The above placed the responsibility of training and development on existing managers, with emphasis on process training rather than workshops (Cohen, 1977).

Institutions such as Atlantic Telephone and Telegraph (AT&T), General Electric (GE), and Atlantic Richfield Oil Company (ARCO) use self-directed workbooks and reference materials in their career development programs, but there was

no research reported on the reading skills necessary to complete the workbooks and programs. Cohen was able to report that several corporations such as Ortho Diagnostics Incorporated, the Naval Weapons Center, Union Carbide, and Xerox use workshops for training their managers, but again there was no research reported on the intellectual skills necessary to complete successfully the workshops. In fact, a report on the Xerox management developmental center which was built at very great expense in Leesburg, Virginia, and opened in 1974, places emphasis on the extensive use of video facilities and outside instructors (Training facilities, 1977), as does the program at the Management Education Center of the Gould Corporation at Rolling Meadows, Illinois (Ylvisaker, 1977). Mention was made, however, by Ylvisaker that at the Gould center, the programs are three-to-five-day sessions, with study assignments lasting until midnight or later. Reading skills, it can be assumed, would be employed. In a recent article about management training (Daly, 1980), there was no mention of necessary literacy skills, but it was reported that trainees should read the materials which would require high level literacy skills at night at home, to save time for discussion the next day. The thrust of this management program, though, is training by management personnel within the corporation.

It appears that the research on these new career develop-

ment programs has been negligent in reporting the importance of reading skills in the programs. In another study (Jackson & Schlacter, 1978) on continuing education seminars for management personnel, however, it was revealed that management desires to have as little reading as possible in the programs. It was reported that management wants programs on motivation, training, time management, oral communication, and planning, and the learning aids they prefer in these programs are discussion, workbooks, cases, and, last of all, reading lists.

This negativism towards reading seems to be the norm among management because it is reported (The truth about those know-it-all executives, 1979) that executives, to make up for not reading, go to secluded conferences with peers to exchange business and political opinions, and they, also, have underlings digest articles and pass on highlights of thirty or more publications per day. The criticism of this is that underlings do not know what is important, and this "cutting service" can not make up for the executive's own reading and drawing conclusions and making judgments relative to himself.

Other censures lodged against executives are that they do not want to read because they understand the spoken word better than the written word, and they are unwilling to take notice of uncomfortable events or ideas which might upset their established ways of seeing and doing things (The truth about..., 1979).

Current Management Reading Programs

There was one survey (Hodge & Lee, 1973) in the last decade to indicate that management personnel are reading, and reading programs are being provided by industry. Related reading assignments are an essential element of executive programs at Pepsi Cola, General Electric, IBM, and Xerox. Discretionary programs or recommended bibliographies are developed at Del Monte, Weyerhaeuser, and Genesco. At Weyerhaeuser and Genesco, also, reading groups are encouraged among supervisors and managers to meet a half day per month to discuss reading and how it can apply to the job.

One authority (Sharon, 1973-74) downplays the need for job reading and advises caution about making the assumptions that reading skills influence and determine socioeconomic status. Sharon does, however, state that "white collar" persons spend more time reading and read a greater variety of material. The average American adult, according to Sharon (p. 157), spends one hour and forty-six minutes per day reading newspapers, books, magazines, and job-related materials.

A more recent study of the general population concerning adult reading habits, attitudes, and motivations (Mikulecky, Shanklin, & Caverly, 1979) indicates that the amount of necessary job reading is increasing. This study was a random telephone survey of 284 participants. The study indicated that the mean number of minutes per day the sample spent job

reading was 73, and the mean total reading time per day was 158 minutes. It was discovered that the higher the education level of the participants, the more time they spent reading. Women, however, spend more time free reading than do men. Men reported job-related reading and reading to get something done was their first reading priority, and then magazine reading was their second priority. As the education, income, and employment levels of women rose, this study reported, so did the amount of time they spend reading job-related materials.

This study also reported that women have a better attitude toward reading than do men. A concern expressed by the researchers, in light of these findings, is that as more men participate in child rearing these days, their negative reading habits and attitudes could have negative implications for influencing children's reading (Mikulecky et al., 1979).

Other recent literature on management development is strongly emphasizing the need for executives to read widely and voluminously (Chaney, 1979; Seidel, 1979; The truth about..., 1979). These experts suggest that knowing the technology of the industry, having the ability to manage people, and having the knowledge of manufacturing and marketing are important but not sufficient today. Because businesses today are involved in world-wide markets, economics, and politics, management must stay abreast of and be aware of the rapid

changes and developments in these areas. The executive needs to read a wide range of newspapers, journals, and magazines. He needs to fight obsolescence by reading.

Within the last year, it has been reported that executives are reading and corporations are demonstrating the belief that efficient reading by employees should be a major goal for business (Hornberger, 1980). The department chief in charge of training at Western Electric in Princeton, New Jersey, estimated managers spend 1/3 to 1/2 of their working time reading memoranda, reports, and other correspondence. Corporations such as Scott Paper, Provident National Bank, Western Electric, and Getty Oil have implemented reading programs for employees (Hornberger, 1980).

A survey of adult reading recently published (Murphy, 1980) sampled 51 males and 59 females with the average age being 25-30. Over half were college graduates and classified as professionals. Of this group, the average time spent reading for work was one-and-a-half-hours per day and two hours per day for pleasure.

Important business executives are reading widely beyond company matters. A non-scientific random survey conducted by Jack Patterson (1980) for Business Week showed executives read a broad variety of current and old books that are serious, frivolous, and academic in nature, in addition to reading best sellers. The dominant tone of the books mentioned is

serious, and many like mysteries and thrillers. Some representative titles mentioned in the report were <u>The Spike</u>, <u>War and Remembrance</u>, <u>Managing in Turbulent Times</u>, and <u>White House Years</u>. Many executives reportedly read several books at a time (Patterson, 1980).

Another recent study (Adams & Scott, 1980) comparing adult reading abilities and habits with college students' reading abilities and habits indicates that adults read more and understand news-type items better than college students. In concurrence with the reading skills mentioned earlier by some (Northcutt, 1975; Levin, 1975; Powell, 1977), it was found in this study that adults in business, industry, and religion can make inferences and judgments better than college students.

Management Writing Skills

A concern being expressed by employers is that recent college graduates cannot write. They cannot prepare clear and readable reports (Stacy, 1978). Stacy suggests one reason for this is that the population is watching television and not reading. He criticizes colleges for not providing material that students can read and emulate. He also believes that English teachers are not well trained in teaching writing. Prior to Stacy's report, another authority (Rice, 1976) was also berating the

schools for not training the graduates in writing. Rice's accusations are that public schools, colleges, and universities have prepared their students to expect to earn their living in a "multiple choice world." But, Rice continues, if the schools had taught writing, it would have been through literature, which is writing out of the past, and the graduate would have had no writing training using technical and jargon terms.

The most recent literature coming from the business world is stressing the need for executives to possess the ability to write and in turn be avid readers. One authority (Hulbert, 1980) is advising would-be management people that business executives rate the ability to communicate as the prime requisite for promotability. He further suggests that a direct connection exists between reading and writing. Effective writers are avid readers. Good writers are aware that reading is an excellent way to glean ideas and writing techniques.

A Summary of the Review of the Literature

A review of the literature included reports of empirical studies and opinions of authorities in the fields of reading education and business communications. Evidence was presented that only a basic literacy level is needed to successfully enter and function in the job world.

Further evidence was presented, however, that the basic literacy level is not sufficient for those aspiring to executive positions within large corporations, but rather, highly intellectual skills will be necessary to cope with the spiraling technological changes that are occurring and to compete in the world-wide market place.

A chronological reporting of research in the area of reading skills and management level personnel was presented showing the trend from concern for reading prior to the mid 1960's to concern for human development training but with the use of sophisticated machinery and the avoidance as much as possible of reading. The research presentations concluded with the advocacy of reading as a very important skill for survival in business.

The survey of the literature concluded with reports by authorities on the importance of the effects reading has on writing, the prime requisite for today's executive.

A review of the literature indicates that further research needs to be conducted to discover if the trend toward more varied and voluminous reading is still occurring among management personnel.

CHAPTER III

PROCEDURES

Population and Sample

The target population for this study were management personnel in an electronics manufacturing corporation which employs about 1,600 people. It is located in a suburban community outside a large metropolitan city in the Southwest. The sample actually participating were 41 subjects. Seventy subjects were randomly selected by the manager of staff and benefits from a total population of 150 management personnel, and 41 of this number completed and returned the question-naire. Five participants were on the supervisory level; 29 were mid-management; and seven were executives.

Instrument

The instrument used in the study was a questionnaire developed by the researcher (See Appendix A). It contained questions for the purpose of determining the amount of time a person in management positions spends reading at work and at home, the reading methods used, the types of materials read, and the degree of difficulty he has in reading them. Data were, also, collected on his perception of himself as a

27

reader. It was felt by the researcher that the above data were necessary to describe the reading characteristics of persons in management positions in a large corporation.

The development process of the questionnaire began with the researcher discussing the nature of the reading tasks at work with two acquaintances; one was a senior vice-president in charge of sales in a corporation of over 2,000 employees, and the other was part-owner and manager in a company of 85 employees. After these preliminary discussions, 25 questions about types of material read, amount of time spent reading them, and reading methods used were developed and discussed with the previous two persons and five other acquaintances in management positions in different corporations. During each discussion adjustments, deletions, and additions were made to the original questions.

Following the discussions with the above-mentioned seven people, the researcher developed a preliminary questionnaire in which the participant would circle data about the time spent reading, the materials read, the method used, and the degree of difficulty of his reading tasks at work and at home. This questionnaire was then reviewed by the personnel manager of the corporation where the study took place, and he found none of the questions objectionable.

Without changing the content of any question, the researcher redesigned and further developed the questionnaire

following the recommendations and format suggested by Dillman
in Mail and Telephone Surveys: The Total Design Method (1978).
The survey was divided into four sections: reading at work,
reading at home, the respondent's perception of himself as a
reader, and the background of the respondent. In the first
two sections, reading at work and reading at home, the par-
ticipant was asked to list titles of the materials he read.
The individual then indicated the amount of time spent read-
ing the materials at work by choosing one of the five
researcher-determined times which ranged from less than 15
minutes to more than five hours of the working day. He
also indicated the amount of time spent at home reading each
kind of material by choosing one of the researcher-determined
times that ranged from less than one hour per week to more
than seven hours per week.

The next step on the questionnaire was that the parti-
cipant identified the reading method(s) he generally used in
reading each kind of material by selecting from four methods
provided by the researcher. Reading rates and methods vary
according to the nature of the reading task, purpose of
reading, and types of material (Robinson, 1975). Asking par-
ticipants to identify the method used to read various types
of material aided in identifying the reason the respondent
read the material and the attitude of importance the parti-
cipant had toward different types of print. Better job

performance depends on the task of reading the material received daily, in terms of its relevancy to the situation. This requires the skills of knowing how and when to skim for the main idea, read for facts and details, and knowing when to slow the pace for technical language or intensive reading (Levin, 1975). The method choices, therefore, provided by the researcher were 1) read slowly for technical language, 2) read for details, 3) skim for main ideas, and 4) read more than once. Technical language in materials causes the reader to slow his rate for understanding. Reading for details will also slow down the rate, but sometimes knowing the details of the material is imperative for the reader. When the reader is only concerned with gaining the general drift of the material, skimming for main ideas is a viable method. If material is particularly complex and important in content to the reader, it is very sensible to read the material more than once (Robinson, 1975).

Another task of the participant was to indicate the level of ease or difficulty in reading each kind of material by rating it on a scale of one to five, ranging from very easy to very difficult. The individual also identified the reason(s) for rating the material easy or difficult by choosing from five researcher-determined reasons. These reasons were 1) technical vocabulary, 2) general vocabulary, 3) sentence structure, 4) content of material, and 5) read

frequently. While discussing with acquaintances the nature of reading tasks at work, the researcher ascertained these reasons to be the most common ones for ease or difficulty of reading.

The participant was also asked to identify the work-related and non-work related magazines, newspapers, and books he read and the reasons(s) for reading them to be chosen from a list of researcher-determined reasons. The reasons were 1) information, 2) career development in the individual's field, 3) awareness of current trends and developments in other fields, 4) personal growth, and 5) entertainment.

The third section included questions concerning the respondent's perception of himself as a reader today and in the earlier periods of life: elementary school, junior high school, high school, technical school or college, and graduate school. The final section was concerned with background data, education, position in the corporation, and number of years with the corporation. The placement of the background questions at the end was at the recommendation of Dillman that there be no innocuous questions, personal or otherwise, at the beginning, but rather, personal questions should be placed at the end, and the first question should be related to the survey topic. The first question should also be a neutral question not indicating an opinion and one without a not applicable (N/A) category because if the respondent's

answer to the first question were N/A, he perhaps would not continue with the survey (Dillman, 1978, pp. 123; 128).

Added to the questionnaire at that time were transition statements to introduce each section of questions. These were short statements for the purpose of breaking up long series of questions and with the intention of making the instrument more personal to the respondent so that he would make a greater effort to answer the questions with more accuracy. Most of the transition statements appeared at the top of a page as recommended by Dillman, so that as the respondent leafed through the pages before beginning to answer the questions, his eyes would fall on the statement at the top and find it to be personal and uncomplicated, thus increasing the chances that he would complete the questionnaire (Dillman, 1978, pp. 147-48).

