

Social and Independent Living Skills

Basic Conversation Skill Module

Workbook

Psychiatric Rehabilitation Consultants

Cosponsored by
UCLA Department of Psychiatry and Biobehavioral Science
UCLA PsyREHAB Program

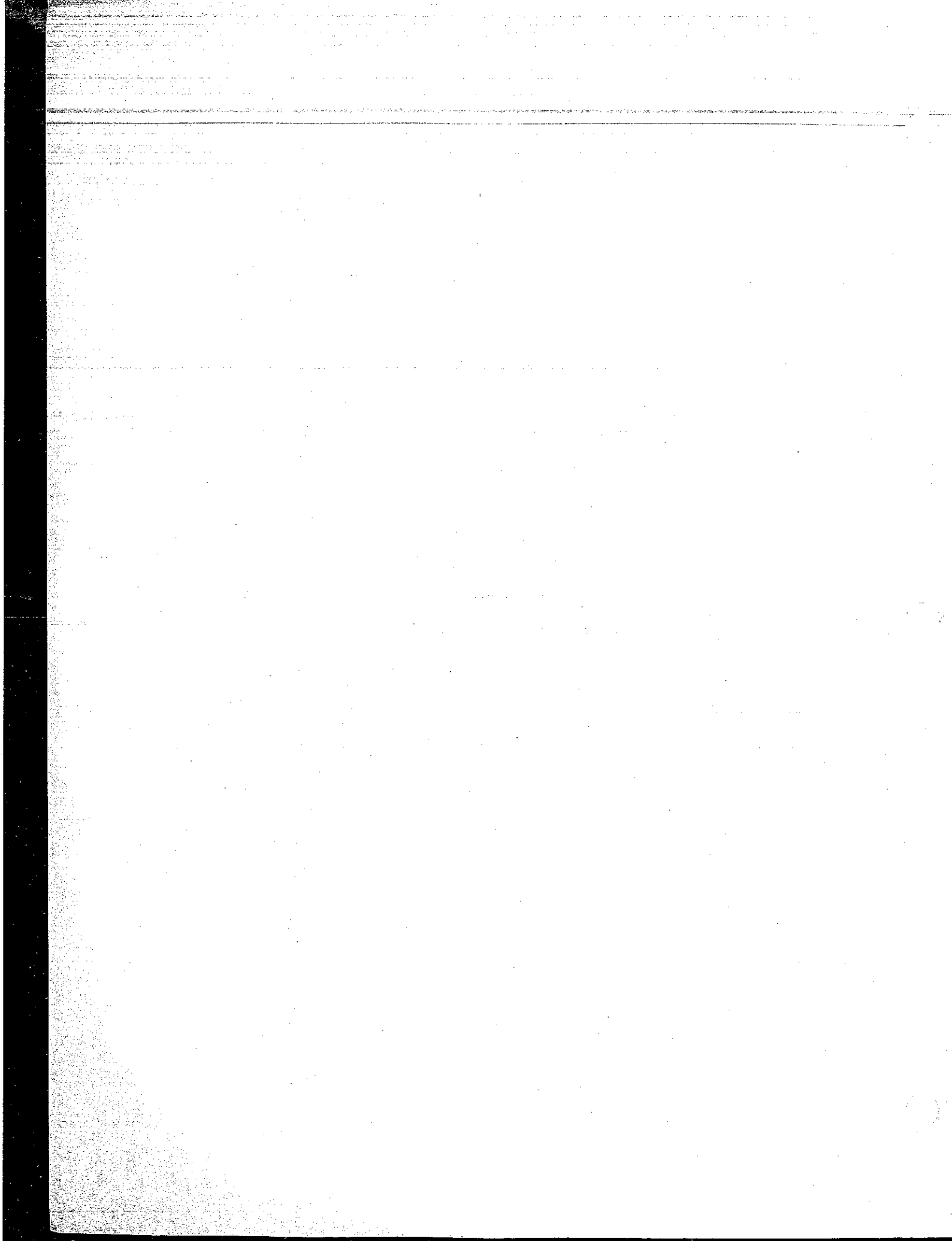


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INTRODUCTION TO THE BASIC CONVERSATION SKILLS MODULE

Introduction

BASIC CONVERSATION SKILLS MODULE

The BASIC CONVERSATION SKILLS MODULE is designed to teach you the skills you need to start friendly conversations, keep them going, and end them pleasantly. To learn the contents of the module, you will attend regular training sessions with the trainer and other participants. Plan to participate actively. The more you participate, the more you will get from the training. Feel free to ask questions and make comments during group discussions, and talk about the program with other members of the group. Discussing the material with others will help you improve the skills you learn during the training sessions.

Using Your Workbook

This workbook is for you to use during the module training sessions. It contains all the worksheets, charts, and forms you will need to learn the skills taught during the sessions. Also, there are pages entitled *Notes and Questions* for you to write down things you want to remember or questions you have. While taking notes is not required, you may find times when it will be helpful.

Before beginning the training sessions, look through the entire workbook, and ask the trainer **any** questions you have about the information contained in it.

LAYING THE GROUNDWORK

Orientation

LAYING THE GROUNDWORK

The Five Skill Areas

The BASIC CONVERSATION SKILLS MODULE is divided into five major sections that we call *skill areas*. The five skill areas are

- Skill Area 1: Verbal and Nonverbal Communication Behaviors
- Skill Area 2: Starting a Friendly Conversation
- Skill Area 3: Keeping a Friendly Conversation Going
- Skill Area 4: Ending a Conversation Pleasantly
- Skill Area 5: Putting It All Together

Each skill area has specific goals aimed at teaching you how to start friendly conversations, keep them going, and end them pleasantly. The five skill areas and their goals are as follows:

Skill Area 1: Verbal and Nonverbal Communication Behaviors

In *Skill Area 1*, you'll learn how to recognize and use verbal and nonverbal communication behaviors. These behaviors include eye contact, facial expression, hand and body gestures, body posture, and voice qualities, such as pitch, volume, and pace. You'll also learn how to recognize **go/no-go signals**. **Go signals** tell you that a person is willing to have a friendly conversation. **No-go signals** tell you that a person is not willing to talk.

Skill Area 2: Starting a Friendly Conversation

In *Skill Area 2*, you'll learn how to find **places** where there are people to talk to, **people** who are willing to talk to you, and **topics** you can use to start talking.

Skill Area 3: Keeping a Friendly Conversation Going

In *Skill Area 3*, you'll learn how to keep friendly conversations going. You do this by using what are called verbal active-listening behaviors, by asking open-end or closed-end questions, by identifying topics of conversation, and by making appropriate self-disclosing statements. This third skill area is very meaningful. It might be a little difficult, so it will be especially important that you pay close attention. It also will be important for you to practice the many skills you'll learn in this skill area, and to practice as often as possible.

Skill Area 4: Ending a Conversation Pleasantly

In *Skill Area 4*, you'll learn how to end conversations pleasantly. You need to learn this so you'll feel comfortable saying "so long" or "goodbye" to the person with whom you've been speaking. Also, ending a conversation pleasantly makes it possible to have another conversation with that person in the future, if that's what you want.

Skill Area 5: Putting It All Together

In *Skill Area 5*, you'll learn how to combine all the skills you will have learned in the other four skill areas. This will help you feel comfortable and confident in deciding when another person is interested in talking to you. Then, if you want, you'll be able to **start a friendly conversation, keep it going, and end it pleasantly.**

The following chart summarizes the five skill areas for you.

