



# Body Language Basics

Sample

## Corporate Training Materials

All of our training products are fully customizable and are perfect for one day and half day workshops. You can easily update or insert your own content to make the training more relevant to participants. Our material is completely customizable and is backed up by a 90 day 100% no questions asked money back guarantee!

With our training courseware you are able to:

- Add your name and logo (and remove ours)
- Add your own content to make the training more relevant to your clients (i.e. using examples and case studies from within your organization or city)
- Train unlimited users within your organization
- No Annual Renewal Fees
- Download training material on your time, from our secure servers

### United States

**73 Greentree Drive, Box #68**

**Dover, Delaware 19904**

**Toll-free: 1-877-610-3660**

**Fax: 1-877-610-3661**

[sales@corporatetrainingmaterials.com](mailto:sales@corporatetrainingmaterials.com)

### International

**116 Provost Street**

**New Glasgow, NS, Canada**

**Phone: 001-902-695-3660**

**Fax: 001-902-695-3661**

[sales@corporatetrainingmaterials.com](mailto:sales@corporatetrainingmaterials.com)

Any technical issues or questions can be addressed by our support team

[support@corporatetrainingmaterials.com](mailto:support@corporatetrainingmaterials.com)

Our Product Catalog contains our entire library of available and upcoming courses. Please follow this link: [http://corporatetrainingmaterials.com/product\\_catalog.pdf](http://corporatetrainingmaterials.com/product_catalog.pdf)

Review our License Agreement to answer any licensing questions you may have. Please follow this link: [http://corporatetrainingmaterials.com/license\\_agreement.pdf](http://corporatetrainingmaterials.com/license_agreement.pdf)

# TABLE OF CONTENTS

---

<b>Preface .....</b>	<b>3</b>
<i>What is Courseware?.....</i>	<i>3</i>
<i>How Do I Customize My Course? .....</i>	<i>3</i>
<i>Materials Required .....</i>	<i>4</i>
<i>Maximizing Your Training Power.....</i>	<i>5</i>
<b>Icebreakers.....</b>	<b>6</b>
<i>Icebreaker: Friends Indeed.....</i>	<i>7</i>
<b>Training Manual Sample.....</b>	<b>8</b>
<i>Sample Module: Communicating with Body Language.....</i>	<i>9</i>
<b>Instructor Guide Sample.....</b>	<b>17</b>
<i>Sample Module: Communicating with Body Language.....</i>	<i>18</i>
<b>Activities .....</b>	<b>27</b>
<b>Quick Reference Sheets.....</b>	<b>29</b>
<b>Certificate of Completion .....</b>	<b>31</b>
<b>PowerPoint Sample.....</b>	<b>33</b>
<b>Full Course Table of Contents .....</b>	<b>40</b>

# Preface

## What is Courseware?



Welcome to Corporate Training Materials, a completely new training experience!

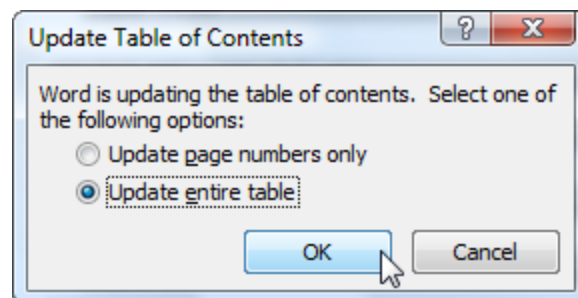
Our courseware packages offer you top-quality training materials that are customizable, user-friendly, educational, and fun. We provide your materials, materials for the student, PowerPoint slides, and a take-home reference sheet for the student. You simply need to prepare and train!

Best of all, our courseware packages are created in Microsoft Office and can be opened using any version of Word and PowerPoint. (Most other word processing and presentation programs support these formats, too.) This means that you can customize the content, add your logo, change the color scheme, and easily print and e-mail training materials.

## How Do I Customize My Course?

Customizing your course is easy. To edit text, just click and type as you would with any document. This is particularly convenient if you want to add customized statistics for your region, special examples for your participants' industry, or additional information. You can, of course, also use all of your word processor's other features, including text formatting and editing tools (such as cutting and pasting).

