MODULE

5 Leadership and Communication

"The art of communication is the language of leadership."

- James Humes

Introduction

This module covers several topics in communication beyond public speaking. It emphasizes the importance of communication in general and how it relates to leadership. First, students will explore the ideas and applications of negotiation in leadership. To give students the skills to effectively speak and negotiate, the module also allows students to practice concepts of nonverbal communication such as subconscious body language. The module also demonstrates how a leader can use manipulation and persuasion, as well as the distinction between the two topics. Finally, the module has students critically analyze the ethics and necessity of political correctness.

Objectives

1. Students will be able to identify the purpose and applications of negotiation in the context of leadership.
2. Students will be able to apply effective communication skills to group collaboration and discuss its significance.
3. Students will be able to identify the influence of different forms of nonverbal communication on our interactions.
4. Students will be able to identify the six bases of power and discuss its implications on nonverbal communication.
5. Students will be able to differentiate between manipulation and persuasion and analyze the ethics of each.
6. Students will be able to critically discuss the idea of political correctness/censorship
   a. What makes things offensive and why
   b. Difference between free speech and hate speech

Agenda

1. Skills

a. Negotiation
2. Topics
   a. Importance of Effective Communication
   b. Nonverbal Communication
   c. Manipulation vs Persuasion
   d. Concept of Political Correctness/Dialect

Skills
Negotiation

Resources:

1. Hillhouse, G. (n.d.). Leadership Negotiation Skills. Retrieved July 26, 2018, from https://www.leadershipdirections.com.au/core-skills/negotiation
   a. Provides an overview on the conditions and phases of negotiation.
2. Jensen, K. (2012, December 11). Flourish As An Influential Leader - Think Like A Negotiator. Retrieved from https://www.forbes.com/sites/keldjensen/2012/12/11/flourish-as-an-influential-leader-think-like-a-negotiator/#6c64c5de7565
   a. Introduces applications of negotiation to jobs and aspects of successful negotiation
3. Shonk, K. (2018, July 16). Top 10 Negotiation Skills. Retrieved July 26, 2018, from https://www.pon.harvard.edu/daily/negotiation-skills-daily/top-10-negotiation-skills/
   a. Negotiation is used to secure resources, support, and recognition to accomplish a team's goals. The tactics involved in successful negotiation include identifying a BATNA (Best Alternative to Negotiation Agreement), listening actively, asking questions, being aware of anchoring bias, trying a contingent contract, and planning for the implementation stage.

CORE Crash Course (CCC):

Negotiation is the process by which someone or a group of people reach an understanding or agreement with another person or group of people. It incorporates other leadership skills like conflict management and confidence. To successfully negotiate, the negotiator should aim to reach an agreement that comes close to meeting the needs of all parties, conduct the process in a professional manner, and lay a good foundation for any future negotiations. Negotiation is important in leadership because effective leaders have the ability to negotiate and make agreements with their followers as well as other groups of people. Finding mutual solutions allows all groups to advance and progress toward their goals. Along with leadership, negotiation is also necessary for collaboration. It is important to acknowledge the other person's view but still express your thoughts, especially when they are different. In that way, discussions are a form of negotiation because of how both parties are talking to reach a consensus on the topic.

Topics

Six Bases of Power
Resources:

1. Northouse, P. G. (2016). *Leadership: Theory and practice*. Los Angeles: SAGE. https://courses.imsa.edu/pluginfile.php/106318/mod_resource/content/1/Northouse.pdf
   a. Provides detailed explanation of powers.

CORE Crash Course (CCC):

Referent Power – Based on followers' identification and liking for the leader. A teacher who is adored by students has referent power.

Expert Power – Based on followers' perceptions of the leader's competence. A tour guide who is knowledgeable about a foreign country has expert power.

Legitimate Power – Associated with having status or formal job authority. A judge who administers sentences in the courtroom exhibits legitimate power.

Reward Power – Derived from having the capacity to provide rewards to others. A supervisor who gives rewards to employees who work hard is using reward power.

Coercive Power – Derived from having the capacity to penalize or punish others. A coach who sits players on the bench for being late to practice is using coercive power.

Information Power – Derived from possessing knowledge that others want or need. A boss who has information regarding new criteria to decide employee promotion eligibility has information power.