Piloting

The instrument was field tested for clarity of directions and questions with five volunteers in management positions. The results of the pilot study did not indicate any revisions to the instrument were necessary.

Data Collection

Copies of the instrument with a cover letter from the researcher (See Appendix A) explaining the purpose of the

study were delivered to the manager of staffing and benefits of the corporation. He then attached another cover letter expressing the support of the corporation for the study and urging all participants to respond (See Appendix A). The instrument plus both cover letters and an envelope with an identifying number were distributed by the manager of staffing and benefits to those subjects who were randomly selected by him. When the participants completed the questionnaire, they returned it sealed in the envelope with the identifying number to the manager. One week after the questionnaire was distributed, the manager sent reminders to those subjects who had not returned the survey. After two weeks the researcher collected the sealed questionnaires from the manager of staff and benefits. A total of 41 questionnaires was received.

Data Analysis

The questionnaires were first sorted into the three management levels with five in supervisory, 29 in mid-management, and seven in executive levels. The data from each questionnaire were tabulated in the management category, and tables for each management level were designed to report the data for each question on the survey.

The data are reported in percentages and frequencies of distribution as they describe the responses of the 41 survey respondents. In all cases, percentages are calculated on the

number of responses to an individual question. For instance, if only 26 of the 29 mid-management participants responded to a question, the percentage was calculated using 26, not 29, as the total. It was felt by the researcher that this would provide a better representation of the data because it was not known if the three mid-management persons who did not respond found the question to be not applicable to them or if they neglected to answer it.

In some instances, it was expedient to combine the data from two or more of the original tables because of the paucity of information generated by the respondents in some areas or because of the similarity in nature of some questions and their responses. Whenever possible, data were reported in the text negating the need for a table.

CHAPTER IV

Presentation of the Data

Of the 70 questionnaires sent to persons randomly se-
lected from three levels of management positions in an elec-
tronics manufacturing corporation in a suburban southwestern
city, 41 were returned. Five questionnaires were returned
by supervisors, 29 by mid-management, and seven by executives.
The data from this study will be reported in percentages or
frequencies of distribution as they describe the responses
of the 41 survey respondents. As stated in Chapter III, per-
centages are calculated on the number of responses to an
individual question. For example, 28 mid-management persons
out of 29 responded to part one of question five, so the per-
centages given for that question were calculated for 28
respondents instead of 29.

Most of the management persons reported being employed
at the corporation for either two to five years or for more
than 10 years (See Table 1). All respondents are formally
educated beyond the high school level. Seventy-five percent
of them are college graduates, and of this percentage, about
44 percent have done graduate work (See Table 2).

35

Table 1

Percentage of Years of Employment by

Management Categories

Group	0-1 Years	2-5 Years	6-10 Years	More Than 10 Years
Supervisor	0.00	40.00	20.00	40.00
Mid-Management	6.89	37.93	17.24	37.93
Executive	0.00	42.85	0.00	57.14

Table 2

Frequency Distribution of Education Levels by

Management Categories

Group	Trade School	1 yr. College	2 yr. College	3 yr. College	Col. Grad.	Grad. Work
Super.	1	0	0	0	1	3
Mid-Mgt.	0	0	2	6	10	11
Exec.	0	1	0	0	2	4

Reading Habits at Work

One of the major objectives of this study was to ascertain the amount of time management persons spend reading at work during an average day. Table 3 indicates that while executives spend the largest amount of time reading during an average day, supervisors and mid-management spend approximately equal amounts. Their total time, however, is less than that of the executives. None of the respondents in any category reported spending over four hours a day reading at work.

Table 3

Percentage of Time Spent Reading at Work during
an Average Day by Management Categories

Group	5-30 Min.	45-75 Min.	2-4 Hours
Supervisor	20.00	60.00	20.00
Mid-Management	25.00	50.00	25.00
Executive	14.28	42.85	42.85

The job-related materials most frequently read at work are reported in Table 4 by management category. Other materials reportedly read at work by supervisors are computer

program listings and the Wall Street Journal. Mid-management personnel reported reading bids, business magazines and catalogues, trade journals, and design documentation, proposals, and specifications. Executives reported additional reading of orders, periodicals, research reports, and technical journals. Percentages do not total to 100 as respondents could report in multiple categories.

Table 4

Percentage of Management Personnel Who Read

Materials at Work in Job-Related Categories

Material	Supervisor	Mid-Management	Executive
Preprinted Forms	60.00	62.06	57.14
Inter-Office Communication	100.00	100.00	57.14
Inter-Corporate Communication	100.00	75.86	100.00
Reports	100.00	96.55	100.00
Mail	80.00	82.75	85.71
Technical/ Job-Related Manuals	80.00	82.75	57.14

Table 5 indicates the amount of time spent by the res-
pondents reading corporate communication materials such as
forms, memos, and reports during an average week at work.
All percentages reported are calculated on the number of
responses to individual questions. In many categories, the
respondents reported spending less than an hour per week
reading these types of materials. None reported spending
more than five hours per week reading any material, except
reports. One mid-management person and one executive indi-
cated that they read reports more than five hours per week.
Their data have been excluded from the table, thus percent-
ages in some categories will not equal 100 percent. For
expediency, the responses to inter-office and inter-corporate
communication were combined to form one sub-group.

The amount of time management people spend reading
industry-related materials such as outside mail, job manuals,
trade journals, business newspapers, and magazines is re-
ported in Table 6. As in the categories of corporate commu-
nication materials, most respondents indicated reading these
materials for less than one hour, with the exception of
technical-job related manuals. One mid-management and one
executive participant reported spending four to five hours
per week reading manuals. A sub-group was formed by combining
the data reported for time spent reading trade journals,
business newspapers, and business magazines. The researcher

Table 5

Percentage of Time Spent Reading

Corporate Communication Materials at Work during

An Average Week by Management Categories

Group	Do Not Read	Less Than 15 Min.	15-45 Min.	1-3 Hrs.	4-5 Hrs.
Preprinted Forms					
Super.	25.00	50.00	25.00	00.00	00.00
Mid-Mgt.	42.85	35.71	10.71	10.71	00.00
Exec.	00.00	71.42	14.28	00.00	14.28
Inter-Office and Inter-Corporate Communication					
Super.	00.00	90.00	10.00	00.00	00.00
Mid-Mgt.	12.28	29.82	40.35	15.79	1.75
Exec.	00.00	00.00	46.15	46.15	7.69
Reports					
Super.	00.00	60.00	40.00	00.00	00.00
Mid-Mgt.	7.14	14.28	42.85	28.57	3.57
Exec.	00.00	00.00	42.85	28.57	14.28

Note: Percentages are based on category responses.

Table 6

Percentage of Time Spent Reading

Industry-Related Materials at Work during

An Average Week by Management Categories

Group	Do Not Read	Less Than 15 Min.	15-45 Min.	1-3 Hrs.	4-5 Hrs.
		Mail			
Super.	00.00	75.00	00.00	25.00	00.00
Mid-Mgt.	24.13	48.27	17.24	10.34	00.00
Exec.	28.57	28.57	14.28	28.57	00.00
	Technical/Job Related Manuals				
Super.	00.00	50.00	50.00	00.00	00.00
Mid-Mgt.	7.69	26.92	42.31	19.23	3.44
Exec.	33.33	50.00	00.00	00.00	16.66
	Trade Journals, Business Newspapers, Business Magazines				
Super.	33.33	41.67	25.00	00.00	00.00
Mid-Mgt.	20.78	36.36	33.77	9.09	00.00
Exec.	30.00	40.00	25.00	5.00	00.00

Note: Percentages are based on category responses.

felt justified in doing this because when participants reported the titles of materials read at work in question two (see Appendix B), the same title was sometimes reported in each of the three categories. This overlapping led the researcher to conclude that the data reported would be better represented by combining the three categories of trade journals, business newspapers, and business magazines.

The amount of time spent reading business-related books is not reported in a table because few respondents indicated reading business-related books at work. No one reported spending more than five hours per week reading business books. Three supervisors and two executives reported spending less than 15 minutes per week at work reading business-related books. One executive and two mid-management persons indicated they spend one to three hours at work reading business books. Other mid-management personnel, however, indicated spending less time reading business books: four read 15 to 45 minutes, and eight spend less than 15 minutes per week reading business books at work.

There were few respondents who reported reading non-business materials such as city newspapers and non-business magazines and books at work; thus, there is no table report-ing this data. In fact, none of the executives indicated reading these materials, and only one supervisor reported reading a city newspaper for 15 to 45 minutes. While one

mid-management respondent reported reading a city newspaper
from one to three hours per week, five indicated spending
less than 15 minutes per week reading city newspapers. One
mid-management respondent reported reading non-business maga-
zines 15 to 45 minutes per week, and two read less than 15
minutes. Only one mid-management respondent indicated reading
non-business books at work, and he/she spends less than 15
minutes reading them.

After determining the amount of time spent reading at
work by management personnel, it was important to the researcher
to learn the methods employed by the respondents to read the
materials. These methods are reported in Tables 7 and 8.
Table 7 shows that most of the respondents read corporate
communications and reports for details. The sub-group of
Inter-Office and Inter-Corporate Communication was formed as
it was in Table 5, for expediency.

Table 8 reveals a dichotomy between the majority of
supervisors and the majority of mid-management and executive
personnel in the methods used for reading industry-related
materials. Many supervisors read technical manuals more than
once, but one supervisor reads trade journals and business
magazines more than once. One supervisor reads books for
details. More than 50 percent of mid-management and executives
reportedly skim read these materials. A sub-group was formed
in Table 8 by combining trade journals and business magazines

Table 7

Percentage of Responses to Method Used to Read

Corporate Communication Materials at Work by

Management Categories

Group	Skim for Main Ideas	Read for Details	Read for Tech. Lang.	Read More Than Once
Preprinted Forms				
Super.	33.33	66.66	00.00	00.00
Mid-Mgt.	68.75	31.25	00.00	00.00
Exec.	71.42	28.57	00.00	00.00
Inter-Office and Inter-Corporate Communication				
Super.	40.00	60.00	00.00	00.00
Mid-Mgt.	4.08	77.55	10.20	8.16
Exec.	00.00	84.62	15.38	00.00
Reports				
Super.	14.28	42.85	14.28	28.57
Mid-Mgt.	27.27	50.00	13.63	9.09
Exec.	00.00	42.85	28.57	28.57

Note: Percentages are based on category responses.

Table 8

Percentage of Responses to Method Used to Read

Industry-Related Materials at Work by

Management Categories

Group	Skim for Main Ideas	Read for Details	Read for Tech. Lang.	Read More Than Once
Technical/Job Related Manuals				
Super.	00.00	16.67	33.33	50.00
Mid-Mgt.	31.57	31.57	31.57	5.26
Exec.	75.00	00.00	25.00	00.00
Trade Journals and Business Magazines				
Super.	33.33	50.00	00.00	16.67
Mid-Mgt.	65.71	25.71	8.57	00.00
Exec.	100.00	00.00	00.00	00.00
Business Books				
Super.	33.33	33.33	33.33	00.00
Mid-Mgt.	28.57	28.57	42.85	00.00
Exec.	66.66	33.33	00.00	00.00

Note: Percentages are based on category responses.

because of the similarity of their format, subject matter, and participants' responses to the method used to read these materials.

The majority of the respondents skim-read their outside mail and business newspapers. Two supervisors, two executives, and three mid-management persons report reading the mail for details, while one mid-management and one executive personnel indicated reading the mail more than once. Business newspapers are read for details by two supervisors, two mid-management, and one executive.

Very few respondents reported on the methods they use for reading non-business newspapers, magazines, and books at work, and, therefore, a table is not included reporting this data. One supervisor reported reading for details. Three mid-management personnel indicated they skim for main ideas, one mid-management person reported reading for details, and one indicated reading non-business materials more than once. No executive responded to this question.

Reading Habits at Home

To better understand management's attitude toward reading and reading's importance in their lives, particularly for professional growth, the researcher felt it was important to ascertain the amount of time spent reading at home, as displayed in Table 9. It is of interest that the highest

percentages of time spent reading at home fall in the category of one to seven hours per week for all three management levels. Among the other 50 percent reporting, however, more executives spend longer hours reading per day than mid-management, who spend more hours than do supervisors reading each day.

Table 9

Percentage of Time Spent Reading at Home during

an Average Week by Management Categories

Group	Less Than 1 Hour	1-7 Hours	8-14 Hours	14+ Hours
Super.	00.00	60.00	40.00	00.00
Mid-Mgt.	3.44	51.72	41.37	3.44
Exec.	00.00	42.85	28.57	28.57

It was, also, important to the researcher to know the types of materials management personnel read at home and how much time they spend reading each to determine if they feel it is necessary to bring materials such as corporate communications and reports home to read; and, also, to determine if they spend any of their personal time reading professional materials such as journals and business newspapers and non-professional materials such as city newspapers, magazines, and books.

Table 10 provides data on the time spent reading corporate communications at home. None of the respondents reported spending more than seven hours at home reading corporate materials. Although 80 percent or more of the supervisors and mid-management participants responded that they do not read Inter-Office and Inter-Corporate communication at home, the majority of executives do read these materials at home, in addition to corporate reports. The information reported for the items of Inter-Office Communication and Inter-Corporate Communication was combined to form one sub-group, in the interest of expediency.

