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An investigation of Willingness to Communicate, Communication Apprehension, and Self-esteem in the Workplace

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To the Graduate Council:

I am submitting herewith a thesis written by Brittany Natalie Fulmer entitled "An investigation of Willingness to Communicate, Communication Apprehension, and Self-esteem in the Workplace." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Communication.

Dr. John Haas, Major Professor

We have read this thesis and recommend its acceptance:

Dr. Virginia Kupritz, and Dr. Kenneth Levine

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

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An Investigation of Willingness to Communicate, Communication Apprehension, and
Self-esteem in the Workplace

A Thesis Presented for
the Master of Science
Degree
The University of Tennessee, Knoxville

Brittany Natalie Fulmer
August 2010

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Abstract

This project focuses on organization members that use communication as their principle tool for carrying out job duties and responsibilities. More specifically, this study examines the factors that impact the communication of inside and outside sales representatives. The goal of this research is to investigate willingness to communicate, communication apprehension, and self-esteem in daily life and in organizational settings. A total of 87 participants completed questionnaires congruent with these three topics.

Previous literature concerning willingness to communicate, communication apprehension, and self esteem were examined to explore relevant information concerning each topic. Results suggest that differences in men and women and willingness to communicate in daily life or communication apprehension are not highly significant. Yet, there is a slight significance in differences when comparing sex and willingness to communicate in the workplace. A longitudinal study of self-esteem and goal success proved self-esteem was not a significant variable when discussing goal attainment within an organization. Future research should explore other variables that could affect willingness to communicate, communication apprehension, and self-esteem to better understand communication within the workplace.

Keywords: willingness to communicate, communication apprehension, self-esteem, organizational communication

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Chapter 1

Introduction

An Investigation of Willingness to Communicate, Communication Apprehension, and Self-esteem in the Workplace

A successful organization needs employees to be capable and confident in what they do. Most organizations have many different types of personnel carrying out different duties and responsibilities. Organizations bring together people with a range of internal characteristics. Not surprisingly, many of these characteristics impact on the communication skills of employees. It has been argued that communication is the glue that holds organizations together (Katz & Kahn, 1978). However, that “glue” varies in its ability to hold organization members together. The humorous quote, “I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant,” is a perfect example of ineffective communication. Communication assists organizational members in accomplishing both individual and organizational goals, implementing and responding to organizational change and coordinating organizational activities (Ivancevich, Konopaske, & Matteson, 2008).

The failure to communicate effectively within an organization is detrimental to the success of that organization (Pierce, Gardner, Dunham, & Cummings, 1993). In today’s economic climate, it is imperative for employees to possess strong communication skills in order to carry out job duties and responsibilities. Lack of communication within an organization will create personal or corporate stress, which is likely to lead to a less productive organization and a lower bottom line. Individuals with effective

communication skills create the opportunity to lessen stress, while also serving as a motivation to employees to work harder in difficult economic times, thus giving organizations an edge on the competition. Many variables affect individual communication skills, in turn influencing superior-subordinate relationships. Most all agree that effective communication is essential for organizational success, what is less clear are the individual factors that drive effective workplace communication.

Previous research in communication skills focus on communication competence along with verbal and nonverbal behaviors (Kinnick & Parton, 2005; Riggo, 1986). Less attention has been directed toward how communication skills are affected by the emotions of people in the workplace or on individuals following specific career paths. For example, sales representatives experience an emotional roller coaster that ranges from exhilaration to depression that result from the outcomes of sales interviews. This investigation seeks to understand how an individual's affective state contributes to work-related performance.

Taken together, the previous literature suggests that employee's communication skills are important for individual success in an organizational environment (Bambacas & Patrickson, 2008; Kinnick & Parton, 2005; Sypher & Zorn, 1985). Communication skills refer to the ability or capacity to realize communicative goals during the course of an interaction (Miczo, Segrin, & Allspach, 2001). The most important goal for a sales employee is to communicate effectively and ultimately sale their product. Other relevant goals could include making a good impression, building a lasting relationship with the client, or simply helping them understand the product or service. To reach specific goals

within an organization it is imperative for individuals to have good communication skills (Kinnick & Parton, 2005). Despite the importance of communication skills, for more than 25 years scholars have documented significant deficiencies in employee's communication skills (Bednar & Olney, 1987; Peterson, 1997; Sypher & Zorn, 1985). Moreover, research suggests that employee communication shapes the motivational environment whereby individuals may be influenced to work harder in lean economic times, thus giving organizations an edge on the competition (Bambacas & Patrickson, 2008).

For the purpose of study, this project focuses on organization members that use communication as their principle tool for carrying out their job duties and responsibilities. More specifically, this study examines the factors that impact the communication of inside and outside sales representatives. Sales can be defined as activities involved in providing products or services in return for money or other compensation (Narus & Anderson, 2002). An inside sales customer comes to representatives at a fixed location of business. The opposite holds true with outside sales; individuals travel to the customer's residence or place of business.

The issues of communication apprehension, self-esteem, and willingness to communicate will be examined across organizational contexts, specifically emphasizing supervisor-subordinate communication. Through the study and development of the willingness to communicate scale within organizations, researchers can begin to understand why some persons in organizations will initiate more communication and thus develop stronger interpersonal relationships with members of the organization.

It is reasonable to assume that people are more likely to communicate with some kinds of receivers than with others, and will be more willing to communicate in some contexts than in others, proving the importance of studying the willingness to communicate within organizations. Examining aspects of organizational communication relationships, including sex (men and women), scales of communication apprehension, specific roles and responsibilities within the organization, and self-esteem, will present the opportunity to better understand organizational communication and sales representatives.

Although a considerable body of the literature may look at intercultural issues in the context of the willingness to communicate (WTC) (e.g. McCroskey & Richmond, 1987; McCroskey & Richmond, 1990; Sallinen-Kuparinen, McCroskey, & Richmond, 1991) less attention has been directed towards the willingness to communicate within an organizational setting (Richmond & Roach, 1992). This research will help create an understanding for why some employees possess communication apprehension, motivation, (or the lack of) and the willingness to communicate. Exploring WTC, CA, and Self-esteem, along with the effects of subordinate-superior communication creates knowledge that can help organizations achieve effective communication, which in turn can sustain a thriving culture.

Literature Review

Over the past thirty years, McCroskey and his colleagues pursued a program of research of a family of concepts including communication apprehension and willingness to communicate. Although willingness to communicate (WTC) and communication apprehension (CA) have been conceptualized as stable and traitlike, a person's level of WTC and CA is influenced by the situation (McCroskey & Richmond, 1991). These factors, willingness to communicate and communication apprehension, have been reported to impact communication skills across many contexts (McCroskey, 1977, 1982, 1992, 1995; McCroskey & Sheahan, 1978; McCroskey, Richmond, & Davis, 1986; McCroskey & Richmond, 1987; Fayer, McCroskey, & Richmond, 1984; McCroskey, McCroskey, & Richmond, 2006)

Willingness to Communicate

While willingness to communicate can largely depend on situational or environmental factors, McCroskey was able to pinpoint a personality characteristic that causes people in the same situations or environments to act differently (McCroskey & Richmond, 1986).

In order for us to argue that the predisposition is traitlike, it is necessary that the level of a person's willingness to communicate in one communication context (like small group interaction) is correlated with the person's willingness in other contexts (such as public speaking, talking in meetings, and talking in dyads). Further, it is necessary that the level of a person's willingness to communicate with one type of receiver (like acquaintances) is correlated with a person's willingness to communicate

with other types of receivers (such as friends and strangers) (McCroskey & Richmond, 1987, p. 189).

