

Communication and Negotiation Training for Sorority Women

by

Macie Mussleman

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Macie Mussleman

APPROVED:

Alexander T. Jackson
Department of Psychology

Greg Schmidt
Department of Psychology

DeAnne Priddis
Department of Communication Studies

Dr. John Vile
Dean, University Honors College

Abstract

The purpose of the project was to determine whether administering a communication and negotiation training program to women would increase their confidence levels for entering the workforce and negotiating for a higher starting salary. The project involved conducting a needs analysis to determine the participant's current level of communication knowledge and negotiation skills. The results were analyzed and the training program was formally developed and administered. The training was evaluated using a training satisfaction measure and a pretest/posttest measure of negotiation confidence. This study hypothesized that once women have higher knowledge on workplace communication and negotiation skills, their confidence will increase, thus leading to better negotiation outcomes and higher initial salary upon workforce entrance. The paired sample t-test results of the training evaluation showed that there was significant confidence change from the training ($t(2) = -12.12, p < .01$).

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Communication and Negotiation Training for Sorority Women

In the United States, women on average earned \$0.80 to every \$1.00 earned by men in 2015 (Catalyst, 2016). In 2016, women earned 81.9% of men's salaries based on median weekly earnings for full time workers. This is quite an improvement from a meek 62.1% in 1979 (Catalyst, 2016). However, 38 years later in 2017, it is astounding that the pay gap between gender is still approximately 18%. The gender pay gap refers to the difference between average earnings of men and women. Most women, regardless their age, race, ethnicity, occupation, or education, are affected (Catalyst, 2016), and although efforts have been made, the battle for equal pay continues. Research strongly suggests that women can increase their immediate salary, thus lessening the pay gap, through more effective negotiation (Bowles & Babcock, 2013). Additionally, women can learn how to more effectively negotiate for higher compensation through overall improvement of communication abilities (Miller, 2017).

Communication

Communication cannot be understood, studied, and improved without first defining the communication process. Humans communicate by making sense of the world around them and share this by creating meaning through the use of verbal and nonverbal messages (Beebe & Mottet, 2010). Cardon (2014) defines the process of communication as sending and receiving verbal and nonverbal messages between two or more people. The goal is for mutual and simultaneous messages to be exchanged, so those involved can share and discuss meaning (Cardon, 2014). Verbal communication is communicating in any form involving words by speaking or writing (Lewis, 2011). For instance, asking a professor questions, sending a text message, or writing a postcard are

all excellent examples of verbal communication. Nonverbal communication, on the other hand, refers to messages sent by any method not involving words (Lewis, 2011). For example, maintaining eye contact, crossing one's arms, or sitting up straight are all forms of nonverbal communication. Nonverbal communication heavily influences the social environment and communication process, and assists in expressing thoughts and making the message more appealing (Phutela, 2015).

Communication can be considered as one of the most important skills humans possess, and written and oral communication skills are necessary to enter the work force (Stephenson, Mayes, Combs, & Webber, 2015). Stephenson et al. (2015) found that executives rank communication as the second most important soft skill they look for most in job applicants. Unfortunately, 60% of employers expressed that prospective hires do *not* have communication skills needed for the job. As such, 75% of employers want universities to focus more on developing written and oral communication skills in their graduates (Stephenson et al., 2015).

Negotiation

Negotiation is defined as “back-and-forth communication designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed” (Shonk, 2017). Additionally, there are important aspects of differing descriptions of negotiation; for example, the interpersonal decision-making process is used when objectives cannot be reached alone and required when a collective decision must be made by parties with opposing preferences (Shonk, 2017). The “back-and-forth” communication is applicable when negotiating in personal life, with strangers, or in work settings. While humans practice basic negotiating daily, they are not naturally adept at

professional negotiation. However, research repeatedly demonstrates that with proper knowledge and practice, negotiation skills can be significantly improved (Shonk, 2017).

Stevens, Bavetta, and Gist (1993) took a close look at negotiation and the salary gap between men and women. They showed that the disparity in pay remains even when controlling for industry, firm characteristics, experience, education, tenure, job performance, and job title in their analyses. Similarly, female managers have lower salaries than men managers when education, experience, contribution to family income, and willingness to relocate are comparable (Stevens et al., 1993). Due to the gender pay gap being influenced by social, economic, and organizational structures of society, there is not one perfect, simple solution to wholly address the problem. However, the gap can be reduced by focusing efforts on specific contributors. Stevens et al. (1993) reported that roughly one third of gender differences in pay stem from the difference in starting salary between men and women. Therefore, it could be hypothesized that disparities in pay could be prevented if women negotiate starting salary as a comparable level to that of their male counterparts. It is important to note that this strategy would not necessarily eradicate the gender gap, but it would empower women to reduce the initial differences (Stevens et al., 1993).