Seventy-one percent of the executives take preprinted forms home to read, but they spend less than one hour per week reading them. One supervisor and four mid-management persons reported spending less than one hour per week at home reading preprinted forms.

It was of interest that only 20 percent of the supervisors, 17 percent of mid-management, and no executives reported not reading the mail that comes into the home. Most of the respondents, 60 percent of the supervisors, 72 percent of mid-management, and 50 percent of the executives, however, indicated they spend less than one hour per week reading the mail. The rest of the respondents spend one to three hours per week reading the mail.

The data generated by respondents concerning the time

Table 10

Percentage of Time Spent Reading

Corporate Materials at Home during

An Average Week by Management Categories

Group	Do Not Read	Less Than 1 Hour	1-3 Hours	4-7 Hours
Inter-Office and Inter-Corporate Communication				
Super.	90.00	10.00	00.00	00.00
Mid-Mgt.	82.76	15.52	1.72	00.00
Exec.	16.66	41.67	25.00	16.66
Reports				
Super.	60.00	40.00	00.00	00.00
Mid-Mgt.	51.72	44.82	3.44	00.00
Exec.	00.00	33.33	50.00	16.66
Technical/Job-Related Manuals				
Super.	60.00	40.00	00.00	00.00
Mid-Mgt.	58.62	27.58	10.34	3.44
Exec.	33.33	50.00	16.66	00.00

Note: Percentages are based on category responses.

spent reading professional materials such as journals and business newspapers which would enhance their professional growth are reported in Table 11. It can be observed that executives spend more time than supervisors and mid-management reading these materials, except for business-related books. The percentages in the three management categories are about equal in the time spent reading business books. No one reported spending more than seven hours per week reading professional materials. The data reported in the areas of trade journals and business magazines were combined because of the difficulties among respondents in identifying titles in question two (see Appendix B) as trade journals or business magazines.

Almost all participants indicated spending some time reading non-professional materials, city newspapers, magazines, and books, at home (see Table 12). Exceptions are one supervisor and one mid-management respondent who reported not reading city newspapers and magazines, and three mid-management and one executive who reported that they do not read non-business books at home. The category, do not read, has been eliminated from Table 12, thus the percentages will not equal 100 percent for some categories.

Just as it was important to the researcher to ascertain the reading methods used by management personnel to read materials at work, so it is important to discover the methods

Table 11

Percentage of Time Spent Reading

Professional Materials at Home during

An Average Week by Management Categories

Group	Do Not Read	Less Than 1 Hour	1-3 Hours	4-7 Hours
Trade Journals and Business Magazines				
Super.	50.00	40.00	10.00	00.00
Mid-Mgt.	38.60	38.60	19.30	3.59
Exec.	15.38	38.46	38.46	7.69
Business Newspapers				
Super.	100.00	00.00	00.00	00.00
Mid-Mgt.	35.71	42.85	20.68	00.00
Exec.	14.28	28.57	28.57	28.57
Business Related Books				
Super.	40.00	40.00	20.00	00.00
Mid-Mgt.	46.15	42.30	11.53	00.00
Exec.	33.33	33.33	33.33	00.00

Note: Percentages are based on category responses.

Table 12

Percentage of Time Spent Reading

Non-Professional Materials at Home during

An Average Week by Management Categories

Group	Less Than 1 Hour	1-3 Hours	4-7 Hours	More Than 7 Hours
City Newspapers				
Super.	20.00	00.00	40.00	20.00
Mid-Mgt.	17.24	44.82	24.13	10.34
Exec.	00.00	83.33	16.66	00.00
Non-Business Related Magazines				
Super.	20.00	60.00	00.00	00.00
Mid-Mgt.	31.03	51.72	10.34	3.44
Exec.	66.66	33.33	00.00	00.00
Non-Business Related Books				
Super.	40.00	20.00	40.00	00.00
Mid-Mgt.	27.58	48.27	13.79	00.00
Exec.	57.14	14.28	14.28	00.00

Note: Percentages are based on category responses.

used to read materials at home.

Although a cursory overview of the data would indicate the primary method used for reading corporate materials at home is to skim for main ideas, this is not necessarily true, as one can observe in Table 13. It is true, however, for preprinted forms. All participants except one mid-management person who responded to that question indicated they do skim read preprinted forms.

In contrast, however, only one, a mid-management employee, of those who reported reading inter-corporate and inter-office communication indicated skim reading for main ideas. Four mid-management personnel and three executives reported reading inter-corporate communication for details, while one executive reported reading for technical language.

Table 14 reports the methods used to read professional materials such as trade journals, business newspapers, and business related books at home. Although the larger percentages fall in the area of skimming for main ideas for trade journals and business newspapers, the larger percentages of methods used for reading business books are in the category of reading for details. A sub-group was formed in this table by combining the data reported for trade journals and business magazines because the subject matter and format of the materials are similar, as are the responses of the participants in those areas. It is noted that there are no responses

Table 13

Percentage of Responses to Method Used to Read

Corporate Materials at Home by Management Categories

Group	Skim for Main Ideas	Read for Details	Read for Tech. Lang.	Read More Than Once
Inter-Office Communication				
Super.	00.00	100.00	00.00	00.00
Mid-Mgt.	20.00	80.00	00.00	00.00
Exec.	00.00	80.00	20.00	00.00
Reports				
Super.	00.00	100.00	00.00	00.00
Mid-Mgt.	26.67	66.67	00.00	6.67
Exec.	40.00	60.00	00.00	00.00
Technical/Job-Related Manuals				
Super.	00.00	50.00	50.00	00.00
Mid-Mgt.	33.33	50.00	8.33	8.33
Exec.	75.00	25.00	00.00	00.00

Note: Percentages are based on category responses.

Table 14

Percentage of Responses to Method Used to Read

Professional Materials at Home by Management Categories

Group	Skim for Main Ideas	Read for Details	Read for Tech. Lang.	Read More Than Once
Trade Journals and Business Magazines				
Super.	80.00	20.00	00.00	00.00
Mid-Mgt.	40.00	51.43	8.57	00.00
Exec.	70.00	30.00	00.00	00.00
Business Newspapers				
Super.	00.00	00.00	00.00	00.00
Mid-Mgt.	52.63	42.10	5.26	00.00
Exec.	80.00	20.00	00.00	00.00
Business Related Books				
Super.	33.33	66.66	00.00	00.00
Mid-Mgt.	33.33	40.00	20.00	6.66
Exec.	50.00	50.00	00.00	00.00

Note: Percentages are based on category responses.

by supervisors to the methods used for reading business newspapers because, as reported in Table 11, no supervisors indicated reading business newspapers at home.

It was of interest to the researcher to discover whether or not there is a difference in reading methods used by management personnel when they are reading professional material and when reading non-professional material at home. Table 15 which reports the reading methods used for non-professional materials can be compared to Table 14, the methods used to read professional materials, and one can observe that many of the methods are similar. In Table 15, a few respondents indicated that they read some materials more than once or that they read for technical language, but the majority of the respondents reported that they either skim for main ideas or read for details. This is also the case in the respondents' reporting of reading the mail. Fifty percent of the supervisors reported skimming for main ideas, and fifty percent reported reading for details. The mid-management persons were not quite so evenly divided, with 38 percent skimming the mail, and 62 percent reading for details. The executives were also nearly equally divided with 40 percent skim reading and 60 percent reading for details. It is of interest that the respondents in the three management categories are nearly equally divided in their methods, skimming or reading for details, of reading the mail that comes into the home.

Table 15

Percentage of Responses to Method Used to Read

Non-Professional Materials at Home by

Management Categories

Group	Skim for Main Ideas	Read for Details	Read for Tech. Lang.	Read More Than Once
City Newspapers				
Super.	66.66	33.33	00.00	00.00
Mid-Mgt.	51.85	44.44	00.00	3.70
Exec.	60.00	40.00	00.00	00.00
Non-Business Related Magazines				
Super.	33.33	66.66	00.00	00.00
Mid-Mgt.	28.00	64.00	00.00	8.00
Exec.	50.00	50.00	00.00	00.00
Non-Business Related Books				
Super.	20.00	60.00	20.00	00.00
Mid-Mgt.	19.23	76.92	3.84	00.00
Exec.	50.00	50.00	00.00	00.00

Note: Percentages are based on category responses.

Ease or Difficulty in Reading Materials

In order to better understand the reading demands placed on management personnel in a corporate setting, the researcher felt it was necessary to have these subjects evaluate their reading material according to the level of ease or difficulty of reading and then to give the reasons they felt the material was easy or difficult to read.

Tables 16, 17, and 18 report the level of ease or difficulty the participants indicated for reading different types of material. There is not a separate table reporting the responses to the question, Reasons for Ease or Difficulty of Reading, because the number of responses to any one item for any one management category is few. The choices given to the participants for reason of ease or difficulty in reading were 1) technical vocabulary, 2) general vocabulary, 3) way written (sentence structure), 4) content of material, and 5) read frequently. After participants indicated one of the five levels of difficulty for each type of reading material, they then could cite as many of the above five items as they wished for their reasons for the level of ease or difficulty. A brief summary of the reasons cited for the levels of ease or difficulty for each type of reading material will follow in the text in conjunction with the interpretations of Tables 16, 17, and 18.

Table 16 reports the level of ease or difficulty in

reading corporate communication. None of the respondents indicated that these materials were very difficult to read. Only two mid-management participants indicated that reports were difficult to read, and the reasons given for difficulty of reading were technical vocabulary and content of material. It should be noted that the sub-groups Inter-Office Communication and Inter-Corporate Communication were combined to form one group because the responses to both categories were similar.

Most of the respondents indicated that preprinted forms were very easy or easy to read, with a very small percentage of mid-management and executives indicating they were moderately difficult to read. The main reason given for the ease of reading forms was the content of the material, with some respondents indicating they are easy because they are read frequently. The reasons given for preprinted forms being moderately difficult to read were content of material, the way written, and technical vocabulary.

As can be observed in Table 16, at least 80 percent of the respondents indicated that inter-office and inter-corporate communication is very easy or easy to read, and the primary reasons given were general vocabulary and content of the material. The 15 to 20 percent who reported that it is moderately difficult to read cited the reason as the way it was written or the sentence structure.

Table 16

Percentage of Responses to Level of Ease or Difficulty

In Reading Corporate Communication by

Management Categories

Group	Very Easy	Easy	Moderately Difficult	Difficult
Preprinted Forms				
Super.	66.67	33.33	00.00	00.00
Mid-Mgt.	52.17	30.43	17.39	00.00
Exec.	33.33	50.00	16.67	00.00
Inter-Office and Inter-Corporate Communication				
Super.	40.00	40.00	20.00	00.00
Mid-Mgt.	20.75	64.15	15.09	00.00
Exec.	23.08	69.23	7.69	00.00
Reports				
Super.	00.00	60.00	40.00	00.00
Mid-Mgt.	11.54	30.77	50.00	7.69
Exec.	00.00	42.86	57.14	00.00

Note: Percentages are based on category responses.

Although 60 percent of the supervisors indicated that reports are easy to read, 50 and 57 percent respectively of mid-management and executives cited that reports were moderately difficult to read because of the content of the material, the technical vocabulary, and the way they are written or the sentence structure. The majority of supervisors, as well as some mid-management and executives who indicated that reports are easy to read, gave the reasons of read frequently and content of material.

Participants in the three management categories reported that corporate and professional materials such as job manuals, trade journals and newspapers, and business books are more difficult to read than corporate communication and non-corporate/non-professional materials such as city newspapers, magazines, and books. A comparison of Tables 16, 17, and 18 will support this finding.

Table 17 which reports the level of ease or difficulty in reading corporate and professional material shows that although no one indicated these materials were very difficult, a higher percentage of respondents in the three management categories indicated technical/job-related manuals are more difficult to read than any of the other types of material. The reasons given by all three management categories for the difficulty in reading job manuals were content of material and technical vocabulary, with a lesser number of participants

Table 17

Percentage of Responses to Level of Ease or Difficulty

In Reading Corporate and Professional Materials

By Management Categories

Group	Very Easy	Easy	Moderately Difficult	Difficult
Technical/Job Related Manuals				
Super.	00.00	25.00	50.00	25.00
Mid-Mgt.	00.00	28.00	52.00	20.00
Exec.	00.00	00.00	83.33	16.67
Trade Journals, Business Newspapers, Business Magazines				
Super.	18.18	45.45	36.36	00.00
Mid-Mgt.	15.00	53.75	30.00	1.25
Exec.	11.76	76.47	11.76	00.00
Business Related Books				
Super.	00.00	66.67	33.33	00.00
Mid-Mgt.	7.69	26.92	57.69	7.69
Exec.	00.00	00.00	80.00	20.00

Note: Percentages are based on category responses.

responding with the way written or sentence structure. Those 25 and 28 percent of supervisors and mid-management who reported manuals were easy to read were varied in their reasons, with at least one response falling in each category, but more responses were in the category of content of material, with mid-management persons indicating this response.

The sub-groups of trade journals, business newspapers, and business magazines were combined to form one group because of the similarity of format, subject matter, and participants' responses to level of ease or difficulty in reading these materials. There was only one response that any of these materials was difficult to read, and it was made by a mid-management person in reference to trade journals. There was no reason given, however, by this respondent for indicating that trade journals are difficult to read. All other responses in these sub-groups were about equal; therefore, the researcher felt justified in combining these three sub-groups.

