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Simple Respect

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SENIOR THESIS APPROVAL

This Honors thesis entitled

“SIMPLE RESPECT”

written by

Adam Wheat

and submitted in partial fulfillment of the
requirements for completion of the
Carl Goodson Honors Program
meets the criteria for acceptance
and has been approved by the undersigned readers.

Dr. Ray Franklin, thesis director

Dr. Guyla Davis, second reader

Dr. Ouida Keck, third reader

Dr. Amy Sonheim, Honors program director

April 21, 2010

simple 
RESPECT

By Adam Wheat

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INTRODUCTION

I believe that etiquette has gained a negative connotation as a set of irrelevant rules that can be shallowly applied to make a favorable impression. I want to prove that there is more to manners than that and how knowledge of these mores can have a positive impact on society. As a graduating college student, I want to focus my efforts on the application to my generation through a project of study.

From Ignorance to Interest

"There he is: Adam the Barbarian." I am not exactly sure when my interest in etiquette first began, but I know with whom it started. My loving parents would always tease me with the moniker Adam the Barbarian whenever I would—however innocently—forget to use my napkin for its purpose or—completely by accident—eat leftovers with my fingers from the takeout box without heating the food.

It was with this ridicule firmly in mind that I first chose to peruse a weathered copy of *Teen-Age Etiquette* by Grace Ramquist that I found at my grandfather's house in my mother's collection of books from her younger days. The smiling 1950s teenagers on the front looked well-adjusted and unencumbered by taunting

parents. Indeed the unfortunate truth is that my original interest in etiquette was how to use it to prove my mom and dad wrong. Based on my observations of children I have worked with, I find this motivation to be completely normal and an ongoing occurrence.

Yet as I flipped through the yellowed pages, I was astounded that there seemed to be a code of behavior for every situation imaginable. Another concept my parents had taught me—besides the manipulative power of persiflage—was the power of knowledge. After that moment of realization, I began to purchase books on etiquette from any and every place that I could find them. It did not matter in what era they were written. I have one volume published as early as 1941. My parents laughed at my newfound “hobby,” but I knew that this was quickly becoming a passion and someday I would understand why these books were so important.

From Ignorance to Interest

Two events coalesced my passion for a series of random manners books into a focused pursuit. The first was the reading of *Social Skills Survival Guide: A Handbook for Interpersonal and Business Etiquette* by June Hines Moore, a fellow graduate of Ouachita Baptist University. This book presented material I had read tens of times in a fresh way that was relevant to me both as a modern young person and as a committed Christian. She used humorous and biblical stories to

give fresh life to the same concepts. The second experience occurred in my freshman Introduction to Liberal Arts class.

We were in the last section of the course which deals with how we as educated humans should live responsibly within our world. One of our assigned readings was about civil listening, which means actually hearing what someone is saying and entertaining the thought that they might be right. This passage shined a light of truth on several serious vices in my own life. I found I often thought of what I wanted to say next while someone was talking, just as the author Stephen L. Carter warned. This piece was an excerpt taken from the book *Civility: Manners, Morals, and the Etiquette of Democracy*. My mind was so captivated by the short selection that I decided to purchase the book.

It has become one of my most treasured purchases. I often had to defend my excitement for etiquette to my male friends because it was thought of as a girly subject. This is not surprising as the majority of literature on etiquette is written by women, yet here was a learned male professor of law at Yale who was discussing the subject. However Mr. Carter's approach struck more deeply at the heart of the matter, the root of the problem:

[N]owadays we have automobiles, and we travel both long and short distances surrounded by metal and glass and the illusion that we are traveling alone. The illusion has seeped into every crevice of our public and private lives, persuading us that sacrifices are no

longer necessary. If railroad passengers a century ago knew the journey would be impossible unless they considered the comfort of others more important than their own, our spreading illusion has taken us in the other direction. We care less and less about our fellow citizens, because we no longer see them as our fellow passengers. We may see them as obstacles or competitors, or we may not see them at all, but unless they happen to be our friends we rarely think we owe them anything.¹

¹ Stephen L. Carter, *Civility: Manners, Morals, and the Etiquette of Democracy* (New York: Basic Books, 1998) 4-5.

JUSTIFICATION

The Current Condition

"It's about the daily assault of selfish, inconsiderate behavior that gets under people's skin on the highways, in the office, on TV, in stores and the myriad other settings where they encounter fellow Americans," said Deborah Wadsworth, president of Public Agenda Research Group. This public policy research group published a study surveying 2, 013 adults in locations across the country in January 2002. The poll showed that 8 of 10 respondents believed that rudeness was a serious national problem, and 6 of 10 thought it was getting worse. Close to a majority, 61 percent thought that we were less respectful than in the past. Forty-one percent even admitted that they somewhat regularly exhibited disrespectful behavior themselves.² In a separate study by *Good Housekeeping* magazine in April 2002, 79% believed people were ruder than 10 years before, and 42% said they encountered rude behavior every day.³

College students in particular are seemingly becoming more and more self-centered according to a study released in 2007 by five psychologists from universities across the United States. Professor Jean Twenge of San Diego State University, the author of *Generation Me: Why Today's Young Americans Are More*

² Oliver Libaw, ABC News, "We're Ruder Than Ever, Poll Finds" (2002) 1-3.

³ Catherine Houck, "How Rude!" *Good Housekeeping* Apr. (2002).

Confident, Assertive, Entitled — and More Miserable Than Ever Before, presented the results of this study which were comprised of 16,475 students' responses to a Narcissistic Personality Inventory questionnaire given from 1982-2006. The answers showed that attitudes of self-centeredness had increased 30 percent over that time period.⁴

Psychologists, however, are not the only ones to notice this trend. Many employers have complained of the serious faux pas committed by young, freshly graduated employees who lack consideration and are ignorant of social graces. Bill Mahoney of Mahoney and Associates, an employee benefits management and consulting firm in Fort Lauderdale, was entertaining the CEO of a billion-dollar company when he noticed an employee eating. "She was chewing with her mouth open, not using the appropriate utensils and literally attacking her food," said Mahoney. "I noticed my client watching her. I was mortified." He then spent \$2,500 for each of three sessions for a few of his employees and noticed an immediate divergence from their previous behavior. "It was absolutely worth the investment," he said. This training was done by notable etiquette professional Jacqueline Whitmore, who said that her business had increased 50 percent between 2001 and 2004.⁵

⁴ Associated Press, *MSNBC*, "College students think they're so special: Study finds alarming rate of narcissism, self-centeredness in 'Generation Me'" (2007).

⁵ Robyn A. Friedman, *Sun Sentinel*, "Mind your manners: Proper etiquette can make a deal, get you a job" Mar. (2004).

Many people blame parents and popular culture for what is lacking in our interactions with one another⁶, but I find that my original thesis, developed when I first picked up that dusty copy of *TITLE* still holds true: knowledge is power.