If women can lessen the pay gap by negotiating initial salary, why is the gap still disappointingly substantial? There are a few answers to this loaded question. The first possible explanation provided by Pradel, Bowles, and McGinn (2005) is that men and women alike *assume* that negotiation differences between genders exist and then perform consciously or unconsciously upon that assumption. Second, women may have lower pay expectations than men when negotiating (Pradel et al., 2005) even when given accurate,

normative salary data (Stevens et al., 1993). Acting as a self-fulfilling prophecy, lower expectations lead women to expend less effort negotiating and cause them to underperform (Pradel et al., 2005). As such, negotiated salary differences might be attributed to having lower confidence levels for negotiating (Stevens et al., 1993). The research shows that women have deficient confidence when performing competitive tasks, which could lower the confidence in their ability of executing negotiations (Stevens et al., 1993).

Research further revealed that despite the issues previously discussed, women hesitate to negotiate in the workplace for social reasons. Bear and Babcock (2017) hypothesized that women are less likely to implement negotiation tactics if the situation is congruent with masculine gender roles. To combat the problem, the 78 participants (50% female) in their study were randomly assigned to the masculine-supplement prime condition or a control group. The masculine-supplement prime is designed from the masculine gender role definition, including behaviors of assertiveness and self-advocacy. Therefore, the participants in the masculine-supplement prime were instructed to recall three experiences in which they felt they were assertive, defended their own interests, and felt that doing so helped them to successfully negotiate. Then, the participants were told to write a bullet point about each experience. The control group was instructed to think about three times when they had to manage their time and write a bullet point for each. The women in the masculine-supplement condition performed better than those in the control condition. Therefore, preparation for negotiating through recalling agentic behavior (masculine-supplement prime) can improve performance (Bear & Babcock, 2017).

Additionally, research by Bowles and Babcock (2013) shows that women who take part in negotiation face negative consequences socially, whereas men do not. Specifically, women are viewed as less agreeable and more demanding when they negotiate. One study tested whether a negotiation strategy could be implemented to improve women's social outcomes and legitimize negotiating behavior (Bowles & Babcock, 2013). The participants were randomly divided into one of the four script conditions: simple-negotiation, relational-script, outside-offer-account, or relational-script-plus-account. See Table 1 below for the scripts.

Table 1. *Negotiation Scripts from Bowles & Babcock (2013).*

Condition	Script
Simple-Negotiation	"I do have some questions with regard to the salary and benefits package. It wasn't clear to me whether this salary offer represents the top of the pay range. I understand that there's a range in terms of how much managers are paid in their first placement. I think I should be paid at the top of that range. And I would also like to be eligible for an end-of-year bonus."
Relational-Script	"I hope it's OK to ask you about this. I'd feel terrible if I offended you in doing so. My relationships with people here are very important to me. [Simple negotiation script inserted here.] I just thought this seemed like a situation in which I could get your advice about this. Would you be open to talking with me about this question of higher compensation?"
Outside-Offer-Account	"One of the client companies I was working with made me a job offer. It's for a management position in their company. They're offering to pay me a higher salary than I would make here, plus a bonus. [Simple negotiation script repeated here.]"
Relational-Script-Plus-Account	This script is the combination of <i>relational-script</i> and <i>outside-offer-account</i> .

The results revealed that when female negotiators showed greater concern for relational aspects, the other party was more likely to want to work with them. Also, a request was perceived as more legitimate increased the chance that it would be approved (Bowles & Babcock, 2013). However, none of the script conditions improved both social *and*

negotiation outcomes for women. The *relational-script* improved the social outcomes, as predicted, but did not influence negotiation outcomes. When the *relational-script* was combined with the *outside-offer-account* (*relational-script-plus-account*), the request was acknowledged as more legitimate, but all benefits to social outcomes were diminished (Bowles & Babcock, 2013). The study concluded that certain types of negotiation strategies can improve either social or negotiation outcomes, but there is yet to be a strategy that can accomplish both simultaneously.

Hypothesis

The aforementioned research demonstrated that while women face more challenges than men when attempting negotiation techniques, there are sensible strategies to overcome those obstacles. The proposed study aims to create a training program that provides college women with more effective communication and negotiation skills that are applicable to the workplace. The training should increase the participant's self-efficacy of advocating for higher starting salary. The communication aspect aims to induce the employer to view participants as a more qualified candidate during the selection process. Specifically, women who complete the training should have higher self-efficacy in regard to communicating and negotiating when entering the professional workforce. This leads to the following hypothesis:

Hypothesis 1: The salary negotiation will increase confidence in negotiation among college women.

If the stated hypotheses are supported, the training should assist in lessening the gender pay gap by allowing women to effectively attain higher salaries.

Method

Needs Analysis

In order to design training catered to the sorority women's existing knowledge and experience levels, a needs analysis was conducted. The needs analysis consisted of an online knowledge test on Qualtrics and in-person interview. After creating the test and writing the interview questions, I obtained approval from the Middle Tennessee State University Institutional Review Board (IRB). The approval from the IRB can be found in appendix D. The information I sought to collect met the criteria for Exempt Review. After obtaining IRB approval, I began recruiting within the sorority by announcing the project in our weekly meeting and posting on the private Facebook page. Additionally, I posted the Qualtrics link to the knowledge test, which included consent and debriefing, on the Facebook page. The test consisted of 50 multiple choice questions covering basic information about communication. Correct answers were coded as 1 point, therefore a satisfactory score ranges 40-50 points. The full test is in appendix A. The interview was conducted one-on-one between myself and the participant. It consisted of 26 open-ended questions to assess the following: career plans after graduation, communication and negotiation experience, perceptions on the importance of communication and negotiation skills, expectations of a communication training program, current strengths and weaknesses with communication and negotiation. The interview questions can be found in appendix B. The results from each provided the appropriate information needed to design an effective training program.

