PROGRAM OVERVIEW

About the Training Program

One of the greatest barriers to effective communication is the assumption that message sent = message received. Too often, we presume that the words and ideas we choose for communicating a message hold the same meaning to others as they do to us. In addition, we are often unaware of how our nonverbal communication influences our message. As a result, we are often confused by the reactions we receive from our communication efforts.

This program is designed to help participants understand the impact of their own communications and learn new skills and concepts aimed at improving the match between message sender and message receiver.

Training Objectives

Participants will have the following opportunities:

• To explore the impact of nonverbal elements of communication;
• To learn and apply four steps in preparing and sending effective messages;
• To practice the elements of effective communication; and
• To apply new skills to real-life situations.

Designed by Frances T. Young and Charles A. Haughton.
# PROGRAM OUTLINE

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I. Opening Activities

A. Overview (Presentation)

1. Introduce yourself.

2. Explain that effective communication is important in the workplace because success is often determined by how well people get their messages across to others. Add that to communicate effectively, we need to be aware of what we say and how we say it. Both are key elements in ensuring that the receiver hears the message the sender wants to deliver.

3. Tell participants that they will have the opportunity today to learn about the elements of communication while they simultaneously observe those elements in you, in themselves, and in one another. State that communication is a fundamental skill that people use every day of their lives and, therefore, one of the most important to improve.

B. Strengths and Needs (Response Cards; Materials: Index Cards)

1. State that to better understand their needs, you are going to ask participants to think about when they communicate effectively and where they need improvement.

2. Distribute a 3" x 5" index card to each participant.

3. Ask the participants to write “Strength” at the top of one side of the card and “Improvement” at the top of the other side.

4. Ask each person to think of one communication strength they have and one improvement in communication they want to achieve, note them on the appropriate card side, and pass the cards forward.

5. While participants complete the next exercise, review the information on the cards. Be prepared to address these issues when you discuss the agenda later.

C. Aspects of Communication (Icebreaker)

1. Tell participants that you will be looking at their responses to the previous activity while they get to know one another better.

2. Ask participants to stand up and mingle, to form pairs, and to take two minutes to introduce themselves and share the strengths and improvement needs they just identified.
3. At the end of two minutes, call time and ask participants to identify a new partner and repeat the exercise.

4. Repeat this exercise until each participant has been with five different partners.

5. Reconvene the entire group and ask participants to reflect back on their first impressions of the five people they just met. Solicit responses to the question, “What communication behaviors did others display that formed positive first impressions?”

6. Capture the responses on newsprint.

7. Explain that all of our communications can be looked at as having two aspects (verbal and nonverbal) and that these aspects combined equal the total message. Add that nonverbal communication includes two types: facial-postural and vocal. Write the following on a flip chart:

- Verbal: word choice or content of speech
- Nonverbal
  — facial-postural: eye contact, facial expressions, posture, gestures and body movements, proximity
  — vocal: nonverbal aspects of speech that convey feeling or mood (tone, volume, pitch, voice quality, rate of speaking)

8. Ask participants to reflect on the behaviors they observed in the previous exercise and to give their opinions on the relative impact of verbal and nonverbal aspects of communication. Point out that the verbal aspect is reputed by experts to have the least (7 percent) influence on the message received. The nonverbal aspect has the most influence (93 percent), divided between the facial-postural aspect (55 percent) and the vocal aspect (38 percent).

9. Review the day’s agenda. Compare the agenda with the improvement needs you collected from the cards and comment on how the day’s agenda will meet these needs.

### II. Principles of Nonverbal Communication

#### A. Sayings on Nonverbal Communication (Subgroup Discussion)

1. State that because nonverbal communication is so important, you will be focusing on that aspect of communication in the next few exercises.

2. Write the following sayings on newsprint:
   - “It’s not what you say but how you say it.”
   - “One cannot NOT communicate.”
“What you are speaks so loudly, I can’t hear what you say.” (Ralph Waldo Emerson)

“Man is a multi-sensorial being; occasionally he verbalizes.” (Ray Birdwhistell)

“Watch out for the man who laughs and his stomach does not move.” (old Cantonese saying)

3. Form trios and ask the members to interpret these sayings. Then reconvene the entire group and ask volunteers to share their ideas.

B. What Our Body Language Says (Observation; Materials: Form A)

1. Suggest that one of the best ways to learn about nonverbal communication is to “see” a conversation between two people. Ask for two volunteers who will agree to have a conversation with each other while the rest of the group observes but does not hear what is being said.

2. Take the volunteers to a corner of the room where they can be seen by all of the other participants, but not easily heard.

3. Instruct the volunteers to engage in a two- to three-minute conversation about a topic that is meaningful to them. The discussion should be about a subject that evokes feelings. Give them a choice of discussing any event, situation, person, place, or thing about which they feel one of the following: sadness, anger, fear, happiness, disgust, surprise, or excitement.

