tributions to society. **Knowledge and skills are of no use if the student cannot apply them in cooperative interaction with other people.** It does no good to train an engineer, secretary, accountant, teacher, or mechanic, if the person does not have the cooperative skills needed to apply the knowledge and technical skills in cooperative relationships on the job, in the family and community, and with friends. The most logical way to emphasize the use of cooperative skills in task situations is to structure the majority of academic learning situations cooperatively. Students can then learn technical knowledge and skills in a realistic setting of having to work cooperatively with their classmates. **There is nothing more basic than learning to use one's knowledge in cooperative interaction with other people.**

Concluding Note

Effective teaching requires structuring learning cooperatively the majority of the time. Yet there is an important place for competitive and individualistic goal structures within the classroom. The major problems with competition and individualistic efforts result from their being inappropriately and over used. In addition to cooperative skills, students need to learn how to compete for fun and enjoyment, win or lose, and how to work independently and follow through on a task until it is completed. The natural place for competitive and individualistic efforts is within the umbrella of cooperation. The predominant use of cooperation reduces the anxiety and evaluation apprehension associated with competition and allows for the use of individualistically structured learning activities as part of a division of labor within cooperative tasks. The relative importance of cooperative, competitive, and individualistic goal structures and their relationship to one another can be summarized in one statement: **Cooperation is the forest, competition and individualistic efforts are the trees.**

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How To Speak Without Words: Techniques for Effective Communication

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Today I want to do some exciting things for you. I want to help you learn more from others, become better informed and more sophisticated, and be liked and respected by all who talk to you. I also want to help you become more dependable, spare your many embarrassments, and enable you to meet the needs of other people. You may wonder how one person can give you all these benefits in a two-hour seminar when you have been seeking to achieve them for the past twenty or more years! Yet, I guarantee that if you listen to, and conscientiously apply the information which I share with you today, you will improve tremendously in these areas of human interaction. How can I possibly give all of these tremendous benefits to you? I plan to discuss nonverbal communication. I will explore briefly some background literature on nonverbal communication to develop a theory base from which to evaluate and understand some suggestions for improving your nonberbal communication. Then I will make some specific suggestions for use in your classroom, office space, and personal listening behavior. I must caution that the research in this field is voluminous. I will focus on only a limited number of areas and present a somewhat oversimplified view of the available information. I trust you will seek further information in areas not clearly explained or in which you develop an interest as a result of our time together.

The scope and importance of nonverbal communications must be established before we begin an indepth discussion of some applications. Nonverbal communication as I present it includes a broad range of signals including the gestures person makes, the movements of various parts of the body, body posture, muscle tone, voice tone, voice timbre and volume, physical attractiveness, clothing, the physical elements of a room as well as all of the previous cultural, social, emotional, and biological factors which have predisposed an individual to perform and react to various nonverbal cues. Nonverbal signals are particularly good at revealing the emotional base of any typical human interaction, since many messages are difficult to convey adequately only with words. Anyone who doubts the truth of this statement may wish to write a love letter which totally expresses his personal feelings for a loved one. Also nonverbal communication is an integral part of our nature from the womb, and therefore is actually the first form of communication we possess (Davis, 1973). Evidence shows some behaviors are innate, such as the smile, the laugh, crying behaviors, stamping one's foot in anger, eye fixation, and perhaps a variety of other activities (Eibl -

Eibesfeldt, 1972). When a person's verbal and nonverbal messages conflict, over 90 percent of the recipient's interpretation will be based on the nonverbal cues (Mehrabian, 1971). In any typical human interaction, the nonverbal component is a very large proportion of the message (Argyle, 1970). In addition nonverbal communication is difficult to interpret accurately, and there are literally an infinite number of complex interactions and situational factors which can vary the tenor and scope of any one nonverbal cue. As a result, please don't feel that as a benefit of our time together you will be able to interpret accurately and instantly another person's mental or emotional state. The emphasis of our time together will be on **personal** improvement and facilitation of the communication process.

