

**International Business Communication**  
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**Lecture - 12**  
**Nonverbal Communication**

International Business Communication, today we are going to discuss something that we think we know everything about it. Something that is, that we been doing since we have born probably even from the time before we have born, and today we will talk about Nonverbal Communication.

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## Revision

- Define verbal communication.
- What are the tools used to communicate verbally?
- In which situations is verbal communication most effective?
- Discuss the limitations of verbal communication.

Let us get into it, some revisions as usual, I would like you to define what verbal communication is, what the tools used to communicate verbally? I would also like you to find out or discuss, in which situations is verbal communication most effective? I would also like you to discuss the limitations of verbal communication. And I think we had talked a little bit about listening and I want you to figure out, what silence is, where verbal communication is useful, where it is not useful, where would you really needs to be silent, where nonverbal communication of course, after we get into this enough to we have discussed, what this is, where nonverbal communication would be more useful, would have a most significant impact than verbal communication and where silence

would be more useful. Silence, there is a whole body of research surrounding silence, but we will not discuss that today, may be a little bit.

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So, after you discussed that then we will go into nonverbal communication, what is nonverbal communication? Nonverbal communication includes all behaviors, attributes or objects, except words that communicate messages that have social meaning. One of the definitions, I am sure there are many out there, many definitions that talk about nonverbal communication, that can describe nonverbal communication in a much better manner than this definition. But, I have thought for the purpose of this lecture, this definition at least currently suitable. So, these are everything else except words, whatever we use other than words and as we go into greater detail, you will realize, that there is lots of things that we take for granted.

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## Characteristics of nonverbal communication

(Angell, 2004; O'Rourke and Singh, 2006)

- Dynamic
- Depends largely on context and is culture specific
- More believable than verbal communication
- Ambiguous

So, what are the characteristics of nonverbal communication, nonverbal communication is dynamic and there is a video that I thought, that I would show you later, but I think it is more useful here. So, let us see what we mean by the dynamic nature of nonverbal communication and let us watch this video. If you belong to or if you are living in India, you may have seen this video at some point and I am going to play it. Let us see if I can get a full screen here, it is a short video, so please pay attention.

Thank you for watching this video, I am not connected to IBM in any manner, I am not trying to advertise them. I just thought that, this video would help you see, what nonverbal communication have when it starts. And I will show you the link to this video, this has obviously been downloaded from you tube with due acknowledgment, thank you very much for designing such a useful video for us. Again I will show you the link in another slide, I first thought I would use it later but then later decided that, I would just show it you here.

So, it is constantly happening, we are constantly sending out signals into the environment, we are constantly communicating with our environment. There is a whole body of research, that deals, that studies the movements during sleep and there is a whole body of research that studies, what we do, how often we turn sides, how often we curl up, how often we stretch ourselves, when we are dreaming. So, it studies what people do subconsciously when they are sleeping and that is all nonverbal communication.

Our body is expressing itself, now many of you may say that, the whole purpose of communication is to get your message across. So, what are we, who are we sending all these messages to, all this is part of intrapersonal communication as I see it. So, things that people see, are part of interpersonal communication, things that we express when nobody else is watching, are intrapersonal communication. And again I am sure that, there are many psychologists, who would probably disagree when I say intrapersonal communication, especially this nonverbal communication that occurs when we are asleep.

When we are discussing things in our dreams, is a way of sorting out problems in our minds and again, that is again I will leave that to the psychologists to explain to you. But, there is a whole body of research that studies this, point I am trying to make is that, all this is part of nonverbal communication. So, it is always happening and that is what dynamic means, it depends largely on context and is culture specific. And you can look this up, what we do, how we interpret these signals, depends on what culture we are in.

For example, movements with our hands, again I am sure, this is something that a dancer would probably interpret as one of the madras or this. Now, a puppeteer or a shadow artist would probably see this and say that, this movement is, it will probably look like an animal dancing and somebody who teaches sign language, will probably see this or this as a sign for an alphabet. So, how we interpret just these movements by our hands, will depend on, who is watching this, in what context, where are they coming from, how do they plan to use this movement?

So, our interpretation of these movements is culture specific, another thing that I can share with you at this point is the eye movements. Gazelles, when we look it somebody and talk, in many cultures, in high context cultures, we have talked about the contextuality of cultures. In high context cultures, looking straight in the eyes of a person, who is higher than in authority or position is considered to be rude and inappropriate.

In low context cultures, looking away from the person you are talking to, is interpreted as being evasive. So, it is all contextual, what we do is always context specific, this is more believable than verbal communication, because a lot more senses are involved in

interpretation. And it is ambiguous which means, again many interpretations more than one interpretation.

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### Nonverbal behavior and nonverbal communication (Richmond & McCroskey, 2002)

		Source	
		Behaves to Send Message	Behaves with no intent to send message
Receiver	Interprets behavior as message	Nonverbal Communication	Nonverbal Communication
	Does not interpret behavior as message	Nonverbal Behavior	Nonverbal Behavior

Source: Richmond, V.P. & McCroskey, J.C. (2002). Communication and nonverbal behavior. In J. Stewart (Ed.), *Bridges Not Walls: A Book About Interpersonal Communication (8<sup>th</sup> Ed.)*. NY: McGraw Hill. 155.

Nonverbal communication and nonverbal behavior, now again some more complicated terms, very often used interchangeably. If this source intends to send the message through behavior, but the receiver interprets the behavior as a message then it is considered to be nonverbal communication, this is the first quadrant. If the source behaves with no intent to send the message, but the receiver interprets the behavior as a message, it is still nonverbal communication.

I may be intending to send a message, I may not be intending to send a message, as long as the receiver of my message is perceiving whatever I do, as something as a behavior that has some message attached to it, some intention attached to it, it is considered as communication. On the other hand, if I am behaving in such a manner, where I have some intention to actually send a message, but the receiver does not interpret the behavior as a message then it is considered as a nonverbal behavior, it is just an action, there is no message attached to it.

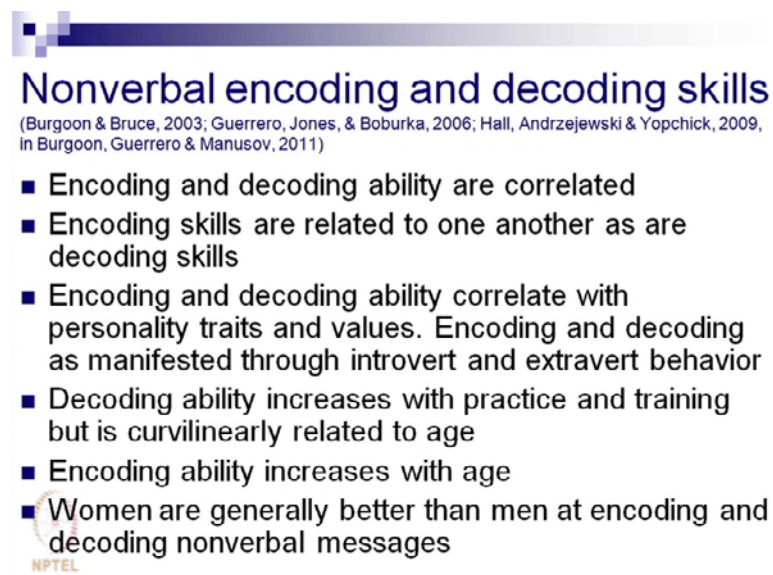
If I am behaving, if I am moving my body in such a manner, without in any manner, without any intention to send the message and the receiver is also not interpreting the behavior as a message, in that case it is again nonverbal behavior. So, the interpretation, please look at this very, very closely, the interpretation of the behavior as a message or

just as a behavior, depends solely on, what the receiver feels about the non verbal behavior being exhibited.