To remove modules, simply select the text and press Delete on your keyboard. Then, navigate to the Table of Contents, right-click, and click Update Field. You may see a dialog box; if so, click "Update entire table" and press OK.

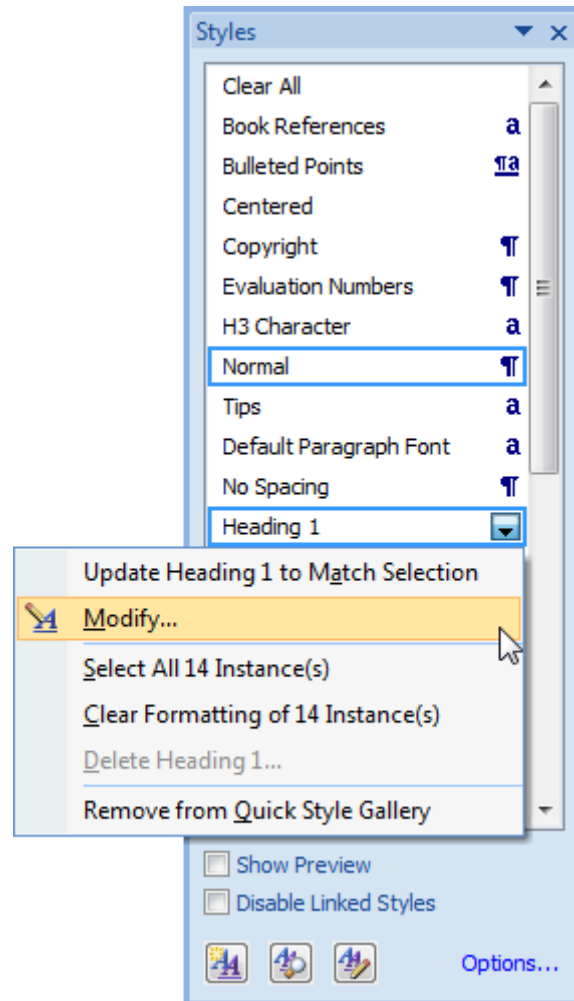


(You will also want to perform this step if you add modules or move them around.)

If you want to change the way text looks, you can format any piece of text any way you want. However, to make it easy, we have used styles so that you can update all the text at once.

If you are using Word 97 to 2003, start by clicking the Format menu followed by Styles and Formatting. In Word 2007 and 2010 under the Home tab, right-click on your chosen style and click Modify. That will then produce the Modify Style options window where you can set your preferred style options.

For example, if we wanted to change our Heading 1 style, used for Module Titles, this is what we would do:



Now, we can change our formatting and it will apply to all the headings in the document.

For more information on making Word work for you, please refer to [Word 2007 or 2010 Essentials](#) by Corporate Training Materials.

## Materials Required

All of our courses use flip chart paper and markers extensively. (If you prefer, you can use a whiteboard or chalkboard instead.)

We recommend that each participant have a copy of the Training Manual, and that you review each module before training to ensure you have any special materials required. Worksheets and handouts are included within a separate activities folder and can be reproduced and used where indicated. If you would like to save paper, these worksheets are easily transferrable to a flip chart paper format, instead of having individual worksheets.

We recommend these additional materials for all workshops:

- Laptop with projector, for PowerPoint slides
- Quick Reference Sheets for students to take home
- Timer or watch (separate from your laptop)
- Masking tape
- Blank paper

## Maximizing Your Training Power

We have just one more thing for you before you get started. Our company is built for trainers, by trainers, so we thought we would share some of our tips with you, to help you create an engaging, unforgettable experience for your participants.

