Business and Professional Communication KEYS for Workplace Excellence 3rd edition Quintanilla Solutions Manual

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Chapter 2: Verbal and Nonverbal Communication
Chapter Activities

Activities to Illustrate Key Concepts

Activity 1: Nonverbal Role-play/Drama

Description: *This is a simulation role-play/drama activity to provide an opportunity to visualize and understand how individuals can interpret communication by watching nonverbal messages. It is designed as a discussion learning opportunity.*

Directions:

1. Explain to the class that you are doing an activity to test their ability to share and interpret correctly nonverbal messages.
2. Ask for two groups of 3 to 4 individuals to develop a 3 to 5 minute role-play drama that would only involve nonverbal communication, with absolutely no verbal communication.
3. Allow the two groups a few minutes to prepare, in a separate room if possible.
4. While the two groups are preparing, the teacher can lead a discussion about nonverbal messages and ways that students think they can interpret the messages correctly.
5. When the first group is ready to present, have the group share their role-play/drama.
6. After the presentation is complete, the students should discuss their interpretation with the person sitting next to them. Then have a variety of students share their conclusions.
7. Repeat this with the second group of role-play/drama presenters.
8. The class can then come back together to debrief and share important observations discovered about interpreting nonverbal communication.

Activity 2: Verbal Communication and the Power of Words

Description: *This is a small-group discussion activity to stimulate students to think about the ethics of lying in professional and business communication.*

Directions:

1. Have the class watch the following video: Michael Scott Sensitivity Training//The Office
2. Give students 5 minutes to individually write out an example that has happened to them or someone they know of where verbal messages were shared inappropriately in a workplace. Have the students use fake names to *"protect the guilty!"*
3. Divide the class up into small groups of 3 to 5 people.
4. Each group should share the stories and select one example to share with the class.
5. Gather the students back together as a class and have the chosen examples shared with the class.
6. The teacher should lead a discussion on the power of verbal messages and how to share the messages appropriately in a business environment:

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a. Should we just chalk it up to "some people will just be jerks" and go on about our business?
b. If you are on the receiving end of a negative verbal communication, how should you handle it in the workplace?
c. If someone points out to you that you have used inappropriate verbal messages in the workplace, how should you handle it?

Activity 3: Debate on Texting versus Face-to-Face Interaction

Description: *This is a class debate activity to explore whether there is something lost when individuals text versus when having conversations where verbal and nonverbal messages can be shared and simultaneously interpreted. The debate activity is designed to be thought provoking and provide a stimulating debriefing learning opportunity.*

Directions:

1. Divide the class into two groups, placing student chairs on opposing sides of the room facing one another.
2. Provide the description of the activity to the students and assign a side of the issue for each group.
3. Tell the students that each group has 5 minutes to prepare for the debate.
4. Each group will have 3 minutes to present their case and the opposing group will have 3 minutes to present their case. The first group will then have 3 minutes to rebut followed by 3 minutes for the opposing side to rebut. You can repeat the round for a second time if desired.
5. The class can then come back together to discuss which side may have made the best arguments and which side the class thinks won the debate and why.

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Chapter 2: Verbal and Nonverbal Communication
Lecture Notes

Learning Objectives:

2-1 Define verbal communication
2-2 Define nonverbal communication
2-3 Appraise your verbal and nonverbal communication skills
2-4 Discuss examples of how verbal and nonverbal communication are related

Outline:

I. Introduction
- **A.** In the last 10 years, verbal and nonverbal communication increasingly takes place in a digital environment.
  - **i.** Traditional media sources have struggled.
  - **ii.** The Internet has caused a shift from physical to digital media.
- **B.** The digital environment gives publishers access to rich, standardized features.
  - **i.** The challenge is to reflect on how the Internet and social media have altered the way communication takes place verbally and nonverbally.

II. Verbal communication is created through language, encompassing both our words and verbal fillers.
- **A.** Verbal Communication uses **communication rules** or the shared understanding of what communication means and what constitutes communication in given contexts.
  - **i.** **Regulative rules** describe when, where, and with whom to discuss certain things.
  - **ii.** **Constitutive rules** define what certain kinds of communication mean, such as eye contact, showing affection, and signaling inappropriateness.
- **B.** Building relationships in the workplace involves accurate interpretations of both verbal and nonverbal messages.

