

# CMN 1148 Intro to Communications

## Week 1; Chapter 1:

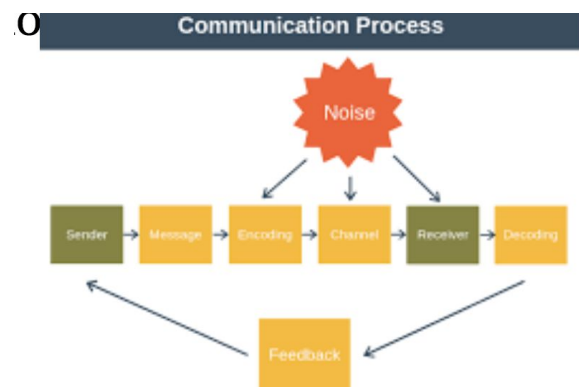
What is communication?

- The process of simultaneously giving and receiving information verbally and non verbally
- **Verbal communication**
  - ◆ Use of words, spoken, written or signed
- **Non-verbal communication**
  - ◆ Communication that does not involve the use of words
  - ◆ Vocal tone, pitch, posture, facial expressions etc
- Appearance of clothing can also be a form of communication
  - ◆ Eg. casual, business, themed (funeral, wedding, uniform)

How do models help us understand communication?

- Provide a common vocabulary or jargon that allows us to talk about a topic
- They explain processes → how and why we communicate, and visually depict relationships
- Pinpoint reasons for communication breakdowns

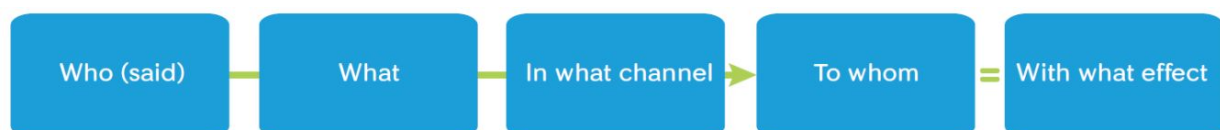
- |                           |  |
|---------------------------|--|
| • Sender or source        | • Feedback   |
| • Message                 | • Noise  |
| • Encoding                | • Environment or context   |
| • Receiver or destination | • Cultural, political, social, or other variables in environment |
| • Decoding                |  |
| • Channel                 |  |
- 



## Aristotelian model

- Three kinds of appeal
- **Logos** → appeals to logic
  - ◆ Evidence, examples, statistics
  - ◆ Argumentation and reasoning
- **Pathos** → appeals to emotion
  - ◆ Emotional appeals to stimulate different emotions depending on what the communication is for
  - ◆ Stimulates physical changes in the body, crying, sweating, fast heart beat. Need to ensure the communications don't overload the emotions negatively
  - ◆ Encourage the listener to care about the message
  - ◆ Be aware that people react differently to things
  - ◆ Strong emotional power of visuals
  - ◆
- **Ethos** → appeals based on source/credibility
  - ◆ Safety or trustworthiness
    - Family ties, security, “one of us”
  - ◆ Expertise
    - Education, knowledge, experience
  - ◆ Sociability
    - Likability, extroversion, accessibility
  - ◆ Composure
    - Calm, reassuring, in control
  - ◆ Dynamism
    - Non-verbal and verbal
  - ◆ Status
    - Reputation, appearance, occupations

## Laswell's Effects Model:



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- One way linear model

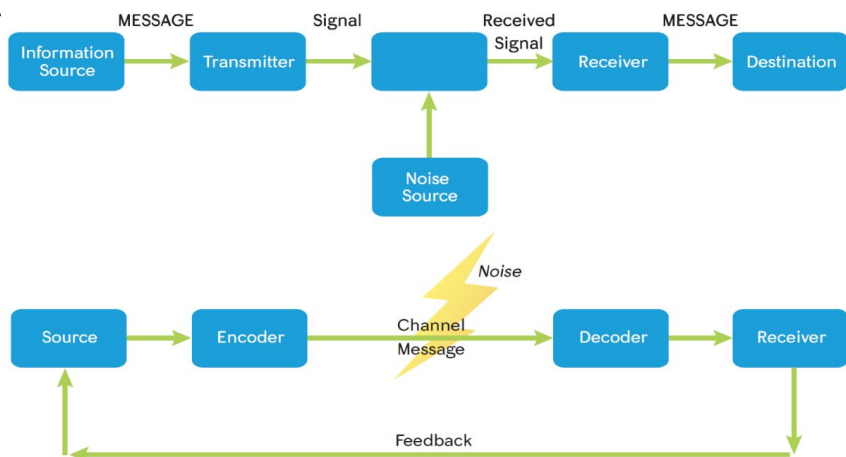
- Planned intentional communication
- Product of post WW11 with focus on power of mass communication
- Reflected magic bullet idea, strong direct effects, immediate impact
- Often applied in political context

**Contribution:**

- Added concepts of channel and effects
- **Channel**
  - ◆ Medium used to transmit a message
- **Effects**
  - ◆ Impact of message
- **Noise**
  - ◆ Interference that occurs in transmission or receiving of message. Can be physiological, phycological, external, or internal
- **Feedback**
  - ◆ Response to message or activity
- **Encoding**
  - ◆ Conversion of messages into codes
- **Decoding**
  - ◆ Conversion of codes into messages
- We can communicate with each other to the extent that we have “**shared fields of experience**”
- Strong cultural component
- Ethnicity, race, age, gender etc
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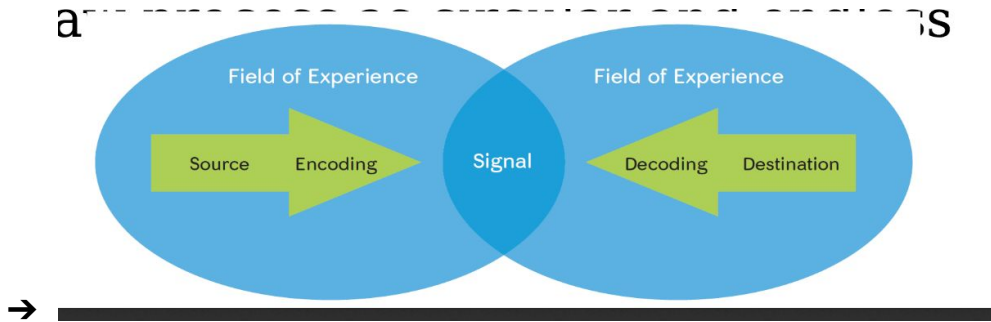
**Shannon Weaver Mathematical Model**

- One way and linear



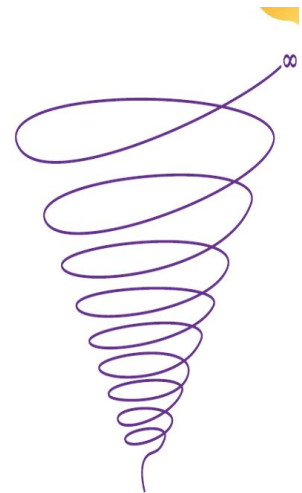
**Schramm Model:**

- Source and destination
- Emphasis on encoding and decoding
- Create, interpret, and assign meaning to words and activities