- **Make it customized.** By tailoring each course to your participants, you will find that your results will increase a thousand-fold.
  - Use examples, case studies, and stories that are relevant to the group.
  - Identify whether your participants are strangers or whether they work together. Tailor your approach appropriately.
  - Different people learn in different ways, so use different types of activities to balance it all out. (For example, some people learn by reading, while others learn by talking about it, while still others need a hands-on approach. For more information, we suggest Experiential Learning by David Kolb.)
- **Make it fun and interactive.** Most people do not enjoy sitting and listening to someone else talk for hours at a time. Make use of the tips in this book and your own experience to keep your participants engaged. Mix up the activities to include individual work, small group work, large group discussions, and mini-lectures.
- **Make it relevant.** Participants are much more receptive to learning if they understand why they are learning it and how they can apply it in their daily lives. Most importantly, they want to know how it will benefit them and make their lives easier. Take every opportunity to tie what you are teaching back to real life.
- **Keep an open mind.** Many trainers find that they learn something each time they teach a workshop. If you go into a training session with that attitude, you will find that there can be an amazing two-way flow of information between the trainer and trainees. Enjoy it, learn from it, and make the most of it in your workshops.

And now, time for the training!

## **Icebreakers**

Each course is provided with a wide range of interactive Icebreakers. The trainer can utilize an Icebreaker to help facilitate the beginning of the course, as it helps “break the ice” with the participants. If the participants are new to each other, an icebreaker is a great way to introduce everyone to each other. If the participants all know each other it can still help loosen up the room and begin the training session on positive note. Below you will see one of the icebreakers that can be utilized from the Icebreakers folder.

## **Icebreaker: Friends Indeed**

### **Purpose**

Have the participants moving around and help to make introductions to each other.

### **Materials Required**

- Name card for each person
- Markers

### **Preparation**

Have participants fill out their name card. Then, ask participants to stand in a circle, shoulder to shoulder. They should place their name card at their feet. Then they can take a step back. You as the facilitator should take the place in the center of the circle.

### **Activity**

Explain that there is one less place than people in the group, as you are in the middle and will be participating. You will call out a statement that applies to you, and anyone to whom that statement applies must find another place in the circle.

Examples:

- Friends who have cats at home
- Friends who are wearing blue
- Friends who don't like ice cream

The odd person out must stand in the center and make a statement.

The rules:

- You cannot move immediately to your left or right, or back to your place.
- Let's be adults: no kicking, punching, body-checking, etc.

Play a few rounds until everyone has had a chance to move around.

## **Training Manual Sample**

On the following pages is a sample module from our Training Manual. Each of our courses contains twelve modules with three to five lessons per module. It is in the same format and contains the same material as the Instructor Guide, which is then shown after the Training Manual sample, but does not contain the Lesson Plans box which assists the trainer during facilitation.

The Training Manual can be easily updated, edited, or customized to add your business name and company logo or that of your clients. It provides each participant with a copy of the material where they can follow along with the instructor.



*The body never lies.*

***Martha Graham***

### **Sample Module: Communicating with Body Language**



We are constantly communicating, even when we are not speaking. Unspoken communication makes up over half of what we tell others and they tell us. It affects our work and personal relationships. Improves negotiating, management, and interpersonal skills by correctly interpreting body language and important signals.

## Learning a New Language

In many ways understanding body language is like learning a foreign language. There are a few tips that make learning any language, even a nonverbal one, easier.

### Tips:

- Set Goals: Make sure that your goals are realistic and have specific timelines.
- Devote time to learning: Schedule time to practice. Do not rely on spare time.
- Practice daily: Hone skills by continued practice.
- Enjoy the process: You are not in school. Relax and have fun with your new skill.



## The Power of Body Language

Understanding body language does more than improve relationships. You will get insight into the thoughts and feelings of those around you. Because it is not a conscious form of communication, people betray themselves in their body language. Body language is powerful in several ways.



### Power of Body Language:

- It is honest: Body language conveys truth, even when words do not.
- Creates self-awareness: Understanding body language helps you identify your own actions that hinder success.
- Understand feelings: Body language shows feelings and motive such as aggression, submission, deception, etc. Use these as cues to your communication.
- Enhance listening and communication skills: Paying attention to body language makes someone a better listener. Hear between the words spoken to what is being said.

## More than Words

Much of the way people communicate is nonverbal. Body language specifically focuses on physical, not tone, or pitch. It includes the following characteristics.

### Body Language:

- Proximity: The distance between people
- Positioning: Position of a body
- Facial expression: The eyes are particularly noticed.
- Touching: This includes objects, people, and themselves.
- Breathing: The rate of respiration is telling.