The highest percentage of respondents indicated that trade journals, business newspapers, and business magazines are easy to read, and the reasons generally given, in equal distribution, were general vocabulary, way written, and content of material. Approximately 36 and 30 percent respectively of supervisors and mid-management and 11 percent of executives indicated these materials are moderately difficult to read,

and the main reason given was the content of the material,
with a few responses in the category of way written. Those
who indicated trade journals, business newspapers, and busi-
ness magazines are very easy to read gave the reason of
general vocabulary, with few responses as content of material.

Although seven percent of mid-management personnel re-
ported that business books are very easy to read, but gave no
reasons why they are very easy to read, none of the super-
visors or executives reported in this category. The highest
percentage of supervisors reported that business books are
easy to read because of the content of the material and the
way they are written. The highest percentage of mid-management
and executives reported that these books are moderately diffi-
cult to read. The reasons given were content of material and
technical vocabulary. These were the same reasons given by
that small percentage of mid-management and executives who
reported that business books are difficult to read.

Table 18 reports the participants' responses to the level
of ease or difficulty in reading non-corporate/non-professional
materials such as outside mail, city newspapers, magazines,
and non-business related books. A sub-group was formed com-
bining the data given for city newspapers and non-business
magazines for the purpose of expediency, but the researcher
also felt justified in doing this because the responses of
the participants in all categories related to city newspapers

Table 18

Percentage of Responses to Level of Ease or Difficulty

In Reading Non-Corporate/Non-Professional Materials

by Management Categories

Group	Very Easy	Easy	Moderately Difficult	Difficult
		Mail		
Super.	25.00	75.00	00.00	00.00
Mid-Mgt.	57.14	32.14	10.71	00.00
Exec.	33.33	50.00	16.67	00.00
	City Newspapers and Non-Business Magazines			
Super.	42.86	57.14	00.00	00.00
Mid-Mgt.	39.29	53.57	7.14	00.00
Exec.	72.73	27.27	00.00	00.00
	Non-Business Related Books			
Super.	20.00	60.00	20.00	00.00
Mid-Mgt.	29.63	62.96	37.03	37.03
Exec.	75.00	00.00	25.00	00.00

Note: Percentages are based on category responses.

and non-business magazines were very similar. It is to be noted that there were no responses in the very difficult category for any of the materials included in Table 18.

Although 57 percent of mid-management reported that the mail is very easy to read because of its general vocabulary and the content of the material, the higher percentages of supervisors and executives indicated that it is easy to read. The reasons given by them were, also, the general vocabulary and the content of the material.

With regard to city newspapers and non-business magazines, seven percent of mid-management personnel reported that they are moderately difficult to read because of the content of the material. All of the other respondents indicated that these materials are very easy or easy to read. Most indicated that the reason for the ease of reading is the general vocabulary, with fewer responding to the content of the material, and fewer, still, reporting the way written or sentence structure.

The responses to the level of ease or difficulty in reading non-business books are varied among the three categories of management levels, with one mid-management person reporting that books are difficult to read because of the general vocabulary. The highest percentage of supervisors and mid-management personnel reported that these books are easy to read because of the general vocabulary, the way they

are written, and the content of the material. The reasons given for very easy reading by the participants in these two management categories are as varied as the number of respondents, with all five reasons cited at least once for the easy reading of non-business books.

The reasons given by supervisors and mid-management for moderately difficult reading of non-business books are general vocabulary by supervisors and content of material by mid-management.

Executives are divided into two categories concerning the difficulty of reading non-business books. Seventy-five percent of them reported books are very easy to read because of content of material, the way written, and general vocabulary. Twenty-five percent of the executives reported that books are moderately difficult to read, and their reason is the content of the material.

Reasons for Reading Various Materials

Knowing how much time management personnel spend reading; knowing the methods they use to read different types of materials; knowing the level of ease or difficulty they have in reading different types of material and the reasons they give for the levels of ease or difficulty are important factors in attempting to draw a reading profile of management people. This researcher feels, however, that, in addition to the above,

knowing the reasons management people have for reading different types of material other than corporate communication will also be important to understanding their reading characteristics.

Tables 19 and 20 report the frequency of distribution of reasons for reading professional and non-professional materials. Respondents were asked to list no more than three titles of materials in the categories of trade journals, business newspapers, business magazines, business-related books, city newspapers, non-business magazines, and non-business books. They then were to indicate as many reasons as they wished from a list given them for reading those titles. A total list of the titles reported by all participants is located in Appendix B and is categorized by management level. The reasons respondents were given to choose for reading different titles were for: 1) information, 2) career development in your own field, 3) awareness of current trends and developments in other fields, 4) personal growth, and 5) entertainment.

It can be observed in Table 19 that the two reasons reported most by all three management levels for reading professional materials are for information and for awareness of current trends and developments in other fields. Career development in your own field and personal growth only received half as many responses as the previously mentioned two.

Table 19

Frequency of Distribution of Reasons for Reading

Professional Materials[a] by Management Category

Reason[b]	Super.	Mid-Mgt.	Exec.	Total
I	16	89	33	138
C.D.	12	44	10	66
Aw. of C.T.	14	91	26	131
P.G.	7	41	15	63
E	3	8	10	21
Total	52	273	94	419

Note: Respondents could mark more than one response.

[a]Professional Materials were: Trade Journals, Business Magazines, Business Newspapers, Business Books.

[b]Reasons for Reading Materials:

I - Information

C.D. - Career Development in Your Own Field

Aw. of C.T. - Awareness of Current Trends and Developments in Other Fields

P.G. - Personal Growth

E - Entertainment

Table 20 reveals that the reasons given by supervisors, mid-management, and executives for reading non-professional materials are for entertainment and for information. Personal growth is lagging far behind in the number of responses.

Reading Personality Traits

To complete the reading profile of management personnel, it is important to know how the participants perceive themselves as readers and the priorities they place on reading in their lives.

In an effort to understand the respondent's view of himself as a reader, he was asked to describe himself as a below average, average, or above-average reader at different times in his life from elementary school to today.

Table 21 reports responses to that question. The majority of supervisors reported that they perceived themselves as average readers in elementary school, but during the years from junior high school through graduate school, there were one or two who considered themselves above-average readers. Today, however, none view themselves as above-average readers, and the majority see themselves as average. One respondent reported being below average, and that view of himself has remained constant from junior high school.

Mid-management persons perceived themselves as better readers when they were in elementary and secondary school

Table 20

Frequency of Distribution of Reasons for Reading

Non-Professional Materials[a] by Management Category

Reason[b]	Super.	Mid-Mgt.	Exec.	Total
I	17	72	18	107
C.D.	0	1	0	1
Aw. of C.T.	2	14	5	21
P.G.	3	20	4	27
E	16	83	11	110
Total	38	190	38	266

Note: Respondents could mark more than one response.

[a]Non-Professional Materials were: City Newspapers, Non-Business Magazines, and Non-Business-Related Books.

[b]Reasons for Reading Materials:

I - Information

C.D. - Career Development in Your Own Field

Aw. of C.T. - Awareness of Current Trends and Developments in Other Fields

P.G. - Personal Growth

E - Entertainment

Table 21

Frequency of Distribution of Respondents' Perceptions

of Themselves as Readers

Management Groups

Time[a]	Supervisors				Mid-Management				Executives			
	Below Ave.	Ave.	Above Ave.	N/A	Below Ave.	Ave.	Above Ave.	N/A	Below Ave.	Ave.	Above Ave.	N/A
E S	0	4	1	–	0	12	17	–	1	3	3	–
J H S	1	2	2	–	2	9	18	–	0	4	3	–
H S	1	2	2	–	2	12	15	–	0	4	3	–
T S	0	1	1	3	0	2	5	22	0	0	3	4
C	1	2	1	1	1	17	11	–	0	4	2	1
G S	0	2	1	2	0	5	7	17	0	1	2	4
Today	1	4	0	–	1	15	13	–	0	4	3	–

Note:

[a] Time:

E S – Elementary School   T S – Technical School   N/A – Not Applicable

J H S – Junior High School   C – College

H S – High School   G S – Graduate School

than when they were in college. Today, they are divided evenly between average and above average in their perceptions of themselves as readers.

Executives are also divided between average and above average in their opinions of themselves as readers, but the larger percentage see themselves as average readers. This perception has been constant since elementary school.

It is of interest that only two of all the participants, one supervisor and one mid-management person, today consider themselves below-average readers. Both report that perception to be constant throughout their lives.

Of the mid-management persons who reported above-average self-perceptions in reading, four have done graduate work and have six to ten or more than ten years of employment with the corporation; five are college graduates with years of service ranging from less than one year to more than ten years; and four completed two to three years of college and have from two to more than ten years of employment with the corporation.

Two executives who have above average self-perceptions of themselves as readers have more than ten years of employment with the corporation: one is a college graduate, and the other has done graduate work. The other executive in the above-average category is a college graduate with two to five years of service.

A factor that can also determine a person's reading

self-concept is specialized help received during formal schooling. This study in no way attempted to discover the relationship between receiving specialized reading help and self-concept. The survey did seek to discover, only as a descriptive factor, if management personnel have received specialized help in reading during formal schooling and outside of formal schooling. There is no table reporting the data concerning specialized help during or outside of formal schooling because the responses were few in any one area; no more than five mid-management, three executives, and one supervisor reported receiving specialized help in any one area except writing skills, where ten mid-management personnel reported receiving specialized help during formal schooling.

During formal schooling, one executive and two mid-management persons reported receiving remedial reading help, and five mid-management persons and one supervisor reported receiving help in reading comprehension. Both of the mid-management persons who received remedial help during formal schooling today consider themselves above-average readers, and the same two also received help in reading comprehension. One is today a college graduate, and the other has had two years of college. The specialized help may have, in these cases, enhanced their self-concept.

None of the respondents reported receiving specialized help in remedial reading outside of formal schooling. The

one mid-management participant who rated himself below average in reading ability today reported receiving help in reading comprehension outside of formal schooling by using self-help books. Two executives indicated receiving help in reading comprehension through company-sponsored, adult education courses. One of these respondents gave a self-rating of above-average reader.

None of the supervisors reported receiving special help in speed reading during or outside of formal schooling. Seventy-one percent of the executive participants reported receiving help in speed reading during and outside of formal schooling. In all cases, the executives reported that the help received outside of formal schooling was company-sponsored, adult education classes. Seventeen percent of mid-management reported receiving speed reading help during school, and ten percent received help outside of school, but they reported that it was via self-help books.

The highest percentages reported in the specialized help categories, as mentioned before, are in the area of writing skills. One supervisor, ten mid-management, and three executives indicated receiving help during formal schooling. Outside of formal schooling, five mid-management and one executive received help with writing skills. The mid-management personnel indicated that their help was from self-help books. One reported frequently carrying a worn-out

copy of Elements of Style.

None of the participants reported receiving specialized help during or outside of formal schooling in technical reading, and, yet, the highest numbers of responses to the reason for difficulty in reading technical/job related manuals were in the categories of content of material and technical vocabulary. The content of the manuals would be technical in nature. The percentage of responses in these categories was about 40 percent of the total participants.

It is important to note that every executive who reported where specialized help outside of formal schooling was received indicated that it was via a company-sponsored, adult education course. In all cases of mid-management reporting where specialized help outside of formal schooling was received, self-help books were indicated. There was no reporting of company-sponsored courses for mid-management, and there is no reporting by any supervisor of receiving any specialized help in reading outside of formal schooling.

Priority Level Given to Reading

The priority level given to reading in one's life is a significant characteristic in a reading profile. To better understand the priority given to reading by management personnel, participants were asked if reading was a favorite pastime at different times in their lives.

Table 22 reflects their answers. In all three categories of supervisors, mid-management, and executive, the responses were positive for today, indicating that reading is a favorite pastime in their lives.

Although three out of five supervisors report that reading is a favorite pastime today, at no other time in their lives are the numbers so high in the positive category. This is also true of mid-management, but there is a more positive shift in graduate school for them. Executives seem to follow the same pattern as mid-management except for the shift during graduate school. It must be noted, however, that in all three management categories during their younger years, the population was about evenly divided in their responses of "yes" or "no" to whether reading was a favorite pastime.

Since the majority of participants indicated that reading is a favorite pastime, it is of interest that when asked if they would spend more leisure time reading if the time were available, they again responded in the affirmative (see Table 23). This same query was carried into their work environment, and the majority of participants responded that they did wish they had more time for reading at work (see Table 24). It is of interest, however, that whereas 100 percent of the supervisors replied yes, 75 percent of mid-management and even less, 57 percent, of executives responded that they wished they had more time for reading at work.