Skill Areas in the Basic Conversation Skills Module

Skill Areas	You will learn
1. Verbal and Nonverbal Communication Behaviors	To recognize and use verbal and nonverbal communication behaviors, and to observe other people's go/no-go signals
2. Starting a Friendly Conversation	To find the places where there are people to talk to, people who are willing to talk to you, and topics to start friendly conversations
3. Keeping a Friendly Conversation Going	To use verbal active-listening behaviors, ask open-end and closed-end questions, identify topics of conversation, and make appropriate self-disclosing statements
4. Ending a Conversation Pleasantly	To end conversations pleasantly
5. Putting It All Together	To combine all the skills and practice having friendly conversations

The Seven Learning Activities

Because each skill area contains a lot of information, each one is divided into seven learning activities, listed below. The learning activities are the step-by-step means for teaching you the specific skills of each skill area.

Learning Activity 1: Introduction to Skill Area

In this learning activity, you find out what you'll learn in the skill area and the steps you need to take to learn the skills. You also find out the benefits you'll receive by learning these skills.

Learning Activity 2: Videotape and Questions/Answers

In this learning activity, you watch videotaped scenes that show people demonstrating the right way to go about using the skills, and then you answer some questions about what you saw and heard on the videotape.

Learning Activity 3: Roleplay

In this learning activity, you get the opportunity to rehearse the skills that were demonstrated on the videotape. This is where you begin learning by doing, which makes the skills become a real part of you.

Learning Activity 4: Resource Management

In this learning activity, you learn how to identify the resources (that is, the things you need) to use your skills, and then to determine how to obtain those resources.

Learning Activity 5: Outcome Problems

In this learning activity, you learn to recognize and overcome obstacles that might arise when you begin using your new skills. During this process, you'll learn a general strategy for solving problems.

Learning Activity 6: In Vivo Exercises

In these exercises, you have an opportunity to practice your skills in new situations with the trainer along to give you support, encouragement, and guidance.

Learning Activity 7: Homework Assignments

In this learning activity, you have an opportunity to use your skills in new situations without the trainer along for support. These assignments help you develop confidence in your ability to use your new skills independently and to cope with a variety of situations.

The following chart summarizes the seven learning activities for you.

Learning Activities in Each Skill Area

Learning Activities	What you will do
1. INTRODUCTION TO SKILL AREA	Learn what skills will be taught and the benefits of learning them
2. VIDEOTAPE AND QUESTIONS/ANSWERS	View videotaped scenes that demonstrate how to use the skills, followed by question/answer review
3. ROLEPLAY	Practice and rehearse the skills demonstrated in the videotaped scenes
4. RESOURCE MANAGEMENT	Learn how to identify and obtain the resources needed to perform the skills successfully
5. OUTCOME PROBLEMS	Solve problems associated with using the skills
6. IN VIVO EXERCISES	Perform exercises in new situations, accompanied by the trainer
7. HOMEWORK ASSIGNMENTS	Complete assignments outside the training sessions, independent of the trainer

Steps for Problem Solving

LAYING THE GROUNDWORK

Problems are **obstacles** that come up unexpectedly and prevent you from getting what you want. We **all** come up against obstacles almost every day. For instance, you make a phone call, and the other person doesn't answer. You wait for a bus that shows up 30 minutes late and makes you late for an appointment. You go to a store and find that it doesn't have what you wanted to buy. Knowing how to solve problems will help you get what you want in spite of obstacles like these.

The problem-solving method has seven steps that are easy to use:

1. **Stop and think: How do you solve problems?**

Are you in a situation where you don't know what to do? Do you need to stop and think about how to proceed in this situation? Decide to use the problem-solving method.

2. **Identify the problem.**

Define the obstacle that makes the situation difficult to deal with. What makes it a problem? Be specific.

3. **List the different ways the problem can be solved.**

Think about all the alternatives—that is, the ways you might solve the problem. Then, make a list of them.

4. **Evaluate the alternative solutions.**

- Is each alternative feasible?
- Will it solve the problem?
- What are the advantages of choosing each alternative, besides helping you solve the problem?
- What are the disadvantages of choosing each alternative?
- Do the advantages outweigh the disadvantages of each alternative?

5. **Choose a solution, and plan to implement it.**

6. **List the resources needed to implement the solution.**

List the resources you need to solve the problem. A resource is anything that helps you achieve your goal or get the job done.

7. **Set a date and time to implement your chosen solution, and DO IT!**

Remember, these steps can be used any time, anywhere, to help you solve problems and overcome obstacles.

Sample Problems A and B

LAYING THE GROUNDWORK

Sample Problem A

One morning you wake up and decide you want to make a cup of coffee before you start your tasks for the day. You live in an apartment by yourself. When you reach for the jar of coffee, you discover it's empty. You're standing with an empty jar in the kitchen, really wishing you had a cup of coffee. What do you do?

Sample Problem B

You're supposed to meet a friend in front of the movie theater at eight o'clock. You were on time, and it's now five minutes before eight. The line you're standing in has begun to move into the theater because the movie is about to start. Your friend still hasn't arrived, but you don't want to go in late. What do you do?

Problem-Solving Worksheet

LAYING THE GROUNDWORK

STEP 1 *Stop and think: How do you solve problems?*

First, realize that you have come up against an obstacle that prevents you from doing what you want. You don't know what to do about this obstacle so you stop and think about how to proceed. Then, you decide to use the problem-solving method.

STEP 2 *Identify the problem.*

Define the problem. Be specific about the obstacle.

STEP 3 *List the different ways the problem can be solved.*

List every possible solution that may solve the problem. Do not evaluate any of the alternative solutions yet.

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STEP 4

Evaluate the alternative solutions.

- Is the alternative feasible—that is, can you do it?
- Will it solve the problem?
- What are the advantages and disadvantages?

Write down all the advantages and disadvantages of each solution listed in Step 3.

Advantages

Disadvantages

Advantages	Disadvantages
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Do the advantages outweigh the disadvantages—that is, are the benefits of the advantages greater than the cost of the disadvantages?

STEP 5

Choose a solution, and plan to implement it.

STEP 6

List the resources needed to implement the solution.

- What resources will you need to solve the problem?
- How will you obtain them?

STEP 7

Set a date and time to implement your chosen solution, and DO IT!

INTRODUCTION TO THE FIVE SKILL AREAS

Setting the Goals

INTRODUCTION TO THE FIVE SKILL AREAS

In this module, you're going to learn how to use the basic conversation skills for starting friendly conversations, keeping them going, and ending them pleasantly. If you learn the conversation skills that are taught in each of the five skill areas, you'll **benefit** in many ways.

Skill Area 1: If you learn how to recognize and use verbal and nonverbal communication behaviors, you'll **benefit** in two ways. First, you'll be able to recognize people's **go/no-go signals** and know whether or not they are willing to talk to you. Second, you'll be an attentive listener and an effective speaker, so you'll be more able to have a friendly conversation.

Skill Area 2: If you learn how to find places where there are people to talk to, people who are willing to talk to you, and topics of conversation, you'll **benefit** because you'll feel more confident in knowing how to start a friendly conversation.