**Dance Model:**

- Communications is dynamic and ongoing
- Helical in shape constantly looping back to earlier patterns
- Expansive in nature and additive and cumulative
  - ◆ As effect of acquiring more experience with language, culture, modes of communication
- Influenced by good and bad memories from past

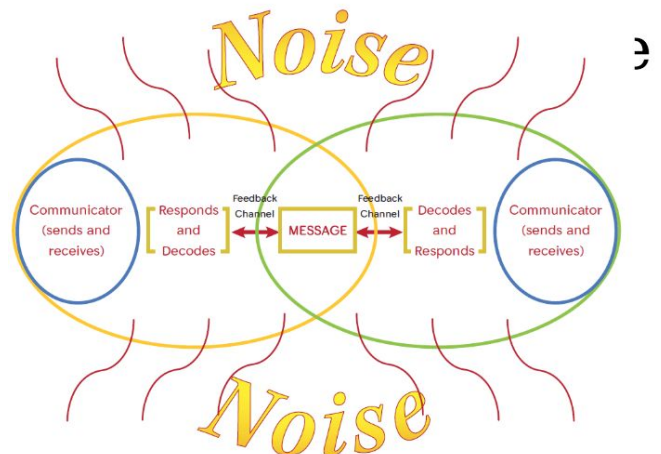


**Contribution of Helical model:**

- Communication as a learning component that expands over time with experience and knowledge
- Stresses the lack of repeatability of any communication act

**Barnlund's Transactional model:**

- idea that communicators act simultaneously sender and receiver
- verbal communication and non-verbal
- Intentional and unintentional communication
- Importance of relationships
- 



**Ferguson's critical model:**

- Outcomes of communication
  - ◆ Short term and long term
- Costs of achieving outcomes
  - ◆ Individuals, groups, and society
- Bases for judging costs
  - ◆ Motives/communicator intent
  - ◆ Means employed/Legitimacy of strategies
  - ◆ Ethical quality of outcomes

**Exercise in precision of information:**

- Mistaken tendency to assume our meaning is understood
- Assumption meaning is in words while it is in people

**Transfer of information: Breakdown of problems**

- Speed affects ability to comprehend
- Personality affects ability to comprehend
- Use of unfamiliar jargon
- Redundant information creates noise
- When meaning is painful we switch off
- Our backgrounds affect ability to perceive or understand

**Tips for communicating successfully:**

- Meanings are in people, not words
- Listen for unspoken messages and don't interrupt
- Specific and concrete language
- Alternator ways of explaining message
- Avoid jargon
- Develop communication skills for all cultures and situations
- Formal language
- Ask questions and give feedback
- Avoid being overly wordy
- Repetition can sometimes be meaningful

# Week 2; Chapter 2: Perception of Self

## Self-Concept:

- Is a relatively stable and organized collection of thoughts and feelings about the self, which lead to attitudes and drives behavior
- Begin to form at age 6-7 months, when children see themselves as separate from others
- **Four faces of Self-Concept**
  - ◆ Self Image → how we see ourselves
  - ◆ Ideal self → how we would like to be
  - ◆ Real-self → how we actually are
  - ◆ When these four faces reveal different pictures of self they cause problems
- **Self Esteem and Self-Efficacy**
  - ◆ Self-esteem is how we perceive our overall sense of worth or value
  - ◆ Self efficacy is our perceived ability to accomplish something or to make a difference
- **Writing our life scripts: The role of inner voice**
  - ◆ The inner voice is important for:
    - Developing storylines to guide us through life, complete with character, plots settings, and actions
    - Getting ideas from first hand and second hand experiences and memories
    - Understanding that life scripts can be positive or negative
  - ◆ **Validating life scripts by comparing ourselves to others:**
    - We can look upward or downward for role models
    - We can experience greater self-esteem and self-efficacy when we see ourselves as able to achieve the ideal
    - We can experience contrast effects (lower feeling of self-esteem and self-efficacy when we see ourselves as unable to achieve ideal)
- **Reference groups**
  - ◆ Reference groups → those demographics and psychographic groups with which we compare ourselves
  - ◆ We may or may not hold membership in the group, and membership can be formal or informal
  - ◆ Several kinds, ones which we belong, ones we aspire, and ones were rejected from

## → Looking glass self - how we think others see us

- ◆ Views of self are influenced by how we think others see us, including significant others, whose opinions often matter most
- ◆ **How expectations of others influence expectations of self**
  - Self-fulfilling prophecy refers to the way expectations of others influence expectations of self
  - We live up or down to these expectations
- ◆ **How expectation of parents and peers influence expectations of self**
  - First borns receive different messages from parents and as a result they tend to change the messages with later born children
  - Parents with positive self-concept tend to communicate positive messages, and vice versa
  - Children care a lot about the opinion of their peers. Bullying is a great risk to children
  - Children with low self-esteem experience more failures in relationships as they age
- ◆ **How expectations of romantic partners influence self-concept**
  - People in relationships see each other in idealized ways , often better than the person sees him or herself
  - But if one person has low self-esteem, the higher esteem partner may eventually come to see their partner in the same way, expectations diminish
  - Insecurity, low self esteem and lack of trust is hard on a relationship
  - When someone feels they are not good enough, they fear rejections, and sabotage relationships
  - People with negative self image seek partners who will give negative feedback
- ◆ **Expectations of teachers, coaches, care providers etc**
  - Expectation of teacher affect student performance
  - In sports, the expectations of coaches influence the performance of athletes
  - Messages of caregivers and health providers have impact on well-being
- ◆ **Expectations of managers**
  - Large impact on employee performance
  - Compared to men, women pass up job opportunities and anticipate more problems and experience greater fear of failure, which leads to supervisors expecting less and undervaluing their performance

## → Ideal Self → How we would like to be

- ◆ The role of the media, and a source of social comparison
  - People turn to medias for role models with whom they compare themselves
  - Comparisons are often unfavourable, because the media perpetuates the myth of perfection (idea that is it possible and desirable to achieve perfection)
- ◆ **Dominant messages**
  - Physical attractiveness is important
  - You must be young, young is beautiful
  - Thin is beautiful
- ◆ **How do media convey these standards of perfection?**
  - The women who populate television, films, social media often reflect obsession with thinness
  - Directors and casting agents tell woman to lose weight
  - Journalists praise celebrities who are thin and poke fun at those who do not reflect the 'look'
  - It wasn't always like this, curves use to be desirable and a sign of wealth
  - Since the first competition in 1921, contestants have become taller, thinner, and bust and hip size decreased
  - **What is the impact?**
    - "The miss USA pageant never fails to make me hate myself more than I did before"

→ **Health impacts of repeated media exposure**

- ◆ Often result in 3 step process:
  - Underestimate the weight of media personalities and overestimate our weight
  - Unfavourable comparisons lead to body image disturbance or dissatisfaction
  - Body image disturbance leads to lower self esteem and sometimes obsessive dieting and eating disorders
- ◆ Who is at risk?
  - Almost everyone but especially;
    - Those who are already dissatisfied with their bodies
    - Those who have eating disorders
    - Pregnant woman
    - Those influenced by peers
    - Middle-aged woman about anti-aging products

→ Role models for expectant mothers

- ◆ Pregorexia → mothers to expect to stay slim and fit while pregnant

→ **New threats in the media**

- ◆ Social media poses new threats of impressions of normality, illusion that images are not professional, altered or photoshopped
- ◆ Celebrities gain traction on social media
- ◆ New celebrities are created daily on social media with emphasis on appearance and images
- ◆ “She has millions of followers because she is beautiful”
- ◆ Cycle of body shaming, eating disorders, low self-esteem continues

→ **Real-self → how we actually are**

- ◆ Positive answers may mean better self-esteem and vice versa



“Real You”: How Do You Feel about Yourself?

