

Introduction to Interpersonal Communication

Part 1 - Foundations of Interpersonal Communication

Chapter 1: Introduction to Interpersonal Communication

- communication is the process of acting on information - IC is the transactional form of communication involving mutual influence (managing relationships)
- you communicate with someone as a unique, authentic individual rather than an object - involving true dialogue that is not self-centered (I-thou) - honest, spontaneous, open, non-judgmental (giving your full attention to the other -- unlike impersonal communication (I-it) which involves none of these things)
- **mutual influence** - all partners are affected by the transaction (spirit of mutual equality) and about being understood and accepted
- all IC influences us and creates meaning
- **relationships** - ongoing connection made with another person (initiate and form relationships by communicating with people we find attractive in some way)
- **mass communication** - communicating something to many people at once, but the speaker is not usually present (little opportunity for the listeners to respond to the speaker)
- **public communication** - speaker addresses a large audience of people in person
- **small-group communication** - group from 3-15 people group to interact with a common purpose and mutually influence one and other
- **intra-personal communication** - communication with one's self
- IC helps to improve relationships with family, friends, lovers, colleagues
- IC helps to improve physical and emotional health
- depression - social supports systems can remedy this
- communication involves the **source** (originator of thought or emotion who puts the emotion into a **code** (**encoding - decoding** is the opposite) so that the receiver can interpret it) , the **message** (written, spoken/ unspoken elements of cmn - intentionally or not), the **channel** (the pathway that corresponds to the senses), the **receiver** (the person who decodes the message and tries to make sense of it), the **noise** (anything that interferes with the message and may keep it from being understood)
- **human cmn as interaction** also includes feedback (the response to the message) and context (the physical and psychological cmn environment)
- **human cmn as a transaction** - when we talk to each other, we are constantly reacting to what the other is saying and all of the interaction is simultaneous (source to receiver with noise - a mutual transaction) - based on the systems theory where one element affects all the other elements of the system in some way
- the transactional approach sees no single cause that explains why one interprets messages in a certain way
- IC can be seen as the co-ordinated management of meaning through episodes (during which the message of one influences the message of the other)
- **mediated IC** (cell phone, internet) four differences -->
- anonymity - not completely sure who you're communicating with over email (for e.g.)
- physical appearance - less emphasis on physical appearance online
- distance - send messages from long distances
- time - better control over timing and pacing of messages with texts, emails (asynchronous interaction - messages are not necessarily read, heard, or seen at the time you send them - may be a time delay)
- cues-filtered-out theory - emotional expression severely cut out (non-verbal cues like tone of voice and facial expression are cut out)
- social-information processing theory - we can communicate relational and emotional messages via the internet, but it may take longer to express messages typically communicated with facial expression or tone of voice

- media richness theory - identifies the richness of the medium by the amount and quality of information passed (including emotional expression) - (the amount of feedback, the number of cues that the channel can convey, variety of language, potential for expressing emotions and feelings)
- *interpersonal communication connects us to others:*
- “we relate in talk”
- hyper-personal communication - IC facilitated by using a computer used to establish relationships with each other
- most IC is irreversible
- IC is complicated - 6 “people involved” when one communicates with another:
 - who you think you are, who you think the other person is, who you think the other person thinks you are, who the other person thinks s/he is, who the other person thinks you are, who the other person thinks you think s/he is
- language uses symbols to represent things in communication
- IC as governed by rules - a rule is a follow-able prescription that indicates what behaviour that is obligated, preferred, or prohibited in certain contexts - they help define appropriate or inappropriate cmn in any given circumstance (may have to do with culture)
- **content of cmn** - new information, ideas, or suggested actions that a speaker wishes to share
- **relationship dimension** - the implied aspect of cmn message, which conveys information about emotions, attitudes, power and control
- **meta-communication** - verbal or non-verbal cmn about cmn (usually more implied) to try to figure out what people really mean
- **emotional-response theory** - theory that suggests any human emotion experienced can be interpreted along the three dimensions of: pleasure-displeasure, arousal-non-arousal, dominance-submissiveness. Our emotional response to what we experience helps determine whether we ultimately approach or avoid what we are experiencing
- IC myths cleared up:
 - more words do not always make things more clear (better choices of words and phrases that best suit the situation are generally a better approach)
 - the meaning of words resides in people, not necessarily the words themselves
 - information may be sent, but not anything may be communicated
 - interpersonal relationship problems are not always communication problems
 - communi-biological approach to cmn - suggests that some people inherit certain traits that affect the way they communicate with others and it can be predicted based on those traits
 - social learning theory - we can learn to adapt and adjust our behaviour towards others and that how we behave is not solely based on genetics
 - to be competent in the ways you communicate, one must be effective (when the message is easily understood by the receiver) and appropriate (right time, place, context)
 - to be a better communicator, you must be knowledgeable about how cmn works (understand principles, components and rule of cmn), you must also be skilled and be able to translate that knowledge into action, must be motivated to improve, must be able to adapt messages to others, must be ethical and become “other-oriented”
 - ego-centric communicators - create messages without giving much thought to the person who is listening (to be self-focused and self absorbed) - difficult to communicate properly when we only think about ourselves
- Martin Buber - true dialogue as the essence of true, authentic communication -- “I-It” “I-Thou”

Chapter 2: Interpersonal Communication and Self

- **the self** - the sum total of who a person is (a person's central inner force)
- **self-concept** - a person's subjective description of who the person thinks s/he is (filtered through one's own perceptions)
- **attitude** - learned predisposition to respond to a person, object or idea in a favorable or unfavorable way (reflect what you like or don't like)
- **beliefs** - the ways in which you structure your understandings of reality (what is true and what is false) - most of these beliefs are based on previous experience
- **values** - enduring concepts of good/bad or right/wrong (most resistant to change than your attitudes or beliefs)
- three ways of being self-aware (conscious of who you are and what you are doing):
 - **subjective self-awareness** - ability to differentiate the self from the social and physical environment (very basic awareness - you are your own separate entity)
 - **objective self-awareness** - ability to be the object of one's own thoughts and attentions (to be aware of one's state of mind and that one is thinking about something)
 - **symbolic self-awareness** - unique human ability to think about oneself and use language (symbols) to influence the way you are perceived by others)
- William James components of the self:
 - **the material self**: the self as reflected by all of the tangible things you own (possessions, home, body - physical appearance)
 - **the social self**: your concept of self as developed through your personal and social interactions with others
 - **the spiritual self**: concept of your self based on your thoughts and introspections about your values and moral standards (religious belief or disbelief)
- development of the self-concept by our interactions with others, associations with groups, roles we assume, our own labels, our personalities
- **looking glass** - we learn who we are based on interactions with others (that are reflected back to you)
- **reflected appraisal** - we develop self-concepts based on how we believe others see us (has been theorized that the primary way by which our self changes is by how people respond to us)
- we are more likely to be influenced by others if it is repeated by many people, if that person has already earned our confidence or if the comments are consistent with our own experiences
- associations with groups are a significant part of who we are
- the social roles we find ourselves in in life also influence the self (employment, family)
- the self labels we use (acquired through self reflectiveness (people make sense of the world on the basis of their interactions with other people) and self-reflexiveness (the human ability to think about what we are doing as we are doing it))
- **personality** - consists of a set of enduring internal predispositions and behavioral characteristics that, together, describe how you react to your environment
- **shyness** - the tendency not to talk or interact with people (a discomfort or inhibition in interpersonal situations that interferes with the pursuit of goals)
- **communication apprehension** - the fear or anxiety of either real or anticipated communication with other people
- **willingness to communicate** - general characteristic that describes an individual's tendency to be shy or apprehensive about communicating with others
- **self-esteem (self-worth)** - evaluation of your value or worth as reflected in your perceptions of such things as your skills, abilities, talents and appearance
- people derive their sense of self-worth by comparing themselves to others (social comparison) - process of comparing yourself to others who are similar to you to measure your worth and value

