

U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L426

OCT 03

COMMUNICATE EFFECTIVELY AS A LEADER

TRAINING SUPPORT PACKAGE



TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L426 / COMMUNICATE EFFECTIVELY AS A LEADER
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	C404, Communicate Effectively As A Leader, Oct 02
TSP Users	600-ANCOC Advanced Noncommissioned Officer Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS D BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm): (915) 568-8875 Telephone (DSN): 978-8875</p> <p>e-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

Individual

158-100-1240

Communicate Effectively as a Leader

This TSP
Contains

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**Communicate Effectively as a Leader
L426 / Version 1
01 Oct 2003**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-ANCOC	1	Advanced Noncommissioned Officer Course

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>
	<u>Individual</u>	
	158-100-1240 (*)	Communicate Effectively as a Leader

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>
	158-100-1140	Communicate Effectively in a Given Situation
	158-300-0010	Write in the Army Style
	158-300-0020	Conduct a Military Information Briefing

Academic Hours	The academic hours required to teach this lesson are as follows:		
		<u>Resident Hours/Methods</u>	
		0 hrs	45 mins / Conference / Discussion
		1 hrs	5 mins / Practical Exercise
	Test	0 hrs	
	Test Review	0 hrs	
	Total Hours:	2 hrs	0 mins

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	4 hrs
		E403 version 1

Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>
	None	

Clearance Access Security Level: Unclassified
Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	

Student Study Assignments

Before class--

- Read SH-1, Advance Sheet, and SH-2, The Communication Process.
- Complete SH-3, The Assigned Reading Pretest.

During class--

- Participate in the class discussion.
- Complete the PEs.

After class--

- Review class notes and all reference material.

Instructor Requirements

1:16, SFC or above, ANCOC graduate, SGITC qualified

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
441-06 LCD Projection System	1:16	1:1	No	1	No
559359 SCREEN PROJECTION	1:16	1:1	No	1	No
673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:1	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:16	1:1	No	1	No
703500T102257 DESKTOP/EPSON PRINTER	1:16	1:1	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	No	1	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	No	1	No
SNV1240262544393 36 - INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND	1:16	1:1	No	1	No
SOFTWARE-1 MS-DOS, LATEST GOVERNMENT APPROVED VERSION	1:16	1:1	No	1	No
SOFTWARE-2 WINDOWS XP, LATEST GOVERNMENT APPROVED VERSION	1:16	1:1	No	1	No

* Before Id indicates a TADSS

**Materials
Required**

Instructor Materials:

- Reference FM 22-100, TSP, and Visual Aids (9).

Student Materials:

- Pencils or pens.
- Writing paper.
- Advanced packet.

**Classroom,
Training Area,
and Range
Requirements**

CLASSROOM INSTRUCTION 900 SF, 16 PN or Classroom Conducive to Small Group Instruction of 16 Students.

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Issue all recoverable materials NLT than three days prior to class. Read all TSP material. Study and be ready to conduct the PEs.

During class--

- Facilitate group process IAW TSP. Cover learning objectives. Conduct PEs.

After class--

- Collect recoverable material. Report any lesson discrepancies to the Senior Instructor. Conduct after action review for the lesson.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Huston, Virgil H.	GS09	Training Developer	
Eichman, Guy A.	MSG	Course Chief, BNCOC/ANCOC	
Lawson, Brian H.	SGM	Chief, NCOES	
Mays, Albert J.	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Discussion
Instructor to Student Ratio is: 1:16
Time of Instruction: 5 mins
Media: VGT-1

Motivator

SHOW VGT-1, *COMMUNICATE EFFECTIVELY AS A LEADER*



Sometimes, a failure to communicate your intended message can have life and death consequences. Human communication problems probably contributed to a number of friendly fire deaths in Afghanistan and Iraq. For example, one soldier was killed in Iraq by his own unit members after being mistaken for an Iraqi. The soldier was where he should not have been and his fellow soldiers did not know he was there. Friendly fire is a tragic part of war, but proper communications could have prevented at least some of these incidents.

There are many other examples of the disasters caused by communication failure.

For the military leader, communication is the means you use to keep soldiers informed and ensure that they understand what they are to do, under what conditions, and how. Your communication skills are critical to your success as a leader and the welfare of your soldiers.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.
At the completion of this lesson, you [the student] will:

Action:	Communicate effectively as a leader.
Conditions:	Given homework, assigned readings, and practical exercises in a classroom environment.
Standards:	Implemented the communication process during in-class discussions and the completion of three practical exercises.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.
None

Evaluation

At the end of this course, you will take a 50-question written examination. The examination will include questions on the ELOs and TLOs from this lesson. You must correctly answer 35 questions or more to receive a passing score (70 percent). This is a graduation requirement.

Instructional Lead-In

General Bruce Clarke stated, "Soldiers want to do what the boss wants done-- and if they do not do it, it is because the *boss* has done something wrong-- because he did not communicate his desires." Think about what I just said. By the end of this course, I think you will probably agree with General Clarke's statement. If you do not communicate clearly, you will not get the job done as you want it done.

REMOVE VGT-1

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Discuss the communication process.
CONDITIONS:	Given homework readings, homework pretest, and in-class discussion.
STANDARDS:	Identified the three basic elements of the communication process as sender (source), message, and receiver and reviewed the solution to the homework pretest.

1. Learning Step / Activity 1. Review Homework Assignment

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction
Instructor to Student Ratio: 1:16
Time of Instruction: 10 mins
Media: Paper

NOTE: Issue SH-4, The Assigned Reading Pretest Solution, and compare it with the students' homework assignment (SH-3, The Assigned Reading Pretest) for 10 minutes.

Ref: SH-2

CHECK ON LEARNING: Ask the students the following questions.

QUESTION: What is the definition of communication in accordance with Student Handout 2?

ANSWER: Communication is the process of transferring information from one person to another.

Ref: SH-2, p SH-2-3

QUESTION: Why is the nonverbal component of the Communication process important?

ANSWER: Have a student turn to page SH-2-4 and read 2nd para under Nonverbal communications.

Ref: SH-2, p SH-2-4

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify how individual perceptions affect communication.
CONDITIONS:	Given advance readings, an in-class exercise, and an in-class discussion of the implications of the exercise.
STANDARDS:	Completed the in-class exercise, discussed the responses and identified how individual perceptions affect communication.

1. Learning Step / Activity 1. Determine effect of individual perceptions on communications.

Method of Instruction: Practical Exercise
Technique of Delivery: Small Group Instruction
Instructor to Student Ratio: 1:16
Time of Instruction: 30 mins
Media: VGT-2 and VGT-3

When we think of the communication process, we most often think of the face-to-face, one-on-one communications setting. But as you know, that is only one type of communication. As a leader, you are going to spend more and more of your time communicating with groups of soldiers. Communication problems and issues are greatly multiplied in group communication settings. During the next 30 minutes, we are going to look at how individuals perceive a message that lacks specific detail.

As an Army leader, you should be well aware that the message your subordinates receive depends on their individual perception of your message. Everyone filters information through their own individual situation, values, beliefs, and experiences.

Whether you are communicating with an individual, a group, or groups, you must make the effort to ensure that the message you send is appropriate and provides adequate detail.

NOTE: Tell the class that they are going to complete an exercise first independently and then in their small groups. Go to the exercise PE-1 (The Robbery). Tell the students that they will have five minutes to read the story and answer the questions as true (+), false (-), or unknown (?). Remind them that they are to do this exercise individually. After five minutes, or when the students complete the exercise, (if they need extra time, consider giving them another minute or so), divide the class into groups of 4-6 depending upon the number of students in the class. Tell each group to select a student who will report the individual group responses. The recorder will record the responses on chart paper or chalk board. Inform students that there is no school solution.

NOTE: Have each group record the response of each member on the chart paper/chalkboard. For example, if three individuals indicated true on statement 1 of the exercise and one individual marked false, the chart would read: Question 1: T (3), F (1), ? (0).

Once the individual responses are recorded, tell the group to discuss the practical exercise as a group.

After the students complete their small group discussion of the question, have them come together as a class to discuss their exercise findings and responses.

In addition to differences in the individual responses, the responses in the groups may differ. First, look at where the individuals were different from their group responses. Then look at how groups had different responses.

Now discuss the questions in VGT-2.

SHOW VGT-2, CASH REGISTER



CASH REGISTER



- Why did the group members have different responses to the exercise statements? What caused the differences?

- Many people don't perform very well on this test. Why?

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REMOVE VGT-2

NOTE: Have one student respond to the questions and then show VGT-3.

SHOW VGT-3, CONCEPTS OF "CASH REGISTER"



CONCEPTS OF "CASH REGISTER"



- Individuals perceive information based on their own experiences and backgrounds.
- Individuals respond to communication situations differently.
 - Most people selectively perceive information they are comfortable with while analyzing situations.
 - Many subconsciously fill in gaps with assumptions they believe are facts.

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This exercise aptly demonstrates the wide variety of perceptual differences when people must consider a situation with little factual information. Individuals perceive information based on their own experiences and background. If there is a lack of information or if the individual is unclear about the information, they will interpret the communication effort in terms of their own experiences, or subconsciously fill in gaps of information with assumptions they suppose are facts. Factors that could account for these differences include lack of attention to facts, stress, rushing, values, etc.

Hopefully this exercise demonstrates to you the importance of clearly communicating what you wish to communicate. Without careful consideration of the communication environment and careful preparation of the message, you will not get your intended message across.

REMOVE VGT-3

Ref: SH-2, p SH-2-14

CHECK ON LEARNING: Ask the students the following questions.

QUESTION: In your own words, how does incomplete information interfere with the communication process?

ANSWER: The receiver fills in the information based on his/her personal experience.

Ref: SH-2, p SH-2-10

QUESTION: How can you, as a leader, ensure that your communication efforts are complete?

ANSWER: Make sure that you include all of the needed information.

Ref: SH-2, p SH-2-10

C. ENABLING LEARNING OBJECTIVE

ACTION:	Determine how leadership style affects communication.
CONDITIONS:	Given homework readings and pretest, an in-class exercise, and a discussion of the exercise results.
STANDARDS:	Identified how a leadership style determines the effectiveness of the communication effort by evaluating their leadership personality using the JoHari Window.

1. Learning Step / Activity 1. Define regions of information influencing communications.

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction
Instructor to Student Ratio: 1:16
Time of Instruction: 15 mins
Media: VGT-4

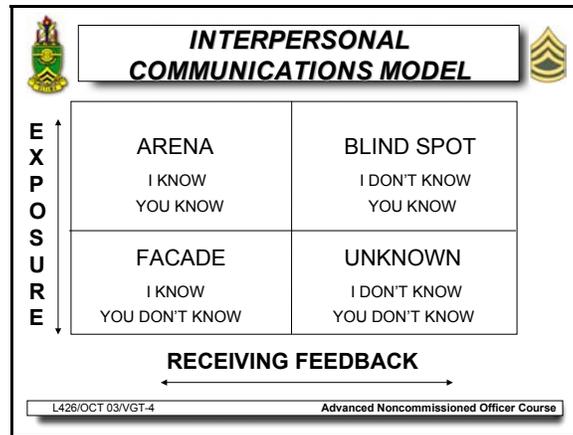
We will base the following information on the JoHari Window research. The JoHari window depicts leadership personality and not style. The difference between leadership personality and leadership style in this context is that leadership personality includes self-perception and the perception of others.

NOTE: Have any of you used the JoHari Window materials? Was it part of a class? Allow the students to discuss their experiences for one to three minutes only.

In this lesson we are going to develop an understanding of how we communicate with others and the impact that feedback and disclosure has on the communication process.

The term “interpersonal communications” describes how communication flows. When we communicate, the communication takes place on a person-to-person level regardless of whether the setting is individual or a group. How well the leader communicates their message depends to a large degree on how well they relate to two important components of the communication process--the sender and the receiver.

SHOW VGT-4, INTERPERSONAL COMMUNICATIONS MODEL



NOTE: Point to model components as you discuss them.

Looking at this model you can see the relationship between giving and receiving feedback and how these two factors affect the communication process. By giving feedback you increase the Arena of someone else's JoHari window; by receiving feedback you increase the size of your own JoHari window. Another term for giving feedback is exposure. It is through feedback and exposure that other people know how we see them.

The columns in the model refer to the self and the rows refer to the group. Column one contains things that you know about yourself, and column two contains things that you do not know about yourself. Row one refers to things that the group knows about you and row two refers to things that the group does not know about you. The information in these rows and columns moves as the level of mutual trust and exchange of feedback changes in the group. As a consequence of this movement, the size and shape of the panes within the window varies. Each of the panes in the window has a name that provides information about that pane.

As you learned in your readings, the Arena is the area that is most effective for communication. When communicating in this pane, the source and the receivers know all of the information they need to effectively communicate. This is the region of shared information. For communication to occur in this region, all participants must share the same feelings, data, assumptions, and skills.

When we are communicating in the Arena quadrant of the window, we are referring to behavior, feelings, and motivation known to self and to others. This pane represents willingness to question and be questioned.

The Blind Spot contains information that we do not know about ourselves; however, the group does know this information. This occurs when we communicate information to the group of which we are unaware. This information may be in the form of verbal cues, mannerisms, or the way we say things. We are often unaware of this information that we communicate to others about ourselves.

The Facade refers to what you know about yourself but of which the group is unaware. For one reason or another, you keep the information hidden. One reason you may keep this information to yourself is that you do not see the supportive elements in the group. You may feel that if you expose yourself, the group will think less of you. You can control the situation by keeping the information secret.