1. I see others as having more good than bad qualities.
2. I think that others accept and see good qualities in me, as well.
3. I think my performance is good most of the time.
4. I am okay with having people watch me when I am working.
5. I am not afraid of being judged or found lacking.
6. I accept criticism, but I will defend myself against unfair comments.
7. I work harder when people expect more of me.
8. I am comfortable with people who seem superior to me in some way.

→ **Ellis’s Rational-emotive Model**

- ◆ Talks about how to get rid of

debilitative feelings - those that pull us down

- ◆ Says we can put positive or negative interpretations on words and actions of others
- ◆ Says we control these interpretations
- ◆ Eg. Manager has transferred me to another department
  - though/belief = the manager thinks im incompetent
  - Feeling= wounded and angry
  - Or a more positive interpretation might be the thought that they have greater opportunities in another position

→ Cross-cultural variations in views of self

- ◆ Difference between other countries and north americans
- ◆ Differences between mainstream and minority cultures in North America
- ◆ Differences in the extent to which media influence other cultural groups
- ◆ **Cross-cultural challenges in measuring self-concept**
  - Need to move away from focus on individualism and instrumental behavior
  - Need to attach stronger value to collective and relationship oriented qualities
  - Need to take cultural biases into account (eg, japanese tend to downplay individual accomplishments)
  - Need to take self-serving biases of westerners into account

→ **Revising life scripts**

- ◆ Recognise when your reference groups and scripts have become outdated
- ◆ Let go of negative scripts and set realistic goals
- ◆ Reject the myth of perfection and unrealistic role models
- ◆ Take advantage of periods of role transitions and revise scripts
- ◆ Avoid the negative storylines that can develop with the changes in health or aging

→ **Tips for accepting and moving beyond self**

- ◆ Recognise that you have more than one identity
- ◆ Focus on other aspects of self when one aspect is challenged
- ◆ Engage in positive self talk if some aspects of self appeared threatened
- ◆ If your ego is too noisy, aim for a balance in self-concept
- ◆ Celebrate and learn from differences
- ◆ Believe in positive outcomes

**EXAM LINKS**

→ **The pygmalion effect ON MIDTERM EXAM**

→ **TED TALK ON EXAM BROWN**

→ <https://stylecaster.com/celebs-told-to-lose-weight-movie-roles/>

- ◆ On exam

→ **Killing us softly 4 on exam**

→ [https://www.cbc.ca/radio/docproject/can-you-picture-things-in-your-head-well-this-guy-can-t-1.5279114?fbclid=IwAR32QPTyjDKPI7IW\\_NSZEmOXuWWYJJ1u89diMtKkt0KkUL\\_pgl4E8Ok\\_6Uw](https://www.cbc.ca/radio/docproject/can-you-picture-things-in-your-head-well-this-guy-can-t-1.5279114?fbclid=IwAR32QPTyjDKPI7IW_NSZEmOXuWWYJJ1u89diMtKkt0KkUL_pgl4E8Ok_6Uw) (major ideas, not names)

→ [https://www.youtube.com/watch?time\\_continue=96&v=IGQmdoK\\_ZfY&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=96&v=IGQmdoK_ZfY&feature=emb_logo)

- <https://gem.cbc.ca/media/short-docs/season-1/episode-25/38e815a-00bb7981a6d>
- <https://www.dailymail.co.uk/news/article-8537217/Sen-Rubio-mistakenly-tweets-photo-Rep-Elijah-Cummings-paying-tribute-Rep-John-Lewis.html>
- <https://gem.cbc.ca/media/short-docs/season-1/episode-71/38e815a-00f0639c3e2>
- <https://www.cbc.ca/kidsnews/post/tiktok-star-addison-rae-accused-of-black-fishing.-what-is-blackfishing>

## Chapter 3: Perception of Others

- What is perception?
  - ◆ Process of sensing and interpreting, and reacting to the physical world
  - ◆ Process of perceiving, what captures our attention?
    - Repetition occurrences
    - The novel
    - The unusual
    - Intense stimuli
    - Contrast
- 5 Vehicles for perception
  - ◆ Touch, taste, hearing, smell, sight which interact with each other
- **Examples of interaction**
  - ◆ Between taste and smell → noise levels, nature of music,
  - ◆ Smell taste, flavour from combination of smell and taste
  - ◆ Sight taste interactions
  - ◆ Etc
- **Synesthesia**
  - ◆ Rare sensory trait about 4% of people have
  - ◆ People who see or associate letters and numbers with specific colours have **grapheme-color synesthesia**

- ◆ Seeing or feeling music notes as colours or textures, having visualized representations of time, even tasting words

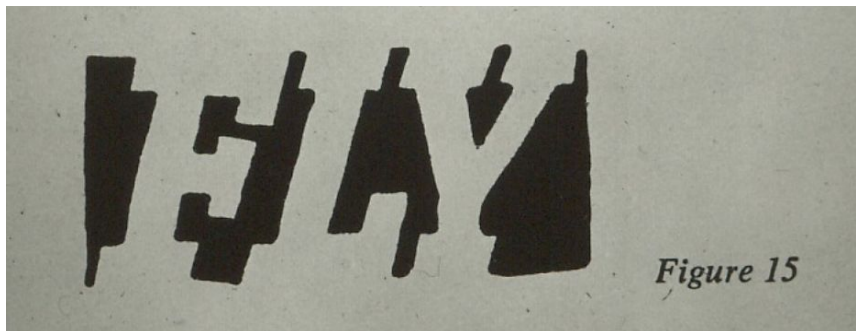
→ **Deficit of sensory input: Aphantasia**

- ◆ Is a condition where people cannot visualize things that are not in front of them

→ **Characteristics of perception**

- ◆ Learned and backward looking
- ◆ Selective and self-serving
- ◆ Relative and context bound
- ◆ Mood dependent
- ◆ Spontaneous, unconscious, and value driven
- ◆ Competition seeking
- ◆ Culture bound and racially biased

→ **Backward looking nature of perception**



→ Hard to read because we have learned to read black against white

→ Our past experience leads us to see the picture in a certain way

→ **Examples of the learned perception of nature**

- ◆ Sight → experiments with goggles
- ◆ Smell → Foods, perfumes, body odors
- ◆ Taste → Wine tasters, cultural preferences
- ◆ Sounds → voice differentiation, animal, or bird, sounds
- ◆ Touch → activity that demonstrates learned nature

### → **Implications for communication**

- ◆ We rely on past experiences to interpret what is happening to us
- ◆ We are likely to believe what we already know to be the case
- ◆ Expectations based on past learning experiences and what we already know and believe

### → **Selective and Self Learning**

- ◆ Perception is selective
- ◆ Process by which we see and retain certain kinds of information while ignoring other kinds of information
- ◆ We are bombarded by millions of information, but discard majority of it
- ◆ Occupation influence what we perceive and remember,
- ◆ Gender
- ◆ Past experiences
- ◆ Respond more to the negative than the positive, focus on whats wrong with someone before we see whats right