Skill Area 3: If you learn how to use verbal active-listening behaviors, ask open-end and closed-end questions, identify new topics, and make appropriate self-disclosing statements, you'll **benefit** because you'll know how to keep a friendly conversation going.

Skill Area 4: If you learn how to tell the other person that you have to end the conversation now but would like to talk at a later time, you'll **benefit** because that person will be more likely to talk to you again.

Skill Area 5: If you practice starting friendly conversations, keeping them going, and ending them pleasantly, you'll **benefit** because the practice will improve your basic conversation skills. Practice **does** make perfect!

If you learn the basic conversation skills that are taught in this module, you'll **benefit** in three ways:

1. You'll have better interactions with your friends and acquaintances. This will give you more rewarding relationships.
2. You'll have better interactions with people you meet in the community. This will increase your chances of getting your needs.
3. You'll be better able to make new friends. This will increase the number of people with whom you can share support and mutually enjoyable activities.

Name

Date

Pretest

INTRODUCTION TO THE FIVE SKILL AREAS

1. In effective communication, how you sound when you talk
 - a. is more important than what you say
 - b. is as important as what you say
 - c. is less important than what you say
 - d. is determined by voice clarity, pitch, and vocal cord strength

2. In a conversation, your voice quality should depend on
 - a. whom you're talking to
 - b. the strength of the message you want to convey
 - c. the acoustics of the room you are in
 - d. what you want to say and the situation you're in

3. Voice quality is determined by
 - a. pitch, volume, and vocal cord strength
 - b. pitch, volume, pace, and clarity
 - c. pitch, clarity, and surrounding acoustics
 - d. pitch, volume, pace, and acoustics

4. People communicate with each other nonverbally through
 - a. body orientation, body posture, and vocal pace
 - b. body orientation, body posture, gestures, and facial expression
 - c. nods, sighs, and tone of voice
 - d. signals that often are too vague to interpret

5. In communicating with others, gestures are important because they
 - a. help us to be understood when our words fail
 - b. work together with our body posture to make our message more clear
 - c. work together with our words to make our message clear
 - d. show our enthusiasm for our topic

6. Good eye contact with others is important because
 - a. it helps others to see us as decisive and confident
 - b. it lets others know we agree with them
 - c. it lets others know we are interested in the conversation
 - d. it is impolite to look away and appear bored

7. Some ways we can show others we're interested in what they say are by
 - a. staring at them and being careful not to look away
 - b. nodding and gesturing
 - c. smiling and looking away
 - d. sitting quietly and being careful not to distract them
8. Another way of showing we're interested is by
 - a. leaning slightly away to give the other person more space
 - b. leaning forward
 - c. sitting casually so we look relaxed
 - d. sitting up straight and at attention
9. We can tell someone is not interested in talking to us if the person
 - a. occasionally glances away as we speak
 - b. seldom establishes eye contact
 - c. interrupts a lot to ask questions
 - d. both (b) and (c) are true
10. A tense body posture can signal to us that a person
 - a. needs answers and wants to continue talking
 - b. is afraid or excited
 - c. is preoccupied
 - d. all of the above are true
11. A listener who yawns and slouches probably
 - a. has mixed feelings
 - b. is bored or preoccupied
 - c. feels nothing
 - d. both (a) and (c) are true
12. A listener who is sad is most likely to
 - a. lean toward the speaker for comfort
 - b. sit up straight and cross his arms for comfort
 - c. look earnestly at the speaker for reassurance and comfort
 - d. slouch and look away
13. A speaker who is feeling happy and good about herself might
 - a. speak rapidly and glance around the room
 - b. speak slowly and glance around the room
 - c. speak rapidly and establish good eye contact
 - d. speak rapidly, smile, and glance around the room

14. Two important things you need to have a conversation are
- a. an interesting topic and a good vocabulary
 - b. an ability to think quickly and some interesting things to talk about
 - c. a topic to talk about and a person to talk with
 - d. a good topic and an outgoing personality
15. One good way to meet new people is to
- a. always take a friend along
 - b. go to a different new place each week
 - c. go to familiar places on a regular basis
 - d. both (a) and (b) are correct
16. An easy place to start conversations with someone new might be
- a. in a fast food line
 - b. in the waiting room at a weekly doctor's appointment
 - c. in an elevator
 - d. during a walk in the park
17. Making eye contact with a person you want to start talking to
- a. can help you relax
 - b. is important since it gives you control of the situation
 - c. can give you a hint as to the person's mood
 - d. can give you a hint as to what kind of a person he or she is
18. When you want to make new friends, going to a different activity each week
- a. is helpful since it gives you practice meeting all kinds of people
 - b. is helpful since you meet a greater number of new people
 - c. is not helpful; it's too confusing and too expensive
 - d. is not helpful because you don't get to meet people on a regular basis
19. If a group is intensely involved in their own conversation
- a. approach them, but don't try to talk
 - b. be ready to express some definite opinions when you start talking
 - c. look to see if they make eye contact with you or smile at you before you join
 - d. come back later
20. A good opening line for starting a conversation
- a. can help you find a good topic
 - b. is a way to let others know that you're good at carrying on conversation
 - c. can be a signal that you're willing to do most of the talking
 - d. is difficult to think of unless you know the person well

21. Starting a conversation by asking for information or help can be
- effective because it makes the other person feel powerful
 - ineffective because it makes you feel helpless
 - effective because it can easily lead to a topic
 - ineffective because it bothers the other person
22. Sometimes it's easier to meet new people at a party because
- people who go to parties probably aren't shy
 - others expect you to introduce yourself at parties
 - parties have alcoholic beverages available
 - there are many more topics to talk about
23. For people who are shy, a good way to learn to talk with others is to
- find something they know about and talk as much as they can
 - pretend they are bold and start talking about anything
 - find out what others are talking about and join in with that topic
 - become a good listener and listen most of the time
24. Using verbal active-listening behaviors (expressions of interest, brief comments, minimal verbal encouragers, asking for clarification, and asking questions) will help to
- keep the conversation going
 - end the conversation
 - cause confusion in the listener so you need to use these carefully
 - cause confusion in the speaker so you need to use these carefully
25. Minimal verbal encouragers, expressions of interest, and brief comments are examples of
- verbal active-listening behaviors
 - nonverbal active-listening behaviors
 - verbal conversation skills
 - nonverbal conversation signals
26. Remarks such as "That's interesting," "Tell me more," and "I don't know" are examples of
- minimal verbal encouragers
 - expressions of interest
 - brief comments
 - summary statements
27. An answer that is more than a few words is given in response to
- an open-end question
 - a closed-end question
 - a brief comment
 - an expression of interest

28. When you use self-disclosure in a conversation, you
- reveal information about yourself
 - make high, medium, or low self-disclosing statements
 - can ruin a conversation
 - all of the above
29. Giving factual information about yourself that is not risky to share during any conversation is an example of
- a low self-disclosure statement
 - a medium self-disclosure statement
 - a high self-disclosure statement
 - making a brief comment
30. "I went to school in Richmond, Virginia" is an example of
- a low self-disclosure statement
 - a medium self-disclosure statement
 - a high self-disclosure statement
 - making a brief comment
31. Giving information about yourself that is personal, private, and can be shared only with a person who is trustworthy and willing to listen is an example of
- a low self-disclosure statement
 - a medium self-disclosure statement
 - a high self-disclosure statement
 - making a brief comment
32. Stating in a conversation "I'm lonely," "I'm a patient in a mental hospital," and "I feel sad and anxious" are examples of
- low self-disclosure statements
 - medium self-disclosure statements
 - high self-disclosure statements
 - making brief comments
33. If you were talking to a friend who is a trustworthy person, you could make what kind of a statement?
- a low self-disclosure statement
 - a medium self-disclosure statement
 - a high self-disclosure statement
 - a brief comment
34. Terminating a conversation means that
- you give nonverbal cues to the other person
 - you give verbal cues to the other person
 - you might have other things you need to do at that moment
 - all of the above
35. Without speaking, you can let another person know you are interested by
- making good eye contact
 - nodding your head
 - sitting close and using good posture
 - all of the above

SKILL AREA 1: Verbal and Nonverbal Communication Behaviors

Introduction to Skill Area 1

SKILL AREA 1: Verbal and Nonverbal Communication Behaviors

In this skill area, you're going to learn how to recognize and use **verbal** and **nonverbal** communication behaviors. You'll learn to recognize these behaviors in other people so you'll know whether or not they are willing to have a conversation with you.