Eye Messages

Perhaps you have heard the phrase, "The eyes are windows of the soul." The face and eyes are extremely rich sources of nonverbal information and are attended to extensively in any typical human interaction. Hess (1965), an outstanding initial researcher in this area, discovered that science of pupilometrics almost by accident when his wife commented on a change in his eyes which occurred while he read an interesting article. By careful investigation, he discovered that a dilated pupil is an indicator of interest or attention. This is a very useful device to gauge the effect of your classroom presentation on students. A large number of extremely small-eyed pupils in your classroom suggests you do something to enliven your presentation. On the otherhand, students interested in what you have to say will have more dilated pupils than those who are uninterested.

A large number of eye behaviors are unconscious but are learned behaviors such as how long to stare or when to look and not to look in public places. Information from the research on eye messages combined with information on environmental design (discussed below) is quite useful in setting up comfortable physical arrangements in office and lounge areas. One interesting form of unconscious but learned eye behavior is called the "eyebrow flash" (Weitz, 1974). The eyebrows are maximally raised for approximately one-sixth of a second. This is a greeting over a distance that indicates a friendly attitude toward the person whom you are flashing and your readiness for contact. The eyebrow flash is common to most cultures except the Japanese culture. The eyebrow flash signals approval or agreement, a flirting attitude, thankfulness, or even surprise. Interestingly, it creates embarrassment in other people if they don't know the "eyebrow flasher," and normally they will break eye contact because the action is one of familiarity. The eyebrow flash is considered a "yes" to social interaction and is one behavior which a professor can cultivate to indicate an interest in students. It is important that the eyebrow flash be of very short duration (one-sixth second) because an eyebrow flash held for a longer time indicates ridicule or questionning of the individual who is speaking.

The final level of eye control, in addition to involuntary and unconscious learned behavior, is voluntary control such as a wink or frown. This level of eye control is more commonly understood by the layperson. A stare (eye contact beyond three to five seconds) is usually seen as aggressive and is almost universally respected by all cultures in their art and design (Coss, 1974).

Eyes can communicate several dichotimous messages as well (Mehrabion, 1976; Exline, 1971; Spiegel and Machotka, 1974; Ekman and Friesen, 1975; Ekman, Friesen and Friesen, 1972). The first message range is dominance — submission. An individual communicating dominance to another generally will throw the head back and look "down the nose" at the other individual. Interestingly, I know of no phrase in our society which is complimentary of an individual who communicates dominance in this manner. Generally we view dominant eye behavior as "stuck up", "snooty," having one's "nose in the air," or as "putting on the airs." There is one phrase, "Keep your chin up," which might suggest that a person demonstrate a dominant eye but generally a person is told to keep his chin up when "down at the mouth." Submissive eye behaviors obviously are opposite of dominance, and generally include poor eye contact and downcast eyes and head. Submissive persons look out of the upper portion of the eye with the head tilted forward.

Another dichotimous message of the human eye is involvement — detachment. A person who is involved in a conversation or interested in a new idea will have dilated pupils and a round eye whereas a detached person will have the opposite — an eye which is somewhat constricted or squinted, and generally will be looking away from the individual or situation. A sensitive lecturer will continually look for involved eyes. If a number of students have a "detached" look, they may be mentally evaluating a novel idea which has been presented in class, or searching for a more novel idea than those being presented in class! As appropriate, time for reflection and questions, or a more dynamic lecture technique, is recommended.

Another dichotimous eye message is positive — negative, with the positive eye (Rubin, 1970) tending to have soft musculature, with an enlarged pupil and a more rounded appearance. The positive eye may be crinkled at the corners with the suggestion of a smile. The negative eye tends to be hard in musculature and somewhat flattened. It stares at the individual with a display of dominance, or totally avoids eye contact, depending on the negative emotion being expressed.