According to McCroskey (1992) willingness to communicate can be developed in four communication contexts (groups, meetings, dyads and publics) crossed with the three receiver types (strangers, acquaintances and friends).

In addition to one's willingness to communicate, McCroskey (1992) adds communication apprehension and self-perceived communication competence as other factors in determining the ability of someone to communicate. Communication apprehension refers to fear or anxiety someone may experience due to the idea of communicating and cited as a reason for willingness or unwillingness to communicate (Fayer, McCroskey, & Richmond, 1984). Self-perceived communication competence measures how well someone thinks they can communicate. If a person thinks that he or she is not a good communicator, the person will likely experience some communication apprehension. In turn, communication apprehension leads to a low willingness to communicate (McCroskey, 1992).

There are six variables that McCroskey and Richmond (1987) have identified as possible reasons for a person's willingness to communicate. These are introversion, anomie and alienation, self-esteem, cultural divergence, communication skill level, and communication. Individuals who are introverted are less likely to communicate because they see less importance in the need to communicate (Richmond & Roach, 1992). Because of personality traits, introverts are likely to participate less and may not take

leadership roles in small group discussions (North, 1989). This does not mean they are not useful to an organization, but suggests that it is imperative for superiors to be able to distinguish the needs between introverts and extroverts. Specific jobs will suit extraverts more than introverts or vice versa, as some job descriptions require more leadership and active participation than others, which could have a profound effect on one's willingness to communicate. For example, a very intelligent man with a keen knack for accounting and numbers may be well suited for a CFO position, even if he is an introvert, as long as the CEO knows that most public speaking or other mass communication regarding the financials would, at the very least, require his assistance. On the other side of the spectrum, extroverts are considered people-oriented and sociable (North, 1989). Employers typically look to extroverts to fill jobs such as marketing, sales, and public relations as those roles tend to deal more with clients, customers, and the general public. However, it is important to note that just because someone is sociable, does not necessarily make him or her good communicator.

A state of anomie occurs when a person lacks normative standards; individuals do not adhere to society's norms and values, therefore feeling socially isolated (McCroskey & Richmond, 1987). People who alienate themselves also feel inadequate and have negative attitudes toward communicating with others.

Self-esteem also has a significant impact on a person's willingness to communicate.

A person with low self-esteem might be expected to be less willing to communicate because of a feeling that he or she has little of value to offer.

Similarly, a person with low self-esteem may be less willing to communicate because he or she believes that others will respond negatively to what might be said (McCroskey & Richmond, 1987 p. 189).

A person with low self esteem can be male, female, extroverted or introverted, and so on. This specific variable is important to superiors managing the needs between new or current employees. New and current employees not have as much experience in the organization. This may impact the outcome of their jobs, specifically throughout sales representatives.

Another variable identified by McCroskey and Richmond as a possible explanation of one's willingness to communicate is cultural divergence. Cultural divergence occurs when a person is in an environment they are not used to (McCroskey & Richmond, 1990). This can include a subculture within a larger culture. People are less likely to communicate when they are culturally divergent because their social norms are different (McCroskey & Richmond, 1990). They tend to stay quiet for fear of saying something that can be misinterpreted or have negative consequences.

The difference between the culturally divergent and the skill-deficient is that the culturally divergent individual may have excellent communication skills for one culture but not for another. Cultural divergence, then, is seen as being closely related to a traitlike willingness to communicate if a person regularly resides in a culture different from his or her own. On the other hand, if the person communicates primarily in one culture and only

occasionally must do so in another culture, the impact will be only on situational willingness (McCroskey & Richmond, 1987 p. 190).

Communication skills can be a major factor in one's willingness to communicate. Phillips (1984) made clear the difference between high anxiety, low self-esteem, and poor communication skills. The relationship goes both ways. Low skills can lead to high anxiety and low self-esteem or vice versa. As noted previously, high anxiety or low self-esteem can cause an individual to not be willing to communicate (McCroskey & Richmond, 1987). One's perception of their own communication skills could be more important than the skills themselves, as McCroskey discovered a very substantial correlation between WTC and self-perceived communication competence (.59) (McCroskey, 1992). Studies have concluded that those who experience communication apprehension (or low self-esteem) will withdraw from communication, thus affecting their willingness to communicate. Communication apprehension caused by fear, anxiety, and the thought of negative consequences to speaking are considered to be the "single best predictor of his or her willingness to communicate" (McCroskey & Richmond, 1987 p. 191).

Research suggests that patterns of WTC across different groups are likely to be different in men and women (Richmond & Roach, 1992; Ledet & Henley, 2000). Despite stereotypes of women as being talkative, adult men talk more in meeting, or in mixed-group discussions than do adult women (Tannen, 1990). This study seeks to examine WTC and sex within organizations, therefore posing research question one.

RQ1: In an organizational setting, does sex effect subordinates willingness to communicate?

Scholars propose willingness to communicate can be consistent throughout many different contexts. This study seeks to understand the similarities or differences between the willingness to communicate in daily life and the willingness to communicate in an organizational setting, therefore posing hypothesis one.

H1: The willingness to communicate in daily life will be positively correlated with the willingness to communicate in an organization.

Although communication apprehension predicts willingness to communicate, it is important to understand that willingness to communicate and communication apprehension are distinct variables. Willingness to communicate is defined as the initiation or avoidance of communicating, and communication apprehension involves experiencing anxiety or nervousness when communicating (McCroskey, 1977; McCroskey & Richmond, 1987). A literature review is presented about communication apprehension.

.. Communication Apprehension

Communication apprehension and self-esteem variables are not only its own construct, they accompany willingness to communicate. Understanding communication apprehension (CA) is useful when explaining someone's willingness to communicate (or lack there of). Communication apprehension (CA) is an apprehension trait that is defined as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 1977, p. 78). McCroskey

also noted that communication apprehension is typically considered an individual trait that is closely related to the constructs of shyness and reticence.

Numerous studies have concluded that those who experience communication apprehension or low self-esteem will withdraw from communication, thus affecting their willingness to communicate. Communication apprehension caused by fear, anxiety, and the thought of negative consequences to speaking are considered by McCroskey and Richmond (1987) to be the single best predictor of his or her willingness to communicate. When discussing communication apprehension, many people assume it revolves around public speaking. Communication apprehension does affect public speaking outcomes, but it also affects the willingness to communicate in many different contexts. For example, according to Graen, Dansereau, and Minami (1972), the relationship quality between a superior and subordinate can be determined by the quality of their communication exchanges. Previous research has shown communication apprehension is associated with fear of anticipated communication. According to McCroskey (1977), communication apprehension (CA) can be defined as “an individual’s level of fear or anxiety with either real or anticipated communication with others or other persons” (p. 78).

CA is conceptualized as a situational/ state factor, as well as a trait factor for individuals. Trait-like CA is "a relatively enduring, personality-type orientation toward a given mode of communication across a wide variety of contexts" (McCroskey, 1997, p. 84). State-like CA is "a transitory orientation toward communication with a given person or group of people" (McCroskey, 1997, p. 87). It is likely that both trait and state-like as

CA might affect supervisors and employees in organizations to varying degrees. This apprehension could definitely be present in an organizational context. Research examining CA in the organizational setting has indicated that employees high in CA find occupations requiring less communication more desirable (Daly & McCroskey, 1975; Klopff & Cambra, 1979) and tend to hold positions such as support personnel (Shockley-Zalabak & Morley, 1984). CA also describes what people feel about communication; high communication apprehension could be detrimental within an organizational setting. Persons with high communication apprehension are perceived as less competent, less successful, require more training, and have difficulty establishing positive relationships with coworkers (Falcione, McCroskey, & Daly, 1977; McCroskey & Richmond, 1979). This means organizations could experience low productivity or morale if subordinates do not feel comfortable communicating with superiors or vice versa.