4. Instruct the volunteers to talk in low conversational voices so that they cannot be heard, but not in a whisper. Tell them you will alert them to lower their voices if you can overhear them.

5. Distribute a copy of Form A to the remaining participants. Tell them that they will be observing a conversation, but they will not be able to overhear the content. Instruct them to focus closely on the nonverbal behaviors to determine what the two volunteers feel about the discussion subject. Tell the observers to note specific nonverbal behaviors on Part I of Form A as they see them.

6. At the end of the conversation, ask the observers to complete Part II of Form A.

7. Ask several observers to share what they concluded about the emotional content of the conversation by the nonverbal behavior they observed.

8. Next, ask the two volunteers to reveal what subject they discussed and their feelings about the subject.

9. Divide the participants into trios or quartets.

10. Post the following questions for discussion:
• Who guessed the emotion of the conversation accurately? What nonverbal behaviors did you observe that led to your conclusion?

• Who guessed the emotion of the conversation incorrectly? What nonverbal behaviors did you use as the basis for your guess?

• Overall, on which nonverbal behaviors did you focus most as you observed? What specific behaviors seemed most significant to you?

11. Lead a full-group discussion on the conclusions drawn by the small groups. Bring out the following points:

   The power of eye contact is the greatest means of nonverbal communication, followed by facial expressions. However, the power of these methods is greatest in one-on-one or small-group communication. Eye contact and facial expressions are reliable predictors of emotion. Many basic emotions are universally understood in facial expressions, such as feelings of sadness, anger, fear, happiness, disgust, surprise, and intense interest.

   In observing others from a distance, body movements become more important to us in understanding and interpreting communication. However, posture, gestures, body movements, and proximity can be difficult to interpret reliably, since not all of them are understood universally. Such nonverbal behaviors tend to be culturally determined. The use and meaning of the same gesture or body movement will sometimes differ from culture to culture, leading to misinterpretation.

   C. Using Body Language to Improve Message Effectiveness (Jigsaw; Materials: Forms B, C, D, and E)

   1. Explain to participants that they have just observed different forms of nonverbal communication in action and that the following exercise is designed to help them learn more about these types of nonverbal communication.

   2. Divide participants into four study groups. Explain that to learn about specific types of nonverbal communication, each study group will be assigned one type that they will teach to other participants.

   3. Place in a hat four slips of paper reading “Eye Contact,” “Facial Expressions and Head Movements,” “Gestures and Body Movements,” and “Posture and Proximity.” Ask a representative from each group to select a slip of paper.

   4. Distribute the appropriate form from among Forms B through E to each group member.

   5. Instruct the participants to focus on the following points as they read their handouts:

      • What are the important aspects of this category of nonverbal communication?
• How can this form of nonverbal communication be used to enhance your message?
• How can this nonverbal method undermine or sabotage the delivery of your message?

6. Ask each group to discuss its handout topic to ensure understanding of the major learning points.

7. Form new groups, each of which contains one representative from each of the previous study groups.

8. Ask these new group members to teach one another the important points about their selected categories and how each category can enhance or undermine a person’s efforts to put his or her message across.

9. To ensure a thorough understanding of the topic, ask each group to develop two questions to ask the trainer about the topic of nonverbal communication.

10. Provide responses to the groups’ questions as they are presented.

■ III. The Effective Message

■ A. The Four Steps (Lecturette)

1. State that so far the focus of the session has been on nonverbal communication. Explain that now the participants will take what they have learned about nonverbal communication and consider it in the broader context of delivering effective messages.

2. Write the following items on a flip chart and explain that sending effective messages requires a four-step process:

   • Identifying the message
   • Preparing the message
   • Delivering the message
   • Confirming the message

3. Emphasize that a person who carefully controls his or her communication will choose effective nonverbal communication styles to support and enhance the verbal message. Add that in this way nonverbal communication is not random but planned.
B. Planning Nonverbal Communication (Role Play)

1. Instruct the participants to form pairs, but ask each person to work individually for a few minutes to prepare a two-minute presentation. This presentation should communicate, as convincingly as possible, some action that the presenter has found personally beneficial. Suggestions include the following:

- Buying a particular product
- Traveling to a particular destination
- Reading a particular book or seeing a particular motion picture
- Handling a personal or job-related situation in a particular way
- Practicing something that brings good health, fitness, spirituality, income, and so forth

2. Next, ask each pair to designate a speaker and a listener. The speaker’s job is to communicate the action and its benefits and the listener’s job is to pay special attention to the nonverbal communication of the speaker. After two minutes, the pair members switch roles and repeat the activity.

3. After the pairs have completed the activity, ask them to discuss how the speaker’s nonverbal communication either enhanced or detracted from the message the listener was receiving.