## Actions Speak Louder than Words



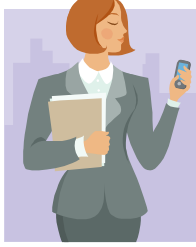
Our impressions of each other are based on more than words. People can have cordial conversations and not like each other. The actions that we take are stronger than our words. For example, a person may dismiss someone using body language and not saying anything negative. Like it or not, our body language makes a lasting impression on the people around us.

### What Actions Can Say:

- Deception
- Confidence
- Nerves
- Boredom
- Emotions
- Attraction
- Being open
- Being closed off

Please note that this is not an exhaustive list of what body language can communicate.

## Case Study



Jim had to hire a new personal assistant. He needed someone organized and personable. Jen answered all of the interview questions perfectly. She had the necessary training and education, so Jim hired her. After a few weeks, some of Jim's coworkers complained about her behavior. They accused her of being aggressive and insubordinate, but she never said anything specifically rude or hostile. Her tone and body language, however, were extremely aggressive. For example, she rolled her eyes when people asked her questions. Jim had to coach Jen on her nonverbal communication, and he added a body language evaluation to his interview process.

## Sample Module: Review Questions

1. Goals should be \_\_\_\_?
  - a) Concurrent
  - b) Compatible
  - c) Revised
  - d) Realistic
2. How often should body language be practiced?
  - a) Hourly
  - b) Weekly
  - c) Daily
  - d) Monthly
3. What does body language NOT improve?
  - a) Sight
  - b) Listening
  - c) Success
  - d) Understanding
4. What should provide cues to your communication?
  - a) Your own feelings
  - b) Feelings of others
  - c) The tone of voice
  - d) The truth
5. What is the term for the distance between people?
  - a) Respiration
  - b) Proximity
  - c) Positioning
  - d) Screening

.

6. What is NOT included in touching?
- a) Self
  - b) Others
  - c) Positioning
  - d) Objects
7. \_\_\_\_\_ makes a lasting impression.
- a) Body language
  - b) Words
  - c) Appearance
  - d) Clothing
8. Body language can communicate \_\_\_\_\_.
- a) Experience
  - b) Estimation
  - c) Expectations
  - d) Deception
9. What unacceptable form of body communication did Jen exhibit?
- a) Yelling
  - b) Aggression
  - c) Eye rolling
  - d) Crossed arms
10. What did Jim add to his interview?
- a) Double interview
  - b) Body language assessment
  - c) Internal interviews
  - d) Skills assessment



## **Instructor Guide Sample**

On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box. Each Instructor Guide and Training Manual mirrors each other in terms of the content. They differ in that the Instructor Guide is customized towards the trainer, and Training Manual is customized for the participant.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor train that particular lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.

*The body never lies.*

***Martha Graham***

### **Sample Module: Communicating with Body Language**



We are constantly communicating, even when we are not speaking. Unspoken communication makes up over half of what we tell others and they tell us. It affects our work and personal relationships. Improves negotiating, management, and interpersonal skills by correctly interpreting body language and important signals.

## Learning a New Language

<b>Estimated Time</b>	10 minutes
<b>Topic Objective</b>	Share ways to learn nonverbal communication.
<b>Topic Summary</b>	Learning a Language Prepare for learning body language.
<b>Materials Required</b>	01-Language Tips
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Complete the worksheet individually. Discuss your answers with the rest of the class.
<b>Stories to Share</b>	Share your goals and practice schedule with the group.
<b>Delivery Tips</b>	Encourage participants to discuss their ideas, but do not force anyone.
<b>Review Questions</b>	What is body language similar to learning?

In many ways understanding body language is like learning a foreign language. There are a few tips that make learning any language, even a nonverbal one, easier.

### Tips:

- Set Goals: Make sure that your goals are realistic and have specific timelines.
- Devote time to learning: Schedule time to practice. Do not rely on spare time.
- Practice daily: Hone skills by continued practice.
- Enjoy the process: You are not in school. Relax and have fun with your new skill.



