

*CH 1: THE COMMUNICATION PROCESS— LEARNING FROM MODELS

- Communication: process of simultaneously giving and receiving information (simultaneously)—verbal or nonverbal
- Environment and noise affect communication

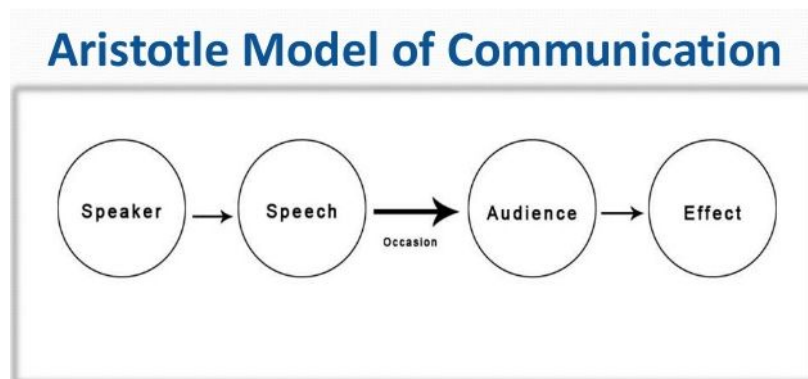
Models help us understand communication by:

- providing a common vocabulary or jargon that allow us to talk about a topic
- Explaining processes; how and why we communicate
- Visually depicting relationships in the different parts of the communication act
- Pinpointing reasons for communication breakdowns

Three Kinds of Appeals

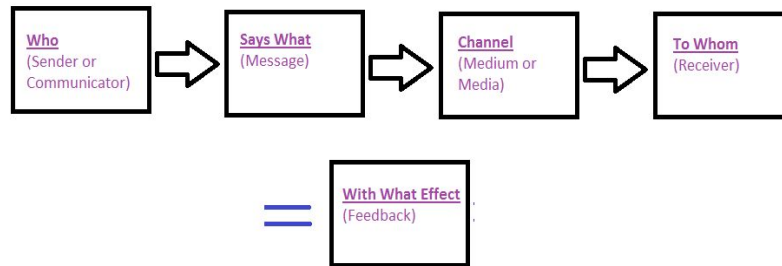
- **Ethos:** appeals based on source credibility of speaker
 - Status is vital i.e. Trudeau family
 - Perceived...
 - safety or trustworthiness
 - Expertise—using hard info., stats,
 - Sociability—openness, appeals to everyone in society
 - Composure—posture, tone, attitude, (caricature), reputation
 - Dynamism—activeness, reputation
- **Pathos:** appeals based on emotions
 - Communicators make emotional appeals based on fear, pride, etc.
 - Should not stimulate responses based only on emotions
- **Logos:** appeals based on logic
 - Speaker's use of evidence to support POV
 - Use of argumentation and reasoning

Aristotle's Model of Communication



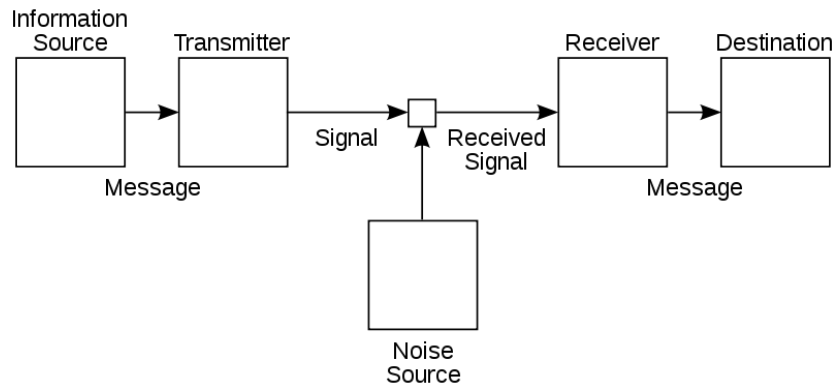
- simple communication model where a sender is transferring a message containing information to a receiver (4th Century BCE)
- One way and linear
- Focused on act of persuading
- Based on knowledge of audience demographics (i.e age and status)

Laswell's Effects Model (1948)



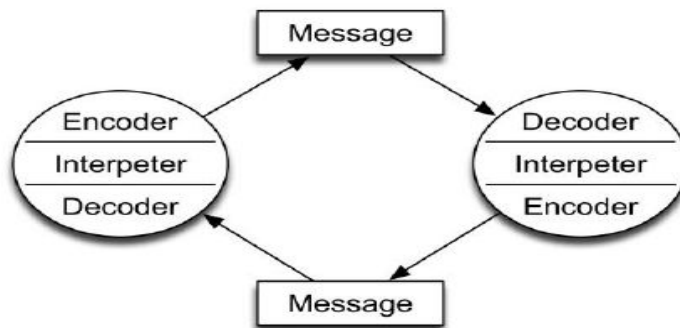
- Added concepts of channels and effects
- Often applied in political contexts

Shannon-Weaver Mathematical Model (1949)



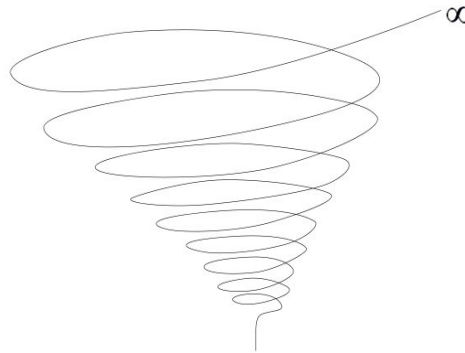
- Extended Aristotelian model
- Added concepts of noise & feedback (physiological or psychological, internal or external)