Importance of Effective Communication

Resources:
1. W. (2018, July 13). 10 Steps To Effective Listening. Retrieved July 26, 2018, from https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/#73b11c238918
   a. Lists ten tips for developing effective listening skills and elaborates on their significance
2. Effective Communication: Improving Communication Skills in Your Work and Personal Relationships. (n.d.). Retrieved from https://www.helpguide.org/articles/relationships-communication/effective-communication.htm
   a. Defines effective communication, describes barriers to effective communication, and provides an overview of several skills involved in engaged listening, nonverbal communication, managing stress in the moment, and asserting oneself in a respectful way
3. The Importance of Effective Communication. (2018, July 17). Retrieved July 26, 2018, from http://www.stevenson.edu/online/blog-news-events/importance-effective-communication/
   a. How body language and effective listening skills contribute to effective

communication

CORE Crash Course (CCC):

Effective Listening Skills

Listening to someone involves more than just hearing what the speaker is saying. Effective listening involves analysis and processing of what they're saying. Aside from nonverbal communication, there are also key elements of verbal communication that may be missed if not effectively listening such as inflexions of the voice, word choice, and tonal quality which can alert us to the speaker's feelings. Effective listening also involves giving the speaker your full attention, which means facing the speaker, making eye contact, being attentive, and not interrupting. We often believe that there are valid reasons for interrupting a person such as wanting to ask a clarifying question or offering your own input, but this should be avoided as it sends the message that you don't value what the speaker has to say.

Effective Speaking Skills

Assertive and direct expression of your own ideas makes for clear and and confident communication. Being assertive means being unafraid to express your own thoughts, feelings, and opinions in an open, honest, and transparent fashion while standing up for yourself and respecting others. It does **NOT** mean being hostile, aggressive, demanding, or inconsiderate. The goal is not to force an opinion on others, but rather to allow the other person to understand you and communicate effectively. Some tips to approve your own assertiveness include valuing your own opinions, understanding your various wants and needs, expressing negative thoughts, receiving constructive criticism well, and learning how to say "no."

Importance of Effective Communication

Effective communication leaves all parties satisfied with the results of the communication. It also prevents misunderstandings or alterations of meaning which can be important so as to avoid any unnecessary conflict. In situations where communication is being used to aid the resolution of conflict, effective communication ensures that the conflict is resolved in a respectful and effective manner. How one communicates can drastically change the results of all their communication on a daily basis.

Nonverbal Communication

Resources:

1. [Author removed at request of original publisher]. (2016, September 29). Communication in the Real World: An Introduction to Communication Studies. Retrieved July 26, 2018, from http://open.lib.umn.edu/communication/chapter/4-1-principles-and-functions-of-nonverbal-communication/
   a. Defines principles and functions of nonverbal communication
2. A. (2007). Oral Presentations. Retrieved July 26, 2018, from https://resource.acu.edu.au/orals/communication.htm
   a. Brief but concise information on eye contact, body language, and moving around the room.

3. [Author removed at request of original publisher]. (2016, September 29). Communication in the Real World: An Introduction to Communication Studies. Retrieved July 26, 2018, from http://open.lib.umn.edu/communication/chapter/4-2-types-of-nonverbal-communication/
   a. In-depth article on gestures, head movements and posture, eye contact, facial expressions, haptics (touch), vocalics (pitch and tone patterns in a person's speech, such as inflection), proxemics (space and distance), chronemics (time)
4. Robson, D. (2015, September 07). Future - The best (and worst) ways to spot a liar. Retrieved July 26, 2018, from http://www.bbc.com/future/story/20150906-the-best-and-worst-ways-to-spot-a-liar
   a. Gives overview of deception research, lists most useful cues to spotting deception, and describes the art of persuasion.
5. Hendriksen, E. (2016, June 15). How to Tell If Someone Is Lying. Retrieved July 26, 2018, from https://www.scientificamerican.com/article/how-to-tell-if-someone-is-lying/
   a. Describes that guessing is often the best technique at detecting lies, but also lists physiological factors that may improve skills. Includes an audio recording for people to practice.