Although CA could be harmful in many communication settings, it is important to note that communication apprehension could also be helpful in some situations. Communication apprehension could motivate persons in many situations to work harder and improve performance. Although CA could help improve performance, in general, individuals who suffer from high levels of communication apprehension are viewed negatively by their peers (McCroskey, Richmond, & Davis, 1986). If a person is viewed negatively by co-workers within an organization, persons often withdraw themselves from communication interactions (McCroskey, 1977).

Virtually no research had been dedicated to CA's impact on the day-to-day communication practices of employees. Such research could provide important insight

into a variety of workplace issues and help explain variation in employee communication behavior. The present study begins to fill this void by examining the ways in which CA may help explain variations in employee relational experiences in the workplace.

McCroskey and Richmond (1987) explain that communication apprehension is generally the best predictor of WTC. Given the importance of the willingness to communicate and communication apprehension, a second research question was developed to understand the relationships between sexual orientation and communication apprehension within an organization.

RQ2: Do females have more communication apprehension than males within an organization?

Self-Esteem

Some research suggests that personality characteristics have relatively little influence on workplace behaviors because of the importance of situational factors in organizational contexts (Pierce, Gardner, Cummings, & Dunham, 1989), yet one personality attribute that consistently enhances understanding of organizational behavior is self-esteem. Self-esteem is an individual's feeling of self worth (Rosenberg, 1965). Self-esteem plays a key role in an individual's thoughts, feelings, and responses to stressful life events (Wadman, Durkin, & Conti-Ramsden, 2008) therefore can and will create a significant positive or negative impact on a person within an organization. Positive self-esteem could improve job performance, managerial respect, enrich communication, and increase the willingness to communicate (Payne, 2007). Individuals with low self-esteem link success with acceptance, and failure with rejection. Persons

with low self-esteem also find rejection more quickly in failure than success while individuals with high self-esteem do not (Baldwin & Sinclair, 1996).

Several scholars (Mossholder, Bedeian, & Armenakis, 1981; Pierce, Gardner, Dunham, & Cummings, 1993) argue that employees with high self-esteem rely more on their skills to perform their jobs, whereas individuals with low self-esteem rely more on their work environments. Employees with low self-esteem may doubt whether their efforts to introduce new ideas are valuable to the organization, particularly when they face resistance to their change efforts. Hence, subordinates with low self-esteem may particularly benefit from leaders who instill optimism and confidence in them (Klein & House, 1995). Klein and House (1995) suggested that leadership may compensate for low self-esteem subordinates' feelings of insecurity. Particularly when pursuing new projects or goals, such subordinates may be uncertain of their capabilities to overcome barriers.

Self-esteem plays a key role in an individual's thoughts, feeling, and responses to stressful life events (Josephs, Markus, & Tafarodi, 1992). Stressful events happen on a daily basis in organizations all around the nation. Understanding self-esteem and the relationships and how it correlates with communication apprehension will be very helpful when studying superior-subordinate relationships. This information will help understand the impact of how willing or comfortable subordinates are to communicate with superiors. When communicating with others, a confident male or female will be more comfortable in an organizational setting than one who is less confident.

Self-esteem impacts a person on a daily basis, especially within the workplace. Given the previous research on self-esteem and communication apprehension on the willingness to communicate, the following hypothesis is advanced:

H2: If subordinates have high self-esteem, they will also be more willing to communicate with superiors.

It is safe to say most organizations are focused on the “bottom line”; this study will also explore the relationship between self-esteem and attained sales goals on a monthly basis. It is reasonable to assume an individual’s selling behavior is likely to vary depending upon the level of self esteem; therefore hypothesis three is posed.

H3: Sales goal attainment is affected by self esteem.

In an organizational setting, men and women may have different levels of self esteem based on many different factors within the workplace. For this study, men and women should have similar personality types as they are all in a similar field, sales.

Therefore, hypothesis 4 is presented:

H4: Men and women have high self-esteem in the workplace..

Method

The goal of this research is to investigate willingness to communicate, communication apprehension, and self-esteem in organizational settings. The research methods employed for this study involved a longitudinal research design, making use of general measures administered through survey questionnaires and a survey questionnaire research design involving a Likert scale measure. A discussion of the study methodology will be organized around a review of the study participants, measures, procedures, and data analysis.

Participants

Participants in this study were employed by four different organizations. The organizations are located in a medium sized southern city and are engaged in selling and promoting products such as cars, radio advertising, billboard advertising, and construction machinery. Overall, their duties include selling and promoting products by building relationships and interacting with clients about their products on a regular basis.

Individuals from the participating organizations were selected for inclusion in the project through a convenience sampling technique. The study includes 87 participants (25 males and 62 females) in sales from multiple organizations in the East Tennessee who are employed as inside and/or outside sales representatives. A total of 13.2 % of the participants were involved in selling billboard advertising, 40.1 % of the participants sold radio advertising, 14.7 % of the individuals sold construction machinery, and 32 % of the participants sold cars.

The average age of participants was 39 years of age and length of participants working in their organizations is 6-11 years. All of the study participants (25 males and 62 females) are sales people and include both inside and outside sales representatives. With permission from multiple supervisors, information was obtained from sales representatives in each organization.

Measures

Willingness to Communicate: McCroskey and Richmond developed the Willingness to Communicate (WTC) scale in 1987. Prior to the WTC scale, McCroskey and Richmond (1982) created a shyness scale (also known as the Verbal Activity Scale). Studies using the Verbal Activity Scale (VAS) conclusively demonstrated a measurable factor in the personality which can affect one's willingness to communicate. Years later, the WTC scale was developed and from Burgoon's Unwillingness to Communicate scale and Mortensen's Predispositions toward Verbal Behavior scale (McCroskey, 1992). McCroskey defended this scale in his 1992 article in *Communication Quarterly*. The four communication contexts (groups, meetings, dyads and publics) crossed with the three receiver types (strangers, acquaintances and friends) formed 12 situations people may find themselves in. A factor analysis concluded that this method was satisfactory (McCroskey, 1992). The original Willingness to Communicate Scale created by McCroskey was designed to measure a respondent's inclination toward approaching or avoiding the initiation of communication and has been deemed as reliable and valid. This study examines the Willingness to Communicate Scale (which focuses on three types of

receivers within four types of communication context) while modifying it to measure the willingness to communicate specifically within an organization.

The original study published by McCroskey and Richmond (1987) produced a reliable coefficient of $\alpha = .80$. The current study established a reliability score of $\alpha = .818$ ($N = 87$) for willingness to communicate on a daily basis, and a reliability of $\alpha = .866$ ($N = 87$) willingness to communicate in an organization.

Communication Apprehension: Communication Apprehension is measured by the Personal Report of Communication Apprehension, PRCA (McCroskey, 1982). The 24 items measure overall communication apprehension as well as apprehension in the contexts of groups, meetings, interpersonal, and public. The 24-item instrument was measured on a 5-point Likert-type scale (1 = strongly disagree to 5 = strongly agree). The scale was recoded so that higher scores reflected higher levels of communication apprehension. Although McCroskey's original communication apprehension study found a reliability of $\alpha = .947$, the outcome of this communication apprehension study established a reliability of $\alpha = .736$ ($N = 87$). Reliable data were available and descriptive statistics shows that the n was consistent throughout the sample.