Schramm Model (1965)



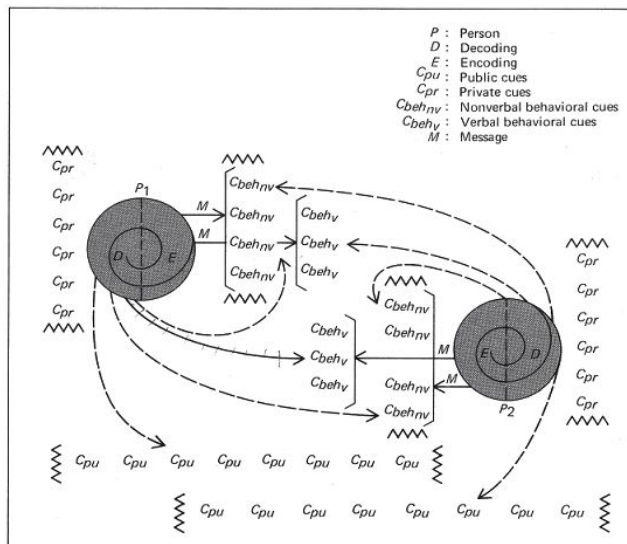
- Added idea we communicate w/ each other where we have shared "fields of experience"

Dance/helical Model (1967)



- Dynamic, ongoing, unrepeatable, cumulative in effects
- Never ends—no fixed beginning or end

Barnlund's Transactional Model (1970)



- Added idea that communicators act simultaneously as senders and receivers
- Includes both verbal and nonverbal elements
- We are NEVER NOT communicating

Ferguson's Critical Communication Model (2006)

*....look on textbook

What do we learn from these models?

Communication..

- Can be intentional or unintentional
- Benefits from shared fields of experience
- Is irreversible and unrepeatable
- Is dynamic—an ongoing process
- Has a cultural component
- Has a power and ethical dimension

*CH 2: PERCEIVING SELF IN RELATION TO OTHERS

Self-Concept

- Stable, organized collection of thoughts & feelings of the self
 - Leads to attitudes and drive behaviour
- Forms at 6-7 months of age when children begin to see themselves separate from others
- Has 4 faces: (When they reveal different pictures of self, they cause problems)
 - **Self-image:** how we see ourselves
 - **Looking-glass self:** how we think others see us
 - **Ideal-self:** how we'd like to be
 - **Real-self:** how we actually are

Related Ideas: Self-Esteem & Self-Efficacy

Self esteem: how we perceive our overall sense of worth/value

Self-efficacy: our perceived ability to accomplish something or to make a difference

Writing our Life Scripts: The Role of Inner Voice

The inner voice is vital for...

- Developing storylines to guide us through life (with characters, plots, settings, action..)
- Getting ideas from first and second hand experiences/memories
- Identifying on a psychic level with settings and places
- Understanding that life scripts can be pos. Or neg. when unfolding

Revising our Life Scripts

We need to focus on...

- recognizing when our scripts have become outdated
- Letting go of negative scripts
- Taking adv. of periods of role transition to 'revise' scripts
- Avoiding the neg. storylines that can develop with change in health/aging

Validating our Life Scripts by Comparing Ourselves to Others

We can...

- look upward/downward for role models
- Experience assimilation effects (greater self-esteem and self-efficacy when we see ourselves able to achieve ideal)
- Experience contrast effects (contrast to idea above)

Reference groups: groups that we compare ourselves with —demographic & psychographic groups to which people belong or aspire.

Looking Glass Self: How We Think Others See Us

- Views of self are influenced by how we think others see us (including significant others) who may/may not see us in this way.
- **Significant others:** people whose opinions matter to us (family, friends, peers, teachers..)

Others influencing Expectations of self

- **Self-fulfilling prophecy:** expectations of others able to influence expectations of self
 - We live up or down to these expectations

Parents and peers influencing Expectations of self

- First born children tend to outstrip later-born children in terms of achievements
- Children take a great deal of opinions to heart by their peers

Teachers/coaches/care providers influencing Expectations of self

- Teacher's expectations affect student performance
- health care providers impacting those with health/mobility issues

Managers influencing Expectations of Self

- Expectations of managers w/ large impact on employee performance
- Women pass up more advanced job opportunities, anticipate more problems, and have bigger fear of failure compared to men—leads to ppl undervaluing their performance

(VIDEO) Casey Brown Ted Talk—Know your worth

- “Your boss probably isn't paying you what you're worth—instead, they're paying you for what they think you're worth”
- Shape their thinking
- Improve the way you communicate your value—get paid for excellence

Media as a Source of Social Comparisons

- Media perpetuating a myth of perfection—flawless ageless beauty being possible and is desirable
- Facebook is the leading platform in media consumption
- Instagram being the greatest mental health risk

(VIDEO) Killing her Softly IV

- Focuses on imgs. Of women in ads, gender stereotypes, its effect on their self-image, and objectification of women's bodies
- Connection btwn. Advertising and pornography—“the advertisers are America's real pornographers”

Impact of Media Images on Perceptions of Self

- Repeated exposure to unrealistic media images results in a 3-step process:
 - a. Overestimating your own weight
 - b. Body dissatisfaction
 - c. Lower self-esteem, eating/dieting disorders
- **Pregorexia:** pregnant women expecting to be slim and fit while pregnant

(VIDEO) Tough Guise

- Male violence needs to be addressed/understood more (masculinity, glamorized manliness)

Ellis' Rational-Emotive Model

- Talks about how to get rid of negative and discouraging feelings by interpreting
- We can put pos. Or neg. interpretations on words & actions of others (able to control them)
- Gives example of friend who calls us names as we pass their house VS same friend in mental institution who calls us names