Table 22

Frequency of Distribution of Responses to

Reading as a Favorite Pastime

Management Groups

Time[a]	Supervisors			Mid-Management			Executives		
	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
E S	2	3	-	13	16	-	3	4	-
J H S	2	3	-	12	17	-	3	4	-
H S	1	4	-	11	18	-	4	3	-
T S	0	2	3	3	4	22	3	0	4
C	1	4	0	12	17	0	3	3	1
G S	1	2	2	9	4	16	1	2	4
Today	3	2	-	19	8	-	5	2	-

Note:

[a]Time:

E S   - Elementary School

J H S - Junior High School

H S   - High School

T S   - Technical School

C   - College

G S   - Graduate School

N/A   - Not Applicable

Table 23

Percentage of Respondents Who

Would Spend More Leisure Time Reading by

Management Categories

Group	Yes	No
Supervisor	60.00	40.00
Mid-Management	68.97	31.03
Executive	85.71	14.29

Table 24

Percentage of Respondents Who Wish They Had More Time

For Reading at Work by Management Categories

Group	Yes	No
Supervisor	100.00	00.00
Mid-Management	75.86	24.14
Executive	57.14	42.86

Although the majority of the participants did respond that they wish there would be more reading time at work, 24 percent of the mid-management personnel and 43 percent of the executives responded in the negative. This group was then asked how their reading time at work could be shortened for them. Exemplary of some of the responses from mid-management was improved library services, including more recent articles and better organization of the library to facilitate locating articles. Reduced verbage and improved structure of written information were also suggested. The only suggestion reported by executives was improvement of the written quality of the data they have to read.

Those who wished for more reading time at work were asked to respond to the question of how more reading time could be provided. Examples of supervisors' responses were fewer interruptions, an office with a door (supervisors' desks are separated by dividers), more availability of reading material, and more time allotted by management for reading.

Mid-management replied for the need for fewer meetings, reduced work load, and a more simplified report structure. Other mid-management suggestions were fewer interruptions, a secluded work area, and allotted time each day for reading. Some mid-management persons, however, thought that providing more reading time was a matter of personal organization of

time and work load in a more efficient manner.

Suggestions by executives were for less crisis manage-
ment, adjusted work schedule, and a specific quiet period
established formally.

The final indicator in this study of the priority given
to reading by management personnel is reflected in their
attitude toward reading to their children. Table 25 indi-
cates that most of the participants, where applicable, read
or did read to their children sometimes. The executives
reported reading to their children more than mid-management
or supervisors do.

Table 25

Percentage of Respondents Who Read

To Their Children by Management Categories

Group	Frequently	Sometimes	Very Infrequently	N/A
Super.	20.00	20.00	20.00	40.00
Mid-Mgt.	24.18	44.83	10.34	20.69
Exec.	14.29	71.43	00.00	14.29

Summary

The population of this study to describe the reading characteristics of management personnel was divided into three groups: supervisor, mid-management, and executives. All were educated above the high school level, and 78 percent are college graduates. The study revealed that executives spend more time reading at work and at home than do mid-management personnel and supervisors.

Of the thirteen types of materials read at work, executives and mid-management personnel indicated spending more time reading reports and inter-office/inter-corporate communication. Supervisors spend most of their time reading technical/job-related manuals and reports. None of the participants spend much time reading non-business related materials such as city newspapers, magazines, and books, at work.

Executives spend more time at home reading business-related materials, about one to three hours per week; less than half of mid-management and supervisors spend 15 to 45 minutes per week reading work-related materials at home. Over half of mid-management and executives read professional publications at home, but very few supervisors do.

The method used by most participants to read corporate materials is to read for details, except for preprinted forms which are skimmed for main ideas. Professional

materials are skimmed by most participants, except for trade journals and business magazines which are read for details by supervisors. The method used by the majority of management people to read non-corporate/non-professional materials is reading for details.

The majority of the participants reported that most of the materials they read are easy. Reports and business-related books seem to be the most difficult materials to read because of technical language and content of material.

The primary reasons given by participants for reading professional materials such as trade journals and business newspapers and magazines are for information and awareness of current trends and developments in other fields. Reasons given for reading city newspapers, magazines, and books are for information and entertainment.

About half of the executives and mid-management participants in this survey perceive themselves as above-average readers, and the other half plus most of the supervisors consider themselves average readers.

Only about eight of the total population received specialized help in reading during formal schooling and outside of formal schooling. Supervisors received no specialized help outside of formal school. Mid-management received help through self-help books, and executives received help through company-sponsored classes.

Reading is now a favorite pastime for about 70 percent of the management people surveyed, but this was not the case in their younger years when they were in school. Sometimes not even 50 percent reported reading as a favorite pastime in those years.

Most of the population would spend more leisure time, if it were available, reading, and they wish they had more time for reading at work. Several suggestions made for improving reading time at work were: improvement of written quality of reports and inter-office/inter-corporate communication, improved library facilities, fewer interruptions, less crisis management, and allotted time each day for reading.

The final factor surveyed as a descriptive factor in management's reading profile was whether they read to their children. Executives spend more time reading to their children than do mid-management and supervisors. This data can be equated to the findings in the beginning of the study that executives spend more time reading during an average day than do supervisors and mid-management. Executives, according to this study, spend more time reading at work and at home, and they are transferring this characteristic to their children by spending more time reading to them.

CHAPTER V

SUMMARY, DISCUSSION, AND

RECOMMENDATIONS

Summary

The problem investigated in this study concerned the reading habits and attitudes of persons in management positions within an electronics manufacturing corporation of 1,600 employees. Seventy subjects were randomly selected by the manager of staff and benefits from a total population of 150 management personnel. Of this number, 41 participated in the study: five supervisors, 29 mid-management personnel, and seven executives.

Subjects completed a researcher-designed questionnaire concerned with management personnel's reading habits at work and at home, their self-perceptions as readers today and during earlier periods in their lives, and the importance of reading in their lives.

The development of the questionnaire began with the researcher discussing the nature of the reading tasks at work with two acquaintances who were in management positions; one with a large corporation of over 2,000 employees and the other part-owner of a company of about 85 employees.

Following these discussions, the researcher developed 25 ques-
tions about the types of material read, amount of time spent
reading these materials, and reading methods used. These
questions were discussed with the previous two persons and
five other acquaintances in management positions in different
corporations. During each discussion adjustments, deletions,
and additions were made to the original questions.

A preliminary questionnaire was developed by the re-
searcher in which the participant would circle data about the
time spent reading, the materials read, the reading method
used, and the degree of difficulty of reading tasks at work
and at home. This questionnaire was then reviewed and approved
by the personnel manager of the corporation where the study
took place.

Without changing the content of any question, the re-
searcher redesigned and further developed the questionnaire
(see Appendix A) following the recommendations and format
suggested by Dillman in Mail and Telephone Surveys: The
Total Design Method (1978). Questions were added concerning
reasons for reading different types of material, the parti-
cipant's self-perception as a reader, outside help received
in reading during and outside of formal schooling, and the
participant's attitude toward reading today.

The instrument was field tested for clarity of directions
and questions with five volunteers in management positions.

The results of the pilot study deemed no revisions were necessary.

The questionnaire was delivered by the researcher to the manager of staff and benefits at the corporation where the study took place. The manager then distributed the survey to the 70 subjects whom he randomly selected from three management levels. One week after the survey was distributed, the manager sent reminders to those subjects who had not returned the questionnaire. After two weeks the researcher collected the sealed questionnaires from the manager of staff and benefits. A total of 41 questionnaires was received.

The surveys were sorted into the three management categories with five in supervisory, 29 in mid-management, and seven in executive. The data from each questionnaire were tabulated in the management categories and reported in percentages and frequencies of distribution as they describe the responses of the 41 survey respondents in this one particular electronics manufacturing corporation.

Tabulations indicated that most of these management persons reported being employed at the corporation for either two to five years or for more than 10 years. All respondents reported being formally educated beyond the high school level. Seventy-five percent of the sample were college graduates, and of this percentage, about 44 percent had done graduate work.

The data reported by this sample at this specific electronics manufacturing corporation indicated that executives spend the largest amount of time reading at work and at home. Mid-management and supervisors spend about equal amounts of time reading at work and at home, which is less than executives.

Executives and mid-management persons in this sample reported spending more time at work reading reports and inter-office/inter-corporate communication than reading other materials. Supervisors indicated spending more time reading technical/job-related manuals at work.

At home, executives spend more time reading work-related communication and reports than do mid-management and supervisory subjects reporting in this sample. Over half of mid-management and executives read professional publications at home, but very few supervisors do. Supervisors spend more of their time at home reading city newspapers, non-business magazines, and non-business books. These non-business materials are also read by executives and mid-management persons but do not represent the majority of their at-home reading.

Most participants reported the method used to read corporate materials is to read for details, except for pre-printed forms which are skimmed for main ideas. Professional materials are skimmed by most participants, except for trade journals and business magazines which are read for details by most

supervisors. Non-corporate and non-professional materials are read for details by the majority of management people.

In this study conducted in this particular electronics manufacturing corporation, the majority of the subjects reported that most of the materials they read are easy. They only indicated reports and business-related books were difficult to read for the reasons of technical language and content of material.

The two reasons reported most by all three management levels for reading professional materials are for information and for awareness of current trends and developments in other fields. The reasons given for reading non-professional materials are for entertainment and for information.

About half of the executives and mid-management subjects in this study perceive themselves as above-average readers today, and the other half plus most of the supervisors perceive themselves as average readers.

Few subjects in this study reported receiving specialized help in reading during or outside of formal schooling. During formal schooling, one executive and two mid-management persons reported receiving remedial reading help, and five mid-management persons and one supervisor reported receiving help in reading comprehension. Supervisors reported receiving no help outside of formal schooling; mid-management persons reported the help they received in reading skills outside of

formal schooling was via self-help books; executives indicated receiving help through company-sponsored classes.

Of this sample in this particular study at this electronics manufacturing corporation, about 70 percent reported that reading is now a favorite pastime. This positive attitude toward reading was not indicated by the respondents in their earlier years, even through college, when most reported that reading was not a favorite pastime.

Most of this sample indicated they would spend more leisure time, if available, reading, and they wish they had more time for reading at work.

The final factor surveyed in this descriptive study of 41 management personnel in one electronics manufacturing corporation was whether they read to their children or not. Executives spend more time reading to their children than do mid-management or supervisors. Executives, according to this study, spend more time reading at work and at home, and they spend more time reading to their children.

Discussion

From the inception of this study, certain limitations were recognized: the sample was limited to 41 management employees of one electronics manufacturing corporation, and the instrument used was a self-report type measurement. The data reported from this study, therefore, were reflective of

a small sample and dependent upon the honesty and understanding of the participant as he completed the questionnaire. Applications of this data to a general population must, therefore, necessarily be limited.

Seventh-grade level may be sufficient for army recruits to function successfully on the job (Sticht, Caylor, Kern, & Fox, 1972; Sticht, 1975), but other researchers (Northcutt, 1975; Levin, 1975; Clifford, 1977; Powell, 1977) recommend, and this study indicates, that management personnel in civilian, business organizations may need to be educated beyond the high school and college levels. Seventy-five percent of the subjects in this study were college graduates, and of that percentage, 44 percent have done graduate work.

An early study (Jones, 1965) sampling 56 men in management positions reported that these men spent 12.5 hours per week at work reading letters, memos, technical magazines, journal articles, graphs, statistical data, and technical reports. Another study (Sharon, 1973) indicated the average American adult spends one hour and forty-six minutes per day reading newspapers, books, magazines, and job-related materials. A more recent study (Mikulecky, Shanklin, & Caverly, 1979) indicates adults spend about 73 minutes per day reading job materials, and another recent survey (Murphy, 1980), in which 110 adults were surveyed, reported that half of the sample were college graduates, classified as professionals,

and read about one-and-a-half-hours per day at work. This researcher discovered that 78 percent of the sample surveyed read for 45 minutes or more per day at work the same types of materials as reported in the Jones study, and 27 percent of this number read these same materials from two to four hours per day. These findings are, therefore, similar to the reading times at work reported in the previous studies, but it should be noted that the Mikulecky, Shanklin, & Caverly and Murphy studies were not limited to business professionals.

The management personnel surveyed in the Jones study (1965) reported spending eleven hours per week off the job reading newspapers, short fiction, and non-fiction. This amount of time spent on pleasure reading is somewhat less than the time reported by half of those surveyed by Murphy (1980) who spent two hours per day for pleasure reading. This researcher discovered, however, that approximately ten percent of the management people surveyed in this study spend more than approximately one hour per day for pleasure reading. Forty-six percent of this study reported spending one or more hours per day reading at home, but much of this time was spent reading business-related materials.

The types of materials read and the methods used to read them are important distinguishing characteristics of the three management levels in this study. Supervisors, who spend less total time reading at work than executives but as much total

time as mid-management, spend more time reading pre-printed forms, mail, and manuals than do executives and mid-management. All levels of management spend about the same amount of time reading professional material at work.

Mid-management spend more time than supervisors but less than executives reading inter-office/inter-corporate communication and reports. They spend more time than executives reading job manuals but less time than supervisors. Mid-management and executives spend about equal amounts of time reading mail at work.

Executives spend more time than the other two management levels reading inter-office and inter-corporate communication and reports.

In summary of types of materials read, lower levels of management reported reading technical manuals, forms, and mail more often as a job task, but higher levels of management give reading manuals, forms, and the mail a lower priority among their reading tasks. Higher levels of management indicated that reading inter-office/inter-corporate communication and reports received a higher priority among their job tasks. Professional business-related materials such as trade journals, business newspapers, and business magazines are read in equal amounts by all three levels of management, less than one hour per week.

The reading method used by most executives and mid-

management in this study is to skim for main ideas except for inter-office and inter-corporate communications and reports. The majority of participants reported reading these for details. Others indicated reading these for technical language, and some reported reading them more than once. The majority of supervisors indicated they read most materials for details except manuals, which they must read for technical language. Very few supervisors reported skimming any materials. The methods reported by all three management levels to read non-business materials are equally divided between skimming for main ideas and reading for details.