The Unknown pane contains information that neither you nor the group knows. Some of the information may be below the surface of awareness and unavailable. Other information may be retrievable in situations of give-and-take exchange. The amount of Unknown information will vary with the situation and type of experience.

Ref: SH-2, p SH-2-22 and SH-2-23

REMOVE VGT-4

CHECK ON LEARNING: Conduct a check on learning and summarize the learning activity.

2. Learning Step / Activity 2. Identify how regions of information correspond to identified leadership styles.

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction
Instructor to Student Ratio: 1:16
Time of Instruction: 10 mins
Media: Paper

Let's first look at the Arena pane. I am functioning in the Arena pane.

QUESTION: If I am the leader of this group and you are subordinates, what are some examples of knowledge that we might share?

ANSWER: Shared feelings, information, course materials, rank, etc.

QUESTION: Do we share feelings? What are some examples of this?

ANSWER: The excitement of starting class.

QUESTION: How do you expect a leader who has a large Arena to react with his/her subordinates?

ANSWER: The individual tends to be open to others in both feedback and exposure.

Let's look at the Blind Spot.

QUESTION: What does this pane tell you to expect from the leader who has a large Blind Spot?

ANSWER: You are at a disadvantage when you interact through a large Blind Spot. Through the way that you talk, your mannerisms, or the style through which you interact with others, you provide your subordinates information about yourself that you may not know about yourself. You are at a disadvantage as your subordinates have the advantage of knowing what you have communicated to others.

QUESTION: How would you expect the leader with a large Blind Spot to react with his/her subordinates?

ANSWER: If you have a large Blind Spot, the tendency is for you to lash out or criticize others, believing that your behavior is open and above board.

You appear to be insensitive. Because of the way you come across, others are hesitant to give you feedback. Therefore, you do not know how you are appearing to others or the impact you are having in your communication or leadership effort.

We have two panes of our window left--the Facade and the Unknown. Take out a sheet of paper. You have three minutes to describe first how a leader who operates through a large Facade would interact with subordinates. Then describe how a

leader who operates through a large Unknown would interact with subordinates. For both leaders, describe how the subordinates would react in each of the situations.

NOTE: If the students are through before three minutes, continue on. If they are not through, consider giving them additional minutes. Then see descriptions listed below.

Large Facade

Interaction with subordinates:

- solicits feedback, but does not participate in exposure.
- Tends not to commit self until knowing how others stand. It is hard to know where the leader stands on issues, which can be frustrating.
- Tends to resort to superficial conversation.
- Does not open up to subordinates.

Reaction of subordinates:

- Subordinates tend to distrust the leader because they know that the leader is holding back his/her own ideas and opinions.

Large Unknown

Interaction with subordinates:

- The leader tends to be the observer.
- Tends to provide little information.
- Tends to be viewed as aloof and distant and not interested in the subordinates.
- May exhibit hostility and anxiety.
- There is poor interpersonal communications and a loss of creativity.

Reaction of subordinates:

- Subordinates do not communicate with leader and tend to lose creativity. They do not know where they stand with the leader.

We have seen how the leader's receptiveness to feedback and disclosure can make the difference in how the subordinates respond to and work for that leader. It is

important for you to realistically and honestly determine which form of communication you tend to use and make a real assessment of your communication ability and style.

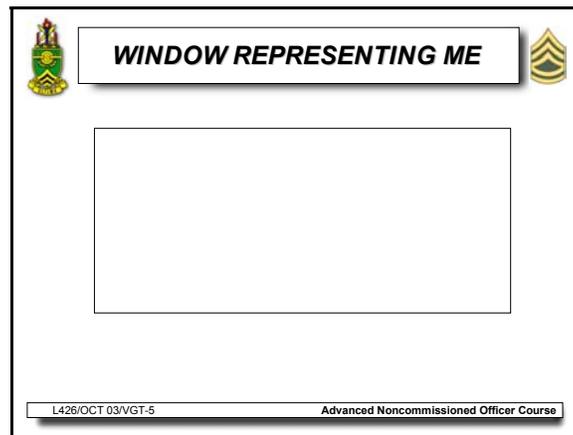
Ref: SH-2, p SH-2-21 thru SH-2-24

CHECK ON LEARNING: Conduct a check on learning and summarize the learning activity.

3. Learning Step / Activity 3. Determine how leadership styles affect communication.

Method of Instruction: Practical Exercise
Technique of Delivery: Small Group Instruction
Instructor to Student Ratio: 1:16
Time of Instruction: 25 mins
Media: VGT-5 thru VGT-9

SHOW VGT-5, WINDOW REPRESENTING ME IN CLASS

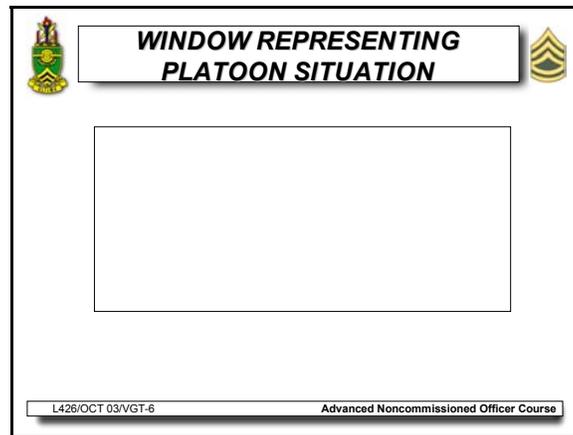


Let's go to Practical Exercise 2, pages C-5 thru C-10: the JoHari Window Rating Scale. This practical exercise will assist you in rating yourself to determine how your behaviors characterize you in your relationship with other people. After completing PE-2, turn to PE-3, pages C-12 thru C-15 and fill in the "Window Representing Me."

NOTE: Give the students 5 minutes to complete the task. If they need more time, consider giving them an additional minute. Inform students that there is no school solution for the PE. Ask for volunteers to explain the panes they drew. This will vary with individuals. Some are closed in class, while some are in the Arena and open to feedback and disclosure. Depending on the responses, ask how the different panes could have affected the communications in the class. If they were closed and not open to sharing, it cut down on communication and probably required more effort on the part of the instructor.

REMOVE VGT-5

SHOW VGT-6, WINDOW REPRESENTING ME IN CLASS



In the next window I want you to draw the panes as you think they represent you in a platoon situation instructing your subordinates on a life and death task.

NOTE: Give the students 5 minutes to complete the task. If they need more time, consider giving them an additional minute. After the students have completed the task, ask for volunteers. Try to get volunteers who had different responses. The volunteers are to fill in the blank visual aids you prepared ahead of time. Inform students that there is no school solution for this PE.

REMOVE VGT-6

Your leadership or interaction style influences your communication style; they are closely interrelated. At this time, I am going to show you some behavioral statements. I want you to take out a sheet of paper and, after you have an opportunity to read the statements, I want you to write down the type of leadership style (Type A, B, C, or D) the statement represents and also tell me which pane of the window the leadership style uses most. You may use your reading materials. You have seven minutes to complete the activity. See SH-2-18 thru SH-2-19 for definitions of these four leadership styles.

SHOW VGT-7, SAMPLE LEADERSHIP STYLES



SAMPLE LEADERSHIP STYLES

- Usually results in subordinates who are hostile, insecure, and resentful.
- Subordinates soon learn that the leader is interested in his/her own importance and prestige.
- Leader tends to be considered autocratic.
- Leaders who value their own ideas and opinions but not those of others.

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REMOVE VGT-7

SHOW VGT-8, SAMPLE LEADERSHIP STYLES (cont)



SAMPLE LEADERSHIP STYLES, cont.

- The most effective communication style.
- Leaders who cannot “open up” because of their personalities and attitudes.
- Leaders who use neither exposure nor feedback.
- Leaders who cannot use exposure and must rely on feedback.

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REMOVE VGT-8

SHOW VGT-9, SAMPLE LEADERSHIP STYLES (cont)



SAMPLE LEADERSHIP STYLES, cont.

- Leaders who appear to exhibit anxiety and hostility.
- If an organization has a number of leaders of this type, they can expect to find poor and ineffective interpersonal communications.

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REMOVE VGT-9

NOTE: Give the students seven minutes to complete the task. If they need more time, consider giving them an additional minute. The correct responses are below. Have the students give you the answer and tell you why they selected the response they did. Encourage dialogue.

1. Usually results in subordinates who are hostile, insecure and resentful. (**Type C, Blind Spot.**)
2. Subordinates soon learn that the leader is interested in his/her own importance and prestige. (**Type C, Blind Spot.**)
3. Leader tends to be considered autocratic. (**Type A, Unknown.**)
4. Leaders who value their own ideas and opinions but not those of others. (**Type C, Blind Spot.**)
5. The most effective communication style. (**Type D, Arena.**)
6. Leaders who can not open up because of their personalities and attitudes. (**Type B, Facade.**)
7. Leaders who use neither exposure nor feedback. (**Type A, Unknown.**)
8. Leaders who cannot use exposure and must rely on feedback. (**Type B, Facade.**)
9. Leaders who appear to exhibit anxiety and hostility. (**Type A, Unknown.**)
10. If an organization has a number of leaders of this type, they can expect to find poor and ineffective interpersonal communications. (**Type A, Unknown.**)

As an Army leader, you must become aware of your personal interaction tendencies to develop effective communications skills. An effective leader is one who can communicate. Communication breakdowns are common in one-to-one situations but become more likely when groups of individuals are involved. It is your responsibility to communicate in a clear manner. Only through your own effort can you achieve this goal.

When we draw our own communication windows, our arenas are probably not the same size. Depending on our relationship, our positions, the amount of authority we have vs. others, our arenas will vary in size. My arena with this class is much smaller than it would probably be if I were with a group of individuals with whom I have

worked a long time, or a group of long-term friends. The group arena, or amount of information that you share with me and with each other, is also smaller than it would be if this group had been together for an extended period of time. So, the size of the arena is going to vary along with the comfort level and openness between the group and the leader. When we open ourselves and make use of the arena, we can communicate in an open manner and our communication efforts are more likely to be successful.

CHECK ON LEARNING: Ask students if they have questions or issues. Ask the following questions.

QUESTION: What window promotes the most effective communication efforts?

ANSWER: The Arena.

Ref: SH-2, p SH-2-21

QUESTION: If the Arena opens up the communications process, what can you as a leader do to help your subordinates communicate in this window more often?

ANSWER: Use of the Arena depends on the comfort level and openness between the group and the leader. You must help establish an environment where you are open with others and where others feel comfortable being open with you.

Ref: SH-2, p SH-2-23

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>Paper</u>

Check on Learning

None

Review / Summarize Lesson

In this class, we have not covered everything you should know about group communications but have covered some of the basics from which you can build. I want you to take out a sheet of paper and write down what you think is the biggest barrier in communicating with a group of people. You have 45 seconds to write down the first idea that comes to your mind.

NOTE: After 45 seconds go around the room and write the barriers on the board. Review the barriers listed. Focus on the ones most often listed for the summary.

As a group, we identified _____ as the biggest barrier to group communications. In closing, it is important to remember that in a verbal communication setting, nonverbal factors influence the message more than what you say. The media you use to transmit the message has barriers built into it. To be the most effective communicator, you must be aware of the strengths and limitations of the various communication modes and the nonverbal messages that you are conveying. Poor communication skills will adversely affect your career in the Army. Practice good communication skills every opportunity you have.

What are your comments?

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

At the end of this course, you will take a 50-question written examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer 35 questions or more to receive a passing score (70 percent). This is a graduation requirement.