***CH 3: PERCEPTION OF OTHERS**

- **Perception:** sensing, interpreting, and reacting to the physical world (includes the 5 senses)
 - Learned and backward looking
 - Based on past experiences
 - Selective & self-serving
 - Retaining certain info. While ignoring the other kinds of info (load-induced blindness)
 - Focusing on what is meaningful, what makes us look better
 - **Self-serving bias:** judging ourselves more generously than other ppl
 - We perceive and rmb the neg. more than the pos.
 - Spontaneous, unconscious, value driven
 - Using obvious cues (appearance) to determine personal characteristics

- We are most likely to perceive what we already believe to be true
- Relative & context bound
 - Depending on factors like gender, age, income, etc.
- Mood dependent
 - We perform better and perceive positively when we are happy
 - We catch the moods of others
 - We feel pain less strongly when we are happy
 - When unhappy, more likely to recall info. And process info more accurately
- Completion seeking
 - Stereotyping
 - Relying on experiences to fill in missing info.
- Culture bound & racially biased
 - Cultures experiencing time in a diff. Way (i.e. Aboriginal ppl)
 - Diff. Historical periods produce “optical communities” of ppl who see the world similarly
 - **Own-race bias:** ability to identify members of your own race more easily
- What captures our attn: repetitious occurrences, the novel, the unusual, intense stimuli, contrast, things that motivate

(VIDEO) How reliable is eyewitness testimony?

- Increase likelihood of truths

Standpoint Theory

- Tells us we can never escape our place in the economic, social, and political order
- Our perceptions depend on who we are, where we are, how we got to this place

Common Problems in Perceiving Others

- Primacy effect—paying more attn. and remembering what we see first (first impressions)
 - **First impression errors:** forming lasting opinions of an individual based on initial perceptions
- We assume others are like us
- We focus on negative impressions of those who are different from us
- We allow moods/our health to influence our perception of others
- We stereotype

Perception Checking to Minimize Misunderstandings

3 steps in **Perception Checking:**

1. Describe the behaviour noticed
2. Give 2 possible interpretations
3. Ask for clarification on how to interpret the behaviour

Works best in low context cultures (ppl are explicit in their verbal patterns)

Elderspeak: negative expectations leading younger ppl to look down on elders

*CH 4: UNDERSTANDING, NAVIGATING, AND MANAGING OUR IDENTITIES

- Characteristics that allow others to recognize you:
 - Physical, social, academic, emotional
- Multiple identities related to roles—uni student, daughter, son..
 - Gender identities
 - Ethnic & racial identities
 - Religious identities
 - Linguistic & cultural identities
 - Regional and national identities

Multinational Studies by Geert Hofstede

- 6 years to complete original study that employees carries on 4 cultural dimensions:
 - Power distance--extent to which we think those in power should look/act powerful
 - Uncertainty avoidance--how much we accept and need rules, responsibilities, etc.
 - Individualism-collectivism--extent to which we see individuals as primary resource for decision making & problem solving
 - Achievement-nurturance--extent to which we value stereotypically masculine traits vs. feminine traits

Canadian vs American Values

- Family is Canada's top value where patriotism is US' top value
- Canadians see themselves more like Americans compared to other countries

Experimenting with identities

- Physical identity, social identity (i.e. new name on IG), academic identity, emotional identity (i.e. being less emotional)
- Online identities can sometimes reflect our ideal selves--what we want to be like
 - Can reflect our historical selves--ppl we once were but not anymore

Intentions of Experimenting w/ identities

- Due to internalized behaviours, we can display our personalities online without shying away
- Looking for validation
- Marilyn monroe

Rokeach--Belief Systems

- Classic study that identified how real threats to belief system can destroy self-identity
- Showed that some beliefs are more important to us than others
- The most important beliefs are at the center of our value system

Rokeach's Belief Structure: Foundation of Identity

- Type A: beliefs related to physical reality ("this is a tree", "I am lois")
- Type B: ego-centred beliefs w/o agreement ("I am intelligent", "I am unintelligent")
- Type C: authority beliefs ("I find this religious figure to be credible")
- Type D: beliefs from authority figures ("i support the Canadian initiative")
- Type E: beliefs of arbitrary/unimportant matters ("I like Nike", "I like my steak rare")

Validating our identities

- **Self-verification theory:** we want others to see us as we see ourselves
 - Therefore we act in ways that will create good impressions
- **Impression management:** the way we create impressions in other's eyes

- Usually unconscious; natural part of everyday interactions
- Takes situations and occasions into account

Low Self Monitors (people): don't pay attention to how others perceive them

- Rely on their own values for guidance
- Don't try to change themselves for anything
- Behave in the same way across diff. Contexts (family, work, etc.)
- They make good researchers/project members

High Self Monitors (people): pay attention to the opinions of others

- Change their behaviour according to the situation
- Usually the person you want them to be
- Harder to read/predict due to having various roles
- They make good managers

Common Strategies

For managing impressions

- Self-promotion
- Ingratiation
- Intimidation
- Exemplification
- Supplication

For Self-promotion

- Emphasizing abilities, accomplishments etc.. talking proudly about them
- Desire to be respected and liked

For Ingratiation

- Show extreme concern in being liked by others
- Give compliments, favours for others, interest in other ppl's lives, etc.