## The Power of Body Language

<b>Estimated Time</b>	10 minutes
<b>Topic Objective</b>	Explore the power of body language.
<b>Topic Summary</b>	The Power of Body Language Discuss how body language gives power and prevents problems.
<b>Materials Required</b>	Flipchart/Marker
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Have participants discuss personal experiences related to body language, either personal or observed. For example, ignoring aggressive body language of a coworker who later made threats. List some on the flip chart and highlight body language signs.
<b>Stories to Share</b>	Share any relevant personal experiences that relate to body language.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	What is not a conscious form of communication?

Understanding body language does more than improve relationships. You will get insight into the thoughts and feelings of those around you. Because it is not a conscious form of communication, people betray themselves in their body language. Body language is powerful in several ways.



### Power of Body Language:

- It is honest: Body language conveys truth, even when words do not.
- Creates self-awareness: Understanding body language helps you identify your own actions that hinder success.
- Understand feelings: Body language shows feelings and motive such as aggression, submission, deception, etc. Use these as cues to your communication.
- Enhance listening and communication skills: Paying attention to body language makes someone a better listener. Hear between the words spoken to what is being said.

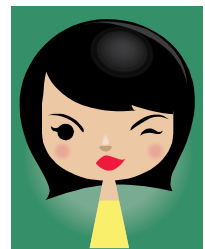
## More than Words

<b>Estimated Time</b>	10 minutes
<b>Topic Objective</b>	Explore body language.
<b>Topic Summary</b>	More than Words Outline body language.
<b>Materials Required</b>	Pictures or computer, Flipchart/Marker
<b>Planning Checklist</b>	Find a selection of pictures that shows different facial expressions, postures, etc. Create a presentation on the computer to bring to class, or print the pictures.
<b>Recommended Activity</b>	Pass the pictures around or use the presentation. Ask the class to interpret what the pictures communicate. List the ideas on the flipchart.
<b>Stories to Share</b>	Share any relevant personal stories.
<b>Delivery Tips</b>	Tell the participants to use their gut reactions. They are not expected to read body language yet.
<b>Review Questions</b>	What is particularly noticed in facial expressions?

Much of the way people communicate is nonverbal. Body language specifically focuses on physical, not tone, or pitch. It includes the following characteristics.

### Body Language:

- Proximity: The distance between people
- Positioning: Position of a body
- Facial expression: The eyes are particularly noticed.
- Touching: This includes objects, people, and themselves.
- Breathing: The rate of respiration is telling.



## Actions Speak Louder than Words

<b>Estimated Time</b>	10 minutes
<b>Topic Objective</b>	Explore what body language can say.
<b>Topic Summary</b>	Actions Speak Louder than Words Understand the importance of body language on first impressions.
<b>Materials Required</b>	Flipchart/Marker
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Have the participant's think of problematic social encounters that were not based on spoken communication and share their experiences. What did the body language communicate and how? List common communications on the flipchart.
<b>Stories to Share</b>	Share a relevant personal story. It does not have to be a professional story. For example, share about a bad date.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	What is more important than words?



Our impressions of each other are based on more than words. People can have cordial conversations and not like each other. The actions that we take are stronger than our words. For example, a person may dismiss someone using body language and not saying anything negative. Like it or not, our body language makes a lasting impression on the people around us.

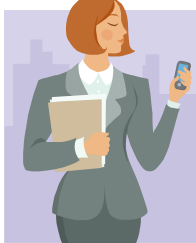
**What Actions Can Say:**

- Deception
- Confidence
- Nerves
- Boredom
- Emotions
- Attraction
- Being open
- Being closed off

Please note that this is not an exhaustive list of what body language can communicate.

## Case Study

<b>Estimated Time</b>	10 minutes
<b>Topic Objective</b>	Outline the body language case study.
<b>Topic Summary</b>	Case Study Discuss body language in the workplace.
<b>Materials Required</b>	None
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Discuss the results of the case study. Would her aggression have been noticeable in the interview?
<b>Stories to Share</b>	Share any relevant personal stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	What position was Jim hiring for?