### → **Judging ourselves more charitably**

- ◆ We judge ourselves more generously than we judge others and focus on what makes us look good,
- ◆ Our flaws are blamed on external factors, while faults of others are blamed on internal personality factors

### → **Relative and context bound perception**

- ◆ We are all tall or short, rich or poor, young or old relative to the person which we compare ourselves to

#### ◆ **Standpoint theory**

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

## → **Mood dependent**

- ◆ Our moods and states of health influence our perception of others
- ◆ Benefits of a positive mood
  - Perform better at work, perceive leaders more positively
  - Feel pain less strong
  - We catch the moods of others, so leaders are in a good mood
  
- ◆ Benefits to mildly negative moods
  - Process information more accurately
  - Likely to recall information
  - Detect deception
  - Less likely to place undue importance on first impression

## → **Spontaneous, largely unconscious, and value driven**

- ◆ We base first impressions on what we see first eg. dress, hair, age, gender
- ◆ **Unconscious biases**
  - Banaji and Greenwald found that unconscious perception and hidden biases influence promotion policies, interactions with colleagues, and perception of people accused of crime
  - Eg. doctor paying more attention to a man with chest pains than a woman, or to educated people over uneducated
  - Hiring tend to favour taller people, extroverts, slim, and men
- ◆ **Extending from the most obvious to the less verifiable**
  - Stage 1
    - We typically base our first impressions such as age, gender, dress, hair etc
  - Stage 2-3

- We extend these to obvious cues to include less variable characteristics such as intelligence, economic status, education etc
- Eg. dumb blond
- Stage 3
  - We extend these personal attributions to beliefs, opinions, attitudes, and likely behavior
  - Eg. Liberal or conservative, religious, friendly or unfriendly etc
- Stage 4
  - In deciding how to respond, we put everything together, and respond verbally or nonverbally

#### ◆ **What are the implications for communication**

- We tend to favour positive first impressions and those who are similar to us
- We favour negative impressions of those who are different from us
- **First impression errors** occur when we form lasting opinions based on first impressions
- In business, how individuals present themselves influence how peers relate to them personally and professionally
- Can have negative impact on employee credibility

#### → **Completion seeking**

- ◆ Our brain seek completion
- ◆ This image shows how our brain fills the gap using past frameworks of experience

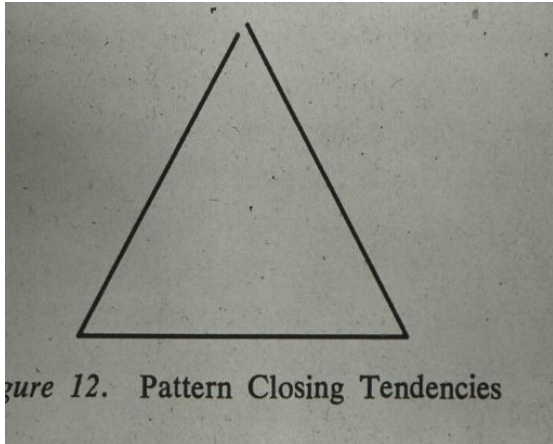


Figure 12. Pattern Closing Tendencies

→ **The completion seeking nature of perception leads to stereotyping**

- ◆ When we stereotype, we use past frameworks of experience to force-fit people into categories
- ◆ Stereotyping occurs most often with strangers
- ◆ Rely on a limited number of past experiences to fill in missing information

→ **Implications for communications**

- ◆ Sterotyping encourages discrimination and leads to poor outcomes
- ◆ Can combat it by:
  - Focusing on similarities instead of differences
  - Taking another person's point of view
  - Making contact with out-groups
  - Encourage friends to avoid stereotyping

→ **Microaggression**

- ◆ Everyday indignities (treatment that causes shame) that are verbal or behavioral that may be intentional or unintentional
- ◆ Communicated to women, people of colour, gay etc, that is insulting and cause psychological distress or harm

→ **Stereotyping and microaggression implications on communications**

- ◆ Outcomes are often hurtful and poor, may expect more from a person than they are able to produce

→ **Culture Bound and racially biased**

- ◆ Aboriginal people experience time in a different way from members of mainstream cultures
- ◆ East asian differ from westerners in the size of their perceptual fields
- ◆ Different historical periods produce optical communities of people who see the world in a similar way
- ◆ Unconscious bias between canadian and americans
- ◆ Caucasians of european ancestry more associated with being american than Asians
- ◆ Bias opinion of seeing americans as white
- ◆ Asians in canada often mistaken for foreigners

→ **Own race bias**

- ◆ Being able to identify members of our own race more easily than those of a different race
- ◆ Also known as other-race effect, difficulty distinguishing people of another race
- ◆ Lucy liu mistaken for journalist Lisa leng, do not look alike, just the same race
- ◆ The saying "They all look alike" may be result of not having early or meaningful exposure to another race

- ◆ Innocence projects have demonstrated own-race bias in the justice system → white kids focus on hair and eye colour of other white kids, while black kids are focused on solely skin colour

→ **Using Perception checking to minimize misunderstandings**

◆ **Three step process**

- Describe the behaviour you noticed
- Give two possible interpretations for the behaviour
- Request clarification on how to interpret behaviour

◆ **Examples of perception checking**

You haven't been talking much with me lately (**behaviour**). I was wondering whether you are upset with me (**interpretation 1**) or whether something happened at work to upset you (**interpretation 2**)? What is going on? (**request for clarification**)

→ **Using the CPA model to improve interactions with old people**

- ◆ Old age cues trigger negative expectations
- ◆ Negative expectations lead younger people to modify speech
- ◆ Patronizing speech and other behaviour leads to lower self-esteem, self-stereotyping

→ **Tips for controlling Perception biases**

- ◆ Remember that your first impressions are more often wrong than right
- ◆ be aware that you perceive and remember negative information more quickly and easily than positive information

- ◆ remember that you have more difficulty identifying differences in people from other racial groups
- ◆ not everyone has the same goals needs and values
- ◆ recall a level of confidence in your judgments about people is no measure of correctness
- ◆ recognize you see the world through a filter that is different from everyone else
- ◆ recognize people from other cultures have different filters in which they see the world
- ◆ be sure you're not judging others based on an unrealistic standard
- ◆ realize your mood influences how you see and react to other people as well as how they react to you
- ◆ set an example for others in your group by treating people in the way you would like to be treated
- ◆ assume the perspective of other people
- ◆ make a conscious effort not to stereotype other people

#### **Chapter 4: Navigating, Managing, and Understanding Our identities**

→ Identity refers to ones public presenting self, which includes characteristics that allows others to recognize your

- ◆ **Physical → eg. appearance and athletic abilities**

- ◆ **Social → eg. competence in relationships**

→ **Multiple identities**

- ◆ Relate to roles → eg. daughter, son, friend, employee etc

→ **Which labels do you use to describe yourself**

- ◆ **Social or familial**

- Parents, son, daughter, friend)