For Exemplification

- Attempt to gain respect by showing devotion, sincerity, responsibility.. (arriving on time, picking up shifts)

For Supplication

- Attempt to get sympathy/attn by acting as if they need help
- Plays dumb/incompetent

For Intimidation

- Try to provoke unease in others, showing little concern on being liked
- Desire for control

Theories Related to Online impression MGMT

- Social presence—relating to extent to which we sense another's presence in an online interaction
- Social info. Processing—relates to how we process info. In collab. Settings like social media
- Hyperpersonal—relates to use of online cues to construct idealized views of a person

(FILM) After the Axe

- Documentary that looks at many concepts relating to self-esteem, img. Management, etc.
- Depicts the reality of managers getting fired and the emergence of a new industry that handles exec. Terminations

(FILM) How Social Media shapes identity

- Society is increasingly engaged in identity work
 - Forming, repairing, maintaining, revising our sense of self-worth and significance

***CH 5: LISTENING**

- Hearing and listening are not the same
- Selecting → understanding → remembering → responding

The Nature of Listening

- Cocktail party effect (selecting)
- Context, interference, and cognitive complexity (understanding)
- Value of doodling (remembering)
- Role of verbal and nonverbal (responding)

- When doctors don't listen, more lawsuits result
- Poor listening will cost a corporation w/ 100,00 employees \$3 mil/year if each employee makes a \$30 mistake (i.e. taking wrong order)
- Managers think highly of themselves in terms of listening skills

Barriers to Effective Listening

- Interruption
 - Torkel Klingberg—ppl are distracted every 3 mins. At work; 8 internet windows on at the same time
- Anticipating what the other will say
- Advising—telling them when they need to do
- Listening defensively
- Listening selectively—interpreting differently
- Preparing for counter arguments while listening
- Listening for info. To use against the person in the future

Effective Listening

Listening to Learn

- **Deliberative listening:** analytical, evaluative
- 50% retention after 10 min. Presentation, 25% after 48 hrs, 10% in classrooms

Listening to improve/sustain relationships

- **Empathic listening:** supportive, accepting, non-directive
- Use nonverbal cues to show attention
- Paraphrasing
 - Paraphrasing content: "It sounds like you're saying..."
 - Paraphrasing feelings: "you must feel..."
- Use silence to communicate

***CH 6: COMMUNICATING VERBALLY**

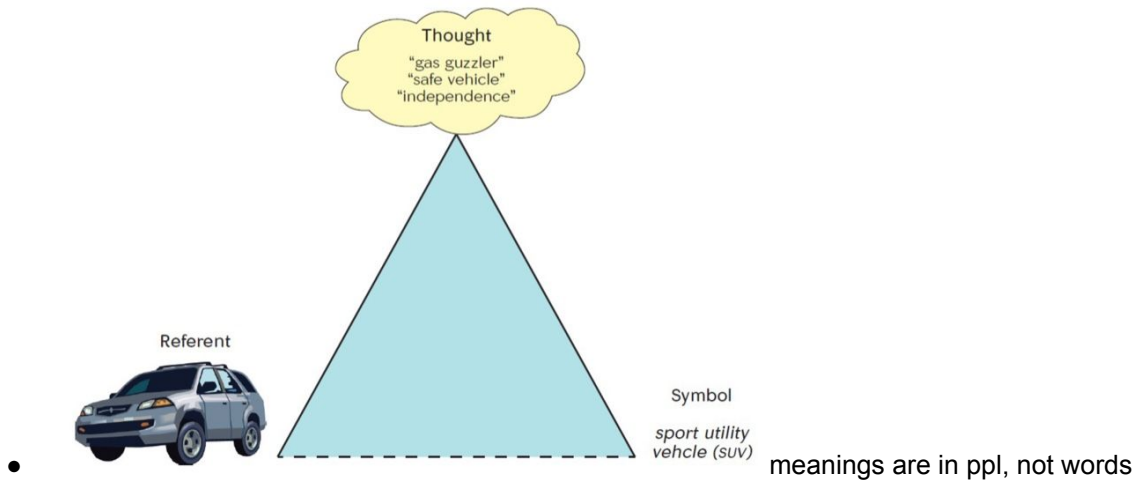
Language is symbolic, rule bound, culture bound, and dynamic

Language is symbolic: Triangle of Meaning

Symbol (word): stands for something else

Referent (thing): object/idea to which a symbol refers to

Thought (meaning): mental img. That we associate w/ a symbol and its referent



Language is Symbolic: Denotative vs. Connotative Meaning

Denotative (dictionary) meaning: i.e. spider is an eight-legged arthropod of the order of Araneae...

Connotative (personal) meaning: i.e. the spider you see in your head stimulating fear, anxiety...

Language is Rule Bound:

Phonological Rules: Rules governing how sounds combine to form words

- I.e. words in Hawaiian must begin w/ a consonant, and not end in a consonant...

Syntactic Rules: rules governing how we arrange words/punctuation/symbols

- I.e. "eats shoots & leaves", "eats, shoots, leaves"

Semantic Rules: rules of the shared meanings of words; can change overtime

- I.e. In Canada, "beaver tail" is a fried pastry.. or body part of an animal
- I.e. "Knock up" meaning different in US than in Britain
- Other expressions from cultures

Pragmatic Rules: rules that take context into account for meaning

- I.e. "how are you?" Depends on whether that was a friend, doctor, etc.