Feedback Requirements

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

None



COMMUNICATE EFFECTIVELY AS A LEADER



L426/OCT 03/VGT-1

Advanced Noncommissioned Officer Course



CASH REGISTER



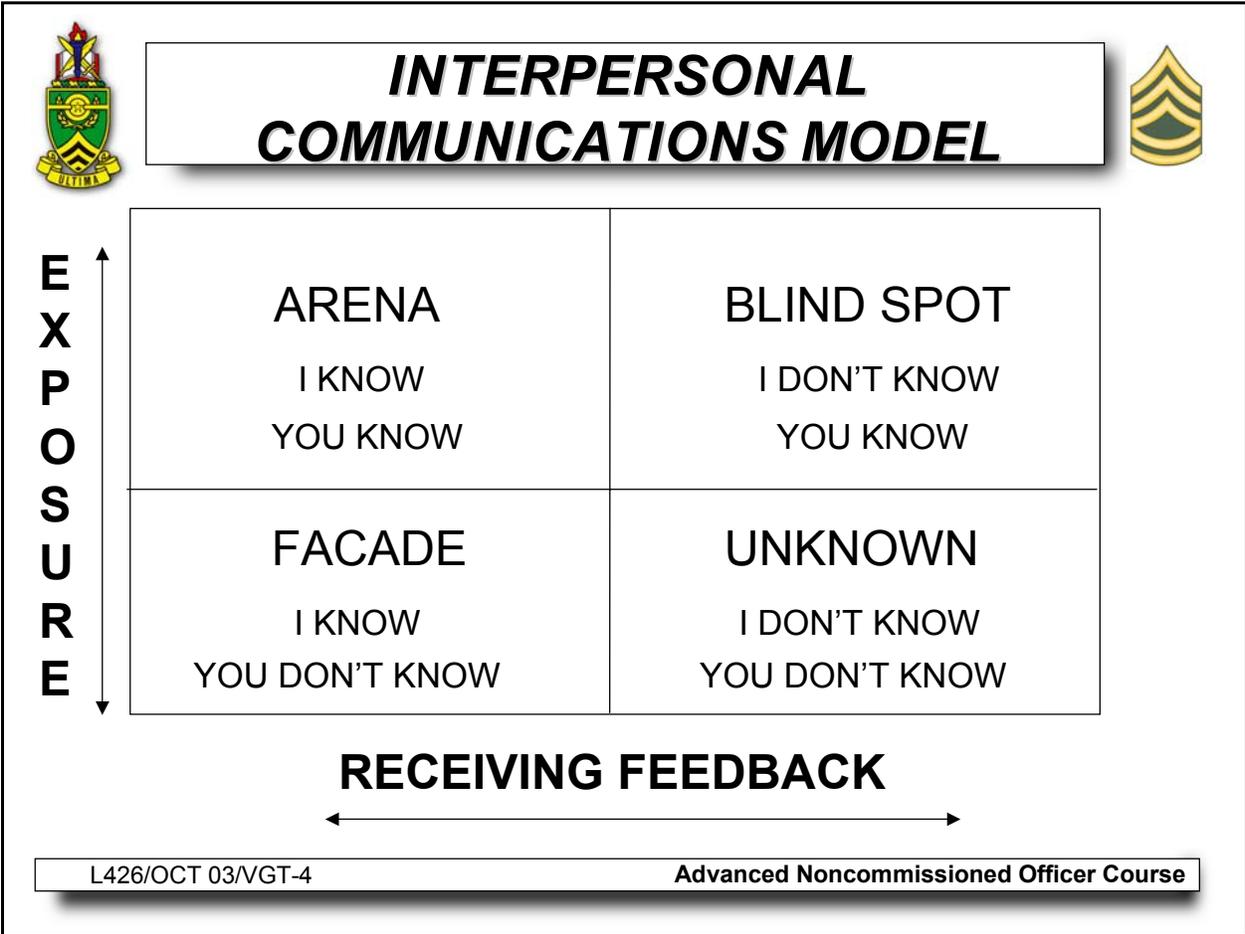
- **Why did the group members have different responses to the exercise statements? What caused the differences?**
- **Many people don't perform very well on this test. Why?**



CONCEPTS OF "CASH REGISTER"



- **Individuals perceive information based on their own experiences and backgrounds.**
- **Individuals respond to communication situations differently.**
 - Most people selectively perceive information they are comfortable with while analyzing situations.**
 - Many subconsciously fill in gaps with assumptions they believe are facts.**



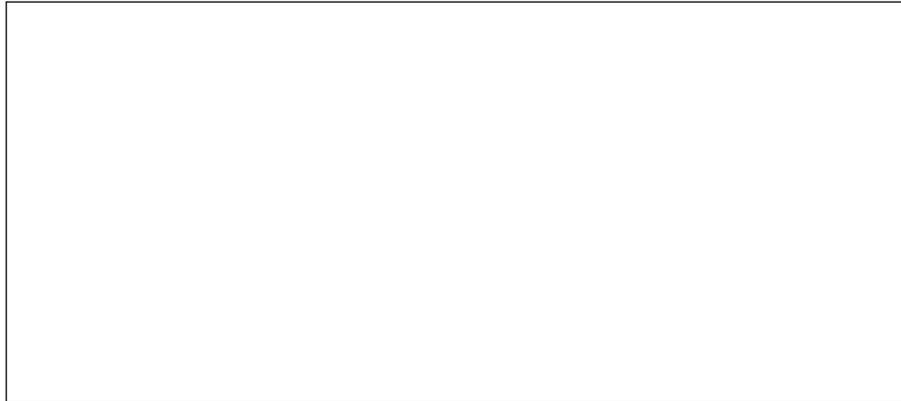


WINDOW REPRESENTING ME





WINDOW REPRESENTING PLATOON SITUATION





SAMPLE LEADERSHIP STYLES



- **Usually results in subordinates who are hostile, insecure, and resentful.**
- **Subordinates soon learn that the leader is interested in his/her own importance and prestige.**
- **Leader tends to be considered autocratic.**
- **Leaders who value their own ideas and opinions but not those of others.**



SAMPLE LEADERSHIP STYLES, cont.



- **The most effective communication style.**
- **Leaders who cannot “open up” because of their personalities and attitudes.**
- **Leaders who use neither exposure nor feedback.**
- **Leaders who cannot use exposure and must rely on feedback.**



SAMPLE LEADERSHIP STYLES, cont.



- **Leaders who appear to exhibit anxiety and hostility.**
- **If an organization has a number of leaders of this type, they can expect to find poor and ineffective interpersonal communications.**

Appendix B Test(s) and Test Solution(s) (N/A)

PRACTICAL EXERCISE SHEET PE-1

Title	The Robbery
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Lesson Number/Title	L426 version 1 / Communicate Effectively as a Leader
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Introduction	This practical exercise requires you to answer questions about events that occurred; thereby demonstrating how effective the story of the events was.
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Motivator	None
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Enabling Learning Objective	<p>NOTE: The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO B)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%;"><tr><td style="width: 20%;">Action:</td><td>Identify how individual perceptions affect communication.</td></tr><tr><td>Conditions:</td><td>Given advance readings, an in-class exercise, and an in-class discussion of the implications of the exercise.</td></tr><tr><td>Standards:</td><td>Completed the in-class exercise, discussed the responses, and identified how individual perceptions affect communication.</td></tr></table>	Action:	Identify how individual perceptions affect communication.	Conditions:	Given advance readings, an in-class exercise, and an in-class discussion of the implications of the exercise.	Standards:	Completed the in-class exercise, discussed the responses, and identified how individual perceptions affect communication.
Action:	Identify how individual perceptions affect communication.						
Conditions:	Given advance readings, an in-class exercise, and an in-class discussion of the implications of the exercise.						
Standards:	Completed the in-class exercise, discussed the responses, and identified how individual perceptions affect communication.						

Safety Requirements	None
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Risk Assessment Level	Low
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Environmental Considerations	None
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Evaluation	None
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Instructional Lead-In	None
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Resource Requirements	<p>Instructor Materials: None</p> <p>Student Materials: Pencil and paper</p>
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Special Instructions	None
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Procedures

You are to complete an exercise first independently. You have five minutes to read the story and answer the questions as true (+), false (-) or unknown (?). After five minutes, you will divide into groups of 4-6 depending upon the number of students in the class. Each group will select a recorder who will record the group's responses. The recorder will discuss the responses with the small group.

**Feedback
Requirements**

None

THE ROBBERY

Instructions: Working individually, read the short story and circle your answers to each question. “T” means the statement is true, “F” means false, and “?” means you can’t tell if it is true or false.

You will then work with your group to come to a group consensus on the answers.

The Story:

A businessman had just turned out the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

Statements about the story:

1. A man appeared after the owner had turned off his store lights. T F ?
2. The robber was a man. T F ?
3. The man did not demand money. T F ?
4. The man who opened the cash register was the owner. T F ?
5. The store owner scooped up the contents of the cash register and ran away. T F ?
6. Someone opened a cash register. T F ?
7. After the man who demanded the money scooped up the contents of the cash register, he ran away. T F ?
8. While the cash register contained money, the story does not say how much. T F ?
9. The robber demanded money of the owner. T F ?
10. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police force. T F ?
11. The following events are true: someone demanded money, a register was opened, its contents were scooped up, and a man dashed out of the store. T F ?

**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

There is no school solution to this practical exercise.

PRACTICAL EXERCISE SHEET PE-2

Title	The JoHari Window Rating Scale						
Lesson Number/Title	L426 version 1 / Communicate Effectively as a Leader						
Introduction	This practical exercise requires you to determine how much your behavior characterizes you in your relationship with other people.						
Motivator	None						
Enabling Learning Objective	<p>NOTE: The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO C)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Action:</td> <td>Determine how leadership style affects communication.</td> </tr> <tr> <td>Conditions:</td> <td>Given homework readings and pretest, an in-class exercise, and a discussion of the exercise results.</td> </tr> <tr> <td>Standards:</td> <td>Identified how a leadership style determines the effectiveness of the communication effort by evaluating their leadership personality using the JoHari Window.</td> </tr> </table>	Action:	Determine how leadership style affects communication.	Conditions:	Given homework readings and pretest, an in-class exercise, and a discussion of the exercise results.	Standards:	Identified how a leadership style determines the effectiveness of the communication effort by evaluating their leadership personality using the JoHari Window.
Action:	Determine how leadership style affects communication.						
Conditions:	Given homework readings and pretest, an in-class exercise, and a discussion of the exercise results.						
Standards:	Identified how a leadership style determines the effectiveness of the communication effort by evaluating their leadership personality using the JoHari Window.						
Safety Requirements	None						
Risk Assessment Level	Low						
Environmental Considerations	None						
Evaluation	None						
Instructional Lead-In	None						
Resource Requirements	<p>Instructor Materials: Chart paper and easel or dry erase board</p> <p>Student Materials: Pencil and paper</p>						

**Special
Instructions**

None

Procedures

Complete the JoHari Window Rating Scale by using the score sheet on C-7 to answer the questions on C-8 and C-9. (Follow instructions on the bottom of C-9.)

**Feedback
Requirements**

None

JoHari Window Rating Scale

Rating Scale and Instructions

Below is the basic ten-point scale to be used in rating yourself on your use of the twenty behaviors described on the next two pages. Read over the behavior description and determine how much it characterizes yourself in your relationship with other people.

Scale Value

10	EXTREMELY CHARACTERISTIC I do this consistently
9	VERY CHARACTERISTIC I do this nearly all the time
8	QUITE CHARACTERISTIC I do this most of the time
7	PRETTY CHARACTERISTIC I do this a good deal of the time
6	FAIRLY CHARACTERISTIC I do this frequently
5	SOMEWHAT CHARACTERISTIC I do this on occasion
4	FAIRLY UNCHARACTERISTIC I seldom do this
3	PRETTY UNCHARACTERISTIC I hardly ever do this
2	QUITE UNCHARACTERISTIC I almost never do this
1	EXTREMELY UNCHARACTERISTIC I never do this

JoHari Window

- _____ 1. I am open and candid in my dealings with others, as opposed to being closed, cautious, under wraps in my relationship.
- _____ 2. I hear, respect, and accept the comments and reactions of others, as opposed to responding defensively, dismissing them as of little value, or turning a deaf ear on their observations.
- _____ 3. I specifically test for agreement and commitment to joint or team decisions, as opposed to assuming that all are committed if no one openly disagrees.
- _____ 4. I readily admit to confusion or lack of knowledge when I feel that I have little information about the topic under discussion as opposed to trying to bluff, feigning understanding, or insisting that my opinions are right.
- _____ 5. I show my concern that others know where I stand on relevant issues, as opposed to being basically indifferent to others knowledge of me or just unrevealing in my comments.
- _____ 6. I take the initiative in getting feedback from other members, as opposed to waiting passively for others to offer their comments of their own accord.
- _____ 7. I “level” with others and describe how I feel about what they do and how they do it, as opposed to covering up, taking tolerance or denying any reaction.
- _____ 8. My comments are relevant, and pertinent to the real issues at hand in the team, as opposed to being “frothy” and off-target or attempts at camouflage.
- _____ 9. I try to understand how others are feeling and work hard at getting information from them, which will help me do this, as opposed to appearing indifferent, showing superficial concern or being basically insensitive.
- _____ 10. I value and encourage reactions equally from others, as opposed to being selective in my quest for feedback or treating some contributions as inferior.
- _____ 11. I am openly affectionate towards others when I feel I like them, as opposed to being inhibited, restrained, or acting embarrassed.
- _____ 12. I help others participate and work to support and draw everyone into a group discussion, as opposed to fending only for myself and leaving participation up to the individual.
- _____ 13. I take risks with others and expose highly personal information, both emotional and intellectual, when it is pertinent, as opposed to playing safe, as if I don’t trust others.
- _____ 14. I welcome and appreciate other’s attempts to help me, no matter how critical or direct their feedback, as opposed to acting hurt, sulking, feeling indifferent, or rejecting them outright.
- _____ 15. I openly try to influence an individual or a group, as opposed to being manipulative.
- _____ 16. I press for additional information when I am angered by them as opposed to acting unaffected, restrained or over controlled.

- _____ 17. I am openly hostile towards others when I am angered by them, as opposed to acting unaffected, restrained, or over controlled.
- _____ 18. I encourage collaboration on problems and solicit other definitions and solutions on mutual problems, as opposed to insisting on mechanical decision rules or trying to railroad my own judgments through.
- _____ 19. I am spontaneous and say what I think no matter how "far out" it may seem, as opposed to monitoring my contributions so that they are in line with prevailing thought or more acceptable to others.
- _____ 20. I give support to others who are on the spot and struggling to express themselves intelligently and emotionally, as opposed to letting them flounder or trying to move on without them.

ADD YOUR RESPONSES TO QUESTIONS: 2, 3, 6, 9, 10, 12, 14, 16, 18, and 20.