4. Reconvene the full group and process this exercise by asking volunteers to discuss their reactions to the exercise.

5. State that the participants will now look at each element of an effective message separately.

IV. Identifying the Message

A. Keeping the End in Mind (Lecturette)

1. Discuss the importance of being clear about the desired result of sending a message. Explain that people may experience difficulty in communicating because their message creates undesired or unanticipated results. Add that oftentimes people focus on the message, but fail to determine the desired impact of the message on the receiver. Explain that there are three basic questions that should be considered.

2. Write “What do you want them to know?” on a sheet of newsprint.

3. Explain that it is important to consider what specific knowledge, concepts, or information you want to relay.
4. Then add “How do you want them to feel?” to the newsprint.

5. State that the message should be designed to stimulate the desired emotional response. Consider whether you want the receiver to be happy, sad, concerned, curious, serious, confident, and so forth.

6. Finally, add “What do you want them to do?” to the newsprint.

7. Explain that the sender should also consider what action he or she would like the receiver to take on receiving the message. Consider the following: Do you want them to agree with you? Do you want people to become involved in your cause? Do you want them to change their behavior?

■ **B. What Are You Trying to Say? (Dyadic Discussion)**

1. Re-form the pairs from the previous activity.

2. Ask each person to take a few minutes to think about the presentation made to his or her partner (in the “Planning Nonverbal Communication” exercise) and to reflect on the following three questions:

   • What did you want your partner to know?
   • How did you want your partner to feel?
   • What did you want your partner to do?

3. After the few minutes of reflection, instruct the partners to share their intentions with each other.

4. Reconvene the entire group and obtain feedback from the participants about the value of “keeping the end in mind” before one communicates something important. Ask participants, if there is time, to give examples of recent situations in their own lives in which this advice would have been helpful.

■ **V. Preparing the Message**

■ **A. Targeting the Message (Brainstorming)**

1. Divide the participants into subgroups of four to five members each.

2. Tell them to imagine that they are planning to present a message to a group of people, not just a single individual.

3. Write the following statement on newsprint: “Things you should know about your audience.”
4. Give each subgroup ten minutes to brainstorm responses to this statement and to list them on newsprint.

5. Ask each subgroup to post its list.

6. Explain that there are three basic categories of information to explore about an audience. Write “Demographic Information” at the top of a sheet of newsprint. Explain that demographic information pertains to the categories that people are typically grouped in based on some broad similarities such as age, race, marital status, gender, and education level. Add that it also includes other descriptive areas such as gun owner, registered voter, homeowner, and having three or more children.

7. Add “Psychographic Information” to the sheet of newsprint. Explain that psychographic information relates to the emotional characteristics of the audience and includes things such as political and religious values, expectations, emotional maturity, and pet peeves.

8. Add “Situational Information” to the sheet of newsprint. Explain that situational information relates to the specific communication situation itself. This includes time of day, room setup and temperature, length of communication, and distractions.

9. Using the same subgroups, ask them to review their lists and classify each item on the lists in one of the three categories. Suggest that they simply use “D” for demographic, “P” for psychographic, and “S” for situational information.

10. Ask the subgroups the following questions:
   - In which category did you have the most items?
   - In which category did you have the least items?
   - How might any missing information affect your view of the audience?

B. The Candidate (Subgroup Discussion; Materials: Form F)

1. State that when preparing a message for a group of people, one must take into consideration the differences that exist among diverse people.

2. Divide the participants into trios or quartets.

3. Ask the subgroups to identify at least five demographic groups of which anyone is a member.

4. Instruct the subgroup members to combine two to three of the groups into one combination. For example, a person might be described as Female-African American-Small Business Owner.

5. Ask the subgroups to imagine that each is a candidate for President at a political rally.

6. Distribute a copy of Form F to each subgroup.
7. Instruct the subgroups to record the “group combination” on their sheets.

8. Ask the subgroups to think of both the potential psychographic information as well as any potential situational factors for the chosen audience. Direct subgroup members to record this information on Form F.

**VI. Delivering and Confirming the Message**

**A. What Are Your Sources of Power? (Role Play; Materials: Form G, 5 Candy Bars)**

1. Transition to this topic by explaining that focusing on the demographics and needs of an audience is one way to ensure that a message is understood. Add that another way to send an effective message is for the speaker to focus on locating and using his or her *personal sources of power* in varying situations. Explain that the next exercise will help participants visualize five different sources of power and how each can be used to persuade.

2. Form five subgroups of three members each. (This design calls for one member of each subgroup to function as an observer. If there are more than fifteen participants, more than one observer may be identified. If there are fewer than fifteen participants, create pairs where necessary and eliminate the observer role.) Arrange the subgroups in a circular pattern around the room.