Jim had to hire a new personal assistant. He needed someone organized and personable. Jen answered all of the interview questions perfectly. She had the necessary training and education, so Jim hired her. After a few weeks, some of Jim's coworkers complained about her behavior. They accused her of being aggressive and insubordinate, but she never said anything specifically rude or hostile. Her tone and body language, however, were extremely aggressive. For example, she rolled her eyes when people asked her questions. Jim had to coach Jen on her nonverbal communication, and he added a body language evaluation to his interview process.



## Sample Module: Review Questions

1. Goals should be \_\_\_\_\_?

- a) Concurrent
- b) Compatible
- c) Revised
- d) Realistic

Goals should be realistic. They should also have timelines.

2. How often should body language be practiced?

- a) Hourly
- b) Weekly
- c) Daily
- d) Monthly

Like any language body language requires practice. It should occur every day.

3. What does body language NOT improve?

- a) Sight
- b) Listening
- c) Success
- d) Understanding

Body language does not improve sight. It can improve listening and understanding, which improves success.

4. What should provide cues to your communication?

- a) Your own feelings
- b) Feelings of others
- c) The tone of voice
- d) The truth

Body language betrays emotions. These feelings should provide cues to your communication.

5. What is the term for the distance between people?

- a) Respiration
- b) Proximity
- c) Positioning
- d) Screening

Proximity is the distance between people. This distance is part of a person's body language.

6. What is NOT included in touching?

- a) Self
- b) Others
- c) Positioning
- d) Objects

The way people touch objects, others, or themselves is important. Positioning is another category.

7. \_\_\_\_\_ makes a lasting impression.

- a) Body language
- b) Words
- c) Appearance
- d) Clothing

Body language makes a lasting impression.

8. Body language can communicate \_\_\_\_\_.

- a) Experience
- b) Estimation
- c) Expectations
- d) Deception

Body language can communicate when someone is being deceptive.

9. What unacceptable form of body communication did Jen exhibit?

- a) Yelling
- b) Aggression
- c) Eye rolling
- d) Crossed arms

Jen was seen rolling her eyes at coworkers. This is unacceptable body language.

10. What did Jim add to his interview?

- a) Double interview
- b) Body language assessment
- c) Internal interviews
- d) Skills assessment

Due to her aggressive body language, people complained about Jen. Jim chose to add a body language assessment to his interview technique.

## **Activities**

During the facilitation of a lesson Worksheet or Handout may be utilized to help present the material. If a lesson calls for a Worksheet or Handout it will be listed in the Lesson Plan box under Materials Required. The trainer can then utilize the Activities folder for the corresponding material and then provide it to the participants. They are all on separate Word documents, and are easily edited and customized.

Below you will see the Worksheets or Handouts that are utilized during the training of the above lesson. They are located in the Activities folder and can be easily printed and edited for the participants.

## Sample Worksheet: Language Tips

Create your own action plan based on the tips of the section

- Goals:

---

---

---

- Hours committed to learning each week:

---

---

---

- Daily Practice Schedule

---

---

---

## **Quick Reference Sheets**

Below is an example of our Quick reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date.

They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.

# Body Language Basics

## Invading Personal Space

Invading personal space is seen as an act of hostility.



1. **12 feet:** This zone is for the public. The purpose is to avoid physical interaction.
2. **4 feet:** This zone is reserved for social interactions such as business settings. Touching requires the individual to move forward.
3. **18 inches:** This is a personal zone. It allows contact, and it is reserved for friends and family.
4. **6 inches:** This zone is reserved for close relationships. This zone can be invaded in crowds or sports.
5. **0 to 6 inches:** This zone is reserved for intimate relationships.

## Fidgeting

Most people fidget from time to time. In interviews and social settings, fidgeting can indicate nervousness, boredom, frustration, stress, or self-consciousness. It is an outlet to release feelings or an attempt at self-comfort. Besides emotions, there are a number of other reasons why people may fidget.



### Other Reasons for Fidgeting:

- Attention deficit disorder: ADD and ADHD are often accompanied by fidgeting.
- Hormone imbalances: These may be accompanied by nervous energy.
- Blood sugar imbalances: Fidgeting accompanies sugar highs.
- Imbalanced brain chemistry: These may increase tension.
- Medications: Steroids and other medications can cause imbalances

## The Signals You Send to Others

You are always sending signals to other people. These signals come through body language, voice, appearance, and personal distance.