In conclusion, these data from this study indicate that higher levels of management, executives in particular, have gained reading skills which permit them to more effectively read different types of materials to cope with the technological and economic changes in the culture in general, and in the market place, in particular. These data correlate with that reported by Adams and Scott (1980) in their study of adults in business, industry, and religion. Adams and Scott found that the adults surveyed could make inferences and judgments better than college students. Effective reading skills such as finding, organizing, and retaining information; improving reading rate to skim for facts and read for main ideas; and reading highly technical language with enough cognition to comprehend main ideas, facts and opinions,

and propaganda devices are deemed necessary by some (Northcutt, 1975; Levin, 1975; Powell, 1977) for aspiring executives.

The majority of subjects in this study evaluated most of the materials they were required to read at work as very easy or easy to read, except reports, manuals, and business books. These were reported moderately difficult to read by more than 50 percent of the total sample. Reasons given for these being moderately difficult are content of material, technical language, and way written. Reading technical language is one of those skills mentioned as necessary to attain for more effective reading by Levin (1975).

Other research (Stacy, 1978; Hulbert, 1980) indicated the need for improved writing skills among management personnel. When participants in this study were asked how improved reading conditions could be provided for them, the one response given more often than any other was improvement of the written quality of the data they have to read, particularly reports and other office and corporate communication. Thus, this study seems to indicate that better preparation is necessary for aspiring management persons in the skill of writing.

Recent literature on management development (Chaney, 1979; Seidel, 1979; The truth about..., 1979) strongly emphasized the need for management people to read widely and voluminously to stay abreast of and be aware of the rapid

changes and developments in world-wide markets, economics, and politics which affect industry today and, in turn, affect all of society. A non-scientific study by Patterson (1980) indicated that top executives are reading more voluminously and widely. This study attempted to discover if the management personnel at this particular electronics manufacturing corporation read widely and voluminously and were cognizant of the need to be aware of changes and developments in the world markets, economics, and politics.

Data reported by the sample did not indicate that the subjects read widely because only 20 percent of the total sample indicated spending more than one hour per week reading trade journals, business newspapers, and business magazines at work. The number of respondents reporting and the amount of time reported for reading non-business materials such as city newspapers and magazines at work were so few that the data are inconsequential. At home, less than 50 percent of the respondents reported reading business and professional materials for more than one hour per week. Most respondents do, however, spend some time at home reading city newspapers and non-business related magazines, but total time is less than seven hours per week. As reported earlier, most of the at-home reading time is spent on corporate materials.

The majority of the management personnel in this study at this particular electronics manufacturing corporation

indicated that the reasons they read professional materials are for information and to be aware of current trends and developments in other fields. This second reason indicates some cognizance of the need to be aware of global changes, but the number of responses indicating reading for career development in one's own field and for personal growth are less than half of the above-mentioned responses. Reasons given for reading non-professional materials such as city newspapers and magazines are for information and for enter- tainment. Other reasons, personal growth and awareness of trends and developments in other fields, received very few responses. This study indicates, then, that the management personnel surveyed at this electronics manufacturing corpo- ration are not reading a wide variety of materials for the purpose of personal growth and to be aware of the changes and developments in their own field, an important prevention of obsolescence. They are, however, reading professional and business-related magazines for the purpose of becoming aware of world-wide changes in markets, economics, and politics.

This study also attempted to discover the perceptions these management people had of themselves as readers. Many of the total population had better perceptions of themselves as readers in elementary and junior high school than they do today. All supervisors but one rated themselves as average readers. The dissenting supervisor and one mid-management

respondent rated themselves below average. Both of these sub-
jects are college graduates with more than ten years of
employment with the corporation. These two factors of educa-
tion and years of service plus their lower corporate levels
could be contributing to a negative general self-concept which
they transferred to their reading self-concept.

Half of the mid-management and executive subjects report-
edly perceive themselves as average readers, and half rated
themselves above-average readers. Of the 16 participants who
reported above average ratings for reading self-perception,
25 percent are not college graduates and have been employed
by the corporation for less than five years. As a possible
explanation, these participants might have good general self-
concepts because they have progressed upward in a shorter
time frame and with less education than have some of the
other subjects. The other 75 percent choosing the above-
average category are college graduates who have been employed
by the corporation for more than five years. The factor of
education level, years of service, and corporate level are
possibly contributing factors to a more secure feeling which,
in turn, might create a better general self-concept that may
have been transferred to the question concerning reading
self-perception.

In the literature, there are authorities (Northcutt,
1975; Levin, 1975; Clifford, 1977; Powell, 1977; Chaney, 1979;

Seidel, 1979; The truth about..., 1979) who strongly advocate the need for management personnel to develop effective reading skills if they are to be successful in today's world of spiraling technological and economic changes. Since there was very little evidence (Hodge & Lee, 1973; Hornberger, 1980) of reading programs being provided by industry for their management employees since the early programs in the 1950's and 1960's (Bellows & Rush, 1952; Walton, 1955; Jones, 1965), it was an intent of this study to discover if the management personnel at this particular electronics manufacturing corporation received any specialized reading help during and outside of formal schooling. Only one supervisor, five mid-management persons, and three executives reported receiving specialized help. The supervisor reported receiving help in reading comprehension during formal schooling but none outside of school. Two mid-management persons reported receiving help in remedial reading and reading comprehension during formal school, but all mid-management persons who indicated receiving reading help outside of school reported it was via self-help books. All of the executives who reported receiving help outside of school indicated it was through company-sponsored classes, but some indicated these classes were sponsored by other corporations where they previously worked. The implication of this data reported is that for most of those persons surveyed at this corporation, reading programs either inside

or outside of work have not been available.

There are conflicting studies in the literature concern-
ing management's attitude toward reading. There are those
who reported that management personnel desire to have as
little reading as possible (Jackson & Schlacter, 1978).
Others indicated that executives go to secluded conferences
with their peers to exchange business and political opinions
but do very little reading for themselves. Instead, they
have underlings digest articles and pass on the highlights
to their superiors (The truth about..., 1979). On the posi-
tive side, there are studies (Hodge & Lee, 1973; Hornberger,
1980) which report that successful reading programs are being
provided for management personnel at corporations such as
Del Monte, Weyerhaeuser, Genesco, Scott Paper, Western Electric,
and Getty Oil.

In light of the above research, this study attempted to
discover the management personnel's attitude toward reading
in this electronics manufacturing corporation. The majority
of the participants, 100 percent of the supervisors, 75 per-
cent of mid-management, and 57 percent of executives, responded
that they wished they had more time for reading at work. When
asked how more time could be provided for them, the responses
indicated most often were fewer and better written communica-
tions, improved library facilities, planned reading time,
fewer interruptions, and better self-organization of time to

provide for reading.

It is interesting that a smaller percentage of executives indicated the need for more reading time at work. Executives, as reported earlier, spend more time reading at work, perhaps because their job tasks demand more reading time.

Although most of this study concentrated on the work-related reading habits and attitudes of a limited sample of management personnel at one electronics manufacturing corporation, it was of interest to the researcher to learn some personal reading traits and attitudes of these management subjects. Sixty-seven percent of this sample indicated that reading is a favorite pastime today. The percentage was never as high for reading as a favorite pastime at other periods of their lives. The majority of the sample also indicated that they would spend more time reading if that time were available.

A final factor studied, where applicable, was whether management persons read to their children or not. Since the data are not reported in sex categories, it is unknown how many respondents to this item were men. No correlations can, therefore, be drawn to the Mikulecky et al. (1979) study which expressed concerns about the influence of the negative male attitude on children's attitude toward reading. The data from this study did indicate that executives spend more time reading to their children than do mid-management and supervisors. This does positively correlate with the other

data reported in this study that executives spend more time reading at work and at home than do mid-management and supervisors.

Recommendations

The recommendations to be made in light of the findings of this study are in the categories of curriculum improvement, industrial considerations, and further research. The following are suggested:

Curriculum

1. For secondary schools to meet better the reading needs of all students, courses should be provided for students who are reading on level or above level to prepare them for the job-reading tasks at management levels in industry. These courses would be in addition to the remedial reading courses which are available to help the below-level student to acquire the necessary reading skills to function at the job-entry level. To help prepare the on-level and above-level students to become future corporate executives, reading courses emphasizing the following skills should be available:

A. Because management people need to read widely and most reported spending less than two hours per day reading at work and at home, speed reading courses could provide the skills necessary to read more print in a shorter period of time.

B. Knowing the importance of adjustment of the reading rate is important for future executives because executives and mid-management personnel reported skim reading some materials such as trade journals, business newspapers, and business magazines but reading reports and inter-office/inter-corporate communication for details at a slower pace.

C. The skill of skimming for main ideas is an asset to the executive and should be included in a secondary curriculum because higher level management reported skimming pre-printed forms, outside mail, manuals, professional materials, and non-professional reading materials.

D. Reading technical materials, such as job manuals and trade journals, which are reportedly difficult because of the technical language, content of material, and sentence structure, is a specialized reading skill that is becoming more important for all students to acquire because of the increasing technological changes in society in general, and in the market place, in particular.

2. Secondary schools and colleges and universities could better prepare students for management positions by providing courses in technical writing, in addition to literary writing. Most of management personnel's reading time is spent reading reports and other types of corporate communication which are reportedly poorly written by other management personnel.

Industry

1.   The literature (Hodge & Lee, 1973; Hornberger, 1980) emphasized the need for reading programs to be provided by industry for their management personnel. Few participants, three executives, reported participating in such a company-sponsored program. Continuing education programs emphasizing the following reading skills should be provided for all levels of management.

A.   Because all levels of management reportedly spend little time each day, less than two hours, reading, they need to be able to read more material in a shorter period of time if they are to read wide and voluminously in addition to reading manuals, reports, and other communications. Speed reading courses are recommended.

B.   Since supervisors reported most often reading materials for details but seldom reported skimming for main ideas, a program on adjustment of reading rate to the type of material being read could be an asset to them.

C.   A program to improve the skill of skim reading for main ideas could be of benefit to all management employees for more efficient use of their reading time.

2.   Because management personnel reportedly feel that more of their time is spent reading poorly written communications and reports than is efficient, a continuing education program

for all levels of management emphasizing effective writing skills particularly those needed for writing reports and other corporate communications would be advantageous.

3. A continuing education program on time management which would help the employee to better organize his time for more reading is recommended because some of the respondents suggested that it was their responsibility to provide more reading time for themselves.

4. A concerted effort by all persons generating written communication to be as brief as possible and to limit in number their written communications to only those that are necessary would provide more reading time for all management personnel.

5. To help employees better use their reading time, improved library facilities so that employees can more efficiently locate and read materials is suggested.

6. Monthly programs for management personnel that encourage on-the-job reading and discussion of business and non-business materials is recommended so that management persons can have more opportunities to read to stay abreast of current trends and be aware of world-wide politics and economics.

Further Research

1.   A larger sample chosen from several corporations of the same size but of diverse interests is recommended to confirm and further generalize the findings on the reading habits of management personnel reported by this and previous studies.

2.   Because it is important for management personnel to be aware of current trends in industry and economics (Chaney, 1979; Seidel, 1979), a study designed to measure the correlation between job success and the reading of business and non-business materials should be conducted to verify that data.

3.   A study of the correlation between the reading level of management employees and the reading level of the materials they read at work is recommended to further determine the need for reading improvement programs to prepare future management persons for job-reading tasks required of management positions.

4.   A study of the reading habits of blue-collar employees as predictors of promotability to management positions would aid in determining how continuing education reading programs could provide the necessary reading skills for upward mobility.

Peroration

Knowing the technology of the industry, having the ability to manage people, and acquiring the knowledge of manufacturing and marketing are important but not sufficient for successful management in a corporation today. Because businesses are now involved in world-wide markets, economics, and politics, management personnel must read widely and voluminously to stay abreast of and be aware of the economic consequences of the emerging technology (Chaney, 1979). Management today reportedly reads between one and two hours per day at work and about one hour per day at home. Most of the time is spent reading corporate-related materials, and very little time is spent reading a wide range of newspapers, journals, and magazines. The majority of management surveyed, however, expressed the desire for more reading time.

APPENDIX A

Letters to Participants and

Questionnaire to Determine Reading Habits

of Management Personnel

COMPANY CORRESPONDENCE

MEMO TO: November 20, 1981

FROM:

SUBJECT: Reading Survey

REFERENCE:

Please take time to complete the attached survey.
I believe the attached memo explains the purpose
of the survey, but please contact
on extension 6062 should you have questions.

We request that you return them to Personnel,
MS 22, by Wednesday, December 2, 1981.

Thank you for your participation.

Dear Participant,

Thank you for completing the enclosed questionnaire
about the reading habits of management personnel. My purpose
for collecting this data is to use the information in the
thesis I am writing in partial fulfillment for the Degree of
Master of Arts at Texas Woman's University.

You were randomly selected from a list of management
personnel at   by
          , and your response to each of the 48 items on the
questionnaire is very important. Your answers will remain
anonymous and will only be read by me since you are asked to
return the questionnaire, sealed in the envelope provided,
to   . The results of the survey will be reported
to   in compliance with the agreement permitting me to
conduct this study.

Thank you again for your cooperation in completing the
questionnaire.

