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**RECOGNIZED NONVERBAL BEHAVIORS OF LEADERS:
APPEARANCE, GRAPHOCENTRISM, KINESICS,
OBJECT LANGUAGE AND PROXEMICS**

by
Carrie D. Hall

A Thesis
Submitted partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
2000

Approved by _____ Professor

Date Approved June 30, 2000

ABSTRACT

Hall, Carrie D. Recognized Nonverbal Behaviors of Leaders:
Appearance, Graphocentrism, Kinesics,
Object Language and Proxemics, 2000.
Thesis Advisor:
Dr. Suzanne Sparks-FitzGerald, Public Relations.

This study shows nonverbal behaviors adult students recognize as those leaders in classrooms use to convey their position of leadership.

The field of Public Relations is involved with clear, truthful two-way communication between senders and receivers of messages. It is desirable that all communication exchanges be complete with positive understanding of messages, especially those where one represents others with messages s/he delivers.

Existing research was reviewed to determine nonverbal behaviors leaders use in the five areas studied. A questionnaire was designed and administered to a non-probability quota sample.

Semantic differential scales determined attitudes and beliefs students had about nonverbal communication leaders use.

Next, students from Bucks County Office of Employment and Training observed the same nonverbal communication areas surveyed with the sample. They entered results on a questionnaire like the one administered to the sample, except that person-specific language was used.

Major findings indicate that eye contact is the most expected nonverbal behavior from leaders and was also the most frequently observed behavior. Additionally, findings indicate that leaders are expected to be well groomed and attractive and students observed that they were.

MINI ABSTRACT

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Object Language and Proxemics, 2000.
Thesis Advisor:
Dr. Suzanne Sparks-FitzGerald, Public Relations.

This study investigates nonverbal behaviors leaders use to accentuate their leadership position. It asks whether reportedly observed behaviors match what literature says leaders will display.

Major findings determined that object language, graphocentrism and touch initiated by leaders is not as expected as eye contact, pleasant appearance and erect posture, and was not observed as much by students who completed surveys at the end of a class session.

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
 CHAPTER	
1. IMPORTANCE OF THE PROBLEM.....	1
Statement	4
Delimitations	5
Purpose	7
Hypotheses	8
Assumptions	10
Procedures	11
Terminology	11
2. LITERATURE REVIEW	13
Appearance and Attractiveness	14
Graphocentrism	16
Kinesics	17
Object Language	20
Proxemics	21
3. RESEARCH DESIGN	24
4. DATA ANALYSIS	28
Hypothesis I	28

Hypothesis II	34
Hypothesis III	43
Hypothesis IV	48
Purpose of Survey	58
5. SUMMARY AND INTERPRETATION	59
Evaluation	59
Interpretation	60
Conclusions	61
REFERENCES	64
APPENDICES	68
1. TABLES	
1.1 Expected Touch – Frequencies	30
1.2 Expected Touch, Respondent’s Gender – Frequencies...	30
1.3 Sample Origin; Defined Sample	30
1.4 Expected Touch, Respondent’s Gender – Cross-tabulation.	31
1.5 Post Survey, Observed Touch – Respondent’s Age -- Cross- tabulation	33
1.6 Post Survey, Observed Touch Initiated by Leader – Frequencies	33
2.	
2.1 Expected Eye Contact – Frequencies.....	35
2.2 Expected Eye Contact, Respondent’s Education Level and Sample Origin Cross-tabulation	36

2.3 Expected Eye Contact, Respondent's Gender –Sample Origin – Cross-tabulation	37
2.4 Expected Eye Contact, Respondent's Education Level ...	37
2.5 (a) Post Survey, Observed Eye Contact From Leader – Cross- tabulation, Respondent's Education Level and Race	40
2.5 (b) Post Survey, Observed Eye Contact From Leader – Cross- tabulation, Respondent's Race	41
2.6 Post Survey, Observed Eye Contact – Frequency	41
2.7 Post Survey, Observed Eye Contact –Respondent's Education Level	41
2.8 Post Survey, Observed Eye Contact, Respondent's Race ...	42
3.	
3.1 Expected Posture, Frequencies	44
3.2 Expected Posture, Respondent's Age – Frequencies.....	44
3.3 Expected Posture, Respondent's Gender – Frequencies	44
3.4 Post Survey, Observed Posture – Frequencies	47
3.5 Post Survey, Observed Posture, Respondent's Age – Frequencies	47
4.	
4.1 Expected Suitability Of Clothing – Frequencies	50
4.2 Expected Suitability Of Clothing, Respondent's Race – Frequencies	50
4.3 Expected Appearance – Frequencies	52

4.4 Expected Messages Sent Through Personal Objects – Frequencies	53
4.5 Post Survey, Observed Appearance – Cross-tabulation, Graphocentrism	55
4.6 Post Survey, Observed Appearance – Frequencies	56
4.7 Post Survey, Observed Object Language – Frequencies ...	57
4.8 Post Survey, Observed Graphocentrism – Frequencies ...	57
 2. FIGURES	
1.1 Expected Touch by Gender	31
2.1 Expected Eye Contact.....	35
2.2 Expected Eye Contact by Gender and Education Level....	38
2.3 Post Survey, Observed Eye Contact by Education Level and Race.....	42
3.1 Expected Posture by Age and Gender – Cross-tabulation	45
3.2 Post Survey, Observed Posture – Frequencies	47
4.1 Expected Suitability of Clothing by Respondent’s Race....	51
4.2 Expected Appearance	52
4.3 Expected Messages Sent Through Personal Objects	53
 3. SAMPLE QUESTIONNAIRES	69

Nonverbal Communication in Small Groups

Chapter One

Importance of the Problem

Most people say more nonverbally than they do verbally. Boerner (1994) cites experts in body language who say that about 70% of our communications are nonverbal. The problem is important because optimum communication occurs when messages sent are received intact and understood as sent. Many times people intend to communicate something other than what they say. Many times people verbalize something that has a completely different intended inference. According to Seitz (2000), use of incorrect English, slang, and foul language distort a sender's message.

Communication from leaders is critically important to the mission of a group, organization or aggregate with a common interest. Leaders have responsibility to clarify messages efficiently. They must evaluate and change intended messages with certainty. In addition to spoken and written language, nonverbal language communicates messages. The

leader must communicate an attitude of leadership through behavior that enables group members to believe the person is the leader.

Understanding nonverbal communication will greatly improve a receiver's ability to decode a sender's message and respond to it intelligently. Mulac and Wiemann (1984) report on studies that measure speaker's credibility. Results of observer-perceived-communication anxiety say that listeners discredit speakers who act anxious. They name diminished opportunity to lead the group as one communication risk associated with credibility loss.

This research study focuses on a program whose enrollment rotates every two weeks. Program objectives must be met within a very brief timeframe.

The researcher seeks to determine behaviors that leaders within small groups use. The question is valid to study. According to Griffin (1997), from Hirokawa and Gouran (1999), group decisions should focus on more than just rational talk, since conclusions reached by researchers based solely on verbal communications give mixed results. His conclusion supports the need to evaluate the importance of nonverbal communication especially from the leadership role among small group members.

Failure to recognize or interpret nonverbal cues and behaviors causes miscommunication. Research conducted by Edward T. Hall in 1963 supports the assumption that to intrude upon the space of another produces negative results on communication within groups. Shaw (1976) says that the nature of social power in small groups gives leadership a special opportunity to influence others by initiating behaviors like touching. Later researchers like Niemark (1985) and Bixler (1984) believe that leadership is identifiable within a group by noting who initiates the power (leadership) privilege of touching another.

Understanding relationships between leadership, group decision-making processes and the nonverbal languages of graphocentrism, kinesics, object language and proxemics will benefit any group member.

Problem Statement

The research question asks, “Within small groups, which nonverbal behaviors does the leader exhibit to catalyze his/her role?” Areas selected for this research consider that people generally place importance on attractiveness, youthfulness and charisma of leaders. Terms to understand and define nonverbal demeanors follow.

Appearance and attractiveness refers to height to weight proportion and overall grooming of the individual.

Graphocentrism refers to a bias that preferences written communication over speech. In this study, graphocentrism refers to printed names and or messages on the visible articles of clothing that teachers wear. This will include conspicuous brand names on clothing and personal belongings like purses, eyeglasses, and briefcases.

Kinesics is the area of body language that considers body movement and positioning (orientation), gestures and posture. Touch is measured in the context of kinesics. Types of eye contact are measured.

Object language indicates clothing the leader wears and evaluates its appropriateness for the group.

Proxemics has to do with the way one uses fixed and movable personal space and boundaries. The research will measure how leaders use intimate space, personal space, social space and public space.