FEEDBACK TOTAL: _____

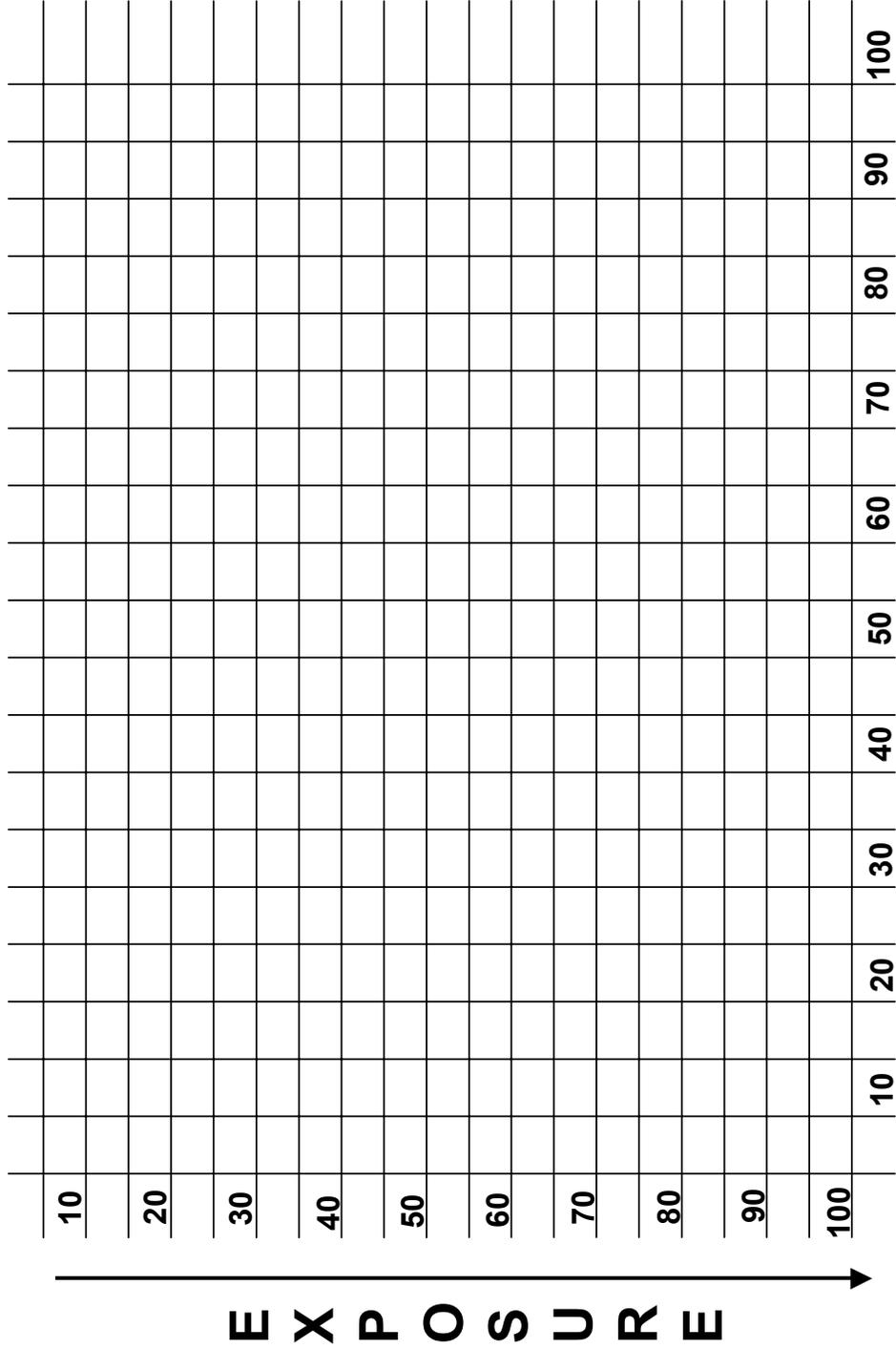
ADD YOUR RESPONSES TO QUESTIONS: 1, 4, 5, 7, 8, 11, 13, 15, 17, and 19.

EXPOSURE TOTAL: _____

Turn to the next page and plot your feedback and exposure totals on the graph.

JoHari Window

Print your name here



EXPOSURE

FEEDBACK → **FEEDBACK**

**SOLUTION FOR
PRACTICAL EXERCISE PE-2**

There is no school solution to this practical exercise.

PRACTICAL EXERCISE SHEET PE-3

Title	Two Different Windows						
Lesson Number/Title	L426 version 1 / Communicate Effectively as a Leader						
Introduction	This practical exercise requires you to determine how leadership styles affect communication.						
Motivator	None						
Enabling Learning Objective	<p>NOTE: The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO C)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Action:</td> <td>Determine how leadership style affects communication.</td> </tr> <tr> <td>Conditions:</td> <td>Given homework readings and pretest, an in-class exercise, and a discussion of the exercise results.</td> </tr> <tr> <td>Standards:</td> <td>Identified how a leadership style determines the effectiveness of the communication effort by evaluating their leadership personality using the JoHari Window.</td> </tr> </table>	Action:	Determine how leadership style affects communication.	Conditions:	Given homework readings and pretest, an in-class exercise, and a discussion of the exercise results.	Standards:	Identified how a leadership style determines the effectiveness of the communication effort by evaluating their leadership personality using the JoHari Window.
Action:	Determine how leadership style affects communication.						
Conditions:	Given homework readings and pretest, an in-class exercise, and a discussion of the exercise results.						
Standards:	Identified how a leadership style determines the effectiveness of the communication effort by evaluating their leadership personality using the JoHari Window.						
Safety Requirements	None						
Risk Assessment Level	Low						
Environmental Considerations	None						
Evaluation	None						
Instructional Lead-In	None						
Resource Requirements	<p>Instructor Materials:</p> <p>Student Materials: Pencil and paper</p>						

**Special
Instructions**

None

Procedures

Think of yourself in two different situations. In window one, draw the panes as you believe they would represent you in this course. For the second pane, you are assigned to a leadership position in a platoon. You are to instruct your subordinates on a life and death task. Draw the panes as you think you would interact in this situation.

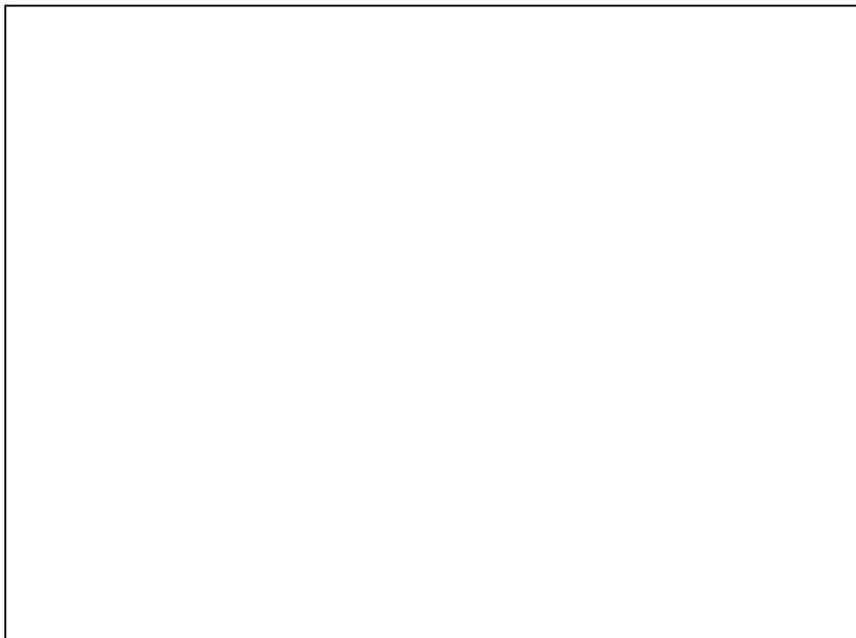
**Feedback
Requirements**

None

TWO DIFFERENT WINDOWS



WINDOW REPRESENTING ME IN THIS CLASS



WINDOW REPRESENTING PLATOON SITUATION

SOLUTION FOR PRACTICAL EXERCISE PE-3

There is no school solution to this practical exercise.

HANDOUTS FOR LESSON 1: L426 version 1

**This Appendix
Contains**

This Appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1
SH-2, Extract from Center for Army Leadership, U.S. Command and General Staff College, Lesson 158-100-1240, Communicate Effectively as a Leader, The Communications Process	SH-2-1 to SH-2-18
SH-3, The Assigned Reading Pretest	SH-3-1 to SH-3-6
SH-4, The Assigned Reading Solution	SH-4-1 to SH-4-6

STUDENT HANDOUT 1

Advance Sheet for L426, Communicate Effectively as a Leader

Overview The student handouts provide an advance sheet, two readings, and a pretest assignment.

TLO Terminal Learning Objective (TLO)

Action:	Determine how to communicate effectively as a leader.
Conditions:	Given in-class experiences with the communication process, homework, and assigned readings.
Standards:	Demonstrated by successful completion of the practical exercises.

Enabling Learning Objectives (ELOs)

- A. Discuss the communication process.
 - B. Identify how individual perceptions affect communication.
 - C. Determine how leadership style affects communication.
-

Student Assignments

- Read Student Handout 1 and 2
 - Complete Student Handout 3, the Assigned Reading Pretest
 - Grade the Assigned Reading Pretest using Student Handout 4
 - Read Student Handout 5
-

Additional Subject Area Resources

None

Bring to Class

- All reference material.
 - Pen or pencil.
 - Writing paper.
-

STUDENT HANDOUT 2

**This Student
Handout Contains**

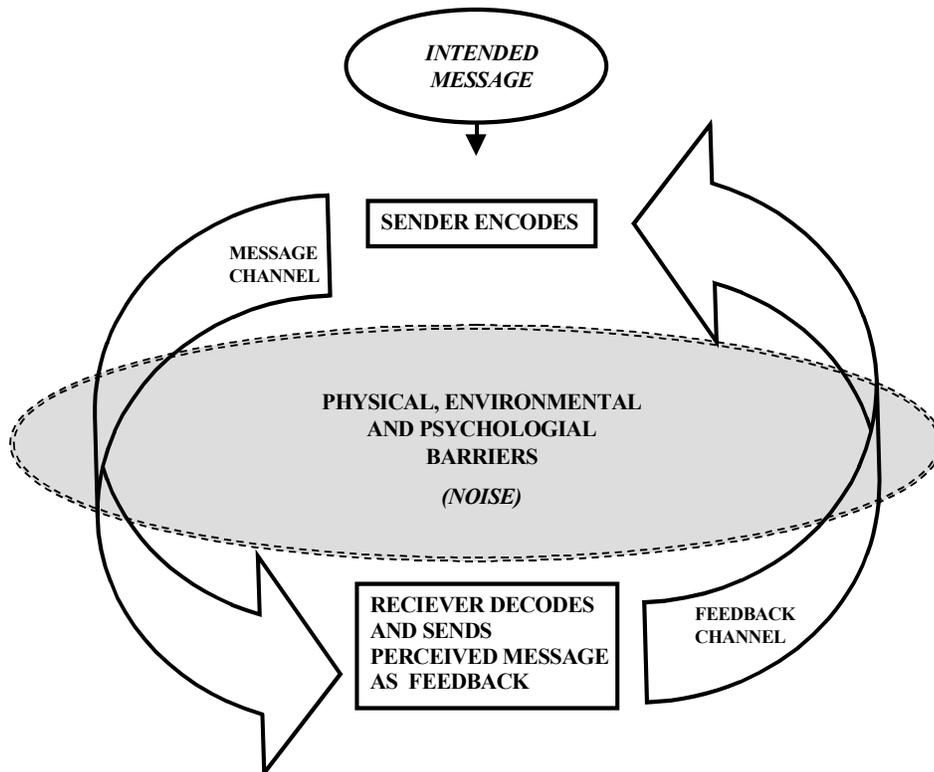
This student handout contains 17 pages of extracted material from Center for Army Leadership, U.S. Command and General Staff College, Lesson 158-100-1240.

(Reading/Study) Requirement	Pages
A Model of Communication	SH-2-2
The Communications Process	SH-2-3
Modes (Methods) of Communication	SH-2-3 thru SH-2-5
Communication Barriers (Noise)	SH-2-6 thru SH-2-8
Improving Communications	SH-2-9 thru SH-2-10
Prepare Yourself to Communicate	SH-2-11
Listening as a Communication Skill	SH-2-12 thru SH-2-15
Interpersonal Communications	SH-2-16 thru SH-2-18

Disclaimer: The training developer downloaded this extract from <http://155.217.58.58/atdls.htm>. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

A MODEL OF COMMUNICATION

"That's not really what I meant!" "But, I told them to..." "You must have been mistaken." "I thought you meant..." All of these common phrases serve notice that something has failed in the communication process. Such miscommunications, of course, can be inconvenient when they occur in casual conversation. However, they can have far-reaching implications for the leader if such problems occur in an organization. Accordingly, we will look more closely at the possible sources of such failed communication. Communication can be defined as the process of transferring information from one person to another. Each transfer of information involves at least three basic elements: a source (or sender) of the communication, a message to be transmitted, and a receiver--either a subordinate, a senior or a peer whom the source feels needs the information. The message, of course, is influenced both by the content of the communication (the information to be transmitted) and the means of transmitting the content (voice, written, picture, or so on). Each of these elements is a potential source of communication failure.



THE COMMUNICATIONS PROCESS

The simple communications model above shows the chain of events that takes place when the source initiates a communication. The process begins with an intended message - something which the source feels needs to be communicated to another. To add substance and meaning to the intended message, the source must encode this message into commonly accepted symbols which are believed to be understood by the receiver. In this context, a symbol merely means something that stands for something else. Selected words or phrases, expressions, and tones are all examples of symbols which a source uses to encode a message. For instance, the words: "You messed up!" coming from a superior may be symbolic of the message that the subordinate failed to satisfy the expectations of the superior. A pointed finger may be a symbolic emphasis to that statement, while a raised voice may symbolize added emphasis.