The Critical Concept

The word *etiquette* comes from the French and originally referenced a series of warning signs in the garden of King Louis XIV, directing people to the path on which they should walk instead of the grass. Later, courtiers received tickets, or *etiquettes*, that told them where to stand or sit at court functions. The word was eventually accepted into French culture as a term meaning "the rules for correct deportment in court circles."⁷ And for many people this is where the definition ends: a code of strict behavior for snobbish people, "prescriptions for properness,"⁸ "rigid and stuffy rules,"⁹ or a set of "unnatural habits that, all in all, in the scheme of life seem unnecessary."¹⁰

Elizabeth Post, granddaughter-in-law of the famed etiquette expert Emily Post, said in 1969, "Etiquette was never intended to be a rigid set of rules. It is, rather, a code of behavior that is based on consideration, kindness, and unselfishness—

⁶ Libaw 1.

⁷ Peggy Post, *Emily Post's Etiquette (Sixteenth Edition)* (New York: HarperCollins Publishers, Inc., 1997) xv.

⁸ Post xvii.

⁹ Post xvii.

¹⁰ "Etiquette Knowledge Test," survey (April 2010) 24.

something that should not, and will not, ever change. But manners, derived as they are from etiquette, *must* change to keep up with the world."¹¹

Thus manners are the outward expressions of the basic mores of etiquette.¹² Another Post descendant, Peggy Post, furthers, "Manners, ultimately, are a combination of common sense, generosity of spirit, and some specific know-how that helps us do things thoughtfully and with care for one another."¹³ And Carter states, "To celebrate good manners, we need not, always, celebrate them in their traditional form, but we do need to honor traditions sufficiently to search them for any deeper truths they may teach."¹⁴

The Crucial Components

In order for etiquette to have a broader meaning it must be reflective, beyond the purely social application. For this purpose I derived a map for charting the development of personal, human cultures from Edgar Schein's noted rubric created from extensive research of organizational cultures, as pictured in Figure 1.

¹¹ Post xvi

¹² June Hines Moore, *Social Skills Survival Guide: A Handbook for Interpersonal and Business Etiquette* (Nashville: Broadman and Holman Publishers, 2003) 4.

¹³ Post xvii.

¹⁴ Carter 36.



Figure 1

Schein posits that there first assumptions, or underlying—often unconscious—beliefs, that steer an organization. The next level, built upon these tenets, is that of values which contains the day-to-day policies and goals which are overtly stated governances within the organization. Artifacts, or the goods produced, are readily visible as the group's external interaction. All three of these levels are needed to fully understand the identity of the organization, and alterations made in one level can affect the others. However, lasting change is only radiated from the most basic level of assumptions.

To find out who a person is, these questions must be answered: What does this person believe in at his core? How does this person view himself? How is this person portrayed to others? The powerful thing about etiquette, what I see that many in my generation miss, is that it can positively influence all three levels of

human identity. As part of the final comparative knowledge test, I asked the control group of 60 respondents to give their personal definition and feelings of etiquette. Fifty-two answered that it dealt only with public behavior.¹⁵ If this were the case, then there would truly be no merit to etiquette, but the truth that needs to be understood of etiquette is that it is intended to require a change in the way a person views the world at the deepest level.

Every human has an underlying faith or worldview. As a Christian, mine is deeply rooted in scripture, and there are multiple verses that address how to treat my fellow man. "So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."¹⁶ "Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves."¹⁷ "Show proper respect to everyone: Love the brotherhood of believers, fear God, honor the king."¹⁸ These passages all bring the idea of respect to the level of core principles for me as a firm believer in obedience to God's commands. For others who do not prescribe to this same faith, Stephen Carter posits a basic tenet that civility is "the moral discipline that distinguishes human beings from other animals."¹⁹

¹⁵ "Etiquette Knowledge Test" 22-24.

¹⁶ Matthew 7:12.

¹⁷ Philippians 2:3.

¹⁸ 1 Peter 2:17.

¹⁹ Carter xii.

If etiquette is only accepted at this level, then it creates a dead faith as "faith without works is dead."²⁰ It must move into the personal level, that of conscious choice and self-knowledge. Noted politician and editor of *The Social Importance of Self-Esteem* John Vasconcellos explained, "The term self-esteem implies a deeply felt appreciation of oneself and one's natural abilities, a trust of one's instincts and abilities. It is that kind of self-esteem which, instead of being narcissistic, allows us to live generously and peacefully, without delinquency or destructiveness..."²¹

This is not typically an area that is recognized to be affected by knowing etiquette, but a person's belief in their own capabilities can be greatly influenced by how prepared they are to face social situations. As June Hines Moore stated:

[F]aking it won't carry you very far. You may spend a lot of time worrying that you will be discovered because you don't have a clue what to do or say. Compare that feeling to how you feel when you have studied hard and aced a test. You know when you have achieved success. Self-confidence in presenting yourself well and treating others properly depends on a basic knowledge of the code of proper behavior...you can't practice what you don't know, but with the right principles in your mind, you can shift the

²⁰ James 2:26b

²¹ John Vasconcellos, *The Social Importance of Self-Esteem* (Los Angeles: University of California Press, 1989) xii-xiii.

focus off yourself and onto the people around you. Life is a lot happier that way.²²

Etiquette is most noted for its ability to change a person's interpersonal interactions. The problem is that many people think that etiquette only exists on this level. They erroneously conclude that it is only important that they "act proper[ly]."²³ However this is in direct opposition to even Jesus, who several times, with severity, rebuked the religious leaders for making themselves like "whitewashed tombs" instead of expressing true love and humility.

Others express the belief that etiquette isn't "necessary to be a functional member of society."²⁴ But Peggy Post states, "Etiquette, ultimately, is the guiding code that enables us to practice manners, to celebrate our traditions and ceremonies, and to be flexible enough to value and hold in esteem the rights, traditions and beliefs of others at the same time."²⁵

²² Moore 3-4.

²³ "Etiquette Knowledge Test" 22.

²⁴ "Etiquette Knowledge Test" 23.

²⁵ Post xvii.

Great Expectation

The name of my project began as "College Classy" which I quickly deemed too casual for a thesis project of this formality and magnitude. It then became "Leaving a Good Impression" which was rightly criticized by the Honors Council as essentially a confusing mess of words that communicated a seemingly shallow, nonacademic approach to the topic. The title on the proposal the council accepted was "Simple Civility."

Throughout the planning of this project, regardless of the constant title changes, I had a firm plan in mind for how it would be constructed as delineated in Figure 2. Little did I know that even this would change.