We call these behaviors **go/no-go signals**. **Go signals** tell you when a person is willing to have a conversation. **No-go signals** tell you that the person is **not** willing to talk to you.

You'll also learn how to use verbal and nonverbal communication behaviors to help you be an **attentive listener** and an **effective speaker**. If you listen attentively and speak effectively, it's easier to have conversations, and people will be more willing to talk to you.

You'll **benefit** in two ways when you learn these skills:

1. You'll be able to recognize people's **go/no-go signals** and know whether or not they are willing to talk to you.
2. You'll be an attentive listener and an effective speaker so you'll be more able to have friendly conversations.

Verbal and Nonverbal Communication Behaviors

SKILL AREA 1: Verbal and Nonverbal Communication Behaviors

What they do: If you recognize verbal and nonverbal communication behaviors in other people, you'll know whether or not they want to talk to you. If you use them yourself, you'll be an attentive listener and an effective speaker.

What they are:

- Hand and body gestures
- Eye contact
- Body posture
- Body orientation
- Facial expression
- Voice qualities — Volume
 - Pitch
 - Pace

Go/No-Go Signals

SKILL AREA 1: Verbal and Nonverbal Communication Behaviors

- Preoccupied
- Pleasant
- Anger
- Sadness
- Boredom

Go/No-Go Signals With Verbal and Nonverbal Behaviors

SKILL AREA 1: Verbal and Nonverbal Communication Behaviors

The following is a list of **go/no-go signals** and the verbal and nonverbal communication behaviors that can be used when expressing each one.

Preoccupied [No-Go]	Hand and body gestures: Eye contact: Body posture: Body orientation: Facial expression: Voice:	None Looking away Turned toward another activity Turned away Serious Low volume, slow pace
Pleasant [Go]	Hand and body gestures: Eye contact: Body posture: Body orientation: Facial expression: Voice:	Animated Looking at you Straight Facing toward you Smiling Pleasant, normal volume and pace
Anger [No-Go]	Hand and body gestures: Eye contact: Body posture: Body orientation: Facial expression: Voice:	Possibly clenched fists or pointed finger Glaring Tense Facing you Frowning Raised volume, fast pace
Sadness [Maybe]	Hand and body gestures: Eye contact: Body posture: Body orientation: Facial expression: Voice:	Forehead in hand Eyes lowered Slumped Facing away or down No smile, possibly no expression Low volume, slow pace
Boredom [Maybe]	Hand and body gestures: Eye contact: Body posture: Body orientation: Facial expression: Voice:	Yawning Looking away Slumped Facing away or down Blank Slow pace, monotone

Outcome Problem

SKILL AREA 1: Verbal and Nonverbal Communication Behaviors

You're a salesperson who works in a large department store, and you've come into the cafeteria for your lunch break. You've selected and paid for your lunch, and you're looking for a place to sit down. You see another salesperson sitting by himself, and you decide that you want to eat your lunch with him and talk to him. You approach him and ask if you can sit down and share your lunch hour with him. He says "Yes, that would be nice," but his **nonverbal communication behaviors** suggest that he is not interested. He continues to look at his food and doesn't make any eye contact with you. He speaks in a monotone and turns away from you. What are you going to say or do?

In Vivo Exercise

SKILL AREA 1: Verbal and Nonverbal Communication Behaviors

In this exercise, you'll practice recognizing **go/no-go signals**. The trainer will play a videotape that shows six short segments of conversations. You are to watch the people's verbal and nonverbal communication behaviors and decide if they are giving **go** or **no-go signals**. The trainer will stop the tape after each segment so you can complete the appropriate section of the In Vivo Exercise Worksheet. After you've completed the section of the worksheet, the group will talk about the behaviors you've just seen.

Name _____

Date _____

In Vivo Exercise Worksheet

SKILL AREA 1: Verbal and Nonverbal Communication Behaviors

After each of the six videotaped segments has been played, complete the appropriate section of this worksheet.

SEGMENT 1

Which signal did the people on the tape give? Go Signal No-Go Signal

Which *go/no-go* signal was given?

Preoccupied Pleasant Anger Sadness Boredom

List three verbal and three nonverbal communication behaviors that were used to let you know which *go/no-go* signal was given.

SEGMENT 2

Which signal did the people on the tape give? Go Signal No-Go Signal

Which *go/no-go* signal was given?

Preoccupied Pleasant Anger Sadness Boredom

List three verbal and three nonverbal communication behaviors that were used to let you know which *go/no-go* signal was given.

SEGMENT 3

Which signal did the people on the tape give? Go Signal No-Go Signal

Which *go/no-go* signal was given?

Preoccupied Pleasant Anger Sadness Boredom

List three verbal and three nonverbal communication behaviors that were used to let you know which *go/no-go* signal was given.

SEGMENT 4

Which signal did the people on the tape give?

Go Signal

No-Go Signal

Which *go/no-go* signal was given?

Preoccupied

Pleasant

Anger

Sadness

Boredom

List three verbal and three nonverbal communication behaviors that were used to let you know which *go/no-go* signal was given.

SEGMENT 5

Which signal did the people on the tape give?

Go Signal

No-Go Signal

Which *go/no-go* signal was given?

Preoccupied

Pleasant

Anger

Sadness

Boredom

List three verbal and three nonverbal communication behaviors that were used to let you know which *go/no-go* signal was given.

SEGMENT 6

Which signal did the people on the tape give?

Go Signal

No-Go Signal

Which *go/no-go* signal was given?

Preoccupied

Pleasant

Anger

Sadness

Boredom

List three verbal and three nonverbal communication behaviors that were used to let you know which *go/no-go* signal was given.

Homework Assignment

SKILL AREA 1: Verbal and Nonverbal Communication Behaviors

For this assignment, you'll practice observing and recognizing verbal and nonverbal communication behaviors outside the training sessions. You'll go to a place where people can talk easily, and you'll observe two people having a friendly conversation. Some examples of places where people can talk easily are at a recreational activity, at a coffee shop, waiting for a bus, or riding on a bus.

When you observe the friendly conversation, watch and listen carefully so you'll notice the people's verbal and nonverbal communication behaviors.