Obviously, a human eye may be operating on one, two, or three levels of control (involuntary dilation, unconscious behaviors, and voluntary behaviors), as well as communicating one, two, or three of the dichotimous eye messages, in various combinations and degrees. A woman's eye could communicate interest with a dilated pupil, a wink, and "submissive," "involved," and "positive" messages. The message is different if only the "submissive" message is changed to the other extreme, "dominance." The first eye message is, "Come and visit

me?" while the second is "I am going to come and visit you!" Because of this complexity in eye messages potential, an almost infinite number of different combinations, (and hence messages) is possible.

The state of research knowledge on eye behavior is quite complex at the present time, and this short summary provides only a glimpse.

Proxemics

The science of proxemics or body zones is another area of nonverbal communication which is important for understanding human interaction (Hall, 1966). Apparently, at least for North American white middle class individuals, each person has four identifiable body zones which are as much a part of the body as the skin and bones. The first of these zones is called the intimate zone, (a space 0 to 18 inches from the body) and belongs to the husband or wife, boy or girl friend in private. The next, the personal zone, has a close phase from 18 to 30 inches from the body which generally belongs to that significant other in public. From 30 to 48 inches, the far phase of the personal zone, we carry on our interaction with "close" friends. This is roughly an arms-length away from us as we talk. The social zone, (4' to 12'), has a near phase (4' to 7') that is used for lower eschelon business activities and "distant" friends. The far phase of the social zone is the distance at which formal business activities occur, and is in part structured by office furnishings such as desks and chairs. The final body zone is the public zone (12' plus) and is generally used for public speaking activities or teaching situations. Important individuals will be given a larger zone, such as 25 feet or more for the President.

Several factors affect these body zones. The zones are generally egg-shaped, with the deepest part occurring to the front of the body, being less deep toward the sides and back. The zones are set by all of the senses, not just vision. Body zones are personality related: an individual may have a poorly developed public zone and thus be a poor speaker, whereas a person with an underdeveloped personal zone would be uncomfortable close to another person. Body zones are also influenced by activity and change dramatically during the course of a sporting event, dance, or business transaction. Body zones are influenced by emotion, with an angry person having enlarged body zones and a happy person having somewhat smaller body zones. Body zones are influenced by one's cultural heritage as well, and there are dramatic differences between the average Scottish body zone (quite large) and the average Greek body zone (small) (Mehrabian, 1972). Body zone changes are also accompanied by appropriate voice volume changes with the whisper appropriate for the intimate zone, a loud projected voice commonly used in public zone, with appropriate volume changes in between. One quick indicator of personal status is how close other people approach you before beginning to talk to you. Those who look up to you will generally stop at a greater distance than those who feel equal or superior to you in status (Mehrabian, 1971).

Physical Arrangements

Researchers have identified a number of principles which are important to understand the effect of physical arrangements on the communication process. Stone and Stone (1974) identified chairs as being powerful determinants of results of meetings or other types of human interaction. The best social interaction is obtained by arranging seven or less chairs in a circle without any furniture in the center. If less than enough chairs are set out for a meeting, people will view even a dull meeting as a success; and if some individuals must stand, the event will be seen as truly excellent! One uncomfortable chair in an office is useful to shorten the stay of an unwelcomed guest. One can shorten the front legs of a chair and face the chair into a sunny window to significantly lower the amount of time that an unwanted visitor spends talking. Another suggestion is to stack papers on the chairs in one's office and then the visitor can be routed to a comfortable or uncomfortable chair depending on the situation, by just removing the papers from the chair which fits the situation. For example, a comfortable chair can be cleared for students wishing to discuss their career plans but a life insurance salesman who intrudes into your workday can be seated on the chair with the shortened legs facing into the window.

Hall (1966), Harrison (1974), and Mehrabian (1971) summarize a number of studies which reveal that physical objects such as desks and tables significantly limit the interaction between individuals and thus can be modified to improve human interaction. Office desks are status indicators and conversation barriers, and ideally should be faced into a wall so students can be seated on the side of the desk where they will not be cutoff from an easy two-way flow of ideas. An office area which is too large will inhibit discussion, and too many people in a small office will tend to become hostile. It is desirable to have several chairs, allowing individuals to choose the one appropriate to their own comfort zone. An informal study which I have conducted over the past several years suggests that women prefer to sit in a chair which allows face to face contact, but men prefer to sit in a chair which is at an angle across the corner of the desk (Schilf, 1976).

