ORAL COMMUNICATION PRACTICES OF EXTRAVERTS AND INTROVERTS REGARDING SELECTED ENCODING VARIABLES

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This is to certify that the

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presented by

Robert T. Andrews, Jr.

has been accepted towards fulfillment
of the requirements for

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ABSTRACT

ORAL COMMUNICATION PRACTICES OF EXTRAVERTS AND INTROVERTS REGARDING SELECTED ENCODING VARIABLES

By

Robert Thompson Andrews, Jr.

This study analyzed the speeches of fifty subjects, selected from basic speech courses taught at Michigan State University and Lansing Community College. The selection of the subjects was based upon whether the subjects scored high or low on an Eysenck Personality Inventory, which contained an extraversion-introversion rating scale. The 25 who scored highest (17 or above) were the extravert subjects, and the 25 who scored lowest (10 or below) were the introvert subjects.

Ten rhetorical categories in the areas of "Invention" and "Arrangement" were selected for the purpose of making evaluations:

I. Invention

A. Selection of Topic

B. Use of Evidence

C. Approach to Argument

D. Use of Analogy

E. Use of Narrative

F. Use of Humor

G. Use of Rhetorical Question

II. Arrangement

A. Nature of Introduction

B. Structural Clarity

C. Nature of Conclusion

The general hypothesis was that there would be a difference in the use made of these rhetorical variables by extravert and introvert subjects. More specifically, that in the categories where measurement was possible, extraverts would use audience-centered approaches and materials more often than introverts, and that introverts would use content-centered materials and approaches more often than extraverts.

I. In the Area of Invention:

A. With regard to the Selection of Topic, the prediction was made that extraverts would speak on more tough-minded subjects, and that introverts would speak on more tender-minded subjects. The prediction was confirmed at the .05 level.

B. With regard to the Use of Evidence, it was predicted that introverts would use more documentation than would extraverts. The prediction was not confirmed, but there was an observed trend in the direction of the hypothesis.

C. While a directional prediction was made with regard the Approach to Argument, testing was done in order to discover if one personality type might use the one-sided approach to argument more often than the other; similarly, the two-sided approach. Though the results were non-significant at the .05 level, there was an observed trend toward the greater use of the one-sided approach

by the extravert, and the greater use of the two-sided approach by the introvert.

D. With regard to the Use of Analogy, it was predicted that extraverts would use this audience-centered type of reasoning more often than would introverts. The prediction was not confirmed.

E. With regard to the Use of Narrative, it was predicted that extraverts would use this audience-centered material of public speaking more often than introverts. The prediction was not confirmed at the .05 level, but there was an observed trend in the direction predicted.

F. With regard to the Use of Humor, it was predicted that extraverts would use this audience-centered material of public speaking more often than would introverts. The prediction was not confirmed.

G. With regard to the Use of Rhetorical Question, it was predicted that extraverts would use this audience-centered material of public speaking more often than introverts. The prediction was confirmed at the .05 level.

II. <u>In the Area of Arrangement</u>:

A. With regard to the Nature of the Introduction, it was predicted that extraverts would use audience-centered introductions more frequently, whereas introverts would use more non audience-centered introductions. The prediction was confirmed at the .01 level.

B. While no directional prediction was made with regard to Structural Clarity, testing was done to see if one personality type would use structural cuing more often than the other. The results were non-significant.

C. With regard to Nature of the Conclusion, it was predicted that the introvert would make greater use of the summary, a content-centered form of conclusion; whereas, the extravert would make greater use of a non-summary form of conclusion. The prediction was confirmed at the .05 level.

The general hypothesis was confirmed in four categories: Selection of Topic, Use of Rhetorical Question, Nature of Introduction, and Nature of Conclusion. There were observed trends in three categories, though they were not confirmed at the .05 level. These observed trends were in the Use of Evidence, Approach to Argument, and Use of Narrative.

ORAL COMMUNICATION PRACTICES OF EXTRAVERTS AND INTROVERTS REGARDING SELECTED ENCODING VARIABLES

By

Robert Thompson Andrews, Jr.

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CHAPTER I

INTRODUCTION TO THE STUDY

Purpose of the Study

The results of various personality tests indicate that some individuals possess attitudes toward themselves, others, and life in general that characterize them as extraverted or introverted. This study analyzed speeches given by speakers of these extreme personality types in order to discover what differences there might be in the way introverts and extraverts encode messages. The speech variables selected for analyses were chosen from the rhetorical constituents of speech, classically referred to as Invention and Arrangement.

"Invention is the process by which communicators adapt to an audience what they have determined to be a fact or truth, in order to accomplish a predetermined purpose."[1] Arrangement is "the process of organizing the arguments and supporting materials in such a manner as to produce the desired effect."[2]

The measuring instrument used to select subjects for this study was the Eysenck Personality Inventory. Introverts

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[1]James C. McCroskey, An Introduction to Rhetorical Communication, (New Jersey: Prentice Hall, Inc., 1968), p. 117.

[2]Ibid., p. 143.

and extraverts, therefore, are defined operationally as individuals ranking high and low on an Eysenck Personality Inventory.

Background on Personality Typology Pertaining to This Study

Personality typology is not new. It goes back at least as far as the great medieval physician, Galen, and his theory of the four temperaments. The extravert-introvert personality typology, however, had its origin with Carl Gustav Jung around 1916.

> Jung first suggested a classification of individuals into the two psychological types on the basis of the "flow of the libido." In the extrovert the flow of the libido is outward toward the object. The object contains the unconditioned value for the subject and it determines to a large extent his reactions. In the introvert the flow of the libido is inward from the object. The unconditioned value is in the subject.[3]

Guilford and Braly point out in a study on extraversion and introversion that while Jung may have developed and popularized the extraversion-introversion dichotomy, he should not be given the entire credit for its origin.

> As early as 1900, Stern had suggested a pair of types known as "objective" and "subjective," which he found to differ in regard

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[3] J.P. Guilford and Kenneth W. Braly, "Extraversion and Introversion," Psychological Bulletin, XXVII (1930), p. 96. (When extravert-introvert were first used in connection with personality typology, extravert was spelled extrovert. Later literature began to use the spelling extravert.)

> to simple reaction time under sensory and motor instructions and also in their reactions in the Aussage tests. Others who wrote later concerning these same two types are Klages and Kurella.
>
> Another writer previous to Jung, and one to whom Jung gives some attention, is Otto Cross. His two types, which were discovered in the field of pathology, were called the "deep-narrow" and the "shallow-broad." They were distinguished upon the relative amounts of "primary" and "secondary" function present, the primary functions being those which follow directly upon stimulation, and the secondary ones being those which persist after stimulation and permit organization and systematization of sense-impressions. Heymans and Wiersma contributed factual data which were derived from interviews with 2,523 individuals and which bear upon the characteristics of these two types.
>
> It is indeed difficult to establish priority in this as well as in other ideas in science. We find William James distinguishing between "explosive" and "obstructed" wills in 1890. He describes his "tender-minded" and "tough-minded" types in 1907. J. M. Baldwin speaks of "sensory" and "motor" types in 1902. It does not require much inspection to find a great deal in common in all these writers.[4]

Soon after Jung produced his first treatise on the subject, which was published in America in 1916 under the title "The Psychology of the Unconscious,"[5] many took it upon themselves either to explain what Jung meant by introversion and extra-

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[4] Ibid., p. 97.

[5] C.G. Jung, Collected Papers on Analytical Psychology (New York: Moffat Yard and Company, 1917), p. v.

version or to develop their own concepts of these personality types. For example, Freyd gave these definitions:

> Introvert: An individual in whom exists an exaggeration of the thought processes in relation to directly observable social behavior, with an accompanying tendency to withdraw from social contacts.[6]
>
> Extrovert: An individual in whom exists a diminution of the thought processes in relation to directly observable social behavior, with an accompanying tendency to make social contacts.

McDougall described them in this way:

> The well-marked extroverts are those whose emotions flow out easily into bodily expression, and action. They are the vivid, vivacious active persons who charm us by their ease and freedom of expression, their frankness, their quick sympathetic responses. They are little given to introspective brooding; they remain relatively ignorant of themselves, for they are essentially objective, they are interested directly and primarily in the outer world about them. When and if they break down under strain, their trouble takes on the hysteric type, the form of dissociations, paralyses, anesthesias, amnesias; in spite of which they may remain cheerful, active, and interested in the world.
>
> The introvert, on the other hand, is slow and reserved in the expression of his emotions. He has difficulty in adequately expressing himself. His nervous and mental energies, instead of flowing out freely to meet and play upon the outer world, seem apt to turn inward, determining him to brooding, reflection, deliberation before action. And, when he is subject to strain, his energies are absorbed in internal conflicts; he becomes dead to the outer world, languid, absorbed, self-centered, and full of vague distress.[7]

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[6]Max Freyd, "Introverts and Extroverts," Psychological Review, XXXI (1924), pp. 74, 75.

[7]Wm. McDougall, Is America Safe for Democracy? (New York, 1921), p. 85.