Self-Esteem: The Rosenberg Self-Esteem scale (Rosenberg, 1965) is used to measure self-esteem within an organization. The Rosenberg Self-Esteem Scale, RSE, is an attempt to achieve a uni-dimensional measure of global self-esteem (Rosenberg, 1965). It was designed to be a Guttman scale, which means that the RSE items were to represent a continuum of self-worth statements ranging from statements that are endorsed even by individuals with low self-esteem to statements that are endorsed only by persons

with high self-esteem (Rosenberg, 1965). The RSE (10 item scale) was developed on a five-point Likert scale using 1 = strongly agree to 5= strongly disagree as the anchors. A higher score on the RSE reflects higher perceived self-esteem. The scale is one of the most widely used self-esteem tests among psychologists and sociologists.

Reliable data were available and descriptive statistics shows that the n was consistent throughout the sample. The original Rosenberg self-esteem study found a reliability of $\alpha = .78$, while the output of this self-esteem study established a reliability of $\alpha = .765$ (N= 87).

Demographic variables including, field of work, professional title, sex, age, and how long participants have worked at their organizations were also measured for this project. This information gives insight to the personal characteristics of the individuals who participated in this study.

Survey Design and Procedures

This project focuses on the organizational members that use communication as their principle tool for carrying out job duties and responsibilities. More specifically, this study examines the factors that impact the communication of inside and outside sales representatives. The goal of this research is to investigate willingness to communicate, communication apprehension, and self-esteem in organizational settings

Several measures were included with the survey questionnaire with a goal to understand specific details about willingness to communicate, communication apprehension, and self-esteem. Two versions of the measure for the willingness to communicate scale were administered to study participants, one focusing on daily life

and one focusing on organizational settings; please see Appendix A. Specifically, this project modified an existing WTC scale from McCroskey and associates, adding similar questions which altered the scale. Questions such as, “I dislike participating in group discussions at work” or “Generally, I am comfortable while participating in group discussions at work,” focused on the willingness to communicate within organizations.

The 20-item WTC scale was also altered by developing the original scale in Likert form from “strongly agree” to “strongly disagree.” This information seeks to indicate how willing subordinates would be talk to superiors in various contexts. Changing the original 100-point scale to a 5-point Likert scale created a survey that was consistent with other measures used for this project and made the measure easier for participants to understand.

As previously discussed each measure met the appropriate reliability standards. These collections of measures were delivered to a convenience group of males and females from multiple organizations. The questionnaire contained questions about WTC, CA, and Self-esteem outside and within their specific organization. Participants indicated how often each statement is true for them personally by circling the appropriate number below the statement. The surveys were distributed in the workplace during a monthly sales meeting. The researcher was present throughout the data collection procedure to answer any questions.

After compiling information from willingness to communicate, communication apprehension, and self-esteem measures, a three month longitudinal study of self-esteem and achievement of workplace goals was facilitated to begin to understand how self-

esteem effects goal achievement in the workplace. The RSE scale was distributed to sales teams from four different organizations during monthly meetings. These meetings occurred at the beginning of the month, in private settings, with superiors and subordinates present. Participants were instructed to complete the survey about how they were feeling that specific month. Success or failure of team goals were correlated with monthly self-esteem reports.

Analysis

The goal of this study is to investigate how individuals differ in their willingness to communicate, communication apprehension, and self-esteem in organizational settings. Data were analyzed to determine relationships between variables including willingness to communicate, communication apprehension, and self-esteem. Specifically, data analysis focused on differences between males and females and were analyzed by using t-tests. The goal of these analyses was to explore whether differences exist between male and female employees when comparing communication apprehension, willingness to communicate, and self-esteem in an organization. Correlations were also run between willingness to communicate, communication apprehension and self-esteem to establish any existing relationship. After collecting self-esteem and sales goal attainment data, these data were analyzed using a repeated measure ANOVA to determine if self-esteem affects sales goals attainment.

Results

This project focuses on organizational members that use communication as their principle tool for carrying out job duties and responsibilities. More specifically, this study examines the factors that impact the communication of inside and outside sales representatives. The goal of this research is to investigate willingness to communicate, communication apprehension, and self-esteem in organizational settings. Results from each research question and hypothesis are presented below.

Research question one seeks to investigate if sex affects willingness to communicate in daily life and in an organizational setting. Descriptive statistics were employed to investigate willingness to communicate in daily life. The results indicate a mean of 57.3, and a standard deviation of 6.5. In order to determine if differences exist between males and females in their willingness to communicate, an independent samples t-test was employed to analyze the data. The results of the analysis revealed a t score of .912 (ns) suggesting that significant differences do not exist between males and females in their willingness to communicate in daily life. For the willingness to communicate in an organizational setting, the results of the descriptive analysis revealed a mean of 56.8 and a standard deviation of 7.5. In order to determine if differences exist between males and females in their willingness to communicate in organizational settings, an independent samples t test was employed to analyze the data. The results indicated a t score of 3.27($p < .01$) suggesting that significant differences do exist between males and

females in their level of willingness to communicate in an organization setting. Please refer to Appendix B where results are presented using SPSS tables.

Research question two seeks to investigate if females have more communication apprehension than males within an organization. Descriptive statistics were employed to investigate communication apprehension and indicate a mean of 72.3 and a standard deviation of 4.2. In order to determine differences between male and female communication apprehension an independent sample t-test was employed to analyze the data. The results of the analysis revealed a t-score of -0.05 (ns) suggesting that significant differences are not present between males and females in their communication apprehension. Please refer to Appendix B where results are presented using SPSS tables.

Hypothesis one seeks to investigate the strength of the relationship between willingness to communicate in daily life and willingness to communicate in an organizational setting. In order to determine the relationships between willingness to communicate in daily life and in an organizational setting a correlation was employed to analyze the data. The items for both measures were identical. However, study participants were asked to respond to the items from two separate contexts. Surprisingly, the results indicated an r value of -0.015 (ns). Please refer to Appendix B where results are presented using SPSS tables.

Hypothesis two seeks to investigate the strength of the relationship between self-esteem and willingness to communicate in daily life and within an organizational setting. In order to determine the relationship between willingness to communicate and self-esteem a correlation was employed to analyze the data. The correlation between

willingness to communicate in daily life and self-esteem had no significant relationship. Yet, the results from the correlation of willingness to communicate in organizations and self-esteem demonstrate a weak, positive correlation ($r = .23$, $p < .05$). Please refer to Appendix B where results are presented using SPSS tables.

Hypothesis three seeks to understand how sales goals affect individual's self-esteem within an organization. In order to determine the relationship between sales goals and self-esteem a repeated measure ANOVA was employed to analyze the data. In the period of three months, sales goals were only missed a total of five times between four organizations. Results from the ANOVA found no significant differences ($F = .734$, ns) across the time of the study when analyzing monthly sales goal achievement and level self-esteem. Please refer to Appendix B where results are presented using SPSS tables.

Hypothesis four seeks to investigate the differences in men and women when discussing levels of self-esteem within an organization. In order to determine levels of self-esteem, descriptive statistics analyzed the average levels of self-esteem. Results from descriptive statistics indicate a mean score of 30.5 with a standard deviation of 1.76. The scale ranges from 0-30, scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem. With no scores below 15, results suggest 100% men and women have similar levels of high self-esteem in the workplace. Please refer to Appendix B where results are presented using SPSS tables.

Discussion

This project focuses on organizational members that use communication as their principle tool for carrying out job duties and responsibilities. More specifically, this study examines the factors that impact the communication of inside and outside sales representatives. The goal of this research is to investigate willingness to communicate, communication apprehension, and self-esteem in organizational settings.