So, my attaching a message to that behavior or my intension to attach or not attach a message to that behavior is immaterial, it is all in the hands of the receiver. And this is, this connects with what we have discussed in the initial lectures, we had talked about the emotional volitional aspect of communication. When I am intending to communicate, I have some emotions, some intention attached to that message, but what it is interpreted as, depend solely on the receiver.

It is determined solely by the receiver, only the receiver in within his or her own context perceives what is coming and that is where, our control ends. And the receiver interprets whatever is coming, whatever they are sensing through their sense organs as behaviors or messages with intends, with their contexts, rap top in their contexts.

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**Nonverbal encoding and decoding skills**  
(Burgoon & Bruce, 2003; Guerrero, Jones, & Boburka, 2006; Hall, Andrzejewski & Yopchick, 2009, in Burgoon, Guerrero & Manusov, 2011)

- Encoding and decoding ability are correlated
- Encoding skills are related to one another as are decoding skills
- Encoding and decoding ability correlate with personality traits and values. Encoding and decoding as manifested through introvert and extravert behavior
- Decoding ability increases with practice and training but is curvilinearly related to age
- Encoding ability increases with age
- Women are generally better than men at encoding and decoding nonverbal messages

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Nonverbal encoding and decoding skills, encoding and decoding ability are correlated, we have talked about encoding and decoding when we discussed Bellows model. Encoding skills are related to one another and as our decoding skills, again nothing in the social sciences is exhaustive, nothing in the social sciences is exclusive, everything is interrelated encoding skills. The manner in which we shape our messages are interrelated, our skills are interrelated and the decoding skills, the manner our expertise in decoding messages is interrelated.

Encoding and decoding ability correlate with personality traits and values, again what we feel about a situation, determines how we decode a message or how we encode a message. In further lectures we will discuss, what our behaviors can be, we will talk about communication styles and then probably you can tie this in with the communication styles. But, what I am trying to say here is that, our ability to encode and decode, correlates with our personality traits.

What we are, what are natural disposition is, whether we are aggressive, whether we are apprehensive about communication, whether we are extraverted, whether we are introverts or extraverts, whether we like talking to people or do not like talking to people, how perceptive we are to the signals coming for to us in the environment, etcetera . So, this depends on, what we feel about where we stand in our environment, what we define as our comfort zones and what we determine as ethical or unethical.

And encoding and decoding are manifested through introvert and extravert behavior, decoding ability increases with practice and training, but is curvilinearly related to age. So, how we interpret the signals coming to us, depends on our practice and training, and logically thinking, logically speaking, I think this is a very relevant point here, this has been of course, I have given you the references. So, what happens is that, our ability to decode signals depends on the feedback we receive from our environments, in response to our previous attempts on decoding similar signals, complicated or simplified.


What I mean to say is that, if I going to my office for the first time, I have joined a new organization, I going to the office, I smile at my colleagues, senior colleagues. I say, hello and the person responds and says hello, I feel that the environment is slightly informal. So, even if the person is 20 years, 25 years senior to me in age and experience, my saying hello as a peer, may be 2 days ago, may be 2 weeks ago, I was a student, I would say good morning sir, good evening sir.

Join the same organization as a faculty member and I say hello, hello Dr. so and so and Dr. so and so says, hello how are you and I feel that, the things have changed, that this is an informal atmosphere, that I can be a little more relaxed. If I say hello and the other person responds by saying good morning Dr. Malik, my immediate response is, I need to redefine my comfort zone. So, my decoding of that signal has changed, the signal here is seeing a senior colleague, senior colleague is there, but still I start seeing the

organization as a vertical organization, rather than as a horizontal organization and this is what we are talking about here.

It increases with practice and training, but is curvilinearly related to age, it does not have very much to do with age, it is more about the richness of experiences we find ourselves in. Encoding ability on the other hand increases with age, the frequency is more important here and again I am not going to debate this point. I have always believed this, you could call me biased in favor of women, I feel and of course, research has demonstrated that, women are generally better than men at encoding and decoding nonverbal messages. Hardwired, I am sure this is a whole body of research associated with it, I wish I had the time to share that with you, but I do not, so let us just take it at face value.

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**Goals of nonverbal communication**  
(O'Rourke and Singh, 2006; Adler, Rosenfeld and Proctor, 2004)

- Accenting
- Complementing
- Contradicting
- Repeating
- Regulating
- Substituting
- Deceiving

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Why do we communicate through nonverbal signals, some of the reasons that have been given by researchers are accenting which means, emphasizing certain points. Complementing which means, that for some reason if a verbal message is not really complete, we complete it with the help of nonverbal signals. So, if you look at my hands, when I say this is something that should be done, can you please focus the camera on my hands now, please focus the camera, yes thank you.

So, when we say that, I say this is the point I am trying to make or I say stop, please do not come close to me, please do not come close to me and the person does not listen and



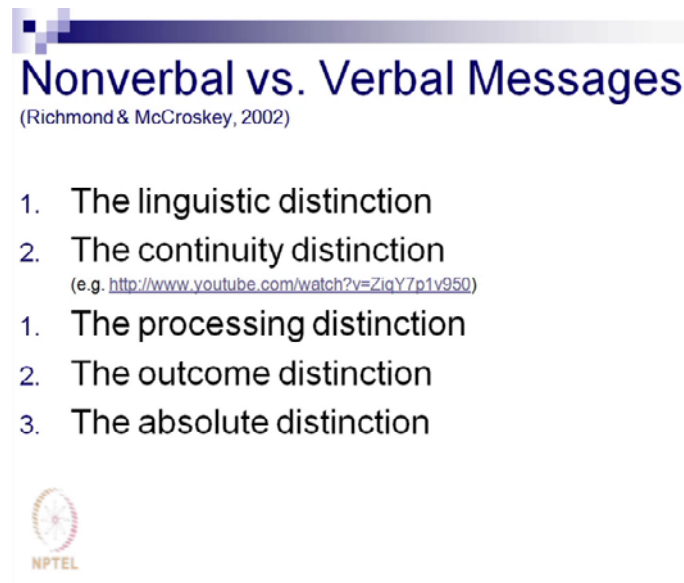
I say stop and that is what happens when we are using nonverbal signals to complement our actions. When we say contradicting, we are saying something, but we mean something totally different, this is what is commonly known as manipulation.

So, I could have something that is bothering me and I could be very worried and I have this big smile on my face and so I use it to contradict my action and you do not know, whether I am happy or whether I am really worried. Repeating, you need to do this, yes, you need to do this, so that is repeating and I am nodding my head, you ask me mam is this ok and I say, yes and then I nod my head like this and I am sort of adding more weight.

Regulating, stop, I do not say anything, I monitor my students behavior, I teach classes and I find student sleeping and I just keep looking at him, I do not do anything, I just notice somebody not paying attention and I start staring at them, immediately they straighten up. Or I see somebody hesitating and I want to encourage them, so what do I do, yes go on, go on, I am trying to regulate people's behavior, I am trying to get the scared the shy apprehensive people out of their shell, so I keep saying go on, respond to whatever has been asked.


