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The Importance of Nonverbal Communication in Business and How Professors at the University of North Georgia Train Students on the Subject

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The Importance of Nonverbal Communication in Business and How Professors at the University of North Georgia Train Students on the Subject

A Thesis Submitted to
The Faculty of the University of North Georgia
In Partial Fulfillment of the Requirements of
The Degree in Bachelor of Business Administration in Management
With Honors

Britton G. Bailey
Spring 2018
Accepted by the Honors Faculty
of the University of North Georgia
in partial fulfillment of the requirements for the title of
Honors Program Graduate

Thesis Committee:

Thesis Chair

Committee Member

Committee Member

Honors Program Director
Acknowledgments

I would like to thank Dr. Mohan Menon, Dr. Benjamin Garner, and Dr. Stephen Smith for their guidance and advice during the course of this project. Secondly, I would like to thank the many other professors and mentors who have given me advice, not only during the course of this project, but also through my collegiate life. Lastly, I would like to thank Rebecca Bailey, Loren Bailey, Briana Bailey, Kandice Cantrell and countless other friends and family for their love and support.

I was very reluctant to begin my thesis because I knew I was not planning on going to graduate school. Therefore in my mind I would not gain anything during the course of this project. I viewed it as an obstacle in the way of graduating. That was when my mom said, “In life you have to do things you don’t want to do, in order to have the things that you want to have”. This motivated me to take the first steps toward completing my thesis. I am sure glad that I did!

During the course of conducting my thesis research I have learned many things. I have learned how to develop a survey, compile the results, and draw conclusions from those results. I have mastered a concept called time management and improved those skills greatly in my life. I have also developed a greater passion for nonverbal communication and how it plays a role in the day-to-day lives of people.

Having accomplished something such as this thesis has bestowed a great deal of confidence in me. It has been a challenging yet rewarding experience. I would like to thank all of the business administration, faculty, and staff who participated during the course of this study. I would also like to thank Dr. Mohan Menon, Dr. Benjamin Garner, and Dr. Stephen Smith for mentoring me throughout this endeavor. Without the help and
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Introduction

The age-old adage, “actions speak louder than words,” has become very relevant in communication in today’s society. With the growing amount of service oriented jobs, hard skills are not enough in today’s economic climate (Lazarus, 2013). In order to succeed, workers need both hard and soft skills. Hard skills are skills such as accounting or finance skills, whereas soft skills include verbal and nonverbal communication. A study by Albert Mehrabian, currently Professor Emeritus of Psychology at UCLA, is most famous for the rule of 7%-38%-55%. Mehrabian finds in any communication scenario 7% of information received is through the words spoken, 38% is through the tone of voice, and 55% is though bodily movements (depicted in Figure 1). According to this study, 93% of what is communicated is done through nonverbal communication (Mehrabian, 1981).

![Figure 1: Elements of Communication](image)

**Elements of Communication**

- **Spoken Word**: 7%
- **Voice, Tone**: 38%
- **Body Language**: 55%
Allan Pease, an Australian body language expert, found in his studies on communication around a negotiation table that 60-80% of what is communicated is through body language (Pease, 2017). Mehrabian’s and Pease’s studies show how correct use and understanding of body language serves as an effective communication tool to help in the workplace and lead to overall organizational success.

However, in recent years business graduates have been repeatedly lacking in the soft skills required to communicate effectively. Business owners have been displeased with recent graduates’ abilities when it comes to soft skills (Robles, 2012). This has led to much research being conducted on the importance of soft skills in the workplace. One study found 75% of long-term job success depends on people skills, while only 25% is dependent on technical knowledge (Klaus, 2010). A second study concluded that hard skills only contribute 15% to one’s success, whereas 85% is attributed to soft skills (Watts & Watts, 2008).

This study aims to give an understanding of body language. It will also address what soft skills business executives are looking for and how business professors are training students on the use of nonverbal communication.
Background

What is Nonverbal Communication?