Taken together results from this study were surprising. Although both measures were identical, the relationships between willingness to communicate in daily life and in an organizational setting found no significant relationship. Study participants were asked to respond to the items from two separate contexts. Results indicate, when discussing willingness to communicate, the context has a significant impact on the mindset on individuals when perceiving their own willingness to communicate. Results also suggest that men and women do not differ significantly in willingness to communicate or communication apprehension. This result may imply that research should investigate gender differences rather than sex differences in the future. Additional results suggest that participants in this study consistently had high levels of self-esteem on a monthly basis, yet goal attainment is not significantly influenced by that self-esteem. This surprising result indicates something other than self-esteem is affecting goal attainment in the workplace. A discussion is presented around the research questions and hypotheses below.

Research Question 1

Previous research suggests communication apprehension emerges as a significant predictor of WTC for both males and females (Donovan & MacIntyre, 2004), but this research seeks to investigate if sex affects willingness to communicate in an organizational setting. Research question one suggests certain aspects of an organizational setting may impact willingness to communicate; therefore we can expect to see higher levels of an individual's willingness to communicate within an organizational setting. Results imply the first portion of the research question was not supported, as there were no significant social differences of men and women on a day to day basis when investigating willingness to communicate. On the other hand, results show a slight difference in men's and women's willingness to communicate in the workplace. These results may be explained by the perceptions of power differences that are established within an organization.

In this case, subordinates were questioned about their willingness to communicate with their superiors. Power differences could have a more significant impact in willingness to communicate in organizational settings than willingness to communicate in daily life. For example, females may not be as willing to communicate in organizational settings as males because of the power dynamic or stereotypes found within the workplace.

Power is defined by Richmond, McCroskey, and McCroskey as the "ability to have an effect on the behavior of another person or group" (2005, p. 132). Power, especially within the work place, appears to be more aligned with male than with female

stereotypes. Several researchers have found that when gender and sex role characteristics are considered as indicators of future success within an organization, being a woman (or possessing feminine characteristics) is typically seen as a weakness, even if they are fully qualified or have similar responsibilities as men within the organization. However, when an organization considers one's masculinity as an indicator of future job performance, it is done with the assumption that male characteristics are beneficial (Brenner, Tomkeiwicz, 1979; Powell & Butterfeild, 1979, 1989). If sex role stereotypes influence the perception of power within an organization, then female employees may be seen as having less power and may be less willing to communicate with persons of higher power or even their own peers.

Research Question 2

Research question two suggests a high number of females will have more communication apprehension than males. Results suggest that significant differences are not present between males and females in their level of communication apprehension in the workplace.

Most human beings, regardless of sex carry similar attributes. In this instance, men and women appear to be equally apprehensive when communicating because they are in similar roles in the workplace, have similar daily objectives, which lead to similar levels of communication apprehension within an organization. If communication apprehension is trait-like then there should not be anything within an organizational setting that would change the level of a personality trait, this is why no correlation between sex and communication apprehension exists within the workplace.

Hypothesis 1

Hypothesis one seeks to investigate the strength of the relationship between willingness to communicate in daily life and willingness to communicate in an organizational setting. Although each of the willingness to communicate measures was identical, the directions requested that participants read the questions from two vantage points, daily life and organizational setting. Results from hypothesis one surprisingly found no correlation between willingness to communicate in daily life and willingness to communicate in an organization.

In his original study, willingness to communicate was explained as inheritably trait-like (McCroskey, 1992), but the results from this study suggest willingness to communicate could be considered more state-like within an organization. The comparison between a daily life context and an organizational setting plays a key role in explaining why there is no correlation between willingness to communicate in daily life or an organization. Persons communicating as sales representatives in an organization may have a different willingness to communicate in daily life than in organizational contexts. Sales representatives are expected to be willing to communicate with multiple individuals during the work day. This expectation is limited in a daily life setting. These situational factors may influence trait-like qualities, and therefore explain why participant's willingness to communicate did not correlate when comparing the two contexts.

Hypothesis 2 & 4

Hypothesis two and hypothesis four will be discussed together, as they each focus on self-esteem. Hypothesis two seeks to investigate the strength of the relationship between self-esteem and their willingness to communicate in daily life and within an organizational setting. The correlation between willingness to communicate in daily life and self-esteem had no significant relationship. Yet, the results from the correlation of willingness to communicate in organizations and self-esteem demonstrate a weak positive correlation. Hypothesis four seeks to investigate the differences in men and women when discussing levels of self-esteem within an organization. Results from hypothesis four illustrate no scores below 15, suggesting 100% men and women have similar levels of high self-esteem in the workplace. These two hypotheses can be explained by the importance of the hiring process within the workplace.

For the specific organization surveyed in this study, their hiring processes were congruent. It was important for each organization to choose a sales representative with certain attributes such as high self-esteem. Personality profile tests are a great way for organization to predict if a sales representative will do well in the sales world. CEO's from these organizations rely on this testing for employment to hire the right candidate for the job.

This research focused on participants who make use of communication in sales contexts. Because of the expectations and goals of a sales force, it makes intuitive sense that willingness to communicate and self-esteem are correlated. It is understood that

most sales associates would not be hired if they had high communication apprehension, low self-esteem, or low willingness to communicate with anyone, not just superiors.

When it comes to managing and leading people, there is no one-size-fits-all approach. Yet, individuals in sales forces seem to have similar attributes, goals, and personality types. If a sales person is not a “good fit” for sales organization or has low-self esteem, then the bottom line could suffer. This is why the hiring process is so important when dealing with individuals who are selling a product for a company. Clearly, there are infinite ways in which employees differ from one another. No two humans are alike. Yet there are some common factors and interpersonal preferences that organizations take into consideration when determining whom is the right fit for specific jobs such as sales.

During the hiring process superiors should identify whether subordinates are introverts or extroverts. In general, extroverts have high self-esteem (North, 1989). Many methods are used to find the right individual for an organization, one is specific personality or skill tests; one example could be administering the Myers-Briggs type assessment. Assessments like these offer a method for determining and then sharing individual preferences. Like most assessments, there are pros (individuals and team members gain insight) and cons (hiring an outside resource to administer these tests are generally costly). The power of observation could be a significant tool when trying to identify introverts from extroverts. Generally, extroverts tend to be verbal and process their thoughts and emotions out loud, easily bring their complaints to managers, and enjoy and are comfortable verbally communicating with other individuals (Organ, 1975).

If managers in each organization studied hired individuals who define themselves as extroverts, then the connection between willingness to communicate and self-esteem could be explained.

When hiring, superiors look for people who are competent, motivated, and able to catapult their organizations to higher levels. Extroverts are lower in communication apprehension and therefore more likely to be hired to join a sales team (North, 1989). This illustrates how the individuals in this study could have many of the same trait-like attributes, such as high willingness to communicate, low communication apprehension, and high self-esteem.

Hypothesis 3

Hypothesis three seeks to understand how sales goals affect individual's self-esteem within an organization. Results suggest there is no significant variance between self-esteem and goal-attainment. This suggests there could be multiple variables that affect sale goals besides self-esteem. This discussion will present some of their variables.

Sales individuals get paid for what they do; their paychecks rely on their sale outcomes. As previous research suggests individuals with high self-esteem tend to access more positive thought about themselves after a failure, such as falling short of a sales goal, while also generally maintaining a positive focus (Taylor & Brown, 1988). Additionally, individuals with high self-esteem are more equipped to manage stressful situations; therefore might perceive a work environment, such as sales, as more controllable. The results of the analysis of hypothesis three suggests that self-esteem does not have a direct impact on sales goals within an organization. This could be

explained by a sales person's trait-like qualities. Again, most individuals who are hired as sales representatives have innate extrovert qualities, low communication apprehension, and are more willing to communicate (North, 1989; Kinnick & Parton, 2005; Richmond & Roach, 1992).