And if I want to cut down something, I say that is enough, that is enough stop. Substituting, substituting is when we use nonverbal signals in place of verbal signals to monitor behavior and deceiving. Of course, we have a whole bunch of things that I need to tell you about this and we will talk about this in, if we have time we will do it today, otherwise we will do it in one of the later classes, when we talk about the ethics of communication, so these are some of the goals.

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**Nonverbal vs. Verbal Messages**  
(Richmond & McCroskey, 2002)

1. The linguistic distinction
2. The continuity distinction  
(e.g. <http://www.youtube.com/watch?v=ZiqY7p1v950>)
1. The processing distinction
2. The outcome distinction
3. The absolute distinction



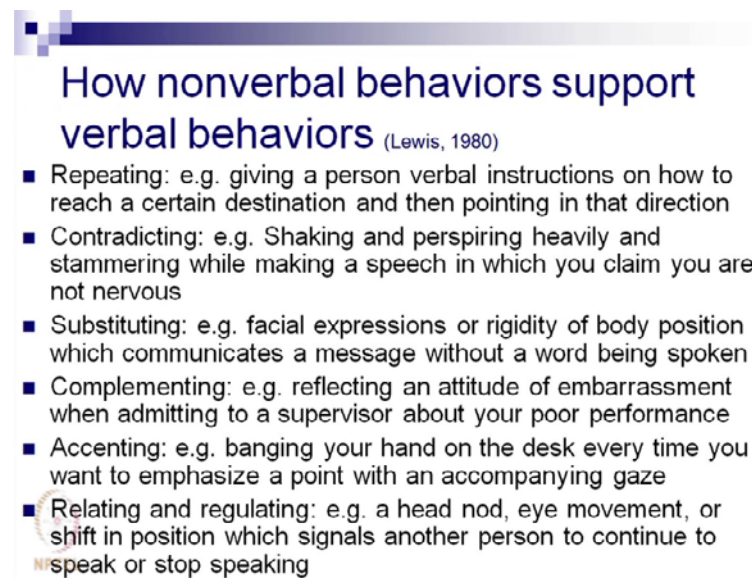
What is the difference between verbal and nonverbal messages, one is the linguistic distinction. In verbal signals, verbal messages we use language, in nonverbal messages we use our body parts. The continuity distinction, nonverbal signals are continuous, they are dynamic, it is constantly happening, this is the link for the video that I just showed you a couple of slides back. The processing distinction, we process verbal and nonverbal signals differently, there is a whole body of research that deals with the parts of the brain that process verbal signals and the parts of the brain that process nonverbal signals.

Again debatable, lots of research exists on this, lots of people have tried to find out, which part of our brain process is verbal signals and which part of our brain process nonverbal signals. The outcome distinction, words have a different impact than nonverbal signals and the absolute distinction, the absolute distinction is that, when we say words, we are essentially talking about the denotative meanings.

This is a table, this is a monitor, it is a monitor, it is monitor, it is a monitor, computer monitor, that is all, this is a piece of cloth, this is a Dupatta and that is what it is. Now, when I am talking about the nonverbal signals, it is a pink Dupatta, what is it suppose to signify, it is got silver things on it. So, probably a little festive, the connotation is, why she wearing this festive clothes, if you are in India, you will say this is normal, if you are abroad, you will say, why is she wearing all these pinks and reds and very bright colors to work, it is not considered to be very formal.

This monitor connotes a medium for me to use technology very efficiently for things other than watching movies I mean, this is a medium for education. So, all of this stuff is the absolute versus the connotative distinction, nonverbal signals are connotative, verbal signals are absolute.

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### How nonverbal behaviors support verbal behaviors (Lewis, 1980)

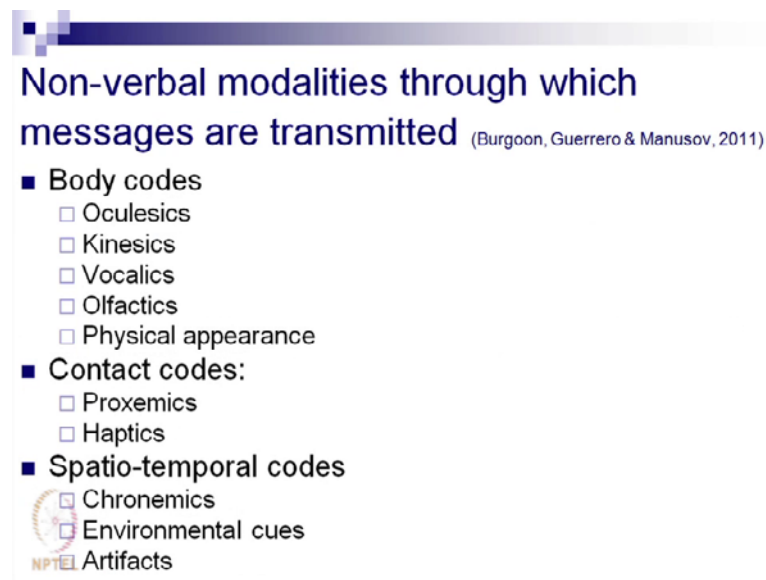
- Repeating: e.g. giving a person verbal instructions on how to reach a certain destination and then pointing in that direction
- Contradicting: e.g. Shaking and perspiring heavily and stammering while making a speech in which you claim you are not nervous
- Substituting: e.g. facial expressions or rigidity of body position which communicates a message without a word being spoken
- Complementing: e.g. reflecting an attitude of embarrassment when admitting to a supervisor about your poor performance
- Accenting: e.g. banging your hand on the desk every time you want to emphasize a point with an accompanying gaze
- Relating and regulating: e.g. a head nod, eye movement, or shift in position which signals another person to continue to speak or stop speaking

How nonverbal behaviors support verbal behaviors, we use nonverbal behaviors to repeat. For example, giving a person verbal instructions on, how to reach a certain destination and then pointing in that direction, that is the direction you need to go in, please go forward, go to the end of the class and sit down there. Contradicting for example, shaking and perspiring heavily, and stammering while making a speech, in which you claim you got nervous, so you are constantly doing this and scared.

Substituting for example, facial expressions or rigidity of body positions, which communicates a message without a word being spoken. So, instead of using words, as I just told you I just stare, instead of telling my students to pay attention all I do is, just to look at them and they know that, I mean business. Complementing for example, reflecting an attitude of embarrassment when admitting to a supervisor about your poor performance, I am really sorry, I am sorry that I made a mistake, I cannot look you in the eye, I do not say that, but I am like, I am sorry, I goofed up, I apologize, so that is complementing.

Accenting is banging your head or hand on the desk, every time you want to emphasize a point with an accompanying gaze, so you say, yes this is what I mean. And relating and regulating, head nod, eye movement or shift in position, which signals another person to continue to speak or stop speaking.