- **life position** - describes our overall sense of our own worth and that of others (being “OK” or “not OK” as reflected in your self-worth/self-esteem)
- **face** - a person’s positive perception of himself in interactions with others
- **face-work** - using communication to maintain your own positive self-perception (self-face) or to support, reinforce, or challenge someone else’s self-perception (other-face)
- **intra-personal communication** - communication within one’s own mind (including self-talk)
- **visualization** - technique that involves you imagining that you are performing a particular task in a certain way (positive visualization can enhance you self-esteem)
- avoid comparing yourself to others
- **reframing** - the process of redefining events and experiences from a different point of view
- develop honest relationships - someone who you can help you objectively and honestly reflect on your virtues and vices
- let go of the past - try not to dwell on negative experiences (look for ways to enhance abilities in the future)
- seek support (**social support**) - expression of empathy and concern for others that is communicated while listening to them and offering positive and encouraging words
- **talk therapy** - technique by which a person describes his/her problems and concerns to a skilled listener in order to better understand the emotions and issues that are creating the problems
- self-esteem acts as filters in every interaction with others
- being **other-oriented** (being sensitive to thoughts and feelings of others) - this begins with decentering (cognitive process in which you take into account other’s thoughts, feelings, values, backgrounds, perspectives) - to do so you yourself must be centered and aware of oneself
- we use ourselves as a frame of reference in order to interpret other people
- **specific-other perspective** - the process of relying on observed or imagined information about another person to predict that person’s behaviour
- **generalized-other perspective** - the process of relying on observed or imagined information about many people or people in general to predict a person’s behaviour
- **self-fulfilling prophecy** - the notion that predictions about your future actions are likely to come true because you believe that they will come true
- need for inclusion - each of us has the need to be included in activities with others
- need for control - interpersonal need for some degree of dominance in our relationships as well as the need to be controlled
- need for affection - the need to give and receive love, personal support, warmth and intimacy
- the way we interpret messages (communication style/social style) - consistent way of relating to others based upon your personality, self-concept and self-esteem -- developed based on our social learning approach (theoretical perspective that suggests the origins of our communication styles lie in what we learn directly and indirectly from other people)
- assertiveness and responsiveness - the 2 dimensions that underlie how we interact with others
- **assertiveness** - tendency to make requests, ask for information, and generally pursue your own rights and best interests
- **responsiveness** - tendency to be sensitive to the needs of others, including being sympathetic to the pain of others and placing the feelings of others above your own
- **self-disclosure** - occurs when you purposely provide information to others about yourself that they would not learn if you did not tell them (this allows others to understand you better and convey your certain level of trust and acceptance to another person)
- **social penetration model** - model of self-disclosure and relational development that reflects both depth and breadth of shared information in a relationship (what dimensions of a person are shared)
- Johari window model - how the awareness of who you are is influenced by your own level of disclosure
- the window represents the self and the larger (or smaller) the quadrants become, the more (or less) is known in that quadrant

- this includes:

- - things known to others and yourself (open)
- - things known to others, but not yourself (blind)
- - things not known to others, but known to self (hidden)
- - things not known to others or self (unknown)
- characteristics about self disclosure:
 - *usually moves in small increments*
 - communication privacy management theory - each of us has our own boundaries for sharing personal information
 - *moves from less personal to more personal information*
 - we can describe the depth of our self-disclosure by the intimacy level of the information we share
 - level 5 - cliché communication - saying “hey”, “hello” etc.
 - level 4 - facts and biographical information
 - level 3 - attitudes and personal ideas
 - level 2 - personal feelings - reveal more personal and intimate fears, secrets, attitudes
 - level 1 - peak communication - much risk and trust involved
 - *self-disclosure is reciprocal*
 - if one shares information about the self, they generally expect to get that kind of information back (dyadic effect - “you disclose to me, I’ll disclose to you”)
 - *self-disclosure involves risk*
 - can face rejection and the other person has power to disclose that information to others
 - *self-disclosure involves trust*
- Horney - self as “the central inner force, common to all human beings and yet, unique to each, which is the deep source of each
- Harry Stack Sullivan - from birth to death, our self changes primarily because of how people respond to us
- Charles Cooley - looking-glass self
- George Herbert Mead - our behaviour is a consequence of others
- William James - you have more than one self -- use then depending upon the situation

Chapter 3 - Interpersonal Communicating and Perception

- selecting, organizing and interpreting (3 stages of perception)
- **perception** - experiencing the world and making sense out of what is experienced
- interpersonal perception - the process of selecting, organizing, and interpreting one's observations of other people (how we decide what people are like and give meaning to their actions)
- 4 general principles of selection frame the process of how we select what experience - selective perception, selective attention, selective exposure, selective recall
- **selective perception** - process of seeing, hearing, or making sense of the world around us based on such factors such as our personality, beliefs, attitudes, hopes, fears and culture as well as what we like and don't like
- **selective attention** - the process of focusing on specific stimuli as we selectively lock on to certain stimuli and ignore others (we tend to attend to things that relate to our needs and wants)
- **selective exposure** - our tendency to put ourselves in situations that reinforce our attitudes, beliefs, values or behaviours (we like to be in places that make us feel comfortable and feel support the way we see the world)
- **selective recall** - occurs when we remember things that we want to remember and forgot or repress those that we want to forget (things unpleasant, uncomfortable or unimportant to us)
- **thin-slicing** - making a judgement on a small sample of someone's behaviour and then making a generalization about what the person is like based on that behaviour
- we create categories - after we receive stimuli, we organize it into convenient, understandable and efficient categories to let us make sense of what we observed (chunking) - allows us to quickly process complex information because it lets us **superimpose** a framework or familiar frame of reference in order to better understand
- we link categories - through a process called **punctuation**, we make sense of stimuli by grouping, dividing, organizing, separating and further categorizing information (to allow one to recognize patterns in the information)
- **closure** - the filling in of missing information in the gaps that we perceive
- final stage is interpreting - you try to interpret things (and assign meaning) based on the info provided
- perceiving others:
 - **passive perception** - perception that occurs because your senses are in occupation
 - **active perception** - perception that occurs because you seek out specific info through intentional observation and questioning
- we form **impressions** (collection of perceptions about others that you maintain and use to interpret their behaviours) of others
- **primacy effect** - placing heavy emphasis on the first pieces of information that one receives about a person to form an impression (studied during impression formation theory studies - which is the theory of how you develop perceptions about people and how you maintain and use those perceptions to interpret their behaviours)
- **recency effect** - similarly, we also emphasize what come last in perception (the most recent accounts)
- **implicit personality theory** - our own set of beliefs and hypotheses about what people are like
- we create **constructs** (bipolar qualities that you associate with people as you conceptualize them) and can be called personal constructs (specific qualities or attributes we associate with each person we know)
- the halo effect and horn effects explain how people tend to put others into 2 categories (those we like and don't like) - **halo effect** attributes a variety of positive qualities to those we like and **horn effect** attributes a variety of negative qualities to those we like
- **attribution theory** - explains how you generate explanations (motives and causes) for people's behaviours
- **attribution** - the reasons we develop to explain the actions of others