Nonverbal communication is making a statement using some means other than spoken words. Paul Ekman says, “We (humans) talk with our vocal cords, but we communicate with our facial expressions, our tone of voice and our whole body” (cited in Kumar, 2010, pg. 256). Just as language uses symbols to convey meaning, our body, consciously and unconsciously, carries messages, attitudes, status of relationships, moods, indifferences, positive/negative feelings and so on (Kar & Kar, 2017). Below, seven components of nonverbal communication are discussed. These components can be seen in Figure 2.

Figure 2: Nonverbal Communication Breakdown
Facial Expressions: The most influential nonverbal communication channel for expressing attitudes and emotions to other people is the face (Argyle, 1988). Rane (2010) says, “The thoughts of the mind and feelings of the heart often find expression on the face” (pg. 19). As depicted in Figure 3, there are six commonly accepted facial expressions: anger, disgust, fear, joy, sadness, and surprise (Argyle, 1988; Ekman, 2009; & Kumar, 2010).

Knowledge of how facial expressions represent the attitudes and emotion of others in a work environment can be very beneficial. For example, the smile is a very
powerful form of facial expression. A smile carries great significance in establishing and
sustaining relationships. Salesmen use this concept in hopes to seem friendlier to
customers in order to have higher sales.

The face is considered the mirror of the mind (Rane, 2010). This is because many
emotions are authentically expressed through the face (Ekman, 1982). An aspect of facial
expression is eye contact. The amount of time spent looking into another’s eyes helps to
determine authenticity (Ekman, 2009). If one is avoiding eye contact or continuously
stares into your eyes it often shows dishonesty (Ekman, 1982). Also, a prolonged period
of eye contact can create discomfort. It is recommended to have periods of eye contact
and then look away for a couple seconds and return to the eye contact (Lewis, 1998).

Haptics: Haptics is described as the use of touch when communicating. The most
common use of haptics in business is the handshake. Everyone in the business world has
been told, at one point or another, a firm handshake is key to a good first impression.
However, there are several variations of the handshake and knowing which one is most
suitable in each situation can be difficult.

- A firm handshake - conveys power, confidence, and sincerity (Eaves &
  Leathers, 1997).
- A limp handshake – conveys weakness, lack of confidence, deceit (Kar &
  Kar, 2017)
- A clasp – using both hands displays a high degree of respect (Gupta, 2013)
- A vice like grip – is used to intimidate or display dominance (Kar & Kar,
  2017)
In most business situations a firm handshake will suffice. However, knowing when and how to use the other variations mentioned can be a helpful tool.

**Proxemics:** Proxemics refers to the study of how interpersonal distance and space is maintained between people from the same or different cultural backgrounds (Yang, 2015). It is important to know the cultural differences when communicating in an interpersonal environment (Hofstede, 2011). In individualistic countries like the United States, there are typically four spatial zones, which are depicted in Figure 4 (Kurien, 2010). The first is the intimate zone. This zone is used when people are emotionally close, such as dating, married, etc. In this zone individuals typically stand between zero and two feet apart when communicating. The most common zone when communicating in the workplace is the personal zone. Two to four feet of distance is the norm when communicating personally (Patel, 2014). In the social zone individuals are between four and nine feet apart. This zone is typically seen when giving presentations to coworkers. Lastly, anything over nine feet is considered the public zone (Kurien, 2010). With the increase in globalization it is important to know the culture of areas where your organizations are conducting business in order to communicate effectively (Hofstede, 2011). Where these zones hold true for individualistic countries like the United States, in collectivist societies a closer distance may be the norm (Hofstede, 2011).
Chronemics: Chronemics is the study of time in communication. The globalized markets many companies conduct business in have increased the importance of arrival times to meetings. In the United States people are very strict on time and being late to a meeting can be very detrimental to one’s success. This not the case in Latin American countries, where being late is a normal thing. Knowledge of different cultures’ use of time can lead to success or failure (Gupta, 2013).

Individuals’ psychological time orientation is another aspect of chronemics. Similar to Hofstede’s (2011) principle of long-term vs. short-term cultural differences, individuals may be past-oriented, present-oriented, or future-oriented. People that are past oriented often look at past events for patterns and assume they will repeat themselves.
Future-oriented individuals work toward a better tomorrow. These individuals constantly think about the future and how they can better themselves later on. Individuals may also see the present as the only moment that matters. They live in the moment and do not consider the past or future. Culture plays a huge role in determining time orientation. It is important to be aware of these differences and their potential impact on communication (Richmond & McCroskey, 2004).