Allport made the following distinctions:

> The extroverted person is one whose mental images, thoughts, and problems find ready expression in overt behavior. Mental conflicts trouble him but little, and he appears to have nothing to repress or to avoid. The introvert, on the other hand, dwells largely in a realm of imagination, creating inwardly a more desirable ideal world rather than adjusting himself outwardly to the real one. He is not always a misfit, however, for given sufficient ability, his internal or convert actions may be the vision of the poet or artist. On the whole he takes many things too personally, is anxious and self-searching, if not actually afraid of the repressions and conflicts which have not found a salutory neural outlet or resolution.[8]

Nicolls added this observation:

> The introvert type, in its most characteristic expression, is reserved, outwardly cold, guarded, watchful, and difficult to understand. Unlike the extrovert, who hides little, the introvert hides everything because he dreads the exposure of his emotions, because they are too raw and intense. They have not been worked up into useful feelings... He reveals himself only to his most intimate friends, and then only in part. He is thoroughly aware of his inner life, and is a keen and serious critic of himself. His tendencies lie in the direction of self-depreciation, which he often counter-balances by an outer air of self-appreciation. His approach to everything is critical and suspicious..... Anxiety is a constant state of mind with him; he is anxious about the future and anxious about the present. Fear is the predominant factor behind his psychology, and this causes him, when in a position of responsibility, to leave nothing to chance.....[9]

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[8]F.H. Allport and G.W. Allport, "Personality Traits: Their Classification and Measurement," Journal of Abnormal Psychology, XVI, (1921), p. 12.

[9]Maurice Nicoll, Dream Psychology, (London; H. Frowde, 1921), p. 147.

Following the descriptive phase mentioned above, the extraversion-introversion concept began to expand in many directions.

> It has been linked with physiological processes and morphology, with perceptual and cognitive behavior, with sociocultural phenomena, with physical and psychopathological disorders of one sort and another. Early attempts to demonstrate these relationships produced little in the way of definitive results; researchers began to doubt the validity of the construct, and in the early forties, it looked for a time as though extraversion-introversion had had its day. Like the proverbial bad penny, however, the construct has continued to turn up, notably in factor analytic studies, and over the past decade it has gradually been reinstated as an important focus in personality research.[10]

Extensive factor analytic research on extraversion-introversion has been conducted by H. J. Eysenck, who has served as professor of psychology at the University of London and director of the Institute of Psychiatry at the Maudsley and Bethlem Royal Hospitals in London, England. His work has been a prime factor in refocusing attention on the introversion-extraversion personality construct.

Encoding Variables To Be Tested

The variables listed below have been selected on the bases of certain hypothetical assumptions to be mentioned in the section entitled "Theoretical Hypothesis" later in this chapter.

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[10]Patricia M. Carrigan, "Extraversion-Introversion as a Dimension of Personality: A Reappraisal." Psychological Bulletin, LVII, (September, 1960), p. 329.

Because of the necessary limitations that must be placed upon a study of this nature, the writer has selected certain rhetorical encoding variables which can be operationally defined, and about which some theoretical assumptions relating to personality reasonably may be made.

The question being raised is, "Will these rhetorical variables be treated differently by introverts and extraverts?"

The variables to be tested are:

I. Invention

A. Selection of Topic

1. Tough-minded selection
2. Tender-minded selection

B. Use of Evidence

1. Documented
2. Non-documented

C. Approach to Argument

1. One-sided approach
2. Two-sided approach

D. Use of Analogy

1. Analogy
2. No analogy

E. Use of Narrative

1. Narrative
2. No narrative

F. Use of Humor

1. Humor
2. No humor

II. Arrangement

A. Nature of Introduction

1. Audience-centered
2. Non audience-centered

B. Structural Clarity

1. Cuing
2. No cuing

C. Nature of Conclusion

1. Summary
2. No summary

Research Variables Defined

I. Invention

A. Topic Selecting:

The topic of the speech included the subject of the speech and the point of view that the speaker either implied or advocated in the speech. The rationale behind this observation and the procedure used for handling it will be discussed in the section entitled "Theoretical Hypothesis."

B. Use of Evidence:

Three types of evidence are proposed by James McCroskey, these being labeled as first, second, and third order data.[11] First order data would be a statement made by

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[11] McCroskey, op. cit., pp. 93-97.

speaker without reference to outside sources. The speaker acts on the assumption that because the audience is fully aware of the matter, he need give no reference to verify it. Second order data would also be a statement made by the speaker without reference to outside sources; but, in this case, the assumption is that the credibility of the speaker is sufficient to give credence to the statement. Third order data would be a statement made by the speaker, but supported with reference to a source or sources outside of the speaker.

For the purpose of this study, evidence was noted which corresponded to McCroskey's third order data. It was referred to as documented evidence. For example: If the speaker said, "Sixty people died this morning in an airplane crash near Detroit," this would not be considered documented evidence. But if he said, "This morning's State News relates the account of sixty people dying in an airplane crash near Detroit," this was recorded as documented evidence.

C. Approach to Argument:

The one-sided approach presents only the point of view of the speaker without reference to the argument or arguments on the other side of the issue. In the two-sided approach the opposition point of view or argument

is also presented either in its entirety or in part.

D. Use of Analogy:

Reasoning by analogy is defined by Hance, Ralph and Wiksell as "the process of making a comparison between two cases that are similar in many respects, then inferring that they are similar in further respects."[12] An analogy may be literal or figurative. To say, "As went the war in Korea so goes the war in Vietnam," would be a literal analogy. An example of a figurative analogy would be, "As a flower unfolds its petals to the beckoning rays of the sun, so the child's mind opened to the stimulating instruction of his tutor."

This study did not attempt to distinguish types of analogy, only that the speaker did or did not use analogy. Therefore, whether the analogy was literal or figurative was not recorded.

E. Use of Narrative:

The narrative consists of a set of real or fictional details usually arranged in chronological order and used for clarifying or proving a point."[13] It is

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[12]Kenneth G. Hance, David C. Ralph, Milton J. Wiksell, Principles of Speaking, 2nd ed. (Belmont, California: Wadsworth Publishing Co., 1969), p. 101.

[13]Ibid., p. 92.

frequently used to obtain and sustain interest.

F. Use of Humor:

Webster defines humor as an "expression . . . of ludicrous or absurdly incongrous elements in ideas, situations, happenings, or acts."[14] This served to define humor in this study.

G. Use of Rhetorical Question:

Rhetorical questions are questions presented to the audience by the speaker but which require no oral answer. Their basic purpose is to provoke thought.[15]

II. Arrangement

A. Nature of Introduction:

The introduction is that part of the speech that precedes the main body of discourse and whose purpose it is to prepare the audience for the subject to be delivered. In preparing the audience for the subject, the speaker should keep two objectives in mind; (1) to prepare the audience emotionally to receive the speech and the speaker, which is called developing

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[14] Merriam-Webster, Webster's New International Dictionary, 2nd ed. (Springfield, Mass: G. & C. Merriam Co., 1956)

[15] Hance, op. cit., p. 284.

rapport; (2) to lead the audience into the intellectual development of the speech. McBurney and Wrage consider the first objective the primary objective: "The basic function of the introduction is to establish good speaking relations with your listeners or with those you wish to enlist as listeners."[16]

In this study two approaches to the introduction were noted. The first was called the "audience-centered approach." In this approach the speaker attempted to develop some rapport with the audience through such methods as (a) the use of interest-arresting devices e.g. humor, narrative, rhetorical question, or a sensational, stimulating statement; (b) reference to the occasion that brings them together; (c) reference to some interest, need, or circumstance affecting the audience; or (d) reference to the speaker's own interests, needs, or qualifications with respect to the subject, occasion, or audience.[17]

The above methods for gaining rapport served to establish whether or not the speeches selected for this

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[16] James H. McBurney and Ernest J. Wrage, The Art of Good Speech (New York: Prentice-Hall, Inc., 1953), p. 227.

[17] The last three methods listed above are from McBurney and Wrage, p. 227.

study were audience-centered. The "non audience-centered approach," as defined by this study, is that introduction which leads into the subject with no attempt at establishing rapport.

B. Structural Clarity:

The designations used in this category were structural cuing, or no structural cuing. The question asked here regarding structural clarity was: Does the speaker use verbal cues that make his structural units stand out bold and clear, or does he move from one point to the next without reference to the way in which he orders his ideas?

This cuing might be done by a naming of the points to be covered in the speech at or near the beginning of the speech. It may also take the form of numbering, e.g. point number one, followed by point number two, etc., or first of all, secondly, etc. Or it could be done by naming, e.g. We'll talk, first of all about farming . . ., now let's consider urban problems . . ., etc.

No value judgment was made concerning the quality of the transitions or the arrangement of ideas. Observation was restricted to whether or not the speaker cued the audience to his ordering of ideas in the ways mentioned above.

C. Nature of Conclusion:

The function of a conclusion is to round out the thought or thoughts expressed and to bring the speech to an end. While there are numerous ways in which this may be done, for the purposes of this study, only the summary conclusion was considered. It was defined as: a reiteration of the main points or point delineated in the speech. If this was not done, the conclusion was categorized as "no summary."

Theoretical Hypothesis

The testing instrument selected for determining the extravert-introvert subjects whose speeches were used in this study was the Eysenck Personality Inventory.