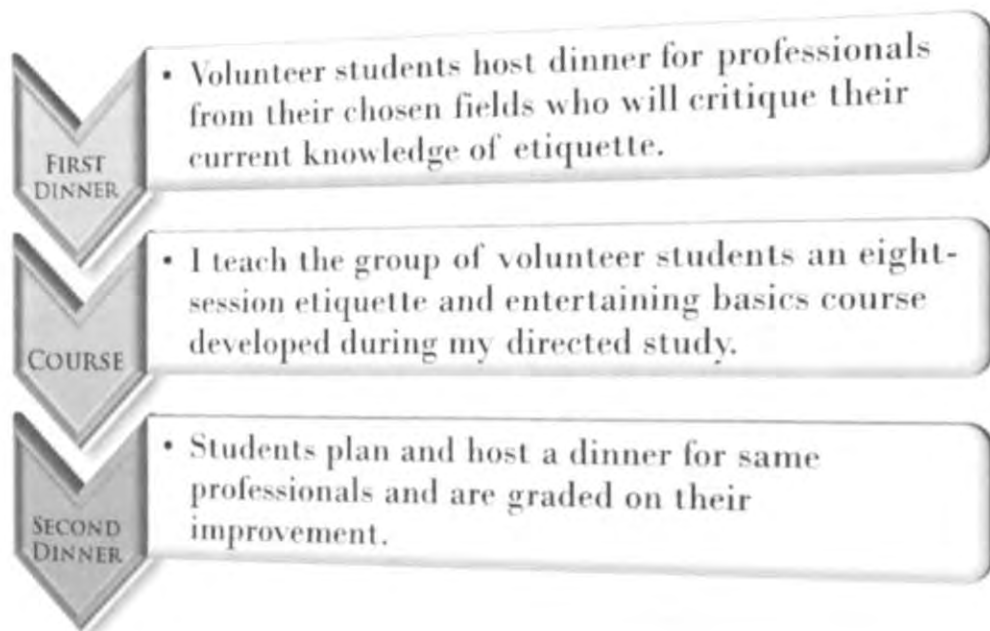


Figure 2

Grand Implementation

As I began the process of recruiting students to participate in my project, I took another hard look at the title of my project. Civility, while a very academic word, communicated very little to students, but "respect" they understood. I decided to change the name of my project one final time. Then with my self-designed logo, I began producing a set of professional quality materials for the course including note cards, surveys, and session summary sheets.

My recruiting efforts included a presentation to my project director Dr. Ray Franklin's freshman Bible Interpretation course, a Tigernet ad, and a word-of-mouth referencing campaign. Through these efforts, I garnered eleven student volunteers as listed in Figure 3.

NAME	CLASSIFICATION	MAJOR	HOMETOWN
• Matt Deal	• Senior	• Biology/Chemistry	• Weatherford, TX
• Mark Dewbre	• Freshman	• Undecided	• Kimberley, South Africa
• Aubree Fry	• Freshman	• Christian Studies/Dietetics	• Berryville, AR
• Greg Lawrence	• Freshman	• Business Administration	• Seginaw, TX
• Molly Magee	• Senior	• Mass Comm/Spanish	• Conway, AR
• Cane Neal	• Junior	• Early Childhood Ed.	• Gilbert, AZ
• Sarah Porter	• Freshman	• Accounting/Spanish	• Berryville, AR
• Kathleen Reynolds	• Senior	• History/English Literature	• Cincinnati, OH
• Cody Riggs	• Freshman	• Christian Studies	• Nederland, TX
• Jessica Scoggins	• Freshman	• English	• Bedford, TX
• J.L. West	• Senior	• Mass Comm/Biology	• Bolivar, MO

Figure 3

These students and I set Tuesdays and Thursdays at 6:00 p.m. in Jones Science Center 416 as our meeting time and place. We met that first Tuesday for me to inform them about the structure and expectations from the project. The next Thursday the students wrote invitations to their respective professionals, inviting them to the first dinner the following week.

The students and professionals met for the dinner at First Baptist Church, Arkadelphia, Arkansas. I purposely planned a menu of salad, soup, entrée, and dessert to test the students' knowledge of different utensils, and the dinner was located in a smaller room to lend an atmosphere of a private restaurant room. Students filled out survey both prior to and succeeding dinner that polled their

feelings of confidence and preparedness and accomplishment respectively. The professionals critiqued the students' manners including their invitation and attire.

Interestingly this did not produce the results that I had expected. I predicted that the professionals would notice unprofessional behavior in the students which would be improved upon through the course. However, the students were all very outgoing and must have blinded their dinner partners with their charm. The reviews were overall quite positive with only a few of the foibles I observed actually recorded by the professionals. This might be attributed to the professionals' gracious interest in getting to know the students as opposed to interviewing them for a position and/or a lack of awareness to the breaches being made by the students.

We then began the classes. Each of the eight evening sessions had a focus concept. They were—in order—image, introductions, in public, information, incidents and interactions, in attire, entertaining, and in dining. I provided the students with folders to store the sheets they received at each session.²⁶ Classes included entertaining lecture, group discussion, role playing, hands-on activities, video clips, slide shows, and even a practice meal.

However, as our time together drew to a close, I questioned the necessity of the second dinner. Faced with budgetary and time constraints and the divergent results of the first dinner, I decided to forego the second dinner in favor of a

²⁶ See Appendix C.

knowledge test. Their answers would be compared with those from students who had not taken the course. The students and I all hugged and parted to go our separate ways, and then I sat down to assess the results. I was incredibly pleased to find that, when asked an objective question, an average of 73% of my students could answer it correctly compared to 48% of students who had not taken the course.

CONCLUSIONS

About the Project

Many aspects of this project took paths I did not foresee. I found etiquette at the social level of the average Ouachita student to be more developed than I had originally anticipated. However, it wasn't surprising to learn how ill-equipped the same student felt on the personal level. Five of the eight respondents to the pre-dinner survey gave themselves a three (on a five-point scale) or below in confidence, and six of the eight gave themselves a three or below on preparedness to handle various aspects of the dinner. But when evaluating the course, they said, "I feel more equipped to perform well in various social situations;" "[This course] helped me feel more confident;" and "Simple Respect helped me build confidence in my ability to present myself well. It also stressed how using proper etiquette can glorify God."²⁷

I was extremely glad to receive this feedback, but even more so to hear how their definition of etiquette—and as a result, their lives—had changed: "There is so much more to etiquette than I ever would have dreamed. I learned so much about everyday situations...Now I pay more attention to the way that I interact with people and the way that other people feel when they are around me."²⁸

²⁷ "Course Evaluation," survey, (April 2010) 3,5.

²⁸ "Course Evaluation" 5.

Another student wrote, "There are ways that you can make other people feel welcome and comfortable that we should all be aware of. Those things are all part of etiquette."²⁹

About the Future

The CORE curriculum [is] a group of courses designed to foster intellectual inquiry and breadth of knowledge consistent with Ouachita's identity as a Christian liberal arts university...the CORE curriculum seeks to prepare students to live responsibly, productively, and meaningfully in a global society. To achieve these aims, the CORE curriculum encourages students to further their knowledge in a broad array of scholarly disciplines and to develop enhanced skills in critical thinking, effective communication, and quantitative reasoning. To guide the use of such knowledge and skills, the CORE curriculum further seeks to promote in students a sense of civic responsibility, an appreciation for cultural diversity, and a commitment to personal integrity, physical well-being, and spiritual growth.