The communication knowledge test yielded 11 responses with an average score of 39.25 points. Thus, the average score was below the satisfactory threshold, and the sorority women need the training to cover the topics that were missed the most on the

test. The women were highly proficient in areas of basic communication terms, active listening, interview behavior, groups and teams, and presentation skills. The majority of participants missed questions regarding conflict management, persuasion tactics, and gender differences in communication. Therefore, the training was designed to include those topics.

The interview yielded seven responses with answers informing what the nature of the training should be. All the women plan to enter the professional workforce or attend graduate school in careers ranging from the medical field to psychology. Additionally, they acknowledged that there are currently no existing jobs, including their future careers, that are successfully performed without adequate communication skills. All participants could easily recall an unpleasant experience with communication. When asked if the situation could have been improved if one or both parties received training, they consistently responded “yes.”

The women cited having had some form of communication training, whether it had taken place in a class, leadership involvement, or work experience, but not all found it to be effective. Interestingly, there were differing views on whether women and men communicated in similar ways and an even larger discrepancy on how they communicate differently. The participants had very little experience with negotiation, and none had experience with actual salary negotiation. When asked what to do when negotiating of salary, over half of the women reported they did not know or listed a basic step. The participants’ responses indicate that they were aware of the idea that effective negotiation skills are important for succeeding in the workplace. Additionally, they felt that a training program addressing communication should include verbal and nonverbal communication,

everyday skills, conflict management, public speaking, negotiation, and workplace relationships. However, the women reported they felt most confident with relationship and group dynamics, nonverbal communication, and public speaking. The most telling answers were revealed with the last question of the interview, “What components of communication do you feel you need to learn more about or improve on?” The answers included interpersonal communication, professional communication, conflict management, and negotiation.

In summary, the needs analysis revealed that the training program should include the topics of professional verbal and nonverbal communication best practices, conflict management, persuasion tactics, gender differences in communication, and negotiation skills.

Training Program

Scope of program. Increase the participants’ existing self-efficacy of effective communication and successful negotiation in the workplace. The training on communication will include verbal and nonverbal best practices, conflict management, persuasion, and gender differences. The negotiation aspect will provide what information must be assessed prior to negotiations and the steps to achieve successful outcomes. Additionally, the program emphasizes what challenges women face during the negotiation process and how to overcome them. Special recognition will be paid to the fact that neither the communication and negotiation training is perfectly made to fit one situation, but more a format to fit and adapt to any current situation. Participants’ transfer should be high, meaning they should be ready to apply the methods and techniques to everyday life and workplace. With the application of the communication and negotiation

skills, self-efficacy should improve, thus greatening the chance the women can successfully negotiate for higher initial salary.

Delivery. The sixty-minute training program contains definition information, how-to information, examples, and discussions of communication best practices and negotiation skills. The information will be delivered through exercises that are instructor-learner methods. To ensure maximum transfer, discussion throughout the training will occur as well as real-life examples of application. Feedback will be provided immediately by instructor through presentation and further explanations.

Resources. The training program will be in Greek Row House 3 in the social room. The chairs will be in a fan style to promote discussion among participants. Trainees will sit in chairs closest to the front for maximum attention. The instructor will present and provide feedback from the front of the room.

Lesson Plan.

Course Title: Workplace Communication and Negotiation for Sorority Women

Lesson Title: Most Effective Ways to Communicate and Negotiate as a Woman

Lesson Length: 60 minutes

Learning Objectives:

- Review verbal and nonverbal communication best practices
- Explain most important workplace skills
- Teach negotiation preparation, adaptations, and execution
- Apply learned techniques by providing real life examples

Target Audience: Women of the Alpha Chi Omega Sorority

Prerequisites:

Trainee: basic understanding of communication and experience with communicating in the workplace or similar situations; knowledge of what negotiation and situations that can be negotiated.

Instructor: in depth knowledge of communication, techniques, best practices, and accepted methods; in depth knowledge of negotiation how to prepare for, execute, and succeed in a negotiation as well as how the process differs for females.

Materials and equipment: PowerPoint presentation, instructor notes, scrap paper for notes and writing utensil.

Evaluation and assignments: a pre-test and post-test will be used to measure the effectiveness of training.

Lesson Outline	Instructor Activity	Trainee Activity	Time
Pass out pre-test	supervising	filling out evaluation	Start
Collect evaluations and introduce objectives	talking	listening	0:02
Present communication aspects of training	talking	listening	0:05
Trainees analyze, discuss, and provide examples	facilitating	talking/ evaluating	0:15
Teach negotiation preparation and execution	talking	listening	0:20
Trainees analyze, discuss, and provide examples	facilitating	talking/evaluating	0:30
Explain the differences in negotiating as a woman	talking	listening	0:40
Trainees analyze, discuss and provide examples	facilitating	talking/evaluating	0:45
Closing statements and providing feedback	talking	listening	0:55
Pass out post-test	supervising	filling out evaluation	0:57
Collect evaluations	picking up papers	leaving the training	0:60

Training methods.