Eysenck described the typical extravert and introvert this way:

> The typical extravert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. He craves excitment, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. He is fond of practical jokes, always has a ready answer, and generally likes change; he is carefree, easygoing, optimistic, and likes to "laugh and be merry". He prefers to keep moving and doing things, tends to be aggressive and lose his temper quickly; altogether his feelings are not kept under tight control, and he is not always a reliable person.

> The typical introvert is a quiet, retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan ahead, "looks before he leaps", and distrusts the impulse of the moment. He does not like excitment, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life. He keeps his feelings under close control, seldom behaves in an aggressive manner, and does not lose his temper easily. He is reliable, somewhat pessimistic, and places great value on ethical standards.[18]

The author of this study based his predictions about encoding behavior upon the characteristics listed above and upon other relevant findings in Eysenck's works.

The underlying assumption leading to most of the hypotheses to follow is that the extravert, due to his interest in people and his greater experience in mixing with people, would be more inclined than the introvert to consider the interests and needs of his audience. Therefore, his message would be developed in a more audience-centered way than would the message of the introvert. The introvert, on the other hand, because he is reserved, distant, and introspective, would be more subject-centered and source-centered than would the extravert.

In other words, the basic hypothesis or the prediction made

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[18]H.J. Eysenck and Sybil, B.G. Eysenck, Manual for the Eysenck Personality Inventory (San Diego, California: Educational and Industrial Testing Service, 1963), pp. 4, 5.

was that the essential differences of these two types of persons would lead to differences in the way each would encode a message. The following categories develop this basic hypothesis more specifically.

I. Invention

A. Topic Selection:

H. J. Eysenck, along with others, made a study of social and political attitudes, which indicated that in many cases there is a personality basis contributing to the formation of attitudes of this nature. Results of certain studies along this line point to a correlation of "tough-minded" social attitudes with extraversion and "tender-minded" social attitudes with introversion. The chart on the following page illustrates the significance of this.

As can be seen from this chart, which shows factor-analyzed groupings of attitudes on social subjects, the "tough-minded" personality type would have a predisposition toward certain social attitude formations, depending on whether he had radical tendencies. Likewise, the "tender-minded" personality type would have his peculiar set. In as much as a positive correlation does exist[19] between extraversion-

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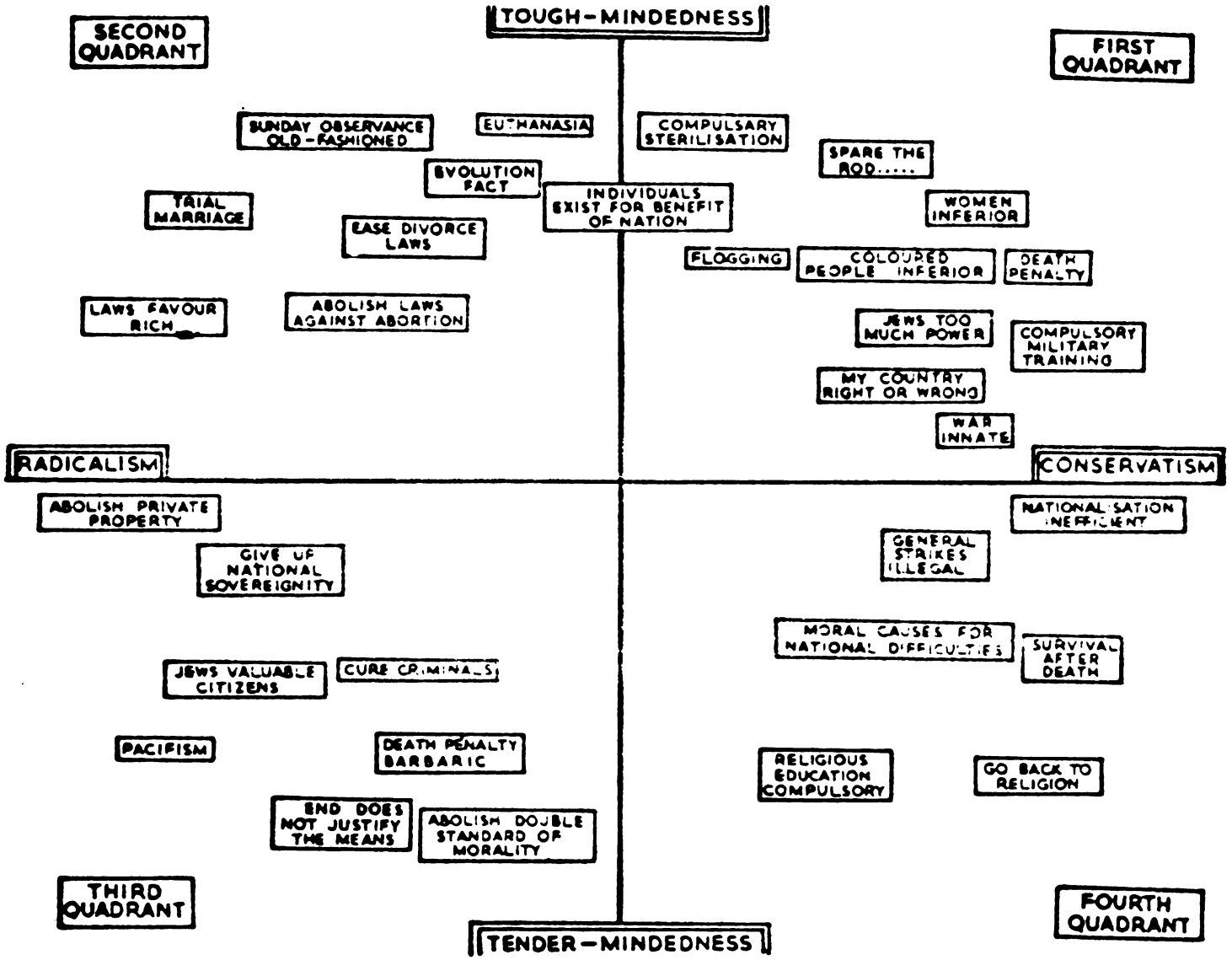
[19] Ibid., p. 386.



[20] Eysenck, H. J. The Structure of Human Personality, New York, John Wiley & Sons, Inc., p. 369.

introversion and tough-mindedness-tender-mindedness, the writer was interested in seeing whether the topics chosen for speeches, along with the point of view of the speakers on those topics, followed the pattern suggested by the results of the study shown in the chart above. The question was: do extraverts tend to select subjects and advocate the point of view on subjects that a typically tough-minded person would? Likewise, would introverts tend to select subjects and advocate the point of view on subjects that a typically tender-minded person would? It was hypothesized that extraverts would select more tough-minded and less tender-minded topics than introverts, and that introverts would select more tender-minded and less tough-minded topics than extraverts.

B. Use of Evidence:

Personality tests show that the introvert tends to be troubled with inferiority feelings.[21] This is another way of saying that he lacks confidence in himself. This lack of self-confidence is reflected in his tendency to underrate his performance.[22]

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[21] H.J. Eysenck, Dimensions of Personality (London: Kogan Paul, 1947), p. 245.

[22] Ibid.

Because of this personality tendency, it was predicted that the introvert would lean more heavily on documented evidence than would the extravert. Due to his weak self-concept, the introvert would hesitate to rely too much on his own credibility and would therefore, seek support for his remarks from other sources.

The extravert, being the opposite personality type, has a strong self-concept which is reflected in his tendency to overrate his performance.[23] It was predicted that he would rely more heavily upon his own credibility, and therefore, utilize less documented evidence than the introvert.

C. Approach to Argument:

The introvert is pictured as a careful, orderly, ethical, bookish person, who lacks self-confidence. His lack of confidence in his ability to make sound decisions, plus his ethical, or fair-minded attitude, could lead him to employ the two-sided argument more often than would the extravert.

On the other hand, the extravert might employ the two-sided argument using the opposition side as a straw

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[23] Ibid.

man, e.g. presenting the opposition argument and then discrediting it. More often, however, the extravert would tend toward the one-sided approach because of his high self-concept and his bold, aggressive manner.

Due to the fact that there was a theoretical basis for using the two-sided approach by both personality types, no directional prediction was made for possible observed differences between personality types.

D. Use of Analogy:

Analogy is a type of reasoning that appeals to the imagination. It carries with it the additional qualities of impressiveness and persuasiveness. Speaking in regard to the figurative analogy, Baird remarked: "The more obviously figurative resemblances are chiefly explanatory, persuasive, or pleasurable."[24] The literal analogy, though not as strong in the pleasurable qualities as is the figurative form, still possesses the qualities of explanation and persuasiveness. Because the analogy is pleasurable and persuasive and because it appeals to the imagination, it would tend to be audience-centered in nature. Therefore, it was

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[24] A. Craig Baird, Rhetoric: A Philosophical Inquiry, (New York: The Ronald Press Co. 1955) p. 65.

predicted that the extravert would make greater use of this type of reasoning than would the introvert.