Delimitations

This study is limited to three teacher/leaders at Bucks County Office of Employment and Training (BCOET). The office targets unemployed and under-employed residents of Bucks County. It administers literacy,

career exploration, occupational skill training, and job search and retention programs in classroom settings. Programs receive funding through the Job Training Partnership Act, Department of Public Welfare grants and Housing and Urban Development agencies.

This research will not include analyses of verbal communication between the teachers and group members (students). It will focus on nonverbal methods the instructors use because this project researches the nonverbal delivery of messages recognized as ones that leaders use. It does not measure non-words such as sighs, moans, laughs, and grunts. Though these utterances say something within the context of a communication exchange, they can be considered as verbal breaks in silence. This study excludes them because it would be difficult, if not impossible, to interpret the un-verbalized meaning.

Research in psychology indicates that un-verbalized messages may be unuttered intentionally. Stewart (1986) describes basic causes of low self-disclosure about attitudes. He says that the perceived jeopardy of disclosures for the sender or receiver relative to the communication exchange dictates whether one sends messages or not. The study will maintain emphasis on nonverbal methods as intentional communication.

Procedures will not measure behaviors of headships over many groups. Instead, it will measure behaviors of leaders in classrooms with adult students and adult teacher-facilitators. Often headships occupy appointed or elected positions. More than a nuance of difference distinguishes the headship position from leadership. Leadership often emerges because of a combination of qualities and behaviors that catapult one to leadership. According to Useem (1998) when coupled with other learned capacities, leadership emerges of its own, and not because of birthright or status (appointment).

The study will not attempt to determine at what intervals (sequence) the nonverbal communications appear during a communication exchange. Rather, it will measure the extent to which the nonverbal communications appear during an observation session.

Participants in all surveys will be at least eighteen years old, since adults make up the members of the small groups observed in this research. They will be students preparing to enter a new field of employment through vocational training at a formal institution or technical school.

Purpose

The question studies methods of nonverbal communication a leader uses in small group interactions. Included in the study is identification of behaviors people generally expect leaders to exhibit.

According to *MSN's Encarta on-line encyclopedia*, on the subject of psychology, attitudes follow from behavior and vice versa, because people want to keep consistency in their views of themselves and their environments. The researcher will administer a non-probability quota sample to measure generally recognized nonverbal communications leaders use. Next, students will record nonverbal communications they observed leaders using that communicated an attitude of leadership in the classroom. The researcher will compare results from both surveys.

The study will first identify trends in attitudes about leaders among specific age, gender, ethnic and educational groups. Then it will identify those expected behaviors that actually appeared in the classroom.

Findings will provide data that indicate changes classroom leaders can make to improve their nonverbal delivery of messages.

Hypotheses

Hypothesis I

It is expected that leaders in small groups will exhibit behaviors that indicate dominance, like initiating tactile gestures that enter the space of others.

Kotter, (1988) suggests that highly motivated, self-confident people push themselves to acquire and use power to achieve goals through others.

Research indicates that non-verbal communications confirm one's position of power (leadership). Niemark (1985) in an article for *Savvy* magazine makes the point that touch represents a power privilege. In the scope of this study, touch that teachers use will be measured within the context of kinesics.

Hypothesis II

It is expected that leaders in small groups will use serene, direct eye contact during verbal communication.

Pierre (1977) summarizing his research on the psychology of the pupillary response says that it is not possible to conclude that messages received through eye contact alone correctly represent the thoughts or attitudes of the sender. According to Woodall, (1993) the ability to hear

messages requires one to notice eye messages, body language and vocal tones of the speaker.

Hypothesis III

It is expected that leaders in small groups will assume an erect, yet relaxed posture most of the time, even when sitting.

In describing the body movement of a leader, Pizer (1978) says the leader makes firm strides when walking, and carries his/her head up and chest out to show confidence. Farro (1996) says that body carriage and posture convey self-confidence.

Hypothesis IV

It is expected that leaders in small groups will present themselves as well groomed or may be slightly over-groomed compared to the rest of the group.

Argyle (1983) says that clothing communicates specific dimensions of social meanings on three levels. Clothing denotes (1) formal or informal appropriateness for the situation, (2) group membership, and (3) attractiveness and fashion-ability. Givens (1999) says that clothing

continuously broadcasts personal information about status and affiliation.

Assumptions

It is assumed that although degrees of behaviors exist, male and female subjects will not differ significantly in their nonverbal behaviors that match those attributed to leaders. It is assumed that persons observed in the classroom will remain anonymous unless they request results of the research.

Discussions in research about equality of the sexes conclude that communication methods used must be equal and similar to be recognized as leadership messages. Woodall (1993) cites studies demonstrating that women tend to be perceived as less powerful because they use less non-verbal communications that convince others of their leadership status. She continues by saying that women can learn to attend to specific nonverbal traits and resolve power (leadership) issues by learning to use the most effective body and verbal language.

Procedure

The researcher will first administer surveys to a non-probability quota sample to determine which nonverbal behaviors they expect from leaders. Cross tabulations will measure which behaviors are expected. Resulting expectations will all be listed in hierarchical order.

Next, students from three new groups will observe class leaders for display of nonverbal behaviors identified according to the initial survey. At the end of the two-week class sessions, students will enter observations on survey forms.

Terminology

The study analyzes five categories of nonverbal communication.

Appearance and attractiveness categorizes the ratio of height to weight as well as the overall quality of the group member's grooming. Facial expression is measured in this category as well.

Graphocentrism notes messages on t-shirts and brand names conspicuously apparent on outer clothing and personal articles.

Kinesics considers body movements of posture, eye contact, gestures and touching others while in the group setting.

Object Language indicates the clothing of the group leader and his/her use of jewelry and hairstyle.

Proxemics evaluates a member's use of space and boundaries.

Additional terms to understand in this research have the following names and descriptions.

- (1) Appearance and attractiveness rates height-to-weight proportion.
- (2) Eye contact is placed in three categories: avoidance, direct/serene and gaze/stare.
- (3) Facial affects that indicate mood will be interpreted by smiles or absence of smiles, in combination with other congruent gestures.
- (4) Leadership in this study refers to the position of the classroom teacher-facilitator. His/her responsibility is to move the group toward the particular goal of the Bucks County Office of Employment and Training component administered in that classroom.
- (5) Small group; at least three but no more than ten group members that share a common objective as the purpose for the group formation.
- (6) Object language refers to appropriate clothing for the activity in which the group engages.

Chapter Two

Literature Review

This chapter will review various research studies and literature on the subject of nonverbal communication. The chapter will discuss the evolution of the study from the 1960's emphasis on psychology to the focus on communication in the twenty-first century.

Early studies on nonverbal communication lacked validity largely because of the “fixed” circumstances of laboratory research. Literature will illustrate that differing perceptions of nonverbal communication range between outward expressions of covert emotions and purposive language utilized overtly to manipulate communication exchanges.

Argyle (1988) explains that the study of nonverbal communication aligns with advances in psychological research. His book attempts to disprove charges that nonverbal communications theory is weak. Seitz (2000) explains impression management. It involves purposely dressing a certain way to nonverbally control the impression one makes on others through his or her clothing.

Koneya and Barboon (1976) support the position that nonverbal communication is relied on more than verbal communication. They cite

Sidney Baker's 1955 article saying that people only talk long enough to feel comfortable with each other and afterwards they prefer to concentrate on unspoken messages for fuller understanding when communicating. Heilbreich and Wadyka (1997) say they outfit clients according to the personality s/he wants to convey without words.

Appearance and attractiveness

Research indicates that people make first impressions by their appearance as well as the effectiveness of what they say. Argyle (1988) agrees with Goffman (1956) that people deliberately manipulate the impressions others form about them chiefly through the appearances they present. Farro (1996) cites Susan Fiske, a psychology professor at the University of Massachusetts. Fiske says that people have no control over the first three things others notice about them; skin color, gender and age (in relation to the observer). She says the first chance people have to manipulate impressions is through the way they carry themselves.

Koneya (1975) cites a study about the relationship between body shapes and personality traits. The 1956 study by Jurgen Ruesch and Weldon Kees at the University of California places people into three categories. It says that an endomorph is a fat person. S/he will be older,

old-fashioned, good-natured, agreeable and talkative. A mesomorph is a muscular person. S/he will be young, tall, healthy, strong and assertive. An ectomorph is a slender person. S/he will be young, tall, nervous-acting and ambitious. The perceived attractiveness of either body type is determined culturally, though these three categories apply to persons globally.