- ◆ **Cultural or linguistic**

- Canadian, french, russian, Spanish

◆ **Occupation**

- Student, government worker, doctor etc

◆ **Natural abilities**

- Athlete, artist, writer

◆ **Physical**

- Height, weight, build, hair colour

◆ **Intellectual**

- Intelligent, slow

◆ **Attitudinal or behavioral**

- Hardworking, independent, caring, optimistic, shy

◆ **Belief systems**

- Religious, political, vegetarian

→ **Navigating multiple identities with collective dimensions**

- ◆ Multiple identities have collective dimensions, where we share parts of our identity with groups
- ◆ Gender, ethnic, racial identities
- ◆ Regional and national
- ◆ Linguistic or cultural

→




Multinational Studies  
by Geert Hofstede




1. **Power distance** - extent to which we believe those in power should look and act powerful
2. **Uncertainty avoidance** - how much we accept and need rules, bureaucracy, clear delineation of responsibilities
3. **Individualism-collectivism** - extent to which we see individuals as primary resource for decision making and problem solving
4. **Achievement-nurturance** - extent to which we value stereotypically masculine traits vs. stereotypically feminine traits

- 50 % of internet users have pretended to be someone else on occasion
  - ◆ Mostly adolescents, lonely
  - ◆ We may lie about age, weight
  - ◆ Sometimes reflect our ideal selves
  - ◆ Online identities sometimes reflect our historical self, who we were but not longer are
- Implications of experimentation
  - ◆ We internalize behavior, may lead us to have the same personalities online as offline
  - ◆ Depend on others to validate our identity
- **Rokeach** → **Belief systems**
  - ◆ A way in which credible threats to belief systems can destroy self identity
  - ◆ Some beliefs are more important to us than others
  - ◆ More important beliefs re located at the center of our value systems



## Rokeach's Belief Structure: Foundation of Identity



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- Type A beliefs – beliefs related to physical reality (“This is a tree” or “I am Joe Smith”)
- Type B beliefs – ego-centred beliefs that require zero consensus (“I am intelligent” or “I am unintelligent”)
- Type C beliefs – authority beliefs (“I attach credibility to a religious figure or an organization)
- Type D beliefs – beliefs derived from authority figures (“I support environmental initiatives promoted by Greenpeace”)
- Type E beliefs – beliefs about arbitrary and inconsequential matters of taste (“I like my steak rare” or “I prefer Nike products”)

- What happens when identities are threatened?
  - ◆ Our most important beliefs reside as the center of our value systems
  - ◆ When someone threatens these central beliefs, identities, and sense of self undergo change
  - ◆ Threats to A destroy self identity
  - ◆ Threats to B destroy self-concepts

- ◆ Threats to C destroy authority systems

→ **Validating our identities**

- ◆ Self verification theory says we want others to see us as we see ourselves
- ◆ We seek to present ourselves in ways that will create a good impression
- ◆ We seek to manage impressions

→ **What is impression management?**

- ◆ Create impression in the eyes of others
- ◆ Varied contexts eg. friendships, family, romances
- ◆ Unconscious natural everyday interactions
- ◆ How others respond to us consciously and unconsciously
- ◆ Online and offline settings

→ **High self monitors**

- ◆ They pay attention to the opinions of others
- ◆ Alter behavior to fit situation
- ◆ Be the person you want them to be
- ◆ Harder to read because they assume different roles
- ◆ Influence people to follow lead
- ◆ Good managers

→ **Low self monitors**

- ◆ Do not pay much attention to how people perceive them
- ◆ Expect you to take them as they are
- ◆ Don't manage perceptions
- ◆ Rely on own values to guide behavior
- ◆ Behave same way across different contexts
- ◆ Good researchers and project members

→ **Common strategies for managing impressions**

◆ **Self Promotion strategies**

- Emphasize competencies, abilities, and accomplishments
- Emerge from desire to be respected, admired, and liked
- Talk proudly about experiences, education, talents, value to organizations etc

◆ **Ingratiation Strategies**

- Show extreme concern being liked by others
- Rely on compliments, flattery, and favourable responses
- Show interest in personal lives of colleagues

◆ **Exemplification strategies**

- Attempt to gain respect by displaying sincerity, devotion, responsibility

- Arrive early, staying late for work, being busy all the time, or going to office on weekends
- Run the risk of making the person appear hypocritical and manipulative
- ◆ **Supplication Strategies**
  - Attempt to get sympathy and attention by presenting oneself as in need of help
  - Emphasize newness to job or organization or other reason for doing badly at some task
  - Attempt to evade work by playing dumb or appearing incompetent
- ◆ **Intimidation strategies:**
  - Try to provoke unease in others
  - Display little or no concern with being liked
  - Show desire to establish control
  - Dealing forcefully or reacting strongly or aggressively
- ◆ **Theories Related to online impression management**
  - Social presence
    - Relates to extent to which we sense another's presence in an online interaction
  - Social information processing
    - Relates to how we process info in collaborative settings like social media
  - Hyperpersonal
    - Relates to use of online cues to construct idealized views of identity

## Chapter 5: Listening

- The nature of listening
  - ◆ Listening, reading, speaking, writing
- Teens don't value face to face communication with friends as much as they used to
- **The nature of listening**
  - ◆ Hearing and listening are not the same
  - ◆ Steps in the process of listening
  - ◆ **Selecting, Understanding, Remembering, and Responding**
- **Selecting: Cocktail party effect**

- ◆ Ability to focus attention on one stimuli/conversation while while filtering out a range of other stimuli eg. noise
- **Understanding: Context**
  - ◆ **Inferences**
    - Understanding/having a hunch due to context
  - ◆ **Cognitive complexity**
    - What kind of thinking, action or knowledge must be demonstrated and communicated to answer a question, address a problem, or accomplish a task
    - How many different ways can a question or problem be answered
- **Remembering**
  - ◆ Study shows subjects given a doodling task while listening to something have a better recollection of what was said than people who don't doodle
- **Responding**
  - ◆ Verbally or nonverbally
- **Why listening matters to interpersonal contexts**
  - ◆ Fulfills a basic human need to connect meaningfully with another person and to be heard
- **Why listening matters in crisis situations**
  - ◆ Listening and help lines often help people in crisis or those suffering from depression
  - ◆ Supportive listening builds trust among health care providers and patients
- **What happens when doctors don't listen**
  - ◆ More lawsuits result
- **Why listening matters in educational context**
  - ◆ Students with good listening skills do better in schools and universities
  - ◆ Time spent on laptops negatively affects understanding content and grades
- **Why listening matters in the workplace**
  - ◆ Listening affects productivity and profits in the workplace
  - ◆ Poor listening will costs a corporations 100,000 employees 3 million each year if each of its employees makes a 30\$ mistake for example
- **Why listening matters in business context**
  - ◆ According to recent studies 92 percent of employees who said they're managers were good listeners were satisfied with their jobs
  - ◆ Managers with good listening likely had listening training
  - ◆ Highly-rated listening groups are women
- **How do managers view their listening skills**
  - ◆ All managers perceived their listening skills to be very good