Lastly, chronemics can also be used to establish status inside a corporation. For example, in most companies the boss can interrupt progress to hold an impromptu meeting in the middle of the workday, yet the average worker would have to make an appointment to see the boss (Bruneau, 1980).

**Appearance & Dress:** Believing that others “do not judge a book by its cover” is a naive frame of thought. How one dresses and presents themselves proclaims a persona and creates a first impression (Eaves & Leathers, 1997). If a person is sloppily dressed some may assume their work is also sloppy. If one’s appearance is well kept and professional others might assume their work follows suit. To be successful, one needs to look the part and “appear corporate”; doing this will lead to a better first impression (Lazarus, 2013).

**Paralinguistic Cues:** Paralinguistic cues are vocal cues based off the sounds of the human voice. There are five attributes vocal cues consist of: loudness, pitch, rate, quality or timbre, and regularity (Turaga, 2016). Loudness is the volume one uses when speaking. Too high volume and others will perceive you as shouting. Too low volume and you will not be heard. Pitch is the amount of inflection in your voice when speaking. A higher pitch can be used to elicit excitement, whereas a low pitch can be used to
express anger. Rate is how quickly or slowly one speaks (Yang, 2015). Speaking too quickly can express nervousness, but if you speak too slowly you may lose the attention of the listener. Timbre is the characteristic that permits an individual to differentiate one person’s voice from another (Gupta, 2013). Lastly, regularity is the consistency in tone one uses. The more consistent your speech pattern is the more confident or authoritative you appear.

**Kinesics:** Kinesics is the use of gestures and postures to communicate effectively. Gestures and postures are the frequent and continuous movements of the body. Examples of gestures and postures can be seen in Figure 5 and Figure 6.

![Figure 5: Gestures](image)

- **STEEPLING**
  - Self Confidence
  - Intellectual Arrogance

- **HAND CLASP**
  - Anxious, controlled

- **NOSE TOUCH**
  - Doubt

- **‘L’ CHIN REST**
  - Critical evaluation

- **MOUTH BLOCK**
  - Resisting speech
These movements reflect an individual’s thought process and regulate communication (Gupta, 2013). The key to effective gestures and postures is they need to appear natural and authentic (Lewis, 1998). If the body language appears to be faked then others will perceive you as unauthentic. Take the following story into consideration:

“Once a centipede, with all of its 100 legs was happily and hurriedly crawling on the ground. A grasshopper, perched on a bush nearby, with merely six legs, observed this centipede managing efficiently all its hundred legs! The grasshopper couldn’t control its curiosity and asked the centipede how it managed to coordinate all its tiny legs, how it remembered when it was time to move leg number 13 or 34 or 87 and so on...? The centipede paused and pondered and began to analyze, and then happened what had never happened before—the
centipede was paralyzed! Something that it had been doing so naturally and instinctively now became a conscious, complex and mind boggling effort for it.” (Shukla, 2009)

When trying to improve nonverbal communication one may find themselves constantly thinking about what motion, expression, or posture to use next. This will not allow you to focus on what is being communicated to you. When trying to control every aspect of nonverbal communication at once we can find ourselves in the same position as the centipede. We carry out numerous complex tasks simultaneously when communicating nonverbally. If we think about each task deliberately and try to control them, we would be paralyzed (Schneider, Börner, van Rosmalen, & Specht, 2017). With proper training and knowledge of nonverbal communication one can slowly improve nonverbal communication skills until they become natural. This will free up the mind and allow you to communicate effectively while also interpreting what others are aiming to communicate.