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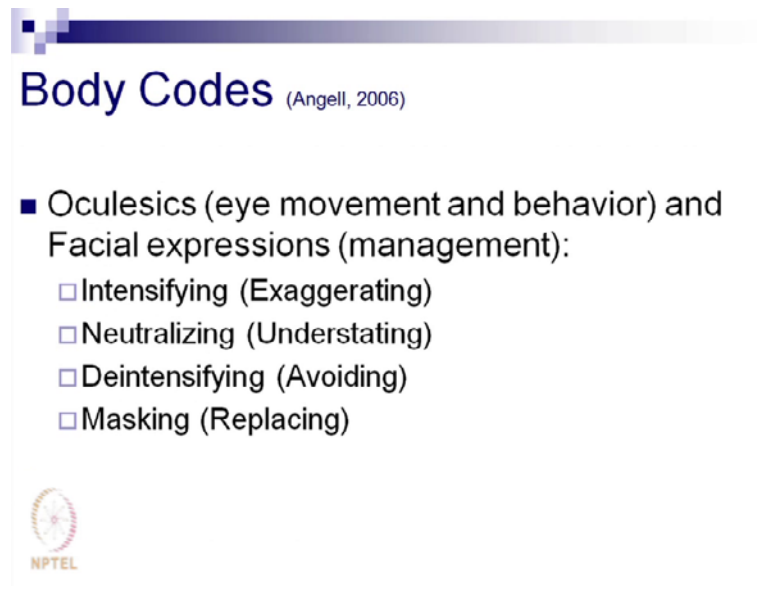
**Non-verbal modalities through which messages are transmitted** (Burgoon, Guerrero & Manusov, 2011)

- **Body codes**
  - Oculistics
  - Kinesics
  - Vocalics
  - Olfactics
  - Physical appearance
- **Contact codes:**
  - Proxemics
  - Haptics
- **Spatio-temporal codes**
  - Chronemics
  - Environmental cues

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Some modalities, nonverbal modalities through which messages are transmitted, we have body codes, we have contact codes and we have Spatio temporal codes. When we say body codes, we are essentially talking about movement with the help of our body. Contact codes are the modalities, it is the inter person, that depend on interpersonal contact, so this is related to me in relation to the person standing next to me or person in my vicinity. Spatio temporal codes, Spatio deals with the space, the physical space around me, temporal deals with the time.

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**Body Codes** (Angell, 2006)

- Oculistics (eye movement and behavior) and Facial expressions (management):
  - Intensifying (Exaggerating)
  - Neutralizing (Understating)
  - Deintensifying (Avoiding)
  - Masking (Replacing)



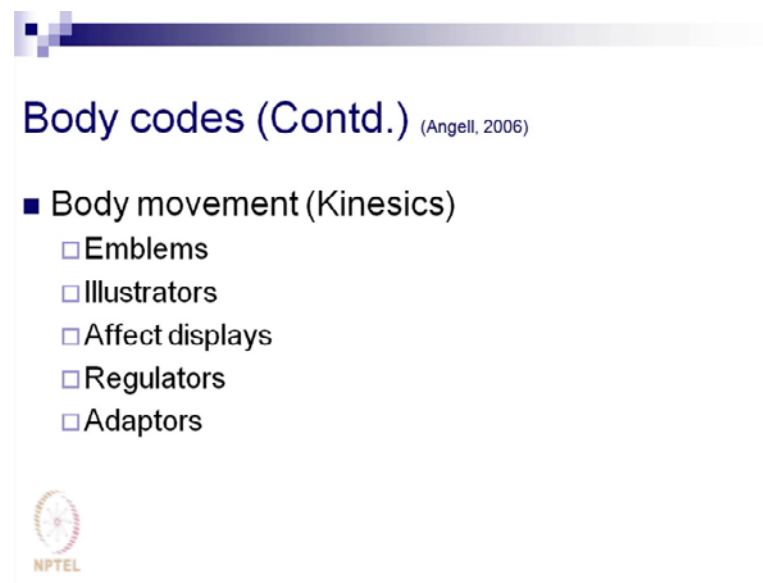
We will go through each of these one by one, body codes oculistics eye movement and behavior and facial expressions and the management of facial expressions. So, we have different types of gazes, again I could go on and on about this. I am sure there are a couple of lectures on nonverbal communication by professor Priyadarshi Patnaik, that are a part of, I believe NPTEL phase 1 and even NPTEL phase 2, I am not sure, but there is something you can look at.

So, there will be more detail about these things, I will just give you an overview and I suggest you go to those lectures and look at it more closely. Intensifying, exaggerating, so we have this intensifying gaze, we stared on a person and exaggerate a point. Neutralizing, which is understating, you are saying that, mam I made this mistake or you go up to a superior and say, I goofed up and the superior nods his head that is, understating.

So, you can neutralize things, you can bring down the intensity of things, deintensifying is the avoiding gaze, which is what people who are trying to deceive you do or when you are trying to be evasive, that is what we do and masking, we replace things. Neutralizing is toning down the intensity of your expressions and masking is completely replacing the expression with a different expression, from what you are actually feeling, completely replacing the emotion with a totally opposite expression.


So, you are feeling happy, but you sort of put up this very sad expression on your face so that, the other person, the person you are talking to somehow gets the idea, that you are really in need. Or the other way around, you want to appear professional, so even if you are disturbed and unhappy and sick, what you do, you have this very happy, very content look on your face. So that, people do not come to know, how hurt or angry or how much in pain you are.

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**Body codes (Contd.)** (Angell, 2006)

- **Body movement (Kinesics)**
  - Emblems
  - Illustrators
  - Affect displays
  - Regulators
  - Adaptors

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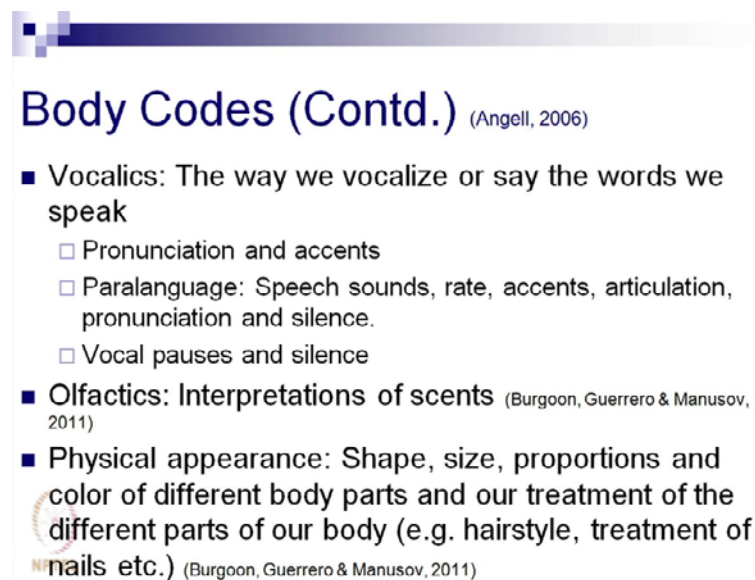
Body movement, we have emblems, we have illustrators, we have affect displays, we have regulators and we have adaptors. Now, what are emblems, emblems are body movements that substitute for words and phrases. So, we say thumbs up, that is an emblem, please focus on my hand, thank you, so when we say emblem, this is an emblem, good, buck up, continue please continue, this is an emblem. Illustrator or complementors, they add wage to what we do, I just showed you.

Affect displays our movements of face and body, that explicitly show emotion, now camera please focus the camera on my face and I say, this is what we do. I will give you a very nice example, instead of trying to do this myself, I am not a dancer, but a few know classical dance and if you are seeing classical Indian classical dance especially or Belies in the western culture, you will see that facial expressions carry a lot of value, they do not need to say so many things, it all reflex here.