This passage from our course catalog describes Ouachita's stand on education. My hope is that this thesis might further discussion about a course on etiquette being included in the CORE curriculum in order to combat such views as

²⁹ "Knowledge Test for Course Attendants," survey (April 2010) 11.

this one expressed by a student respondent in the control group: "[Etiquette] does not mean much to me. I generally prefer crowds or parties where etiquette is not required. I prefer to be more relaxed and just do what comes naturally instead of trying to force unnatural habits that all in all, in the scheme of life, seem unnecessary." Peggy Post disagrees, "[Etiquette and manners] embrace all that encompasses our lives today...they are guidelines for doing things with consideration, gracefully and well."³⁰ I believe this speaks to the heart of the mission of Ouachita Baptist University: vision, integrity, and service.

³⁰ Post xvii.

APPENDIX A: BIBLIOGRAPHY

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APPENDIX B: DINNER SURVEYS

NAME: _____

PROFESSIONAL: _____



PRE-DINNER STUDENT SURVEY

PREPAREDNESS:

PLEASE RATE YOUR HOW PREPARED YOU FEEL TO HANDLE EACH OF THE FOLLOWING

FOOD: 1 2 3 4 5

UTENSILS: 1 2 3 4 5

CONVERSATION: 1 2 3 4 5

CONFIDENCE:

PLEASE RATE YOUR HOW CONFIDENT YOU FEEL

NOT CONFIDENT 1 2 3 4 5 SUPER CONFIDENT

IMAGE:

PLEASE RATE YOUR IMAGE

INAPPROPRIATE DRESS 1 2 3 4 5 APPROPRIATE DRESS

UNPROFESSIONAL GROOMING 1 2 3 4 5 PROFESSIONAL GROOMING

POOR POSTURE 1 2 3 4 5 EXCELLENT POSTURE

POST-DINNER STUDENT SURVEY

TABLE MANNERS:

PLEASE RATE YOUR TABLE MANNERS TONIGHT:

NOT KNOWLEDGEABLE 1 2 3 4 5 KNOWLEDGEABLE

BAD CONVERSATION 1 2 3 4 5 EXCELLENT CONVERSATION

OPEN-MOUTH CHEWING 1 2 3 4 5 CLOSED-MOUTH CHEWING

NOISY 1 2 3 4 5 QUIET

IMPROPER UTENSIL USAGE 1 2 3 4 5 PROPER UTENSIL USAGE

IMPRESSION:

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT THE IMPRESSION YOU MADE

WHAT ARE SOME POSITIVE TRAITS YOU EXHIBITED?

WHAT ARE SOME NEGATIVE TRAITS YOU EXHIBITED?

WILL THIS PERSON WANT YOU TO REPRESENT THEM OR THEIR BUSINESS? YES NO

UNPOLISHED 1 2 3 4 5 POLISHED

UNPROFESSIONAL 1 2 3 4 5 PROFESSIONAL

DISRESPECTFUL 1 2 3 4 5 RESPECTFUL

NO CONFIDENCE 1 2 3 4 5 CONFIDENT

KNOWS NO ETIQUETTE 1 2 3 4 5 6 7 8 9 10 KNOWS ETIQUETTE

NAME: _____

STUDENT: _____



PROFESSIONAL SURVEY

INVITATION:

PLEASE RATE YOUR STUDENT'S INVITATION

UNPROFESSIONAL LANGUAGE 1 2 3 4 5 PROFESSIONAL LANGUAGE

ILLEGIBLE 1 2 3 4 5 LEGIBLE

CHECK THE FOLLOWING ITEMS YOUR INVITATION CONTAINED:

YOUR NAME CORRECTLY SPELLED AND TITLED

THE DATE, TIME, AND PLACE

THE MANNER OF DRESS

THE SPECIAL INSTRUCTION

IMAGE:

PLEASE RATE YOUR STUDENT'S IMAGE

INAPPROPRIATE DRESS 1 2 3 4 5 APPROPRIATE DRESS

UNPROFESSIONAL GROOMING 1 2 3 4 5 PROFESSIONAL GROOMING

POOR POSTURE 1 2 3 4 5 EXCELLENT POSTURE

TABLE MANNERS:

PLEASE RATE YOUR STUDENT'S TABLE MANNERS:

NOT KNOWLEDGEABLE 1 2 3 4 5 KNOWLEDGEABLE

BAD CONVERSATION 1 2 3 4 5 EXCELLENT CONVERSATION

OPEN-MOUTH CHEWING 1 2 3 4 5 CLOSED-MOUTH CHEWING

NOISY 1 2 3 4 5 QUIET

IMPROPER UTENSIL USAGE 1 2 3 4 5 PROPER UTENSIL USAGE

IMPRESSION:

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT THE IMPRESSION YOUR STUDENT MADE

OVERALL IMPRESSION:

UNPOLISHED 1 2 3 4 5 POLISHED

UNPROFESSIONAL 1 2 3 4 5 PROFESSIONAL

DISRESPECTFUL 1 2 3 4 5 RESPECTFUL

NO CONFIDENCE 1 2 3 4 5 CONFIDENT

KNOWS NO ETIQUETTE 1 2 3 4 5 6 7 8 9 10 KNOWS ETIQUETTE

WHAT WERE SOME POSITIVE TRAITS YOUR STUDENT EXHIBITED?

WHAT WERE SOME NEGATIVE TRAITS YOUR STUDENT EXHIBITED?

WOULD YOU HIRE THIS STUDENT TO REPRESENT YOU OR YOUR BUSINESS? YES NO

WHY OR WHY NOT?

DO YOU HAVE ANY OTHER COMMENTS OR SUGGESTIONS FOR THE SIMPLE RESPECT PROGRAM?

APPENDIX C: SESSION SHEETS

CONCEPT: IMAGE

Disclaimer:

◇ At first glance this may seem the most shallow of concepts, but it is one of the most important. Our society is incredibly visual both in reaction and memory. No matter how much you know about your subject, if you do not appear trustworthy in style or manner, then you will have to first fight to be taken seriously.

◇ According to the Electronic Ardell Wellness Report, you have 30 seconds to make an impression. With the Internet and fast food restaurants, our society has become impatient and will change the channel if those 30 seconds are wasted.

◇ We must realize the immediate and powerful impact of our image, taking nothing for granted. The Wellness Report also states that “75% of trusted communication is non-verbal.”

◇ We might be disconcerted to watch ourselves perform basically unconscious acts throughout the day. It cannot be a public/private thing because what you do in private will come out in public.