**Employer Expectations vs. Graduate Skills**

As stated above, there are many practical uses of nonverbal communication in the workplace. During most of students’ university careers, hard skills are stressed in the curriculum. This has partially led graduates to have a lack of soft skills when entering the workforce, with which employers are not satisfied. Studies have shown there are several areas business graduates need improvement on. Six of the most commonly mentioned are: communication/interpersonal skills, teamwork, professionalism, leadership, negotiation skills, and presentation skills (Hodges, 2003; Iyengar, 2015; Jones, Baldi,
Phillips, & Waikar, 2016; Robles, 2012; Schulz, 2008; & Succi, 2015). In order to address the skills graduates are lacking, curriculums need to integrate training of these soft skills.

The National Business Education Association’s Policies Commission for Business and Economics Education (2000) noted the upcoming shortage of skills in today’s workplace that stresses the need for interpersonal skills, above and beyond academic, technical skills, and hands on training. A first step into the process of training students on these soft skills is making the students aware of these and the importance they play in the workforce. It is often said that hard skills will get you an interview but soft skills will get the job (Robles, 2012). Along side raising awareness regarding the importance of soft skills and encouraging students to improve their soft skills, lecturers should actively practice soft skills with their students (Schulz, 2008). This can be difficult for educators because often they are already dealing with a tight curriculum (Evenson, 1999).

However, Schools must balance the preparation of students for both highly technical and office jobs (Zehr, 1998).

There is no doubt among researchers that soft skills are important for success in business, or that soft skills training can be effective. However, the results of soft skills training are hard to measure. It is difficult to quantify the return on investment for businesses when comparing results to hard skills training (Henville, 2012). This has led to a lack of training outside of the education system. Because of this, educators have a special responsibility regarding training of soft skills.
**Research Question**

Due to the lack of research being conducted on the gap between employer expectations and graduate skills, specifically considering the nonverbal aspect, I decided to focus my research on the teaching of nonverbal communication. Considering all of the areas with which graduates are having issues deal with face-to-face communication, graduates may lack skills required to effectively use or interpret nonverbal communication. This study aims to look at what is taught on nonverbal communication in post secondary education environments to keep satisfying the expectations of business owners.

**Method**

**Participants**

The sample consisted of 50 University of North Georgia (UNG) business administration, faculty, and staff from the five campuses making up UNG. These participants were chosen because of their experience and expertise in business and their willingness to participate. The participants can be broken down into three main categories: administration, staff, and faculty. Six business administrators from UNG participated in this study. Six Business staff from UNG participated in this study. Lastly, 38 business faculty from UNG participated in this study. The faculty can be further broken down based on their area of expertise. The total 38 faculty members consist of 9 accounting and law faculty, 6 computer science and information systems faculty, 9 economics and finance faculty, and 14 management and marketing faculty.

The only eligibility criterion for participants is that they work for the University of North Georgia as faculty or staff. Both full and part time employees were eligible to
participate in this study. No information was gathered on age, gender, race, religion, education, or income level when determining eligibility as in compliance with the approved IRB consent form. Information on job position was gathered but not a criterion for eligibility. The survey was initially sent to 83 business administrators, staff, and faculty of the University of North Georgia. Fifty of those who agreed to take part in the survey responded, yielding a 60.24% participation rate. This sample provides an adequate representation of the University of North Georgia business administration, faculty, and staff.

**Procedure**

Participants received up to five emails during the course of this study. The first email was sent on January 9, 2018. The email requested participants to participate in the survey soon to come and contained information about the administrator, the IRB consent form, and a brief summary about the aim of the survey. The second email was sent on January 16, 2018. The email contained a recap of the first email, a link to the survey, and the date the survey would be closed. A reminder email about the study was emailed to non-respondents on January 23, 2018 and again on January 30, of 2018. On February 1, 2018 an email was sent to participants thanking them for their participation in the study.

The survey sent to participants was constructed using Qualtrics, which was selected because of a number of features. First, Qualtrics provided an easy framework to compose and distribute the survey. Secondly, Qualtrics provides data analysis features, which allowed efficient processing of the data collected. Lastly, Qualtrics created reports on the data collected, which illustrated the data in a clear graphical manner, allowing the researcher to easily view the data to draw conclusions.
To ensure the confidentiality of the responses of each participant, all information gathered via the survey was kept on a password-protected laptop. The laptop was kept under the supervision of the researcher at all times. Each participant was also asked not to discuss the survey with others, even other participants. This was to ensure others were not biased if they had yet to take the survey.