And that is the affect display, every emotion, everything they say, everything that is transmitted, is by way of the movement of the muscles in your face and that is an affect display and we have tend to do this even at work. Now, why am I discussing all this in a class on business communication, because we use all of these things to get our work done in the work place. Regulators or controllers for example, showing the hand to end the discussion, that is enough.

And adaptors are movements we use to relieve tension for example, ticks we have this and I am sure, if my dad is watching this, my father has a habit of self scratching his nose when he is a little tense or worried. He has some I mean, he does the itching on his nose, but I picked up this habit from him, I would do this when I was little nervous. Or some of us chew or bite our nails or what many women do is, they take their hair and then they start splitting their hair, I have seen this, it looks very strange, but this is something we do, so these are adaptors. We sort of do these things to get over or to reduce the amount of nervousness we feel in a situation and this is all related to the movement of our body, that is kinesics.

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**Body Codes (Contd.)** (Angell, 2006)

- **Vocalics: The way we vocalize or say the words we speak**
  - Pronunciation and accents
  - Paralanguage: Speech sounds, rate, accents, articulation, pronunciation and silence.
  - Vocal pauses and silence
- **Olfactics: Interpretations of scents** (Burgoon, Guerrero & Manusov, 2011)
- **Physical appearance: Shape, size, proportions and color of different body parts and our treatment of the different parts of our body (e.g. hairstyle, treatment of nails etc.)** (Burgoon, Guerrero & Manusov, 2011)

Now, we have vocalic, which is the way we vocalize or say the words we speak, pronunciation and accents, schedule versus schedule, schedule is what they say in the United States, schedule is what they say probably in England, Northern India schedule,

the way we pronounce things. People who have seen the movie *My Fair Lady*, will probably be able to relate to what I am saying.

I just realized, I could have shown you a clip from *My Fair Lady*, in the initial part, in the very first scene of the movie you see, Dr. Higgins noting down the manner, in which again I am forgetting the name of the lady, in which he speaks certain things. So, from the pronunciation, he can make out, where this lady is coming from and he can narrow down people within two streets. In India, this is not, this is very common, you do not need to be a trained linguist in order to point out, where a person is coming from or in order to figure out, which state a person belongs to and what a person has been exposed to.

The manner in which we say, in the manner in which we pronounce different words, is a clear indication of what place you belong to. Paralanguage is the speech sounds, the rate, the accents, the articulation, the pronunciation and silence. How we interpret silence depends on the culture we are coming from, depends on the training in and again there is a whole body of research, that deals with silence and its interpretation in different cultures.

Vocal pauses and silence, now if you listen to me, if I take a pause here, I am just quite this means, could mean two things, one I am trying to think what you see next or I do not know what I mean by these terms and I am trying to take time to figure out what is there. Or as a teacher, who I hope you have come to trust, as somebody who knows a little bit about communication, when I take a pause, you are probably I hope you think that, I have given you this time to read what is upon the slide, before I can move on to the next point.

So, how we interpret these things depends on the culture we are in and this is all part of nonverbal communication and it is a body code. Olfactics is the interpretations of scents, in India or in warmer countries, body odor is not considered to be such a big problem, we have learnt to live with it, why, because you cannot constantly be standing under a shower, it is hot, you take a shower, you sweating while you are taking a shower in places like in the planes, in the plane areas, in the warmer parts of India, it is very hot.

So, we can shower all we want, we can put as much deodorant as we want, we still sweat and we still start smelling bad towards the end of the day, unless we are sitting in an air



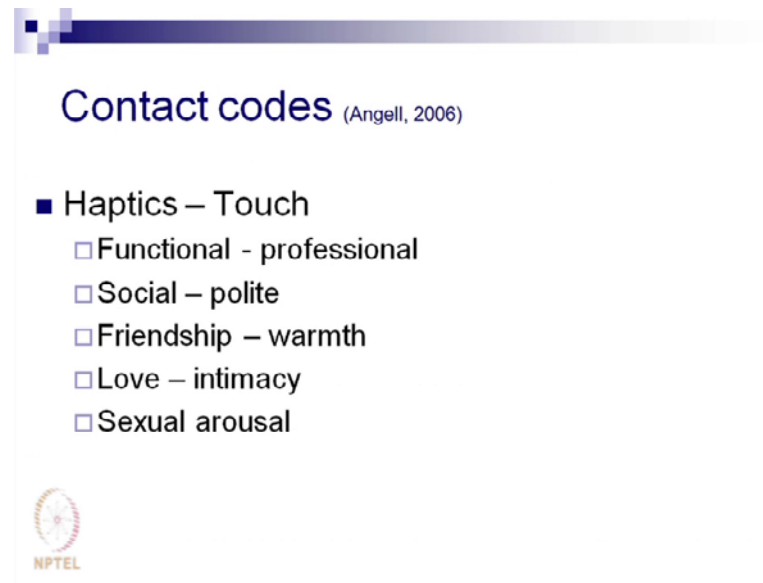
conditioned room. So, body odor is a part of our culture and the same thing applies to the Middle East, where it is so hot. In colder places, where body odor is not such a big problem, anybody having slightly more strong body odor is considered to be unhygienic and again this is something that concerns us.

Now, when we look at outside, things outside, the definition of pleasant versus unpleasant smell varies. In India, we have used to the scents of hair oils, we are used to the smells of flowers, whereas in other cultures, where these things are not so common, somebody using hair oil and somebody whose hair smells of jasmine or something, could be considered to be very, very offensive or we say, you must brush your teeth before a meeting.

But, in India, onions are suppose to prevent heat stroke, so what do we do at lunch, we take raw onion and we eat it up and the minute I open my mouth in a meeting, people do this. Do they do this among Indians, no, we are all smelling of onions, but when we go in the west, we make sure, we stop eating raw onions and raw garlic, why, because they will make a sting, so all this is a body code. Physical appearance, shape, size, proportions, color of different body parts and our treatment of the different parts of our body.


For example, hairstyle, treatment of nails, etcetera that again is, how we send out signals into the environment. Person like me, you will say, she is not fit, she is not taking care of her body, she is fat, she is this, she is that, she is wearing glasses, you could have used contact lenses for this, why are you still wearing glasses. It goes with the profession, I look more professional, I cannot wear glasses when I am going out for a party or something or if I were a model, I would probably not be doing this. But here, it goes with the profession, it makes me look more intelligent than I am probably, again that is a joke, I hope you perceive me as somebody, who know what she is talking about.