Name _____

Date _____

Homework Assignment Worksheet

SKILL AREA 1: Verbal and Nonverbal Communication Behaviors

Observe two people having a friendly conversation. Watch and listen carefully for the verbal and nonverbal communication behaviors they use **most**. Then, complete this worksheet.

Location of conversation _____

People involved in the conversation _____

Topics used in the conversation _____

Eye contact Good Poor

Facial expression Pleasant Smiling Other _____

Yawning Frowning

Hand and body gestures Used a lot Used a little Not used at all

Body posture Slumped Tense Other _____

Body orientation Leaning toward Leaning away

Voice qualities

Volume Loud Medium Soft

Pitch High Medium Low

Pace Fast Medium Slow

Comments _____

SKILL AREA 2: Starting a Friendly Conversation

Introduction to Skill Area 2

SKILL AREA 2: Starting a Friendly Conversation

In this skill area, you'll learn three skills that you need in order to start a friendly conversation:

1. You'll learn how to find **places** where there are people to talk to. For example, some places might be at recreational activities like ball games or other sports events, or maybe at coffee shops, or waiting in a long line, or even on a long bus ride.
2. You'll learn how to find **people** who are willing to talk to you; that is, people who give you **go signals**.
3. You'll learn how to find **topics** of conversation. For example, one way to find topics is by observing what another person is doing and use that activity as a topic to start a friendly conversation.

You'll **benefit** from learning these skills because you'll feel more confident in knowing how to start a friendly conversation.

What You Need to Start a Friendly Conversation

SKILL AREA 2: Starting a Friendly Conversation

- PLACES where there are people to talk to
- PEOPLE who are willing to talk to you
- TOPICS so you'll have something to talk about

Opening Lines for Starting a Friendly Conversation

SKILL AREA 2: Starting a Friendly Conversation

- Choose a topic from something around you—like a book or picture, or an activity going on
- Talk about something you and the other person are doing—like waiting in a long line or riding on a bus
- Compliment the other person—on his or her behavior or appearance
- Ask a question about what the other person is doing
- Ask for information
- Say "hi" and introduce yourself

Outcome Problems A and B

SKILL AREA 2: Starting a Friendly Conversation

Outcome Problem A

You're at a party and enter a room where several people are already talking. You'd like to talk to someone, too. You see a person alone in the corner who's looking around the room and looks like he or she wants to talk to someone. Just as you start walking over to the person to start a conversation, someone else goes over and starts talking. What are you going to do or say next?

Outcome Problem B

You're at a party and enter a room where several people are already talking. You see a person alone in the corner who's looking around to find someone to talk with. You walk over to that person, and ask what he thinks about the baseball game that is playing on the TV in the background. The person shrugs and says nothing, indicating that he's not interested in it. What are you going to do or say next?

In Vivo Exercise

SKILL AREA 2: Starting a Friendly Conversation

In this exercise, you'll practice starting a friendly conversation with a new person. Choose a staff member with whom you'd like to start a brief conversation. The trainer will explain the exercise to that person and set up a time that is convenient for both of you. Then, you'll choose an appropriate topic and start a friendly conversation with the staff member. After you've finished the friendly conversation, complete the In Vivo Exercise Worksheet.

Name _____

Date _____

In Vivo Exercise Worksheet

SKILL AREA 2: Starting a Friendly Conversation

Choose a staff member and start a brief conversation with him or her. After you have finished the friendly conversation, complete this worksheet.

Where did the conversation take place? _____

Whom did you choose for the conversation? _____

What *go signals* did you observe that let you know the person was willing to talk? _____

What topic did you use to start the conversation? _____

Why did you choose that topic? _____

How do you feel about the conversation you had with this person? _____

What did you learn from this exercise? _____

Homework Assignment

SKILL AREA 2: Starting a Friendly Conversation

For this assignment, you'll practice starting a friendly conversation outside the training sessions. Choose a friend or an acquaintance and start a brief conversation with him or her. Go to a place where you're likely to find someone you know who'll give you **go signals**, and then decide on an appropriate topic and start a friendly conversation. After you've finished the conversation, complete the Homework Assignment Worksheet.

Name _____

Date _____

Homework Assignment Worksheet

SKILL AREA 2: Starting a Friendly Conversation

Choose a friend or an acquaintance and start a brief conversation with him or her. Go to a place where you're likely to find a friend or an acquaintance who will give you **go signals**, and then decide on an appropriate topic and start a friendly conversation. After you have finished the conversation, complete this worksheet.

Where did the conversation take place? _____

Why did you choose that location? _____

Whom did you choose for the conversation? _____

What *go signals* did you observe that let you know the person was willing to talk? _____

What topic did you use to start the conversation? _____

Why did you choose that topic? _____

How do you feel about the conversation you had with this person? _____

What did you learn from this exercise? _____

SKILL AREA 3: Keeping a Friendly Conversation Going

Introduction to Skill Area 3

SKILL AREA 3: Keeping a Friendly Conversation Going

In this skill area, you're going to learn four skills that will help you keep a friendly conversation going. You keep a friendly conversation going by:

1. **Using verbal active-listening behaviors.** You use these behaviors to show the other person that you're interested and listening attentively to what he or she is saying.
2. **Asking questions.** You ask open-end and closed-end questions to show the other person that you're interested in what he or she is saying about a particular topic and to encourage the person to continue talking with you.
3. **Identifying topics.** You identify new topics to keep a conversation going when the current topic is talked out, becomes boring, or makes you or the other person uncomfortable. This is a little more difficult than some of the other skills, so we'll be talking about this a lot as we continue through the module.
4. **Making self-disclosing statements.** You make appropriate self-disclosing statements to tell the other person about yourself so you can get to know one another better.

You'll **benefit** from learning these skills because you'll know how to keep a friendly conversation going.

Verbal Active-Listening Behaviors

SKILL AREA 3: Keeping a Friendly Conversation Going

What they do: Verbal active-listening behaviors show the other person that you're listening attentively and are interested in what he or she is saying.

- What they are:**
- Expressions of interest
 - Brief comments ("Oh, really?")
 - Minimal verbal encouragers ("Uh-huh")
 - Asking for clarification
 - Asking questions

Open-End and Closed-End Questions

SKILL AREA 3: Keeping a Friendly Conversation Going

What they do:

Questions show that you're interested in what the other person has to say.

- Open-end questions encourage the other person to give you a long answer.
- Closed-end questions can be answered with a few words, often just a "yes" or "no," so you may have to ask additional questions to keep a conversation going.

What they are:

Open-end and closed-end questions are the two types of questions we generally ask in conversations.

Identifying Topics

SKILL AREA 3: Keeping a Friendly Conversation Going

What it does: Identifying topics to introduce into a conversation helps you keep a friendly conversation going.

What it is: Identifying topics is the process of listening to what another person is saying so you can think of associated or related topics to talk about.

Self-Disclosing Statements

SKILL AREA 3: Keeping a Friendly Conversation Going

What they do: Self-disclosing statements make conversations more personal and help you get to know each other better.

What they are: Self-disclosing statements tell the other person something about you. There are three levels—low, medium, and high:

■ **Low-level**

Facts
Not too personal
Easy to share with anyone

■ **Medium-level**

Unique biographical facts
Opinions
Sometimes risky to share

■ **High-level**

Very personal
Risky to share
Used only if you trust the other person
Used only if the other person is willing to listen

What you need to know: Which statements are low, medium, and high self-disclosure.

When it's appropriate to make each one.