◇ Image is comprised of languages. As with many languages, if you don't know what you are doing or are not fluent, you may inadvertently say something you did not intend. A way to remember: French, Spanish, German, Russian

French: Face Language

◇ Your demeanor not only tells others what you are feeling, but it also influences the way you actually feel. “We have a lot of control over our moods,” says William Fleeson, associate professor of psychology at Wake Forest University. Dr. Eric Finzi, a medical director and president of Chevy Chase Cosmetic Center in Chevy Chase, Md., and Dermatology and Cosmetic Surgery Associates in Greenbelt, Md., theorizes that the reason for this is the constant feedback going on between facial expression muscles and the brain.

◇ A number of research studies, such as that of Kleinke, Peterson, and Rutledge (1998), have shown that making a facial expression, such as a smile, can produce effects on the body that are similar to those that result from the actual emotion, such as happiness.

Spanish: Stance Language

◇ Use the string technique.

◇ This has health applications as well.

◇ Standing and sitting straight does not have to look unnatural.

◇ This says a lot about how you feel about yourself.

German: Grooming Language

◇ Grooming is not about looking exactly like everyone else, but about putting your best foot forward. You can have your own sense of style and still look clean and neat. Knowing that you look put together means not having to worry that you're not.

Russian: Reflex Language

◇ This is about the gestures that we do subconsciously. Know yours so you can control them.

◇ Pushing with hands

◇ Playing with hair, face, jewelry

◇ Never looking someone in the eye

CONCEPT: INTRODUCTIONS

THE 6 S'S

- ◇ Stand
- ◇ Smile
- ◇ See their eyes
- ◇ Shake hands
- ◇ Speak your name clearly
- ◇ Say their name back to them

Other Tips:

- ◇ The most important rule in making introductions is to make an effort, even if you forget the etiquette or name.
- ◇ If you are seated next to strangers, introduce yourself and make a comment. They may choose not to converse, but at least you have done your part.
- ◇ Be careful not to ignore anyone.
- ◇ Try to say the person's name at least three times within first meeting them to help your memory, and people love to hear their name.

THE RULES FOR MAKING INTRODUCTIONS

- ◇ Honor the female over the male: "Sarah, this is John Bennett, my next-door neighbor. John, this is Sarah Brown, my coworker."
- ◇ Honor the elder person before the younger: "Reverend Johnson, this is my roommate, Laura McGrew. Laura, this is Reverend Johnson, our pastor here at First Baptist."
- ◇ Honor the higher-ranking individual: "Governor Jones, I'd like you to meet Walker Abrams, our new clerk."
There is no need for repetition here.
- ◇ Honor a customer over anyone within your company.
- ◇ Honor same-level associates from another company over those in your own.
- ◇ Honor anyone to whom you are introducing family.

AFTER THE INTRODUCTION

- ◇ After you are introduced, simply say hello or, "It's nice to meet you," and repeat the person's name.
- ◇ Always give both first and last names when being introduced.
- ◇ Never assume it's appropriate to call someone by their first name. This also avoids embarrassment if you cannot remember it.
- ◇ If your name is mispronounced, simply repeat it. DON'T allow them to continue to mispronounce it.
- ◇ In social situations the man shakes hands with a woman only if she initiates.
- ◇ If approaching a group of five or more friends, introduce someone to the group and allow them to introduce themselves separately later.
- ◇ After you are introduced, simply say hello or, "It's nice to meet you," and repeat the person's name. Say this again when leaving a person whom you have just met.
- ◇ In the event you forget someone's name, say, "This is my friend, Karen Harrison." Then pause and hope they will introduce themselves. If not, be honest: apologize and ask them to help you out re-introducing themselves. The key is to be natural.

CONCEPT: IN PUBLIC

General Tips:

- ◇ Be respectful of time.

Plan to arrive on time and try to arrive within 5-10 minutes of the appointed time.

- ◇ Be respectful of people.

You can have a good time and still speak and act in a way that is considerate of your fellow travelers or patrons. "Your behavior in public should be marked by quiet dignity." -J.H.M. This also includes those who are not showing you the same consideration.

- ◇ Be respectful of place.

This means picking up after yourself and adjusting your behavior to the atmosphere.

- ◇ Be respectful of protocol.

Know and follow policies and etiquette of the event or place you are attending.

- ### COURTESIES BETWEEN MEN AND WOMEN
- ◇ A man offers his right arm when escorting a woman.

- ◇ A man opens a pull door for a woman or precedes her through a heavy push door.

- ◇ A man is always in the position of protection: preceding down stairs and out of an elevator or train, following up stairs, and on the curb or doorway side of the street depending on the greater danger.

- ◇ A date should be requested in advance, and a response given promptly.

- ◇ Request a date by specifying the event, not by asking what they are doing the following weekend.

- ◇ On a date, chatting briefly with friends is acceptable. Remember, however, that you are on a date and don't ignore yours.

- ### IN CROWDED SITUATIONS
- ◇ Excuse yourself if you receive an urgent phone call, a sudden hacking lung, or an irritated infant.

- ◇ Try to always be patient because in large groups agitated feelings spread more quickly.

- ◇ Some people may not recognize they are being rude, so gently remind them they are disturbing others.

- ◇ Find a proper lull to enter and exit theatres.

- ◇ Face your derriere away from people as you enter and exit the row.

- ◇ Talking and laughing with your friends may seem perfectly reasonable to you, but noises are usually amplified in any kind of enclosed space.

- ◇ Try to keep your belongings close to yourself and of reasonable size to do so.

- ◇ When in doubt as to the proper protocol, it is generally a better idea to hang back and observe a moment then to blunderblust through.

- ### IN SPECIAL SITUATIONS
- ◇ The most important thing to remember is that handicapped individuals most often want to be treated like everyone else.

- ◇ Never point or stare or otherwise call attention to someone who is different in any way.

- ◇ Before grabbing a wheelchair or someone's arm, ask politely if you can be of help.

- ◇ If your offer is accepted, ask how you may help, thus acknowledging that the person is not totally dependent.

- ◇ Avoid appearing impatient if your offer is declined, and the person takes twice as long to accomplish the task.