Language is Culture-Bound

- Some words exist only in one culture
- Some say that language determines how we see the world

Language is Dynamic

- Language evolves and changes over time
- I.e. Social media have spawned new words like "OMG" "LOL" etc.
- Historically, women have had a strong influence on the evolution of language
- 'Valleyspeak"—"like", pitch rises at end of sentence

Language allows us to construct and name our world

- We cannot talk about/address things until we have a label on it
- Names can influence how we see ourselves and how others see us

Language conveys credibility to the user

- More powerful & instrumental language used by men
- More powerless & deferential language/rapport-building talk used by women
 - **Tag questions:** "it's hot in here, isn't it?"—Seeking approval
 - I.e. "this may be a bad idea, but.."
 - rising pitch at the end of sentence
 - **Hedges:** "i guess", "sort of"

Barriers to Effective Verbal Communication

Bafflegab: wordy language; incomprehensible; big; extra

- **Jargon:** used within organizations and professions, allows members to communicate more effectively/quickly in shorthand (can become bafflegab when used externally)

Equivocality: possibility for words to have multiple meanings

- abstract language—cannot use 5 senses for description
 - Meanings vary with every person
 - Usually boring
- Concrete language—can use 5 senses
 - Good writers use concrete descriptions
- I.e. (concrete): “the huns ate raw meat, and killed their children”..... (abstract): “the huns were barbaric”
- Relative language—a relative word has multiple definitions depending on context i.e. big or small depending on height

Euphemisms: expression that is less disturbing/offensive than the actual word/phrase; taking the edge off of uncomfortableness

Doublespeak: language that misleads/disguises true meaning of words

- I.e. servicing the targets = killing the enemy

Language misuse: using words incorrectly (don't exist, the wrong word, wrong context)

Static evaluation: applying labels that “freeze frame” our views of ppl assuming they don't change

Politically incorrect language: USE inclusive/gender-neutral language instead

- Do not use “handicapped” or outdated language, “lady lawyer” etc.

***CH 7: COMMUNICATING NONVERBALLY**

“Communication that does not involve language”

Primary functions of nonverbal communication

- Replacing/sub. For verbal messages (**emblems**)
 - I.e. nodding head, thumbs up
- Complementing, repeating, and accenting verbal messages (illustrators)
 - Have no meaning on their own
 - Differ. From being a replacement/sub. Cus they accompany words
 - I.e. smiling when saying ILY
- Regulating interaction (regulators)
 - A substituting function
 - I.e. raising hand to say “wait until i finish”
- Relieving tension and satisfying bodily needs (adaptors)
 - Convey info.
 - I.e. adjusting clothes, stroking arm to say you're nervous/arm hurts
- Conveying emotion (affect displays)
 - Facial expressions show more accuracy in respect to emotions and messages

Secondary functions of nonverbal communication

- Making first impressions
 - We find agreeableness more important than other personality characteristic
- Violating expectations
 - Perception change pos. Or neg.
- Making connections through immediacy
 - These behaviors decrease distance and increase closeness

- Increases likeability of politicians/instructors, engagement, etc.
- I.e. leaning in to talk, making eye contact
- Building & maintaining relationships
 - Signaling romantic interest in another person or ending it
 - I.e. eye contact, touch, smiling..

Facial Expressions, Eye Contact, and Gaze

Six facial expressions that appear across cultures: (anger, disgust, fear, happiness, sadness, surprise)

Functions of eye contact: showing interest, conveying understanding/confusion, expressing emotion, signaling sexual interest, demonstrating respect, regulating conversation

Cultural and other differences in how ppl interpret direct eye contact and gaze

Vocal Cues and Silence

Paralanguage: elements of speech that aren't recognized as language (tone, pitch, volume, hesitations...)

Role of silence: to comfort, giving space for listening, adding drama, etc.

Reactions to silence: discomfort in some cultures

- **Kinesics:** body movements, posture, body language..

(VIDEO) Amy Cuddy: Your body language shapes who you are

- Body language affects how others see us but also how we can see ourselves
- “Power posing”—posture of confidence even when we don't feel confident can increase chances of success
- **Nonverbal leakage:** unconscious body movements giving unintended info. I.e. shaking leg showing that ur nervous

Touch

- Pros of touch:
 - Improves moods, sleep, reduces stress, shows comfort

Clothing and Personal Artifacts

- Internet study by Jennie Noll into self-presentations and victimization
- How and what dress communicates
 - U of Calgary study—perceptions of physicians based on dress codes
 - Milgram & Zimbardo studies—perceptions of authority figures based on status & dress

Colour

- Some studies connected personality to colour pref.
- Meanings of colours vary depending on culture

Personal Space

- **Proxemics:** how ppl perceive and use personal space & distance

Territoriality

- The way by which animals (and ppl) mark and defend personal space

Chronemics

- **Chronemics:** how ppl perceive/structure/value/react to time
 - Monochronic cultures—view time as rigidly linear; rely on clocks and schedules to regulate time

- Polychronic cultures—view time as elastic; believe events happen when they are meant to happen

(VIDEO) Culture Shock: Punctuality

- Achieving things in each block of time
- French—lateness as sign of disrespect
- Iran—always late
- China—impatience is rude; start times usually 5 mins before
- Vietnam—deadlines usually ignored; steady slow pace; patience is key

Buildings and Spatial Arrangement:

Basic principles: the higher your position in an organization...

1. the greater & better space you will enjoy
2. the less likely you are to require or use the space
3. the more likely your space will be guarded/protected
4. the more flexibility you will have to alter the setting
5. Power weakens with distance from the source of power

Relevant concepts

- **Soft architecture:** buildings/structures allowing personalization of spaces
- **Hard architecture:** buildings/structures designed to stand strong/resist human imprint
- **Sociopetal settings:** physical settings that bring ppl together
- **Sociofugal settings:** physical setting that push ppl apart

(VIDEO) Secrets of Body Language

(VIDEO) Uncovered: The body language secrets

***CH 8: BUILDING AND MAINTAINING RELATIONSHIPS (PART 2)**

- Communication moves a relationship forward or backward
- Communication identifies the stages of relationship

The Value of Relationships

Social capital: resource, based on interpersonal connections that can be converted into economic and other benefit *insert pic*