3. Distribute Form G materials in each subgroup: one member receives one of the seller’s role sheets (a different sheet for each of the five subgroups) and a candy bar; another receives a copy of the customer’s role sheet; a third receives five copies of the observer’s task sheet.

4. Provide time for the sellers to think through their roles.

5. Explain that each role play will last three minutes. Tell the subgroups to begin. At the end of three minutes, call time and ask each seller to move clockwise to the next subgroup.

6. Repeat Step 5 four times (until each seller has been to each subgroup).

7. Reconvene the total group and lead a discussion of each role. When each role is considered, ask the seller who played that role to announce the letter and strategy and to read the second paragraph of the role sheet aloud. Discuss the following:

   - What were the seller’s methods in playing out the assigned strategy?
   - How did the customer react to the seller?
   - What did the observer note about the interaction and the strategy’s effectiveness?

8. Record on newsprint key words associated with each power strategy.
9. Ask participants to make some conclusions about the most effective influence strategies. Ask them to speculate on how the effectiveness of the strategies might change based on the situation and people involved.

■ B. Using Questions (Guided Teaching; Materials: Form H)

1. Explain that as you deliver your message, it is important to confirm that your audience has received the message you intended. An effective way to do this is through the use of questions. Ask the group to suggest some questions that would help in confirming a message. Record these on newsprint.

2. Explain that there are four different types of questions and that each type provides a different type of information.

3. Distribute Form H to participants and review each type of question. Ask participants to categorize the questions listed on the newsprint into these types.

4. Using the same pairs from the previous exercise (“Planning Nonverbal Communication”), ask participants to take turns identifying two or three questions that could be used to confirm the messages in their initial presentations.

5. Reconvene the entire group and ask participants for examples of confirming questions.

■ VII. Closing Activities

■ A. Putting It All Together (Skill Practice)

1. State that now participants will have the opportunity to put together many of the things that have been discussed today. Re-form the pairs and ask them to think about the beneficial actions they presented to their partners earlier in the day during the “Planning Nonverbal Communication” activity. Ask them to discuss the following questions:

   • How can I use tone of voice to emphasize key points?

   • What body language (eye contact, facial expressions, gestures, posture, and so on) will best support the message content?

   • What cues might signal a negative reaction to the message (inattention, disbelief, boredom, and so on)? How can I adjust the message on the spot?

2. Ask each pair to form a quartet with another pair.

3. Ask one of the two pairs to take turns redoing each of its presentations. State that each member in turn will be the message sender, then the listener.
4. Instruct the listener to be attentive to the sender, but at least once in the conversation to express a negative reaction, either verbally or nonverbally. Ask the sender to modify the message to account for the negative reaction.

5. Ask the other pair members to be observers and to note the following:
   
   - **Content**—How clear was the intent? How did the sender use audience knowledge and personal influence?
   
   - **Tone**—How did vocal emphasis enhance the message?
   
   - **Nonverbals**—How did nonverbals enhance the message?
   
   - **Adjusting on the Spot**—How did the sender change the message after a negative reaction?
   
   - **Message Stealers**—Did anything undermine the message?

6. At the end of each role play, ask the sender and then the listener to reflect on what went well and what could be improved in the communication.

7. Ask the observers to offer feedback on their observations.

### B. How Good Am I at Sending a Message? (Writing Task; Materials: Form I)

1. Distribute Form I to participants and explain the value of self-assessment in identifying areas for further development. Ask the participants to take ten minutes to complete the form.

2. Once everyone has completed the form, instruct the participants to form trios and discuss the results. Ask each person to take a turn discussing which communications areas he or she feels comfortable with and which areas he or she wants to improve.

### C. Participant Recap (Subgroup Discussion)

1. Divide the participants into trios or quartets.

2. Ask each subgroup to create a summary of the training session using an outline, mind map, or any other device that will help it communicate best to other members of the group.

3. Ask, “What have been some of the key points raised today?”

4. Reconvene the entire group, invite the subgroups to share their summaries, and applaud their efforts.
EFFECTIVE COMMUNICATION
FORM A

Nonverbal Behaviors Observation Form

Part I

Eye Contact

Facial Expressions and Head Movements

Gestures and Body Movements

Posture and Proximity

Part II

What emotions did you see expressed nonverbally?
EFFECTIVE COMMUNICATION

FORM B

Eye Contact

The eyes are the most powerful means of communication we possess. The power of the eyes is at its greatest, of course, when two people are looking directly at each other. This is usually called mutual gaze, or eye contact. Eye contact can be long-lasting or short in duration, direct or indirect, intermittent or continuous.