Effective methods for learning include immediate analyzation and application of the newly learned material. An effective way to use this method is to have participants create situations in which the newly learned techniques would be used as well as ask the participants to give examples of applying the communication best practices and negotiation steps in their future career/workplace. Additionally, I added “what if...” questions that entail potential obstacles to further prepare participants for immediate

application. Participants can become familiar with the processes and practices in a safe, supportive environment before they attempt to use them in the real world. Workplace environments are ambiguous; therefore, participants need to know not only the proper behaviors, but also when and where to use which behaviors.

Who is involved. The target audience are the members of the Alpha Chi Omega at Middle Tennessee State University.

Effectiveness of training. The purpose of training is to teach the participants communication and negotiation skills in order to receive the work-related outcomes, including higher self-efficacy and starting salary. Although the training was designed with high transfer in mind, an evaluation of training must be conducted. An evaluation plan training was implemented.

Evaluation

The training evaluation will determine the effectiveness of training, ways to improve training, and value of training. In order to ensure that the women are effectively equipped with appropriate communication and negotiation skills, the training must be evaluated on participants' self-efficacy after training and training delivery satisfaction. If training is successful, individuals will score highly on each survey. A high score indicates that trainees have high self-efficacy and were satisfied with the training. Those who score poorly on either survey may need more training or may reveal that training was not adequate. This will help identify ways to improve training in the future.

The evaluation of the training program will consist of a pre-training and post-training communication and negotiation survey. The participants will be given a paper copy of the pre-training evaluation. It measures workforce entrance, communication, and negotiation

self-efficacy. It consists of 6 statements that participants will indicate their level of agreement with using a 5-point Likert Scale with scores ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). After the presentation, the participant will be given a paper copy of the post-training evaluation. It contains the same statements as the pre-test as well as statements regarding training delivery satisfaction. It consists of 19 statements that the participants will indicate their level of agreement with using a 5-point Likert Scale with scores ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The pre-test and post-test training evaluation can be found in Appendix C.

Results

The results of a paired samples t-test showed a significant increase in negotiation confidence, $t(2) = -12.12, p < .01$. Specifically, the scores on the pre-test showed average confidence before training ($M = 16.67, SD = 2.08$). The post-test scores showed high confidence ($M = 23.67, SD = 2.89$), demonstrating the training to be effective for increasing confidence levels. Additionally, the scores for training delivery support that participants were highly satisfied and would recommend the training to other women. To ensure valid scores, two of the items in the evaluation were written negatively and then those scores were reversed to calculate an accurate satisfaction total score. Analysis showed that the average satisfaction score was 63.3, out of a possible 65.

Discussion

Although the training was found to be effective, there were some limitations to the study. First, due to the inclusion criteria of being a member of the Alpha Chi Omega sorority, the training cannot be generalized to all sorority women. The needs analysis was only conducted on a small sample within the organization, therefore additional analysis

of a larger, more inclusive sample would have to be conducted. However, there is a chance that the extended sample would reveal similar results for women of the same age and circumstances. Second, the low amount participation of the sorority for training is an obvious limitation. Only three women participated in the study. While the results showed effective increase in confidence levels of negotiation and communication and high satisfaction, the results become more reliable as sample size increases. As such, before the training is fully implemented, it should be further evaluated with a larger sample of sorority women.

Despite its limitations, the needs analysis, knowledge test, and interview questions can be used on any sample to adapt the training as needed. The verbal and nonverbal best practices, conflict management, gender communication differences, and negotiation steps should be applicable across situations. Despite the low participation, the study and development of training and delivery was a success.

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Appendix A

Needs Analysis Knowledge Test

1. Which is **NOT** a characteristic of effective communication?
 - A. Effectively use and interpret verbal messages
 - B. Appropriately adapt messages to others
 - C. Listen and respond as fast as you can CORRECT
 - D. Effectively use and interpret nonverbal messages
2. What type of communication relies on the interpretation of symbols, facial expressions, gestures, posture, tone of voice, etc.?
 - A. Basic Communication
 - B. Nonverbal Communication CORRECT
 - C. Signal Communication
 - D. Verbal Communication
3. Which is an example of encoding a message?
 - A. Encoding CORRECT
 - B. Message
 - C. Feedback
 - D. Decoding
4. Which statement below is false:
 - A. Interpersonal communication helps to manage workplace relationships
 - B. Team communication teaches collaboration
 - C. Public communication enhances effective business and professional presentations
 - D. Group communication works best when members are seen as objects CORRECT
5. Which is **NOT** an example of when organizational culture might influence situation workplace communication?
 - A. The nature of a weekly meeting
 - B. What you bring for lunch CORRECT