- **causal attribution theory** - based on determining whether a person's actions are caused by circumstance, a stimulus, or the person (you believe that a person acts a certain way because the situation leaves no choice)
- **standpoint theory** - the person's social position, power, or cultural background influences how the person perceives the behaviour of others (where you stand makes a difference in what you see) - the resources we have that help us make our way through life provide a lens through which we see the world -- Hegel
- **barriers to accurate perception:**
- ignoring information: sometimes we give too much weight to information that is obvious and superficial (we tend to attribute cause to the most obvious reasons instead of looking at in-depth information)
- *overgeneralizing:*
- we treat small amounts of information as though they are highly representative
- *oversimplifying:*
- we prefer simple explanations rather than complex ones (they tend to be easier to understand and more believable - but these may be affected by a multitude of factors)
- *stereotyping:*
- stereotype - set of qualities that you attribute to a person because of the person's membership in some category
- preconceived notions about what people may expect to find may keep people from seeing what's before their eyes and ears (we see/hear what we want to see/hear) - when we stereotype people we put them into inflexible, all-encompassing categories
- *imposing consistency:*
- we tend to overestimate consistency and constancy in other people's behaviour and tend to ignore fluctuation in attitude or even beliefs
- *focusing on the negative:*
- we tend to give more weight to negative information than positive information (we recognize the bias and usually only initially share positive information)
- *blaming - assuming others have control:*
- people tend to believe that others are to blame when things go wrong than to believe that the problem was out of their control
- fundamental attribution error - occurs when a person believes a problem is something personally controllable
- *avoiding responsibility:*
- people are more likely to save face by believing they are not the cause of the problem (people assume that other people or events are more than likely the source of problems or events that may put them in an unfavourable light)
- self-serving bias - our tendency to view our own behaviour as more positive than others' behaviour
- **improving perceptual skills:**
- *link details with the big picture:*
- be sensitive about details, but be sure to not overly generalize
- *become aware of others' perception of you:*
- seek feedback and criticism to see what you are doing right and wrong
- *increase your conscious awareness:*
- be mindful (conscious of what you are doing, thinking and sensing at any given moment) - consciously attend to the input of sense data
- *become other-oriented:*
- try to understand where others are coming from (social decentring (consciously thinking about another's thoughts and feeling) and empathizing (responding emotionally to others feelings))
- gather as much information about the circumstances people may find themselves in and gather as much information about the other person

- *use perception checking:*
 - try to find out whether your perceptions are correct (though in direct perception-checking, others may not be completely honest and avoid revealing certain information)
 - **indirect perception-checking** - seeking additional information to confirm or refute interpretations you are making through passive perception
 - **direct perception-checking** - asking for confirmation or refutation from the observed person of an interpretation about a perception about him or her
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- Solomon Asch:
 - primacy effect and impression formation

Part 2 - Interpersonal Communication Skills

Chapter 4: Listening and Responding

- **asynchronous listening** - listening to the persons recorded voice without the person being present and after the message has been created (no person is available to respond to your feedback) - without immediate feedback, there may be a higher chance to misinterpret the message
- **listening** - complex process of selecting, attending to, understanding (constructing meaning from), remembering and responding to sounds and messages (verbal or non-verbal)
- **hearing** - the physiological process of decoding sounds (in order to listen to something, you must select that sound from competing sounds)
- **selecting** - the process of sorting through various sounds competing for your attention (you focus on the words and the non-verbal cues of the person you are communicating with)
- **attending** - after selecting a sound, you focus on it (you tend to attend to the messages that meet your needs or are consistent with what you think you should be focusing on)
- **understanding** - assigning meaning to messages (we understand the best when we can relate what we are hearing to something we already know - for this reason the use of analogy and comparison are useful for conveying complex material) (also, the greater the similarity between the individuals, the greater the likelihood for more accurate understandings)
- hearing doesn't ensure that we understand
- **remembering** - recalling information that has been communicated (short-term and long-term memory)
- **responding** - confirming your understanding of a message (verbal or non-verbal)
- **listening style** - preferred way of making sense out of the spoken messages we listen to (4 general styles):
- *people-oriented listening*: listener who is comfortable with, and skilled at listening to people's feelings and emotions (likely to emphasize and search for common areas of interest)
- *action-oriented listener*: listener who prefers information that is well-organized, brief and error-free (this listener doesn't like the speaker to tell lengthy stories - wants to know the point)
- there is also evidence that this kind of listener may be more likely to question the information (second guessing - questioning the ideas and assumptions underlying the message) - rather than taking the information at face value, they may reinterpret or evaluate the information
- *content-oriented listening*: listener who is more comfortable with listening to more complex, detailed information than with those of other listening styles - hones in on the facts, details and evidence in a message and tries to interpret whether the information is accurate and credible
- *time-oriented listener*: listener that likes messages delivered succinctly (those are keenly aware of how much time they have for listening)
- it helps to have an understanding of what kind of listener the person you are communicating with is
- being self-absorbed - focusing on your own needs and not those of others - to these kinds of listeners, the message is only important to them and not to the other
- **conversational narcissism** - difficult to communicate because the person only wants to talk about their own ideas, experiences or stories (to be in love with oneself)
- **emotional noise** - emotional arousal that interferes with communication effectiveness (someone who is very emotional in some way in conveying the message may be difficult to understand)
- **ambush listener** - a person who is overly critical or judgmental when listening to others - this person is eager to criticize or find fault in what the person says
- **speech rate vs. thought rate** - we can process words more quickly than they are said so that we tend to daydream or think of other things (may cause a shift in attention - along with the ability to multi-task)
- **external noise** - distractions that may cause us to lose focus on a conversation

- **listener apprehension** - fear of misunderstanding or misinterpreting or not being able to adjust psychologically to messages conveyed by others (sometimes when people fear misunderstanding the other person, they *do* misunderstand them)
- “focus first on being interested, not interesting”
- to improve listening, follow three (5) general steps: stop, look, listen (then ask questions, reflect by paraphrasing)
- *stop* - by putting your own thoughts aside, be there mentally and physically, make a conscious/mindful effort to listen, take adequate time to listen, be open-minded
- *look* - using non-verbal cues -- eye contact, posture, use of gestures
- **meta-message** - a message about a message; the message the person is expressing via non-verbal means about the message articulated with words
- *listen* - search for the essence of the speaker’s thoughts - just listen (don’t interrupt), appropriately contribute to the conversation, provide feedback
- -- determine your listening goal, transform listening barriers into listening goals, mentally summarize the details of the message to understand it, mentally weave these into a focused point
- **ask questions** - sort out something complicated or confusing with questions
- **reflect by paraphrasing** - check your understanding of the event that occurred
- **empathy** - feeling what others are feeling, rather than acknowledging that they are feeling a certain way - practicing empathy is an active, not passive action
- **active-listening** - interactive process of responding mentally, verbally and non-verbally to a speaker’s message - it can be a measure of how accurately you understand a message and your responses also indicate whether you agree or disagree
- **paraphrase emotions** - try to figure out exactly how a person’s feeling - do this by being empathetic and asking questions to narrow down how they are feeling
- responding to confirm or disconfirm others
- **confirming response** - an other-oriented statement that causes another person to value himself/herself more
 - through: *direct acknowledgment* (respond directly to what a person says and confirms what they say)
 - agreement about judgements* (agree with someone’s evaluation of something), *supportive response* (express assurance and understanding - confirming someone’s right to their feelings), *clarifying response* (to seek greater understanding of another person’s message - confirming that the person is worth your time and trouble), *expression of positive feeling compliment* (when someone agrees with your sense of joy or excitement), *compliment* (confirm their sense of worth)
- **disconfirming response** - statement that causes another person to value himself/herself less
 - through: *impervious response* (when a person fails to acknowledge your statement or attempt to communicate), *interrupting response* (you are implying that what you have to say is more important than them - and implies that you may be more important than them), *irrelevant response* (a statement that has little or nothing to do with the topic of conversation - implies that that person is not listening), *tangential response* (acknowledges you but what they say is only minimally related to you), *impersonal response* (by intellectualizing and using a third person - this distances the speaker from the respondent), *incoherent response* (the speaker mumbles or makes some unintelligible response), *incongruous response* (when a verbal message is inconsistent with the non-verbal behaviour - people tend to believe the non-verbal message but may also be confused)
- **improving critical listening skills:**
 - **critical listening** - listening in which the goal is to evaluate and assess the quality, appropriateness, value or importance of information (the goal being to use information to make a choice)
 - **identify useful and flawed information** - a good listener looks to identify both good information and information that is flawed or less helpful
 - **information triage** - ability to be able to sort out useful information from that which is less valid