                              Very truly yours,

                              Bonnie Stayer

I would like to ask you some questions about the materials you read at work.

(1) Please, circle the number beside the materials listed below that you <u>read</u> at work.

      1 PREPRINTED FORMS

      2 INTER-OFFICE COMMUNICATION

      3 INTER-CORPORATE COMMUNICATION

      4 REPORTS (DAILY, MONTHLY, ANNUAL)

      5 MAIL (OUTSIDE THE COMPANY)

      6 TECHNICAL/JOB-RELATED MANUALS

      7 OTHER _____

(2) In the following categories of work-related materials, list the titles of those publications (no more than 2, please) that you <u>read</u> at work.

1 - TRADE JOURNALS

    1 _____

    2 _____

2 - BUSINESS NEWSPAPERS

    1 _____

    2 _____

3 - BUSINESS MAGAZINES

    1 _____

    2 _____

4 - BUSINESS-RELATED BOOKS

    1 _____

    2 _____

5 - OTHER BUSINESS-RELATED PUBLICATIONS

    1 _____

    2 _____

(3) In the following categories of non-work related publications,
     list the titles of the materials (no more than 2, please)
     that you read at work.

1 - CITY NEWSPAPERS

     1 _____

     2 _____

2 - NON-BUSINESS RELATED MAGAZINES

     1 _____

     2 _____

3 - NON-BUSINESS RELATED BOOKS

     1 _____

     2 _____

4 - OTHER NON-BUSINESS RELATED PUBLICATIONS

     1 _____

     2 _____

(4) Approximately how much time do you spend reading at work
     during an average day? Circle the number of your answer.

                    1 FEW MINUTES (5-30)

                    2 ABOUT AN HOUR (45-75 min.)

                    3 A FEW HOURS (2-4)

                    4 MOST OF THE TIME (4+ HOURS)

Now I would like to inquire about the way you read different kinds of materials and the time you spend reading at work.

(5) Indicate approximately how much time you spend at work during an average _week_ reading each of the materials listed below.

(6) Indicate the method(s) you usually use to read those materials by circling the number(s) of your answers.

	(5)	(6)
TIME SPENT READING	METHOD READ

TIME SPENT READING

```
1 - DO NOT READ
2 - LESS THAN 15 MIN.
3 - 15-45 MIN.
4 - 1-3 HRS.
5 - 4-5 HRS.
6 - MORE THAN 5 HRS.
```

METHOD READ

```
1 - SKIM FOR MAIN IDEAS
2 - READ FOR DETAILS
3 - READ SLOWLY FOR
    TECHNICAL LANGUAGE
4 - READ MORE THAN ONCE
```

		(5)						(6)			
1	PREPRINTED FORMS................	1	2	3	4	5	6	1	2	3	4
2	INTER-OFFICE COMMUNICATION.......	1	2	3	4	5	6	1	2	3	4
3	INTER-CORPORATE COMMUNICATION....	1	2	3	4	5	6	1	2	3	4
4	REPORTS (DAILY,MONTHLY,ANNUAL)...	1	2	3	4	5	6	1	2	3	4
5	MAIL (OUTSIDE THE COMPANY).......	1	2	3	4	5	6	1	2	3	4
6	TECHNICAL/JOB-RELATED MANUALS....	1	2	3	4	5	6	1	2	3	4
7	TRADE JOURNALS..................	1	2	3	4	5	6	1	2	3	4
8	BUSINESS NEWSPAPERS..............	1	2	3	4	5	6	1	2	3	4
9	CITY NEWSPAPERS..................	1	2	3	4	5	6	1	2	3	4
10	BUSINESS MAGAZINES...............	1	2	3	4	5	6	1	2	3	4
11	NON-BUSINESS RELATED MAGAZINES...	1	2	3	4	5	6	1	2	3	4
12	BUSINESS RELATED BOOKS...........	1	2	3	4	5	6	1	2	3	4
13	NON-BUSINESS RELATED BOOKS.......	1	2	3	4	5	6	1	2	3	4

My next concern is the work-related and leisure reading you do at home.

(7) Approximately how much time do you spend reading at home during an average week, including weekends? Circle the number.

       1   LESS THAN 1 HOUR

       2   1-7 HOURS

       3   8-14 HOURS

       4   14+ HOURS

(8) In the following categories, please, list the titles of the materials (no more than 2, please) that you read regularly in your home, either by subscription or purchase at a news stand.

1 - TRADE JOURNALS

    1 _____

    2 _____

2 - BUSINESS NEWSPAPERS

    1 _____

    2 _____

3 - CITY NEWSPAPERS

    1 _____

    2 _____

4 - BUSINESS MAGAZINES

    1 _____

    2 _____

5 - NON-BUSINESS RELATED MAGAZINES

    1 _____

    2 _____

Now I would like to inquire about the time and the way you read different materials at home.

(9) Indicate approximately how much time you spend at home during an average _week_ reading the materials listed below.

(10) Indicate the method you usually use to read those materials at home by circling the numbers below.

(9)	(10)
TIME SPENT READING	METHOD READ
1 - DO NOT READ	1 - SKIM FOR MAIN IDEAS
2 - LESS THAN 1 HOUR	2 - READ FOR DETAILS
3 - 1-3 HOURS	3 - READ SLOWLY FOR
4 - 4-7 HOURS	TECHNICAL LANGUAGE
5 - MORE THAN 7 HOURS	4 - READ MORE THAN ONCE

		(9)					(10)			
1	PREPRINTED FORMS...................	1	2	3	4	5	1	2	3	4
2	INTER-OFFICE COMMUNICATION.......	1	2	3	4	5	1	2	3	4
3	INTER-CORPORATE COMMUNICATION....	1	2	3	4	5	1	2	3	4
4	REPORTS (DAILY,MONTHLY,ANNUAL)...	1	2	3	4	5	1	2	3	4
5	MAIL (FIRST CLASS)...............	1	2	3	4	5	1	2	3	4
6	TECHNICAL/JOB-RELATED MANUALS....	1	2	3	4	5	1	2	3	4
7	TRADE JOURNALS...................	1	2	3	4	5	1	2	3	4
8	BUSINESS NEWSPAPERS..............	1	2	3	4	5	1	2	3	4
9	CITY NEWSPAPERS..................	1	2	3	4	5	1	2	3	4
10	BUSINESS MAGAZINES...............	1	2	3	4	5	1	2	3	4
11	NON-BUSINESS RELATED MAGAZINES...	1	2	3	4	5	1	2	3	4
12	BUSINESS RELATED BOOKS...........	1	2	3	4	5	1	2	3	4
13	NON-BUSINESS RELATED BOOKS.......	1	2	3	4	5	1	2	3	4

Now, I would like to inquire about the ease or difficulty you have reading the printed materials you receive at work and at home and your opinions of why they are easy or difficult to read.

(11)   Using the scale given below, please, circle the number of the rating that would best indicate the level of ease or difficulty for each of the materials you indicated reading in items numbered 5 and 9.

(12)   Circle the number(s) of the reason(s) for the ease or difficulty.

                (11)   (12)

LEVEL OF EASE OR DIFFICULTY   REASON FOR EASE OR DIFFICULTY

    1 - VERY EASY   1 - TECHNICAL VOCABULARY
    2 - EASY   2 - GENERAL VOCABULARY
    3 - MODERATELY DIFFICULT   3 - WAY WRITTEN (SENTENCE STRUCTURE)
    4 - DIFFICULT   4 - CONTENT OF MATERIAL
    5 - VERY DIFFICULT   5 - READ FREQUENTLY

		(11)						(12)				
1	PREPRINTED FORMS	1	2	3	4	5	...	1	2	3	4	5
2	INTER-OFFICE COMMUNICATION	1	2	3	4	5	...	1	2	3	4	5
3	INTER-CORPORATE COMMUNICATION	1	2	3	4	5	...	1	2	3	4	5
4	REPORTS (DAILY,MONTHLY,ANNUAL)	1	2	3	4	5	...	1	2	3	4	5
5	MAIL (FIRST CLASS)	1	2	3	4	5	...	1	2	3	4	5
6	TECHNICAL/JOB-RELATED MANUALS	1	2	3	4	5	...	1	2	3	4	5
7	TRADE JOURNALS	1	2	3	4	5	...	1	2	3	4	5
8	BUSINESS NEWSPAPERS	1	2	3	4	5	...	1	2	3	4	5
9	CITY NEWSPAPERS	1	2	3	4	5	...	1	2	3	4	5
10	BUSINESS MAGAZINES	1	2	3	4	5	...	1	2	3	4	5
11	NON-BUSINESS RELATED MAGAZINES	1	2	3	4	5	...	1	2	3	4	5
12	BUSINESS RELATED BOOKS	1	2	3	4	5	...	1	2	3	4	5
13	NON-BUSINESS RELATED BOOKS	1	2	3	4	5	...	1	2	3	4	5

I now wish to inquire about your purposes for reading different materials.

(13) In the following categories of work-related materials, list as many titles as you can of the publications (no more than 3, please) you read at work or at home.

(14) Circle the number(s) of the reason(s) given below for your reading each of the materials.

(14)

REASON FOR READING

1 - INFORMATION
2 - CAREER DEVELOPMENT IN YOUR OWN FIELD
3 - AWARENESS OF CURRENT TRENDS
    AND DEVELOPMENTS IN OTHER FIELDS
4 - PERSONAL GROWTH
5 - ENTERTAINMENT

(13)   (14)

1 - TRADE JOURNALS

1 _____ 1 2 3 4 5

2 _____ 1 2 3 4 5

3 _____ 1 2 3 4 5

2 - BUSINESS NEWSPAPERS

1 _____ 1 2 3 4 5

2 _____ 1 2 3 4 5

3 _____ 1 2 3 4 5

3 - BUSINESS MAGAZINES

1 _____ 1 2 3 4 5

2 _____ 1 2 3 4 5

3 _____ 1 2 3 4 5

4 - BUSINESS RELATED BOOKS

1 _____ 1 2 3 4 5

2 _____ 1 2 3 4 5

3 _____ 1 2 3 4 5

(15) In the following categories of non-work related publications, list as many titles as you can of the materials (no more than 3, please) you read at work or at home.

(16) Circle the number(s) of the reason(s) given below for your reading each of the materials.

<div align="center">

(16)

REASON FOR READING

</div>

1 - INFORMATION
2 - CAREER DEVELOPMENT IN YOUR OWN FIELD
3 - AWARENESS OF CURRENT TRENDS
    AND DEVELOPMENTS IN OTHER FIELDS
4 - PERSONAL GROWTH
5 - ENTERTAINMENT

           (15)   (16)

1 - CITY NEWSPAPERS

  1 _____ 1 2 3 4 5

  2 _____ 1 2 3 4 5

  3 _____ 1 2 3 4 5

2 - NON-BUSINESS RELATED MAGAZINES

  1 _____ 1 2 3 4 5

  2 _____ 1 2 3 4 5

  3 _____ 1 2 3 4 5

3 - NON-BUSINESS RELATED BOOKS

  1 _____ 1 2 3 4 5

  2 _____ 1 2 3 4 5

  3 _____ 1 2 3 4 5

Another important purpose of this study is to learn about your preceptions of yourself as a reader.

How do/did you view yourself as a reader during the following periods of your life? Circle the number of your answer.

(17)   ELEMENTARY SCHOOL (K-6)................ 1 BELOW AVERAGE
                                               2 AVERAGE
                                               3 ABOVE AVERAGE

(18)   JUNIOR HIGH SCHOOL (7-9).............. 1 BELOW AVERAGE
                                               2 AVERAGE
                                               3 ABOVE AVERAGE

(19)   HIGH SCHOOL (10-12)................... 1 BELOW AVERAGE
                                               2 AVERAGE
                                               3 ABOVE AVERAGE

(20)   TECHNICAL/TRADE SCHOOL................ 1 BELOW AVERAGE
                                               2 AVERAGE
                                               3 ABOVE AVERAGE
                                               4 NOT/APPLICABLE

(21)   COLLEGE............................... 1 BELOW AVERAGE
                                               2 AVERAGE
                                               3 ABOVE AVERAGE
                                               4 NOT/APPLICABLE

(22)   GRADUATE SCHOOL....................... 1 BELOW AVERAGE
                                               2 AVERAGE
                                               3 ABOVE AVERAGE
                                               4 NOT/APPLICABLE

(23)   TODAY................................. 1 BELOW AVERAGE
                                               2 AVERAGE
                                               3 ABOVE AVERAGE

Was/Is reading a favorite pastime during the following periods of your life? Circle the number of your answer.

(24)   ELEMENTARY SCHOOL (K-6).................. 1 YES
                                                  2 NO

(25)   JUNIOR HIGH SCHOOL (7-9)................ 1 YES
                                                  2 NO

(26)   HIGH SCHOOL (10-12).................... 1 YES
                                                  2 NO

(27)   TECHNICAL/TRADE SCHOOL................. 1 YES
                                                  2 NO
                                                  3 NOT/APPLICABLE

(28)   COLLEGE................................ 1 YES
                                                  2 NO
                                                  3 NOT/APPLICABLE

(29)   GRADUATE SCHOOL........................ 1 YES
                                                  2 NO
                                                  3 NOT/APPLICABLE

(30)   TODAY.................................. 1 YES
                                                  2 NO

Did you ever receive any specialized help during your formal schooling in the following areas (such as a special class, elective course, tutor)?