To whom each type of statement can be made.

Outcome Problems A and B

SKILL AREA 3: Keeping a Friendly Conversation Going

Outcome Problem A

You're a salesperson in a large department store, and you're eating lunch in the company cafeteria with another salesperson whom you've known for the past year. You've been talking about a TV show that you both saw the previous evening, but now neither of you has anything more to say. After a long and very uncomfortable silence, you ask your coworker, "What are you planning to do for the Christmas holiday (or whichever current holiday is appropriate)?" The other person says, "Nothing much," and then says nothing further. What are you going to do or say next?

Outcome Problem B

You're having a nice conversation with someone you just met at a party. There are other people around you who are talking to each other and having a good time. Your conversation has been going on for some time, and you're comfortable with it. You've found out that the other person is a salesperson, likes basketball, and has lived most of his life in the local area. He then discloses that he recently was a patient in a psychiatric hospital and now takes medication to keep his symptom of hearing voices under control. He also tells you that the medication doesn't work very well, and he doesn't take it all the time. His high level of self-disclosure makes you very uncomfortable. What are you going to do or say next?

In Vivo Exercise A

SKILL AREA 3: Keeping a Friendly Conversation Going

In this exercise, you'll practice the skill **recognizing and using verbal active-listening behaviors**. After you've finished the exercise, complete In Vivo Exercise A Worksheet.

Name _____

Date _____

In Vivo Exercise A Worksheet

SKILL AREA 3: Keeping a Friendly Conversation Going

Complete the exercise for using verbal active-listening behaviors to keep a friendly conversation going. Then, fill out this worksheet.

Location of conversation _____

People involved in conversation _____

Topics used in conversation _____

Did you see or use

Expressions of interest Yes No

If yes, what were they? _____

Brief comments Yes No

If yes, what were they? _____

Minimal verbal encouragers Yes No

If yes, what were they? _____

Requests for clarification Yes No

If yes, what were they? _____

Questions Yes No

If yes, what were they? _____

Comments _____

In Vivo Exercise B

SKILL AREA 3: Keeping a Friendly Conversation Going

In this exercise, you'll practice the skill **recognizing and asking open-end and closed-end questions**. After you've finished the exercise, complete In Vivo Exercise B Worksheet.

Name _____

Date _____

In Vivo Exercise B Worksheet

SKILL AREA 3: Keeping a Friendly Conversation Going

Complete the exercise for using open-end and closed-end questions to keep a friendly conversation going. Then, fill out this worksheet.

Location of conversation _____

People involved in conversation _____

Topics used in conversation _____

Did you hear or ask

Open-end questions Yes No

If yes, what were they? _____

Closed-end questions Yes No

If yes, what were they? _____

Comments _____

In Vivo Exercise C

SKILL AREA 3: Keeping a Friendly Conversation Going

In this exercise, you'll practice the skill **identifying topics** to keep a conversation going. After you've finished the exercise, complete In Vivo Exercise C Worksheet.

Name _____

Date _____

In Vivo Exercise C Worksheet

SKILL AREA 3: Keeping a Friendly Conversation Going

Complete the exercise for identifying topics to keep a friendly conversation going. Then, fill out this worksheet.

Location of conversation _____

People involved in conversation _____

Write down the topics that were used during the conversation:

Topic one _____

Other topics _____

Comments _____

In Vivo Exercise D

SKILL AREA 3: Keeping a Friendly Conversation Going

In this exercise, you'll practice the skill **recognizing and making low, medium, and high self-disclosure statements**. After you've finished the exercise, complete In Vivo Exercise D Worksheet.

Name _____

Date _____

In Vivo Exercise D Worksheet

SKILL AREA 3: Keeping a Friendly Conversation Going

Complete the exercise for using self-disclosing statements to keep a friendly conversation going. Then, fill out this worksheet.

Location of conversation _____

People involved in conversation _____

Topics used in conversation _____

Did you hear or use

Low-level self-disclosure statements Yes No

If yes, what were they? _____

Medium-level self-disclosure statements Yes No

If yes, what were they? _____

High-level self-disclosure statements Yes No

If yes, what were they? _____

How did you feel? Comfortable Uncomfortable

Comments _____

Homework Assignment A

SKILL AREA 3: Keeping a Friendly Conversation Going

For this assignment, you'll practice the skill **recognizing and using verbal active-listening behaviors** outside the training sessions. After you've finished the exercise, complete Homework Assignment A Worksheet.

Name _____

Date _____

Homework Assignment A Worksheet

SKILL AREA 3: Keeping a Friendly Conversation Going

Complete the exercise for using verbal active-listening behaviors to keep a friendly conversation going. Then, fill out this worksheet.

Location of conversation _____

People involved in conversation _____

Topics used in conversation _____

Did you see or use

Expressions of interest Yes No

If yes, what were they? _____

Brief comments Yes No

If yes, what were they? _____

Minimal verbal encouragers Yes No

If yes, what were they? _____

Requests for clarification Yes No

If yes, what were they? _____

Questions Yes No

If yes, what were they? _____

Comments _____

Homework Assignment B

SKILL AREA 3: Keeping a Friendly Conversation Going

For this assignment, you'll practice the skill **recognizing and asking open-end and closed-end questions** outside the training sessions. After you've finished the exercise, complete Homework Assignment B Worksheet.

Name _____

Date _____

Homework Assignment B Worksheet

SKILL AREA 3: Keeping a Friendly Conversation Going

Complete the exercise for using open-end and closed-end questions to keep a friendly conversation going. Then, fill out this worksheet.

Location of conversation _____

People involved in conversation _____

Topics used in conversation _____

Did you hear or ask

Open-end questions

Yes No

If yes, what were they? _____

Closed-end questions

Yes No

If yes, what were they? _____

Comments _____

Homework Assignment C

SKILL AREA 3: Keeping a Friendly Conversation Going

For this assignment, you'll practice the skill **identifying topics** to keep a conversation going outside the training sessions. After you've finished the exercise, complete Homework Assignment C Worksheet.

Name _____

Date _____

Homework Assignment C Worksheet

SKILL AREA 3: Keeping a Friendly Conversation Going

Complete the exercise for identifying topics to keep a friendly conversation going. Then, fill out this worksheet.

Location of conversation _____

People involved in conversation _____

Write down the topics that were used during the conversation:

Topic one _____

Other topics _____

Comments _____

Homework Assignment D

SKILL AREA 3: Keeping a Friendly Conversation Going

For this assignment, you'll practice the skill **recognizing and making low, medium and high self-disclosure statements** outside the training sessions. After you've finished the exercise, complete Homework Assignment D Worksheet.

Name _____

Date _____

Homework Assignment D Worksheet

SKILL AREA 3: Keeping a Friendly Conversation Going

Complete the exercise for using self-disclosing statements to keep a friendly conversation going. Then, fill out this worksheet.

Location of conversation _____

People involved in conversation _____

Topics used in conversation _____

Did you hear or use

Low-level self-disclosure statements Yes No

If yes, what were they? _____

Medium-level self-disclosure statements Yes No

If yes, what were they? _____

High-level self-disclosure statements Yes No

If yes, what were they? _____

How did you feel? Comfortable Uncomfortable

Comments _____

SKILL AREA 4: Ending a Conversation Pleasantly

Introduction to Skill Area 4

SKILL AREA 4: Ending a Conversation Pleasantly

In this skill area, you'll learn how to end a conversation pleasantly. If you tell the other person that you have to end the conversation now but would like to talk at a later time, you'll **benefit** because that person will be more likely to want to have a conversation again in the future.