Smiles count toward attractiveness and self-presentation. This is especially true when the receiver considers the sender to be communicating sincerely. Eckman and Friesen (1975) say that smiles belong in three categories. Felt smiles are genuine and involve facial muscles that form the smile naturally. False smiles are feigned in an attempt to convey something other than what the communicator feels. Miserable smiles mean exactly that; the communicator is expressing irony at a situation or circumstance with which s/he is involved.

Julius and Barbara Fast (1979) admonish that one's sensitivity to the strengths and weaknesses of others is the initial step toward effective communication, verbally or nonverbally. Sincere smiles may encourage cooperation and productivity in a communication exchange.

Klienke (1986) says that researchers found perceptions to be true that physically attractive people have better developed social skills, are

more likely to influence and persuade others and are generally happy and intelligent. These attributes enhance attractiveness, but attractiveness depends on relativity and availability of the “pool” of candidates.

Agreement in the field says that though attractiveness varies culturally and may often be defined contemporarily, a common criterion is that persons are perceived to be more attractive when they smile, despite actual physical features.

The tone of messages on personal belongings also helps determine attractiveness.

Graphocentrism

Messages sent through symbols on clothing and personal belongings accompany pleasantness of appearance. While printed messages may convey concrete expressions, the meaning of words is subjective and sometimes confusing. To remedy this phenomenon, Pizer (1978) says that symbols were conceived to benefit an organization or group behind it. Koneya (1975) calls graphocentrism a sign language because they and/or their codification are symbols. Symbols identify things people buy, wear, and use. This use of symbols to represent an idea, standard or affiliation clarifies the sender's intended message.

Hoper (1975) concedes that observations depend on one's emotional and physical state. Subjectivity of observations, fixed ideas about a topic and selectivity of perceptions make it necessary for a sender to encode symbols along with other behaviors to send congruent messages.

Whitehead (1959) agrees that persons must perceive the meaning of a symbol to understand the symbol.

Argyle (1988) believes that clothing represents particular dimensions of commonly understood social meanings. Hallreich and Wadyka (1997) talk about their tasks as fashion therapists. They select clothing according to the wearer's personality and to the function. Symbols on clothing solidify the intended meaning. Congruence signals strength and assurance and is important when shaping a person's image.

Another type of nonverbal expression addresses the way one speaks by using body movements.

Kinesics

Koneya (1975) refers to kinesics as an action language. He says that Darwin speculated about the science of kinesics in 1873. Koneya cites a 1952 work by Ray Birdwhistell, which defines kinesics as a systematic study of how humans communicate through bodily movement and gesture. Hall (1976) refers to a 1960's study by William Condon at the

Western State Psychiatric Institute in Pennsylvania which film-recorded body movements of people talking to each other along a timeline.

Results of years of microanalyses of these types of film-recordings, Hall says, led Condon to conclude that meanings of body movements are culturally specific and culturally interpreted. Hubbard (1999) concurs that procedures and rituals necessarily involve gestures to complete an intended communication exchange.

Further studies by Hall (1976) resulted in similar conclusions that there is indeed a synchrony (“syncing” or “being in sync”) to body movements that accompany speech between persons and meaning of those movements are interpreted culturally. Hall further states that body messages including those technically performed seldom lie, and actually, more closely express a person’s true, unconscious feelings than what s/he says. Seitz (2000) cautions communicators to be sure their gestures are appropriate to what they say. She suggests that one can practice gestures to make their use appear more natural when emphasizing speech.

Eckman (1982) names six facial expressions for emotion. They are happiness, surprise, fear, sadness, anger and disgust/contempt. Other researchers in psychology cite a myriad of subtleties of facial expression.

Agreement exists that these six measure a wide enough range to measure emotion accurately.

Argyle (1975) reminds the communicator that facial expressions are linked to speech. Facial expressions should be congruent with speech to express messages clearly.

Julius and Barbara Fast (1979) say incongruence of messages is due to metacommunication; the science that combines language and psychiatry to determine meanings of words. Their definition includes gestures, referred to as metasignals, which implies a psychological motivation to act.

Boerner (1994) says that a person gives specific body-language cues to tell his/her emotions. She says that narrowing eyes and looking over eyeglasses connotes doubt and that frequent eye contact communicates confidence. She also states that touching and moving closer to a person during a communication exchange shows acceptance.

In this study, eye contact and touch will signify body movements. Use of eye contact to deliver messages is as important as the facial expression and symbolic representation made by a speaker's clothing. Studies agree with Pizer (1978) that a speaker's eyes wandering slowly reveals a lack of interest. Additionally, touch signifies, punctuates and

complements a verbal communication. Hoper (1975) writes about personal growth within and through group interaction. He says that nonverbal expression often gives effects different from ones intended.

People interpret gestures from a cultural perspective. Pizer (1978) says that the science of gestural communication, pasimology, has uncovered over 700,000 separate gestures that the body can create. Bremmer and Boodenburg (1992) contrast cultural similarities and extreme differences of numerous common and uncommon gestures. They also discuss how the symbolic meanings of gestures referred to in conversations evoke the same message as the gestures without movement of the body part. For these reasons, researchers agree, all nonverbal communications used in an exchange must be congruent with spoken ones when delivered, so as not to disguise meanings of messages.

Besides use of body movement, symbolic representations can convey unambiguous nonverbal messages.

Object Language

Whitehead (1959) summarizes research about object language. The symbolic reference of an image (such as clothing) objectifies the experience attached to the images it elicits. Whitehead places the onus to communicate on the sender of messages when he says, “The potter,

and not the pot is responsible for the shape of the pot.” This alludes to the importance and significance of the clothing leaders choose to wear with relationship to their position as leader.

Givens (1999) says that business suits are power uniforms because the stiff construction of shoulder pads, epaulets and lapels mask any submissive body posture. Men and women may slouch or shrug the shoulders inadvertently during times of uncertainty. Koneya (1975) calls the display of material objects to communicate object language.

Agreement in the field says that clothing should not be more recognizable than the wearer, that clothing should match the occasion and that persons in leadership roles should set and keep dress standards for the organization. Disagreement exists about whether standards for leaders require full business suits as opposed to jackets, dresses or mandatory neckties.

Equally important to appearance, body movement and messages through and on objects is how one uses space during nonverbal communication.

Proxemics

Hall (1959) names basic premises upon which the importance of proxemics is based. He says that use of space adheres to a cultural

system. Use of space sets the tone of a communication and sometimes accents it in a way that contradicts spoken words. According to Hall proper conversational zones in the use of space is a prerequisite if one wishes to reduce difficulty talking about certain and specific topics. In America, says Hall, within a neutral space of 4 to 5 feet, it is appropriate to use a full voice to communicate non-personal information. Decker (1992) says willingness of a leader to initiate proximity underscores his/her intent to enter reciprocal relationships with listeners. In the classroom, then it should be important for a leader to consider space usage as a deliberate part of nonverbal communication.

Schoen (1984) implies deliberate use of space by an individual. He says that organisms organize behaviors with respect to spatial features.

One of the earliest researchers, Edward T. Hall (1965) developed the four main proxemics zones. They are intimate (0 – 18”), personal (18” – 4’), social (4’ – 12’), and public spaces (more than 12’). Though researchers agree zones are culturally defined and adapt to circumstances, such as intimate space inside of elevators or social space in restaurants, Hall’s measurements represent a standard in North America.

The ability of a leader to choose appropriate space usage in combination with other nonverbal exchanges improves his/her credibility.

Covey (1991) suggests that the root of many communication problems lies in perception or credibility problems. This researcher will uncover attitudes students have that when studied can indicate nonverbal communication teachers should display to convince adult students that s/he is the leader in the classroom.

A summary of literature reviewed in the areas covered in this project says that leaders display specific nonverbal peculiarities. People will consider leaders attractive. Leaders will allude to their position through illustrative symbols on personal belongings. Leaders will make frequent, direct eye contact when speaking to others. The leader will initiate any appropriate touches between a group member and him/herself. Leaders will use space to nonverbally define their accessibility.

Chapter Three

Research Design

This study asks the following question. “Within small groups which non-verbal behaviors does the leader exhibit to catalyze his/her role?” To answer the question the researcher will analyze attitude, behavior and information data.

The research design will determine non-verbal behaviors and characteristics universally recognized as those presented by leaders. Type and degree of non-verbal communication measured will include messages sent through five categories. They are appearance and attractiveness, graphocentrism, kinesics, object language (clothing) and proxemics.

Before developing instruments for the research, the researcher will refer to sociological and psychological abstracts. In addition, research will consult annual reviews that summarize recent research about non-verbal communication, related Internet sites, textbooks, communication journals and other publications on the topic of non-verbal communication.