CONCEPT: INFORMATION

ELECTRONIC COMMUNICATION

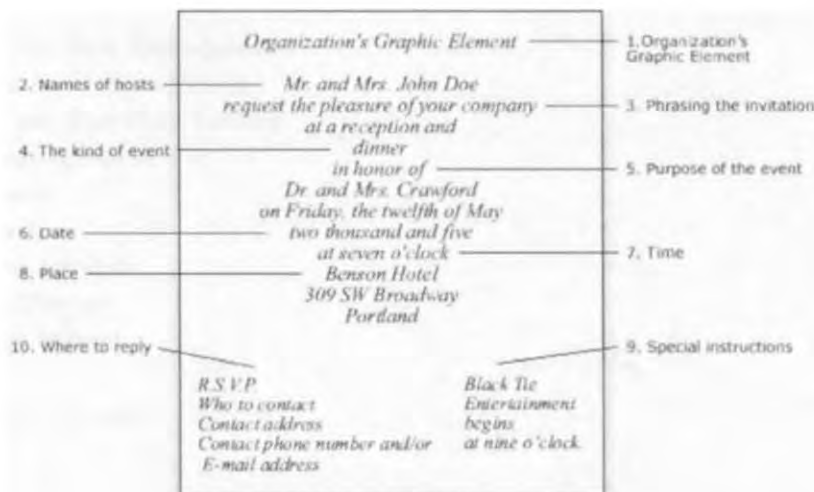
- ◇ Is the message clear?
- ◇ Is the wording tasteful?
- ◇ Are grammar and spelling correct?
- ◇ Would I be willing to put this on a postcard for everyone to see?

A Handwritten Note Communicates that You Care:

- ◇ Write a practice note first, read it aloud to see if it communicates what you want and is easy to read, and spell and grammar check the final product.
- ◇ Avoid underscoring, exclamation points, using all capital letters, abbreviations, or postscripts.
- ◇ Do not write on both sides of the paper.
- ◇ One week is a good rule for posting correspondence.
- ◇ Men are titled Mr. if they are 18 or older. Women are Miss from birth until age 25 or marriage. Then they become a Mrs. until they divorce. Unmarried, divorced, or women you are unsure of are addressed as Ms. Don't put titles before and after names.
- ◇ Use the date and first and last names.
- ◇ Social correspondence is addressed with each line indented. Business addresses are not indented.
- ◇ Write in black ink.

TELEPHONE ETIQUETTE

- ◇ Smile when you begin to speak when making or receiving a call. It can be heard.
- ◇ Always identify yourself.
- ◇ Be respectful of the time.
- ◇ Don't eat, drink, chew gum, talk to other people in the room or use the restroom. Consider a phone call a date and give them your attention.
- ◇ The person who places the call is responsible for ending it as well as replacing the call if it is dropped.
- ◇ Be as polite as you would be in person including please, thank you, and sorry, especially if you have the wrong number.



CONCEPT: INCIDENTS AND INTERACTIONS

5 Categories of Faux Pas:

French phrase translated literally as “false step,” meaning a slip or blunder in manners or conduct

- ◇ Category 1: Getting Caught
Lying, saying something you shouldn't, or pretending you know something; high embarrassment factor
- ◇ Category 2: Being Mean
Accidental insults, careless comments, compliments that go awry; often known as foot-in-mouth disease
- ◇ Category 3: Behaving in an Inappropriate Manner
Covers most physical faux pas including dress, overfamiliarity, embarrassing questions and observations
- ◇ Category 4: Faux Pas of Omission
Covers any lapses such as failing to introduce someone or invite them to a party
- ◇ Category 5: Saying or Doing Something That's Just Plain Dumb
Involves revealing yourself to be ignorant of something about which you should know

FAUX PAS DANGER ZONES AND RULES

- ◇ Faux pas are connected to your emotional or psychological state. More will occur when you are nervous, tired, stressed, tipsy, distracted, daydreaming, excited, aroused, rushed, or otherwise out of focus. This doesn't mean you should be fearful, just more careful when you are in these vulnerable states and knowledgeable about your personal faux pas climates.
- ◇ Many faux pas can be avoided by following the following rules:
 - ◇ Never assume.
 - ◇ Think before you speak, specifically who you are speaking to in relation to what you are saying.
 - ◇ Always be aware who is within earshot, but without looking paranoid.
 - ◇ When in doubt, admit your ignorance.

BASIC FAUX PAS RECOVERY TECHNIQUES

- ◇ Apologies
 - ◇ The Prestrike Apology
 - ◇ The Self-Effacing Apology
- ◇ Humor
- ◇ Faux Pas-Moi
 - ◇ Pretend You Were Misunderstood
 - ◇ Blame an Anonymous Person
 - ◇ Pretend You Were Only Kidding
 - ◇ Completely Ignore It
- ◇ The Anti-Recovery
- ◇ Diversionary Tactics
 - ◇ Anecdotal Antidote
 - ◇ Extreme Flattery
 - ◇ Change of Subject
- ◇ Exit
- ◇ Time Heals (Some) Wounds

CONCEPT: INCIDENTS AND INTERACTIONS

A Word About Smiling:

*When going in,
No toothful grin.
Use, for a while,
The closed-mouthed smile.
After a clever remark,
The lips may part.*

A closed-mouth smile is mysterious, sophisticated and subtle. There is something decidedly off-putting, even odd, about a complete stranger approaching you with an enormous grin on his/her face.

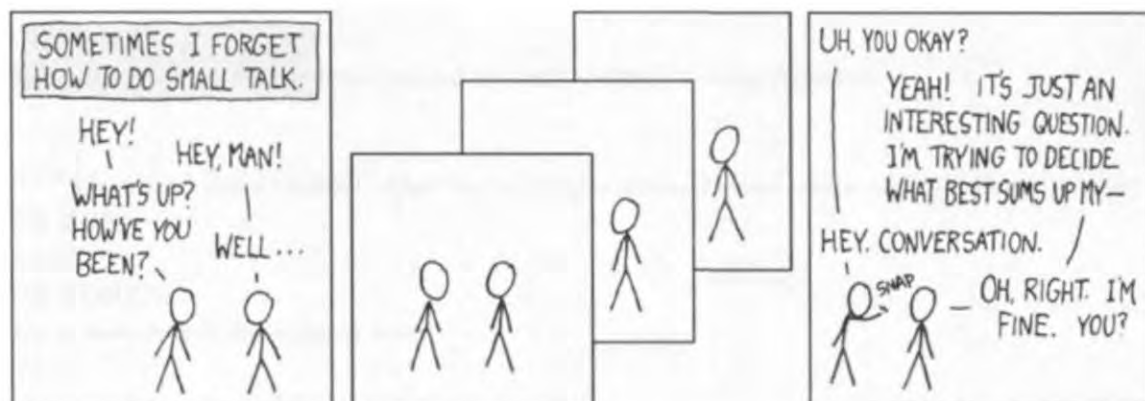
- ◇ Don't panic when entering a room. You are not the only person feeling nervous. The simple affirmation of "I'm going to fake it till I make it," is surprisingly effective.
- ◇ No one wants to talk to someone showing outward signs of fear or depression. Take a deep breath. Curtain up. What you project the first few moments is more important than what you feel.
- ◇ Try starting with someone else alone or looking out of place.
- ◇ You can often tell a lot about a person by their appearance, and it's easier to converse with someone similar to you.

ENTRANCE MANEUVERS

- ◇ The Honest Approach

- ◇ I don't know a soul...

