INTRODUCTION

Many people believe that communication involves only language and, therefore, non-verbal communication is not a legitimate field of study. But non-verbal communication has enormous potential and if added skillfully with verbal communication, it can add more meaning making the situation win-win for both the sender and the receiver. It has huge scope in the field of training and teaching.

In times of economic hardship, training is seen as an additional expense rather than as an investment in a business' future. It is imperative to understand the role of non-verbal communication in training so that trainers can deliver effective training programs. The purpose of this research is to study the relationship between nonverbal communication and its impact on training effectiveness because with correct research, training can be customized to the needs of trainees.

Need For Research Study:

A look around in the society speaks volumes about the real need to know the importance of Non-verbal Communication. My personal experience in the training and teaching arena has given me a chance to interact and observe many participants and trainers. It is observed that in training delivery, non-verbal communication is very important as the success or failure depends on it. The content (written words) is a powerful tool, but non-verbal communication will result in most lasting impressions on the trainees. The training faculties are looked upon as a role model by the trainees so it is important that the trainers present themselves in the most appropriate way and understand the needs of their trainees. Good use of it may result in career advancement whereas; poor delivery skills may result in stagnation. Hence, it is important to examine the critical components of non-verbal communication in training and this will be done through this study.
Scope of the Study:
The research work is based on exploratory study of non-verbal communication skills of trainers and practicing managers from various corporate in Mumbai. The detailed study of non-verbal communication in training reveals the various hues in it. This vastness of the subject makes it necessary to limit it to some extent and concentrate on particularly six components which are considered to be the major ones which are useful for trainers/managers in effective training viz; postures and gestures, eye contact, facial expressions, silence, paralanguage and grooming/physical appearance.

History and Background:
Scientific research on nonverbal communication and behaviour started in 1872 with the publication of Charles Darwin’s book “The Expression of the Emotions in Man and Animals” where he argued that all mammals, both humans and animals, showed emotion through facial expressions. Birdwhistell pioneered the original study of nonverbal communication, which he called kinesics. He estimated that humans can make and recognize around 250,000 facial expressions. Research on nonverbal communication rocketed during the mid 1960s by a number of psychologists and researchers. Argyle and Dean, for example, studied the relationship between eye contact and conversational distance. Ralph V. Exline examined patterns of looking while speaking and looking while listening. Robert Sommer studied the relationship between personal space and the environment. Robert Rosenthal discovered that expectations made by teachers and researchers can influence their outcomes, and that subtle, nonverbal cues may play an important role in this process. By the 1970s, a number of scholarly volumes in psychology summarized the growing body of research. Lang, McBeath and Hebert (1995) indicate that basic non-verbal skills include the awareness of eye contact, facial expression, motion, gestures, physical contact and silence. Different gestures and expressions may indicate different meanings.

Key terms:
Non-verbal Communication:
Non-verbal communication is much more than the explicit meaning of words, the information or message conveyed. It also includes implicit messages, whether intentional or not, which are expressed through non-verbal behaviours in the form of eye contact, touching, voice tone, physical behaviours, facial expressions, external appearance, posture, and distance between two people.

Components of Non-verbal communication:
Non-verbal communication incorporates behaviours that do not use words (O’Hair & Ropo, 1994) but voice tone, body posture, gestures, and eye contact are incorporated in a teacher’s classroom message.

The components of non-verbal communication identified from the review of related literature are shown in figure 1.1

Figure 1.1 Components of Non-Verbal Communication

EMPLOYEE TRAINING:
Training is the process of teaching the new and/or present employees the basic skills they need to effectively perform their jobs. According to Edwin B. Flippo, “training is the act of increasing the knowledge and skills of an employee for doing a particular job”. In the opinion of Michael J. Jucious, “training is any processes by which the attitudes, skills and abilities of employees to perform specific jobs are improved”.

Thus, it can be concluded that training is a process that tries to improve skills, or add to the existing level of knowledge so that the employee is better equipped to do his present job, or to mould him to be fit for higher responsibilities. In other words, training is a learning experience that seeks a relatively permanent change in an individual that will improve his/her ability to perform their jobs.