**Testing Apparatus**

The participants received a 12-question self-report questionnaire (Appendix A). The survey contained three yes/no questions, four multiple choice/select all that apply questions, two short response questions, and 2 slider/scale questions. The first question of the survey was a consent question to ensure participants are willing to participate and understand any data collected during the course of this study would be used. Three questions were asked about job experience outside of academia. These questions were designed to gather information on the perceived importance of nonverbal communication outside of the university environment. Participants were asked four questions about the importance of nonverbal communication in the workplace and how correct use and understanding can lead to organizational success. These questions were designed to elicit participants’ views on the importance of nonverbal communication in communication in business. Lastly, participants responded to four questions about the nonverbal communication skills they teach in class, opinions on offering a specific course on nonverbal communication, and any recommendations they have to help develop students’ abilities in and understanding of body language. These four questions were designed to see if aspects of nonverbal communication are being offered to students. The response time for the survey was estimated at 3-5 minutes. All questions were composed based off
information cited in the academic literature and as being important to employees. All questions were approved by and in compliance with the Institutional Review Board (IRB).

**Results**

Participants were asked (Appendix A: Question 2) if they had full time work experience outside of academia for longer than one year. Forty-four of the 50 respondents said “Yes” they had full time work experience outside of academia for at least one year. Of these 44 respondents, 17 said they had worked in management positions, five in marketing positions, six in accounting, three in finance, four in computer science, and nine in other. This question was designed to determine which participants had experiences in fields most graduates would soon find themselves in. This was important to determine the role of nonverbal communication in fields outside of academia. Six participants responded, “No”, they had not worked outside of academia for longer than one year.

When asked how important body language was in communicating in their current workplace (Appendix A: Question 5) respondents’ answers are depicted as Figure 8 indicates below. Fourteen (28%) participants responded that body language was “extremely important”. Twenty seven (54%) participants felt body language was “very important”, 5 (10%) believed body language was only “moderately important”, 3 (6%) responded body language was “slightly important”, and 1 responded body language was “not important at all”.

According to these results 92% of the UNG business administration, faculty, and staff find moderate to high importance in nonverbal communication in their day-to-day
work environment. The remaining 8% find slight (6%) to no importance (2%) of nonverbal communication in their day-to-day communication in their workplace.

Interestingly enough, when asked what percentage of communication participants thought was communicated through body language, they responded with a mean percentage of 53.60%. This conclusion was quite intriguing. This result is very similar to one mentioned earlier in this paper. Albert Mehrabian, in his research, concluded that 55% of what is communicated is through body language (Mehrabian, 1981).
conclusion illustrates that business administration, faculty, and staff at the University of North Georgia are aware of the impact body language has on communication.

Other survey respondents show just how UNG business administration, faculty, and staff believe body language can impact one’s success in the workplace. 84% (42/50) of participants responded effective use of body language helps a person to communicate more clearly, 80% (40/50) answered that effective use of body language helps one to read and understand others movements, 68% (34/50) respondents believe it increases one’s self confidence, and only 2% (1/50) felt that body language had no impact (Figure 9).

![Figure 9: How Effective Body Language Impacts one’s Success in the Workplace](image)

To address their thoughts on the importance of soft skills vs. hard skills, participants were asked to distinguish which one they thought was most important in the
work force (Appendix A: Question 8). In the question zero was the neutral zone between soft and hard skills. Negative numbers indicated a favoring towards hard skills, and positive numbers indicate a favoring of soft skills in the workplace. The mean score was 19.38. This result shows that most are relatively neutral on the issue with soft skills having a slight edge. Showing the UNG business administration, faculty, and staff agree soft skills are important for job success.

To determine what aspects of nonverbal communication were taught to students, participants were asked to choose what areas they trained students on in class (Appendix A: Question 9). The results are depicted in Figure 10.