- ◆ Employees scored the same managers but scored many with poor listening
- **Why listening matters to front line workers**
  - ◆ Front line workers benefit financially from good listening skills
- **Listening to learn**
  - ◆ Deliberative listening
  - ◆ Involves hearing, understanding, evaluating, and drawing conclusions and storing information to recall later
- **Listening to improve or sustain relationships**
  - ◆ Empathetic listening
  - ◆ Hearing what the person is saying at a context level and emotional level
- **Listening to learn**
  - ◆ Happens in many settings
  - ◆ Most often in a classroom
  - ◆ Recollection declines gradually after time passes from the lecture
- **Barriers to listening to learn**
  - ◆ Interruptions and environmental distractions account for many of these issues experienced in learning and work environments
  - ◆ Distractions can also be physiological
  - ◆ **Multi-tasking**
    - Brain activations drops by 53%
- **Why listening to learn is difficult**
  - ◆ Speech-thought differential
    - Difference between rate at which someone speaks and thought rate
  - ◆ Information overload
    - How much other information was coming to you while you were trying to listen to the list
- **Strategies for listening to learn**
  - ◆ Sit near the front
  - ◆ Eliminate distractions
  - ◆ Pay attention
  - ◆ Take good notes
  - ◆ Be aware of confirmation bias
  - ◆ Practice active listening
- **What are the characteristics of listening to sustain for improve relationships**
  - ◆ Empathetic listening
    - Supportive and intuitive
    - Accepting

- Sensing and feeling with the other
- Non evaluative and non-directive

→ **Barriers to effective listening**

- ◆ Often we anticipate what the other will say before they actually speak
- ◆ Advising is one of the most common responses to someone sharing a problem
- ◆ Sometimes we listen defensively
- ◆ We often listen selectively, hearing what we expect/want to hear
- ◆ When discussing controversial topics we may prepare counter arguments while listening, which prevents us from actually listening
- ◆ Sometimes we listen for information that we can use against the person at a later time

→ **Listening to sustain or improve relationships**

- ◆ Limit your own talking
- ◆ Use non-verbal cues to show attention
- ◆ Practice empathetic listening
- ◆ Paraphrase the content or feeling in the message

→ **How to paraphrase**

→ **Tips for effective listening in interpersonal situations**

- ◆ Make an effort to enhance your cognitive complexity
- ◆ Avoid checking email or social media accounts during challenging listening situations
- ◆ Use words that explicitly acknowledge that you understand and empathize with the speakers experience
- ◆ Use non verbal cues
- ◆ Summarize and paraphrase what the speaker says
- ◆ Ask questions
- ◆ Hold space for others

→ When we don't have shared fields of experience listening becomes critical to meaningful communications

→ **How to succeed in listening across cultures**

- ◆ Put priority on listening
- ◆ Indigineous cultures have oral traditions, like storytelling to transmit history and values

→ **Western speaking centered focus**

- ◆ Students encouraged to air views, argue points, debate ideas, and solve problems verbally
- ◆ Being articulate is a sign of intelligence
- ◆ Speaking well is valued more than listening well

→ **Asian Listening centered focus**

- ◆ More appropriate for children to listen than to talk
- ◆ Being assertive, articulate can signal respect and selfishness
- ◆ Listening helps people to avoid confrontation and conflict

→ **How to succeed at listening across cultures**

- ◆ Cultural background will cause you to encode your message in a particular way favoured by your upbringing
- ◆ Other person's background will affect how they decode your message
- ◆ Misunderstanding can creep in at any stage
- ◆ Willingness to adopt to non-judgmental listening strategies like perspective talking, acceptance, compassion, and suspending our ego

## **Chapter 6: Communicating Verbally**

→ **Language is symbolic**

- ◆ Symbol - something that stands for something else
- ◆ Referent - object or idea a symbol refers to
- ◆ Thought - a mental image that we associate with a symbol and its referent
- ◆ **Triangle of meaning**
  - Broken lines reflect arbitrary nature of links between the referent words we use to represent things
  - We can't explain why a rose is called a rose, or the need for food is called hungry
- ◆ **Denotative** is the literal meaning while **Connotative** is what comes from emotions and how we perceive something
- ◆ Words and symbols evoke different meanings in different people

→ **Language is Rule Bound**

- ◆ Phonological Rules
  - Rules governing how sounds combine to form words
  - Words in Hawaiian language must begin with a consonant
    - Must end in a vowel
- ◆ Syntactic rules (word order)
  - Rules governing the structure of sentences: how we arrange words
- ◆ Punctuation
  - Rules governing structure of sentences
- ◆ Semantic rules
  - Rules concerned the agreed upon and shared meaning of words which vary over time, across culture
  - Eg. beaver tails in Canada

◆ **Pragmatic rules**

- Rules that take context into account in arriving at meaning
- Meaning depends on who is involved and what message is about

→ **Language is culture bound**

- ◆ People in different regions use different words for the same referent
  - Eg. soda or pop

Some words exist only in one culture:

- *Iktsuarpok* (Inuit) - to keep going outside to check if anyone is coming while you are waiting
- *Tartle* (Scottish) - the experience of hesitating when you are introducing someone whose name you can't remember
- *Drachenfutter* (German) - "dragon fodder," a type of gift bestowed on wives by husbands who have stayed out late or engaged in questionable behaviors
- *Gumusservi* (Turkish) - the light of the moon as it shines upon the water
- *Vybařnout* (Czech) - to jump out and say *boo*



→ **Language is dynamic**

- ◆ Evolves and changes overtime
- ◆ Women have strong influence on evolution of language
- ◆ Middle class teenage girls create most new language forms today
- ◆ Origins of valley speak
  - Teens in LA
  - California surfer crowds
  - Song and movie valley girl

→ **Social functions of language**

- ◆ Allows us to construct and name our world
  - Eg. postpartum went unspoken for years because it didn't have a word/name
- ◆ Brings us together and separates us
- ◆ Conveys credibility

→ **What's in a name**

- ◆ Influence how we see ourselves and others



## Names over the Years



- Classic names (e.g., Emily, Sarah, Daniel, William)
- Surname names (e.g., Brady, Chandler, Donovan)
- Place names (e.g., India, Nevada, Paris, Sienna, Sonoma, Vegas, Egypt)
- Athletic names (e.g., Cassie, Kelly, Blake)
- Unisex names (e.g., Cameron, Jordon, Terry)
- “Good girl” names (e.g., Hope, Chastity)
- Biblical boy names (e.g., Aaron, Noah)
- Nature names (e.g. Crimson, Evening, River, Cloud)
- So-far-out-they're-in-names (e.g., August, True, Farmer)
- So-far-in-they're-out-names (e.g., Brittany, Chelsea, Justin, Ryan)

People associate many characteristics, such as athleticism, masculinity/femininity, intelligence, creativity, and popularity with names.