- **avoid jumping to conclusions:**

- **inference** - conclusion based on partial information or speculation

- **fact** - something that has been directly observed to be true and thus has been proven true

- **improve responding skills:**

- through: *well-timed responses* (feedback is most effective when you offer it at the earliest opportunity - though sometimes delaying information can be useful as you analyze when using the information will do the most good), *provide usable information* (try to understand the partner's mindset and only provide useful and relevant information), *avoid unnecessary details* (try to cut down on volume when trying to communicate useful information), *be descriptive rather than evaluative* (don't evaluate your listening partner, focus on behaviour rather than personality)

The Art Of Listening

- spend more time listening

- find interest in the other person

- stay out of the way

- listen to what people mean between the lines

- take notes

- assume the proper stance

- be aware of your filters

Chapter 5 - Verbal Communication Skills:

- meanings are in people, not words
- words as symbols:
- **symbols** - a word, sound, or visual device that represents a thought, concept or object
- **referents** - the things that a symbol represents
- **thoughts** - the mental process of creating a category, idea, or image triggered by a referent or symbol
- words are: **arbitrary** (there is no obvious reason as to why certain words represent the things that they do - the words we use have general and agreed upon meanings - there is no inherent meaning in the word alone and we must develop a common understanding of them), **context bound** (words derive their meaning from the context in which they are used), **culturally bound** (the meaning of a word or symbol can change from culture to culture)
- language is a vehicle by which we share our sense of the world with others
- **symbolic interaction** - a theory that suggests that societies are bound through the common use of symbols (common symbols foster links in understanding and therefore lead to satisfying relationships)
- **denotative meaning** - the restrictive or literal meaning of a word and creates content
- **connotative meaning** - the personal and subjective meaning of a word (conveys feelings) - more specialized than the denotative meaning
- words can be placed on a continuum from abstract to concrete (the more concrete the language, the easier it is to understand)
- words have power to create - words give us the power to create our world by naming and labeling what we experience (you may label something as good or bad, appropriate or inappropriate)
- have power to affect thoughts and actions
- **linguistic determinism** - a theory that describes how use of language determines or influences thoughts and perceptions
- **linguistic relativity** - the theory that each language includes some unique features that are not found in other languages (each language has unique elements embedded in it)
- **Sapir Wolfe hypothesis** - based on the principles of linguistic determinism and linguistic relativity, the hypothesis that *language shapes our thoughts and culture, and our culture and thoughts affect the language we use to describe our world*
- **world view** - a culturally acquired perspective for interpreting experiences
- avoiding **word barriers** (something that keeps meaning from meeting - words have the power to create monumental misunderstandings as well as deep connections)
- **bypassing** - miscommunicating because of different understandings of the same words
- **malapropism** - confusion of one word or phrase for another that sounds similar to it (lack of precision - uncertain meaning)
- **restricted code** - a vocabulary of words that have a particular meaning to a person, group or culture (we may develop these specialized terms that may save time when we speak to others or a group - but may make little sense to someone outside the group) - often people that have known each other for a long time communicate this way
- **jargon** - another name for restricted code; specialized terms or abbreviations the meanings of which are known only to members of a specific group
- **allness** - the tendency to use language to make unqualified, often untrue generalizations - these statements deny individual differences or variations
- **indexing** - a way of avoiding allness statements by separating one situation, person, or example from others (to acknowledge that an individual is unique)
- **static evaluation** - pronouncing judgement on something without taking changes into consideration (fails to recognize change - labels tend to freeze-frame our analysis)

- **polarization** - describing and evaluating what we observe in extremes, such as good or bad, old or new, beautiful or ugly (semanticists remind us that the world is not black and white)
- avoid insensitivity towards others: avoid ethnic or racially based language, avoid sexist language, avoid demeaning language (language that disparages a person based on a age, mental ability or social standing)
- establish supportive relationships - the goal of communication should be to establish a genuine dialogue rather than verbally arm-wrestle a partner in order to win an argument
- describe your own feelings instead of evaluating others - most dislike being judged or criticized
- **extended "I" language** - brief preface to a feedback statement, intended to communicate that you don't want your listener to take your message in an overly critical way - you are in essence taking ownership of the problem (instead of using "you" when describing behaviour) -- this may lead to greater openness or trust because the listener does not feel rejected or that you are controlling him/her
- solve problems instead of trying to control others - use open-ended questions rather than trying to tell us what's good for us
- be genuine rather than manipulative - try to honestly seek to be yourself rather than someone you are not (this also included taking an honest interest in others and considering the uniqueness of the individual and situation - avoid generalizations or strategies that focus only on your own needs and desires)
- empathize instead of remaining detached from others - being empathetic is the essence of being other-oriented (the opposite is neutrality - to be neutral or indifferent or apathetic towards another)
- Carl Rogers - the founder of person-centred counseling -- true and honest dialogue adopted between people
- **word picture** - short statement or story that illustrates or describes an emotion; word pictures often use a simile to clarify the image
- be flexible rather than rigid towards others wrt statements of opinion
- present yourself as equal rather than superior (avoid erecting walls of resentment and suspicion)
- **elaborated code** - using many words and various ways of describing an idea or concept to communicate its meaning (may have to use this while communicating with someone from a different culture) - more explicit, but not condescending
- **apology** - explicit admission of an error, along with a request for forgiveness (to ask the person we offended to forgive us)
- **assertive** - able to pursue one's best interests without denying the rights of one's communication partner (to ask for information, stand up for your rights and generally pursue your best interests)
- **aggressive** - expressing one's interest while denying the rights of others by blaming, judging, and evaluating other people (self-oriented)
- behaving **assertively** (5 steps): *describe* (describe how you view the situation - because the other person has not been other-oriented), *disclose* (disclose your feelings to help build empathy and avoid lengthy harangues about the other person's unjust treatment), *identity effects* (identify the effects of the other person's behaviour on you or others), *be silent* (after the first three steps, wait for a response), *paraphrase* (paraphrase content and feelings of the response/message)
- **Carl Rogers** - the founder of person-centred counselling -- true understanding and dialogue occur when people adopt a genuine or honest positive regard for others

Chapter 6 - Non-Verbal Communication Skills:

- **non-verbal communication** - behaviour other than written or spoken language that creates meaning for someone
- non-verbal messages are the primary way to communicate our feelings and attitudes
- non-verbal messages can communicate up to 55% through non-verbal channels, vocal cues (volume, pitch, intensity) 38%
- non-verbal messages are generally more believable than non-verbal messages
- non-verbal messages works with verbal messages to create meaning:
 - -- they help manage verbal messages (they can **repeat, contradict** or **regulate** what we say) and can augment the emotional meaning of the message
- people respond and adapt to others through non-verbal messages - we respond not only to what people say, but to the non-verbal cues as well
- **interaction adaption theory** - theory that suggests that people interact with others by adapting to what others are doing
- **interactional synchrony** - the mirroring of each others' non-verbal behaviour by cmn partners
- non-verbal messages are often: **ambiguous** (the non-verbal cues displayed may only have meaning for the person showing them or the person may not have the non-verbal cues to have meaning at all), **continuous** (non-verbal behaviour doesn't have a definite beginning or end), **multi-channeled** (can happen simultaneously), **culture based** (different non-verbal cues may mean different things in differing cultures)
- non-verbal communication codes:
 - **body movement, posture and gestures:**
 - **kinesics** - the study of human movement and gestures (the movement and gestures people exhibit express valuable information)
 - researchers have come up with coding to identify aspects of these non-verbal cues:
 - **emblems** - non-verbal cues that have specific, well-understood meanings in a given culture or that may substitute for a word or phrase - a specific symbol
 - **illustrators** - non-verbal behaviour that accompanies a verbal message or contradicts, accents or complements it (e.g. slamming a book closed and saying "I don't want to read this" - both verbal and non)
 - **affect displays** - non-verbal behaviour that communicates emotions and intensity of that emotion
 - **regulators** - non-verbal messages that help control the interaction or level of communication among people (e.g. opening mouth or raising hand to symbolize that you want to speak)
 - **adaptors** - non-verbal behaviours that help satisfy a personal need and help a person adapt or respond to the immediate situation (e.g. wearing a sweater or folding arms when it's cold)
 - **eye-contact** - four main functions: cognitive function because it gives you information about the person's thought processes, to monitor the behaviour of others, can be one of the most powerful regulatory cues we use to signal when we want to communicate or not, and the expressive function
 - **facial expressions** - a gallery for our emotional displays
 - can be grouped into: fear, disgust, anger, sadness, happiness, surprise
 - **micro-expressions** - facial expressions that may only last 0.05 of a second
 - **vocal cues: communicate emotions** (the way in which someone says something and provides information about emotions, self-confidence and knowledge), **manage conversations** (cues that may indicate when we want to begin or end communication), **use of silence speaks volumes**
 - **backchannel cues** - non-verbal cues (typically vocal) that signal your wish to begin or end a conversation
 - **personal space:** how close we get to others indicates how well we know them and o considerations of power and status
 - **proxemics** - the study of how close or far away from objects or people we positions ourselves
 - **intimate space** - (zone 1 space) most often used for very personal or intimate communication ranging from 0-1.5 feet

- **personal space** - (zone 2 space) used mostly for conversation with family and friends ranging from 1.5-4 feet
- **social space** - (zone 3) space most often used for group discussion ranging from 4-12 feet
- **public space** - (zone 4) most often used by public speakers or one speaking to many people ranging from 12 feet and beyond
- **territoriality** - the study of how humans and animals use space and objects to communicate occupancy or ownership of space
- **touch** - we normally touch to express intimacy
- **appearance** - our culture places a great deal of weight on hair style, clothes and weight and tend to prove important in the initial stages of a relationship
- interpreting non-verbal communication:
- **immediacy** (communicating liking) - the feelings of liking, pleasure and closeness communicated by such non-verbal cues as eye contact, forward lean, touch or open-body orientation - the use of space and territoriality contribute
- **arousal** (communicating responsiveness) - feelings of interest or excitement communicated by such non-verbal cues as vocal expression, facial expressions and gestures
- **dominance** (communicating power) - the feelings of power, status, and control communicated by such non-verbal cues as a relaxed posture, greater personal space, and protected personal space
- improving ability to interpret non-verbal messages:
- **expectancy-violation theory** - theory that you interpret the messages of others based on how you expect the others to behave
- consider **non-verbal cues in context** - try not to make assumptions based on isolated behaviour -- may lead to misinterpretations
- look for **clusters of non-verbal cues** - look for collaborating cues that can lead to a more accurate conclusion about the meaning of the behaviour
- considering past experiences may help when interpreting non-verbal cues
- check your perceptions with others
- --> **perception-checking** - the skill of asking someone whether your interpretation of his/her non-verbal behaviour is accurate
- be aware that expression of non-verbal expression of emotions is contagious
- --> **emotional contagion theory** - theory that emotional expression is contagious; people can “catch” emotions just by observing each others’ emotional expression
- look for cues that may communicate lying

- Mehrabian:
 - concluded that as little as 7 percent of the meaning of a message is communicated through verbal channels
 - the face channels up to 55 percent of the emotional meaning
 - 93 percent of a message may be non-verbal
 - found the body position that indicates liking (open body position, forward lean and more relaxed posture)

- Paul Ekman:
 - micro-expressions

Chapter 7 - Conflict Management Skills:

- **interpersonal conflict** - expressed struggle that occurs when people cannot agree on a way to meet to meet their needs or goals -- when their needs are incompatible, if there are too few resources to satisfy them, or if individuals opt to compete rather than cooperate
- **interdependent** - dependent on each other; one person's actions affect the other person
- **struggle spectrum** - from --> mild differences, disagreement, dispute, campaign, litigation, fight
- **pseudo-conflict** - conflict triggered by a lack of understanding and miscommunication
- when we simply miss the meaning of the message
- to avoid them -- check your perceptions (ask a clarifying question), look between the lines (look for facial expressions), establish a supportive rather than defensive climate for conversation
- **simple conflict** - conflict that stems from different ideas, definitions, perceptions or goals
- try to keep focus on the issue at and do not allow it to become a conflict that deteriorates into a battle based on personalities
- clarify you and your partner's understanding of an issue, keep the discussion based on the facts of the situation at hand, look for more than just the initial solutions to the problem, don't try to tackle too many issues at once, find the kernel of truth in what your partner may be saying, try to cool off if tempers start to flare
- **ego-conflict** - conflict that is based on personal issues; conflicting partners attack one another's self esteem
- to de-escalate conflict - try to steer the ego conflict back to a simple conflict, make the issue a problem to be solved rather than a battle to be won, write down what you want to say, when things get personal make a vow not to reciprocate
- **expressive conflict** - conflict that focuses on issues about the quality of the relationship and managing personal tension and hostility
- **instrumental conflict** - conflict that centres on a particular goal or task and less on relational issues
- **flaming** - sending an overly negative online message that personally attacks another person
- myths about conflict:
 - conflict is always a sign of a poor interpersonal relationship - oversimplification to attribute it to this -- conflict is a regular relationship
 - conflict should always be avoided - conflict can be a normal and productive aspect of any relationship
 - conflict always occurring because of misunderstandings - people may not agree over whose goal is more important -- they may still understand the other though
 - conflict can always be resolved - some conflict may just be so intense that it cannot be resolved
- conflict as process:
 - source - prior conditions -- begins when you become aware of the differences between you and your partner
 - beginning - frustration awareness -- awareness that the conflict may cause problems
 - middle - active conflict -- there is an expressed struggle (ma be verbal or non-verbal)
 - end - resolution -- when you try to begin to manage the conflict
 - aftermath - followup -- dealing with hurt feelings or managing grudges
- **constructive conflict** - conflict that helps build new insights and establishes new patterns in a relationship -- can lead to a more satisfying relationship in the long run
- David W. Johnson -- benefits of conflict in interpersonal relationships --> focuses attention on problems that may need to be solved, clarifies what needs to be changed, focuses on attention on you and your partner, clarifies who you are and what your value are, helps you learn more about your partner, strengthens relationships because it build confidence that you can deal with disagreements
- **destructive conflict** - conflict that dismantles relationships without restoring them
- **conflict management styles** - the consistent patterns or approaches used to manage disagreements with others -- based on the work of Kilmann and Thomas