How to End a Conversation Pleasantly

SKILL AREA 4: Ending a Conversation Pleasantly

It is important that you end conversations pleasantly so people will be more likely to want to talk to you again. To end a conversation pleasantly you **must**

- Tell the person you have to end the conversation now
- Tell the person you would like to talk again later

Outcome Problem

SKILL AREA 4: Ending a Conversation Pleasantly

You're a salesperson in a large department store, and you're eating lunch in the company cafeteria with another salesperson whom you've known for the past year. You've been talking about a TV show that you both saw the previous evening. You look at the clock on the wall and realize that you must get back to work. You tell your coworker that you have to stop talking and go back to work, but he just keeps on talking. What are you going to do or say next?

In Vivo Exercise

SKILL AREA 4: Ending a Conversation Pleasantly

In this exercise, you'll practice ending a friendly conversation with a new person. Choose a staff member and begin a friendly conversation with him or her. After you've talked with this person for a few minutes, end your conversation pleasantly. Then, complete the In Vivo Exercise Worksheet.

Name _____

Date _____

In Vivo Exercise Worksheet

SKILL AREA 4: Ending a Conversation Pleasantly

For this exercise, have a brief conversation with a staff member and end it pleasantly. Then, complete this worksheet.

Location of conversation _____

People involved in conversation _____

Topic used to start conversation _____

Other topics discussed _____

What did you say to end the conversation pleasantly? _____

What did the other person say or do that let you know the conversation had ended pleasantly, and you could probably talk again?

Comments _____

Homework Assignment

SKILL AREA 4: Ending a Conversation Pleasantly

For this assignment, you'll practice ending a friendly conversation with a new person outside the training sessions. Choose a friend or an acquaintance and begin a friendly conversation with him or her. After you've talked with this person for a few minutes, end your conversation pleasantly. Then, complete the Homework Assignment Worksheet.

Name _____

Date _____

Homework Assignment Worksheet

SKILL AREA 4: Ending a Conversation Pleasantly

For this exercise, have a brief conversation with a friend or an acquaintance and end it pleasantly. Then, complete this worksheet.

Location of conversation _____

People involved in conversation _____

Topic used to start conversation _____

Other topics discussed _____

What did you say to end the conversation pleasantly? _____

What did the other person say or do that let you know the conversation had ended pleasantly, and you could probably talk again?

Comments _____

SKILL AREA 5: Putting It All Together

Introduction to Skill Area 5

SKILL AREA 5: Putting It All Together

In this skill area, you're going to learn how to put all the skills together and practice starting friendly conversations, keeping them going, and ending them pleasantly. If you practice starting friendly conversations, keeping them going, and ending them pleasantly, you'll **benefit** because the practice will improve your basic conversation skills. Practice **does** make perfect!

Outcome Problem

SKILL AREA 5: Putting It All Together

You're a salesperson who works in a large department store, and you're on your lunch break. You're eating in the company cafeteria, talking with another salesperson who was just hired. Although this is the first time you've talked with this person, you've had a very friendly conversation. You have a lot of common interests, and you would like to get to know this person better so you could become friends. You look at your watch, and you realize that you must get back to work. You tell the other person that you have to go back to work, and you say that you'd like to meet again for lunch. He tells you he can't because he's very busy with school, and needs to use his lunch hour to study. What are you going to do or say next?

In Vivo Exercise

SKILL AREA 5: Putting It All Together

In this exercise, you'll practice putting all the conversation skills together and have a friendly conversation with a new person. Choose a staff member and practice starting a friendly conversation, keeping it going, and ending it pleasantly. Then, complete the In Vivo Exercise Worksheet.

Name _____

Date _____

In Vivo Exercise Worksheet

SKILL AREA 5: Putting It All Together

Choose a staff member and start a brief conversation with him or her, keep it going, and end it pleasantly. After you have finished the friendly conversation, complete this worksheet.

Location of conversation _____

People involved in conversation _____

What *go/no-go signals* did you observe that let you know the person was willing to talk?

What topic did you use to start the conversation? _____

What opening line did you use to start the conversation? _____

What topics did you use to keep the conversation going? _____

Did you use

Expressions of interest

Yes No

If yes, what were they? _____

Brief comments

Yes No

If yes, what were they? _____

Minimal verbal encouragers

Yes No

If yes, what were they? _____

Requests for clarification

Yes No

If yes, what were they? _____

Open-end questions

Yes No

If yes, what were they? _____

Closed-end questions

Yes No

If yes, what were they? _____

Low-level self-disclosure statements

Yes No

If yes, what were they? _____

Medium-level self-disclosure statements

Yes No

If yes, what were they? _____

High-level self-disclosure statements

Yes No

If yes, what were they? _____

What did you say to end the conversation pleasantly? _____

What did the other person say or do that let you know the conversation had ended pleasantly, and you could probably talk again?

Comments _____

Homework Assignment

SKILL AREA 5: Putting It All Together

For this assignment, you'll practice putting all the conversation skills together outside the training sessions. Choose a friend or an acquaintance and start a friendly conversation with him or her, keep it going, and end it pleasantly. Then, complete the Homework Assignment Worksheet.

Name _____

Date _____

Homework Assignment Worksheet

SKILL AREA 5: Putting It All Together

For this exercise, have a brief conversation with with a friend or an acquaintance, keep it going, and end it pleasantly. After you have finished the friendly conversation, complete this worksheet.

Location of conversation _____

People involved in conversation _____

What *go/no-go signals* did you observe that let you know the person was willing to talk?

What topic did you use to start the conversation?

What opening line did you use to start the conversation?

What topics did you use to keep the conversation going?

Did you use

Expressions of interest

Yes No

If yes, what were they? _____

Brief comments

Yes No

If yes, what were they? _____

Minimal verbal encouragers

Yes No

If yes, what were they? _____

Requests for clarification

Yes No

If yes, what were they? _____

Open-end questions

Yes No

If yes, what were they? _____

Closed-end questions

Yes No

If yes, what were they? _____

Low-level self-disclosure statements

Yes No

If yes, what were they? _____

Medium-level self-disclosure statements

Yes No

If yes, what were they? _____

High-level self-disclosure statements

Yes No

If yes, what were they? _____

What did you say to end the conversation pleasantly? _____

What did the other person say or do that let you know the conversation had ended pleasantly, and you could probably talk again?

Comments _____

EVALUATION AND CONCLUSION

The Last Session

EVALUATION AND CONCLUSION

Congratulations! You've come to the end of the BASIC CONVERSATION SKILLS MODULE. In this last session, you'll review what you've learned. Then, you'll practice all of the basic conversation skills one last time to see how well the module has taught you these skills.