### → Names matter

- ◆ Calling transgenders by their preferred names can reduce suicide
- ◆ Creates stronger mental health

### → Using nicknames to trigger negative associations

- ◆ Trump assigns mean nicknames to his opponents
- ◆ Sleepy creepy Joe

### → **Language brings us together or separates us**

- ◆ Convergence term refers to inspiring and uplifting languages that unites us as individuals
- ◆ Divergence refers to language practices that separate us
- ◆ Eg. when trump called Kim Jong Un Rocket Man put the world at risk
- ◆ KJU called trump Dotard and president evil

### → **Power of negative words**

- ◆ A single word can influence physical reactions of a neurochemical nature
- ◆ The word NO releases dozens of stress hormones
- ◆ When anxious or depressed the effects are even stronger
- ◆ War, poverty, and illness send alarm messages to fear center in the brain

### → Restricted codes involve language only insiders understand

- ◆ They bring those who share the code together but separate the rest

→ **Karen**

- ◆ Karen now refers to those who use race or status to obtain privileges
- ◆ No name has been attached to men with the same characteristics

→ **Language conveys credibility or lack of to the user**

- ◆ More powerful language and more instrumental and report talk used by men
- ◆ More powerful relationship language and rapport building talk used by woman
- ◆ Woman often seek approval in their language, with hesitations, and less confidence
- ◆ Self-doubt shows in words
- ◆ Women use more polite terms and superlatives like “very”

→ **Barriers to effective communication**

◆ **Bafflegab**

- Language that is too wordy, incomprehensible
- Can also mean vague and unclear language that is intended to confuse rather than clarify
- Professional jargon sometimes falls into this category
- All professionals use jargon
- Jargon can allow individuals to communicate more effectively
- Jargon can also be confusing to outsiders

◆ **Equivocality**

- Refers to the possibility for words to have more than one meaning
- A relative word can have more than one meaning
- Interpret it different ways
- Use of abstract language , we need concrete language to understand
- Concrete language involves 5 senses, taste, smell, sight hearing and touch. Concrete descriptions use all of them
- Abstract contains ideas that you cant smell or taste, etc, like love, beauty, kindness
  - Rely on listener interpretations

◆ **Euphemisms and double speak**

- An expression meant to be less disturbing than the word or phrase it replaces

- Held back a grade instead of failed
- Past away instead of died
- Taking edge of firing people: Downsizing, reengineering, outsourcing, etc

#### ◆ **Doublespeak**

- Language that deliberately misleads and disguises the true meaning of words
- More dangerous than euphemisms
- Non-operative personal = dead soldier
- Collateral damage = unintentional injury

#### → **Language and misuse**

- ◆ Using a word that sounds like the other but carries a different meaning
  - I got my subscription for the pill
- ◆ Using a word that doesn't exist
  - Sitchification
- ◆ Using a word in the wrong context

#### → **Static evaluation**

- ◆ Applying labels that freeze frame our views of people assuming they don't change overtime
- ◆ We form views of people that resist change, even in light of evidence to the contrary
- ◆ Maybe your boss was mean 5 years ago but not necessarily now

#### → **Politically incorrect language**

- ◆ Use inclusive, general neutral language
- ◆ Avoid words like retarded, disabled, midgets
- ◆ Avoid labelling or stereotyping
- ◆ Realise political correctness changes with time

#### → **Post Truth World**

- ◆ Post-truth international word of year in 2016
- ◆ We live in a world of bots that pretend to be human and people trying to steal our identities
- ◆ Conspiracy theories discredit sciences and declare mainstream media to be fake-news

#### → **Verbal indicators of lying**

- ◆ Use of formal language
- ◆ Use of languages that distances a person from act or association
- ◆ Use of qualifying language
- ◆ Dressing up lies

- ◆ Involving religion to dismay lies
  - ◆ Use of phrases that don't need explanations (I don't recall, my guess is that...)
  - ◆ Change topic or answer different question
  - ◆ Repeating questions to gain more time to think
  - ◆ Long-winded introductions
  - ◆ Responding with a question
  - ◆ Change in pitch
  - ◆ Slowing down or speeding up
  - ◆ Give a longer account
  - ◆ Pausing before answering the question
  - ◆ Showing nervousness
  - ◆ Stammering
  - ◆ Inconsistent
  - ◆ Overreacting
  - ◆ Hostility
- CIA says to look for a cluster of these behaviors
- First red flag in 5 seconds

## Chapter 7: Communicating Non-verbally

### → Verbal communication

- ◆ Involves language, a collection of symbols that can be arranged in a particular order according to rules that govern the language
- ◆ Also includes sign language, Morse code, and Semaphores where a position of the flag represents a letter in the alphabet
- ◆ Braille

### → Non-Verbal communication

- ◆ Communication that doesn't involve language
- ◆ Does not involve one to one correspondence between sounds, signs, flag position, etc
- ◆ Includes postures, stance, eye contact, gestures, etc

### → Five Primary Functions of Non-verbal Communication

- ◆ **Replacing or Substituting for verbal messages (emblems)**
  - Non-verbal cues that replace the verbal with non-verbal message
  - Nodding head, applauding, thumbs up
- ◆ Complementing, repeating, and accenting verbal messages (illustrations)

- Illustrations complement, repeat, or add emphasis to verbal messages
- Smiling warmly when saying I love you
- Illustrations have no meaning on their own
- Illustrations get meaning from accompanying words

◆ **Regulating interaction (regulators)**

- Non-verbal cues control and manage the flow of communication between people
- Raising hand to say “i want to speak”

◆ **Relieving tension and satisfying bodily needs (adaptors)**

- Gestures can relieve tension or satisfy bodily needs
- Adjusting clothes, shifting position, twisting hair, giving a wink to make someone less nervous
- Fiddling your thumbs convey a message of nervousness or boredom

◆ **Conveying emotion**

- Non-verbal carries 93% of emotional content of messages, verbal carriers 7%
- Touch
- When we read facial expressions in tandem with body language we increase accuracy in interpreting emotional content

→ **Secondary functions of non-verbal communication**

◆ **Making first impressions and violating expectations**

- We overvalue first impressions which we form on the basis of most accessible cues
  - Physical appearance, dress, speech patterns, race, ethnicity, etc
  - We see people who are physically attractive more likeable, confident, and comfortable
  - We respond favourably to people seen as agreeable, outgoing, open etc
  - Often wrong assumptions
- Violating expectations
  - Expectations influence our judgment of others and culture and context play a role in these expectations
  - Cultural factors and stereotypical expectations
  - Context
  - Expectations from group stereotypes like LGBTQ are liberal, all Canadians are happy, etc

- People violate expectations when they make choices we don't expect
- **Making connections through intimacy**
  - Draws to people who exhibit immediacy behaviors
  - Close the gap between communicators and feeling of closeness
  - Leaning forwards, making eye contact, nod warmly, or smile
  - Influences the likeability of politicians and instructors, increasing motivation to support the politician or engage in classroom activities
- **Building and maintaining relationships**
  - Use on verbal cues to signal romantic interest
  - Eye contact, touch, leaning towards them, self-grooming, etc
  - Self grooming includes running your fingers through your hair, fixing clothes, fixing makeup etc
  - Non-verbal communication plays a role in the initiation, maintenance, and ending romantic relationships
  - Women tend to be the one to regulate the courtship process

→ **Non-verbal communication channels**

- ◆ Facial expressions, eye contact, and gaze
  - 6 facial expressions
    - Anger, disgust, fear, happiness, sadness, and surprise
  - Functions of eye contact
    - To show interest, convey understanding, or confusion, express emotion, signal sexual interest etc
    - Cultural differences in how people interpret gaze and direct eye contact
- ◆ Vocal cues and silence
  - Paralanguage
    - Elements of speech we do not recognize as language
    - Intonation, tone, pitch, speech rate, etc
  - Role of silence
    - To comfort, give space, punish, show defiance, fear, etc
  - Reactions to silence
    - Discomfort in talk-oriented cultures
- ◆ Body movement, posture, stance, and gestures
  - Kinesics
    - Body movements, posture, stance and hand gestures normally called body language