The message, then, is the composite of all the symbols as they are assembled and processed by the source to convey the intended thought or idea. The source consciously or unconsciously selects the message channel with which to convey the message: face-to-face, written, telephonic, or whatever the sender deems most appropriate. Sometimes the channel is dictated by events such as distance, status, or organizational procedures. Upon receipt of the message, the receiver decodes it by mentally sorting out the sometimes conflicting symbols and interpreting them. For instance, the above communication (exclamatory comment, pointed finger and raised voice) accompanied by a smile on the sender's face may be interpreted as a joke rather than a reprimand. In putting all of the symbols together within the constraints of the particular psychological environment, the perceived message is received. To complete the process, the receiver responds in some way, thereby providing feedback to the source as to how the original message is received, interpreted, and acted upon. In the case of our sample communication, the feedback may be a quizzical look, a nervous gesture, or some type of verbal acknowledgment. In actuality, this feedback completes the cybernetic (or self-correcting) loop for the sender, who may now respond to the feedback received. Feedback also constitutes a process reversal in which the sequence just described begins again. That is, with feedback the receiver becomes the source, encoding and sending a message back to the original source. If the receiver of our sample communication returns a message of disgust or lack of appropriate concern, or if the receiver misinterprets the source's smile, this would probably stimulate another message from the source to clarify or add more emphasis to the communication. The sequence as described thus far is rather simplistic. Only when we consider the noise in the system (distortions, disruptions and breakdowns that are part of the transmission process), do we begin to recognize the true complexity of the communication process. Noise, which results primarily from source/receiver differences and unintended supplemental nonverbal communications, can often distort the message.

But what is communications? We stated that basically, communications is the transferring of information from one person to another. Maybe that is the standard definition, but what are you really trying to do when you communicate? You are trying to transfer information, but the KEY is that you are trying to transfer THE MESSAGE YOU WANT TO SEND. This is where you run into problems and where a thorough understanding of communication comes into play. You must know the communication process, the possible barriers to your desired message being received and ways that you can minimize those barriers. You will never totally eliminate all of the barriers, but you can minimize them so that your message is delivered. If you want to be a successful leader you must learn to clearly communicate and reduce the effect of barriers which might distort your message.

MODES (METHODS) OF COMMUNICATION

Often we think of communication only in terms of oral or written communications and forget that a large part of our communication occurs through nonverbal means. Regardless of whether you are communicating with an individual, a group, or several groups, you will use one of or a combination of the following three communication modes.

Written communications. Using the Army writing style will help you more accurately convey what you intend to say. You should write so that your intended message is transmitted to the reader in a

single, rapid reading. To accomplish this your writing should be generally free of errors in mechanics, grammar, and usage; be concise, organized, and succinct; make use of active voice short words, short sentences and short paragraphs; avoid the use of jargon and acronyms; and be appropriately personalized for the audience. You also need to make sure that your writing format and approach is formal or informal, as appropriate.

Remember, when you communicate in writing, you are not present to explain your intent to the reader. By following Army writing guidance you increase your chances that your intended message will be the one received.

Oral (verbal) communications. The general Army communications guidance is a good guide for you to follow in all types of oral communications. Your oral communications should be generally free of errors in mechanics, grammar and usage; be concise, organized and succinct; limited in the use of jargon and acronyms; and appropriately personalized for the audience. Oral communications can be formal or informal. You can communicate orally with a group (or groups) or with an individual. You can communicate in a face-to-face environment or communicate from a distance for example by telephone or radio. Briefings are another common means of oral communication.

Nonverbal communications. Your nonverbal communication, or body language, is usually involuntary but can also be deliberate. Because nonverbal communication is usually considered to be involuntary, it is often considered to be a more valid reflection of the message being sent.

In face-to-face communications, the actual words constitute only a small portion of the total content. The way you arrange and present the words (in terms of tone, rate, inflection, pauses, and facial expression actually provide most of the message's content to the audience. Sometimes, words themselves cannot stand alone and depend on nonverbal components for true intent. For example, "Isn't this just great" can be an expression of distress, sarcasm, or joy depending upon the nonverbal components which accompany the words. In this case, and in many others, your intent is almost totally dependent upon the nonverbal components which accompany the words used.

In face-to-face communication situations nonverbal indicators are critical. This is also true of messages sent though visual means such as TV. Although you are often unaware of it, you look for the nonverbal indicators as you listen to any message. If the nonverbal component of the message supports the verbal portion, it can reinforce the intended meaning of the message and assist the receiver in properly decoding the message. However, if you say one thing and nonverbally transmit another, the receiver tends to give more credence to the nonverbal components. The credibility of a source who is perceived as frequently sending contradictory messages diminishes. Some forms of nonverbal communication include:

a. *Eye contact.* Maintaining eye contact is usually an indication of interest and concern. It is also considered an indication of self-confidence and self-control. Women generally continue eye contact longer than men. Eye contact tends to be maintained longer when good news is being passed. Some cultures tend to avoid eye contact more than others. You also tend to maintain eye contact with those you like and avoid eye contact with those you dislike. High status individuals tend to exhibit less eye contact than persons of lower status.

b. *Facial expressions.* Facial expressions can reveal a lot about how others are receiving your message. Indicators include the lines in the forehead, the position of the eyebrows, how wide the eyes are opened, how the lips and chin are positioned, and the clenching of the jaws. There are other facial messages which you can learn to recognize such as blushing, redness, etc. Some cultural groups use a lot of facial expressions while others are more controlled in the use of facial expressions.

c. *Gestures.* We give emphasis to our words and attempt to clarify our meaning through the use of gestures. Gestures include movements of the head, shoulders, arms, hands, and legs. Some cultures use a lot of gesturing. Gestures do not mean the same thing to all people. For example, the common "we're number one signal" is considered obscene in some cultures.

d. *Posture*. How you sit or stand signals how an individual is relating to the environment. Watch the body language of others and you can get an idea of the interactions between those involved in the situation. The angle at which a person stands or sits in relation to another person varies with the situation, sex and ethnic group. Leaning forward tends to indicate interest while leaning away tends to indicate inattentiveness or evaluation. However, individuals tend to become rigid and tense around those of greater status or those whom they perceive as threatening or whom they dislike. People tend to relax only to a moderate degree around those whom they consider to be their peers. Those who perceive themselves as higher status generally are more relaxed in posture than lower status persons. Strutting, standing (when others are seated) and hands on hips are all nonverbal cues of high status persons. In addition, people also express their responsiveness through gestures such as shifting positions.

e. *Handshake*. The initiation of the handshake, the type, grip, pressure and release provides information about the individual's reaction to you and about the other individual's self-confidence. Generally, a handshake is considered to be an indication of cooperation or acceptance. A direct, strong handshake generally implies a positive self-image or enthusiasm for the other person. There are differences in cultures and between sexes. For example, in the past, women did not typically shake hands and, if they did, they initiated it.

f. *Personal space*. Distancing is another nonverbal communication. Some people have the need to keep distance between themselves and others. If you invade their personal space, they may become tense or uncomfortable. Interestingly, too much distance tends to be taken as an indication of negative feelings or discomfort. There are cultural, gender and ethnic differences in the way personal space is perceived.

g. *Vocalism*. How you accent words or emphasize words when you speak may imply a different meaning than the words themselves. The way you emphasize certain words or the tone of voice you use can send "mixed messages" to the receiver. Vocal cues can send messages of liking, status and responsiveness. Hesitations and the use of "uh, uh", etc., when at a loss for words can also interfere with the meaning relayed.

h. *Symbolic*. You communicate information about yourself through the symbols you use. Symbols are a real part of your communication. The symbolic communications mode is essentially passive and messages emitted in this way are easily misinterpreted. Symbolic communications include the following (among many others):

1. Clothing (to include uniforms)
2. Hair (to include length and beards)
3. Jewelry.
4. Cosmetics or makeup.
5. Make of car.
6. Location of one's house.
7. Type of paper used for a written communication.

When we talk about the modes of communication, we usually talk about oral, written and nonverbal as if they are separate and distinct communication modes. In actuality, they are interrelated. During oral communications, nonverbal issues influence heavily whether or not the desired message will be relayed. This is also true in written communications. The mode through which your communication is presented, the language used, the format, etc., all influence what is gained from your message. Therefore, if you want **THE** message you intend to be received, you must become aware of the factors which influence the results of your effort. The message is more than the words you use. Actually, the verbal portion of a message constitutes only a small portion of the total message content. It is estimated that the total impact of an oral communication is 7% verbal, 38% vocal, and 55% facial. In written communications, the words you use and how you group the words are extremely important as they stand alone. However, the reader does have the ability to go back and reread or make notes.

COMMUNICATION BARRIERS (NOISE)

If you are to be a successful communicator, you must become concerned about the interpersonal nature of the communication process. Too often you will find that you concern yourself with how you send a message and ignore how the message is received. However, in reality, communications depends upon the recipient acting in the appropriate manner. Anything which prevents understanding of the exact concept or information intended by the sender is a communications barrier (often referred to as noise as indicated on our model). If noise exists at any step in the communication process, clarity of meaning and understanding is impaired.

In this section we are going to discuss some noise or barriers to effective communication including differences in experience, perception, value judgments, source credibility, semantic problems, filtering, time pressures, overload, and incomplete messages. The sources of noise can exist in one-to-one communications (interpersonal) or in a group. In the group setting the potential for communication barriers is increased. When the leader is communicating with a group, he/she must be aware of the potential communication pitfalls and structure the communication effort in view of the increased potential for failure.

Experience/Frame of Reference. Individuals can interpret the same message in different ways depending on their previous life experiences. The closer the experiences of the individuals attempting to communicate, the more likely that the communication process will be effective. Where there are differences in experiences, the likelihood of a breakdown in communications becomes greater. Where individuals have distinctly different frames of reference, effective communication between the individuals is difficult to achieve.

Frame of reference differences include such things as the generation gap, types of jobs performed by the individuals, differences in rank and differences in branch (e.g., Finance vs. Armor). Each of these factors can result in differences in perception of the message. The frame of reference at the platoon level differs from the frame of reference at the brigade level. As a result, the needs, values, attitudes, and expectations of the two individuals or groups involved in the communications effort will differ.

In situations involving differences in frame of reference, neither the sender nor the receiver is right or wrong; it is just that the situation or frame of reference changes the message or value of the message. Individuals choose that part of their previous experiences which most closely relates to their current experience to help them form conclusions and judgments. These differences lead to encoding and decoding differences and are potential communications barriers.

Selective Perception. Selective perception happens when you block out new information, especially when it conflicts with what you believe or your reality. As a result, when you receive information, you tend to hear only that part of the message that conforms to your beliefs. The information which tends to conflict with your conclusions is either not processed or is distorted. Perception barriers can result from differences such as background, religion, cultural group, personal beliefs, education or needs. Any of these factors, plus a multitude of others, can cause a breakdown or distortion in communication.

No two people view the world in exactly the same way. Your perceptions are unique and reflect the sum of the total of the experience that constitutes your reality. In turn, what others see or hear is likewise bound by their own experiences. (This concept becomes extremely important when you realize that the source selects and arranges symbols to construct a message which represents a thought or idea.) These differences are due primarily to psychological factors which function as filters through which we see and hear the world and our reality. We usually presume that the receiver attaches the same meaning as we do to each symbol and therefore will interpret the message exactly as the sender intends. For example, your commander may send you a memorandum saying that money is tight and that all purchases or training expenses must be reduced. You may be amused or you may react negatively if the commander is traveling extensively or making large purchases such as carpeting, computers, etc. Whether or not the expenditures are justified is not important; the preconceptions (in this case the commander takes care of himself at the expense of others) may result in a breakdown in communications.

As expected, preconceived ideas result in stereotyping. Stereotyping is a barrier to communications. When you stereotype, you use selective perceptions and tend to hear only those things which support your stereotypes. For example, some leaders stereotype women, some women stereotype men, some individuals stereotype by race religion or place of origin. Leaders must become aware of the stereotyping beliefs they hold so that they can work to eliminate/recognize these preconceptions. Failure to acknowledge to yourself that you have stereotypes about groups (positive or negative) will interfere with your communication efforts. Consider the effects of the following preconceptions: a leader who does not behave in a dominant, “macho” manner is weak and ineffective; a woman who wants to be a fighter is not a “true woman.” In situations such as these, the price is usually miscommunications and possibly failure to perform as an effective leader.

Poor Listening Skills. Much of your time is spent listening. Unfortunately, too often we hear what another person is saying but do not listen. Part of the problem may result from the fact that we think much faster than we speak. As a result, we develop poor listening habits where we form an opinion of the subject, make a decision about the subject, or focus on what we want to say next while the message is still being delivered. The effects of poor listening habits can be disastrous in an Army setting if either a leader or a subordinate fails to listen to the other. The result can easily be the loss of life or scarce resources.