III. Nonverbal communication includes all those ways we communicate without words.
- **A.** Nonverbal communication is effective as a tool for conveying thoughts, attitudes, perceptions, and meaning.
  - **i.** Human beings are visually dominant.
  - **ii.** Verbal communication is on the tip of the communication iceberg.
- **B.** Nonverbal symbols are everywhere.

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i. They account for 65% to 93% of the total meaning of communication.
ii. Nonverbal behavior precedes verbal behavior in the evolution of communication.

C. Nonverbal communication serves four purposes.
i. It serves the purpose of expressing emotion.
ii. It conveys interpersonal attitudes.
iii. It presents one's personality, such as character, disposition, or temperament.
iv. It accompanies verbal communication.
a. It can repeat what is being said.
b. It can conflict what is being said.
c. It can substitute for what is being said.
d. It can complement what is being said.
e. It can moderate what is being said.
f. It can regulate verbal behaviors by coordinating verbal and nonverbal behavior.

D. There are three dimensions that indicate how we use nonverbal communication to make sense of things in professional and business contexts.
i. The dimension of *immediacy* is the evaluation of things, identifying them as positive or negative, good or evil.
ii. The dimension of *status* is the perception of behaviors that indicate aspects of status.
iii. The dimension of *responsiveness* is the perception of activity, being active or passive.

IV. There are **code**s or categories of nonverbal communication.

A. The code of vocal expression or **vocalics** refers to how people use their voices to communicate and express themselves (sometimes called paralanguage).
i. The voice reveals emotions, thoughts, and types of relationships.
ii. Vocal cues include tone and quality of voice, volume, articulation, pitch, rate of speech, and the use of silence.

B. The code of space, called **proxemics**, refers to how people create and use space and distance, as well as how they behave to protect and defend that space.
i. The *personal zone* of 18 inches to 4 feet is reserved for personal relationships.
ii. The *social zone* of 4 feet to 12 feet is the distance we usually talk to strangers or conduct business.
iii. The *public zone*, which is no more than 12 feet, refers to the distance typical of large, formal, public events.

C. The code of the **environment** refers to the constructed or natural surroundings that influence your communicative decisions, attitudes, and mood.
i. **Perceptions of our environment** and the environments of others is an important factor in how we respond.
a. We perceive environments using *formality* or the understanding people have of how comfortably they can behave.

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b. We perceive environments using *warmth* or whether an environment gives off a certain sense of warmth, comfort, or welcoming.
c. We perceive environments using *privacy* or whether we prefer a crowded or a peaceful and quiet environment.
d. We perceive environments using *familiarity,* meaning that we tend to act cautiously when we meet new people or when confronted with a new environment.
e. We perceive environments using *constraint,* which focuses on whether we like sharing space with others or we feel constrained around others.
f. We perceive environments using *distance*, which pertains to the physical arrangements of the environment.

D. The code of **physical appearance** describes the way our bodies and overall appearance nonverbally communicates to others and impacts our view of ourselves in everyday life.
   i. The connection between physical appearance and nonverbal communication is important.
      a. How we present ourselves reveals a lot about who we are.
      b. The physical appearance of others influences our perception of others.
   ii. Artifacts, such as jewelry, tattoos, piercings, makeup, cologne, and eyeglasses, send nonverbal messages that influence the perceptions others have of us, both good and bad.

E. The code of body movement or **kinesics** refers to the study of human movement, gestures, and posture.
   i. There are five categories of kinesics.
      a. **Emblems** provide a specific and widely understood message that can be substituted for a word or phrase.
      b. **Illustrators** are gestures that complement, enhance, or substitute for the verbal meaning.
      c. **Affect displays** are facial expressions and gestures that display emotion.
      d. **Regulators** are gestures used to control turn-taking in conversations.
      e. **Adapters** are gestures used to release tension.

F. The code of **facial expressions**, including the study of eye behavior, which is called **oculesics**, is the study of how emotional displays are portrayed on the face and through the eyes.
   i. There are four common techniques of facial management techniques.
      a. **Neutralization** is the process of using facial expressions to erase how we really feel.
      b. **Masking** means hiding an expression connected to a felt emotion and replacing it with an expression more appropriate to the situation.
      c. **Intensification** is the use of an expression that exaggerates how we feel about something.
      d. **Deintensification** is the use of facial expressions to portray a reduction of intensity that is connected to a certain emotion.