To identify the combination of non-verbal behaviors and cues distinctly exhibited by leaders according to universal recognition the researcher will measure attitudes of adult students in and near Bucks County, Pennsylvania.

Persons selected by non-probability quota sample will complete questionnaires that use semantic differential scales to measure attitudes students have about nonverbal communication leaders use. The survey will ask seven questions about nonverbal behavior students expect teachers to use in the classroom. Three questions will ask about kinesics. The survey will ask one question each about object language, appearance, graphocentrism and proxemics.

The researcher will administer surveys to students at their learning institution and at the beginning of a weekday class session during December 1999. The demographic group in the non-probability quota sample will include students who are at least eighteen years old. They attend either Bucks County College's Bristol Campus on New Rodgers Road, Bucks County College's Doylestown Campus, or two area technical schools where students attend after completing goals at Bucks County Office of Employment and Training (BCOET.)

Bucks County Office of Employment and Training (BCOET) targets unemployed and under-employed residents of Bucks County. It administers literacy, career exploration, occupational skill training, and job search and job retention programs in classroom settings. Programs receive funds through the Job Training Partnership Act, Department of Public Welfare grants and Housing and Urban Development agencies. (<http://www.employmentconnection.com>)

The researcher will collect observational data from small groups in classrooms at BCOET. To measure the nonverbal communication exhibited by adult teachers with adult learners at BCOET, the researcher will use person-specific language to administer the same survey used with the initial quota sample. Students completing two-week sessions with three different teachers at BCOET during February and March 2000 will enter their observations on the surveys.

Of the quota-sample surveys initially collected, results will count the three non-verbal communication categories from which respondents most frequently indicated leaders should demonstrate behaviors. Cross-tabulations of the surveys will measure the frequency of overlapping non-verbal categories from the five included in this study.

The researcher will then calculate and rank order from first to fifth the non-verbal communications that students observed leaders using with groups while classrooms at BCOET. Demographic questions will ask the age, gender, race and education level of respondents. The researcher will code each survey collected to indicate the sample origin.

This researcher will use the Statistical Package for the Social Sciences (SPSS) to analyze the data collected.

Chapter Four

Data Analysis

Hypotheses

Hypothesis I

It is expected that leaders in small groups will exhibit behaviors that indicate dominance, like initiating tactile gestures that enter the space of others.

Results

Thirty-five and nine tenths percent of respondents had no opinion about touch. Of the remaining respondents, 11.6% strongly agreed and 30.3% expected leaders would initiate touch. Of the random surveys administered, frequencies determined that 69.7% of respondents were female and 30.3% were male. One female respondent from an area technical school wrote comments in addition to answering the question about initiating appropriate touch. Tables 1.1, 1.2 and 1.3 display these data. Cross tabulations showed that 37.7% of all females had no opinion about touch and 23% of all females disagreed that the leader would initiate touch. Of males, 31.6% had no opinion and 20% disagreed. See figure 1.1.

Summary

In each sample origin, counts showed that twice as many females as males were surveyed. Seventy-one females and 29 males answered from Bucks County Community College. Thirty-four females and 15 males answered from Bucks County area two and four-year colleges. Thirty-three females and 16 males responded from Bucks County area technical and career institutes.

Cross tabulations found respondents from Bucks County area two and four-year colleges agreed that instructors would initiate touch. Bucks County Community College had 39 out of 100 respondents and Bucks County area technical and career institute had 20 out of 49 respondents with no opinion. The hypothesis that leaders would initiate touch was not supported because 35.9% of respondents held no opinion about whether they would. The total of respondents who agreed or strongly agreed with the concept idea that an instructor looks directly at the student when speaking to him was 41.9%.

Frequency Table

1.1 Small group leaders will initiate tactile gestures

1.1		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	2.0	2.0	2.0
	disagree	40	20.2	20.2	22.2
	no opinion	71	35.9	35.9	58.1
	agree	60	30.3	30.3	88.4
	strongly agree	23	11.6	11.6	100.0
	Total	198	100.0	100.0	

1.2 Respondents according to gender

1.2		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	138	69.7	69.7	69.7
	male	60	30.3	30.3	100.0
	Total	198	100.0	100.0	

1.3 Respondents according to sample origin

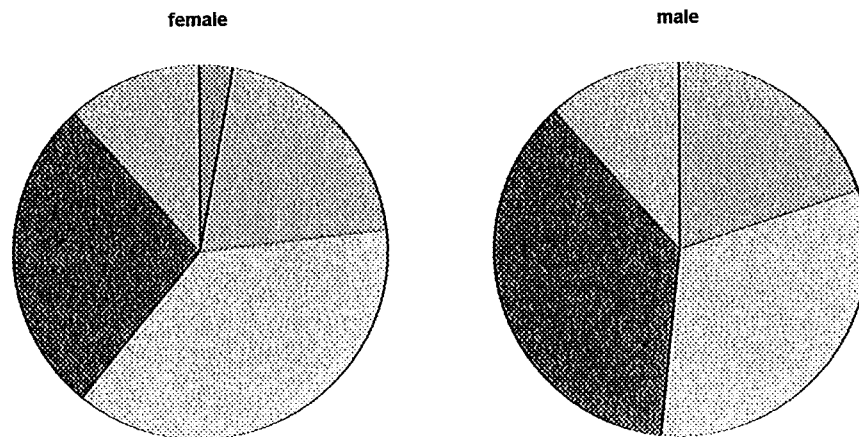
1.3		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bucks County Comm.Colleg, Bristol and main campus	100	50.5	50.5	50.5
	Bucks county area two-year and four-year colleges	49	24.7	24.7	75.3
	Bucks county area technical and career institutes	49	24.7	24.7	100.0
	Total	198	100.0	100.0	

1.4 Cross-tabulation of touch respondents expected by their gender

Count

1.4		respondent's gender		Total
		female	male	
expected touch	strongly disagree	4		4
	disagree	28	12	40
	no opinion	52	19	71
	agree	38	22	60
	strongly agree	16	7	23
Total		138	60	198

Interactive Graph



1.1 Expected Touch by Gender

expected touch

- strongly disagree
- disagree
- no opinion
- agree
- strongly agree

Pies show counts

Post Survey Hypothesis I

Results

Bucks County Office of Employment and Training students observed the following. Most, 64.3% were between ages 18 and 25. Fifty percent of all cases had no opinion about touch. See tables 1.5 and 1.6 for cross-tabulations by respondent's age and frequencies of each category of responses to the question that asks if the leader would initiate touch.

1.5 Touch experienced by students, cross-tabulated by students' ages

1.5		respondent's age			Total
		18 to 25 years	26 to 35 years	36 +	
touch initiated by leader	strongly disagree	1			1
	disagree	1	1	1	3
	no opinion	4	3		7
	agree	1			1
	strongly agree	2			2
Total		9	4	1	14

Frequency Table

1.6 Touch initiated by leader, experienced by students

1.6		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	7.1	7.1	7.1
	disagree	3	21.4	21.4	28.6
	no opinion	7	50.0	50.0	78.6
	agree	1	7.1	7.1	85.7
	strongly agree	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

Hypothesis II

It is expected that leaders in small groups will use serene, direct eye contact during verbal communication.

Results

Frequencies determined that 39% of respondents agree that leaders in small groups will look directly at them when speaking to them. Another 55.6% of respondents strongly agree that the instructor will look directly at a person to whom s/he speaks. Table 2.1 shows frequency results.

Figure 2.1 shows expected eye contact by gender and sample origin.

Cross tabulations in tables 2.2, 2.3 and 2.4 show that all of the respondents with high school/GED education, technical school and “other” (associates degrees and beyond) expect direct eye contact from the leader.

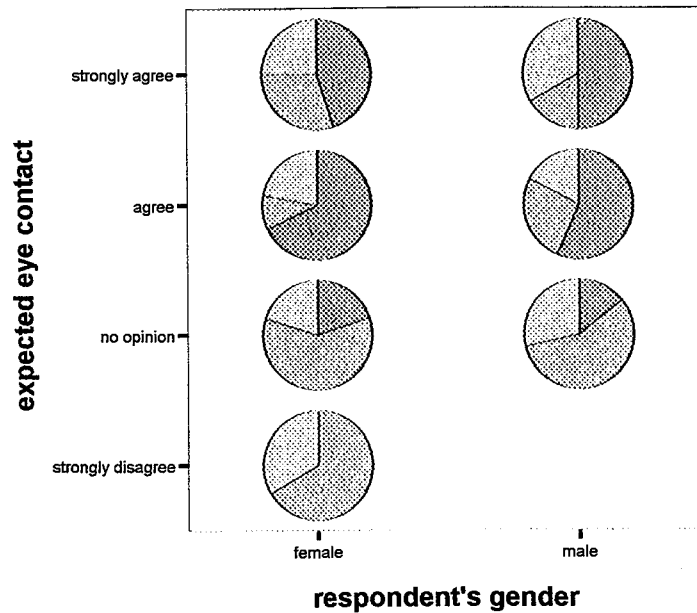
Summary

The hypothesis was supported. One hundred eighty-three out of 198 respondents expected that in the classroom, a teacher would use direct eye contact when talking to them.