Rules of Eye Contact

- Too much eye contact is unsettling for most people. It is generally regarded as communicating superiority, lack of respect, a threat or a threatening attitude, or a wish to insult.
- Too little eye contact is interpreted as a communicator’s not paying attention, being impolite, being insincere, showing dishonesty, or being shy. Withdrawing eye contact by lowering the eyes is usually taken as a signal of submission.
- A person will look at another person a lot when they are placed far apart; when they are discussing impersonal or easy topics; when one person is interested in the other and the other’s reactions; when one person likes or loves the other; when one person is trying to dominate or influence the other; when one person is an extrovert; when one person is dependent on the other and the other has been unresponsive.
- A person will look at another person very little when they are placed close together; when they are discussing intimate or difficult topics; when one person is not interested in the other’s reactions; when one does not like the other person; when one person is of higher status than the other; when one person is an introvert.
- People will communicate with each other most effectively if their interaction contains the amount of eye contact that they both find appropriate to the situation.

Uses of Eye Contact

Most uses of eye contact can be grouped into six categories. We establish eye contact to do the following:

1. **Seek information.** We seek clues about whether someone is telling us the truth; whether someone likes us; whether the other person is paying attention to or understanding what we say; what a person’s state of mind is.
2. **Show attention and interest.** Our looking at another for longer than a few seconds shows our interest in them.
3. **Invite and control interaction.** Eye contact is used in synchronizing conversation. Looking at another occurs more in listening than speaking. Eye contact signals the end of an utterance.

4. **Dominate, threaten, and influence others.** Long, unflickering looks usually adversely affect communication.

5. **Provide feedback during speech.** Both speaker and listener use eye contact to feedback mutual attention.

6. **Reveal attitudes.** Aggression, shame, sorrow, excitement, anger, and other emotions exhibit individual patterns of eye contact.

**Steps to Improve Eye Contact**

- Become more observant. Pay more attention to where others are looking and for how long. Pay attention to pupil dilation. Dilated pupils equate to greater interest and attraction.

- Engage in more eye contact to promote greater liking and positive responses.

- On most occasions, a direct, open gaze is preferable to any hint of avoidance of eye contact or tendency to look quickly from one thing to another.

- Increase your sensitivity to the kinds and amounts of eye contact appropriate in different contexts.
Facial Expressions and Head Movements

Facial Expressions

The expressiveness of the face is second only to that of the eyes; therefore, people’s emotional states and attitudes toward others can be clearly seen in their expressions. Often the face is the first part of a person we look at, and thus expressions are frequently used in greetings. Both facial expressions and head movements are powerful in controlling the type and amount of communication that takes place.

Given the number of muscles in the face, the range of facial expressions is very wide. Many subtleties in changes of expression exist, but research has shown that there are six principal facial expressions that people interpret consistently. These are happiness, sadness, disgust, anger, fear, and interest.

_Smiles_—These are wide-ranging, but can be categorized as slight smiles, normal smiles, and broad smiles (including grins). Normally used as a greeting gesture and to indicate varying degrees of pleasure, amusement, and happiness, smiles can also show aggression, sarcasm, and other negative feelings.

_Sadness_—No single expression typifies sadness, but usual indicators are lack of expression, downward turn of the corners of the mouth, a downward look, and sagging of the features.

_Disgust_—Disgust is shown by narrowing of the eyes and a grimacing mouth. The nose will also be wrinkled up and the head turned aside.

_Anger_—Anger is characterized by a steady gaze, frowning or scowling, and gritting of the teeth. Some people go pale when angry; others go red. The whole body posture is tense.

_Fear_—No single expression typifies this emotion, but fear may be shown in wide open eyes, an open mouth, or a general trembling affecting the face and the body. There may be paleness and perspiration.

_Interest_—Interest is indicated by the “head cock” (head held at an angle), wider open eyes than normal, and a slightly open mouth. When a person is seated, his or her chin may be propped up by the fingers if listening attentively.
Head Movements

Appropriate head movements complement facial expressions and eye contact and can reinforce a message.

Head Nod—A nod is the most obvious and frequently used head movement. Large nods (strong up and down movement) usually signify agreement, while slight nods typically indicate understanding or attentiveness. Studies have shown that head nods by a listener generate up to three or four times more speech from the speaker than normal. Nodding is also important to add emphasis to key phrases when speaking. Along with nods, sweeps to one side and chin thrusts are used as stressors when speaking. A directional nod can be used to point in situations where finger pointing would be rude.

Head Position—The position of one’s head can be interpreted to express an attitude. Holding the head high with a slight backward tilt is often interpreted as indicating a haughty or aggressive attitude. A lowered head usually signifies submissiveness, humility, or depression. A head tilt or head cock is used when listening to show interest or to gain attention.

Studies have shown some gender differences in the use of head movements. The tilted head in greeting and a lowered head are used more often by women than men. Men use the greeting nod more than women. Men also more commonly use the head swivel, whereby the head turns to look at something newly observed.