- C. Type of language used in a memo
 - D. Speed to which you reply to an email
6. What is **NOT** a way to increase self-awareness of your own communication skills?
- A. Learn others' social styles and patterns of communication
 - B. Ask yourself if others are responding to your communication in the way you intended
 - C. Stop communicating unless others approach you **CORRECT**
 - D. Adapt leadership and social style to best fit those you communicate with
7. Which management style below will most likely lead to effective communication in the workplace?
- A. Low concern for people, low concern for tasks
 - B. Low concern for people, high concern for tasks
 - C. High concern for people, high concern for tasks **CORRECT**
 - D. High concern for people, low concern for tasks
8. Which of the following is an example of ethical communication?
- A. Using information solely for personal benefit
 - B. Collecting information that violates others' privacy rights
 - C. Informing team members of the criteria they use for making decisions **CORRECT**
 - D. Disclosing information to people who don't have right to it
9. Which type of messages use words to create meaning?
- A. Nonverbal
 - B. Direct
 - C. Written
 - D. Verbal **CORRECT**
10. All the following are ways to clearly communicate messages in the workplace **EXCEPT**:
- A. Use specific and precise words
 - B. Use self-focused rather than other-focused messages **CORRECT**

- C. Reduce unnecessary contextual information
 - D. Use familiar examples
11. What is one way to correctly use nonverbal messages to increase positive communication?
- A. Adopt an upright and relaxed posture CORRECT
 - B. Avoid direct eye contact
 - C. Use a low pitch and pauses while talking
 - D. Do not use expressive gestures
12. Which of the following has a denotative meaning?
- A. "My head literally exploded when I saw that episode."
 - B. "The blueberry is very blue." CORRECT
 - C. "James is a rock; he is my stone."
 - D. "Life is like a box of chocolates."
13. What is a good way to communicate supportive messages in the workplace?
- A. Be manipulative rather than genuine
 - B. Be rigid rather the flexible
 - C. Be empathetic rather than detached CORRECT
 - D. Be stone-faced rather than show emotion
14. What is an example of trying to overcome listening barriers in the workplace?
- A. Communicating with a coworker while working on another task
 - B. Having a conversation by a window with construction outside
 - C. Taking notes during a mandatory meeting at the end of a work day CORRECT
 - D. Discussing work issues in the break room
15. How can you help others effectively listen to your messages?
- A. Messages should be detailed and long in length
 - B. Make the point of the message in the middle
 - C. Ignore all questions asked until end of message
 - D. Make the information useful for listeners CORRECT

16. This type of listener gives full attention to listening when others are talking and focuses on what is being said.
- A. Detached listener
 - B. Active listener CORRECT
 - C. Passive listener
 - D. Involved listener
17. How can you can adapt to others' communication behaviors?
- A. Do not take one's quietness personally CORRECT
 - B. Limit opportunities to communicate
 - C. Make premature judgements
 - D. Avoid the person completely
18. What is the fear or anxiety associated with ongoing or anticipated communication with another person or persons?
- A. Introversion
 - B. Stage Fright
 - C. Communication Apprehension CORRECT
 - D. Social Anxiety
19. What is **NOT** a way adapt to workplace cultural context and values while communicating?
- A. Send messages appropriate for your own background CORRECT
 - B. Learn other cultures' values through research
 - C. Send messages appropriate for others' background
 - D. Interpret messages based on the sender's background
20. Which of the following is true about gender differences in communication?
- A. Women use more exaggerating words CORRECT
 - B. Men often say "I'm sorry" as a conversational smoother
 - C. Women often play devil's advocate
 - D. Men exchange compliments often
21. Which of the following is true about gender differences in communication?

- A. Men talk less in a day than women
 - B. Women disclose much more personal information
 - C. Women are more perceptive of nonverbal cues CORRECT
 - D. Men interrupt others less than women
22. Which of the following is an example of upward communication?
- A. Receiving an assignment from your boss
 - B. Collaborating with a coworker on a task
 - C. Answering a customer's question
 - D. Informing your manager of misconduct CORRECT
23. This type of relationship places value on making a priority of getting to know people on a personal level and is common for coworker relationships.
- A. Task-focused
 - B. Interpersonal
 - C. Person-focused CORRECT
 - D. Intrapersonal
24. What is the best step to take to help manage conversation conflict in the workplace?
- A. Focus on only your problem
 - B. Focus on trying to understand the other's problem CORRECT
 - C. Use the first solution that you identify
 - D. Avoid the conflict and hope it resolves itself
25. What is a skill used to negotiate solutions that are beneficial to both parties after conflict?
- A. Determine proposals that are self-beneficial
 - B. Focus on issues, not people
 - C. Separate the people from the problem CORRECT
 - D. Use subjective criteria to evaluate proposals
26. What is **NOT** part of the interviewee's role during the interview?
- A. Provide thoughtful and clear responses