E. Use of Narrative:

The use of narrative is an effective way of holding attention and of illustrating a point. Because of this, it ranks high on the list of interest-arresting devices. In fact it has been placed first in one treatment of Materials of Experience.[25] By virtue of the fact that it is attention-arresting, it becomes an audience-centered technique. This study hypothesized that the extravert would be more audience-centered than the introvert and, therefore, would be more generous in the use of attention-arresting materials. The hypothesis here was that extraverts would make greater use of narratives than would introverts.

F. Use of Humor:

Because the extravert does appreciate jokes and the introvert does not appreciate jokes, except as they may be highly cognitive, the prediction was that extraverts would use more humor in their speeches than would introverts. Humor is also considered attention-arresting;

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[25]Hance, Ralph, Wiksell, op. cit., p. 111.

therefore, the same rationale applies here as with the use of narrative.

G. Use of Rhetorical Question:

The rhetorical question serves at least two functions: (1) to provoke thought, (2) and to arrest attention. These two functions make this device audience-centered in nature. Therefore, as with narrative and humor, it was predicted that rhetorical question would be more frequently used by the extravert than by the introvert.

II. Arrangement

A. Nature of Introduction:

Because the introvert is described as an introspective individual, fond of books rather than people, it is assumed that he would know less about those things that interest people in general, and, also, be indifferent to what interests people. For this reason his introduction would tend to be non audience-centered.

On the other hand, the extravert is sociable, likes people, has many friends, and, in general, is able to get people to like him. His interest in people would probably carry over to the speaking situation and lead him to a more audience-centered approach in developing his introduction. Therefore, it was predicted that

extraverts would present more audience-centered introductions than introverts.

B. Structural Clarity:

There was reason to believe that a difference could exist in the tendency on the part of one or the other personality types to use structural cuing. The introvert, being concerned with a well-ordered, neatly developed speech, might see cuing as a clear-cut way of setting forth his points. On the other hand the extravert might also utilize this technique only for a different reason. He might see it as a way to facilitate the audience's comprehension and retention of speech materials. Therefore, no directional hypothesis was made concerning structural clarity or cuing.

C. Nature of the Conclusion:

Under the "Nature of the Introduction", it was hypothesized that an introvert would be more subject-centered and an extravert would be more audience-centered in their approaches to the audience with regard to speech arrangement. It was assumed that this tendency would pervade the entire speech, including the conclusion.

It is believed by the writer that a summary conclusion is more content-oriented than audience-centered. Based upon this assumption, the prediction

was made that the introvert would use summary as a method of concluding his speech more often than the extravert, whereas the extravert would use non-summary conclusions more often than the introvert.

CHAPTER II

DESIGN FOR THE STUDY

Subjects

The subjects for this study were drawn primarily from the Communication (Public Speaking) 101 course taught during the Winter quarter of 1969, at Michigan State University. Some of the subjects, however, were drawn from a Speech (Public Speaking) 104 course taught at Lansing Community College during the same term. Because the structure of the 104 course and the text book for the course were the same as those for the 101 speech course at Michigan State University, there was no distinction made between the two groups of subjects. They were considered as having come from the same population.

The subjects who were selected from these classes were chosen because they scored high or low on the Eysenck Personality Inventory.

Fifty subjects were selected, 25 extraverts and 25 introverts. The subjects were drawn from those scoring 10 or below or 17 or above on the EPI. The low scorers were the introvert subjects, and the high scorers were the extravert subjects. There was a balance between sexes with 23 female subjects and 27 male subjects.

Content requirements for the speeches used in this study:

What a speech student does in a speech will to a large degree be determined by the requirements of the course. Listed below were the requirements for the speeches delivered by the subjects in this study.

> Speech Topic I: Each student will prepare and deliver a speech offering direct support for a single point on a topic in the area of current events. He must be sure that his topic is a single point worthy of consideration, and capable of expansion and clarification. The point should be developed with materials which the student has recently read and heard. How, for instance, did you react to the latest military crisis? Why did you react in this way? After thinking about the general area you should synthesize your idea to a single declarative sentence (purpose sentence). State it simply: "The United Nations organization is going broke." After determining the purpose sentence, you should set about explaining why you reach this conclusion, calling on any materials that you feel are pertinent to the topic.
>
> This speech is a three-part process:
>
> (a) State the point (purpose sentence) in the introduction.
> (b) Support and clarify the point.
> (c) Restate the point and conclude.
>
> Speech Topic II: Each student will carefully choose and limit a topic, according to the principles and instructions in Chapter 8. He will collect his materials, recording them according to the instructions in Chapter 9. Then, following the deductive speaking plan described in Chapter 11, he will outline and organize his speech for pre-

sentation. (See note)

> After considering organization, the student should establish evidence and reasoning as major concerns in this speech. He should support the major points with "fact" and "opinion" evidence--such as examples, narratives, statistics, quotations, etc. So, state the purpose sentence; support and clarify the points with evidence; and restate the point and conclude.[1]

The time limit for each speech was four minutes, and all speeches were to be delivered extemporaneously. The reading requirements were the same for all speakers. However, some of the speakers were assigned to prepare their speeches according to Topic I, and others according to Topic II, while still others were to combine both topics. The topic assignments were distributed between the introverts and the extraverts as indicated below:

TABLE 1

The Distribution of Topics I and II Among Subjects

	Extraverts	Introverts
Topic I	7	7
Topic II	12	11
Combined Topics	6	7

Note: The chapters in Topic II were from Hance, Ralph, Wiksell. (See Chapter I.) The content included: Chapter 8--How to Select and Adapt a Subject. Chapter 9--How to Collect Materials for a Speech. Chapter 10--How to Outline a Speech; and Chapter 11--How to Organize a speech. Also included for reading with Topics I and II were: Chapter 5--Personal Proof, or the Ethos of the Speaker, and Chapter 6--The Materials used to Develop a Speech, e.g. reasoning, evidence, etc.

[1]Department of Communication, "Syllabus for Public Speaking 101" (Michigan State University, Prepared Fall, 1968), pp. 8, 9.

As can be seen from the topic distribution above, the balance of topic assignments between extravert and introvert subjects was so close as to rule out topic assignment as a confounding variable in this study.

Evaluation of the Testing Instrument:

H. J. Eysenck in connection with his work in the area of personality, developed a questionnaire designed to measure extraversion-introversion and neuroticism. This questionnaire was called the Maudsley Personality Inventory. The Eysenck Personality Inventory is basically the same as the MPI, with some improvements.

The Maudsley Personality Inventory has been described and evaluated by Arthur R. Jensen, associate professor of educational psychology and associate research psychologist of the Institute of Human Learning at the University of California, Berkeley, California, as follows:

> The MPI consists of 48 items, of which 24 are keyed to N (neurotocism) and 24 to E (extraversion-introversion). Unlike some personality inventories (e.g., the MMPI), none of the items could be construed as socially objectionable; thus the inventory can be used with adolescents or adults in almost any setting.
>
> . . . . . .
>
> The MPI derives much of its importance from its theoretical underpinnings. Probably no other psychological test--certainly no other personality inventory--rivals it in psychological rationale. This is particularly true of the E dimension, which has been the subject of intensive experimental research in Eysenck's laboratory for more than a decade.
>
> . . . . . .

NORMS. A great deal of normative data are presented, both for English and American subjects. The American manual presents American college norms (percentiles and stanines based on 1,064 university undergraduates). Means and standard deviations are presented for 32 different groups, including various psychiatric, prison, and industrial populations, totaling over 7,000 subjects. . . .

. . . . . .

RELIABILITY AND VALIDITY. Split-half and Kuder-Richardson estimates of item intercorrelations for each scale are between .75 and .90 in various samples. . . in short, the reliability of the MPI is among the highest to be found for personality inventories. The MPI has also been studied for effects of various types of "response set." These seem to be negligible.

Assessment of the validity of the MPI is a complex matter. There can be little question of its factorial validity. That is to say, the N and E scales invariably have high loadings on factors that are also heavily represented in other measures considered to be indicative of neuroticism or extraversion, and there is little factorial overlap between the scales. . . .

Descriptive validity of the MPI has been adequately established by the method of nominated groups. Judges rated people on the basis of observable characteristics in terms of neuroticism and extraversion. These ratings show highly significant correlations with the relevant dimensions measured by the MPI.

. . . . . .

In summary, the MPI is a brief and highly reliable measure of two relatively independent broad factors of personality--neuroticism and extraversion-introversion. Much sophisticated research has gone into its construction, and the large body of normative data, plus the psychological theory and experimentation associated with the MPI, make it one of the most important of all personality inventories. . . .

The American edition of a new version of the MPI, called the Eysenck Personality Inventory (EPI), has been published by the American publisher of the MPI. The EPI is described in a preliminary edition

> of the manual (August, 1963) as an attempt to make the MPI scales more useful for certain purposes. The EPI measures the same two factors as the MPI, but the slight correlation that exists between N and E in the MPI scales has been removed entirely, by adding, and subtracting, and rewriting items and subjecting them to repeated factor analyses. Also, many of the items have been reworded in such a way as to increase their reliability when used with subjects of low intelligence or little education. . . .[2]

The Eysenck Personality Inventory:

The EPI is composed of 57 items instead of the 48 items found in the MPI. The additional nine items are "lie" items, to be explained below.