Head movements can express attitudes and it may therefore be better, unless one wants to appear humble, to hold the head erect. This also encourages good posture, which itself conveys confidence and a positive attitude.
Gestures and Body Movements

It is the use of gestures to convey meaning that most people think of when they talk about “body language,” and this category of body language permits the widest degree of expressiveness. On the other hand, many movements in this category are open to differing interpretation, based largely on one’s cultural background and learning. There are a number of conventional gestures with almost universal meaning. Examples are shaking the fist in anger, clapping to signify approval, raising a hand to gain attention, and patting someone on the back in encouragement. Following are some general principles regarding gestures:

• Gestures become more deliberate and exaggerated with increasing distance. Indoor gestures are more controlled and subtle than those used outdoors.

• Gestures often differ greatly depending on the user’s gender, age (adult vs. child), and social class.

• Work settings produce different gestures than leisure contexts.

Gestures that Influence Communication

Steepling—In this gesture, fingertips are placed together in a prayer-like position, but with palms apart. This gesture signifies a feeling of confidence.

Gestural Echo—In a conversational group, when one person uses a gesture, others will “echo” that gesture by using it later. This can indicate a feeling of identity with the speaker.

Gestural Synchrony—When someone speaks, his or her bodily movements keep pace in a kind of dance with the rhythms of speech. Listeners’ movements also dance to the same “tune” as the speaker’s.

Amount of Movement—Perceptions of drive and enthusiasm are related to amount of body movement. Research shows that active people with many nonverbal movements are described as warm, more casual, agreeable, and energetic. People using few movements are described as more logical, cold, and analytical.

Gestural Leakage—People trying to conceal some attitude or information may “leak” their discomfort. An inexpressive face may be given away by a foot twitch or tap, which belies the feelings the speaker is trying to conceal. Leakage usually occurs in the lower half of the body, probably because people take more trouble to control facial expressions.
Leave-Taking Rituals—Studies show that in the last minutes of an encounter, whoever seeks to end it will break eye contact, lean forward, and nod frequently. The peak of this activity occurs in the last fifteen seconds before the end of the conversation. Frustration will be experienced by that person if he or she is not released from the discussion, since the whole sequence must be repeated when again seeking to end the conversation.

Persuasive Gestures—Open and positive gestures and body movements are more influential when seeking to persuade someone to your point of view. Experiments show that openness and confidence, as exemplified by uncrossed legs, unfolded and open arms, palms-outward gestures, and the like, are more potent than folded arms and tightly crossed legs.

Gesture Similarity—When two people in conversation use the same kind of gestures and movements, they will perceive themselves as being similar and will like each other better. Similarities in styles may provide a background of rapport that will facilitate better communications.

Overall, when using gestures, you should consider the context carefully to be sure the gesture is appropriate. Bear in mind that people from different parts of the world may understand a gesture to mean something very different from what you intend.
EFFECTIVE COMMUNICATION
FORM E

Posture and Proximity

Posture and Stance

We each have a repertoire of postures that we characteristically use, though these repertoires are quite limited. It is possible for us to recognize people we know at a distance from the postures they typically use. Posture can be a clue to personality in that a person who typically holds his or her body erect often has a different temperament from one who slouches with rounded shoulders. Some factors to consider about posture follow:

- Walking with an erect posture will lead others to interact with you more and to respond with greater warmth and friendliness. Since this posture is commonly used by naturally dominant individuals, you may find your point of view accepted more readily.

- Posture observation is useful, particularly before an encounter begins, as it can guide you in determining what might be a productive approach toward another person. Postures have the advantage that they can be accurately observed at some distance (unlike facial expressions, for example). Assessing one’s state of mind as hopeful or depressed, confident or shy can be a real asset.

- A relaxed attitude in an encounter is signaled by asymmetrical arm and leg positions, a sideways lean, loosely held hands, and a backward body lean. This posture is most frequently used when someone regards others present as equal or lower in status. Less relaxed postures are used when the others present are disliked. When people like each other, they tend to lean toward each other.

- Equality of status is often indicated by matching postures; that is, participants in an encounter show remarkable similarity in the postures they adopt. Conversely, there can be postural conflict, in which people deliberately adopt postures different from those assumed by others. This is usually done to emphasize differences and to place “distance” between one person and another.

Proximity and Orientation

How we use space when communicating has a direct impact on our interactions. How close we are to people and whether we are facing toward them or away can affect the way our message is perceived.
Four comfort zones have been identified:

<table>
<thead>
<tr>
<th>0 - 1½ feet</th>
<th>Intimate Zone—people are touching or easily able to touch</th>
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<tbody>
<tr>
<td>1½ - 4 feet</td>
<td>Personal Zone—people are able to shake hands or are at most arms’ length away</td>
</tr>
<tr>
<td>4 - 10 feet</td>
<td>Social-Consultative Zone—used in everyday encounters of a social or business nature</td>
</tr>
<tr>
<td>10 feet and farther</td>
<td>Public Zone—where interaction may or may not occur</td>
</tr>
</tbody>
</table>

- Sometimes personal space is deliberately invaded by others. Such unwanted closeness is almost always perceived as threatening. When women are talking to one another, they will tend to stand closer and use a more direct orientation than will men who are talking together.