- B. Ask appropriate questions
 - C. Guide the conversation CORRECT
 - D. Actively listen
27. Which statement below is false regarding the responsibilities of the interviewer?
- A. Ask about the interviewee's family plans CORRECT
 - B. Do not break confidentiality
 - C. Avoid asking about religious preferences
 - D. Answer questions with honest information
28. What statement regarding preparing for an interview is false?
- A. Develop your résumé
 - B. Identify and research the appropriate organization
 - C. Practice for the interview
 - D. Dress comfortably for the interview CORRECT
29. A resume should include all the following **EXCEPT**:
- A. Career Objectives
 - B. Your Physical Characteristics CORRECT
 - C. Honors and Accomplishments
 - D. References
30. What should be included in a cover letter?
- A. Work history with references
 - B. A detailed five-year plan
 - C. Sales pitch of why you should be hired CORRECT
 - D. Hobbies that occupy your spare time
31. What is **NOT** a way to make a positive first impression at an interview?
- A. Do not vary pitch and tone of voice when speaking CORRECT
 - B. Have alert and upright posture
 - C. Use appropriate hand gestures and facial expressions
 - D. Nod and maintain eye contact to show active listening

32. What is a method for enhancing team cohesiveness?
- A. Always talk to the group loudly enough to be heard
 - B. Talk about the group in terms of “I” rather than “we”
 - C. Encourage everyone in the group to offer input CORRECT
 - D. Never show emotion on your face
33. Which of the following is a positive communication behavior when attending a meeting?
- A. Do not take notes to avoid looking distracted
 - B. Avoid eye contact, it makes the speaker uneasy
 - C. Keep arms crossed to show you take them seriously
 - D. Have alert and upright posture to demonstrate listening CORRECT
34. A faulty sense of agreement that occurs when team members seemingly agree but they primarily want to avoid conflict is called
- A. Consensus
 - B. Persuasion
 - C. Groupthink CORRECT
 - D. Agreement
35. In order to combat groupthink, facilitators of the meeting can
- A. Encourage members to depend on each other
 - B. Never allow a devil’s advocate
 - C. Agree with those with a higher status
 - D. Ask members to break into smaller teams CORRECT
36. All the following are ways to be an effective group member and manage conflict **EXCEPT:**
- A. Quickly agree with group members CORRECT
 - B. Keep the group oriented towards its goal
 - C. Listen to the ideas of others
 - D. Promote honest dialogue and discussion
37. Which of the following is **BAD** advice for combating nervousness and building confidence for delivering professional presentations?

- A. Practice your presentation
 - B. Look for friendly faces while speaking
 - C. Ignore nervousness, it will go away CORRECT
 - D. Know the audience and prepare accordingly
38. What is a key task of a presenter?
- A. Always keep the topic broad
 - B. Develop central and main ideas CORRECT
 - C. Speak at a fast rate to cover all information
 - D. Avoid examples. They are confusing
39. It is important to gather information about your audience when preparing for a presentation. What is the best way to ensure that a very diverse audience understands your message for a presentation?
- A. Explain all main points in simple terms CORRECT
 - B. Use language and slang you are most familiar with
 - C. Group the audience by demographic, so they can help each other
 - D. Use a lot of hand gestures they can pull meaning from
40. When presenting, you receive information from the audience in the form of nonverbal communication. Which of the following is **NOT** a nonverbal cue to be aware of while presenting?
- A. Attire CORRECT
 - B. Eye Contact
 - C. Movement
 - D. Facial Expressions
41. The listener's perception of a speaker as competent, trustworthy, and dynamic is known as _____?
- A. Trustworthiness
 - B. Charisma
 - C. Credibility CORRECT
 - D. Dynamism
42. When giving a presentation at work, what should you **ALWAYS** do?

- A. Use information from online sources only
 - B. Use information that is factually supported CORRECT
 - C. Use information from any time period
 - D. Use information that comes with complex graphics
43. What should **NOT** be part of the introduction of a presentation?
- A. Get audience's attention
 - B. Introduce main ideas
 - C. Establish credibility
 - D. Introduce supporting material CORRECT
44. What should **NOT** be part of the conclusion in the presentation?
- A. Summarize the speech
 - B. Introduce supporting material CORRECT
 - C. Reemphasize the central idea
 - D. Motivate the audience to respond
45. All of the following are effective speech delivery strategies **EXCEPT:**
- A. Using appropriate gestures, movement, and posture
 - B. Avoid facial expressions CORRECT
 - C. Speak clearly
 - D. Monitor personal appearance
46. Which of the following is **NOT** a benefit of using presentation aids to explain ideas?
- A. Increased understanding
 - B. Audience pays more attention
 - C. Easier to remember main points
 - D. Removes focus from presenter CORRECT
47. Which of the following is an example of persuasion?
- A. A gym employee explaining the benefits of working out CORRECT
 - B. A neighbor paying you to mow their lawn
 - C. A coworker asking you about a recent hockey game

- D. A boss giving you a deadline on an assignment
48. Which of the following is **NOT** a strategy for persuading others?
- A. Explain the benefits
 - B. Provide research
 - C. Give testimonials
 - D. Threaten punishment CORRECT
49. If the goal of a presentation is to sell a gym membership, the speaker should do all the following **EXCEPT**:
- A. Ask what is currently preventing the customer from buying one
 - B. Explain benefits of gym, such as pools, yoga, and sauna
 - C. Offer membership package in customer's price range
 - D. Deny any worries or objections they have CORRECT
50. If the goal of a presentation is to deliver a report, the speaker should do all the following **EXCEPT**:
- A. Explain how conclusions were reached
 - B. Identify solutions or what happens next
 - C. Leave out any errors or mistakes CORRECT
 - D. Adapt to the audience