Value Judgments. Value judgments color every communication effort. Prior to the receipt of the entire message, the receiver has already placed a value on the message. For example, you may discount a message from a subordinate because “she/he is always complaining about something.” (Values are related to selective perception discussed above.) Additionally, as much of our communication occurs via telephone, how you answer the phone, how long you put the individual on hold before getting back to him/her, or how the caller is bounced around from person to person, colors the communication. You must consider these factors if you want to eliminate or delete communication barriers in your organization. For example, referring to some MOSs as being part of the “real Army” and others as being “staff weenies” may be taken to mean that you value the contributions of some groups more than you value the contributions of others. Whereas some may take it as friendly banter, others may be offended.

Credibility of Source. The credibility given to the source of the message by the receiver affects how the receiver views and reacts to the verbal and nonverbal aspects of the communication. Credibility includes the trust, confidence and faith that the receiver has for the words and actions of the source. Thus, the degree of credibility that the intended receiver of your message places on your message is affected by his/her opinion of you and past experiences with you. For example, if you verbally promote equal opportunity, but treat groups differently, your credibility as a fair leader will suffer and your messages will be filtered through this reputation.

Semantic Problems. When you communicate, you encode your message into symbols which you feel fit the message and are familiar to the receiver. Unfortunately, the same words mean different things to different people. Understanding is in the receiver and not in the symbols.

Subgroups within the Army develop words, phrases and acronyms which have specific meaning to that subgroup. This language serves a useful purpose as it can increase the sense of belonging, cohesiveness in the group and self-esteem of the group members. It can facilitate effective communication within the group, but it can result in serious communication breakdowns with other groups and persons—even in the same organization or on the same post. In fact, such “special” language is often not for the transmission of information but is a means of making the group special or unique.

Filtering. Filtering amounts to “manipulating” the information so that it is perceived as positive by the receiver. The reason for manipulation of facts is clear when you see that in a hierarchical organization the superior is the one who evaluates the subordinate, approves requests for funding, etc. It is easy to see that the subordinate wants to be seen in the best possible light. The filtering of information is much more common in the hierarchical organization than in a more horizontal organization as there is less

opportunity for the layer below to take out information before it gets to you or before you can filter information going to your superior.

Leaders are also guilty of filtering the information they provide to subordinates. The negative aspects of a requirement may be exaggerated in order to encourage the subordinates to work harder to achieve a goal. Filtering can also occur when the leader wants to present an issue in a more positive light possibly to enhance his/her image or to lessen the negative impact of the message.

Time Pressures. Time is a barrier to communication since the leader does not have time to individually communicate with every subordinate. Short circuiting the system by circumventing the normal communication channel can lead to communication problems and serious errors. For example, going directly to the team leader rather than the platoon leader can result in a lack of trust in you as a leader. Each event must be carefully weighed before the chain is ignored. This is especially important once the communication effort is focused at the group level rather than the one-to-one level.

Communication Overload. Information is necessary for effective decision making. With the advances in technology, communication difficulties may arise not from a lack of information, but from an overload of information. Leaders are overwhelmed by a deluge of information and data which hinders them from adequately responding to all of the messages they receive. In response they screen out the majority of messages which, in effect, means that these messages are never decoded and the information is not reviewed. Thus, in the area of communications, more is not always better.

As technology increases communication options and opportunities, the possibility for even further communication overload becomes a reality. Techniques for effectively dealing with the increased communication must be explored. Some include:

- a. Manage your messages. Respond to those which are required reading first--for example, messages from your boss. Read the others at a convenient time.
 - b. Identify your preferred communication channel or channels and let others know. If you are a voice person, consider asking others to communicate by phone.
 - c. Don't let your electronic mail pile up. Make decisions and discard messages that are not needed or relevant.
 - d. Investigate using filters or files for managing your e-mail.
 - e. Be aware of your unit's mission when identifying the messages which you will respond to.
- Your lack of response may keep your subordinates waiting for a decision to the detriment of your mission.

Incomplete Messages. If the message you send does not contain enough information, the receiver(s) will fill in the missing ideas. Given individual differences in personal experiences, perceptions, values, etc., the message received will not be the message sent. The only solution for the communication problem is for you, as the leader, to plan your message and ensure that you include all of the required information in your communications.

SUMMARY. The communication barriers discussed above are not the only barriers. As indicated, the barriers to communication are either within the individual or within the organization. Since barriers do not tend to exist in isolation, communication failures tend to result from a combination of barriers.

IMPROVING COMMUNICATIONS

To communicate more effectively as a leader, you must improve your message and you must improve your understanding of what others are trying to communicate to you. The following techniques can help you improve your communication process: regulating information flow, feedback/follow up, using feedback, empathy, simplifying language, listening effectively, and using the grapevine.

Regulating Information Flow. In some organizations, the leader can reduce the potential information overload by limiting communications to him/her to those things which deviate from the routine. Basically, in this arrangement, in formal communications the leaders are communicated with only on matters of exceptions and not for the sake of communication. Too much regulation, however, can result in communication failure.

Using Feedback/Follow up. The principle involved in the use of follow up/feedback as a communication improvement technique is to establish either an informal or formal mechanism by which the sender can check on how the message was actually interpreted. In effect, the use of feedback/follow up makes communication a two-way process.

Feedback allows you to determine if the message you sent was the message received. In face-to-face communications, direct feedback is possible and relatively easy to use as a communication guide. In hierarchical organizations, feedback is more difficult to obtain. Unless you value feedback, you will not receive it from your subordinates. If leaders do not value feedback, subordinates will not provide it. As a leader, you can encourage effective feedback by promoting feedback which is specific, descriptive, useful, timely, clear and valid. Using these guidelines for the feedback you provide to others will lead to better two-way communication.

In a face-to-face situations, you should be aware of facial expressions and other signs that indicate how your message is being received. It is often important to solicit questions from the receiver to be sure that your intended message is being accurately received. Where more formal written communication is involved, the writer may specify specific forms and times for responding to ensure feedback.

Find a Common Ground. Empathy, or the ability to put yourself in the other person's position, can help eliminate many communication barriers. The greater the gap between the experiences and background of the communicator and receiver, the greater the possibility of a communication breakdown. It is vital that you, as a leader, understand that the receiver is decoding your message and filtering it through his/her perceptions of the world. You must attempt to find a common ground of understanding (common experience). Military customs and traditions provide you a basis from which to start.

Simplifying Language. Effective communications involves transmitting understanding. The use of in-group language, jargon, or technical language can result in incomprehensible messages. Simplifying language will help the communication process.

Effective Listening. In order to listen effectively, you must stop talking. Effective listening is not the same as hearing. You must make a conscious decision to listen to the message. Inattention is one of the major barriers to effective listening. Effective communications involves attending to the message and being understood, as well as understanding.

Use the Grapevine. Basically, the grapevine is an informal communication channel which bypasses the formal system. Information usually travels faster in the grapevine than in the formal communication channel. Because the grapevine fills psychological needs, it will always exist. You will not be able to do away with it and can actually use it to enhance the communication in your organization. One way to minimize the undesirable aspects of the grapevine is to improve other forms of communication in your organization. If information is available to personnel, then damaging rumors are less likely to occur.

Additional guidelines which help overcome barriers inherent in the communication process include the following:

a. Understand what seniors, subordinates, and peers need to know to do their jobs. Leaders at all levels must see the battle or the training from the eyes of seniors, their subordinates, peers, and support personnel.

b. Information flow must be planned for and encouraged through the ranks. An effective flow of information ensures that decisions will be made from knowledge of the situation rather than from a void.

c. Understand how stress affects communications. You need to understand the human tendencies under stress that create communication problems. People do not see the same reality when they look at a situation or read a message. Soldiers at all levels need to be clear and concise in their communications. Prepare your soldiers to deal with stress and its effects on communications through realistic training.

d. Teach and demand accurate reporting. You have to be aware of the human tendencies that distort reality. If something is not known to be a fact, do not report it as a fact. Report it as whatever it is-- a perception, belief, opinion, or assumption. Teach your soldiers to report matters exactly as they know them, based on what they see and hear. No matter how great the pressures from a senior for progress in a situation, it is better to say, "I don't know," "I believe," or "I'll check and get back to you," than to report as "fact" something you are not certain is a fact.

e. Use several channels of communications and repeat important communications. Since information can easily be filtered or blocked, you must use several channels to relay it. Repeat information communicated to ensure it gets to all parts of the unit. The following are some channels of communications:

- (1) Announcements.
- (2) Bulletin boards.
- (3) Meetings with the leaders in the chain of command.
- (4) Meetings with informal groups.

SUMMARY OF KEY POINTS

- * Communication is the process of achieving common understanding and is undertaken to achieve a purpose.
- * If your message did not achieve the intended effect, communication has not taken place.
- * Nonverbal communications are powerful components of the communication process.
- * The organizational structure influences the communication process and must be taken into consideration prior to the communication effort.
- * Individual differences influence the success of the communication effort.
- * Communicators must be aware of communication barriers and their effects on the communication process in order to reduce their impact.
- * Consistent effort must be made to continue good communication procedures and to improve those which need improvement.

PREPARE YOURSELF TO COMMUNICATE

Communication is the means for transferring information from one person to another. It involves a source of the communication, a message to be transmitted, and a receiver. You as a leader must be able to communicate your intended message effectively. If you use the following process, you will find that your communication efforts will be more accurate and effective:

1. Identify the purpose of the proposed communication:
 - a. Determine what information you need to communicate.
 - b. Determine why you need to communicate the information.
 - c. Determine to whom you need to communicate the information.
 - d. Determine if you are the correct source of the information.
2. Analyze the communication environment.
 - a. Personal. Determine your ability to accurately transmit the communication.
 - (1) Expertise
 - (2) Values
 - (3) Expectations
 - (4) Experience
 - (5) Your authority to transmit the information.
 - (6) Personal attributes which influence mode of communication.
 - b. Audience. Determine to whom you should transmit the information.
 - (1) Expertise
 - (2) Values
 - (3) Expectations
 - (4) Experience
 - (5) Background (cultural, education and training)
 - (6) Attributes which influence mode of communication.
 - c. Environment. Identify the environmental factors in the communication situation that may facilitate or hinder your message.
 - (1) Identify factors which may facilitate the receiver's accurate receipt of the intended message.
 - (2) Identify factors which may hinder the receiver's accurate receipt of the intended message.
 - d. Choose an appropriate medium (or media) for the message.
 - (1) Consider strengths and weakness of the media based on personal, audience, and organizational (environment) factors.
 - (2) Determine the resource requirements for the media and availability of the requirements.
 - e. Determine if the intended message was accurately received.
 - (1) Identify techniques for determining if the intended message was received by the intended audience.
 - (2) Determine if appropriate message was received. If not, determine source of problem and approach to take.

Summary. Despite the fact that each of us communicates on a daily basis, we rarely think about the skills required to ensure effective communications. Your ability to communicate effectively will have a direct relationship to your leadership potential.

LISTENING AS A COMMUNICATION SKILL

No one can dispute or even overemphasize how important it is for any leader to be an effective communicator. Communication skills are easily discussed, but often hard to assimilate in practice. Among the many skills of communication, listening skills are particularly critical, and often are the ones we lack the most. In this article, we will explore the concept of “active listening” and how it applies to your role as a leader. We will also explore the concepts of “problem ownership” and how we can communicate our feelings and needs assertively through “I-messages”.

Usually messages contain two elements: content and feeling. These combine to give the message meaning. However, to communicate clearly we must remember that meanings are in people, not in words.

Good listening involves attending to everything that is communicated to you both verbally and nonverbally. This requires more than simply concentrating on what the other person is saying. Good listening requires effective two-way communication—not just allowing the other party to talk, but involving yourself in the process to understand, and not just hear, what the other person is hearing. It includes letting the other person know that you have heard him or her. An active listener is a good listener. You can improve your listening skills by using the following guides :

- a. Find an area of interest. Try to find an area of interest in the topic under discussion. Say to yourself: “What is he/she saying that I can use?”
- b. Judge the content, not the delivery. Even if the delivery is boring, find out what you must know.
- c. Hold your fire. Overstimulation is almost as bad as understimulation. The overstimulated listener gets too excited too soon. Learn not to get too excited about a speaker’s point until you are certain you thoroughly understand it.
- d. Listen for ideas. Good listeners focus on central ideas. They recognize when central ideas are stated, and they are able to discriminate between fact and principle, idea and example, or evidence and argument.
- e. Be flexible. If there is the need, take notes. Sometimes you will need to develop brief, meaningful records for later review.
- f. Work at listening. Give the speaker your conscious attention.
- g. Resist distractions. A good listener fights distractions. By closing a door, shutting off a radio, moving closer to the sender, or asking him to speak louder, you can fight distractions and make your listening a matter of concentration.
- h. Exercise your mind. Good listeners develop an interest in hearing a variety of presentations difficult enough to challenge their mental capacities.
- i. Keep an open mind. Some words trigger emotional eruptions, serve as “red flags,” and distract you from understanding the message. A good listener distinguishes between the sender’s intended message and the words the sender uses.
- j. Capitalize on thought speed. There is evidence that most of us think about four times as fast as we talk. Thus you have time to spare during every minute a person talks. Keep your mind focused on the speaker. If you allow your mind to wander, you find that when your thoughts return to the person speaking he/she is far ahead of you. Good listeners use their thought speed to advantage; they constantly apply their spare thinking time to what is being said. Develop a thought pattern to include the following:

- Try to anticipate what a person is going to talk about.
- Mentally summarize what the person is saying. What point is he/she making?
- Weigh the speaker's facts.
- Listen "between the lines." Observe the nonverbals.

Active listening is a technique that allows you to see the world as the other person sees it and involves risk taking (because you may not hear what you want to hear). The active listening technique does not threaten others or put them on the defensive. It does not assume you know what the other person is going to say next. This technique takes time and patience.