- The more direct the degree of orientation, the more attention is normally being paid. If an indirect orientation is used, this will usually mean less involvement in the conversation.

- People behave differently when standing rather than sitting. When standing, thought tends to result more readily in action, but is less responsive to new suggestions and a close examination of a topic. Decisions are made faster and with more vehemence when standing.

- Sitting side-by-side will foster a collaborative relationship. More competition between people will be encouraged by seating them facing each other. Seating at a right angle is encouraged in more formal, “cooperative” settings where the purpose is to obtain or give information and opinions, such as an interview.
The Candidate

You are a candidate for President of the United States of America. During the next few days you will be addressing the group listed below. You are clear that the message you want to send is that people should vote for you. Your work is to identify the key characteristics and needs of the group you will be addressing so that you can target your message appropriately.

Group Combination ____________________________________________

<table>
<thead>
<tr>
<th>Psychographic Information</th>
<th>Situational Information</th>
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EFFECTIVE COMMUNICATION
FORM G

The Candy Bar Customer’s Role Sheet

You are to participate in five different role plays in which you play the customer and another participant plays the seller. Both of you are employees of the same company. The seller is selling candy bars at work on behalf of his or her daughter, who, in turn, is selling them to make many for her school band.

It is entirely up to you whether you decide to “buy” any candy bars. Respond as you normally would to the different approaches used by the sellers and assume that whatever situation each seller creates is true.

The Candy Bar Seller’s Role Sheet A

Strategy: Coercive Power

You are selling candy bars on behalf of your daughter who, in turn, is selling them to make money for her school band. You have decided that taking these candy bars to work with you would be a good idea. During the course of this activity, you will be attempting to sell one or more bars to each of five fellow employees.

Your strategy is to coerce each prospective customer into buying. Your basic attitude is “If you don’t buy candy bars from me, I won’t cooperate with you the next time you need something from me at work.”

Although you should not share the details of your role with anyone before or during the role plays, you should identify the letter of your role sheet (A) for the observer(s) in each subgroup.

The Candy Bar Seller’s Role Sheet B

Strategy: Reward Power

You are selling candy bars on behalf of your daughter who, in turn, is selling them to make money for her school band. You have decided that taking these candy bars to work with you would be a good idea. During the course of this activity, you will be attempting to sell one or more bars to each of five fellow employees.

Your strategy is to convince prospective customers to buy candy bars from you by promising them rewards. An example of this approach might be “If you agree to buy these candy bars from me, I’ll handle some of your work for you next week.”

Although you should not share the details of your role with anyone before or during the role plays, you should identify the letter of your role sheet (B) for the observer(s) in each subgroup.
The Candy Bar Seller’s Role Sheet C

**Strategy: Legitimate Power**

You are selling candy bars on behalf of your daughter who, in turn, is selling them to make money for her school band. You have decided that taking these candy bars to work with you would be a good idea. During the course of this activity, you will be attempting to sell one or more bars to each of five fellow employees.

Your approach is based on the fact that you are higher in the organizational hierarchy than each of your prospective customers. Your general attitude is “You should buy these candy bars from me because I have power in this company and I have a right to expect you to do what I want.”

Although you should not share the details of your role with anyone before or during the role plays, you should identify the letter of your role sheet (C) for the observer(s) in each subgroup.

The Candy Bar Seller’s Role Sheet D

**Strategy: Expert Power**

You are selling candy bars on behalf of your daughter who, in turn, is selling them to make money for her school band. You have decided that taking these candy bars to work with you would be a good idea. During the course of this activity, you will be attempting to sell one or more bars to each of five fellow employees.

Your strategy is to convince each prospective customer that you are an expert when it comes to candy bars and, therefore, that the customer should have faith in your judgment. Your basic attitude is “I know all about candy bars, and this is the best one you can buy.”

Although you should not share the details of your role with anyone before or during the role plays, you should identify the letter of your role sheet (D) for the observer(s) in each subgroup.
The Candy Bar Seller’s Role Sheet E

Strategy: Referent Power

You are selling candy bars on behalf of your daughter who, in turn, is selling them to make money for her school band. You have decided that taking these candy bars to work with you would be a good idea. During the course of this activity, you will be attempting to sell one or more bars to each of five fellow employees.

Your strategy is to convince each prospective customer to buy candy bars from you because of the positive personal qualities that you have and that the customer, by association, would like to be seen as having. An example of your approach is “If you buy these candy bars from me, you will be seen as a person with gourmet taste because that’s how I’m seen.”