- ◇ The Fade-In
- ◇ The Flattery
- ◇ The Opinion Test



CONCEPT: IN ATTIRE

General Tips:

- ◇ When in doubt, dress more formal. Men and women should keep a blazer (and tie) handy.
- ◇ Fit (in addition to cleanliness) is next to godliness. Invest in quality clothing and a lint roller.
- ◇ Make sure your socks/hosiery is inconspicuous by matching to your pants or shoes and covering your calves (men) and avoiding patterns (women).

DRESSIER:

- ◇ Dark colors; collar, jacket, tie; solids; smooth fabric texture; shined leather shoes/belt

MORE CASUAL:

- ◇ Light, bold colors; No collar, jacket, tie; patterns; rough fabric texture; suede or canvas shoes/belt

(Typical events: diplomatic receptions and balls, important fund raising dinner)

FOR MEN:

- ◇ a black short jacket that doesn't fasten in front with two long black tails (tailcoat jacket). A white wing collar shirt, white vest and white tie (that's why it's called white tie) are also worn.

FOR WOMEN:

- ◇ Think long/ball gowns like at the academy awards.

(Typical event: weddings, theatre opening nights, débutante balls)

FOR MEN:

- ◇ This means (no tails) black tuxedo with black tie, white dress shirt, cufflinks & studs (to replace buttons), a vest or cummerbund (the waist wrap – remember the folds face up to catch the crumbs - that's why it's nicknamed a crumb-catcher).

FOR WOMEN:

- ◇ glitter and glitz, evening/long dresses with sheer hosiery and rich shoes.

(sometimes called Black Tie Optional; Typical events: formal evening, always after 6:00 p.m.)

FOR MEN:

- ◇ tux with black shirt, no tie or dark suit.

FOR WOMEN:

- ◇ Long dress or a tea length dress (around the calf) or dressy evening separates.

(sometimes called Cocktail, After Five or Holiday Attire; Typical events: cocktails, formal parties)

FOR MEN:

- ◇ a suit

FOR WOMEN:

- ◇ tea or knee-length dress, dressy suit

CONCEPT: IN ATTIRE

INFORMAL

(sometimes called Business Attire or Smart Casual; Typical events: Diplomatic meetings, business purpose, many social occasions, everyday wear)

FOR MEN:

◇ Could be a suit, dress pants and a sports jacket with or without a tie, colored shirt or fine gauge knit sweater/polo shirt

FOR WOMEN:

◇ A dress, pantsuit or a skirt with or without a jacket

BUSINESS CASUAL

(sometimes called Dressy; Typical event: company party, church events)

FOR MEN:

◇ A jacket is not necessary, colorful shirt/fine gauge knit top and tie is optional, slacks

FOR WOMEN:

◇ Colorful sporty looks. Jacket recommended with skirt or pants

CASUAL

(sometimes called Contemporary Business Casual; Typical events: business purposes, church events, parties)

FOR MEN AND WOMEN:

◇ Dark jeans or khakis with a dressy top or collared shirt tucked in

LEISURE

(sometimes called Saturday Casual; Typical events: weekend wear, backyard barbeques, this is what you wear on the weekend if you expect to come in contact with other humans)

FOR MEN AND WOMEN:

◇ Jeans and a clean shirt untucked

ACTIVE

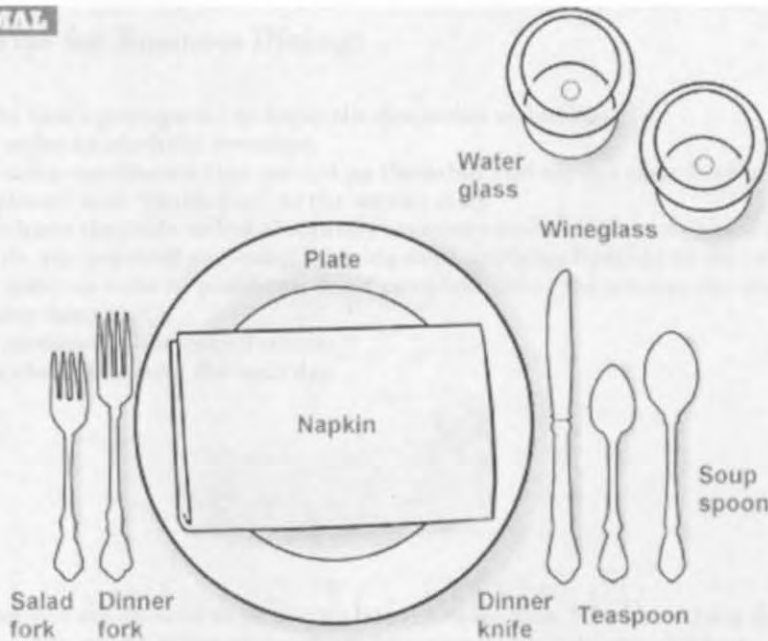
(sometimes called Sporty or Streetwear; Typical events: weekend wear, hikes, sports activity, around the house)

FOR MEN AND WOMEN:

◇ The only time to introduce stretch pants, loungewear, or shorts

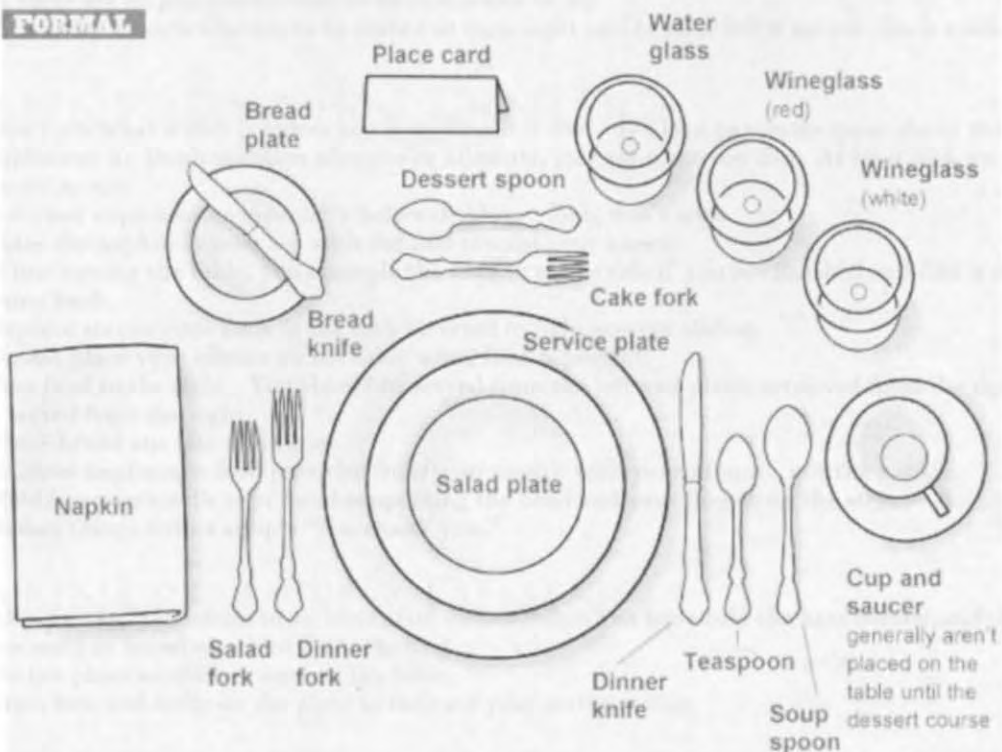
CONCEPT: ENTERTAINING

INFORMAL



Utensils are placed one inch from the edge of the table

FORMAL



CONCEPT: IN DINING

Tips for Business Dining:

- ◇ It is the host's prerogative to begin the discussion of business.
- ◇ Never order an alcoholic beverage.
- ◇ Don't order condiments that are not on the table, and always taste food before seasoning.
- ◇ Say "please" and "thank you" to the service staff.
- ◇ Do not leave the table unless absolutely necessary and in that case excuse yourself.
- ◇ Don't do any personal grooming (blowing nose, applying lipstick) at the table.
- ◇ Don't make an issue of problems; don't complain about the service, the atmosphere, the noise level or anything else.
- ◇ Don't monopolize the conversation.
- ◇ Send a thank you note the next day.

- ### MANNERS PRIOR TO DINNER
- ◇ The one time you are allowed to be a little late (no more than 10 minutes) is a dinner at someone's home when arriving early might inflict unnecessary strain on an already stressed host.
 - ◇ Don't bring an uninvited guest unless the host is notified well in advance.
 - ◇ The key is following the lead of the host/hostess. Don't touch anything until they do.
 - ◇ If you are the guest of honor, take or send a hostess gift. A vase with flowers is always a good choice.
 - ◇ Don't enter the kitchen or preparation area unless invited.
 - ◇ If there are no placecards, wait to be told where to sit.
 - ◇ Men assist women who are to be seated to their right and to their left if no one else is available.

- ### MANNERS WHILE DINING
- ◇ Don't ask what a dish is unless you compliment it first. It's best to remain quiet about the food except to compliment it. Don't mention allergies or ailments, just eat what you can. At least pick up your fork and pretend to eat.
 - ◇ Use your napkin often especially before drinking. Dab, don't wipe.
 - ◇ Place the napkin in your lap with the fold toward your knees.
 - ◇ When leaving the table, you crumple the napkin to the side if you are finished and fold it if you are coming back.
 - ◇ Replace serveware back in the dish inverted to help prevent sliding.
 - ◇ Do not place your elbows on the table when food is present.
 - ◇ Pass food to the right. You should be served from the left and plates retrieved from the right. Beverages are served from the right.
 - ◇ Pinch bread one bite at a time.
 - ◇ Remove unpleasant food particles from your mouth with your utensils, not the napkin.
 - ◇ Hold beverages with your hand supporting the bowl and your fingers on the stem.
 - ◇ Refuse things with a simple "No, thank you."

- ### MANNERS AFTER DINING
- ◇ Always stay 30 minutes to an hour after dinner unless you have told the host beforehand that you will leave early or based on a hint from the host.
 - ◇ Do not place used silverware on the table.
 - ◇ Cross fork and knife on the plate to indicate your eating status.

APPENDIX D: KNOWLEDGE TEST

Questions 1-4 asked for personal information about the students: their name, hometown, classification, and occupational goals.

Q05: How long do you have to make a first impression?

Concept: Image

- A. 15 seconds
- B. 30 seconds
- C. 1 minute
- D. 5 minutes

Q06: What are three ways you communicate non-verbally?

Concept: Image

Q07: You are at a business luncheon with your boss who is meeting the client whose account you manage. Who do you introduce to whom?

Concept: Introductions

- A. Introduce your boss to your client. (Honor your client.)
- B. Introduce your client to your boss. (Honor your boss.)

Q08: You are with your friend Lucy Pevensie, who is visiting your church, when you catch the eye of your pastor Dr. Cornelius Narn. He approaches. What do you say to introduce them?

Concept: Introductions

- A. "Dr. Cornelius, this is my friend Lucy. Lucy, Dr. Cornelius."
- B. "Lucy, this is Dr. Cornelius. Pastor, this is my friend Lucy."
- C. "Lucy, I'd like you to meet Dr. Cornelius, my pastor. Dr. Cornelius, this is Lucy."
- D. "Dr. Cornelius, this is my friend Lucy Pevensie. Lucy, this is Dr. Cornelius Narn, my pastor."

Q09: What is something you should NOT do during introductions?

Concept: Introductions

- A. Introduce someone to a group of five or more people as a whole rather than to each individual.
- B. Correct a mispronunciation of your name.
- C. Honor your sister over your female friend. (Say your sister's name first)

Q10: What is considered the correct way to enter a theatre row?

Concept: In Public

- A. Facing away from those who are seated
- B. Facing toward those who are seated
- C. Both of the above are considered correct

Q11: In general, a man offers his left arm when escorting a woman.

Concept: In Public

- A. True
- B. False

Q12: Who is responsible for replacing a dropped call?

Concept: Information

- A. The person who placed the call
- B. The person who received the call
- C. The person whose phone dropped the call
- D. All of the above

Q13: Who receives the title Ms.?

Concept: Information

Q14: You are addressing an invitation. "Dr. Robert Stevens" would be followed by M.D.

Concept: Information

- A. True
- B. False

Q15: You are attending an art opening with your friend Johan who is friends with the artist. Johan eventually wanders off. You comment to a bystander that the artist must be very unique, and he replies that he certainly thinks so as he is the artist.

Concept: Incidents and Interactions

- A. Faux pas
- B. Ne faux pas

Q16: You receive invitation to a party that requests semi-formal wear. What do you wear?

Concept: In Attire

Q17: List two events that might call for "informal" attire.

Concept: In Attire

Q18: Nice dark jeans are appropriate for business casual.

Concept: In Attire

- A. True
- B. False

Q19: Where and how is the knife placed?

Concept: Entertaining

- A. To the left of the plate, blade out

- B. To the right of the plate, blade out
- C. To the left of the plate, blade in
- D. To the right of the plate, blade in

Q20: How do you place the napkin in your lap and why?

Concept: In Dining

Q21: What are the differences between a soup spoon and an iced drink spoon?

Concept: Entertaining

Q22: It is acceptable to be late to dinner at someone's home.

Concept: In Dining

- A. True
- B. False

**Q23: Food is served from the _____ and taken from the _____.
Beverages are served from the _____.**

Concept: In Dining

- A. Left, left, right
- B. Left, right, right
- C. Right, left, right
- D. Right, right, left

Q24: What does etiquette mean to you? Please include both your definition and your personal feelings about it.

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