(31)   REMEDIAL READING....................... 1 YES
                                                  2 NO

(32)   SPEED READING.......................... 1 YES
                                                  2 NO

(33)   TECHNICAL READING...................... 1 YES
                                                  2 NO

(34)   READING COMPREHENSION.................. 1 YES
                                                  2 NO

(35)   WRITING SKILLS .... 1 YES
                                                  2 NO

Did you ever receive any specialized help outside of your formal schooling in the following areas? If yes, indicate where you received help.

(36)   REMEDIAL READING.................... 1 YES _____
                                              2 NO _____

(37)   SPEED READING....................... 1 YES _____
                                              2 NO _____

(38)   TECHNICAL READING................... 1 YES _____
                                              2 NO _____

(39)   READING COMPREHENSION............... 1 YES _____
                                              2 NO _____

(40)   WRITING SKILLS...................... 1 YES _____
                                              2 NO _____

Finally, I would like to ask a few questions about yourself, for statistical purposes. Please, circle the number of your answer to each question.

(41)   What is your position at   .?

                              1   SUPERVISOR
                              2   MID-MANAGEMENT
                              3   EXECUTIVE

(42)   How long have you been employed by   ?

                              1   0-1 YEAR
                              2   2-5 YEARS
                              3   6-10 YEARS
                              4   MORE THAN 10 YEARS

(43)   What was the last grade in school completed?

                              1   HIGH SCHOOL
                              2   TRADE/TECHNICAL
                              3   1 YEAR COLLEGE
                              4   2 YEARS COLLEGE
                              5   3 YEARS COLLEGE
                              6   COLLEGE GRADUATE
                              7   GRADUATE WORK

(44)   Do/Did you read to your children?

                      1   FREQUENTLY
                      2   SOMETIMES
                      3   VERY INFREQUENTLY
                      4   NOT/APPLICABLE

(45)   If you had more leisure time, would you spend it reading?

                      1   YES
                      2   NO

(46)   Do you wish you had more time for reading at work?

                      1   YES ⟶ | IF YOU ANSWERED YES SKIP FROM HERE TO (48) |
                      2   NO

(IF YOU ANSWERED NO)

(47)   How could the time you spend reading at work be shortened for you?

_____

_____

_____

_____

_____

(48)   How could more reading time be provided for you at work?

_____

_____

_____

_____

_____

APPENDIX B

Titles of Work-Related and Non-Work-Related Materials

Read by Supervisors, Mid-Management, and Executives

TRADE JOURNALS

Supervisor   Chilton's Digest for Traffic
                                        and Transportation
                                    Computer Design
                                    Control Engineering
                                    Electronics
                                    Radio Shack TRS-80 Bulletin
                                    Recruiting Engineers & Computer
                                        Professionals

Mid-Management   APICS Journal
                                    Architectural Record
                                    ASME
                                    Bank Systems & Equipment
                                    Byte
                                    Computer Design
                                    Datamation
                                    Design News
                                    Electronics
                                    Electronic Design
                                    Electronics Test
                                    Hewlett Packard Journal
                                    IBM Research
                                    IBM Systems Journal
                                    Industrial Engineering
                                    Industry Week
                                    Info Systems
                                    Internal Auditor
                                    Journal of Accountancy
                                    Management Science
                                    Mini-Micro Systems
                                    Modern Materials Handling
                                    Personal Computing
                                    Plant Engineering
                                    Quality
                                    Quality Progress
                                    Scientific American
                                    Technology Illustrated

Executive   Board Room
                                    Computer and Peripheral News
                                    Computer World
                                    IEEE Journals

BUSINESS MAGAZINES

Supervisor

Black Collegian
Byte
Computer World Extra
Graduate Engineer
Fortune

Mid-Management

Administrative Management
Business Week
C & E News
Computer Decisions
Creative Computing
Electronic Business
Electronic Component News
Field Service Manager
Forbes
Fortune
Harvard Business Review
Industrial Research and
       Development
Management
Money
Output
Patent Abstracts
Personnel Management
Purchasing

Executive

Business Week
Dunn's Review
Forbes
Fortune
Industry
Management Review
Plant Engineering
World Future Society

BUSINESS NEWSPAPERS

Supervisor

Electronic Data News
Electronic Engineering Times
Electronic News
Electronic Times
Wall Street Journal

Mid-Management

American Banker
Business Insurance
BWI Monthly
Computer Business News
Computer Systems News
Computer World
Dallas/Fort Worth Business News
Electronic Data News
Electronic Engineering Times
Electronic News
Electronic Times
Graphic Arts Product News
MIS Week
The Ruff Times
Wall Street Journal

Executive

Computer and Peripheral News
Computer World
Dallas/Fort Worth Business News
Electronic Engineering Times
Electronic News
MIT (Massachusetts Institute of
    Technology) Reports
University of Michigan Business
    Review
Wall Street Journal

BUSINESS-RELATED BOOKS

Supervisor
Data Base Design
Export Guide Manual
Software Engineering
Telecommunications and Computer

Mid-Management
AICPA Professional Standards
APICS Handbook
Business Law Text
Business Planning Book
Effective Technical Writing
Electronic Products
Leadership & Motivation
Managing in Turbulent Times
Noise Reduction Techniques in
        Electronic Systems
Organizational Behavior
        Modification
Performance Appraisal
Personnel Management
Production and Inventory
        Control (text)
Production and Inventory
        Control Handbook
Quality Control/Reliability
        Principles
ROI Human Resources
Time Management

Executive
Future Oriented Technology
Managing in Turbulent Times
Theory Z

CITY NEWSPAPERS

Supervisor   Dallas Morning News
                                    Dallas Times Herald
                                    Farmers Branch News
                                    Irving Daily News

Mid-Management   Dallas Morning News
                                    Dallas Times Herald
                                    Denton Chronicle
                                    Duncanville Suburban
                                    Farmers Branch Times
                                    Fort Worth Star Telegram
                                    Irving Daily News
                                    Lewisville Daily Leader
                                    Mid Cities News
                                    Richardson Daily News

Executive   Dallas Morning News
                                    Dallas Times Herald

NON-BUSINESS-RELATED MAGAZINES

Supervisor   Dallas Cowboy Weekly
                                    Glamour
                                    National Geographic
                                    Newsweek
                                    Organic Gardening
                                    Reader's Digest
                                    Texas Parks and Wildlife
                                    Time
                                    Trailer Life

Mid-Management   Antiquan Horological Journal
                                    Arts and Antiques
                                    Bass Master
                                    Consumers Digest
                                    Consumers Report
                                    "D" Magazine
                                    Entrepreneur
                                    Field and Stream
                                    Fine Woodworking
                                    Fishing Facts
                                    Golf Digest
                                    High Technology
                                    Hunting
                                    Mechanix Illustrated
                                    Modern Photography
                                    Motor Trend
                                    National Geographic
                                    NAWCC Journal
                                    Newsweek
                                    Omni
                                    Penthouse
                                    Playboy
                                    Popular Photography
                                    Prevention Magazine
                                    Reader's Digest
                                    Runner (The)
                                    Runner's World
                                    Science
                                    Scouting
                                    Ski Magazine
                                    Southern Outdoors
                                    Sports Afield
                                    Sports Illustrated
                                    Texas Runner
                                    Time

NON-BUSINESS-RELATED MAGAZINES (CONTINUED)

Mid-Management   U. S. News & World Report

Executive   Boating Magazine
                                  Consumers Report
                                  Golf
                                  Golf Digest
                                  Modern Photography
                                  Moody Monthly
                                  Newsweek
                                  Skiing
                                  Time

NON-BUSINESS-RELATED BOOKS

Supervisor

Coping with Difficult People
Diana Nyad's Fitness Book
Gardening books
Holy Bible
The Scarlet Rose
Vermillion
Vitamin and Herb books

Mid-Management

Ancient Carpenter Tools
Antique books
Bass - A Handbook of Strategies
Coma
Consumer's Guide
Cosmos
Fishing books
Game of the Foxes (The)
Heavy Weather Sailing
High Finance and Low Budget
Holy Bible
Jaws 2
Mystery novels
101 Bass Fishing Secrets
Running
Science fiction novels
Woodworking and Design

Executive

Christian books
Fiction books
Financial Planning books
Holy Bible
Investment books
Novels

REFERENCES

REFERENCES

Adams, E. K. & Scott, E. M. Comprehension of critical news items as expressed by college students and adults in business, industry, and religion. Paper presented at the Annual Meeting of the American Reading Conference, Sarasota, Florida, 1980. (ERIC Document Reproduction Service No. ED 194 888)

Bellows, C. S. & Rush, C. H., Jr. Reading abilities of business executives. Journal of Applied Psychology, 1952, 36, 1-4.

Chaney, D. W. Educating the new management breed. Textile Industries, 143, 30-31.

Clifford, G. F. The executive and executive behavior, 1974. (ERIC Document Reproduction Service No. ED 113 834)

Cohen, B. Career development in industry. A study of selected programs and recommendations for program planning. Princeton, N. J.: Educational Testing Service, 1977. (ERIC Document Reproduction Service No. ED 153 069)

Daly, A. Management development gears for the 80's. Training and Development Journal, 1980, 34, 88-92.

Dillman, D. A. Mail and telephone surveys: the total design method. New York: John Wiley & Sons, 1978.

Fox, L. D. & Sticht, T. G. A program for job related reading

<u>training</u>. Monterey, Calif.: Human Resources Research

Organization, 1974. (ERIC Document Reproduction Service

No. ED 157 014)

Hillerich, R. L. Toward an accessible definition of literacy.

<u>English Journal</u>, 1976, <u>65</u>, 50-55.

Hodge, B. J. & Lee, J. W. Reading as an alternative to fancy

executive development programs. <u>Management Review</u>,

1973, <u>62</u>, 56-57.

Hornberger, T. R. Misused and underrated: reading and

listening skills. <u>Personal Journal</u>, 1980, <u>59</u>, 808.

Hulbert, J. E. Effective business writing. <u>Business</u>

<u>Education Forum</u>, 1980, <u>34</u>, 20; 23-24.

Jackson, D. W., Jr. & Schlacter, J. L. The continuing

education needs of sales managers. <u>Training and</u>

<u>Development Journal</u>, 1978, <u>32</u>, 8-10.

Jones, D. H. Training industrial executives in reading: a

methodological study. <u>Journal of Applied Psychology</u>,

1965, <u>49</u>, 202-04.

Levin, B. J. Reading requirements for satisfactory careers.

In D. M. Nielsen & H. F. Hjelm (Eds.), <u>Reading and</u>

<u>career education</u>. Newark: International Reading

Association, 1975.

Mikulecky, L. J., Shanklin, N. L., & Caverly, D. C. <u>Adult</u>

<u>reading habits, attitudes and motivations: a cross-</u>

<u>sectional study</u>. Monographs in teaching and learning.

Bloomington, Ind.: Indiana University, 1979. (ERIC Document Reproduction Service No. ED 189 590)

Murphy, K. A survey of adult reading habits. N. J.: Kean College, 1980. (ERIC Document Reproduction Service No. ED 153 069)

Newton, E. S. Andragogy: understanding the adult as a learner. Journal of Reading, 1977, 20, 361-63.

Northcutt, N. W. Functional literacy for adults. In D. M. Nielsen & H. F. Hjelm (Eds.), Reading and career education. Newark: International Reading Association, 1975.

Patterson, J. What top executives are reading this summer. Business Week, 1980, No. (2648), 7.

Peck, C. V. & Kling, M. Adult literacy in the seventies: its definition and measurement. Journal of Reading, 1977, 20, 677-82.

Powell, W. R. Levels of literacy. Journal of Reading, 1977, 20, 488-92.

Rice, J. A. Johnny, the grad you hired last week, can't write. Supervisory Management, 1976, 21, 14-21.

Robinson, H. A. Teaching reading and study strategies: the content areas. Boston: Allyn & Bacon, Inc., 1975.

Seidel, L. E. Today's young manager: a new breed. Textile Industries, 1979, 143, 32-34, 37.

Sharon, A. T. What do adults read? Reading Research

Quarterly, 1973-74, _9_, 148-69.

Stacy, G. W. Basic communication skills crucial for successful professional careers. _Chemical and Engineering News_, 1978, _56_, 29-31; 46.

Stanley, M. Literacy: the crisis of a conventional wisdom. _School Review_, 1972, _80_, 373-408.

Sticht, T. G. _Reading for working: A functional literacy anthology_. Alexandria, Va.: HumRRO, 1975.

Sticht, T. G., Caylor, J. S., Kern, R. P. & Fox, L. C., Project REALISTIC: determination of adult functional literacy skill levels. _Reading Research Quarterly_, 1972, _7_, 424-66.

Sticht, T. G. & McFann, H. N. Reading requirements for career entry. In D. M. Nielsen & H. F. Hjelm (Eds.), _Reading and career education_. Newark: International Reading Association, 1975.

Training facilities: Xerox International Center for Training and Management Development. _Training and Development Journal_, 1977, _31_, 48-51.

The truth about those know-it-all executives. _Management Review_, 1979, _68_, 4.

Walton, H. N. Visual and reading improvement in industry: bank personnel. _American Journal of Optometry and Archives of American Academy of Optometry_, 1955, _32_, 563-69.

Ylvisaker, W. T. Gould's Corporate College: where hitting
the books is company policy. Management Review, 1977,
66, 8-12.