Although you should not share the details of your role with anyone before or during the role plays, you should identify the letter of your role sheet (E) for the observer(s) in each subgroup.
The Candy Bar Observer’s Task Sheet

In the upcoming activity you are to observe five different role plays. Each role play consists of a conversation between a seller and a customer who are employees of the same company. The seller will attempt to convince the customer to buy candy bars on behalf of the seller’s daughter, who, in turn, is selling them to make money for her school band. The five sellers will use five different approaches in their attempts to sell the candy bars.

You are to fill out a separate copy of this sheet during each role play. Before the role play begins, ask the seller which role sheet (A, B, C, D, or E) he or she has. Record this letter in the blank provided below:

Seller’s Role Sheet: ________________

Make sure you are seated so that you are slightly separated from the customer and the seller but close enough so that you can see and hear their interchanges. As you watch and listen, jot down answers to the following questions:

1. What kinds of key terms did the seller use? What behaviors accompanied the verbal strategy? How would you describe the strategy?

2. What kinds of responses did the seller elicit from the customer? What is your opinion about how the customer was feeling? On what behaviors did you base that opinion?

3. How would you describe the relationship between the seller and the customer?

4. Did the seller make the sale? How do you account for or explain that result?

5. Would you buy candy bars from this seller? Explain.

EFFECTIVE COMMUNICATION
FORM H

Using Questions

Yes or No

The is the simplest type of question because it has only two possible responses. These questions are often used incorrectly because more information than yes or no is actually expected. Most people overlook this and provide the information they believe is being requested. For example, someone might ask you “Do you know what time it is?” You would most likely answer by providing the current time rather than the true answer to the question, which is either yes or no. Excessive use of this type of question can seem abrupt and cut off dialogue. It should be used sparingly.

Closed Information

This type of question is used when only precise information is wanted. These questions usually begin with words like “when,” “where,” “who,” or “what time.” They are very targeted and do not encourage discussion or elaboration. Some examples follow:

- Where are my shoes?
- When will the package arrive?
- Who is responsible for the project?

Open Information

Open-information questions can be used to receive additional information or detail. These questions are useful for starting conversations because they may require several words in response. These questions often begin with “how,” “why,” or “what.” Some examples follow:

- Why did you come to this seminar?
- How do these skills apply to your job?
- What are your goals?

Open Ended

These questions are used when specific information is not required and when you want to encourage people to think, express opinions, and share ideas. This type of question will often be framed as a statement. Examples follow:

- Tell me about your childhood.
- Give me your thoughts on the project.

In the form of a question, examples include the following:

- What do you think about the new policy?
- How would you feel about changing jobs?
EFFECTIVE COMMUNICATION

FORM I

How Good Am I at Sending a Message?

The following behaviors are important to becoming an effective message sender. These dimensions will provide a gauge with which to measure yourself for further growth in communication skills. Based on today’s program and self-knowledge, circle the number that best reflects where you fall on the scale. This assessment is for you alone; be honest with yourself.

Directions: For each statement, circle one number from 1 to 5. A rating of 5 represents behavior you use regularly. A rating of 1 represents behavior used seldom if ever. When you have finished, total the numbers circled and write that sum in the space provided.

1. I think through my message objective and develop my thoughts before speaking. 5 4 3 2 1
2. I consider the demographic characteristics of the listener when framing a message. 5 4 3 2 1
3. I evaluate factors that will make my communication believable to my audience. 5 4 3 2 1
4. I think about any personal motivations of the listener to which I can appeal. 5 4 3 2 1
5. I choose a time, place, and setup in which to communicate in order to carefully minimize distractions. 5 4 3 2 1
6. I think about my body language to make sure it supports the message content. 5 4 3 2 1
7. I observe the listener carefully for signs of inattention and negative reactions and adjust my message accordingly. 5 4 3 2 1
8. I ask open-information and open-ended questions to ensure that the listener heard the message in the way it was intended. 5 4 3 2 1
9. I think about my areas of greatest personal power and influence with the listener and utilize those in conveying the message. 5 4 3 2 1
10. I mentally note the major points I need to make and develop them in logical sequence for presentation. 5 4 3 2 1
11. I consider the listener’s level of subject knowledge and plan the message in line with that knowledge level. 5 4 3 2 1
12. I develop appropriate analogies and examples to clarify the message. 5 4 3 2 1
13. I present one thought or idea completely before beginning another.  

14. I seek periodic feedback from the receiver to ensure that the message is being heard and understood.  

15. I consider my tone of voice and use volume and tone to emphasize key points of the message.  

**TOTAL SCORE**  

A score between 60 and 75 suggests that you approach communication situations well prepared to ensure that your message is heard. Scores between 46 and 59 are good, but you may want to examine specific areas where improvement could enhance your effectiveness. A score of 45 or below reflects some need to evaluate how you send messages and to identify specific skills needing improvement.