Salespeople with high self-esteem, relying on their own abilities and skills, will be more consistent achieving sales goals (Baumeister, 1998). Persons with high self-esteem often adapt to stressful situations and engage in active coping and planning (Pierce, Gardner, Dunham, & Cummings, 1993). Men and women with high self esteem in sales positions are motivated by the norm of reciprocity, and expect their favors to generate high sales performance (Pierce, et al., 1993). With this mentioned, the longitudinal study regarding self-esteem and sales goals found no relationship between the two, this means other attributes besides self-esteem could effect sales goals in the workplace.

When discussing goal success, it is important that the goal is attainable, but goal setting abilities could also have a significant impact on an individual's ability to achieve sales goals. Goal setting is described in academic literature as managerial strategy that identifies in which subordinates wish to develop or accomplish tasks (Goldstein & Ford, 2002). Goal setting is widely accepted in literature as a motivation for achieving an objective. By aligning individual goals with company and departmental goals, supervisors help subordinates increase their motivation (Gist, Bavetta, & Stevens, 1990). When supervisors relay departmental and company goals to subordinates, those employees can then set goals to align with the overarching organizational goals (Goldstein & Ford, 2002; Phillips & Gully, 1997). Further, it is important to know that

workplace goals promote efforts and persistence in task performance (Gist, Bavetta, & Stevens, 1990). The skills and competencies that are discussed during goal setting meeting between supervisors and subordinates tend to be used repeatedly (Gist, et al, 1990). With this strong correlation of goal setting and success in organizations, future research should be done in the area of self-esteem, goal setting, and achievement of goals within an organization.

A second influence of an employee's success in goal attainment, besides self-esteem, could be job satisfaction. Employees who believe that they have a strong possibility of a future in an organization could be more satisfied with their jobs, and therefore more likely to produce positive sale results on a monthly basis. Job satisfaction is defined specifically as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997, p. 2). Job satisfaction can be evaluated by examining five core characteristics; skill variety, task identify, task significance, autonomy and job feedback (Spector, 1997). Skill variety explains the different skills necessary to fulfill the job expectations; task identify examines the degree of completion in work, this includes the availability of job training; task significance describes the degree to which one employee's job impacts another persons or people; autonomy depicts the amount of freedom that employees have to complete work tasks as they deem necessary; and job feedback illustrates how obvious it is to employees that he or she is completing his or her job effectively (Spector, 1997). These five characteristics lead to three psychological states, experienced meaningfulness of work, responsibility and know of results which then lead to job satisfaction and employee motivation (Spector, 1997).

When an individual has satisfaction in his work, he will be motivated to effectively complete a job.

Job satisfaction could also be a link to better understand superior-subordinate communication. Superior-subordinate communication is an important influence on job satisfaction in the workplace. The way in which subordinate's perceive a supervisor's behavior can positively or negatively influence job satisfaction. Communication behavior such as facial expression, eye contact, vocal expression, and body movement is crucial to the superior-subordinate relationship (Jablin, 1979). Nonverbal messages play a central role in interpersonal interactions with respect to impression formation, deception, attraction, social influence, and emotional expression (Burgoon, Buller, & Woodall, 1996). Nonverbal immediacy from the supervisor helps to increase interpersonal involvement with their subordinates impacting job satisfaction. The manner in which supervisors communicate their subordinates may be more important than the verbal content (Jablin, 1979). Individuals who dislike and think negatively about their supervisor are less willing to communicate or have motivation to work where as individuals who like and think positively of their supervisor are more likely to communicate and are satisfied with their job and work environment. The relationship of a subordinate with their supervisor is a very important aspect in the workplace. Therefore, a supervisor who uses nonverbal immediacy, friendliness, and open communication lines is more willing to receive positive feedback and high job satisfaction from a subordinate where as a supervisor who is antisocial, unfriendly, and unwilling to communicate will

naturally receive negative feedback and very low job satisfaction from their subordinate's in the workplace (Weiss, 2002).

Implications

The goal of this research is to investigate willingness to communicate, communication apprehension, and self-esteem in organizational settings. For the most part, each of the hypotheses in this study was rejected as they did not conclusively meet the specification as stated in the hypotheses. However the results, although they were not expected, provide significant information about communication in the workplace. The results of this study imply that willingness to communicate, communication apprehension, and self-esteem are important communication elements in the workplace, but sex is not a variable that significantly affects these elements. Results also show self-esteem is not significant when discussing sales goal attainment, yet 100% of individuals surveyed had high self-esteem. This suggests individuals hired as sales representatives with high self-esteem attributes already in tact. Implications from these results are discussed below.

Results from this study suggest sex (males/females) have a slight significant impact on willingness to communicate when focusing on an organizational context. This implication should help create awareness of gender and power differences within organizations. For example, in an organization, women must negotiate a fine line between being assertive but not confrontational, attractive but not sexual, invested but not emotional, democratic leaders but also independent decision makers (Kinnick & Parton,

2005). Superiors and subordinates should be aware of how these perceived expectations and trait-like attributes have a significant impact sex affects willingness to communicate in the workplace.

This study also illustrates the importance of communication within an organization. Managers should focus on the many communication variables that could significantly impact subordinates and the success of their organization. One of the best ways managers can support and encourage their employees is by observing and understanding their strengths and weaknesses (Kinnick & Parton, 2005). They can do this by implementing willingness to communicate, communication apprehension, and self-esteem surveys on a yearly basis. Understanding communication and implementing skills training will create a more successful work atmosphere for superiors and subordinates alike. This realization should significantly help produce effective communication and a more productive workplace.

Results from this study suggest individuals who are sales representatives have high self-esteem in an organization setting. This is not unusual when one considers the strict hiring processes of most organizations. These implications confirm superiors should be aware of self-esteem attributes during the hiring process.

Findings from this study also show that sales goals are not impacted by self-esteem on a monthly basis. Implications may suggest that other variables such a job satisfaction or goal setting abilities affect sales goals on a monthly basis besides self-esteem. Job satisfaction is related to motivation as in the most simplest of terms, job satisfaction is “the extent to which people like (satisfaction) or dislike (dissatisfaction)

their jobs” (Spector, 1997, p.2). When individuals like, or enjoy their jobs they will be more motivated to work hard at their jobs, and therefore may attain sales goals much easier. From an employer standpoint, job satisfaction could be difficult to understand but it is important as it contributes to the bottom line as well as the employee’s future at the organization.

Self-esteem and goal setting abilities will significantly impact an employee’s day to day success within an organization (Radar, 2005). Implications from this research will give superiors and subordinates the ability to understand how goal setting abilities affect goal attainment and ultimately the bottom line of the organization. It is important that individuals, when creating goals, do it in a measured fashion so that it is easy to understand the possibility and timeframe for achieving the goal (Radar, 2005).

Limitations and Future Research

This research sought to investigate willingness to communicate, communication apprehension, and self-esteem in daily life and in organizational settings. This study also implemented a longitudinal study comparing self-esteem and sales goals. The goal of this research was to investigate willingness to communicate, communication apprehension, and self-esteem in organizational settings. As with any study, this one had its limitations. Limitations and suggestions for future research are presented below.

One specific limitation of this study includes time constraints; because of this the pool of participants was not as significant as expected. By expanding the pool of participants to superiors, not just subordinates, superior-subordinate relationships could

be investigated. Information from future research could also give insight about WTC, CA, and Self-esteem and how they affect superior-subordinate relationships within organizations. Another limitation of the time constraint includes the longitudinal study focusing on self-esteem and goal-attainment in the workplace. Future research should continue the study to create more significant and reliable results. Future research should focus on expanding the pool of participants.