2.1 Small group leaders will use direct eye contact

2.1		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	1.5	1.5	1.5
	no opinion	12	6.1	6.1	7.6
	agree	73	36.9	36.9	44.4
	strongly agree	110	55.6	55.6	100.0
	Total	198	100.0	100.0	

Interactive Graph



2.1 Expected Eye Contact

sample origin; defined sample

- Bucks County Comm.Colleg, Bristol and main campus
- Bucks county area two-year and four-year colleges
- Bucks county area technical and career institutes

Pies show counts

2.2 Eye contact respondents expect, cross-tabulated by sample origin with educational level of respondents

Count

2.2 sample origin; defined sample			respondent's educational level		
			high school/GED	some college	other; includes tech schools, associate degrees and beyond
Bucks County Comm.Colleg, Bristol and main campus	expected	no opinion		2	
	eye contact	agree		28	19
		strongly agree		25	24
	Total			55	43
Bucks county area two-year and four-year colleges	expected	strongly disagree		2	
	eye contact	no opinion		7	
		agree	2	9	
		strongly agree		25	3
	Total		2	43	3
Bucks county area technical and career institutes	expected	strongly disagree		1	
	eye contact	no opinion		3	
		agree	1	12	2
		strongly agree	2	19	9
	Total		3	35	11

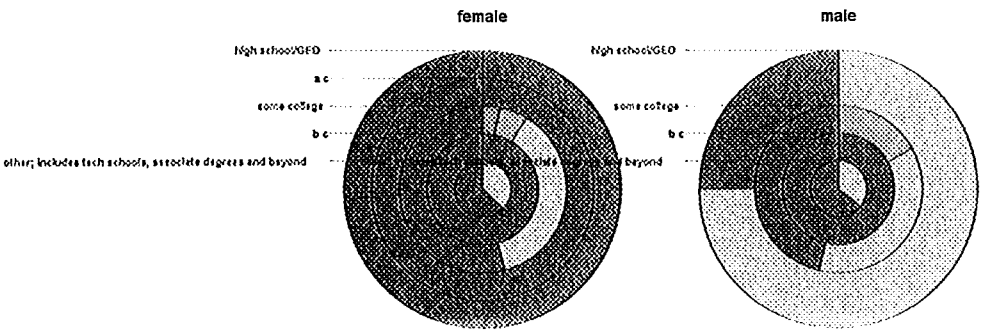
2.3 Eye contact respondents expect according to sample origin

2.3			respondent's		Total
sample origin; defined sample			a c	b c	
Bucks County Comm.Colleg, Bristol and main campus	expected	no opinion			2
	eye contact	agree			47
		strongly agree	1	1	51
	Total		1	1	100
Bucks county area two-year and four-year colleges	expected	strongly disagree			2
	eye contact	no opinion			7
		agree			11
		strongly agree		1	29
	Total			1	49
Bucks county area technical and career institutes	expected	strongly disagree			1
	eye contact	no opinion			3
		agree			15
		strongly agree			30
	Total				49

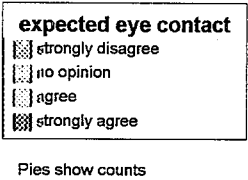
2.4 Eye contact respondents expect, cross-tabulated by their gender with sample origin

sample origin; defined sample			respondent's gender		Total
			female	male	
Bucks County Comm.Colleg, Bristol and main campus	expected	no opinion	1	1	2
	eye contact	agree	34	13	47
		strongly agree	36	15	51
	Total		71	29	100
Bucks county area two-year and four-year colleges	expected	strongly disagree	2		2
	eye contact	no opinion	3	4	7
		agree	5	6	11
		strongly agree	24	5	29
	Total		34	15	49
Bucks county area technical and career institutes	expected	strongly disagree	1		1
	eye contact	no opinion	1	2	3
		agree	11	4	15
		strongly agree	20	10	30
	Total		33	16	49

Interactive Graph



2.2 Expected Eye Contact by Gender and Education Level



Post Survey Hypothesis II

Results

Frequency for observance by BCOET students shows that 85.7% received direct eye contact from classroom leaders. See tables 2.6, 2.7 and 2.8 for frequency distribution by education level and race. Figure 2.5a and 2.5b show observed eye contact cross-tabulations by respondent's race and education levels.

2.5a Eye contact observed by students, cross-tabulated by respondents' education level with respondent's race

Count

2.5 (a)			respondent's education level		
respondent's race			high school/GED	some college	other
black	expected	agree	1		1
	eye contact	strongly agree	3		1
	Total		4		2
caucasian	expected	strongly disagree		1	
	eye contact	disagree			1
		agree		2	
		strongly agree	2		
Total			2	3	1
latino	expected	agree			
	eye contact		1		
	Total		1		

2.5b Eye contact observed by students, cross-tabulated by respondents' race

Count

2.5 (b)			responden	
respondent's race			a,c	Total
black	expected	agree		2
	eye contact	strongly agree	1	5
	Total		1	7
caucasian	expected	strongly disagree		1
	eye contact	disagree		1
		agree		2
		strongly agree		2
	Total			6
latino	expected	agree		1
	eye contact			
	Total			1

Frequency Table

2.6 Eye contact students received from small group leaders in the classroom

2.6		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	7.1	7.1	7.1
	disagree	1	7.1	7.1	14.3
	agree	5	35.7	35.7	50.0
	strongly agree	7	50.0	50.0	100.0
	Total	14	100.0	100.0	

2.7 Respondents' education level

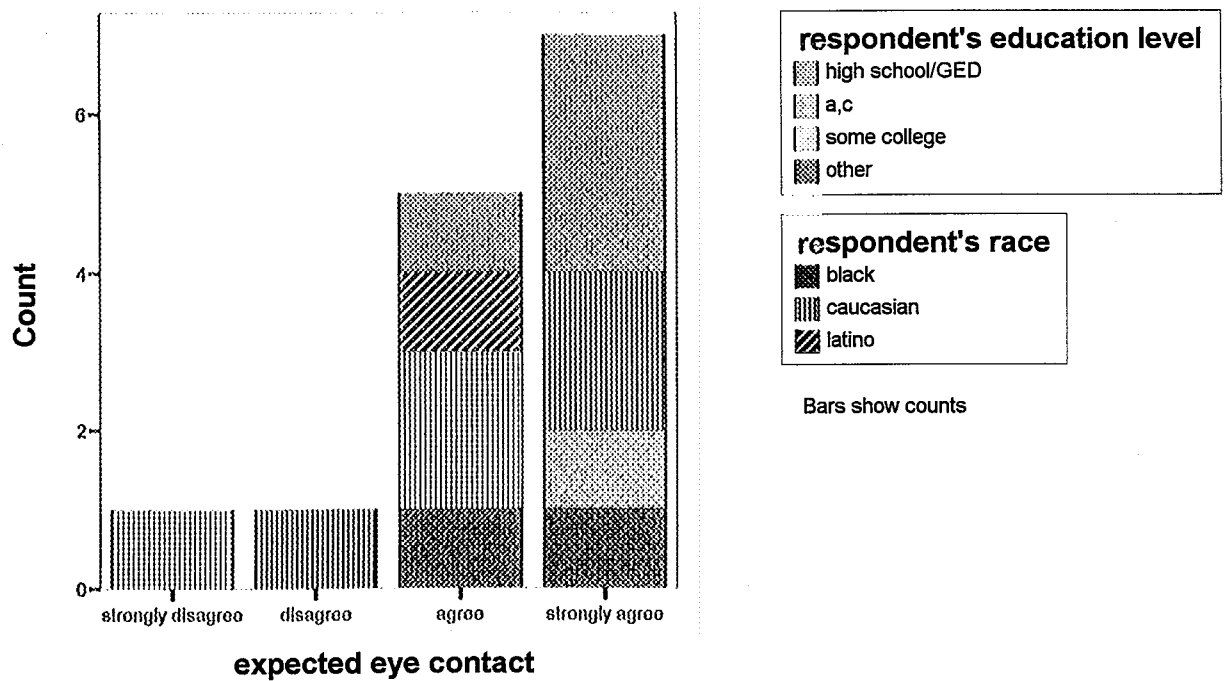
2.7		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	high school/GED	7	50.0	50.0	50.0
	a,c	1	7.1	7.1	57.1
	some college	3	21.4	21.4	78.6
	other	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

respondent's race

2.8		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	black	7	50.0	50.0	50.0
	caucasian	6	42.9	42.9	92.9
	latino	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Interactive Graph

2.3 Post Survey, Observed Eye Contact by Education Level and Race



Hypothesis III

It is expected that leaders in small groups will assume an erect, yet relaxed posture most of the time, even when sitting.