Social capitals are benefits

Bonding Social Capital: benefits resulting from close relationships w/ parents, children, family members

Bridging Social Capital: benefits resulting from connections w/ friends and close associates

Linking Social Capital: benefits resulting from relationships w/ people in positions of power who are outside of our usual network

Reasons for Forming Relationships

- Social Exchange Theory
 - Uses an economic model to weigh the perceived costs & benefits associated w/ a relationship
 - Predicts that we leave relationships where costs outweigh the benefits
- Needs Theory (FIRO)—Need for:
 - **Inclusion:** to be connected to other ppl
 - **Ideal personal characteristics:** individual w/ ability to enjoy being alone or with others

- **Oversocial characteristics:** individual w/ tendency to work hard for attention from others
- **Undersocial characteristics:** individual w/ tendency to avoid interaction
- **Control:** to influence our relationships, decisions, and activities and to let others influence us
 - **Ideal personal characteristics:**
 - Individual alternates btwn. Being in control and letting others control
 - They feel comfortable either leading or following others
 - Has a healthy aspect of control by setting boundaries
- **Affection:** to feel liked, leading to a greater lvl of openness in interactions
 - **Ideal personal type:** individual wants to be liked and feels comfortable in situations that may result in dislike
 - **Overpersonal type:** seeks to est. close relationships w/ everyone regardless if they show interest
 - **Underpersonal type:** feels undervalued and avoids close relationships

Origins of Relationships

- Relationships of circumstance: develop due to situations/circumstances
- Relationships of choice: we actively seek choose to develop

Stages of Romantic Relationships

- Knapp identifying 10 stages in which relationships move
- Beebe, Beebe and Redmond comparing the stages to an elevator ride
- Markers (specific events/interactions) indicate a turning point in a relationship

Coming Together

Initiating

- Noticing the other and form a first impression
- Conversations of superficial topics like the weather, etc.
- Trying to gather info of the other person to decide whether you want a relationship with them or not

Experimenting

- Sharing more info. On school, hobbies, work—"where are you from?" ...

Intensifying

- Spending more time together in shared activities
- Increase of physical contact/affection
- Sharing more personal info.—"I'm afraid I might lose my job"

Integrating

- Being recognized as a social unit by peers
- Sharing daily rituals, similar dress, and developing personal language
- "Ours", not yours or mine

Bonding

- Communicating the status of relationship more formally/public
- Move in together, get engaged
- Commitment and open with each other

Coming Apart

Differentiating

- Decrease in physical contact and interaction
- Using I, me, mine shifting towards individuality

Circumscribing

- Less communication and talks of safe and impersonal convo.
- Decline in commitment that others do not notice

Stagnating

- Relationship becomes shallow, predictable
- Less time and care with the other
- Others begin to notice the lack of commitment and interest

Avoiding

- Avoidance and ignorance
- Can be hostile and passive aggressive
- Cannot rely on the other for self-value

Terminating

- Relationship ends either positively or negatively

Predicting Relationship Failure by Analyzing Communication Patterns

- “Love lab” involving 3000 participants engaging in a simulated dispute
- Researchers developed the ability to predict separation/divorce in 94% of cases based on arguments
- CONCLUSION: Constructive arguments (focused on the problem not the ppl) are healthy & normal; do not predict separation

What predicts a failed relationship?

Criticism: attack on personality/character of the other

Contempt: insults and disrespect

Defensiveness: reaction based on perception that you’re the victim

Stonewalling: withdrawing/disengaging from the conflict, not addressing the problem

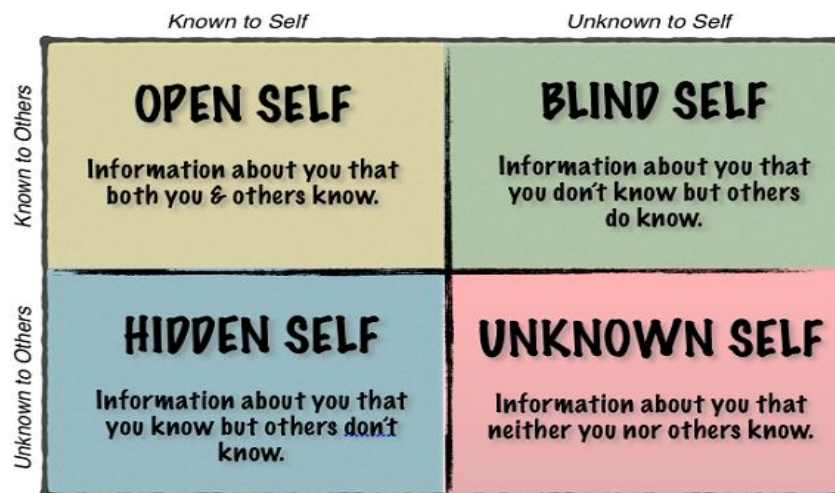
Social Penetration Theory

States that sharing personal info about yourself increases closeness in a relationship

Breadth: the number of conversational topics that allow you to reveal aspects of yourself (hobbies, interests, ambitions)

Depth: the amount of info. Avail on any topic (i.e. superficial or more intimate)

Johari Window



The Internal Drive to Self-Disclose

- Reward centers in the brain light up more when we talk about ourselves
- Writing about personal important/emotional events boosts our emotional & physical health
- People enjoy sharing secrets i.e. on PostSecret.com

The Dangers of Self-Disclosure

Voyeurism: spying into ppl's private lives primarily through social media

Types of concerns:

- **Physical:** stalking...
- **Financial:** stolen financial records + identities...
- **Psychological & emotional:** stress from cyberbullying...