Appendix B

Needs Analysis Interview

1. What would you like to do when you graduate?
2. How will communication play a role in your job?
3. What do you think are the most important aspects of communication?
4. Do you think there are any fields that do not require communication?
5. If yes, which fields and why?
6. How do people develop or improve their communication skills?
7. What bad experiences have you had with communication?
8. How might negative situations had been improved if one or both parties had received communication training?
9. What communication training have you received?
10. Was it helpful? Good or bad? How so?
11. What are the differences between communication in the workplace and communication outside of the workplace (such as home or with friends)?
12. What is verbal communication?
13. What is nonverbal communication?
14. What listening skills are important for communication?
15. Do you consider yourself a good listener? Why? (Probe for examples)
16. Do men and women communicate differently?
17. If yes, how do they communicate differently?
18. Are you nervous about entering the work force as a woman? Explain.
19. Have you had any experience with negotiation? If yes, describe the experience.
20. When negotiating for salary, what should you do?

21. How are negotiation skills important for success in the workplace? (If they just state/describe pay negotiation, probe for other situations)
22. Can presentation and public speaking skills be improved by learning about communication? If yes, how?
23. Is persuasion important to know for communication in the workplace? If yes, why?
24. What should a training program on professional communication include or focus on?
25. What areas of communication do you feel most confident in?
26. What components of communication do you feel you need to learn more about or improve?

Appendix C

Communication and Negotiation Skills Training Evaluation Pre-Test

The training evaluation survey is a 5-point Likert Scale. Please indicate your level of agreement with the statements listed below by checking the appropriate box. If a statement does not apply to you, check the last box labeled “Not Applicable.”

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable (N/A)
1. I am nervous to enter the workforce as a woman.						
2. I am confident in my negotiation skills.						
3. I feel prepared to communicate effectively in the workplace.						
4. I have sufficient knowledge on how to negotiate in the workplace as a woman.						
5. I am confident in my negotiation skills.						
6. I feel prepared to negotiate effectively in the workplace.						

Communication and Negotiation Skills Training Evaluation Post-Test

The training evaluation survey is a 5-point Likert Scale. Please indicate your level of agreement with the statements listed below by checking the appropriate box. If a statement does not apply to you, check the last box labeled "Not Applicable."

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable (N/A)
1. The objectives of the training were clearly defined.						
2. Participation and interaction were encouraged.						
3. The topics covered were relevant to me.						
4. The content was disorganized and hard to follow.						
5. The materials distributed were helpful.						
6. This training will be useful in my work.						
7. The trainer was knowledgeable about training topics.						
8. The training was not well prepared.						
9. The training objectives were met.						
10. The time allotted for the training was sufficient.						
11. The communication aspect of training taught me more than past communication training.						

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable (N/A)
12. The negotiation aspect of training taught me more than past negotiation training.						
13. I would recommend this training to other women.						
14. I am nervous to enter the workforce as a woman.						
15. I am confident in my negotiation skills.						
16. I feel prepared to communicate effectively in the workplace.						
17. I have sufficient knowledge on how to negotiate in the workplace as a woman.						
18. I am confident in my negotiation skills.						
19. I feel prepared to negotiate effectively in the workplace.						

Items #1-10 were adapted from the Training Evaluation Form for participants in Iowa ESL Regional Trainings.

www.cal.org/caelanetwork/profdev/states/iowa/training-evaluation.pdf

Appendix D

IRB

INSTITUTIONAL REVIEW BOARD

Office of Research Compliance,
010A Sam Ingram Building,
2269 Middle Tennessee Blvd
Murfreesboro, TN 37129



IRBN007 – EXEMPTION DETERMINATION NOTICE

Wednesday, January 24, 2018

Investigator(s): Macie Mussleman; Alexander Jackson
Investigator(s) Email(s): mem8d@mtmail.mtsu.edu; Alexander.Jackson@mtsu.edu
Department: Psychology

Study Title: Communication and Negotiation Training Needs Analysis
Protocol ID: **18-1146**

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU Institutional Review Board (IRB) through the **EXEMPT** review mechanism under 45 CFR 46.101(b)(2) within the research category (2) *Educational Tests*. A summary of the IRB action and other particulars in regard to this protocol application is tabulated as shown below:

IRB Action	EXEMPT from further IRB review***	
Date of expiration	NOT APPLICABLE	
Participant Size	100 [One Hundred]	
Participant Pool	Adult 18+ Females	
Mandatory Restrictions	<ol style="list-style-type: none"> 1. Participants must be age 18+ 2. Informed consent must be obtained 3. Identifiable data may not be collected/stored with participant responses 	
Additional Restrictions	None at this time	
Comments	None at this time	
Amendments	Date	Post-Approval Amendments
		None at this time

***This exemption determination only allows above defined protocol from further IRB review such as continuing review. However, the following post-approval requirements still apply:

- Addition/removal of subject population should not be implemented without IRB approval
 - Change in investigators must be notified and approved
 - Modifications to procedures must be clearly articulated in an addendum request and the proposed changes must not be incorporated without an approval
 - Be advised that the proposed change must comply within the requirements for exemption
 - Changes to the research location must be approved – appropriate permission letter(s) from external institutions must accompany the addendum request form
 - Changes to funding source must be notified via email (irb_submissions@mtsu.edu)
- IRBN007 Version 1.2 Revision Date 03.08.2016 Institutional Review Board
Office of Compliance Middle Tennessee State University

- The exemption does not expire as long as the protocol is in good standing
- Project completion must be reported via email (irb_submissions@mtsu.edu)
- Research-related injuries to the participants and other events must be reported within 48 hours of such events to compliance@mtsu.edu

The current MTSU IRB policies allow the investigators to make the following types of changes to this protocol without the need to report to the Office of Compliance, as long as the proposed changes do not result in the cancellation of the protocols eligibility for exemption:

- Editorial and minor administrative revisions to the consent form or other study documents
- Increasing/decreasing the participant size

The investigator(s) indicated in this notification should read and abide by all applicable postapproval conditions imposed with this approval. [Refer to the post-approval guidelines posted in the MTSU IRB's website](#). Any unanticipated harms to participants or adverse events must be reported to the Office of Compliance at (615) 494-8918 within 48 hours of the incident.

All of the research-related records, which include signed consent forms, current & past investigator information, training certificates, survey instruments and other documents related to the study, must be retained by the PI or the faculty advisor (if the PI is a student) at the secure location mentioned in the protocol application. The data storage must be maintained for at least three (3) years after study completion. Subsequently, the researcher may destroy the data in a manner that maintains confidentiality and anonymity. IRB reserves the right to modify, change or cancel the terms of this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

Sincerely,

Institutional Review Board

Middle Tennessee State University

IRB**INSTITUTIONAL REVIEW BOARD**

Office of Research Compliance,
010A Sam Ingram Building,
2269 Middle Tennessee Blvd
Murfreesboro, TN 37129

**IRBN001 - EXPEDITED PROTOCOL APPROVAL NOTICE**

Thursday, March 15, 2018

Principal Investigator **Macie Mussleman** (Student)
 Faculty Advisor Alexander Jackson
 Co-Investigators Andrea Meggison
 Investigator Email(s) *mem8d@mtmail.mtsu.edu; Alexander.Jackson@mtsu.edu*
 Department Psychology

Protocol Title ***Reactions to and knowledge gained from negotiation presentation***
 Protocol ID **18-2181**

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU Institutional Review Board (IRB) through the **EXPEDITED** mechanism under 45 CFR 46.110 and 21 CFR 56.110 within the category (7) *Research on individual or group characteristics or behavior*. A summary of the IRB action and other particulars in regard to this protocol application is tabulated below:

IRB Action	APPROVED for one year from the date of this notification
Date of expiration	3/31/2019
Participant Size	100 (ONE HUNDRED)
Participant Pool	General adults (18 years or older) - MTSU Alpha Chi Omega sorority
Exceptions	Permitted to conduct the study at the Alpha Chi Omega sorority house.
Restrictions	1. Mandatory active informed consent; The participants must be clearly notified that enrollment is voluntary with ability to withdraw at anytime without retribution and provide a copy of the informed consent to each participating subject signed by the PI and FA. 2. Not approved to collect or record identifying participant information.
Comments	NONE

This protocol can be continued for up to THREE years (3/31/2021) by obtaining a continuation approval prior to 3/31/2019. Refer to the following schedule to plan your annual project reports and be aware that you may not receive a separate reminder to complete your continuing reviews. Failure in obtaining an approval for continuation will automatically result in cancellation of this protocol. Moreover, the completion of this study MUST be notified to the Office of Compliance by filing a final report in order to close-out the protocol.

IRBN001 Version 1.3
Office of Compliance

Revision Date 03.06.2016 Institutional Review Board
Middle Tennessee State University

Continuing Review Schedule:

Reporting Period	Requisition Deadline	IRB Comments
First year report	2/28/2019	NOT COMPLETED
Second year report	2/28/2020	NOT COMPLETED
Final report	2/28/2021	NOT COMPLETED

Post-approval Protocol Amendments:

Date	Amendment(s)	IRB Comments
NONE	NONE.	NONE

The investigator(s) indicated in this notification should read and abide by all of the post-approval conditions imposed with this approval. [Refer to the post-approval guidelines posted in the MTSU IRB's website.](#) Any unanticipated harms to participants or adverse events must be reported to the Office of Compliance at (615) 494-8918 within 48 hours of the incident. Amendments to this protocol must be approved by the IRB. Inclusion of new researchers must also be approved by the Office of Compliance before they begin to work on the project.

All of the research-related records, which include signed consent forms, investigator information and other documents related to the study, must be retained by the PI or the faculty advisor (if the PI is a student) at the secure location mentioned in the protocol application. The data storage must be maintained for at least three (3) years after study completion. Subsequently, the researcher may destroy the data in a manner that maintains confidentiality and anonymity. IRB reserves the right to modify, change or cancel the terms of this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

Sincerely,

Institutional Review Board

Middle Tennessee State University