CORE Crash Course (CCC):

Communication Through Nonverbal Communication
The primary focus of nonverbal communication is to reinforce, substitute, or contradict verbal communication. Factors that influence it include eye contact, body language, and movement around a room. In western culture, making direct eye contact builds rapport and establishes interpersonal connection. Body language enhances speech when it is natural, confident, and demonstrates attentiveness. This may be achieved through straight posture, avoidance of habitual behavior (e.g. lip biting or hair twirling), and open hand gestures. Moving around the room instead of hiding behind a desk or podium will allow the audience to become more engaged in a speech. Additionally, paralanguage, which includes pitch, volume, and speaking rate, directly enhances the spoken word.

Lying
Some experts agree that it is impossible to consistently discern if someone lying. As people lie in different ways, looking for certain lying signals can be impractical and often leads to little more accuracy than simply guessing. Most people, for this reason, generally overestimate their ability to detect lies. There are, however, some changes in body language that can indicate someone is lying. For example, frequent changes in confidence both verbally and physically can be a sign someone is lying (this means changes in position like defensively folding arms/opening up, making eye contact/looking away, standing/sitting). Liars can also be exposed by asking specific probing questions that demand exact detail or open ended questions that give the liar little information to build off of.

Manipulation vs Persuasion

Resources:
1. Biesta, G., Ph.D. (1995). From manipulation to communication Communicative pedagogy and the postmodern crisis of the subject.*Philosophical Studies of Education*. Retrieved August 16, 2017, from http://files.eric.ed.gov/fulltext/ED385522.pdf
   a. From Manipulation to Communication: Communicative Pedagogy and the Postmodern Crisis of the Subject. Apr 95
2. The Morality of Manipulation. (2016, September 30). Retrieved August 16, 2017, from https://www.nirandfar.com/2012/07/the-art-of-manipulation.html
   a. When is manipulation right or wrong? Contains the manipulation matrix.

CORE Crash Course (CCC):

Persuasion:
Persuasion is the method of changing a person's feelings or behaviors towards something. The term most commonly refers to changing a person by presenting a message containing information meant to alter some judgment. In leadership, persuasion can be used as a way to influence followers.

Manipulation vs. Persuasion:
1. Manipulation is malicious or unintentional persuasion, as it persuades others of something that leaves them harmed or without benefit. If the true intentions of the manipulator are exposed, it will leave the intended targets of manipulation less receptive to the message
2. Persuasion is causing people to do or believe something.
3. Differences between Manipulation and Persuasion
   1) The intent behind your desire to persuade that person,
   2) The truthfulness and transparency of the process
   3) The net benefit or impact on that person.

Manipulation Behaviors:
According to psychologist George Simon, there are four behaviors manipulators use against their victims (distinguishing it from persuasion):
1. Positive reinforcement – these behaviors help conceal the *aggressive intent* of manipulation
2. Negative reinforcement – a type of reward behavior, the manipulator will offer to remove the victim from a negative situation in exchange for the victim's compliance.
   a. E.g. "You don't have to do your chores if you just do this one thing for me
3. Traumatic one – trial learning – the manipulator will do a complete 180 in behavior ONE time, so the victim will not do the action the manipulator didn't want them to do. Can be accompanied by a technique called *gaslighting*
4. Intermittent reinforcement – only reinforcing sometimes, and not caring at all during other times; creates a climate of fear and doubt

Concept of Political Correctness/Dialect

Resources:
Disclaimer: **This can go very wrong** if you are not prepared for the possible discussion, and don't know what you are talking about. Read this carefully and possibly do your own research so you know the ins and outs of each argument.

Resources:

1. [Arguments Against PC](#)
   a. This source, until it begins to rant about liberals, is an informative viewpoint on the argument against political correctness.
   b. Definition of PC in this article: the persistent attempt to suppress the expression of unwelcome beliefs and ideas.
      i. In the context of a college campus, attempting to enforce too much PC leads to different groups feeling as though they can't disagree or discuss their opinions about certain issues without their language being labeled as offensive.
         1. Example: Religious people not being comfortable telling others that they are religious.
         2. There isn't a distinction between disagreeing and being disagreeable.
         3. Article Quote: "I had another student, a self-described "strong feminist," who told me that she tends to keep quiet about everything, because she never knows when she might say something that you're not supposed to."
      ii. PC enforces the idea that "There is a right way to think and a right way to talk, and also a right set of things to think and talk about."
         1. This discourages debate, and enforces conformity to this set of ideas.
      iii. In the context of PC, "The fundamental questions that a college education ought to raise—questions of individual and collective virtue, of what it means to be a good person and a good community—are understood to have been settled."
         1. "Dogma, and the enforcement of dogma, makes for ideological consensus. Students seldom disagree with one another anymore in class, I've been told about school after school. The reason, at least at Whitman, said one of the students I talked to there, is mainly that they really don't have any disagreements. Another added that when they take up an issue in class, it isn't, let's talk about issue X, but rather, let's talk about why such-and-such position is the correct one to have on issue X."