A second limitation to this study includes the specific focus on willingness to communicate, communication apprehension, and self-esteem without including McCroskey's and Richmond's (1987) reasons for a person's willingness to communicate. McCroskey and Richmond identified six variables as possible reasons for a person's willingness to communicate; introversion, anomie and alienation, self-esteem, cultural divergence, communication skill level, and communication apprehension (McCroskey & Richmond, 1987). Although willingness to communicate, communication apprehension, and self-esteem issues are significant within organizations, future research could make this research complete by focusing on communication skills, cultural divergence, and introversion along with communication apprehension and self-esteem to explain willingness to communicate more thoroughly. Variables that affect willingness to communicate, communication apprehension, and self-esteem, such as job satisfaction and goal setting abilities, can also be investigated more thoroughly to better understand WTC, CA, and self-esteem within organizations.

A third limitation includes the analysis of self-esteem within an organization. Not only was their time constraints, but another self-esteem survey could be completed to

better understand self-esteem within the workplace. The outcomes of the longitudinal study could be significantly different if a longer period of time had lapsed.

One personality attribute that predictably and consistently enhances understanding of organizational behavior is self-esteem (Rosenberg, 1965). Although the Rosenberg Self-esteem scale was successful in the discovery of self-esteem within organizations, the organizational self-esteem scale could be more helpful in assessing participants self esteem within the workplace. Researchers have distinguished among several types of esteem, including global self-esteem (an individual's overall evaluation of worth), role-based self-esteem (worth derived from incumbency in a particular position), and task-based self-esteem (worth based on self-efficacy). Within the last five years "organization-based self-esteem" (OBSE), has appeared in literature. OBSE reflects the degree to which employees self-perceive themselves as important, meaningful, effectual, and worthwhile within the organizational setting (Gardner, Dyne, Pierce, 2004). When individuals are employed in similar positions within the same organization, one might predict that reported OBSE levels would be comparable.

It has been suggested by esteem researchers that perceived worth in one setting encourages perceived worth in others (Gardner, et al, 2004). Supporting this assertion, organization-based self-esteem has been empirically linked to global, task, and role-based self-esteem (Gardner & Pierce, 1998). Hence, OBSE may be determined, in part, by the degree to which an individual is confident that she or he can adequately perform on the job and fulfill career expectations (Gardner & Pierce, 1998). If such is the case, one should expect to see a particularly broad range of OBSE levels among individuals

employed in demanding, challenging positions, such as sales (Gardner, et al, 2004). This research along with the global self-esteem research within an organization could give a more complete analysis of participant's self-esteem within an organization.

A fourth limitation includes the measurements of sex instead of gender throughout this project. This research sought to investigate the differences in sex (males/females) when discussing willingness to communicate, communication apprehension and self-esteem. If gender (masculinity/ femininity) was focused on rather than sex (male/female) it may create a better understanding of cultural features in the workplace. Social pressures influence gender identification and communication, especially in the workplace. These pressures influence individuals to act a specific way, and may influence willingness to communicate, communication apprehension, and self-esteem. For example, a female who in being reprimanded in the workplace may cry, yet it would not be socially appropriate for men in the workplace to cry while being reprimanded. Future research should implement gender references in the survey to and investigate how gender differences are perceived in the workplace and how they affect willingness to communicate, communication apprehension, and self-esteem.

Conclusion

The goal of this research was to investigate how individuals differ in their willingness to communicate, communication apprehension, and self-esteem in an organizational settings. For the purpose of study, this project focused on organization members that use communication as their principle tool for carrying out job duties and responsibilities. More specifically, this study examined the factors that impact the communication of inside and outside sales representatives.

This research presented a clear literature review about willingness to communicate, communication apprehension, and self-esteem. Results indicate that sex does not have a significant impact on communication apprehension or how subordinates communicate with their superiors in an organization. The sales representatives who participated in this study consistently had high levels of self-esteem, but self-esteem did not have a significant impact on sales goal attainment within an organization.

How an organization is going to advance or improve should always be at the top of superiors and subordinates minds alike. This improvement should include how well subordinates communicate with superiors and vice-versa. Research suggests willingness to communicate, communication apprehension, and self-esteem can be dominant force in a person's behavior (McCroskey & Sheahan, 1978). Yet, the results of this study suggest willingness to communicate, communication apprehension, and self-esteem may be traits that individuals possess outside of an organization, therefore levels do not

fluctuate much within an organizational setting or when comparing sexes in the workplace.

This research is significant as it gives insight about willingness to communicate, communication apprehension, and self-esteem in the workplace. Understanding individuals and how or why they choose to communicate or not communicate is imperative in an organization. Future research can use these results as a launching pad to better understand variables that can have a strong positive or negative impact in an organization.

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Appendix

Appendix A: Organizational Communication Survey

Communication Survey

This survey is designed to learn more about your thoughts regarding communication behaviors in an international context. There are no anticipated risks involved with your participation. Further, your participation is strictly voluntary. Should you feel uncomfortable for any reason, you may discontinue the survey at any time.

This survey is anonymous; no one will be able to associate responses or other data with individual subjects. The survey should take around 10-15 minutes to complete.

If you want more information or are interested in the results of this study, please contact Dr. John Haas in the School of Communication Studies at the University of Tennessee, 293 Communications Building, Knoxville, TN 37996, (865) 974-1136, Email: jhaas@utk.edu.

If you would like any information regarding your rights as a participant, please contact the University of Tennessee Compliance Officer in the Office of Research at (865) 974-3466.

By completing this survey, you indicate that you are 18 years of age or older and that you are giving your consent to participate in this study.

Thank you.

DIRECTIONS: Below are twenty situations in which a person might choose to communicate or not to communicate. Presume you have *completely free choice*. Indicate how likely you would be to *communicate* in each type of situation on a **day-to-day** basis (**outside of the organization you work for**). Using the scale below, circle the number that most accurately describes your answer.

1. present a talk to a group of strangers.

Never 1 2 3 4 5 *Always*

2. talk with an acquaintance while standing in line.

Never 1 2 3 4 5 *Always*

3. talk in a large meeting of friends.

Never 1 2 3 4 5 *Always*

4. talk in a small group of strangers.

Never 1 2 3 4 5 *Always*

5. talk with a friend while standing in line.

Never 1 2 3 4 5 *Always*

6. talk with a waiter/waitress in a restaurant.

Never 1 2 3 4 5 *Always*

7. talk in a large meeting of acquaintances.

Never 1 2 3 4 5 *Always*

8. talk with a stranger while standing in line.

Never 1 2 3 4 5 *Always*

9. talk with a secretary.

Never 1 2 3 4 5 *Always*

10. present a talk to a group of friends.

Never 1 2 3 4 5 *Always*

11. talk in a small group of acquaintances.

Never 1 2 3 4 5 *Always*

12. talk in a large meeting of strangers.

Never 1 2 3 4 5 *Always*

13. talk with a spouse (or girl/boy friend).

Never 1 2 3 4 5 *Always*

14. talk in a small group of friends.

Never 1 2 3 4 5 *Always*

DIRECTIONS: Below are twenty situations in which a person might choose to communicate or not to communicate. Presume you have *completely free choice*. Indicate how likely you would be to *communicate* in each type of situation within your **organizational setting**. Using the scale below, circle the number that most accurately describes your answer.

15. present a talk to a group of strangers.

Never 1 2 3 4 5 *Always*

16. talk with an acquaintance while standing in line.

Never 1 2 3 4 5 *Always*

17. talk in a large meeting of friends.

Never 1 2 3 4 5 *Always*

18. talk in a small group of strangers.