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**Contact codes** (Angell, 2006)

- Haptics – Touch
  - Functional - professional
  - Social – polite
  - Friendship – warmth
  - Love – intimacy
  - Sexual arousal



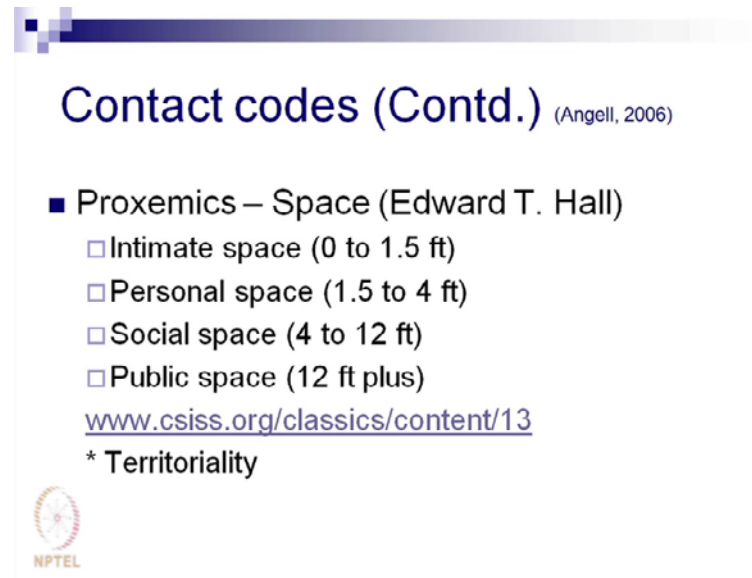
Contact codes, again these are the signals that we send out into the environment, haptics deals with touch, how are touch is perceived by the people in our environment. Functional or professional touch is like a hand shake, so if there is another person I would demonstrate it, but light clasping of the persons hand, just lightly holding the other person's hand. Please imagine that these are two different people, lightly holding the person's hand and giving it a slight shake and then releasing the persons hand, that is in the western culture.

What do we do in India or in very high context cultures, you hold on to the persons hand, you use the other hand to hold onto the person's forearm, if you are really comfortable and then you shake the whole arm, it is considered ok. But, these definitions have been again given to us or these categories have been given to us by researches. So, let us see, functional touch is the professional touch, the kind of touch, the amount of touching you would do in a professional space, social or polite touch is slightly more close, friendship is warmth.

So, in India shaking hands is ok, when we say polite or social touch, you meet somebody, you may just lightly put your hand on the person's shoulder. If you know them slightly better, friendship or warmth you give each other a hug, love and intimacy and sexual arousal is the closest that you can get to touching a person. The definitions,

that distances are determined by culture, how much is professional, how much is polite, how much is warmth, will depend on the culture you are coming from.

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**Contact codes (Contd.)** (Angell, 2006)

- Proxemics – Space (Edward T. Hall)
  - Intimate space (0 to 1.5 ft)
  - Personal space (1.5 to 4 ft)
  - Social space (4 to 12 ft)
  - Public space (12 ft plus)

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\* Territoriality



Proxemics, again this depends on the culture the place you are in, Dr. hall gave us these categories, you can find more detail over here, I am sure there are other places also, where you can find more details about this. Again this was studied in the west, where we have fewer people and lots more space, so intimate space is 0 to 1.5 feet, try using that in India. You go and stand in a line to buy a railway tickets, you will find 50 people trying to squeeze into a 20 feet long room, they are not trying to be intimate with each other, there is no place to go.

But, according to the studies done by Dr. Hall, this is what was considered as intimate space 0 to 1.5 feet, personal space is 1.5 to 4 feet, social space is 4 to 12 feet and public space is 12 feet plus. So, you say, you keep somebody at a arms distance, 1 arm about one and half feet or may be 2 feet, depending on how tall and how longer arm is, but in India we cannot have that. So, as long as I am not touching you, it is professional space, if I am piling on you then it becomes a little more uncomfortable, but even that is ok.

So, all these definitions change with the place you are in, again we have around notions and sometimes this is a very individualistic, these are not individualistic, they are dependent, they vary from person to person. Territorialities in other way, by which we express ourselves in relation to the space around us. So, when you come into a class

room, you say that is my favorite seat, unless the teacher tells you to sit according to your roll numbers or has assigned a seat to you. What you do, you either go and sit with your friend or you have a favorite corner, you have a favorite place in the class room.

When you board the bus to go to your office or to your school, you have the favorite seat in the bus, you board the plane you have a favorite position in the plane, I do not want to sit too close to the toilets, I do not want to seat on the wing, I would like to sit close to a window preferably slightly in a head or slightly in the initial portion of the plane. So, we have our own little places, we have our own where I put my mug, I have a cupboard where I put things in that cupboard. We will depend upon my notion of, what my territory is, what I feel comfortable with, where should my things be or where should I be in relation to everything else in that environment and again that is our way of expressing ourselves.

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### Spatio-temporal codes (Burgoon, Guerrero & Manusov, 2011)

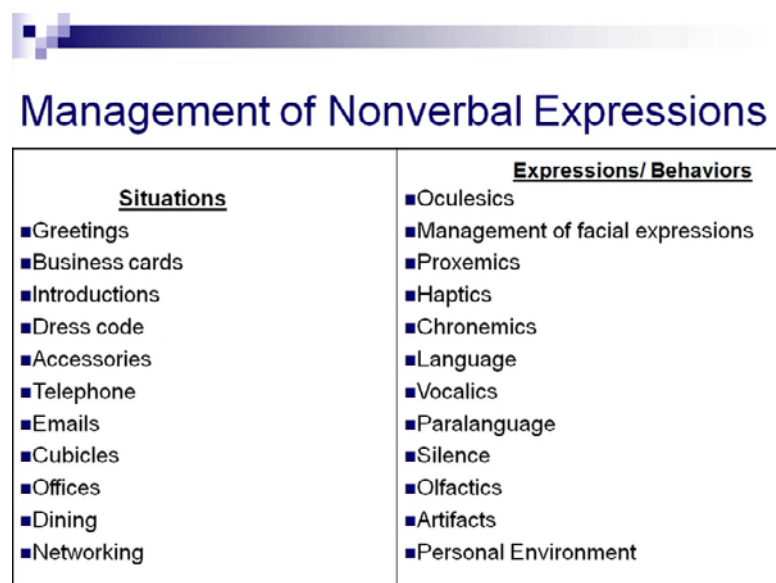
- Chronemics: Time
- Artifacts
- Cues from personal environment - furniture, décor etc.

Spatio temporal codes or chronemics is related to time, Indian standard time versus Indian stretchable time. Again being politically correct is not one of my virtues, so I am sorry if I am hurting somebody's feeling, but that is culturally determined. In some cultures, when you says, when you tells somebody that, you will reach the place at 10 O' clock then that means, that you will reach there between 9:59 and 10:01.

Other cultures 10 O'clock could mean anytime between 10 and 11, in some other cultures, you will not give them the time, you will say I will come to you, I will meet you

in the morning which means, between the time that you have your breakfast and your lunch. The artifacts we carry, color of clothes we wear, what the shape of the frame of our glasses, so stuff like that. And the cues from the personal environment, how we place our furniture, how much space I want between my chair and my desk, what I put up on the walls. How are these things arranged and how do they give the people visiting that environment an idea, what kind of an idea do I want people visiting that environment about my personality, this is the codes or these are some of the modalities of nonverbal communication.

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<u>Situations</u>	<u>Expressions/ Behaviors</u>
■ Greetings	■ Oculistics
■ Business cards	■ Management of facial expressions
■ Introductions	■ Proxemics
■ Dress code	■ Haptics
■ Accessories	■ Chronemics
■ Telephone	■ Language
■ Emails	■ Vocalics
■ Cubicles	■ Paralanguage
■ Offices	■ Silence
■ Dining	■ Olfactics
■ Networking	■ Artifacts
	■ Personal Environment

Why are we studying all this, very, very, very complex issue, we have different situations, professional situations. If you look at the column on the left side, these are some, not all, some of the professional situations we find ourselves in, some of the situations at work. On the right side, we have nonverbal expressions and behaviors, we have higher management, we have management of facial expressions, we have proxemics, haptics, chronemics, language, vocalic, etcetera.