Results

Thirty-eight and nine tenths percent of all respondents agreed and 34.8% strongly agreed with the question. Of all respondents, 43.9% were 18 to 25 years old and 27.3% were between 26 and 35 years. Of respondents, 28.8% were 36 years or older. Frequencies found that 6.6% of males 35 years and younger had no opinion about the leader's expected posture. Of females, 4% who were 36 years and older and 2% that were between 26 to 35 years of age had no opinion. Additionally, the 27.3% of female respondents who were between 26 and 35 years old strongly disagreed that a leader would appear more credible if s/he stood in the classroom.

Summary

The hypothesis was supported. Of the respondents, 73.7% agreed or strongly agreed (expected) that the classroom leader would stand to enhance his/her credibility. Tables 3.1, 3.2 and 3.3 and figure 3.1 show frequencies.

Frequency Table

3.1 Small group leaders will show erect posture in the classroom

3.1	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	.5	.5	.5
strongly disagree	3	1.5	1.5	2.0
disagree	20	10.1	10.1	12.1
no opinion	25	12.6	12.6	24.7
agree	78	39.4	39.4	64.1
strongly agree	70	35.4	35.4	100.0
Total	198	100.0	100.0	100.0

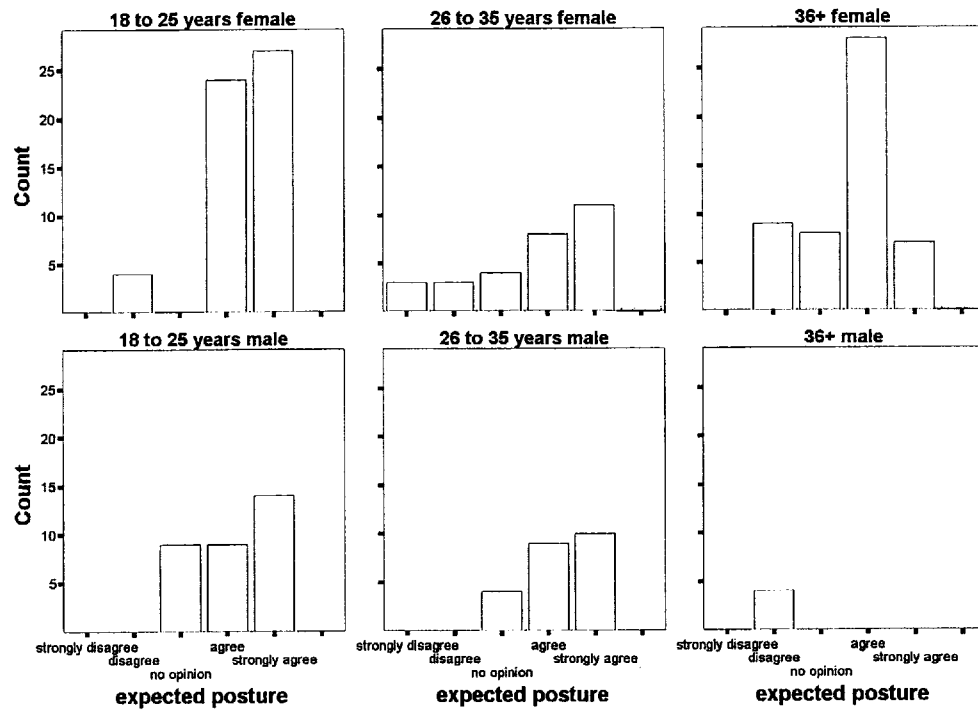
3.2 Respondents according to age groups

3.2	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18 to 25 years	87	43.9	43.9	43.9
26 to 35 years	54	27.3	27.3	71.2
36+	57	28.8	28.8	100.0
Total	198	100.0	100.0	

3.3 Respondents by gender

3.3	Frequency	Percent	Valid Percent	Cumulative Percent
Valid female	138	69.7	69.7	69.7
male	60	30.3	30.3	100.0
Total	198	100.0	100.0	

Interactive Graph



3.1 Expected Posture by Age and Gender – Cross-tabulation

Post Survey Hypothesis III

Results

One BCOET student aged 18 to 25 years and one-aged 26 to 35 years observed that the leader did not stand in the classroom to enhance his/her credibility. Fifty percent strongly agreed and 35.7% agreed that they observed teachers in their classroom standing, and that this enhanced credibility for the leader. See figure 3.2 and frequency tables 3.4 and 3.5.

Frequency Table

3.4 Erect posture of small group leaders observed by students in the classroom

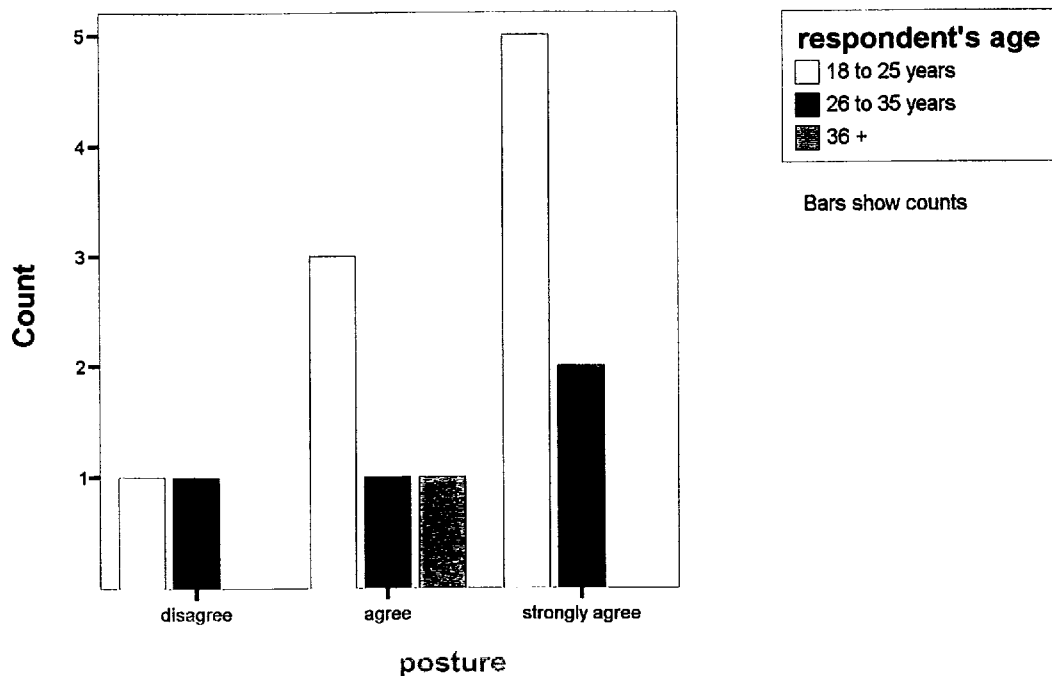
3.4		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	14.3	14.3	14.3
	agree	5	35.7	35.7	50.0
	strongly agree	7	50.0	50.0	100.0
	Total	14	100.0	100.0	

3.5 Respondents according to age groups

3.5		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 to 25 years	9	64.3	64.3	64.3
	26 to 35 years	4	28.6	28.6	92.9
	36 +	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Interactive Graph

3.2 Post Survey, Observed Posture – Frequencies



Hypothesis IV

It is expected that leaders in small groups will present themselves as well groomed or may be slightly over-groomed compared to the rest of the group.

Results

Forty-eight and five tenths of respondents had no opinion about the suitability of clothing teachers should wear. Over twenty-eight percent (28.3%) of respondents disagreed that classroom leaders should wear business attire. As shown in tables 4.1, 4.2, and figure 4.1, more than half or 64.6% of respondents were Caucasian.

Results measured by cross-tabulations showed that 23.3% of all females and 13.1% of all males with some college had no opinion about the suitability of clothing for classroom leaders. Additionally, 11.1% of all females and 4.% of all males who had some college education disagreed that business attire is suitable for the classroom. The largest number of those in this educational level who strongly agreed that business attire is appropriate counts eight females.