Keep personal obstacles on your desk to a minimum and personally representative such as a picture of the family, or an artifact which illustrates your commitment to your particular academic specialty. Limiting personal articles in an office eliminates much idle chitchat, and thus helps conserve precious time.

Physical Appearance

Another area in which we are very subject to nonverbal messages is in the area of clothing and physical appearance. Smith and Engle (1968) found that the inclusion of an attractive female in a car ad could significantly alter men's impressions of the car. In comparison to a control group which viewed the same ad without a female model, the experimental group rated the car as more appealing, more lively, more youthful, better de-

control group. Further, they estimated that top speed averaged 7.3 miles per hour faster than the control group, saw the car as less safe, with a longer wheel base. These men later denied that the female model influenced their perception of the car in any way. Indeed, most did not even recall seeing the woman in the picture after making their evaluations of the car. Dion, Berscheid, and Walster (1972) examined physical attractiveness and found that physically attractive people are thought to be stronger, more sensitive, more modest, more sociable, more poised, more interesting, and more sexually responsive than less attractive people. They are expected to be more successful on the job and in marriages, and to lead happier and more successful lives than unattractive people. Even being seen with an attractive person can put a person in a favorable light. Dion (1972) investigated college women's reaction to a child's misbehavior, while varying the physical attractiveness of the child. Women were told that a child was throwing rocks at a dog, and half were shown a picture of an attractive child, while half were shown an unattractive child. Generally, excuses were given for the attractive child, such as "The child is basically good," "Having a bad day," "The child isn't a serious behavioral problem." Unattractive children received stern judgment as the women saw the same action as a serious offense. They said, "The child is a problem to teachers and is a brat at home!", "This is a real problem child!"

Listening Skills

I would now like to focus on the nonverbal cues of the effective listener, drawing together a number of studies and making suggestions to aid you in your work with students. These are the important nonverbal cues of effective listeners:

a. The effective listener smiles at the speaker (when appropriate). (Efran, 1968)

b. The effective listener nods his or her head when appropriate and mutters "Uh-m-m-m-m" at all pauses. (Efran, 1968)

c. The effective listner attends extensively to the speaker's eyes and face, while avoiding sexual areas of the body. (Efran, 1968)

d. The effective listener turns his/her body toward the speaker, moving more toward a face to face position if the discussion becomes more serious. (James, 1932) The feet are on the floor and pointed at the speaker.

e. The effective listener leans forward from the waist or neck if sitting, or puts the weight on the toes if standing. (Put your best foot forward!) (James, 1932)

f. The effective listener moves close to the person who is talking, if possible. (Mehrabian, 1970) (A good average distance is four to six feet if seated, and two to four feet if standing.)

g. The effective listener may touch the speaker on the arm, shoulder, or knee, if appropriate. (Mehrabian, 1970)

h. The effective listener shifts his or her body slightly off center to indicate comfort in the listening pose, and is moderately relaxed. (Mehrabian, 1972)

i. The effective listener subdues his or her habitual nonverbal movements. (Reece and Whitman, 1962) An attempt should literally be made to slow down all of the body motions so that the speaker gets the feeling that the listener is following

rather than trying to rush them. Irritating habits such as a bobbing foot, a tapping finger, or checking one's watch should be eliminated.

j. The effective listener has a "open" arm-leg position, and keeps limbs back so that they do not become barriers between the speaker and the listener. (Machotka, 1965) Crossed arms and crossed legs are often interpreted as meaning the listener is tense or disinterested.

These various listening postures are listed in an idealistic fashion; there will be appropriate exceptions. Practicing these behaviors initially is rather awkward and may distract from the quality of one's verbal communication, but if practiced conscientiously they can become second nature. These listening behaviors can be applied in large measure to the classroom, but are especially appropriate for one-to-one counseling situations.