![Figure 10: Nonverbal Skills Helped Developed](chart)

Respondents were allowed to check all areas in which they have helped develop students in the past year. Participants selected kinesics the most, with 56% identifying

- Kinesics (gestures, postures, handshake, etc.)
- Paralinguistic cues (tone, rate of speaking, inflection, etc.)
- Appearance and Dress
- Chronemics (use of time)
- Proxemics (use of space)
- Haptics (use of touch)
- Facial Expressions

N=50
they included kinesics in their course. It is worth noting that even the most commonly selected area of non-verbal communication only 56% of participants inferred that they attempt to train students. Twenty-seven respondents (54%) selected appearance and dress and chronemics as being covered in class, and twenty-three (46%) participants checked paralinguistic cues as being taught. These four nonverbal communication tools were clearly the most commonly mentioned as being imparted to students at UNG. All other nonverbal communication aspects received infrequent mention, as facial expressions ranked 24%. Proxemics 16%, and haptics 4%, were well behind those front four selections for course coverage. 12% selected “Other” but the researcher felt their responses fell under previously mentioned categories.

Considering the documented importance of nonverbal communication in the business environment, participants were asked if they believed a specific course on nonverbal communication was necessary (Appendix A: Question 11). Thirty-three participants (66%) said “No” with the remaining 17 (34%) indicating that such a course should be taught.

In the last question of this survey (Appendix A: Question 12) participants were asked what recommendations they had to help students’ understanding and use of nonverbal communication. The most commonly mentioned were:

- Modules or workshops
- More coverage in Business Communication / other classes
- Required face to face interactions (job fairs, mock interviews)
- Making public speaking a required course
A great area for UNG’s Professional Roadmap to Ongoing Success (PROS)

At least one participant mentioned the items listed above, many were listed several times. Many of the participants’ felt that a full course on nonverbal communication was excessive. However, with these recommendations list above they felt they would be able to improve graduates abilities in and understanding of nonverbal communication.

Conclusion

This study aimed to address the gap between what is taught on nonverbal communication in post secondary education environments to graduates and the expectations of business owners. This was to determine if a lack of nonverbal communication skills training addresses why business graduates lack the soft skills business owners are looking for. The question being researched was if a lack of nonverbal communication training was a culprit in the gap between employer expectations and graduate skills and the results of this study provide support for the previous literature. Despite a majority of respondents agreeing that nonverbal communication skills are important, a relatively small percentage of respondents mentioned the many elements of nonverbal communication in their classes, and a large majority disagreed with notion of having even one class designated to the subject.

In this study on the University of North Georgia business administration, faculty, and staff results showed that most were aware of the importance of soft skills in the workplace. Participants were also aware of the influence nonverbal communication played in communication. However, only 56% of those who participated in the study claimed to train students on kinesics, the most mentioned aspect of nonverbal
communication by participants. Twenty-seven or 54% selected appearance and dress and chronemics as trained in class. Twenty-three or 46% of participants selected paralinguistic cues as being trained in class. Facial expressions ranked in next with 12 selections or 24%. Lastly, eight participants (16%) selected proxemics, two (4%) selected haptics, and six (12%) participants selected other.

These results show that around half of the classes in the UNG business curriculum nonverbal communication, skills are mentioned; however, no one single aspect of nonverbal communication is taught by an overwhelming majority of respondents. Considering the participants in this study work in Academia, it is safe to say they believe more training on the subject would be a good thing. However, 66% of respondents felt that nonverbal communication did not require a specific course. Instead of offering a full course, participant recommended workshops, more coverage in already offered classes, required mock interviews, required public speaking courses, and participation in the UNG PROS course as a means of increasing students understanding of and abilities in nonverbal communication.

Recently the UNG business administration, faculty, and staff became aware of the lack of soft skills in graduates and aimed to address this with the PROS program. The PROS program, as defined on the UNG PROS website states (Personal Roadmap for Ongoing Success, 2018):

“PROS participation will begin during the student’s sophomore year, requiring students to explore professionalism, investigate business majors available through the Mike Cottrell College of Business and determine their career direction through two introductory seminars. In their junior year, students will participate in
activities to gain exposure to business leaders and gain a better understanding of
the business world. During a student’s senior year, students will build upon their
experiences in college thus far and begin to practice leadership, communication
and networking skills through internships, job shadowing and speed interviews.”
April Ross, PROS program coordination, at the University of North Georgia confirmed
that PROS is the University’s attempt to narrow the gap between graduate skills and
employee expectations (A. Ross, personal communication, February 9, 2018).