We have to learn to apply each of these things to each of these situations in a manner, that the people that we are interacting with, do not feel offended or the comfort zones in a manner, that our comfort zones, a line with the comfort zones of the people we are interacting with and we get our work done also. So, this is the complexity that we are


dealing with, and that is why I have shared all this with you, everything we do has a bearing, on how people perceive us, how professional people think we are.

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**Implications of nonverbal behavior in the workplace** (Canary, Cody and Manusov, 2002)

- Identity management
- Impression formation
- Conversation management
- Emotional expression
- Relational messages
- Deception



Some implications of nonverbal behavior in the work place, the first implication here is identity management. Identity management is the management of or what people think we are, who we are in relation to our environment. The other thing is the impression management, the impression management is what people think I am, am I professional, am I not very professional, what I think I should be perceived as, am I considered to be very sincere to my work, am I considered to be very open about my work, am I considered to be very honest about my work.

So, what kind of impression do I leave on people, do people think I am adaptable, do people think I am not adaptable, all that is impression management. All the things that we do, the manner in which we exhibit ourselves nonverbally, has an implication on these things in the work place. Conversation management is another one, conversation management means, how well do I talk to or how effective a communicator, how effective a conversationalist I am perceives to be, what can I get through done, through the manner in which I talk to people.

Emotional expression is another one, so how emotionally expressive do people in my environment think I am, that is something else, that determines how I am perceived in the business environment. Do people think I ((Refer Time: 42:26), do people think I am

aggressive, do people think I am very, very neutral, do people think I am insensitive, what do people think about how I express myself, how I express my emotions in the work place.

Relational messages, what kind of relationship do people think I have with them, what kind of relationship do people think, do people think I am friendly, do people think I am obnoxious, do people think I am aggressive, all that is the relational message. And deception, again I do not think we have time to cover that in today's class, but we will see.

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**Emotional expression and management** (Richmond & McCroskey, 2002)

- “People express feelings through their communicative conduct in incredibly rich and diverse ways; understanding the processes through which they do so requires an appreciation of the biology, psychology of emotion.” (Burlinson & Planlap, 2000, in Richmond & McCroskey, 2002)
- “Emotion refers to a discrete, relatively transitory state that entails both an affective response and some degree of physiological response.” (Russell, 1980, in Richmond & McCroskey, 2002)

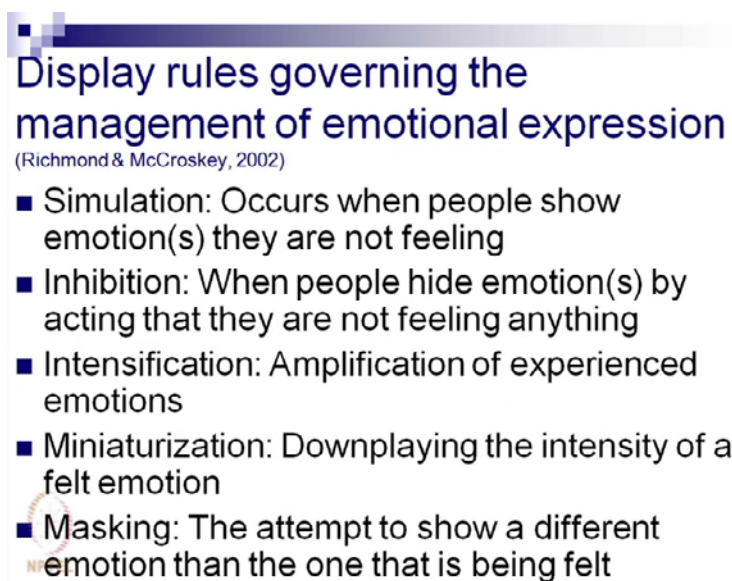
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Emotional expression and management, people express feelings through their communicative conduct in incredibly rich, it should not be rich, it should be in rich, I am sorry about the spelling mistake r i c h and diverse ways. Understanding the processes through which they do so requires an appreciation of the biology and psychology of emotion.

So, we express ourselves through what we are feeling, through the expressions, through the manner in which we deal with people and in order to understand what is coming at us, in order to interpret what is coming at us, we need to understand the interplay between, what a person is feeling biologically. And this is the connection, who I am in relation to what I have been trained to do in relation to my age, in relation to my environment, in relation to my professional understanding.

All this has to be taken into account, before I claim to start interpreting the nonverbal signals coming at me from my environment. Emotion refers to a discrete, relatively transitory state, that entails both an effective response and some degree of physiological response, it is not only feeling, it is the physiology associated with that feeling that we are dealing with. So, when I feel something, when I send nonverbal signals into the environment, there is something physical going on, in addition to the words that I am using.

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**Display rules governing the management of emotional expression**  
(Richmond & McCroskey, 2002)

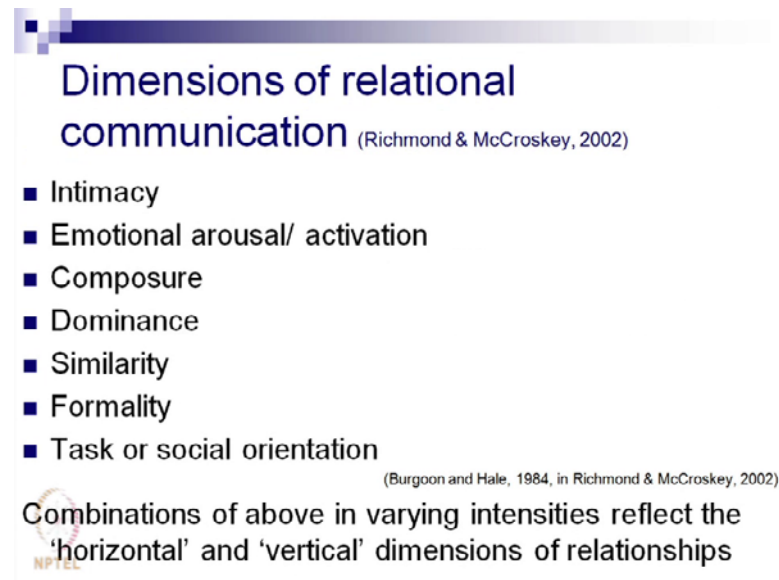
- **Simulation:** Occurs when people show emotion(s) they are not feeling
- **Inhibition:** When people hide emotion(s) by acting that they are not feeling anything
- **Intensification:** Amplification of experienced emotions
- **Miniaturization:** Downplaying the intensity of a felt emotion
- **Masking:** The attempt to show a different emotion than the one that is being felt

Some rules governing the management of emotional expression, one is simulation, which occurs when people show emotions they are not feeling, so we are trying to simulate the emotions, this is what actors do. Inhibition is, when people hide emotions by acting, that they are not feeling anything, again we talked about this a little while ago, this is more about neutralizing.

Intensification is the amplification of experienced emotions, heightened emotions, exaggeration, miniaturization is downplaying the intensity of a felt emotion more like neutralization. Inhibition is when we completely negate everything that is going on, miniaturization is toning down the intensity of emotions and masking is replacing the emotion with something else.