Tips for Building and Maintaining Relationships

- Show interest in others and avoid talking about yourself too much
- Be realistic about who you have relationships with
- Note good qualities of a person instead of what is irritating
- Look through the other person's POV instead of explaining ppl's behaviour through your own POV
- Everyone has different opinions and it does not always have to be addressed
- Use words and nonverbal communication (physical) to fix conflicts--"repair attempts" according to John Gottman
- Self-disclose w/ others but set boundaries
- Avoid having electronics as a distraction while communication IRL

***CH 8: EMOTIONAL INTELLIGENCE AND SUCCESS IN THE WORKPLACE (part 1)**

Theory of Multiple Intelligences by Howard Gardner

- **Linguistic intelligence**--"word smart": learn best through words (lectures, notes, essays)
- **Logical-mathematical intelligence**--"number/reasoning smart": learn best through numbers or logic (argumentation and reasoning, debate, math theories)
- **Visual-spatial intelligence**--"picture smart": learn best through visuals (pictures, TV..)
- **Bodily-kinesthetic intelligence**-- "body smart": learn best through physical experience (nonverbal group exercise, observing behaviour of others)
- **Musical intelligence**-- "music smart": learn best through music (can illustrate an idea using appropriate music)
- **Naturalist intelligence**-- "nature smart": learn best through experience in the nature world (nature hike, nature walk...)
- **Existential intelligence**-- ability to approach deep questions about human existence
- **Interpersonal intelligence**-- "people smart": learn best through a social experience
- **Intrapersonal intelligence**-- "self smart": ability to be self-aware and connect w/ inner feelings, values, etc. learn best through self-reflection (meditation, fantasies)

Daniel Goleman: a Major Name in Field of Emotional Intelligence (presentation)

5 big points covered:

- Self-awareness
- Empathy
- Motivation
- Managing emotions
- Social skills

Contexts where Emotional Intelligence is evident—personal lives, social lives, workplaces

***CH 9: MANAGING CONFLICT & PRACTICING CIVILITY**

Costs & consequences of Conflict:

- Lower employee morale in the workplace
- Higher absenteeism in the workplace
- Upsetting confrontations in one's personal and organizational life

Words used by others to describe conflict—fight, anger, pain, war, etc...

Sources of Conflict

- Different beliefs, attitudes, and values
 - Conflict originating w/ differences of age, background, race etc.
 - I.e. disputing on wearing turbans to work...
- Different personalities
 - Compatibility
 - I.e. one person likes rules and procedures, other likes spontaneity
- Conflicting goals and rules
 - I.e. in a relationship, one may want to buy a car, go on vacation, the other likes to save money
- Interdependencies
 - Fates meeting the fates of others beyond our control
 - I.e. children living in parents' home
- Insufficient/different information
 - I.e. employee misses group meeting due to family emergency but does not want to share that info.
- Poor communication
 - I.e. language barriers, interruption, neglect
- Power struggles, lack of resources
 - Competition for limited sources
 - I.e. one winner in a game, one position open, one room that both roommates want
- Stressful situations
 - I.e. forced to work a double shift, irritating peers, deadlines

Types of Conflict

Overt conflict: involving open disagreement where parties often to metalanguage to discuss their problems and issues

- I.e. 2 parties discussing their feelings about an issue

Covert conflict: hidden conflict where one shows passive-aggressive behaviour instead of addressing their issues directly

Stages of Conflict

ACT I

- Conflict escalates and issues multiple
- Parties in conflict shift from focussing on issues to focussing on personalities
- Rhetoric becomes accusatory and sometimes threatening
- Parties generalize about the behaviours of others—i.e. "you're *always* late"
- Actions occur when threats don't work

- Parties pull others into the conflict
- Parties get locked into positions that make resolution difficult, and conflict escalates to max. Extent

ACT II

- A transition stage
- Parties in conflict have lost hope of winning and run out of steam to continue the fight
- Parties grudgingly accept the need for compromise or collab.

ACT III

- Brings a measure of closure
- The parties in conflict move toward settlement
- The conflict de-escalates
- In best cases, the parties begin to talk to each other again and discard stereotypes of the other
- They brainstorm to find ways to build momentum
- They look for a bigger goal to which both can commit and become more flexible on means to achieve the goal

The role of power in conflict

5 sources of power according to French and Raven:

- **Reward power**
 - Ability to give/withhold benefits
 - Potential to increase/decrease attractiveness depending on whether rewards are given or withheld i.e. money, promotion, attn, other benefit.
- **Coercive power**
 - Ability to make demands, issue threats, punish those who disagree
 - Strength and effectiveness of power are reliant on whether the other party can avoid or escape penalties of punishment (i.e. access to other options with the same benefits)
 - Decrease attractiveness of party—i.e. exercise of control over \$, job, terms of relationships, etc.
- **Legitimate power**
 - Derives from a formal/accepted position or authority
 - “Rightful” power that is voluntarily granted in exchange for perceived benefits
 - Restricted power due to job description/mandate of organization
 - Decrease attractiveness when abusing the power
- **Referent Power**
 - Personal attractiveness of a party to others
 - Usually implies similarity in beliefs, attitudes, values
 - Carries possible “halo” effect—party w/ strong referent power can be heavily influential in more than one area (sometimes out of actual knowledge)
 - I.e. celebrity endorsement
- **Expert/information power**
 - Comes from access to specialized knowledge/info.
 - Often expands beyond their knowledge if person also holds referent (attractiveness) power
 - Sometimes implies ability to control access to/release of info. (Acts as a gatekeeper)
 - I.e. doctors, lawyers, media personalities..