Table of frequencies, 4.3, found that 40.4% strongly agreed and 35.9% agreed that teachers should present well-groomed appearances. Those with no opinion were 16.7%. Only 7.1% of the 198 respondents

disagreed with the question about appearance they expect classroom leaders to have, as shown in figure 4.2.

Of 198 cases, 72.7% had no opinion about the use of brand names on the teacher's personal belongings. Two percent of respondents strongly agreed (expected) that a teacher would use name-brand articles. Cross-tabulation of graphocentrism with gender questions found 48.4% of females and 24.2% of males had no opinion . The 3.5% who strongly agreed that were all female. Table 4.4 and figure 4.3 display these data.

Summary

The hypothesis was not supported. A majority, 76.3%, of cases agreed or strongly agreed that teachers should present well-groomed appearances. Respondents who hold no opinion about whether they expect teachers to wear business attire represent 48.5% of the sample. Over 28%, (28.3%), of respondents disagree that business attire is expected apparel for teachers. Of the 198 cases, 72.7% held no opinion about whether they expect teachers to use brand name articles.

Frequency Table

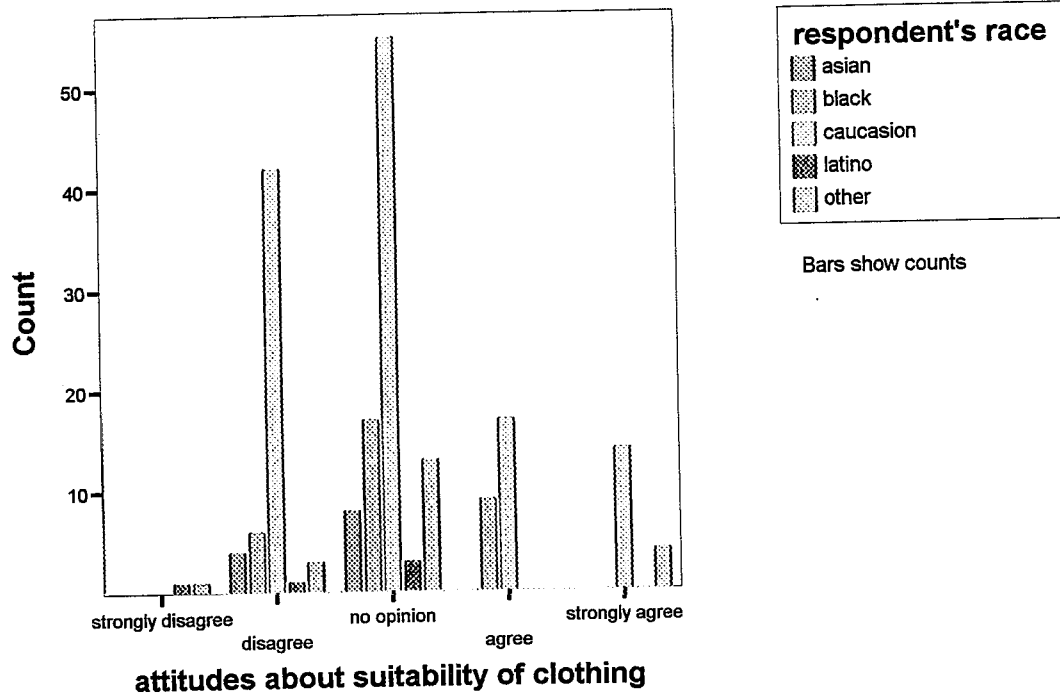
4.1 Attitudes about whether small group leaders should wear business attire

4.1		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	1.0	1.0	1.0
	disagree	56	28.3	28.3	29.3
	no opinion	96	48.5	48.5	77.8
	agree	26	13.1	13.1	90.9
	strongly agree	18	9.1	9.1	100.0
	Total	198	100.0	100.0	

4.2 Sample distribution according to respondents' race

4.2		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	asian	12	6.1	6.1	6.1
	black	32	16.2	16.2	22.2
	caucasian	128	64.6	64.6	86.9
	latino	5	2.5	2.5	89.4
	other	21	10.6	10.6	100.0
	Total	198	100.0	100.0	

Interactive Graph

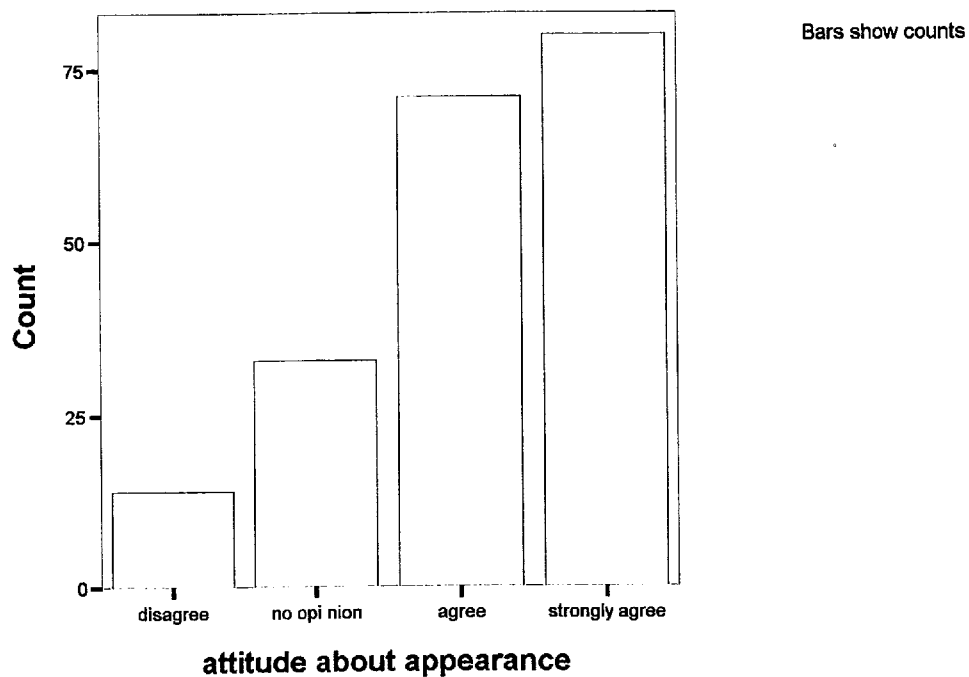


4.1 Expected Suitability of Clothing by Respondent's Race

4.3 Attitudes about whether leaders should have well-groomed appearances

4.3		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	14	7.1	7.1	7.1
	no opi nion	33	16.7	16.7	23.7
	agree	71	35.9	35.9	59.6
	strongly agree	80	40.4	40.4	100.0
	Total	198	100.0	100.0	

Interactive Graph

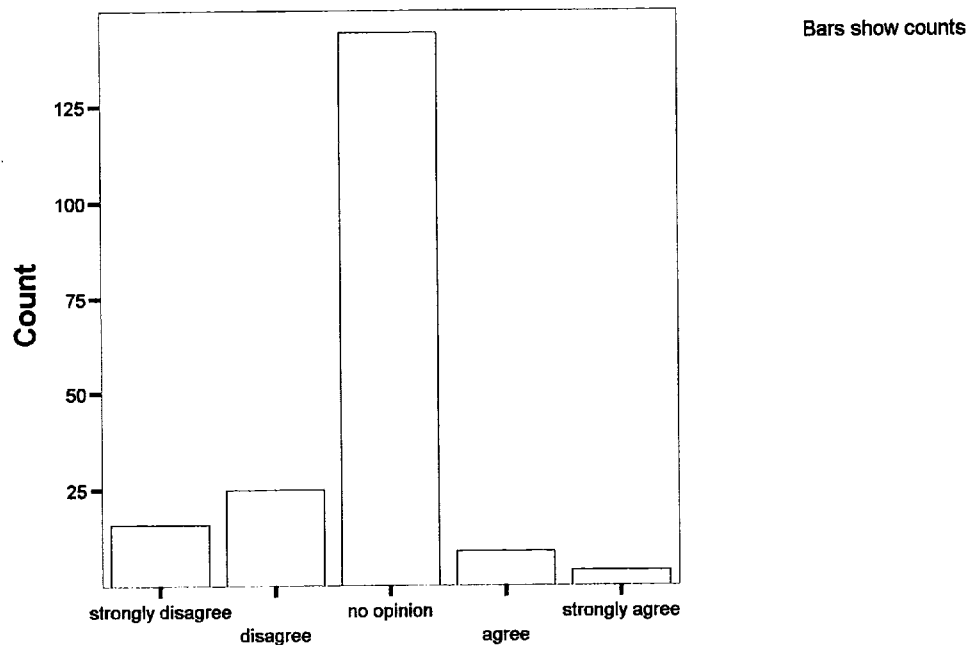


4.2 Expected Appearance

4.4 Small group leaders will send messages through personal objects

4.4		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	16	8.1	8.1	8.1
	disagree	25	12.6	12.6	20.7
	no opinion	144	72.7	72.7	93.4
	agree	9	4.5	4.5	98.0
	strongly agree	4	2.0	2.0	100.0
Total		198	100.0	100.0	

Interactive Graph



measures messages sent through personal objects

4.3 Expected Messages Sent Through Personal Objects

Post Survey Hypothesis IV

Results

Students at BCOET observed that 71.4% of the time, leaders dressed suitably for the classroom. Additionally, 85.7% of the time students observed that leaders had well-groomed appearances. Cross-tabulations for object language with appearance and graphocentrism are shown in table 4.5. Frequencies for observed appearance, object language (suitability of clothing) and graphocentrism are shown in tables 4.6, 4.7 and 4.8.