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**Dimensions of relational communication** (Richmond & McCroskey, 2002)

- Intimacy
- Emotional arousal/ activation
- Composure
- Dominance
- Similarity
- Formality
- Task or social orientation

(Burgoon and Hale, 1984, in Richmond & McCroskey, 2002)

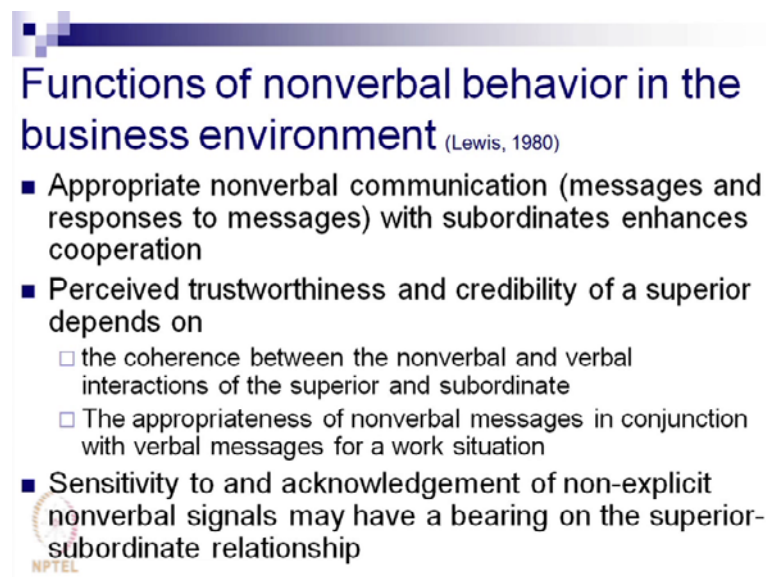
Combinations of above in varying intensities reflect the 'horizontal' and 'vertical' dimensions of relationships

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Some dimensions of relational communication, again these are manifested in and through verbal, combination of verbal and nonverbal communication. How do we express our relationships in the work place, it could be intimacy depending on, how we share our nonverbal signals with others in the environment. Emotional arousal or activation, the level of intimacy, how connected we feel to the person we are dealing with, what kind of emotions are aroused in our hearts, in our minds regarding that person.

Dominance, where do we think we stand in relation to that person, as far as the hierarchy of things is concerned, am I senior, am I junior, am I a part. Similarity, where can I find a common comfort zone, formality what level of formality is expected of me and what levels of formality do I expect from other person. Task or social orientation is another one, what kind of, what do I want to accomplish through this relationship and combinations of the above in varying intensities, reflects the horizontal and vertical dimensions of relationships. So, when we look at all these things, combinations of these things in varying intensities helps us determine, where we stand in relation to the other people in our environments.

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**Functions of nonverbal behavior in the business environment** (Lewis, 1980)

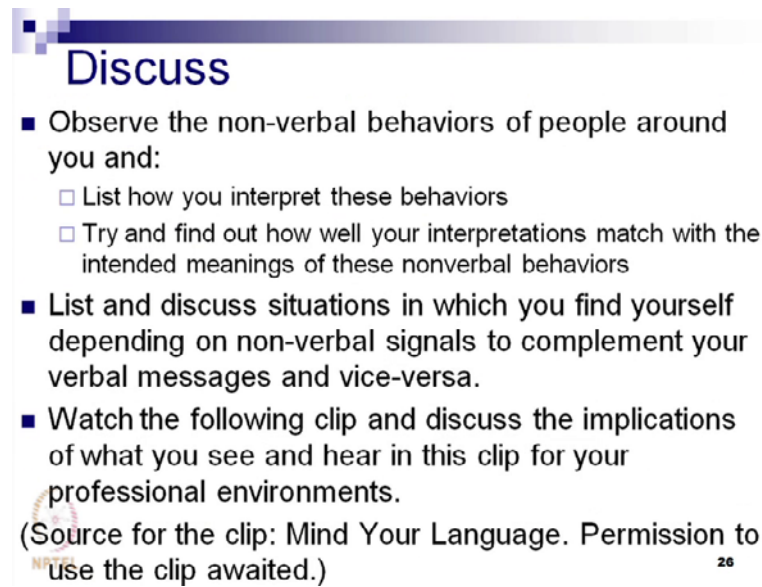
- Appropriate nonverbal communication (messages and responses to messages) with subordinates enhances cooperation
- Perceived trustworthiness and credibility of a superior depends on
  - the coherence between the nonverbal and verbal interactions of the superior and subordinate
  - The appropriateness of nonverbal messages in conjunction with verbal messages for a work situation
- Sensitivity to and acknowledgement of non-explicit nonverbal signals may have a bearing on the superior-subordinate relationship

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We will not talk about deception today, functions of nonverbal behavior in the business environment, appropriate nonverbal communication, which is messages and responses to messages with subordinates enhances cooperation. This is a given common sense, perceived trustworthiness and credibility of a superior depends upon the coherence between the verbal and nonverbal interactions of the superior and subordinate, how much we trust somebody, how appropriate within their behavior is, how much of an expert we think they are, depends on the coherence between the nonverbal and verbal interactions of the superior and subordinate.

Do our nonverbal actions match what we are saying or not, the appropriateness of nonverbal messages in conjunction with verbal messages for a work situation, where are we using nonverbal messages to support our behavior and where we are sort of, where these two are completely disjointed from each other. Sensitivity to and acknowledgement of non explicit nonverbal signals may have a bearing on the superior subordinate relationship. Our acknowledgement, our acceptance of nonverbal signals that are not so explicit can help an employee, either trust us or completely negate our existence.

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**Discuss**

- Observe the non-verbal behaviors of people around you and:
  - List how you interpret these behaviors
  - Try and find out how well your interpretations match with the intended meanings of these nonverbal behaviors
- List and discuss situations in which you find yourself depending on non-verbal signals to complement your verbal messages and vice-versa.
- Watch the following clip and discuss the implications of what you see and hear in this clip for your professional environments.

(Source for the clip: Mind Your Language. Permission to use the clip awaited.)

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So, now let us discuss, I would like you to think about a few things, I would like you to observe the nonverbal behaviors of people around you. And one list, how you interpret these behaviors to try and find out, how well your interpretations match with the intended meanings of these nonverbal behaviors. Then I would like you to list and discuss situations, in which you find yourselves depending on nonverbal signals to complement your verbal messages and vice versa, where nonverbal signals take a priority and where verbal signals take priority.

I would also like you to now watch this clip and discuss the implications of, what you see and hear in this clip for your professional environments. Do you see any connection between verbal and nonverbal signals, and I would like you to figure out, what is really happening in this clip. Again interesting clip, the source for the clip is mind your language, which is a TV series that was made in 1970, still very useful, still very entertaining, so enjoy yourselves.

And again before I start this, I am not trying to hurt the feelings of any particular race or community, it is just for entertainment and education, that I am trying to bring out the diversity in different kinds of people we see in our environments. No attempted stereotyping, no attempt at hurting the feelings or sentiments of any community what so ever, if I end of doing that, my apologies, certainly not any intention ((Refer Time: 50:13)).

On that note, I would like to end this class, please think about the things I just told you and come prepared for the next class and all this is right here.

Thank you.