The EPI, which requires a "yes" or "no" answer for each item, contains questions like the following: "Would you be very unhappy if you could not see lots of people most of the time?" and, "Would you say you were fairly self-confident?"

The test has three rating scales--Extraversion, Neuroticism, and a lie scale. The lie scale items were included to help the tester to know how truthfully the subject was responding to the questions. Twenty-four of these items measure extraversion (E)., 24 items measure neuroticism (N), and nine items measure lie (L). For the purpose of this study, any subject who scored five or higher on the lie scale was not used.

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[2]Oscar Krisen Buros (ed.), The Sixth Mental Measurements Yearbook (Highland Park, New Jersey: The Gryphon Press, 1965), pp. 136-139.

While subjects were scored on neuroticism, these scores were used merely to determine if there was a correlation between either E or I and neurotisism. The Table below shows that the neuroticism factor was balanced between the E and I subjects.

TABLE 2

The Distribution of Subjects on the Neuroticism Scale

	above 12	12 and below
Extroverts	10	15
Introverts	11	14

The mean for the group of selected subjects was 12. Above this mean were 10 extraverts and 11 introverts. Below this mean were 15 extraverts and 14 introverts. Therefore, there was no significant difference between groups with regard to neuroticism.

The Extraversion Scale:

The E scale, which is used in this study to select subjects, provides for a score from 1 to 24. The EPI norms based on 1,931 adult, normal, English subjects published in the EPI manual show the 50th percentile to fall at 14, with 10 being at the 18th percentile and 17 being at the 79th percentile. Within the basic speech course population, initial testing was done on 144 students. The results approximated a normal curve with twenty-three students scoring nine or lower and twenty-five students scoring 17 or greater. The two extreme groups fell approximately one standard deviation from the mean.

Method of Control:

All of the speeches were recorded while the speakers were delivering them before their respective classes. The recorded speeches were then numbered and keyed for identification. Care was taken to remove personal identification from the recordings so that the speakers were not identified on the taped speeches themselves.

No effort was made to separate personality types. The order in which the speakers were taped became essentially the order in which they were found on the recorded tapes. Four 5-inch tapes were used. Speeches were recorded on both sides of the tapes. The use of several tapes made it possible to shuffle further the 50 speeches so that speaker identification was not obvious. This care prevented the evaluator from associating a speaker with the speaker's tested personality type; which, in turn, lessened the chance that knowledge about a speaker's personality type could influence the evaluator in his analysis of a speech.

As a type of reliability test, a speech instructor was asked to select randomly five speeches from among the 50 and analyze them. He independently analyzed these speeches using the criteria found in the section of this study entitled "Operational Definitions." The results were: Of the total of 50 items analyzed in the five speeches, the coders agreed on 47, an agreement of 94 percent.

Method of Analysis:

The form shown on page 34 was used in recording the analysis of the 10 items observed in each speech. The items recorded were then tallied on the tally sheets found in Appendix A. Extravert results were recorded on one form, and introvert results were recorded on a second form. The columns were then totaled, and a chi square test was computed for each item. Directional tests were computed on these items for which there was a directional prediction, and two-tailed tests were computed on the remaining items. The results were then recorded and are found in Chapter III.

To illustrate the type of observations made by the evaluator, two speeches selected from among those used in the study have been transcribed and are included in Appendix B of this thesis with accompanying comments.

PROJECT ANALYSIS FORM

INVENTION

Topic	Tough-M.	Tender-M.
Use of evidence	Document	No D.
Approach to argument	One-S	Two-S
Use of analogy	Analogy	No A.
Use of narrative	Narrative	No N.
Use of humor	Humor	No H.
Use of rhetorical question	R. Q.	No R. Q.

ARRANGEMENT

Introduction	Audience-C.	Non A-C.
Structural clarity	Cue	No Cue
Nature of conclusion	Summary	No S.

CHAPTER III

RESULTS OF THE STUDY

I. Invention

A. Selection of Topic:

Based on the results of certain studies carried out by H. J. Eysenck and his colleagues, which showed a positive correlation between tough-minded social attitudes and extraversion and tender-minded social attitudes and introversion, this study classified speech topics selected by the subjects as tough-minded or tender-minded and then computed chi-square test on the findings to see if there was a difference. The chart on page 17 served to provide a guide for this classification. All the speeches but one were classifiable based on this chart. The hypothesis was confirmed ($p < .05$, See Table 3).

Of the 50 topics analyzed, 13 extraverts chose tough-minded topics, whereas only 6 introverts chose tough-minded topics. On the other hand, 12 extraverts chose tender-minded subjects, and 18 introverts chose tender-minded topics. As was previously stated, one introvert topic was non-classifiable.

TABLE 3

Results on Selection of Topic

	Tough-minded	Tender-minded
Extroverts	13	12
Introverts	6	18

$x^2 = 3.76$, $p < .05$

B. Use of Evidence:

This category, use of evidence, was developed to measure the use of documented evidence as opposed to the non-use of documented evidence. There was a psychological basis for evaluating extraverts and introverts with regard to this variable. Personality tests reveal that introverts lack self-confidence and tend to underrate their performance, whereas extraverts have a strong self-concept and tend to overrate their performance. Because of the introvert's lack of confidence in himself, it was predicted that he would tend to rely more heavily on support from others in the development of his points and thus would be inclined to use more documented materials in his speech.

The extravert, however, having the opposite attitude, that of self-confidence, would be inclined to speak with more personal authority and would rely less heavily on support from others in developing his speech. Therefore,

the extravert would use less documented materials. Though the results of this study were not confirmed at the .05 level, a trend in the predicted direction was observed ($p < .15$, see Table 4).

There were 19 extraverts who documented the evidence in their speeches once or more, whereas, six extraverts used no documentation. With regard to the introverts, 22 documented their speeches once or more, while only three used no documentation.

TABLE 4

Results on Use of Evidence

	Documented Evidence	Non-documented Evidence
Extroverts	19	6
Introverts	22	3

$x^2 = 1.22$, $p < .15$

C. Approach to Argument:

A two-tailed test was used in analyzing the results in this category because there were different reasons for predicting why each might use the two-sided approach in message encoding. The introvert, because of his tendency toward ethical behavior and fair-mindedness, might see this as the fair way to present a point of view. On the other hand, the extravert could see it

as a technique for persuasive purposes. By presenting the other side of the question, the extravert could be able to point out the weaknesses of this other side and show the positive advantages of his position. The results indicated no significant difference at the .05 level, using a two-tailed test; however, the observed trend indicated that extraverts may tend to use the one-sided approach more frequently, whereas introverts may tend to use the two-sided approach more frequently ($p < .20$, see Table 5).

The criterion was used for determining whether the speaker used a one-sided or two-sided approach to his message: If any reference was made to the opposite point of view, this would be considered a two-sided approach; otherwise, the speech would be considered one-sided.

Ten introverts used the one-sided approach, and 15 extraverts used this approach. With the two-sided approach the results were just the reverse; 15 introverts using the two-sided approach, and 10 extraverts using this same approach.

D. Use of Analogy:

Because the type of reasoning called analogy appeals to the imagination, is persuasive and pleasurable, it was

TABLE 5

Results on Approach to Argument

	One-Sided Approach to Argument	Two-Sided Approach to Argument
Extraverts	15	10
Introverts	10	15

$x^2 = 2.00$ $p < .20$

classified as being audience-centered in nature. The primary hypothesis for this study was that extraverts would tend to employ audience-centered materials more often than would introverts, because extraverts tend to be more interested in people than are introverts. Therefore, the prediction regarding analogy was directional; that is, that extraverts would tend to use analogy significantly more often than would introverts. The hypothesis was not confirmed.

The distinction was made between those who used analogy at all, and those who didn't use analogy. So if a speaker used analogy, this was recorded in the cell labeled "Analogy." The use of analogy more than once by the same speaker would not increase the total; it would still count as one subject using analogy. Five introverts and seven extraverts used analogy. Twenty introverts and 18 extraverts used no analogy in their speeches.

TABLE 6

Results on Use of Analogy

	Analogy	No Analogy
Extraverts	7	18
Introverts	5	20

$x^2 = 0.44$ $p < .50$

E. Use of Narrative:

It was hypothesized that extraverts would use narrative more freely than would introverts because the narrative is an attention-arresting material of public speaking. In other words, it is an effective way of holding attention and of illustrating a point; qualities which make it audience-centered in nature. Though the results were not confirmed at the .05 level, a trend in the predicted direction was observed ($p. < .10$, see Table 7).

The results were evaluated in terms of use of narrative in the speech, more than once, or once or none. In other words, if narrative was used only once in the speech, it would be put in the cell labeled "once or none." If it was used more than once, it would be recorded in the cell labeled "more than once."

There were two introverts who used narrative more than once in their speeches, whereas there were six extraverts who used this speech element more than once.

This left 23 introverts that used narrative once or none, as opposed to 19 extraverts that used it once or none.