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G. The code of touch, also called **haptics**, describes the use of touching to communicate nonverbal messages.

i. **Functional or professional** touch takes place within the context of professional relationships and is low in intimacy.

ii. **Social or polite** touch is connected to cultural norms, demonstrated by actions such as hugs or pats on the back.

iii. **Friendship or warmth** touch is used to show platonic affection toward each other.

iv. **Love or intimacy** touch is highly personal and intimate; it communicates strong feelings of affection.

v. **Sexual arousal** touches are extremely intimate.

V. Forming relationships with verbal and nonverbal communication requires differentiation between content and layers of messages.

A. The **content layer** consists of information being explicitly discussed.

i. This layer may include descriptive information.

ii. This layer can exchange content with others to function and retrieve information.

B. The **relational layer** reveals how you feel about the other person.

i. This layer may be communicated by your choice of words.

ii. This layer can also be communicated nonverbally through tone of voice, use of space, and eye contact.

C. To achieve professional excellence, you must think beyond the content layer of your messages and also assess the relational layer.

VI. Verbal and nonverbal communication has a direct impact on professions.

A. They impact customer service and sales.

B. They impact public service.

C. They impact hospitality management.

D. They impact the medical professions.

E. They impact the teaching professions.

F. They impact the legal professions.

G. They impact accounting and finance professions.

H. They impact management, both private and public, professions.

VII. Use the KEYS strategy to achieve excellence in verbal and nonverbal business communication.

A. *Knowing yourself* reminds us to be aware of small, unconscious, nonverbal cues you create.

B. *Evaluating the professional context* requires that you assess what nonverbal signals are considered acceptable in your workplace.

C. *Your communication interaction* occurs, and so you should take an immediate and reflexive inventory of both your nonverbal communication and your partner's.

D. *Step back and reflect* requires you to analyze your communication after the interaction has ended.

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THIRD EDITION

BUSINESS AND PROFESSIONAL COMMUNICATION

KEYS FOR WORKPLACE EXCELLENCE

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CHAPTER 2

Verbal and Nonverbal Communication

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Learning Objectives

- Define verbal communication
- Define nonverbal communication
- Appraise your verbal and nonverbal communication skills
- Discuss examples of how verbal and nonverbal communication are related

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Introduction

- The last 10 years –
  - Verbal and nonverbal communication replaces traditional media with a digital environment
- Digital environments –
- Provide new and rich ways to communicate
- The challenge –
  - Discover how the change has altered verbal and nonverbal communication

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Verbal Communication

- Created through language
- Encompasses words and verbal fillers
- Uses communication rules
  - Shared understanding of what communication means
  - What constitutes appropriate communication given the context

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Verbal Communication

- Communication Rules
  - Regulative Communication Rules
    - Describes when, how, where, and with whom to talk about certain things
  - Constitutive Communication Rules
    - Defines what communication means, such as eye contact, showing affection, and showing appropriateness

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Nonverbal Communication

- Nonverbal – All of the Ways We Communicate Besides Words
  - Effective as a tool to convey thoughts, attitudes, and meaning
    - Humans are visual dominant
    - Verbal communication is the tip of the iceberg
  - Nonverbal symbols are 65% to 93% of communication
  - Precedes verbal communication in evolution

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Nonverbal Communication

- Nonverbal Serves Four Purposes
  - Expresses emotion
  - Conveys interpersonal attitudes
  - Presents one's personality such as character, disposition, or temperament
  - Accompanies verbal communication

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Nonverbal Communication

- The nonverbal might repeat the verbal
- The nonverbal might conflict with the verbal
- The nonverbal might substitute for the verbal
- The nonverbal might complement the verbal
- The nonverbal might moderate the verbal
- The nonverbal might regulate or coordinate with the verbal

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Nonverbal Communication

- Three Dimensions of Nonverbal Communication in Professional and Business Contexts
  - Immediacy – is something positive or negative, good or evil
  - Status – what is our perception of the status
  - Responsiveness – is the activity active or passive