Never 1 2 3 4 5 *Always*

19. talk with a friend while standing in line.

Never 1 2 3 4 5 *Always*

20. talk with a waiter/waitress in a restaurant.

Never 1 2 3 4 5 *Always*

21. talk in a large meeting of acquaintances.

Never 1 2 3 4 5 *Always*

22. talk with a stranger while standing in line.

Never 1 2 3 4 5 *Always*

23. talk with a secretary.

Never 1 2 3 4 5 *Always*

24. present a talk to a group of friends.

Never 1 2 3 4 5 *Always*

25. talk in a small group of acquaintances.

Never 1 2 3 4 5 *Always*

26. talk in a large meeting of strangers.

Never 1 2 3 4 5 *Always*

27. talk with a spouse (or girl/boy friend).

Never 1 2 3 4 5 *Always*

28. talk in a small group of friends.

Never 1 2 3 4 5 *Always*

DIRECTIONS: Below are 24 statements concerned your feelings about communication with other people in the **organization you currently work for**. Using the scale below, circle the number that most accurately describes your answer.

29. I dislike participating in group discussions work

Never 1 2 3 4 5 *Always*

30. Generally, I am comfortable while participating in group discussions at work

Never 1 2 3 4 5 *Always*

31. I am tense and nervous while participating in group discussions at work

Never 1 2 3 4 5 *Always*

32. I like to get involved in group discussion at work

Never 1 2 3 4 5 *Always*

33. Engaging in a group discussion with new people at work makes me tense and nervous

Never 1 2 3 4 5 *Always*

34. I am calm and relaxed while participating in group discussions at work

Never 1 2 3 4 5 *Always*

35. Generally, I am nervous when I have to participate in a meeting

Never 1 2 3 4 5 *Always*

36. Usually, I am calm and relaxed while participating in meetings

Never 1 2 3 4 5 *Always*

37. I am very calm and relaxed when I am upon to express an opinion in a meeting.

Never 1 2 3 4 5 *Always*

38. I am afraid to express myself in meetings

Never 1 2 3 4 5 *Always*

39. Communicating at meetings usually makes me uncomfortable

Never 1 2 3 4 5 *Always*

40. I am very relaxed when answering questions at meetings

Never 1 2 3 4 5 *Always*

41. While participating in a conversation with a new acquaintance at work, I feel very nervous.

Never 1 2 3 4 5 *Always*

42. I have no fear in speaking up in conversations with management

Never 1 2 3 4 5 *Always*

43. Ordinarily, I am very nervous and tense when engaging in conversations with management

Never 1 2 3 4 5 *Always*

44. Ordinarily, I am very relaxed and calm when engaging in conversations with management

Never 1 2 3 4 5 *Always*

45. While conversing with a new acquaintance, I feel very relaxed.

Never 1 2 3 4 5 *Always*

46. I am afraid to speak up in conversations with management

Never 1 2 3 4 5 *Always*

47. I have no fear of giving a speech

Never 1 2 3 4 5 *Always*

48. Certain parts of my body feel very tense and rigid while giving a speech

Never 1 2 3 4 5 *Always*

49. I feel relaxed when giving a speech

Never 1 2 3 4 5 *Always*

50. My thoughts become confused and jumbled when I am giving a speech

Never 1 2 3 4 5 *Always*

51. I face the prospect of giving a speech with confidence

Never 1 2 3 4 5 *Always*

52. While giving a speech, I get so nervous I forget facts I really know.

Never 1 2 3 4 5 *Always*

DIRECTIONS: Below is a list of 10 statements dealing with your general feelings about yourself. Using the scale below, circle the number that most accurately describes your answer.

53. On the whole, I am satisfied with myself.

Never 1 2 3 4 5 *Always*

54. At times, I think I am no good at all.

Never 1 2 3 4 5 *Always*

55. I feel that I have a number of good qualities.

Never 1 2 3 4 5 *Always*

56. I am able to do things as well as most other people.

Never 1 2 3 4 5 *Always*

57. I feel I do not have much to be proud of.

Never 1 2 3 4 5 *Always*

58. I certainly feel useless at times.

Never 1 2 3 4 5 *Always*

59. I feel that I'm a person of worth, at least on an equal plane with others.

Never 1 2 3 4 5 *Always*

60. I wish I could have more respect for myself.

Never 1 2 3 4 5 *Always*

61. All in all, I am inclined to feel that I am a failure.

Never 1 2 3 4 5 *Always*

62. I take a positive attitude toward myself.

Never 1 2 3 4 5 *Always*

Appendix B: SPSS Data

Descriptive Statistics

Willingness to Communicate in daily life and Willingness to Communicate in Organizations

Group Statistics					
	sex	N	Mean	Std. Deviation	Std. Error Mean
WTC	1.00	25	58.8000	6.51281	1.30256
	2.00	62	57.3548	6.75350	.85770
OrgWTC	1.00	25	56.0000	7.46101	1.49220
	2.00	62	60.5323	5.07555	.64460

:

Independent Samples Test

		t	df	Sig. (2-tailed)
WTC	Equal variances assumed	.912	85	.364
OrgWTC	Equal variances assumed	-3.271	85	.002

Descriptive statistics and T-test
Sex and Communication Apprehension:

Group Statistics					
	sex	N	Mean	Std. Deviation	Std. Error Mean
CA	1.00	25	72.3600	4.23163	.84633
	2.00	62	72.4032	3.41866	.43417

Independent Samples Test				
CA		t	df	Sig. (2-tailed)
	Equal variances assumed	-.050	85	.960
	Equal variances not assumed	-.045	37.39	.964

Correlations

Willingness to Communicate in daily life, Willingness to Communicate in organizations,
and Self-esteem

Correlations				
		SE	WTC	OrgWTC
SE	Pearson Correlation	1	-.015	.279**
	Sig. (2-tailed)		.890	.009
	N	87	87	87
WTC	Pearson Correlation	-.015	1	.171
	Sig. (2-tailed)	.890		.112
	N	87	87	87
OrgWTC	Pearson Correlation	.279**	.171	1
	Sig. (2-tailed)	.009	.112	
	N	87	87	87

** . Correlation is significant at the 0.01 level (2-tailed).

Correlation

Willingness to Communicate and Self-esteem

Correlations			
		SE	WTC
SE	Pearson Correlation	1	-.015
	Sig. (2-tailed)		.890
	N	87	87
WTC	Pearson Correlation	-.015	1
	Sig. (2-tailed)	.890	
	N	87	87

ANOVA

Self-esteem and Sales Goal Attainment

ANOVA

SE						
	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	91.040	21	4.335	.734	.073	
Within Groups	174.569	65	2.686			
Total	265.609	86				

Descriptive Statistics

Self-esteem Levels

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
SE	87	25.00	35.00	30.5402	1.75741
Valid N (listwise)	87				

Vita

Brittany Natalie Fulmer was born April 22, 1985, in Knoxville, Tennessee. She attended Maryville High School where she excelled in academics and was active and held many leadership positions in athletic teams and service organizations. After high school, Brittany attended the University of Tennessee, Knoxville where she was a member and a captain of the swimming and diving team. She also participated as a member of the Student Athletic Advisory Committee where she represented the University of Tennessee student athletes at the SEC convention. In 2007, she graduated with a degree in Communication Studies, and immediately continued her education by enrolling in the Communication Studies Masters program. While pursuing her Masters degree at the University of Tennessee she obtained a full time position as an account executive at the Chamber of Commerce. Brittany also was employed by the University of Tennessee as a lecturer in Public Speaking for the spring semester of 2010. Brittany graduated in 2010 with a Masters of Science in Communication, and looks forward to the future.