- **Body language:** Body language includes posture, gestures, and facial expressions.
- **Appearance:** A person's hygiene and dress send signals to others. People make negative assumptions based on a disheveled appearance.
- **Personal distance:** Too great a personal distance makes people appear cold. On the other hand, not respecting the personal distance of others will have negative consequences.
- **Voice:** Tone is important to the way we communicate. Emotions are conveyed through tone.



## **Certificate of Completion**

Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.

# CERTIFICATE OF COMPLETION

**[Name]**

*Has mastered the course*

*Body Language Basics*

Awarded this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

Presenter Name and Title

\_\_\_\_\_



## **PowerPoint Sample**

Below you will find the PowerPoint sample. The slides are based on and created from the Training Manual. PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.

## **Sample Module: Communicating with Body Language**

Unspoken communication makes up over half of what we tell others and they tell us. It affects our work and personal relationships. Improves negotiating, management, and interpersonal skills by correctly interpreting body language and important signals.

The body  
never  
lies.

Martha  
Graham



## **Learning a New Language**

**Set Goals**

**Devote time  
to learning**

**Practice  
daily**

**Enjoy the  
process**

# The Power of Body Language

It's honest

Creates self-awareness

Understand feelings

Enhance communication skills

## More than Words



## **Actions Speak Louder than Words**

Actions	Can	Show
Deception	Nerves	Emotions
Confidence	Boredom	Attraction

## **Case Study**

Jim had to hire a new personal assistant

Jim hired Jen

Her tone and body language were aggressive

Jim coached her on nonverbal communication

## **Sample Module: Review Questions**

1. Goals should be \_\_\_\_?
  - a) Concurrent
  - b) Compatible
  - c) Revised
  - d) Realistic
  
2. How often should body language be practiced?
  - a) Hourly
  - b) Weekly
  - c) Daily
  - d) Monthly

## **Sample Module: Review Questions**

3. What does body language NOT improve?
  - a) Sight
  - b) Listening
  - c) Success
  - d) Understanding
  
4. What should provide cues to your communication?
  - a) Your own feelings
  - b) Feelings of others
  - c) The tone of voice
  - d) The truth

## **Sample Module: Review Questions**

5. What is the term for the distance between people?

- a) Respiration
- b) Proximity
- c) Positioning
- d) Screening

6. What is NOT included in touching?

- a) Self
- b) Others
- c) Positioning
- d) Objects

## **Sample Module: Review Questions**

7. \_\_\_\_\_ makes a lasting impression.

- a) Body language
- b) Words
- c) Appearance
- d) Clothing

8. Body language can communicate \_\_\_\_\_.

- a) Experience
- b) Estimation
- c) Expectations
- d) Deception

## **Sample Module: Review Questions**

9. What unacceptable form of body communication did Jen exhibit?

- a) Yelling
- b) Aggression
- c) Eye rolling
- d) Crossed arms

10. What did Jim add to his interview?

- a) Double interview
- b) Body language assessment
- c) Internal interviews
- d) Skills assessment

# Full Course Table of Contents

<b>Preface .....</b>	<b>5</b>
<i>What is Courseware?.....</i>	<i>5</i>
<i>How Do I Customize My Course?.....</i>	<i>5</i>
<i>Materials Required .....</i>	<i>7</i>
<i>Maximizing Your Training Power.....</i>	<i>7</i>
<b>Module One: Getting Started .....</b>	<b>9</b>
<i>Housekeeping Items.....</i>	<i>9</i>
<i>The Parking Lot.....</i>	<i>10</i>
<i>Workshop Objectives .....</i>	<i>10</i>
<i>Action Plans and Evaluation Forms .....</i>	<i>10</i>
<b>Module Two: Communicating with Body Language .....</b>	<b>12</b>
<i>Learning a New Language .....</i>	<i>12</i>
<i>The Power of Body Language .....</i>	<i>13</i>
<i>More than Words.....</i>	<i>14</i>
<i>Actions Speak Louder than Words.....</i>	<i>15</i>
<i>Case Study.....</i>	<i>16</i>
<i>Module Two: Review Questions.....</i>	<i>18</i>
<b>Module Three: Reading Body Language .....</b>	<b>20</b>
<i>Head Position.....</i>	<i>20</i>
<i>Translating Gestures into Words.....</i>	<i>21</i>
<i>Open Vs. Closed Body Language.....</i>	<i>22</i>
<i>The Eyes Have It.....</i>	<i>23</i>
<i>Case Study.....</i>	<i>25</i>
<i>Module Three: Review Questions .....</i>	<i>26</i>
<b>Module Four: Body Language Mistakes.....</b>	<b>28</b>