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Nonverbal Communication

- Nonverbal Communication Codes
  - Vocal Expression/Vocalics
  - Space/Proxemics
  - Environment
  - Physical Appearance
  - Kinesics
  - Facial Expression and Eye Behavior
  - Touch/Haptics

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NONVERBAL CODE	CONSIDER THE PROFESSIONAL CONTEXT
Kinesics (body movement, gestures, and posture)	How do you think gestures and body movement impact professional contexts?
Facial/eye behavior	Can you think of some examples of professional face and eye behavior? How can face and eye behavior lead to negative perceptions?
Vocalics (paralanguage)	What vocal qualities do you perceive as professional? Unprofessional?
Space/territory	How can space and territorial violations impact business and professional contexts?
Touch	Can you think of positive ways to use touch in professional contexts? In contrast, can you think of some negative uses of touch?
Environment	What are the qualities of a professional environment?
Physical appearance	In what ways does physical appearance impact business and professional communication?

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Nonverbal Communication

- Vocal Expression (Vocalics)
  - Voice reveals emotions, thought, and types of relationships
  - Vocal cues include tone, quality of voice, volume, articulation, pitch, rate, and use of silence

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Nonverbal Communication

- Proxemics – people create and use space and distance and defend and protect their space
  - *Personal Zone:* 18" to 4' – reserved for personal relationships
  - *Social Zone:* 4' to 12' – reserved for talking with strangers and conducting business
  - *Public Zone:* no more than 12' – reserved for large, formal, or public events

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Nonverbal Communication

- Environments
  - We perceive or understand our environment using:
    - Formality – are people comfortable
    - Warmth – is it welcoming
    - Privacy – do we prefer crowded or quiet
    - Familiarity – like new people or environments or not
    - Constraint – like sharing our space or not
    - Distance – physical arrangement

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Nonverbal Communication

- Physical Appearance
  - Reveals who we are
  - Influences the perception we have of others
- Connection conveyed through the use of artifacts
  - Examples: jewelry, tattoos, piercings, or makeup
  - They influence the perceptions others have of us

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Nonverbal Communication

- Kinesics — study of movement, gestures, and posture
  - Categories of kinesics:
    - Emblems – can substitute for words or phrases
    - Illustrators – complement or enhance words
    - Affect displays – emotional displays of the face
    - Regulators – movements to help turn-taking
    - Adapters – used to release tension

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Nonverbal Communication

- Facial Expression or *Oculesics*
  - Facial behavior is regulated by several techniques:
    - Neutralization – erases how we really feel
    - Masking – hides felt emotions and replaces expression
    - Intensification – exaggerates how we really feel
    - Deintensification – portrays a reduction of intensity

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Nonverbal Communication

- Haptics
  - Several different types of touch:
    - Functional/professional touch
    - Social/polite touch
    - Friendship/warmth touch
    - Love/intimacy touch
    - Sexual arousal

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Forming Relationships With Verbal and Nonverbal Communication

- Requires Differentiation Between Content and Relational Layers of Messages
  - Content layer
    - Information being explicitly discussed
    - ex. time of a meeting, project deadline, etc.

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Forming Relationships With Verbal and Nonverbal Communication

- Requires Differentiation Between Content and Relational Layers of Messages
  - Relational layer
    - How you feel about the other person using words, tone of voice, space, and eye contact
    - ex. calling a subordinate by their first name
  - Professional excellence requires you to think beyond content layer to the relational layer

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Verbal and Nonverbal Communication and Their Impact on Professions

- Verbal and nonverbal communication has direct impact on many professions:
  - Customer service and sales
  - Public service
  - Hospitality management
  - Medical professions

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Verbal and Nonverbal Communication and Their Impact on Professions

- Verbal and nonverbal communication has direct impact on many professions:
  - Teaching professions
  - Legal professions
  - Accounting and finance professions
  - Management, both private and professional

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KEYS to Excellence in Verbal and Nonverbal Communication

- *Knowing yourself* – inventory the types of nonverbal cues you display to others
- *Evaluating the professional context* – assess what nonverbal signals are considered acceptable in your workplace

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KEYS to Excellence in Verbal and Nonverbal Communication

- *Your communication interaction occurs* – take an inventory of both your nonverbal communication and your partner's
- *Step back and reflect* – analyze your communication after the interaction is finished

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