TABLE 7

Results on Use of Narrative

	Narrative More than Once	Narrative Once or None
Extravert	6	19
Introvert	2	23

$x^2 = 2.38$, $p < .10$

F. Use of Humor:

There was a directional prediction made with regard to the use of humor. Eysenck, in his description of the two personality types, described the extravert as one who appreciates humor. Based upon this description, the hypothesis was made that an extravert would use humor more often in public speaking than would the introvert.

An additional reason for making this prediction was that humor is an attention-arresting material of public speaking, which, according to the basic hypothesis of this study, would mean that the extravert would be more disposed to the use of this device than would the introvert. The hypothesis was not confirmed. Three extraverts and three introverts used humor in their speeches

at least once, whereas, 22 extraverts and 22 introverts failed to use it at all.

TABLE 8

Use of Humor Results

	Humor	No Humor
Extravert	3	22
Introvert	3	22

$x^2 = 0.00$

G. Use of Rhetorical Question:

The use of rhetorical question is a public speaking technique used to gain attention and to stimulate thought with regard to the point having been made, being made, or that is about to be made by the speaker.

The hypothesis was that extraverts would tend to use this technique more often than introverts because it is attention-arresting and, therefore, audience-centered in nature. The hypothesis was confirmed ($p < .05$, see Table 9).

The cell labels used for this evaluation were "more than one" and "one or none." With this distinction being made, the results were: ten extraverts used rhetorical question more than once, whereas only four introverts used it more than once; 15 extraverts used it once or none, to the 21 introverts who used it once or none.

TABLE 9

Use of Rhetorical Question

	More than One Rhetorical Question	One or No Rhetorical Question
Extraverts	10	15
Introverts	4	21

$x^2 = 3.57$, $p < .05$

II. Arrangement

A. Nature of Introduction:

The nature of the introduction, as has been classified in this study, is either audience-centered or non audience-centered. The audience-centered introduction (further defined in the Operational Definitions Section of Chapter I) has a prime objective to develop rapport with the audience as an adjunct to leading the audience into the subject. The non audience-centered introduction neglects this audience-conditioning approach and gets right into the subject matter.

The natural prediction in this category is that the extravert, being more tuned-in to people and their feelings, would be more inclined than the introvert toward the use of an audience-centered approach. The introvert, being more bookish and less tuned-in to people, would, more often than the extravert, use the non audience-centered approach. The hypothesis was confirmed ($p < .01$, see Table 10).

The extraverts employing the audience-centered approach numbered 20, whereas, the introverts numbered only 10. The non-audience-centered approach was used by only five extraverts, whereas, 15 introverts used this approach.

TABLE 10

Results on Nature of Introduction

	Audience-Centered Introduction	Non Audience-Centered Introduction
Extraverts	20	5
Introverts	10	15

$x^2 = 8.33$, $p < .01$

B. Structural Clarity:

Structural clarity was a category developed for the purpose of discovering whether the two personality types would differ in the use of the cuing technique in encoding their messages. In this technique the speaker employs cues, e.g. numbering or division specification, in order to make the division of his message clear. (See Chapter I, Operational Definitions, for further explanation).

There were reasons for predicting why both personality types might utilize this technique. The introvert might employ this approach as a subject-structuring device.

It would coincide with his need for order. On the other hand, the extravert might see cuing as a means for making his points clear for his audience, rather than merely as a subject structuring device.

The testing done with regard to structural clarity was non-directional; a two-tailed test was used. The results computed were non-significant. Five extraverts and seven introverts used cuing in their speeches. Twenty extraverts and 18 introverts did not use cuing in their speeches.

TABLE 11

Results on Structural Clarity

	Structural Cuing	Non-Structural Cuing
Extravert	5	20
Introvert	7	18

$x^2 = 0.44$, $p < .50$

C. Nature of Conclusion:

This study selected a basic type of conclusion, evaluated it in terms of its audience-centered, subject-centered relationship, and then hypothesized regarding its relative use by introverts and extraverts. The type of conclusion selected was the "summary." It was concluded by the author of this study that because of the subject-structured nature of the summary conclusion, it

tended to be more subject-centered than audience-centered, though much depended upon the way in which it was used.

The hypothesis, therefore, was that the introvert would use summary conclusion more often than would the extravert due to the subject-centered nature of the summary. And because the extravert would be tuned-in to more audience-centered approaches, he would use conclusions which were non-summary in nature more often then would the introvert. The hypothesis, therefore, was directional. The hypothesis was confirmed ($p < .05$, see Table 12).

Ten extraverts used a summary conclusion, whereas 16 introverts used this form. On the other hand, 15 extraverts used some method other than summary as a way of concluding their message, to only nine introverts.

TABLE 12

Results on Nature of Conclusion

	Summary Conclusion	No Summary Conclusion
Extraverts	10	15
Introverts	16	9

$x^2 = 2.88$, $p < .05$

CHAPTER IV

CONCLUSIONS, DISCUSSION, EVALUATION OF RESULTS, IMPLICATIONS FOR FUTURE RESEARCH AND SUMMARY

Conclusions

The results of this study support the general hypothesis that a difference does exist between introverts and extraverts with regard to the way that they encode messages. In four categories out of ten the hypothesis was confirmed, namely, in the "Selection of Topics", with the "Use of Rhetorical Question", in the "Introduction" and in the "Conclusion".

In three other categories there was an observed trend, although the results were not significant at the .05 level. With regard to the "Use of Evidence" there was a trend in the direction predicted. In the category designated "Approach to Argument", the observed trend indicated that extraverts may tend to use the one-sided approach more frequently than the two-sided approach, whereas introverts may tend to use the two-sided approach more frequently than the one-sided approach. With regard to the "Use of Narrative", the trend was in the direction predicted and significant beyond the .10 level. There were three categories with highly non-significant test results: "Analogy", "Humor", and "Structural Clarity".

Discussion and Evaluation of Results

In the area of Invention, two of the categories tested showed differences significant beyond the .05 level. They were "Selection of Topic" and "Use of Rhetorical Question". The table on page 36 shows that three introverts selected tender-minded topics to every one introvert that chose a tough-minded topic. This would indicate a strong tendency for introverts to select tender-minded topics for speeches. Extraverts, however, showed neither a similar nor a contrary tendency, inasmuch as 13 extraverts selected tough-minded topics and 12 selected tender-minded topics. The implications of this are probably more psychological than rhetorical, though it is an interesting observation from a rhetorical standpoint.

The other category in the area of "Invention" in which a significant difference was found beyond the .05 level was "Use of Rhetorical Question". A significant difference was found when results were computed on the use of more than one rhetorical question as opposed to the use of one or none. (See Table 9 on page 43). The use of rhetorical question is a technique that a speaker may use to obtain the audience's attention and to stir the thinking of his audience. It is, therefore, classified as audience-centered in character. As was predicted, the extravert speakers utilized this technique significantly more often than did the introvert speakers. The results in this category contribute to a general hypothesis

for this study; that, from a rhetorical standpoint, the extravert is more audience-centered in his encoding behavior than is the introvert.

In three of the categories in the area of "Invention" there was an observed trend. First of all, in the "Use of Evidence" there was a trend in the direction predicted. (See Table 4, page 37). More introverts used documented evidence than did extraverts, though not significantly more.

An interesting observation is that 41 of the 50 subjects used documented evidence. A study of the speech assignments on pages 26, 27 indicate that the speakers (Compare also Table 1 on page 27) preparing their speeches according to Topic II were instructed to use evidence in their speeches. Thirty-six received such instruction. Therefore, it is believed that instruction in this assignment confounded the results of the testing done in this category. It should be noted, however, that in spite of this confounding element, there was a trend in the direction of the hypothesis. It would be interesting to know the results of a similar study where instruction with regard to the use of evidence was not so specific.

Another category in the area of "Invention" in which a definite trend was apparent was "Approach to Argument". (See Table 5, page 39). The testing done with regard to this category was two-tailed because there were theoretical bases for both personality types using the two-sided approach.

However, the results of this study, though not significant at the .05 level, do indicate that further testing might be profitable. If the trend means anything, it suggests that extraverts do tend to use the one-sided approach, whereas introverts tend more to the two-sided approach. (The theoretical basis for this hypothesis is stated on pages 19, 20).

The third category in the area of "Invention" where a definite trend was observed, though not confirmed at the .05 level, was "Use of Narrative". Because the assigned reading for topics I and II discussed the narrative as a useful material of public speaking, it was felt that a significant use of the narrative might be better observed with subjects who used narrative more often than once in their speeches. (See Table 7, page 41). Therefore, testing was done with those using narrative more than once as opposed to those using it once or not at all. The tables in appendix A show 22 subjects using narratives at least once, but only eight subjects used narrative more than once. Of those eight subjects, six were extraverts.

A possible inhibitor, with regard to the use of more than one narrative, was the time limit of four minutes placed upon the speaker. It would be interesting to see the results of a similar test with speeches of a longer duration.

As it stands, there was still a difference significant beyond the .10 level in the direction of the hypothesis. These results suggest that there could be a real difference

in the way these two personality types make use of narrative, with the extrovert making greater use of this material of public speaking. The narrative, being audience-centered in nature, (See page 21), would be used more generously by the extrovert, assuming the validity of the general hypothesis in this study. The results of this study, though not conclusive, strongly suggest this possibility.