Active listening creates an open communication climate for understanding. The listener learns what another's meaning and feelings are about situations and issues. Skillful, active listening can communicate acceptance and increase interpersonal trust among people and facilitate problem solving. You can become an active listener by practicing the following actions:

a. Paraphrase (say the same thing back in different words). Allow for correction. Repeat as necessary (feedback and correction). Paraphrasing, in essence says, "I am interested enough in what you are saying to hold it up like a mirror to see if I got it right. And if I didn't get it right, I want to hear it again in different words until I get it right."

b. Check your perceptions. Say how you think the other person is feeling and allow for correction. Feelings are often very relevant to the matter being discussed. Perception checking, in essence, says, "I'm not only interested in what you are saying about something, but how you are feeling about it. Here again, "I am willing to hold up a mirror to see if I got it right, and if I didn't, I'll try again."

c. Withhold evaluation. Wait until understanding is complete before making evaluations and judgments. You can get your agenda in, but be patient.

At first, it seems awkward and it is easy to fall flat on your face. The only way to learn is to practice. If you continue to practice over months and years, you will internalize this skill and do it naturally. When you first start active listening, you may want to tell the other person (as you listen) that you are practicing techniques to become a better listener. For instance, "I" messages help in nonjudgmental listening: "So, you are saying...?" or "I sense you're feeling..."

Active listening is a skill for improved communication, but it can easily be misused. Avoid the following pitfalls:

a. Snap supporting makes light of another person's feelings or ideas. You snap support when you say things such as "Oh, don't worry about it, everything will be all right," or "Things will work out OK for you in the long run." When you do this, you invalidate the sender's feelings by inferring there is no real reason for him to feel that way. Instead of snap supporting, try to validate the way the other is feeling. "I can see you are feeling frustrated, and that's understandable," or "That exact thing has never happened to me, but I can well imagine what it feels like." Note that you are not necessarily agreeing with the other person. Saying, "I can tell you are feeling worthless," is different than telling someone, "I see you are worthless."

b. Interrogating makes a person feel trapped, especially when questions appear in rapid order. You interrogate when you ask questions such as: "What time did you do it? Who saw you do it? Are you going to tell the boss?" Instead of interrogating, use open-ended questions to fill in information you need. If you ask, "How do you see the events which led to the signal line being cut?" you leave room for the person to give you more information. If you interrogate by asking, "At what time did you cut the signal line?" you may send the message, "You cut the signal line too early, you dummy, and spoiled the whole field exercise!"

c. Analyzing tries to find out why another person is feeling, saying, or doing things. You analyze

when you say such things such as “What’s bothering you is that you have no confidence in yourself. What you are really feeling is anger at ____” or “I’ll bet you did it because you don’t like Tim and Sam looks like Tim.” In doing this prematurely, you may attribute thoughts and motives that may or may not be there. Try analyzing in a tentative way, such as “Do you think you might have done it because Sam looks like Tim?”

d. Moral judging implies, or makes an evaluation that the action was either right or wrong, good or bad. Statements such as, “I wouldn’t do that if I were you,” or “With that attitude, you’re bound to get into trouble” are examples. If moral issues are important in the situation, let the other person arrive at his own moral judgment. You might ask some leading questions like, “How do you really feel about it?”

Active listening is not appropriate in all situations. Sometimes a person simply wants some help. Sometimes people are only looking for information or advice and are not trying to work out their feelings. For these two situations, active listening is inappropriate.

Active listening is most appropriate when a person expresses feelings about a problem or issue. But, in such a situation, you must first clarify the critical issue of “problem ownership.” The principle of problem ownership can be demonstrated in the following situations:

- Person A’s needs remain unsatisfied by his/her own behavior. A’s behavior doesn’t directly interfere with Person B’s personal satisfaction. Therefore, A owns the problem.
- Person A’s needs are satisfied, but A’s behavior interferes in some way with Person B’s personal satisfaction of needs. Since B has the problem, B then owns it.
- Person A satisfies personal needs, and A’s behavior does not directly interfere with Person B’s needs. In this case, there is no problem.

The bottom line is this: when someone else’s behavior is upsetting to you, you probably own, or at least co-own, the problem. It may not be a problem at all to the other person. In fact, he/she may be meeting his/her personal needs through that behavior you find so upsetting.

The person owning the problem must know how to confront it and communicate personal needs so that other people will listen. However, people frequently confront problems in ways that tend to stimulate defensiveness and resistance. The two most common approaches appear below:

a. Evaluating--which communicates judgment, blame, ridicule, or shame (Don’t you know how to use that machine? You’re late again”). This method creates several risks:

1. It makes people defensive and resistant to further communication.
2. It implies power over the other person and
3. It threatens and reduces the other person’s self esteem.

b. Sending solutions--which communicates what the other person should do, rather than what the speaker is feeling you don’t come in on time, I’ll have to take action. Why don’t you do it this way?). Sending solutions carries risks:

1. People become resistive if they are told what to do, even if they agree with the solution.
2. This approach indicates that the sender’s needs are more important than the receiver’s.
3. It communicates a lack of trust in the other person’s capacity to solve his own problems

and

4. It reduces the responsibility to define the problem clearly and explore feasible alternatives to a problem.

Problems can be confronted and personal needs made known without making other people feel defensive. An effectively communicated message involves owning feelings, sending feelings, and describing behavior. Sometimes communicating feelings is viewed as weakness, but the value of sending feelings is communicating honesty and openness by focusing on the problem and not evaluating the person.

a. To communicate effectively, describe the behavior that you see, and explain how you feel about that behavior and how it specifically affects you. DESCRIBE, DON’T EVALUATE.

Describing behavior is much different than evaluating it. The underlined parts of the next statements evaluate behavior:

"I can't finish this report if you are so inconsiderate as to interrupt me." "You're a loudmouth."

The underlined parts of the next statement describe behavior:

"I can't finish this job if you keep interrupting me

b. Use the "I-Message." The "I-message" is a tool for sending effective "feeling" messages. Use "I-messages" when you have all or part ownership of the problem and need to communicate how you are feeling. "I-Messages" are effective because--

- they place responsibility with the sender of the message.

- they reduce the other person's defensiveness and resistance to further communication.

Behavior descriptions provide feedback about the other person's behavior but do not evaluate it.

- they honestly express the speaker's feelings. Feeling messages promote open communication in work and personal relationships.

SUMMARY

The skills of sending feeling messages and listening actively can be applied to work, family and personal relationships. No one is wrong; at most, someone is uninformed. Avoid playing "superiority" games and find out more about the message and the sender.

INTERPERSONAL COMMUNICATIONS

The communication flow is the same whether it is from individual to individual in face-to-face or group settings. This flow, also known as “interpersonal communications” varies from direct orders to informal and casual comments. The primary way that you, as a leader, will communicate is through the information you receive and transmit or “interpersonal communications. Importantly, the way that you receive and transmit the information depends in a large part on how you relate to the two senders of information -- yourself and others.

What You Know About Yourself and Others

Information about you is held by you and by others. But each person in the communication effort does not fully have or know that information. The different combinations of knowing and not knowing relevant information leads to different perceptions of the message. Even when communicating with a group, it is the individual perception which determines if the intended message is received. A group setting just makes it more difficult for you to determine if your message succeeded.

The regions of information influencing communication can be divided into four combinations or regions of information known and unknown by self and others. Reviewing the chart below, you can identify the arena, the blind spot, the facade and the unknown. In addition to serving as an explanation of what we and others know about us, the regions also serve to provide information about how leaders communicate with subordinates.

a. **The Arena.** The Arena is the location which is most conducive to communication. In the Arena all information necessary to carry on effective communication is known both to the leader and the receiver(s). This is an area of common understanding and in which all involved share feelings, information, etc.

b. **The Blind Spot.** The Blind Spot contains information that you do not know about yourself. However, the group does know the information. This occurs when you communicate all kinds of information to the group of which you are not aware. This information may be in the form of verbal cues, mannerisms, the way you say things or the way that you relate. Unfortunately, we are often unaware of the information about ourselves that we communicate to others.

c. **The Facade.** When information is known to the individual but not to others, the individual may present a false front or facade. Thus, if your subordinate knows information and you do not, the situation may be damaging. The Facade cuts down on the arena which reduces the possibility of effective communications.

d. **The Unknown.** The Unknown is an area where neither we nor the other know the relevant information. In this case interpersonal communications will be poor. This situation results in mutual misunderstanding.

Ways to Improve Interpersonal Communications

There are basically two ways to improve interpersonal communications: feedback and exposure:

a. **Feedback.** When you do not know or understand some information, obtaining feedback from others who do know can lead to more effective communications. In effect, the Blind Spot is reduced and the Arena increased. Receiving feedback depends upon your willingness to hear what others are saying and on the willingness of others to provide it. In order to do this, you must develop a receptive attitude, which encourages others to give feedback. In effect, you are less able to control the obtaining of feedback than the increase in exposure. Obtaining feedback is dependent on the cooperation of others, while exposure requires the active behavior of the self and the listening of others.

b. **Exposure.** Increasing exposure requires that you reduce the Facade area. Since the Facade contains information that you have been keeping from others, you can reduce your Facade by giving feedback (exposure) to others about your reaction to what is occurring. This requires you to be more open and honest in sharing information with others. This process is called exposure because it leaves you more vulnerable and often involves risks.

It is interesting to note that you are less able to control the obtaining of feedback than the increase in exposure. Obtaining feedback is dependent on the cooperation of others, while exposure requires the active behavior of the self and the listening of others

Leadership Styles and Communications

Your interpersonal style refers to the way that you prefer to relate to, or communicate with, others. The way you communicate, both as a sender and a receiver, is crucial for your communication effectiveness. How you provide information, give commands and instructions, make efforts to influence and persuade, and provide information are all determined your communication style.

In reality, leaders differ in their willingness and ability to use exposure and feedback as techniques to improve communications. Depending on the leaders use of exposure and feedback, four leadership styles can be identified.

a. **Type A (Unknown window).** Leaders who use neither exposure nor feedback are classified as Type A. This leader is unwilling to increase the size of his/her Arena and as a result the Unknown region predominates in his/her leadership style. Such leaders exhibit anxiety and hostility and give the impression of being aloof and cold and often exhibit anxiety and hostility. Having several Type A leaders in an organization leads to poor and ineffective interpersonal communications and a loss of individual creativity. These leaders tend to be autocratic.

Type A leaders are a mystery to his/her subordinates because they have trouble knowing where they stand with the leader and where the leader stands on issues. When asked why he/she doesn't participate more, the response may be something to the effect that one learns more by listening. The leader tends to put a protective shell around him/herself leading to a separation from his/her subordinates. Some refer to this type of communicator as a turtle.

b. **Type B (Facade window).** Some leaders desire to have satisfying relationships with their subordinates but because of their personalities and attitudes, they cannot open up and express their feelings and sentiments. As a result, they cannot use exposure and must rely on feedback. This overuse of feedback results in the Facade being the predominant feature of interpersonal relations. The subordinates likely will distrust such leaders because they realize that the leader is holding back on ideas and opinions. The Type B leader is often displayed by leaders who desire to practice some form of permissive leadership.

This Type B leader is one who tends to ask many questions but gives out little information or feedback. The larger the Facade, the smaller the amount of information or feedback this leader provides subordinates. He responds to the group by asking questions such as "What do you think about this?" "What would you do if you were in my shoes?" This type of leader is also known as an "interviewer" or "interrogator."

c. **Type C (Blind spot window).** The leader who values his/her own opinions, but not the ideas and opinions of others, will predominately use exposure. This results in an increase of the Blind Spot. Subordinates realize that the leader is not interested in listening but in telling. As a result, Type C leaders often have subordinates who are hostile, insecure, and resentful. The subordinates soon learn that the Type C leader is primarily interested in maintaining their own sense of importance and prestige.

Type C leaders tend to tell others what he/she thinks of them or what they are doing. He gives feedback but solicits very little concerning him/herself. This leader may criticize the group as a whole and

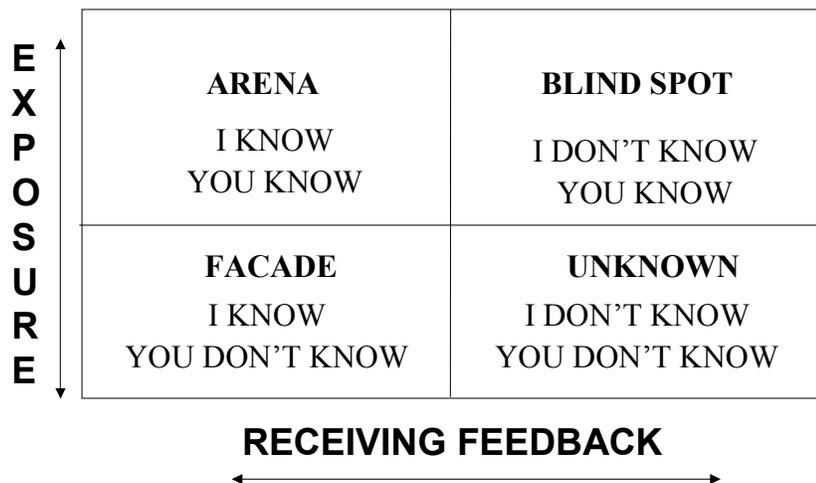
is viewed as a poor listener. His/her few self-disclosures tend to be viewed as out of touch or evasive. This leader is often viewed as a “Bull-in-a-China-Shop.”

d. **Type D (Arena window).** This is the most effective interpersonal communication style and the one which uses a balance of exposure and feedback. Type D leaders tend to be secure in their positions and feel free to expose their own feelings and to obtain feedback from others. To the extent that the leaders practices Type D behavior successfully, the Arena becomes larger, and the communication becomes more effective.