- **avoidance** - managing conflict by trying to back off and sidestep it
- the person may have low concern for others or themselves
- the person wishes the conflict will go away by itself -- lose-lose approach
- may allow for time for those to cool down or better understand the conflict
- **demand-withdrawal pattern of conflict management** - pattern in which one person makes a demand and another person avoids conflict by changing the subject or walking away
- **accommodation** - managing conflict by giving in to others demands (lose-win)
- may adopt this approach if they fear rocking the boat
- you may sacrifice your own needs so that someone else can win the argument
- may not create a good solution -- just prolong the problem by giving the person a false sense of security
- **competition** - a conflict management style that stresses winning a conflict at the expense of the other involved
- the person wants to win at the expense of others (win-lose)
- look for blame elsewhere or find a scapegoat
- **compromise** - an attempt to find a middle ground in a conflict
- each person may not get exactly what they want -- to win something and lose something simultaneously (win-lose/win-lose)
- **collaboration** - use of other-oriented strategies to manage a conflict to achieve a positive solution for all involved
- high concern for both yourself and others
- view it as a set of problems to be solved rather than a game in which one person wins and the other loses
- Fisher and Ury separate people from the problem, focus on shared interests, generate many options to solve a problem, base decisions on objective criteria
- all involved are shaping the outcome
- **culture** - difference in culture may affect the style of conflict resolution -- more individualist cultures may prefer more direct styles and collectivist cultures may tend to prefer more indirect methods
- **conflict management skills:**
- *manage your emotions:*
- - be aware that you are being angry and emotionally volatile - be sensitive to what may be happening physically
- - seek to understand why you are angry and emotional - 2 triggers may be -- feeling that you are being treated unfairly and feeling entitled to something that you are being denied
- - make a conscious decision about whether to express your anger - decide if it's best to express frustration
- - select a mutually acceptable time and place to discuss a conflict - give time to cool off in order to resolve a conflict
- - plan your message - determine your goals and what outcome you would like to have
- - breathe - can be a primary physiological way to resolve conflict
- - monitor non-verbal messages
- - avoid personal attacks, name-calling, and emotional overstatement
- **gunny-sacking** - dredging up old problems or issues from the past, like pulling them out from an old bag or gunny sack, to use against your partner
- - take time to establish rapport - if you know and understand the person well, it may make conflict resolution easier
- - use self-talk - since thoughts are directly linked to feelings
- *manage information:*
- - clearly describe the conflict producing events
- - 'own' your statements by using descriptive 'I' language - gives your partner an accurate understanding of how you are feeling
- 'I' language - statements that use the word 'I' to express how the speaker is feeling

- --> ‘but’ message - statement that uses the word ‘but’ that may communicate that whatever you’ve said prior to ‘but’ is not really true
- - use effective listening skills - make a conscious effort to understand your partner
- - check your understanding of what others say and do - ask questions for clarification
- be empathic - must put yourself in their position emotionally to better understand how they are feeling
- manage goals - Lakey and Canary -- found clear support for being sensitive to and aware of your partner’s communication goals
- identify your goal and your partners’ goal - often you will be balancing your goals with those of others
- identify where your and your partners’ goals overlap - Fisher and Ury -- stress the importance of focusing on shared interests -- frame the problem as “how can we achieve our mutual goal?”
- **manage the problem:**
- define the problem - usually boils down to what you and your partner want
- analyse the problem - break it down into its components -- look to ferret out the symptoms, effects, obstacles
- determine the goals - create measurable, effective and verifiable criteria to figure out what the goals are
- generate multiple solutions - it takes time and creativity to develop cooperative solutions so more than one should be developed where appropriate -- make sure the problem and the goals are clear to both parties, try to temporarily suspend judgement and evaluation (do not censor your thoughts), specify a certain time period for brainstorming ideas separately, try to develop one unique or far-out idea, write down all ideas suggested, piggyback off the ideas of your partner, review each idea and look at ways to expand/develop/extend them
- select the best solution and try it:
- Ting-Toomey -- significance of maintaining a positive self-image
- **face** - self image or self respect that you and your partner seek to maintain
- communicating with prickly people - go to the balcony (take a time out), step to the side (change the dynamic of the conversation from confrontation to conversation), change the frame (look at an idea in a different way rather than rejecting it), build a golden bridge (Ury’s metaphor -- find a solution that allows the other person their dignity by using objective standards to find a solution), make it hard to say no (use information to educate rather than pummel a person)
- usually important to understand your partner’s needs before attempting to resolve the underlying cause of your conflict

Part 3 - Interpersonal Communication Skills

Chapter 8 - Impersonal Communication and Cultural Diversity:

- **globalization** - the integration of economics and technology that is connected to a world-wide, interconnected business environment -- “the world is flat, not round”
- **gender** - socially learned and reinforced characteristics that include one’s biological sex and psychological characteristics (femininity, masculinity, androgyny)
- learned differences of what it means to be a man or woman
- Deborah Tannen -- male-female communication can be regarded as cross-cultural
- men communicate to report, women to establish rapport (generally)
- **sexual orientation** - differences in sexual orientation can change people’s approach to communication
- **race** - genetically transmitted physical characteristics of a people -- found that there is even more genetic difference between people of the same race (within) than between races -- becomes a somewhat fuzzy way of classifying people
- **ethnicity** - social classification (socially constructed) based on nationality, religion, language and ancestral heritage, shared by a group of people who also share a common geographical origin
- a group of people that have labelled themselves on the basis of some of those characteristics
- **age** - people may hold stereotypical views of people based on their age -- differences in generation
- **discrimination** - unfair or inappropriate treatment of people based on their group membership
- **social class** - can effect communication patterns through --> way of life, family, job, money, education (Michael Argyle) -- includes an entire socialization process that affects the quality and nature of interpersonal relationships
- we are more likely to interact with people of our own class, we develop similar speech patterns
- **cultural elements** - material culture, social institutions, individuals and the universe, aesthetics, language
- **culture** - learned system of knowledge, behaviour, attitudes, beliefs, values, and norms that is shared by a group of people
- **subculture** - a micro-culture; a distinct culture within a larger culture (such as the gay and lesbian subculture)
- **enculturation** - the process of communicating a group’s culture from generation to generation
- **acculturation** - the process of acquiring new approaches, beliefs, and values through exposure to other cultures
- **cultural values** - what a given group of people values or appreciates
- **Geert Hofstede** - each different culture places different degrees of value on -- masculine and feminine perspectives, avoidance of uncertainty, distribution of power and individualism
- **masculine cultural values** - achievement, assertiveness, heroism and material wealth -- content orientation
- **feminine cultural values** - relationships, caring for the less fortunate, and overall quality of life
- **tolerance of uncertainty vs. avoidance of uncertainty** - some cultures tolerate more ambiguity and uncertainty than others -- those that need to feel secure are more likely to have and enforce rigid rules for behaviour and to develop more elaborate code of conduct
- **concentrated vs. decentralized powers** - some cultures may adopt certain concentration of power or hierarchical system than others
- **individual vs. group achievement** - different cultures may champion individual achievement over group achievement (or vice versa)
- **cultural context** - information not explicitly communicated through language, such as environment or non-verbal cues
- **high-context cultures** - cultures that derive much information from non-verbal or environmental cues -- let information flow freely, rely on physical content of communication, maintain extensive communication networks