These specific listening skills, combined with the suggestions for modification of physical space and an awareness of our tendency to judge on the basis of physical appearance, will go far toward helping you to achieve the desirable benefits which I discussed at the beginning of my talk. I encourage you to utilize videotape analysis of your classroom and counseling behavior, along with the following checklist which will identify desirable (#A) and undesirable (#B) behaviors which affect your ability to communicate effectively with others. I suggest that you have a colleague observe your listening behavior and then complete the form on you.

Listening Behavior Checklist

Observe the listener for a time and then check off your impression of the following listening behaviors. A "very typical" response is nearly always characteristic of the listener. "Typical" behaviors are usually present and "atypical" behaviors rarely occur.

The listener:	Very Typical	Typical	A typical
A. -smiles at the speaker (if appropriate)	_____	_____	_____
-focuses eyes on the speaker	_____	_____	_____
-turns body in the direction of the speaker	_____	_____	_____
-moves close to the speaker	_____	_____	_____
-nods head (up and down) occasionally	_____	_____	_____
-touches the speaker	_____	_____	_____
-points feet toward speaker	_____	_____	_____
-leans trunk of body toward speaker	_____	_____	_____
-tilts body slightly off-center	_____	_____	_____
-keeps body quite still	_____	_____	_____
-does not place limbs between self and speaker	_____	_____	_____
B. -shakes head	_____	_____	_____
-shrugs shoulders	_____	_____	_____
-covers face with hands	_____	_____	_____
-scratches	_____	_____	_____
-pats speaker on back	_____	_____	_____
-looks at watch	_____	_____	_____
-stifles yawn	_____	_____	_____

C. Are the nonverbal cues used by the listener a help or a hindrance to the conversation? Place an "X" on the continuum.

Helpful   Neither   A Hindrance

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Individual Differences And Personal Effectiveness

Cecil Williams

My purpose in being here is to present an approach to thinking about people which may be useful to you in your interaction with students, with other faculty and staff, and in thinking about yourselves. The approach that I want to talk about is a theory that has not been known widely in the United States. It was developed by a Swiss psychiatrist whose name was Carl Jung. I won't bore you with a lot of detail, but it is important to know a little bit about him if this approach is going to make sense to you.

One of the things that Jung believed was that people never finish growing, that we continue to grow and change in our personalities throughout all of our lives. As I say that, you may be thinking, "well, that's so obvious, why would he bother to insult me by saying that?" While I believe it is obvious, most of us in the U.S. do not allow ourselves to grow and change. Most of us get to the place where we are 18 years of age and each says, "I'm grown. I'm an adult now. I can get married without my parents' permission. I can contract debts on my own." We make the assumption that we're grown and that we are going to stay that way forever. Most of us, then, spend the rest of our lives feeling as if we are coasting, personality-wise, from age 18 on. (Or, if you notice on your insurance policy, for instance, your rates go down after age 25, so that the insurance companies then are making the assumption that you grow up until age 25, and then you stop and you don't change any beyond that. You're a good, safe driver, and they don't need to keep raising your insurance.) Another example, when you were a child, you probably had to take an intelligence test, probably in the second or third grade. The score you got on that intelligence test stayed in your records all the way through school, again based upon the assumption that you didn't change much in your head over the years that you were in school. You stayed just as smart or just as dumb as you were in the second, third, fourth grade. Well, we now know that isn't true; people's intelligence changes over the years and our ability as adults continues to grow, and we continue to add ability as adults continues to grow, and we continue to add to our ability. There are some things that we lose. For instance, the speed with which we can do things intellectually decreases some with age, but our ability to understand words and ideas actually increases so that intelligence scores are going to change. The point I'm wanting to make as we think about personality today (and ourselves today), we really must remember that we are thinking about a continuous process of growth, recognizing that we establish a base and then build our individual uniqueness from there. Dr. Jung believed that we make