There were two categories tested in the area of "Invention" in which there either was no difference observed or the difference was non-significant ($p < .20$). One was "Use of Analogy". It is not clear why there was not a greater use of analogy in the speeches observed, for only 12 of the 50 subjects used analogy at all. It would have been interesting to observe those same speakers' use of analogy in the final round of speeches (after they had become familiar with more of the materials of public speaking) to see if the number employing this type of reasoning increased. This study, however, was set up to observe only the first round of speeches.

The other category in "Invention" in which no difference was observed was "Use of Humor". This was, probably, the most surprising outcome of all. It appeared that there was a rather sound basis for hypothesizing that extraverts would use humor more often than introverts due to the fact that extraverts enjoy humor more. They would also see it as an attention-arresting material of public speaking. However, it must be kept in mind that these were inexperienced speakers who had

not had an opportunity to explore fully the resources available to them in the area of public speaking. That only six speakers out of 50 used humor would indicate something about their lack of awareness of this device at this point in the course. As in the case of Analogy, observation might have better been done on the "Use of Humor" with a later speech in the course.

Turning now to the area of Arrangement, hypotheses concerning two of the three categories tested were confirmed. With regard to the category "Nature of Introduction", the hypothesis was confirmed beyond the .01 level of significance. This would imply a high degree of awareness, on the part of the extravert, of the need for establishing rapport with the audience. Thus, the extravert it seems, is more inclined than the introvert to begin his speech with his audience in mind. Only five extraverts used non audience-centered introductions.

This study shows that a greater tendency exists with the introvert to move directly into the subject matter of his speech without attempting to obtain attention or to otherwise establish rapport with his audience. Only 10 introverts used audience-centered introductions.

This study would indicate that a speech teacher would do well to know the personality types of his students. And, in the case of introverts, the strong emphasis would need to be placed upon their becoming more aware of those materials of speech development that serve to arrest the interest of the audience and that are audience-centered in nature, and upon their being encouraged to use them.

The other hypothesis in the area of "Arrangement" that was confirmed pertained to the "Nature of Conclusion" ($p < .05$). The hypothesis states that introverts would be more inclined toward the use of the summary conclusion than would extraverts because the summary conclusion is highly content-centered in nature.

The positive results in the category help to reinforce the results in the "Nature of the Introduction" category. The results from the category "Nature of Introduction" confirm the tendency on the part of the extravert to be more audience-centered, and the "Nature of the Conclusion" category confirms the tendency on the part of the introvert to be more content-centered. At least, in this test, he tends to use a content-centered form of conclusion. significantly more often than did the extravert. The writer realizes that a strong generalization cannot be drawn from the conclusion because only one form of conclusion was tested. However, the results in the category of "Nature of Conclusion" do strengthen the case for the general hypothesis that the extravert tends to be more audience-centered, whereas the introvert tends to be more content-centered with regard to message encoding.

The category in the area of "Arrangement" within which the hypothesis was not confirmed was "Structural Clarity". The question raised was, which personality type would tend to use this message cuing technique more often? The

hypothesis was non-directional, with no basis being established for why either type might use this structural technique.

Implications for Future Study

Because this study supports the hypothesis that there is a difference in the way introverts and extraverts encode messages, the extravert being more audience-centered and the introvert being more content-centered in their message development, it would seem worthwhile to explore this further, comparing these personality types on other rhetorical variables that were not included in this study. One might also re-examine such variables as the use of evidence, narrative, humor, and one-sided, two-sided argument, to see if tighter controls might produce results in these categories.

It would be interesting to find out if there is a difference in the way these personality types use motive appeals. Is one more inclined to the use of motive appeals than the other? Are there types of motive appeal that one personality type is inclined to use more than the other? If so, what might these be, and what would be the implications of this to the teaching of communication?

It would also be interesting to find out what other differences exist between these two personality types with regard to the communication situation. Because of the lack of self-confidence that is characteristic of the introvert and also his concern with self, he might have a greater problem

with dysfluencies than the extravert. This subject would be worthy of research.

Eysenck's studies show structural rigidity to be characteristic of the introvert whereas the extravert is low in structural rigidity. This raises the question of speech adaptability. It would be worthwhile finding out if this structural rigidity, which seems to be constitutionally based, might lead to the introvert's being less adaptive.

Should an introvert prove to be less adaptative, this could have implications as far as speech training is concerned. What special help might an introvert need to develop effective public speaking techniques?

Another point of interest would pertain to audience feedback. Which personality type is more sensitive to audience feedback? And, of a similar nature, how does each respond to positive and negative criticism of their speeches?

It would seem well to explore more fully into the assets and liabilities of each of these personality types from the point of view of communications, and particularly public speaking. A wealth of researched information in this regard could be valuable to the speech teacher, for it would provide him with resources for pinpointing certain speech problems. With this information in hand he could, then, develop a tailored speech program that would get at speech problems that have a basis in personality.

Summary

Fifty subjects were selected from basic speech courses taught at Michigan State University and Lansing Community College. The selection of the subjects was based upon whether the subjects scored high or low on an Eysenck Personality Inventory, which contained an extraversion-introversion rating scale. The 25 who scored highest (17 or above) were the extravert subjects, and the 25 who scored lowest (10 or below) were the introvert subjects.

Ten rhetorical categories in the areas of "Invention" and "Arrangement" were selected for the purpose of making evaluations. These categories were:

I. Invention
   - A. Selection of Topic
   - B. Use of Evidence
   - C. Approach to Argument
   - D. Use of Analogy
   - E. Use of Narrative
   - F. Use of Humor
   - G. Use of Rhetorical Question

II. Arrangement
   - A. Nature of Introduction
   - B. Structural Clarity
   - C. Nature of Conclusion

The general hypothesis was that there would be a difference in the use made of these rhetorical variables by extravert and introvert subjects. More specifically, that in the categories where it was possible for them to be measured, extraverts would use audience-centered approaches and materials more often than introverts, and that introverts would use content-centered materials and approaches more often than extraverts.

The general hypothesis was confirmed in four categories, namely, Selection of Topic, Use of Rhetorical Question, Nature of Introduction, and Nature of Conclusion. There were also observed trends in three additional categories, though they were not confirmed at the .05 level. These observed trends were in the Use of Evidence, Approach to Argument, and Use of Narrative.

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APPENDICES

CATEGORICAL RESULTS AND TOTALS FOR EXTRAVERT SUBJECTS

	Tough-minded	Documented	One-sided	Analogy	Narrative	Humor	Rhetorical Q.	Audience-C	Curing	Summary	Tender-minded	No Doc	Two-sided	No Analogy	No Narrative	No Humor	No Rhet. Q.	Non Audience-C	No Curing	No Summary
1	*		*		3		*		*			*		*		*	*		*	
2	*	1		1	1		4	*	*				*			*				*
3		1	*		1			*		*	*			*		*	*		*	
4		3									*		*	*	*	*	*	*	*	*
5	*	3											*	*	*	*	*	*	*	*
6		3						*			*		*	*	*	*			*	*
7	*		*		1					*		*		*		*	*	*	*	
8	*	5	*		5			*		*				*		*			*	
9		7	*		1		2	*		*	*			*		*			*	
10		9				3	1	*	*	*	*		*	*	*					
11	*	5		3			1	*	*				*		*	*				*
12			*				3	*			*	*		*	*	*			*	*
13	*	4	*	1				*		*					*	*	*		*	
14	*	3	*				2	*		*					*	*			*	
15		1	*				2	*	*	*	*			*	*	*				
16		3	*				1				*			*	*	*		*	*	*
17		1	*		2					*	*			*		*	*	*	*	
18	*	4	*		3	3	6	*						*					*	*
19	*			1		1	1	*				*	*		*				*	*
20	*		*		2			*				*		*		*	*		*	*
21		1	*	1			1	*			*			*	*	*			*	*
22	*			1	1		3	*				*	*			*			*	*
23		6		4	1		3	*	*		*		*			*				*
24		2	*		2		3	*			*			*		*			*	*
25	*	7					3	*					*	*	*	*			*	*
TOT.	13	19	15	7	12	3	15	20	5	10	12	6	10	18	13	22	10	5	20	15

CATEGORICAL RESULTS AND TOTALS FOR INTROVERT SUBJECTS

	Tough-minded	Documented	One-sided	Analogy	Narrative	Humor	Rhetorical Q.	Audience-c.	Cuing	Summary	Tender-minded	No Doc.	Two-sided	No Analogy	No Narrative	No Humor	No Rhet. Q.	Nm. Audience-c.	No Cuing	No Summary
1		1				1			*	*		*	*	*			*	*		
2	*	1			1	1	1	*		*			*	*				*		
3		2			1		13			*	*		*	*		*		*	*	
4	*		*		3							*		*		*	*	*	*	*
5	*	4		2	1			*	*				*			*	*			*
6		2							*	*	*		*	*	*	*	*			
7			*							*	*	*		*	*	*	*	*	*	
8		1	*	1						*	*	*			*	*	*	*	*	
9		2		1			3	*			*		*		*	*			*	*
10		1	*				1				*			*	*	*		*	*	*
11		5	*				1				*			*	*	*		*	*	*
12	*	2	*		1		2	*		*				*		*			*	
13		1	*		1			*	*	*	*			*		*	*			
14		3	*	1			1	*		*	*			*	*	*			*	
15		1				1	1		*		*		*		*			*		*
16	*	3			2		2	*					*	*		*			*	*
17	*	4		2		1			*				*		*		*	*		*
18		1	*		1		1	*		*				*		*			*	
19		1						*		*	*		*	*	*	*	*		*	
20			*		1						*	*		*		*	*	*	*	*	*
21		3								*	*		*	*	*	*	*	*		
22		5							*	*	*		*	*	*	*	*			
23		4					1	*	*	*	*		*	*	*	*				
24		4			1					*	*		*	*		*	*	*	*	
25		3								*	*		*	*	*	*	*	*	*	
TOT.	6	22	10	5	10	3	12	10	7	16	18	3	15	20	15	22	13	15	18	9

APPENDIX A

APPENDIX B

The following two speeches are samples taken from the 50 speeches used in this study. They were transcribed directly from the recorded tapes and contain all the existing nonfluencies and irregularities of the oral presentation. Notations appear in the right-hand margins illustrating the method used in analyzing the speeches.