Coping Styles with conflict

Competing—aiming to win with the other losing

Accommodating—giving in, even in situations where you disagree

Avoiding—refusing to deal w/ a conflict

Compromising—meeting in the middle/splitting the difference

Collaborating—looking for an agreement that will satisfy all parties

Coping styles may vary in time and diff. Situations

Outcomes of...

- **Functional conflict:** disagreements w/ productive or beneficial outcomes, characterized by a supportive and empathic communication
- **Dysfunctional conflict:** disagreements w/ unproductive/destructive outcomes carrying tension, stress, hostility, distrust

Obstacles to Resolving Conflicts

- Lack of motivation on one end or both—i.e. “do you what, idc”
- Incomplete/insufficient info.—i.e. “I’ve seen diff. Statistics than those you are citing”
- Emotional reactions that prevent resolution—i.e. “i will make sure that you go down first and further than I...”

Developing a Civil Workplace

Civility: a respectful awareness of others

- Courteous behaviour, politeness, kindness, treating ppl w/ dignity

Behaviours Associated w/ Incivility

- Rude, insensitive in words & actions
- (Crude) Joking at others and putting others down
- Gossiping
- Inappropriate behaviour online
- Bullying/harassing others
- Yelling or speaking loudly
- Assaulting or committing an act of violence against someone/something

Costs of an Uncivil Workplace

Costs to the **organization:**

- Less productive and motivated employees
- More absence
- Frequent turnovers
- Defensive/negative work environment

Costs to the **individual:**

- Unhappy with job
- Threatened self-concept and career
- Burnout, stress, other health-related issues
-

Creating a Civil Work Climate

Climate: emotional tone of a relationship/interaction

- Jack Gibb published a classic article in the *Journal of Communication* (1961)—identifies the contrasting characteristics of defensive & supportive communication

- Defensive communication creates neg. work climate
- Supportive communication creates pos. work climate



The Gibb Categories of Defensive and Supportive Behaviors

Defensive Behaviors	Supportive Behaviors
1. Evaluation	1. Description
2. Control	2. Problem Orientation
3. Strategy	3. Spontaneity
4. Neutrality	4. Empathy
5. Superiority	5. Equality
6. Certainty	6. Provisionalism

Courageous Conversations

*

- Defensive communication—occurs when ppl perceive a threat to their emotional well-being
- Supportive communication—reduces defensiveness & shows respect for the other's feelings

COMPARING DEFENSIVE & SUPPORTIVE COMMUNICATION

Evaluation vs Description

- Evaluation—statements that imply judgements
 - I.e. "You're not taking any responsibility", "I approve"
- Description—statements that focus on facts and use "I" and not "you" language
 - I.e. "this report is very bad", "I wish you had done this differently"

Control vs Problem Orientation

- Control—attempts to share their POV on other(s) emphasizing that they are right
 - I.e. "if you want to do that then you can do it on your own. I'm not putting my name on it"
- Problem orientation—invites collaboration, focuses on finding a solution that satisfies both parties
 - I.e. "let's talk about it. I'm sure we can figure something out that works for both of us"

Strategy vs Spontaneity

- Strategy—communicating w/ underlying/manipulative purpose
 - I.e. "What are you doing after school?" (Intend to ask a favour)
- Spontaneity—communicating openly & honestly
 - I.e. "can you help me w/ that paper?"

Neutrality vs Empathy

- Neutrality—being indifferent as if you don't care about the topic of the person
 - I.e. "May as well get over it. We all have problems.", "Idc what we do, it's your choice."
- Empathy—showing concern for the other person's ideas and feelings
 - I.e. "i understand how upset you must feel. It sounds as if..."

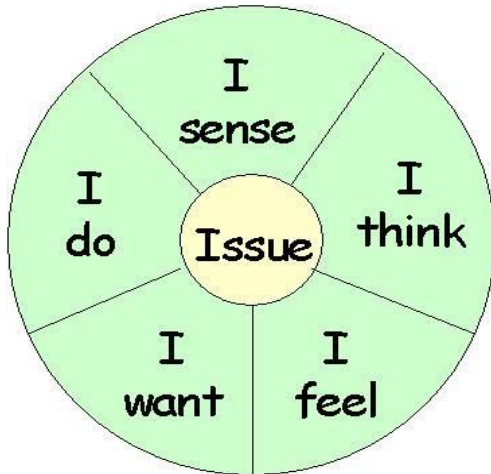
Superiority vs Equality

- Superiority—communicating in a way that implies you are better/more intelligent than the other
 - "You'll understand once you have children."
- Equality—communicating in a way that treats the other as an equal
 - I.e. "I had a diff. Experience, but that doesn't mean it will be the same for you."

Certainty vs Provisionalism

- Certainty—statements implying that there is only 1 correct answer
 - I.e. “this is what you need to do.”
- Provisionalism—statements implying flexibility and openness to alternative Approaches
 - I.e. “It is possible that...”

The Awareness Wheel



developed by Sherod Miller, used in workplace/fam mediations

- Asks questions pertaining to “I sense,” “I think.” Etc..
- Allows clients to see other’s perspective in a respectful way
- Gets at specific needs & wants
- Encourages flexibility
- Allows conflicting parties to look at diff. Perspectives for a solution

I.E. A lost promotion

“I sense..”

- Visual sense—letter of rejection—“I received the letter of rejection”
- Auditory sense—voicemail indicating promo. Not approved—“I heard your voice mail.”

“I think..”

- “Based on my past evaluations, I thought I would receive the promotion”

“I feel..”

- “I feel very disappointed. I was counting on the promotion.”

“I want..”

- “I want to understand why I did not receive the promotion and what i need to improve on.”

“I do..”

- “I will do my best to take your suggestions and try again next time.”

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