<i>Poor Posture .....</i>	<i>28</i>
<i>Invading Personal Space .....</i>	<i>29</i>
<i>Quick Movements .....</i>	<i>30</i>
<i>Fidgeting .....</i>	<i>31</i>
<i>Case Study.....</i>	<i>32</i>
<i>Module Four: Review Questions .....</i>	<i>34</i>
<b>Module Five: Gender Differences .....</b>	<b>36</b>
<i>Facial Expressions .....</i>	<i>36</i>
<i>Personal Distances.....</i>	<i>37</i>
<i>Female Body Language.....</i>	<i>38</i>
<i>Male Body Language .....</i>	<i>39</i>
<i>Case Study.....</i>	<i>40</i>
<i>Module Five: Review Questions .....</i>	<i>42</i>
<b>Module Six: Nonverbal Communication.....</b>	<b>44</b>
<i>Common Gestures .....</i>	<i>44</i>
<i>The Signals You Send to Others .....</i>	<i>45</i>
<i>It's Not What You Say, It's How You Say It .....</i>	<i>46</i>
<i>What Your Posture Says.....</i>	<i>47</i>
<i>Case Study.....</i>	<i>48</i>
<i>Module Six: Review Questions .....</i>	<i>50</i>
<b>Module Seven: Facial Expressions.....</b>	<b>52</b>
<i>Linked with Emotion .....</i>	<i>52</i>
<i>Micro-Expressions.....</i>	<i>53</i>
<i>Facial Action Coding System (FACS).....</i>	<i>54</i>
<i>Universal Facial Expressions .....</i>	<i>55</i>
<i>Case Study.....</i>	<i>56</i>

<i>Module Seven: Review Questions</i> .....	58
<b>Module Eight: Body Language in Business</b> .....	<b>60</b>
<i>Communicate with Power</i> .....	60
<i>Cultural Differences</i> .....	61
<i>Building Trust</i> .....	62
<i>Mirroring</i> .....	63
<i>Case Study</i> .....	64
<i>Module Eight: Review Questions</i> .....	65
<b>Module Nine: Lying and Body Language</b> .....	<b>67</b>
<i>Watch Their Hands</i> .....	67
<i>Forced Smiles</i> .....	68
<i>Eye Contact</i> .....	69
<i>Changes in Posture</i> .....	70
<i>Case Study</i> .....	71
<i>Module Nine: Review Questions</i> .....	72
<b>Module Ten: Improve Your Body Language</b> .....	<b>74</b>
<i>Be Aware of Your Movements</i> .....	74
<i>The Power of Confidence</i> .....	75
<i>Position and Posture</i> .....	76
<i>Practice in a Mirror</i> .....	77
<i>Case Study</i> .....	78
<i>Module Ten: Review Questions</i> .....	79
<b>Module Eleven: Matching Your Words to Your Movement</b> .....	<b>81</b>
<i>Involuntary Movements</i> .....	81
<i>Say What You Mean</i> .....	82
<i>Always Be Consistent</i> .....	83

<i>Actions Will Trump Words .....</i>	<i>84</i>
<i>Case Study.....</i>	<i>85</i>
<i>Module Eleven: Review Questions.....</i>	<i>86</i>
<b>Module Twelve: Wrapping Up .....</b>	<b>88</b>
<i>Words from the Wise.....</i>	<i>88</i>
<i>Review of Parking Lot .....</i>	<i>88</i>
<i>Lessons Learned.....</i>	<i>89</i>
<i>Completion of Action Plans and Evaluations .....</i>	<i>89</i>