4.5 Cross-tabulation of appearance respondent's expect small group leaders to have (neatly-groomed) with object language (business attire) and graphocentrism (use of name brand articles and clothing)

graphocentrism			object language		
			strongly disagree	no opinion	agree
strongly disagree	expected appearance	disagree strongly agree	1		1
	Total		1		1
disagree	expected appearance	no opinion	1		
	Total		1		
no opinion	expected appearance	agree strongly agree		1 1 2	2 2
	Total				
agree	expected appearance	agree			
	Total				

Frequency Table

4.6 Appearance of small group leaders observed by students in the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	7.1	7.1	7.1
	no opinion	1	7.1	7.1	14.3
	agree	5	35.7	35.7	50.0
	strongly agree	7	50.0	50.0	100.0
	Total	14	100.0	100.0	

4.7 Object language of small group leaders observed by students in the classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	14.3	14.3	14.3
no opinion	2	14.3	14.3	28.6
agree	3	21.4	21.4	50.0
strongly agree	7	50.0	50.0	100.0
Total	14	100.0	100.0	

4.8 Graphocentrism from small group leaders observed by students in the classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	14.3	14.3	14.3
disagree	1	7.1	7.1	21.4
no opinion	10	71.4	71.4	92.9
agree	1	7.1	7.1	100.0
Total	14	100.0	100.0	

Chapter Five

Summary and Interpretation

Evaluation

Hypothesis I that teachers will initiate appropriate touch was not supported by this research. Over one third or 35.9% of respondents surveyed have no opinion, 30.3% agreed that teachers will initiate touch, but 20.2% disagree that they will.

Of the Bucks County Office of Employment and Training (BCOET) students in this study who observed teachers, 50% had no opinion about whether the leader used touch in the classroom.

Hypothesis II, the idea that teachers will look directly at students when speaking to them was supported. Of the 198 cases measured, 55.6% of respondents expected direct/serene eye contact.

BCOET students observed at a frequency of 85.7% that they received direct eye contact from classroom leaders.

Hypothesis III that expected teachers to use body movements was supported. Of the total cases, 38.9% agree and 34.8% strongly agreed that leaders used erect posture when communicating to the group.

Of the observed classroom leaders in this study, 50% of students strongly agreed and 35.7% agreed that classroom leaders used erect posture.

Hypothesis IV was not supported. Though respondents expected teachers to be well groomed, they do not equate business attire (object language) and brand name (graphocentrism) clothing as necessary. Almost half, (48.5%) of respondents had no opinion about the suitability of clothing for teachers.

Students at BCOET observed that 71.4% of the time classroom leaders dressed suitably and that 85.7% of the time the leaders displayed the well-groomed appearances students expected.

Interpretation

Adult students attend Bucks County Office of Employment and Training (BCOET) of their own volition, and with individual program objectives. Student goals are set according to federal guidelines for the program component under which s/he enrolls. Instructors at BCOET have little “power” in terms of giving rewards to students in the classroom. The student may interpret this to mean that the instructor

cannot be recognized as the leader, despite displays of leadership communication, verbally and non-verbally.

In observations where minority students appeared to disregard the nonverbal communications used by minority facilitators, Wilson (1993) says the resistance may be attributable to self-hatred. He poses that within a social system that avows assimilationist leadership and blames individuals for their own failure within the system, an individual may doubt his personal competence overall and begin to hate himself. Consequently, when he sees a leader whose appearance resembles his, he may doubt the competence of that individual, and so ignore the communication.

Conclusions

Results from sample surveys determined highest expectations in the following three areas. Eye contact was expected at 92.5% frequency when agree (36.9%) and strongly agree (55.6%) categories were combined. Leaders were expected 85.7% of the time to be well groomed, but not necessarily in business attire or brand name clothing. The sample expected leaders to move around with erect posture at a frequency of 73.7%.

In the classroom, these three greatest observances were made. Eye contact from leaders when speaking to them was observed 85.7% of the time, 71.4% expressed no opinion (did not notice) messages sent through personal articles (graphocentrism), and 50% had no opinion (were unaware) about whether the leader initiated touch in the classroom.

Contribution to the field

Behaviors utilized in small groups according to the findings in this study may enable teachers, trainers and facilitators to improve nonverbal communication. Deliberate display of behaviors students expect from leaders will accomplish this.

Practical influence on the field

Practical influence on the field will include effective and efficient communication, sending messages uncluttered by dissonance between verbal and nonverbal expressions of the same idea.

Further research

A combination of activities and communications that affirm the group may be essential to address the issues that cause members to ignore the

leader's nonverbal communications. Replication of 20th century studies conducted by anthropologists like Edward Hall and Birdwhistell will validate contemporary observations and uncover new dimensions for the field of nonverbal communication.

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Appendices

Please answer this brief survey designed to measure specific behaviors adult students recognize and expect as those adult leaders use as they communicate non-verbally in the classroom.

Indicate the extent to which you agree or disagree with the following statements. Use the key below.

SA=strongly agree, A= agree, N= no opinion, D= disagree, SD=strongly disagree.

1. Instructors look directly at me when they speak to me.

SA _____ A _____ N _____ D _____ SD _____

2. The instructor appears more credible if s/he stands in the classroom.

SA _____ A _____ N _____ D _____ SD _____

3. I believe instructors should sometimes leave a desk or lectern to approach students without a barrier.

SA _____ A _____ N _____ D _____ SD _____

4. Instructors initiate any appropriate touch such as a handshake or a hand on the shoulder.

SA _____ A _____ N _____ D _____ SD _____

5. Instructors should have a neatly groomed appearance.

SA _____ A _____ N _____ D _____ SD _____

6. I believe instructors should wear business attire in the classroom.

SA _____ A _____ N _____ D _____ SD _____

7. Instructors wear/use name-brand personal belongings.

SA _____ A _____ N _____ D _____ SD _____

Please circle one that describes you in each of the following categories.

Gender

Female
Male

Age group

a. 18 to 25 years
b. 26 to 35 years
c. 36+

Race

a. ASIAN
b. BLACK

c. CAUCASION
d. LATINO
e. OTHER

Education: (a) High School/GED

(b) Some college

(c) Other

Please write additional comments you have about this survey on the back of this page. Thank You!

Please answer this brief survey designed to measure specific behaviors adult students recognized and expected as those adult leaders used as they communicated non-verbally in the classroom.

Indicate the extent to which you agree or disagree with the following statements. Use the key below.

SA=strongly agree, A= agree, N= no opinion, D= disagree, SD=strongly disagree.

1. My instructor looked directly at me when s/he spoke to me.

SA _____ A _____ N _____ D _____ SD _____

2. My instructor appeared more credible when s/he stood in the classroom.

SA _____ A _____ N _____ D _____ SD _____

3. My instructor sometimes left a desk or lectern to approach me without a barrier.

SA _____ A _____ N _____ D _____ SD _____

4. My instructor initiated any appropriate touch such as a handshake or a hand on the shoulder.

SA _____ A _____ N _____ D _____ SD _____

5. My instructors had a neatly groomed appearance.

SA _____ A _____ N _____ D _____ SD _____

6. My instructor wore business attire in the classroom.

SA _____ A _____ N _____ D _____ SD _____

7. My instructor wore/used name-brand personal belongings.

SA _____ A _____ N _____ D _____ SD _____

Please circle one that describes you in each of the following categories.

Gender

Female
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Age group

a. 18 to 25 years
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Race

a. ASIAN
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c. CAUCASION
d. LATINO
e. OTHER

Education: (a) High School/GED

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(c) Other

Please write additional comments you have about this survey on the back of this page. Thank You!