Posttest

EVALUATION AND CONCLUSION

1. In effective communication, how you sound when you talk
 - a. is more important than what you say
 - b. is as important as what you say
 - c. is less important than what you say
 - d. is determined by voice clarity, pitch, and vocal cord strength
2. In a conversation, your voice quality should depend on
 - a. whom you're talking to
 - b. the strength of the message you want to convey
 - c. the acoustics of the room you are in
 - d. what you want to say and the situation you're in
3. Voice quality is determined by
 - a. pitch, volume, and vocal cord strength
 - b. pitch, volume, pace, and clarity
 - c. pitch, clarity, and surrounding acoustics
 - d. pitch, volume, pace, and acoustics
4. People communicate with each other nonverbally through
 - a. body orientation, body posture, and vocal pace
 - b. body orientation, body posture, gestures, and facial expression
 - c. nods, sighs, and tone of voice
 - d. signals that often are too vague to interpret
5. In communicating with others, gestures are important because they
 - a. help us to be understood when our words fail
 - b. work together with our body posture to make our message more clear
 - c. work together with our words to make our message clear
 - d. show our enthusiasm for our topic
6. Good eye contact with others is important because
 - a. it helps others to see us as decisive and confident
 - b. it lets others know we agree with them
 - c. it lets others know we are interested in the conversation
 - d. it is impolite to look away and appear bored

7. Some ways we can show others we're interested in what they say are by
 - a. staring at them and being careful not to look away
 - b. nodding and gesturing
 - c. smiling and looking away
 - d. sitting quietly and being careful not to distract them
8. Another way of showing we're interested is by
 - a. leaning slightly away to give the other person more space
 - b. leaning forward
 - c. sitting casually so we look relaxed
 - d. sitting up straight and at attention
9. We can tell someone is not interested in talking to us if the person
 - a. occasionally glances away as we speak
 - b. seldom establishes eye contact
 - c. interrupts a lot to ask questions
 - d. both (b) and (c) are true
10. A tense body posture can signal to us that a person
 - a. needs answers and wants to continue talking
 - b. is afraid or excited
 - c. is preoccupied
 - d. all of the above are true
11. A listener who yawns and slouches probably
 - a. has mixed feelings
 - b. is bored or preoccupied
 - c. feels nothing
 - d. both (a) and (c) are true
12. A listener who is sad is most likely to
 - a. lean toward the speaker for comfort
 - b. sit up straight and cross his arms for comfort
 - c. look earnestly at the speaker for reassurance and comfort
 - d. slouch and look away
13. A speaker who is feeling happy and good about herself might
 - a. speak rapidly and glance around the room
 - b. speak slowly and glance around the room
 - c. speak rapidly and establish good eye contact
 - d. speak rapidly, smile, and glance around the room

14. Two important things you need to have a conversation are
 - a. an interesting topic and a good vocabulary
 - b. an ability to think quickly and some interesting things to talk about
 - c. a topic to talk about and a person to talk with
 - d. a good topic and an outgoing personality
15. One good way to meet new people is to
 - a. always take a friend along
 - b. go to a different new place each week
 - c. go to familiar places on a regular basis
 - d. both (a) and (b) are correct
16. An easy place to start conversations with someone new might be
 - a. in a fast food line
 - b. in the waiting room at a weekly doctor's appointment
 - c. in an elevator
 - d. during a walk in the park
17. Making eye contact with a person you want to start talking to
 - a. can help you relax
 - b. is important since it gives you control of the situation
 - c. can give you a hint as to the person's mood
 - d. can give you a hint as to what kind of a person he or she is
18. When you want to make new friends, going to a different activity each week
 - a. is helpful since it gives you practice meeting all kinds of people
 - b. is helpful since you meet a greater number of new people
 - c. is not helpful; it's too confusing and too expensive
 - d. is not helpful because you don't get to meet people on a regular basis
19. If a group is intensely involved in their own conversation
 - a. approach them, but don't try to talk
 - b. be ready to express some definite opinions when you start talking
 - c. look to see if they make eye contact with you or smile at you before you join
 - d. come back later
20. A good opening line for starting a conversation
 - a. can help you find a good topic
 - b. is a way to let others know that you're good at carrying on conversation
 - c. can be a signal that you're willing to do most of the talking
 - d. is difficult to think of unless you know the person well

21. Starting a conversation by asking for information or help can be
- effective because it makes the other person feel powerful
 - ineffective because it makes you feel helpless
 - effective because it can easily lead to a topic
 - ineffective because it bothers the other person
22. Sometimes it's easier to meet new people at a party because
- people who go to parties probably aren't shy
 - others expect you to introduce yourself at parties
 - parties have alcoholic beverages available
 - there are many more topics to talk about
23. For people who are shy, a good way to learn to talk with others is to
- find something they know about and talk as much as they can
 - pretend they are bold and start talking about anything
 - find out what others are talking about and join in with that topic
 - become a good listener and listen most of the time
24. Using verbal active-listening behaviors (expressions of interest, brief comments, minimal verbal encouragers, asking for clarification, and asking questions) will help to
- keep the conversation going
 - end the conversation
 - cause confusion in the listener so you need to use these carefully
 - cause confusion in the speaker so you need to use these carefully
25. Minimal verbal encouragers, expressions of interest, and brief comments are examples of
- verbal active-listening behaviors
 - nonverbal active-listening behaviors
 - verbal conversation skills
 - nonverbal conversation signals
26. Remarks such as "That's interesting," "Tell me more," and "I don't know" are examples of
- minimal verbal encouragers
 - expressions of interest
 - brief comments
 - summary statements
27. An answer that is more than a few words is given in response to
- an open-end question
 - a closed-end question
 - a brief comment
 - an expression of interest

28. When you use self-disclosure in a conversation, you
- reveal information about yourself
 - make high, medium, or low self-disclosing statements
 - can ruin a conversation
 - all of the above
29. Giving factual information about yourself that is not risky to share during any conversation is an example of
- a low self-disclosure statement
 - a medium self-disclosure statement
 - a high self-disclosure statement
 - making a brief comment
30. "I went to school in Richmond, Virginia" is an example of
- a low self-disclosure statement
 - a medium self-disclosure statement
 - a high self-disclosure statement
 - making a brief comment
31. Giving information about yourself that is personal, private, and can be shared only with a person who is trustworthy and willing to listen is an example of
- a low self-disclosure statement
 - a medium self-disclosure statement
 - a high self-disclosure statement
 - making a brief comment
32. Stating in a conversation "I'm lonely," "I'm a patient in a mental hospital," and "I feel sad and anxious" are examples of
- low self-disclosure statements
 - medium self-disclosure statements
 - high self-disclosure statements
 - making brief comments
33. If you were talking to a friend who is a trustworthy person, you could make what kind of a statement?
- a low self-disclosure statement
 - a medium self-disclosure statement
 - a high self-disclosure statement
 - a brief comment
34. Terminating a conversation means that
- you give nonverbal cues to the other person
 - you give verbal cues to the other person
 - you might have other things you need to do at that moment
 - all of the above
35. Without speaking, you can let another person know you are interested by
- making good eye contact
 - nodding your head
 - sitting close and using good posture
 - all of the above



STEP 4

Evaluate the alternative solutions.

- Is the alternative feasible—that is, can you do it?
- Will it solve the problem?
- What are the advantages and disadvantages?

Write down all the advantages and disadvantages of each solution listed in Step 3.

Advantages

Disadvantages

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Do the advantages outweigh the disadvantages—that is, are the benefits of the advantages greater than the cost of the disadvantages?

STEP 5

Choose a solution, and plan to implement it.

STEP 6

List the resources needed to implement the solution.

- What resources will you need to solve the problem?
- How will you obtain them?

STEP 7

Set a date and time to implement your chosen solution, and DO IT!

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