The University of North Georgia had been made aware of the gap by many nation
wide surveys, the UNG advisory board, and the University Systems of Georgia Board of
Regents. In an effort to help further develop students to meet the needs of business
owners PROS became apart of the UNG business curriculum in 2015 (A. Ross, personal
communication, February 9, 2018). During the course of this curriculum students will
have opportunities to network with potential employers, have mock interviews with
individuals with careers in hiring, and practice nonverbal communication skills used in
business. The PROS program seems to address many aspects mentioned by participants
to increase nonverbal communication skills in students. It will be interesting to see if this
development by the University of North Georgia will help to address the gap between
employer expectations and graduate skills.

Limitations of this study must be recognized. For one, the type of sample
selection should be addressed. The participants who responded to this survey were self-
volunteered. This could lead to a form of bias. Many self-volunteered participants have
very strong emotions towards a subject positive or negative. However, this concern is
countered by the fact that of 60% of those contacted completed the survey.
A second limitation is the scope of this study. During the course of this research only the University of North Georgia business administration, faculty, and staff were asked to respond. While the results of this study could be very beneficial for UNG, they only represent this establishment and do not necessarily reflect the curricula of other post secondary schools.

Considering there is currently a lack of research on how universities are training students on soft skills to meet the needs of, specifically from the nonverbal communication aspect, there are ample opportunities for future research. Further research should be conducted at various post secondary schools. This would provide a larger scope and a more accurate representation of nonverbal communication skills training offered to graduates entering the workforce. It would be interesting to see how others results compare to the findings at the University of North Georgia.
Appendix A

Nonverbal Communication Survey:

1.) Click “Yes” to confirm your consent in the following survey. Click “No” to be exited from the survey.
   a. Yes
   b. No

2.) Do you have full time business/work experience outside of Academia for longer than one year?
   a. Yes
   b. No

3.) If “Yes”, what did you hold a position in? Please select the closest area.
   a. Management
   b. Marketing
   c. Accounting
   d. Finance
   e. Computer Science
   f. Other

4.) Please specify you position(s).
   a. User Entry

5.) How important is body language when communicating in your current workplace?
   a. Extremely Important
   b. Very Important
   c. Moderately Important
   d. Slightly Important
   e. Not at all Important

6.) What percentage of communication do you feel is expressed in body language?
   a. No communication is through body language
   b. All communication is through body language

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   Body language in communication (1)

7.) How does effective body language impact a person’s success in the workplace?
   Select all that apply.
   a. Helps a person to communicate
b. Increases a person’s self confidence
c. Helps a person read/interpret others’ body language
d. No impact

8.) What do you feel is more important in the workplace, hard or soft skills? Soft skills are interpersonal skills such as communication skills; hard skills are technical skills such as knowledge of a discipline.
   a. 

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<th>Hard Skills</th>
<th>Neutral</th>
<th>Soft Skills</th>
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</table>

9.) In the past year, which nonverbal skills have you helped students develop through assignments? Select all that apply.
   a. Facial Expressions
   b. Haptics (use of touch)
   c. Proxemics (use of space)
   d. Chronemics (use of time)
   e. Appearance & Dress
   f. Paralinguistic cues (tone, rate of speaking, inflection, etc.)
   g. Kinesics (gesture, posture, handshake, etc.)
   h. Other

10.) If “Other was selected above, Please specify what other nonverbal communication skills you have helped develop.
   a. User Entry

11.) Do you feel there should be a specific course offered on nonverbal communication for business students?
   a. Yes
   b. No

12.) What recommendations do you have to improve student’s abilities in and understanding of body language?
   a. User Entry
References


Ross, A. University of North Georgia PROS Program Coordinator, (personal communication, February 9, 2018)