- **low-context cultures** - cultures that derive much of their information from words of a message and less information from non-verbal or environmental cues -- lack well-developed networks, tend to segment and compartmentalize information
- **intercultural communication** - communication between or among people who have different cultural traditions -- different coding rules and norms
- **culture shock** - feelings of stress and anxiety a person experiences when encountering a culture other than their own
- **ethnocentrism** - the belief that your cultural traditions and assumptions are superior to those of others -- the opposite of other-orientation (defined 100 years ago by Sumner)
- **communication codes:**
- **stereotype** - to place a person or group of persons into an inflexible, all-encompassing category
- two anthropologists came up with the idea that every person is (in some respects) like all other people, like some other people, and like no other people
- **prejudice** - prejudging a person before you know all of the facts or background of that person
- **assuming similarity** - it is usually erroneous to assume that all people are similar in some way -- making the mistake that all people value the same things we do --> self focused perspective
- **assuming differences** - also erroneous to automatically assume that a person is different from you
- **intercultural communication competence** - ability to adapt one's behaviour towards another in ways that are appropriate to the other person's culture -- prior to behaving appropriately, an individual needs to have knowledge about another culture and the motivation to adapt or modify his or her behaviour
- **bridging strategies** - developing knowledge (of how others communicate - codes), developing motivation (internal state of readiness to respond to something), developing skill (in adapting to others) -- are all at the basis of becoming a good communicator (help to bridge differences between yourself and different cultures)
- **motivation** - internal state of readiness to respond to something
- **skill** - behaviour that improves the effectiveness or quality of communication with others
- **world view** - perception shared by a culture or group of people about key beliefs and issues, such as death, the origins of the universe, and the meaning of life, which influences interaction with others
- **third culture** - establishing common ground by joining separate cultures to create a third, "new", more comprehensive and inclusive culture
- according to F. L. Casmir -- people construct a mutually beneficial interactive environment in which individuals from two different cultures can function in a way beneficial to all involved
- **relational empathy** - the essence of the third culture, permitting various degrees of understanding rather than complete comprehension of another's culture or emotions --> Benjamin Broome
- **mindful** - to be consciously aware of cultural differences
- **strategies to adapt to others who are different:**
- **flexibility** - in terms of how you interpret and respond to the communication (especially non-verbal cues)
- **other-oriented:**
- **social decentring** - a cognitive process in which we take into account another person's thoughts, feelings, values, background and perspective
- develop an understanding of others, based on how you have responded when something similar has happened to you, base your understanding of others on the knowledge you have about a specific person, make generalizations about people based on how you think they may behave
- **empathy** - process of developing an emotional reaction that is similar to the reaction being experienced by another person -- feeling what another person is feeling
- **appropriately adapt your communication to others:**
- **sympathy** - to acknowledge that someone may be feeling bad; to be compassionate towards someone
- **adaptation** - adjusting behaviour in accord with someone else does -- we can adapt based on the individual, the relationship or the situation

- 4 general reasons why you may adapt your communication with another person -- information (in response to specific info), perceived behaviour (to what you think the other person is thinking), history (based on previous conversations), communication context
- **communication accommodation theory** - theory that suggests all people adapt their behaviour to others' to some extent
- **adapt predictably** - modify or change behaviour in anticipation of an event
- **adapt reactively** - modify or change behavior after an event

Chapter 9 - Understanding Interpersonal Relationships:

- **relationship** -- connection we establish when we communicate with another person
- interpersonal relationship -- those connections we make with other people through interpersonal communication
- **shared perception** -- both individuals must share a perception that they have an ongoing relationship and how each person feels the relationship is going
- **ongoing connection** -- the relationship is a process - dynamic and constantly changing and evolving
 - the movement through a series of phases (each representing different levels of trust, self-disclosure, and intimacy) -- a relationship is cumulative
- **relational expectations** -- you and your partner begin to develop certain expectations from one and other through your shared experience
- **interpersonal intimacy** -- the degree to which a person's sense of self is accepted and confirmed by another person in a relationship -- the closer you become in a relationship, the more you depend on your partner to accept and confirm your sense of self and sense of value -- to bolster our self-confidence
- **relationships of circumstance** -- interpersonal relationships that exist because of the circumstances in which we are born, circumstances in which we work or study, and so on
- **relationship of choice** -- an interpersonal relationship we choose to initiate, maintain or terminate
- **interpersonal attraction** -- degree to which you are motivated to form or maintain an interpersonal relationship
- **short-term initial attraction** -- degree to which you sense a potential inter-personal relationship
- **long-term maintenance attraction** -- a liking or positive feeling that motivates you to escalate maintain a relationship
 - both short and long-term involve accessing and acting on the potential value of a relationship
- **predicted outcome value** -- potential for a relationship to confirm our self-image compared to its potential costs --- Sunnafrank
- **short-term initial attraction**
 - **proximity** - the quality that promotes attraction because of being physically close to one another, and therefore, in a position to communicate easily (physical proximity)
 - **physical appearance** - non-verbal cues that allow us to assess relationship potential and acts as a filter to reduce relationship possibilities
- factors leading to short-term initial and long-term maintenance
 - *credibility, competence, intelligence* - in and of themselves, evoke attraction
 - *self-disclosure and reciprocation of liking* - we like people who are like us
 - *similarities* - we generally like people if we share personal experiences, values, attitudes, interests -- it facilitates communication
 - *differences and complementary needs* - we are attracted to those whose needs complement our own; one person's weakness is the other person's strength
- interpersonal power in relationships
 - **interpersonal power** - ability to influence another person in the direction one desires in the context of an interpersonal relationship - to get a person to do what you want
- principles of interpersonal power
 - power exists in all interactions and all relationships
 - power primarily derives from an individual's ability to meet another person's needs within a given relationship
 - **dependent relationship** - a relationship in which one partner has a greater need for the other to meet his or her needs
 - both partners in an ongoing relationship have some degree of power

- **interdependent relationship** - a relationship in which each person has a similar amount of power over the other
 - power is circumstantial
 - relational development involves a negotiation of each partner's power
- types of power relationships
 - **complementary relationships** - relationship in which power is divided unevenly, with one partner dominating and the other person submitted
 - **symmetric relationships** - relationship in which both partners attempt to have the same level of power
 - **competitive symmetric relationship** - relationship in which both partners vie for control or dominance over the other
 - **submissive symmetric relationship** - relationship in which neither partner wants to take control or make decisions
 - **parallel relationship** - relationship in which power shifts back and forth between the partners, depending on the situation
- **types of power**
 - **legitimate power** - power that is based on respect on someone's position
 - **referent power** - power that results from our attraction to another person, or the charisma a person possesses
 - **expert power** - power based on a person's knowledge or experience
 - **reward power** - power based on a person's ability to satisfy our own needs
 - **coercive power** - power based on the use of sanctions or punishments to influence others
- compliance gaining: interpersonal persuasion
 - **compliance-gaining** - persuasive action taken to get others to comply with our goals
- negotiating power in interpersonal relationships
 - assess needs and their fulfillments in relationships
 - identify need-based conflicts and tensions
 - directly discuss power issues
- interpersonal relationship development theories
 - **filtering** - process of reducing partners moving to each stage by applying selection criteria
- **social exchange theory** - a theory that claims that people make decisions on the basis of assessing and comparing the costs and rewards of a decision
 - **immediate costs and rewards** - the costs and rewards associated with a relationship at the present moment
 - **forecast costs and rewards** - the costs and rewards of a relationship that an individual assumes will occur on the basis of projection or prediction
 - **cumulative costs and rewards** - the total costs and rewards accrued during the duration of a relationship
 - **expected costs and rewards** - templates for how much reward we should get from a given relationship in comparison with its costs
- **dialectical theory** - a theory that says that relational development occurs in conjunction with various tensions that exist in all relationships, particularly connectedness vs. anonymity, predictability vs. novelty and openness vs. closed-ness
 - **three dialectical tensions:**
 - **connectedness vs. anonymity**
 - **predictability vs. novelty (certainty vs. uncertainty)**
 - **openness vs. closed-ness**
- dialectical tensions and relational development