Type D leaders are the ideal communicators. The large Arena suggests that the leader is open to others. Very little guesswork is needed to understand what the Type D leader is trying to do or communicate. This leader makes use of both feedback and exposure. Subordinates do not feel that they have to engage in game type behaviors in order to communicate with this leader.

In summary, the primary determiner of effectiveness of interpersonal communication is interpersonal style, and the attitude of leaders toward exposure and feedback. The most effective interpersonal approach is used by the Type D leader. Leaders who are Types A, B, and C resort to behaviors which are detrimental to the effectiveness of the communication process and to the organizational performance.

INTERPERSONAL COMMUNICATIONS MODEL



STUDENT HANDOUT 3

The Assigned Reading Pretest

**This Student
Handout Contains**

This student handout contains the Assigned Reading Pretest.

(Reading/Study) Requirement	Pages
Assigned Reading Pretest	SH-3-2 thru SH-3-6

Complete the pretest prior to attending class and bring graded pretest to class.

Assigned Reading Pretest

Directions: Answer all of the questions below. Try to complete the pretest without using your reading materials. When you complete the test, grade it. If you scored less than 80%, you need to review the assigned material. To determine your grade, count the number of points you correctly answered and multiply it by 2. That will give you the percentage of questions you got correct.

If you have questions about the test or material, make notes and bring those notes to class. You will have an opportunity to ask questions.

1. Define each of the following terms in terms of the communication process: (1 point for each correct answer.)

- a. Sender
- b. Noise
- c. Receiver
- d. Encode
- e. Decode
- f. Barriers
- g. Feedback
- h. Message
- i. "I"-Message
- j. Written communications
- k. Nonverbal communications
- l. Paraphrase
- m. Channel
- n. Grapevine
- o. Communication overload

2. Name 5 forms of nonverbal communication and explain how it can affect the communication process. (1 point for each correct answer.)

a.

b.

c.

d.

e.

3. Describe the communication process. (4 points)

4. Communication only takes place when (2 points)

5. What is the effect of jargon and acronyms on communication? (2 points)

6. What is probably the most important way to improve communications? (1 point)

- a. Develop nonverbal skills.
- b. Work at active listening.
- c. Develop verbal skills.
- d. Work on parroting skills.

7. What type of communication is it when a person's posture sends signals that communicates how an individual is experiencing his/her environment? (1 point)

- a. Verbal communication.
- b. Nonverbal communication.
- c. Encoded communication.
- d. Decoded communication.

8. Clothes, hair, jewelry, make of car, and the location of one's house are indications of what type of communication? (1 point)

- a. Nonverbal communication.
- b. Symbolic communication.
- c. Verbal communication.
- d. Status communication.

9. Of the four parts of the communication process, which is encoded? (1 point)

- a. The message.
- b. The sender.
- c. The receiver.

10. In the communication process, what are announcements, bulletin boards, as well as meetings with informal groups are considered to be? (1 point)

- a. Communication keys.
- b. Communication characteristics.
- c. Communication channels.
- d. Communication avenues.

11. What aspect of the communication process involves everything that is communicated to you both verbally and nonverbal? (1 point)

- a. Active listening.
- b. Good listening.
- c. Keys to communication.
- d. Communication characteristics.

12. Which of the nonverbal communication listed below refers to invading of ones space causing that person to become tense and uncomfortable? (1 point)

- a. Gesturing.
- b. Vocalism.
- c. Posture.
- d. Distancing.

13. For each situation, communicate an I-message expressing specific behavior, feelings, and the effect of the continued behavior.

- a. A peer who is sitting next to you during an informal meeting is smoking a cigarette and the smoke is blowing in your face. (1 point)

- b. A staff member borrows your new tape recorder without asking. (1 point)

- c. A subordinate often yells across the office to get your attention. (1 point)

- d. One of your peers is responsible for making changes in the training schedule, but he often fails to tell you, and you need to know. (1 point)

- d. Your clerk is repeatedly making the same typing error. (1 point)

14. Define each of the following leadership styles in terms of willingness to share information about himself/herself.

- a. Type A (1 point)

- b. Type B (1 point)

- c. Type C (1 point)

- d. Type D (1 point)

15. Based on your own experience, which element of communication has most often been the cause of your failures to communicate? What do you believe you can do to improve your communication effectiveness? (1 point)

16. Army personnel come from diverse backgrounds. Should diversity affect the way the Army leader communicates with his/her troops? Why or why not? (2 points)

17. Are you most often a Type A, B, C, or D person when you engage in interpersonal communications? Are you satisfied to be what you think you are? Why? If not how could you change? (1 point)

18. How can a leader improve his/her credibility as a communicator with subordinates? (1 point)

19. Describe a situation in which you have been the receiver in a one-way communication process. Can you think of any reasons why some people might prefer this type of communications? (1 point)

STUDENT HANDOUT 4

The Assigned Reading Pretest Solution

This Student Handout Contains

This student handout contains the Assigned Reading Pretest Solution.

(Reading/Study) Requirement	Pages
The Assigned Reading Pretest Solution	SH-4-2 thru SH-4-6

Assigned Reading Pretest Solutions

Directions: Answer all of the questions below. Try to complete the pretest without using your reading materials. When you complete the test, grade it. If you scored less than 80%, you need to review the assigned material. To determine your grade, count the number of points you correctly answered and multiply it by 2. That will give you the percentage of questions you got correct.

If you have questions about the test or material, make notes and bring those notes to class. You will have an opportunity to ask questions.

1. Define each of the following terms in terms of the communication process: **(each counts 1 point)**

- a. Sender: **The originator of the message or communication effort.**
- b. Noise: **Distortions, disruptions and breakdowns that are part of the communications process.**
- c. Receiver: **The audience for whom the message is intended. The person who receives the message.**
- d. Encode: **Putting the intended message into commonly accepted symbols which are believed to be understood by the intended receiver.**
- e. Decode: **What the receiver does upon receipt of a message--mentally sorts out symbols and interprets them.**
- f. Barriers: **Blocks to communication. They may be physical such as distance or psychological such as values, beliefs, etc.**
- g. Feedback: **Response to a message which the sender receives from the receiver.**
- h. Message: **The result of the encoding process. What the individual hopes to communicate.**
- i. "I"-Message: **The type of communication skill you use to tell another person what his/her behavior is and how that behavior is affecting you.**
- j. Written communications: **Message in written form.**
- k. Nonverbal communications: **The part of the message which is nonverbal and includes such things as facial expressions, body language, voice.**
- l. Paraphrase: **When you repeat what another person says using your own words. Paraphrasing is usually used to clarify a message.**
- m. Channel: **The carrier of the message.**
- n. Grapevine: **The informal communications channel through which messages and information are shared.**
- o. Communication overload: **The situation during which so much information is provided that the individual has trouble determining what is important. The individual is overwhelmed with information.**

2. Name 5 forms of nonverbal communication and explain what it can indicate in the communication process. **(each counts 1 point)**

a. Eye contact. Is viewed as an indication of self-confidence and self-control. Some cultures tend to avoid eye contact as it is rude to stare. Longer contact tends to indicate lower social status. Individuals also tend to maintain longer eye contact with those they like and avoid eye contact with those they dislike.

b. Facial expression. Indicate a lot about how you are reacting to/receiving the message. The position of the eyebrows, the position of the head, the tightness of the mouth, wideness of the eyes, etc., all give indication of whether the individual is agreeing with you, disagreeing with you, hostile towards your, etc.

c. Posture. Is viewed as indicating how one is relating to the environment. Leaning forward tends to indicate interest while leaning away indicates inattentiveness or evaluation. Tend to become more rigid and formal around superiors. High status persons tend to be more relaxed in posture than lower status individuals. Etc.

d. Personal Space. Some have the need to keep distance between themselves and others. Invading the personal space makes the individual tense and uncomfortable. Too much distance indicates nonacceptance. As with most nonverbal cues, this varies with gender, race, ethnicity, and cultural differences.

e. Symbolic. The messages you send symbolically can easily be misinterpreted and depending on the way they are interpreted, may interfere with the messages you wish to convey. These symbols include such things as clothing, hair, jewelry, etc.

Others you could have include handshake, gestures, handshake, vocalism and any other factors which affect communications which may not be listed above.

3. Describe the communication process: (4 points) The sender has an intended message which he/she encodes, selects the channel and sends the message. The receiver decodes the message and the message received is the perceived message. The receiver then becomes the sender and encodes the response (the response could be nonverbal also), chooses the message channel and sends the new message or feedback to the original sender. The original sender receives the message and decodes it, etc.

4. Communication only takes place when: (2 points) Communication does not occur unless the intended action results.

5. What is the effect of jargon and acronyms on communication? (2 points) Jargon and acronyms can interfere with the communication effort. This language has specific meaning to those who use it. Those out side of the group may not understand it. The use of jargon and acronyms can also result in a group feeling "special" and not valuing the contributions of outsiders.

(1 point each for questions 6-12)

6. What is probably the most important way to improve communications?

- a. Develop nonverbal skills.
- b. Work at active listening.**
- c. Develop verbal skills.
- d. Work on parroting skills.

- 7 What type of communication is being used when a person's posture constitutes a set of potential signals that may communicate how an individual is experiencing his environment?
- a. Verbal communication.
 - b. Nonverbal communication.**
 - c. Encoded communication.
 - d. Decoded communication.
- 8 Clothes, hair, jewelry, make of car, and the location of one's house are indications of what type of communication?
- a. Nonverbal communication.
 - b. Symbolic communication.**
 - c. Verbal communication.
 - d. Status communication.
9. Of the four parts of the communication process, which is encoded into some channel or medium?
- a. The message.**
 - b. The sender.
 - c. The receiver.
10. In the communication process, what are announcements, bulletin boards, as well as meetings with informal groups are considered to be?
- a. Communication keys.
 - b. Communication characteristics.
 - c. Communication channels.**
 - d. Communication avenues.
11. What aspect of the communication process involves everything that is communicated to you both verbally and nonverbal?
- a. Active listening.
 - b. Good listening.**
 - c. Keys to communication.
 - d. Communication characteristics.
- 12 Which of the nonverbal communication listed below refers to invading of ones space causing that person to become tense and uncomfortable?
- a. Gesturing.
 - b. Vocalism.
 - c. Posture.
 - d. Distancing.**

(1 Point for each part of question 13)

13. For each situation, communicate an I--message expressing specific behavior, feelings, and the effect of the continued behavior.

a. A peer who is sitting next to you during an informal meeting is smoking a cigarette and the smoke is blowing in your face.

It makes me angry when you blow smoke in my face. It's not healthy for me and I would like you to please stop.

b. A staff member borrows your new tape recorder without asking.

I get upset when you take the tape recorder without asking. Next time, I would like you to let me know when you need to borrow it.

c. A subordinate often yells across the office to get your attention.

When you yell across the office to get my attention, I get embarrassed by everyone looking at me. Next time could you please get my attention in some less obvious way?

d. One of your peers is responsible for making changes in the training schedule, but he often fails to tell you--and you need to know.

I feel angry when you fail to tell me the changes in the training schedule. I also need to know this information to do my job.

e. Your clerk is repeatedly making the same typing error.

I feel frustrated when you continue to make the same error after having had it brought to your attention numerous times.

(1 point for each part of question 14: 4 points total)

14. Define each of the following leadership styles in terms of willingness to share information about himself/herself.

a. Type A: **A leader who uses neither exposure nor feedback. The individual is unwilling to enlarge the area of his or her own knowledge or the knowledge of others. These leaders tend exhibit anxiety and hostility and to give the appearance of aloofness and coldness toward others. Appear to be autocrats.**

b. Type B: **Because of personalities and attitudes, these leaders can not open up and express their feelings with others. They do not easily share information but tend to ask questions.**

c. Type C: **This leader does not tend to listen to others and is basically a teller. They will not openly share information about themselves with others.**

d. Type D: **This type of leader is open and willing to share information about himself/herself.**

15. Based on your own experience, which element of communication has most often been the cause of your failures to communicate? What do you believe you can do to improve your communication effectiveness? **(1 point) Your response will be individual. Hopefully you considered you own communication skills before you answered.**

16. Army personnel come from diverse backgrounds. Should diversity affect the way the Army leader communicates with his/her troops? Why or why not? (2 points). **Diversity is an aspect of communication whether different ethnic groups or genders are involved in the situation. Each individual receives the message based on his or her own experiences, values, experiences, relationship with the communication, etc. Regardless of the communication situation, you do have to consider what you want your message to be and identify the best means to communicate that message. Therefore, diversity is always an issue, but it is not just a racial, gender, or cultural issue.**

17. Are you most often a Type A, B, C, or D person when you engage in interpersonal communications? Are you satisfied to be what you think you are? Why? If not how could you change? (1 point) **This is an individual response.**

18. How can a leader improve his/her credibility as a communicator with subordinates? (1 point) **Increase the use of feedback and exposure.**

19. Describe a situation in which you have been the receiver in a one-way communication process. Can you think of any reasons why some people might prefer this type of communications? (1 point) **This is an individual response.**