The first sample is a speech given by an extravert subject. This speech is number 18 on the categorical results chart for extravert subjects appearing in Appendix A. The second sample is a speech given by an introvert subject. This speech is number 22 on the categorical results chart for introvert subjects appearing in Appendix A.

A Speech Given by an Extravert

CAMPUS SEX OFFENSES

Michigan State University--your campus, my campus, our campus. A nice place to live, isn't it? Or is it? R.Q.(2)*

Girls, think a minute. Have you ever gone out for a walk alone at night? Or have you ever received any odd phone R.Q.* calls? Guys, what would you do if your girl became a victim R.Q.* of a sexual assault? If you're like me, you never expect R.Q.* anything like this to happen to you. Yet, these things do A.C.I.** happen, right here on our campus.

When I immediately think of, speak of, a sex crime you all think of rape or something along this line. But a sex crime is technically any act that is sexually motivated. Usually the victim is forced, and, ah, the sex criminal plays upon the element of surprise, in fact, he really enjoys it. If a girl receives a mysterious phone call, and she immediately hangs up the phone, the guy on the other end of the line might even experience a sexual climax, because he's just imagining what she's thinking.

The campus, the campus police offer this list as, ahm, D.*** potential sex offenses: Indecent exposure, assault, window peeking, obscene phone calls, prostitution, and rape. Now, when the campus police submit their annual report to the

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* Rhetorical Question
** Audience-Centered Introduction
*** Documentation

university, they include this list along with, ahm, statistics in terms of what has gone on during that year. And, for the school years of 1966 and 67, and 1967, 68, they contrasted them; and in 66, 67 they found over 37 exposures, as opposed to 54 last year. Ten assaults, 12 last year. And, just this past fall term there were 13 on campus. And, you can see that we're, we've already reached our quotas for the year. There were 58 window peekings in 66, 67, 73 in 67 and 68. Obscene phone calls numbered 71, and 54 last year. There was no case of a prostitution reported the year before last. But last year there was one case reported. And, one case of rape reported both years. H.****

Now these statistics, taken alone, are really not alarming when you figure in all the people on campus and living around here. But yet with an interview that I had with Detective Larry Lyman, of the MSU police force, he stated, and I quote, "Figures aren't really true". Detective Lyman claimed that for every case that's reported, 25 go unreported. Now when this theory is applied to what I've just stated, the figures do become alarming. D.***

Beaumont Tower, last year, spring term, a guy ran around nude, 7 a.m., every morning, exposing himself to women. One girl reported the case. When he was N.***** H.****

**** Humor (audience laughter)
*** Documentation
***** Narrative

apprehended, he admitted to doing this for two weeks in a row.

Last year, Shaw Road, a guy was picking up girl hitchhikers, and he would drive them from Harrison to Headamore. And, in between times, he would expose himself and masturbate while the girl was in the car. One girl reported the incident and they apprehended the man. He kept a diary. He said he had done this 33 times. N.*****

Last Tuesday I received an interesting phone call, and I immediately called the police. And, when I had done so, I learned that another girl in my dorm had also received a phone call. So I started doing some checking, and I learned that 23 calls had been placed in the dorm, at least 23. And when I got to the police station, in my interview, I mentioned this to Detective Lyman. He seemed very surprised. He said only two girls had reported the calls. N.***** D.***

Why don't students report sex offenses? Well, maybe it's because girls are embarrassed, or too shy, or just plain ashamed. And it's really silly, because anybody can become a victim. And not only that, but you can help police to stop future victims. R.Q.*

Sex offenders develop patterns. A guy may call a girl every Monday, Wednesday, and Friday at 9:00, or expose

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***** Narrative
*** Documentation
* Rhetorical Question

himself at the I.M. [Intramural Building] on Tuesday and Thursday at 7 in the evening. H.****

And, if you report your crime, something that's happened to you, you may be the missing link that's needed to apprehend this man. Not only that, but it is important that people do, and, tell the police because these people need to be apprehended. The state police, ah, sex expert, or sex man as they call them, say that sex crimes are progressive, which means that the guy making obscene phone calls now is a potential rapist. D.***

Sex crimes are increasing right here on campus. And, if we are conscientious enough to do something about it--to report things that we know about, conscientious enough to encourage others to report them, we can make Michigan State a better place to live. N.S.C.*****

This speaker takes a tough-minded approach toward the subject, therefore, it is classified as a tough-minded topic.

**** Humor (audience laughter)
*** Documentation
****** Non-Summary Conclusion (An indirect appeal)

A Speech Given by an Introvert

MIDDLE EAST STALEMATE

Again the Middle East is in turmoil. And again it appears like there's a possibility of general war breaking out there. This turmoil is a result of the terroristic attitude on the part of the Arabs and of the counter attack on the part of the Israelis to substantiate this, ah, turmoil that exists there, quote from U. S. News and World Report, January 13, 1969. "Behind the present Mid-Eastern tension once again at the point of explosion are the commandoes and the Israeli's stepped-up retaliation". N.A.C.I.* D.**

Now, these raids take the form on the part of the Arabs of destruct, of bombing of Jerusalem market places, and of hijacking, Arab, oh, excuse me, Israeli airliners; and in retaliation the Israelis have done such things as bombed the Beireut airport in Lebanon where they destroyed 13 airplanes. And, furthermore, they have attacked commandoes.

Now the big question is again whether these terrorist activities will lead to an outbreak of general war in the Middle East. I maintain that they will not. And, I base this supposition on three different arguments. The first of these is that the Arabs themselves do not want war. C.***

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* Non-Audience-Centered Introduction
** Documentation
*** Cuing

Again from U. S. News and World Report, January 13, 1969. D.**
"The Arab states are still too weak to renew a wide open shooting match with Israel".

Now granted that this situation is only temporary. The Arab states are receiving aid from Soviet Russia and that they are growing stronger. However, U. S. News and D.**
World Report contends that the aid, from, that is, Israel is receiving is a sort of counter-balance. A balance of power exists because of the Russian aid to the Arabs and the United States' aid to the Israelis. Therefore, a balance of power exists in the Middle East at the present time and will continue to exist there. This, ah, leads to the fact, and if the balance of power exists, then neither side will initiate an attack. Therefore, again, the Arabs do not want war.

The Israelis, themselves, what about them? They initiated the 1967 war. Perhaps they will again initiate a war in 1969. However, the situation that exists there precludes the possibility of the Israelis, ah, starting another general war.

The reason is that in 1967 the Israelis saw that they had to seize the initiative to seize the offensive in order to wage an effective war. The Israelis now feel secure. They are not threatened by Arab armies. They have sufficient force to withstand an Arab force and, too, thus will not

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** Documentation

start another general war. This, according to U. S. News and World Report, January 10, 1969, "Israel is stronger than ever and feels no need to launch a resumptive attack as in 1967". And, to, ah, establish the overall view that the Israelis have, a quote by Abba S. Eban, Israeli's, Israel's foreign minister". I do not think the sequence of Arab violence and Israel's response, however drastic, necessarily means general war. Nations do not get drawn into war. They make general war only by cold decision. In May, 1967, President Nassar decided to have a war. I don't think he has made that decision again yet". D.**

Therefore, again, neither the Arabs nor Israelis want war. And, as a further buffer to the prevention of general war, is the fact that neither of the two great world powers want a general war in the Middle East. Russia and the United States are going to prevent that war if they possibly can. To substantiate this I quote from President Johnson in his state of the union address last night: "America fully sponsors a quest for peace in the Middle East". D.**

This, as I see it, there is no possi, there is no great probability of a general war in the Middle East breaking out as a result of the terrorist activities there. This is because the Arab states are not in position to wage war at the present time. Israel feels secure, and

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** Documentation

so will not initiate an attack, and the United States and Russia both will attempt to prevent an outbreak of general war there. Thereby precluding the outbreak of a general war in the Middle East. S.C.****

This speaker takes a tender-minded approach to this subject, therefore, it was classified as a tender-minded topic.

**** Summary Conclusion

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