Chapter 10 - Developing, Maintaining, and Ending Interpersonal Relationships:

- **relational development** - the process of moving from one stage to another as a relationship moves towards or away from greater intimacy
- **turning points** - specific events/interactions associated with positive or negative changes in a relationship
- **causal turning points** - events that bring about change in a relationship
- **reflective turning point**
 - an event that signals a change has occurred in the way a relationship is defined
- **relational escalation** - the upward movement of a relationship towards intimacy through 5 stages:
 - **pre-interaction awareness**
 - **acquaintance**
 - **introductions** - (substage) of relationship development, in which interaction is routine, and basic information is shared
 - **casual banter** - (substage) of relationship development, in which impersonal topics are discussed but very limited personal information is shared
 - **exploration**
 - **intensification**
 - **intensity**
- **relational de-escalation** - downward movement of a relationship away from intimacy through 5 stages:
 - **post-intimacy relationship**
 - **turmoil or stagnation**
 - **de-intensification**
 - **individualization**
 - **separation**
 - **post-interaction effects**
- skills and strategies for developing interpersonal relationships:
 - **initiation stage**
 - observe and act on approachability cue
 - identify and use conversation starters
 - follow initiation norms
 - ask questions
 - don't expect too much from the initial interaction
- skills for initiating and escalating interpersonal relationships
 - communicate and cultivate interaction
 - **affinity-seeking strategies** - ways or methods of getting people to like you
 - be open and self-disclose appropriately
 - gather information to reduce uncertainty
 - **uncertainty-reduction theory** - a theory that claims that people seek out info. to reduce uncertainty, thus providing control and predictability
 - monitor your perceptions
 - listen actively and provide confirming responses
 - socially decent and adopt an other-oriented perspective
- skills for escalating and maintaining relationships
 - express emotions
 - provide comfort and support
 - engage in relationship-talk

- **relationship-talk** -- talk about the nature, quality, direction, or definition of a relationship
 - be tolerant and show restraint
 - manage conflict cooperatively
- de-escalating and ending relationships
 - signs of relationship problems
 - repair and rejuvenation of relationships
 - the decision to end a relationship
 - **bilateral dissolution** - ending a relationship when both parties are agreeable
 - **unilateral dissolution** - ending a relationship when only one party is agreeable
- how relationships end
 - fades away - ending a relationship by slowly drifting apart
 - sudden death - ending a relationship abruptly and without preparation
 - incrementalism - ending a relationship when conflicts and problems finally reach a critical mass
- reasons for de-escalating and ending relationships
- a model of ending relationships
 - **intra-psycho phase:**
 - the 1st phase in relationship termination when an individual engages in an internal evaluation of the partner
 - **dyadic phase:**
 - the 2nd phase in relationship termination when the individual discusses termination with the partner
 - **social phase:**
 - the 3rd phase in relationship termination in which members of the social network around both parties are informed of, and become involved in the termination process
 - **grave-dressing phase:**
 - the final phase of relationship termination when the partners generate public explanations and move past the relationships
- strategies for ending relationships
 - indirect termination phase
 - attempts to break up a relationship without explicitly stating the desire to do so
 - direct termination phase
 - explicit statement of a desire to end a relationship
- strategies for post dissolution recovery
 - express your emotions
 - figure out what happened
 - realize, don't idealize
 - prepare to feel better
 - expect to heal
 - talk to others
 - get some perspective
 - be ready for further punishment, or reward

Chapter 11 - Interpersonal Relationships at Home, Through Computer Mediated Cmn and at Work:

- interpersonal relationships at home:
 - family defined:
 - in 2001 up to 23% of first marriages ended in divorce and one third before the couples' 30th anniversary
 - some factors to consider when trying to define a family may include physical maintenance and care, addition of new members through procreation or adoption, socialization of children, social control of members, production/consumption/distribution of good and services, affective nurturance
 - family types
 - **natural family (idealized)** -- unit made up of any number of persons who live or have lived in relationship with one another over time (in a common living space) and who are usually, but not always, united by marriage or kinship
 - **blended family** -- 2 adults and their children (the children might be offspring of other parents or just one of the parents)
 - **single-parent family** -- one parent and one or more children whom s/he is raising
 - **extended family** -- family unit that includes members such as aunts, uncles, grandparents, etc. (or other unrelated persons who are part of the family unit)
 - **family of origin** -- family of which a person is raised
- over 86% of family conflicts have been seen to stem from problems with communication
- a model of family interaction
 - **Circumflex Model of Family Interaction** -- model about family adaptability, cohesion and communication and tries to explain the dynamics of effective function and dysfunction of a family
 - **adaptability** -- a family's ability to modify and respond to changes in the family's power structure and roles
 - **cohesion** -- the emotional bonding and feelings of togetherness that a families experience
 - communication determines how cohesive and adaptable families are
 - some factors that have associated with families with good communication include openness, maintaining structural stability, expression of affection, emotional/instrumental support, politeness, discipline, humor/sarcasm, regular routine interaction, avoidance of personal or hurtful topics
- improving family communication
 - take time to talk about relationships and feelings
 - healthy families do not simply communicate their mundane activities, but they speak of relationships, how they are feeling, how others are feeling
 - listen actively and clarify the meaning of messages
 - family members need to stop (try to carry a conversation clearly without distractions), look (watch for non-verbal messages in a person), listen (most importantly, focus on the details and the major ideas and ask follow-up questions)
 - support and encourage (and value) one another
 - this can lead to higher self-esteem, more conformity to the wishes of the parent, higher moral standards
 - use productive strategies for managing conflict, stress and change
 - try to pick battles carefully, schedule a discussion, employ a structure for resolution, and moderate your emotions
 - acknowledge the other's point in respect to your own, trust them, communicate non-defensively and provide comfort and reinforcement

- interpersonal relationships and computer-mediated communication (CMC):
 - computer-mediated communication -- communication between and among people through the medium of computers (e.g. email, chat-rooms, bulletin boards, and newsgroups)
- 94% of young Canadians have access to the internet
- comparing face-to-face and computer mediated communication
 - non-verbal cues -- not easy to read with just text
 - the role of the written word -- the person's typing ability has a lot to do with how a relationship works out through CMC
 - response time -- takes a longer time to formulate a written response as opposed to ftf communication
 - may also allow one to craft a message more carefully in an email or other message
- challenges of computer-mediated communication
 - ease of deception
 - cyber-bullying
- types of computer-mediated communication
 - **synchronous interaction** -- interaction in which participants are actively engaging at the same time
 - social or psychological co-presence -- state of mind that occurs during computer-mediated interactions or text-messaging, in which partners think and act as though they were face to face
 - **asynchronous communication** -- interaction in which participants send and receive messages from each other with delays between reception and response
- using CMC to initiate and establish new relationships
 - hyper-personal relationships -- relationships formed primarily through CMC that become more personal than equivalent face-to-face relationships
- face-to-face interpersonal relationships and CMC
- the dark side of CMC - cyber-stalking and harassment, addiction and compulsion
- communication skills for CMC
- interpersonal relationships at work
 - workplace friendship
 - workplace romances
 - sexual harassment - unwanted sexually-oriented behaviour in the work place that results in discomfort and/or interference with the job
 - quid pro quo - "you'll do something for me and I'll do something for you" with regards to sexual harassment
 - upward communication - communication that flows from subordinates to superiors
 - downward communication - communication that flows from superiors to subordinates
 - hostile environment - type of sexual harassment in which an employee's rights are threatened through offensive working conditions or behavior on part of other workers
 - horizontal communication - talking with your colleagues
 - communication among colleagues or co-workers at the same time within an organization
 - outward communication - talking with your customers
 - communication that flows outside of the organization