1. [Argument for PC](#)
   c. "The opposite of political correctness is not unvarnished truth-telling. It is political expression that is careless toward the beliefs and attitudes different than one's own. In its more extreme fashion, it is incivility, indecency or vulgarity." A conversation that is accepted in a politically correct view would be one that keeps in mind the views, opinions, attitudes, and background of those related to the topic, and is void of any implications of hostile topics and ideas. To not be politically correct is essentially to not care for the feelings and the potential reactions of those that might be offended by certain topics and ideas.

    d.   There is also an argument that states that political correctness simply brings attention to the problem; that this country has been incubating prejudice, hate, and marginalization, and that a standard of decency is needed.

    e.   The following are some opinions that support PC: "there is ALWAYS a way to say what you want to say while being politically correct, unless what you want to say is in support of our country's unfortunate prejudices." . . . "Political correctness does NOT inhibit free speech; it simply encourages civil discourse" . . . "It's needed to allow us to stop dredging up stereotypes and lazy jokes from fifty years". . . "

    f.   "Yet when the president (Barack Obama) challenges us to "disagree without being disagreeable" and to be careful not to conflate an entire religion with the hateful ideology that seeks to exploit and debase that religion, we watch as his detractors accuse him of political correctness."

        i.   This is where the article sort of contradicts itself, because much of the arguments against PC is that it presents itself as the correct way to do things, and by doing that you limit discussion.

            1.   This means that PC limits discussion, and correlates disagreeing with being disagreeable

5. [Argument for PC 2](#)

CORE Crash Course (CCC):

Political Correctness, defined as the suppression of controversial views, is both beneficial and detrimental to communication. It allows for a safe environment in which individuals can converse without fear of indirect discrimination and misunderstandings while also raising awareness of certain words that can hurt others. On the other hand, it mutes those with views that would be considered improper and censors certain discussions, many of those discussions being important to have. The purpose of having this topic in the module is to highlight the different effects that political correctness has on communication in terms of censorship, criticism, and openness to new ideas.

Supplemental Content

Shame vs Guilt

Resources:

1. Michl, P., Meindl, T., Meister, F., Born, C., Engel, R. R., Reiser, M., & Hennig-Fast, K. (2012, November 17). Neurobiological underpinnings of shame and guilt: a pilot fMRI study | Social Cognitive and Affective Neuroscience | Oxford Academic. Retrieved August 16, 2017, from https://academic.oup.com/scan/article/9/2/150/1618662/Neurobiological-underpinnings-of-shame-and-guilt-a

    a.   Study done of how inducing shame affects the brain vs inducing guilt

2. https://www.jstor.org/stable/1131180?seq=1#page_scan_tab_contents
    a. Study done by Utah State University and the University of Nijmegen on the differing perspectives of shame and guilt of children of differing ages.

CORE Crash Course (CCC):
   Shame vs. Guilt:
1. Shame "implicates the presence of other people". Shame happens when there are others to denounce you or your actions.
2. Guilt can arise and persist without others; you can feel guilt without others knowing what you've done.

References (use as bibliography)

1. **Put a name of your source here in APA FORMAT**
    a. Briefly explain your source here. Make sure it's enough to make other facilitators understand its relevance, but stay concise!
    b. Put a link to your source here. Feel free to include sources that you didn't explicitly cite in the **Directions** section of activities.
    c. Remember to have a parenthetical citation (Lastname page #) in activities where they belong.

2. **Keep adding sources as you write modules**
    a. Refer to elective template – bibliography.

3. **Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon. (http://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf)**
    a. Provides a list of action verbs that can be used when writing objectives.