- Non-verbal ealage
  - Unconscious body movements that give unintended information
    - ◆ Change in posture, finger tapping, tensing of legs etc
  - Most frequent leakage
    - ◆ Feet and legs, followed by hands
- ◆ Touch
  - Power of touch
    - Improves mood, sleep, and growth patterns in children, reduces stress, and lowers health risks in adults
    - Beneficiaries
      - ◆ Everyone!
    - Cultural variations, those who are touch hungry and those who are not
- ◆ Clothing and personal artifacts
  - How and what we dress communicates
  - Calgary = perceptions of physicians based on dress codes
  - Milgram = perception of authority based on status and dress
- ◆ Cultural appropriation
  - Sometimes cultural appropriation of clothing
  - Adoption of cultural identity associated with minorities by privileged people
- ◆ Colour
  - Studies show connection between personality and colour preferences
  - Cultures vary in meaning of different colours

**TABLE 7.2** Colour associations in China, South Korea, Japan, and the United States.

COLOUR	ASSOCIATIONS IN			
	China	South Korea	Japan	United States
Grey	inexpensive, low quality	—	inexpensive, low quality	expensive, high quality
Brown	inexpensive	—	inexpensive	inexpensive
Purple	expensive, love	expensive, love	expensive	inexpensive, love
Black	expensive, powerful	expensive, powerful	expensive, powerful	expensive, powerful
Red	love, adventure	love, adventure	love, adventure	love, adventure
Blue	high quality	high quality, sincerity, trustworthiness	high quality, sincerity, trustworthiness, dependability	high quality, sincerity, trustworthiness, dependability
Green	pure, sincerity, trustworthiness, dependability	pure	pure	—
Yellow	happiness, progress	happiness	happiness	—

SOURCE: Adapted from L. Jacobs, C. Keown, R. Worthley, and K. Ghymn, "Cross-cultural Colour Comparisons: Global Marketers Beware!," *International Marketing Review* 8, no. 3 (1991): 21–30.

- Globalization affects marketing preferences

→ Personal space

- ◆ Proxemics - how people perceive and use personal space and distance
- ◆ Intimate space
  - Reserved for exchange of close personal communication and physical contact
- ◆ Personal space
  - Reserved for interaction with close friends and family members
- ◆ Social distance
  - Casual acquaintances
- ◆ Public spaces
  - Public discourse

→ Territoriality

- ◆ The way by which animals and people mark and defend their personal space

→ Chronemics

- ◆ How people perceive structure, value, and react to time

→ Monochronic cultures - cultures that view time as rigidly linear and rely heavily on clocks and schedules to regulate events

→ Polychronic cultures - cultures that view time as elastic and believe events will happen when they're meant to happen

→ **Building and SPatial Arrangements : Basic Principles**

- ◆ The higher your position in the organization, the greater and better space/office you'll be given
- ◆ The higher the position you are in the organization the less likely you are to...
- ◆ The higher position in the organization, the more likely your space will be guarded by a secretary granting access
- ◆ "" the more flexibility you will have to alter your setting
- ◆ Power weakens with distance from the source of power
- ◆ **Soft architecture**
  - Buildings and other structures that allow personal private spaces
- ◆ **Hard architecture**
  - Buildings that stand strong ...
- ◆ Sociopetal settings - Physical settings that bring people together
- ◆ Sociofugal settings - settings that push people apart



## Tips for Improving Nonverbal Communication Skills



- Use nonverbal channels of communication to communicate emotional information and offer support.
- Remember that certain facial expressions, gestures, and other nonverbal cues mean different things in different cultures.
- Use immediacy behaviours to increase your likeability.
- Adopt a “power pose” before your next job interview or presentation.



## Tips for Improving Nonverbal Communication Skills (cont.)



- Ensure your nonverbal messages match your verbal messages.
- Use nonverbal cues to demonstrate that you are listening and to regulate conversations.
- Avoid nonverbal leakage as much as possible.
- Use touch in a manner appropriate to the context.
- Wear clothing that reflects the image you

## Chapter 8: Building and Maintaining Relationships

→ The value of relationships

### ◆ Social capital

- Is a resource based on interpersonal connections that can be converted into economic assets

### ◆ Bonding social capital

- Benefits that results from close relationships with parents, children, and other family members

### ◆ Bridging social capital

- Benefits from connections with friends and close associates

### ◆ Linking social capital

- Benefits from relationships with people in positions of power who are outside of our family or friends

→ Reasons for forming relationships: Social exchange Theory

- ◆ Uses an economic model to weigh the perceived costs and benefits associated with a relationship

- ◆ Predicts that we will leave a relationship in which the costs outweigh the benefits

→ Reasons for forming relationships Needs theory (FIRO)

### ◆ Need for inclusions

- Need to be connected to other people
- Ideal personal characteristics
  - Ability to enjoy being with others and alone
- Oversocial characteristics
  - Work hard to seek attention and interactions with others
- Undersocial characteristics
  - Tendency to avoid interactions with others

### ◆ Need for control

- Need to influence relationships, decisions and activities and let others influence us
- High need for control
  - Wants to take charge most of the time and uncomfortable in the follower role
- Low need for control
  - Uncomfortable in leadership role
- Ideal personal characteristics
  - Alternated between exercising control and feels comfortable leading and following

### ◆ Need for affection

- Need to feel liked by others, which will lead to greater level of openness in interactions
- Ideal personal type
  - Wants to be liked but feels uncomfortable in situations that might result in dislike
- underpersonal type
  - Feel undervalued and seeks to avoid close relationships
- Overpersonal type
  - Individuals who seek to establish close relationships with everyone, regardless of whether others show interest

### → Types of relationships

#### ◆ Relationship of circumstances

- Develops because of situations or circumstances in which it lead to

#### ◆ Relationships of choice

- Relationships we actively seek out

### → Family

- ◆ Earliest interactions are with family
- ◆ Internal working models - mental pictures of the nature of relationships and what we expect from them
- ◆ Become a model for later interactions
- ◆ When secure and satisfying, more likely to have high quality relationships in life

### → Friends

- ◆ Development of social competence and confidence, intimacy, and self-validation
- ◆ Children raised to expect rejection often behave in ways that provoke rejection
- ◆ Learn skills like listening, recognising content in messages, and how to respond
- ◆ Understand empathy
- ◆ Youth turn to peers more more validation and intimacy than family
- ◆ In middle adulthood friendships take a back seat to family, decline in cross-gender friends, and new friend from children or other parents
- ◆ Changes in friendships relate to new characteristics of a persons life

### → Work Colleagues

- ◆ While we do not choose relationships of circumstance in the workplace, these friends are very important to our well-being

- ◆ Working friendships in the workplace or social friendship also outside the workplace
- ◆ Intimate work relationships can be positive as it bring satisfaction from understanding each other's work
- ◆ Negatives can be negotiating breakups, accusations of favouritism, and allegations of sexual harassment
- Romantic relationships
  - ◆ Benefits and problems of online dating
  - ◆ Misleading people and discomfort of meeting strangers
- Relationships in transition: Coming together or coming apart
  - ◆ Coming together
    - Initiating
    - Experimenting
    - Intensifying
    - Integrating
    - Bonding
  - ◆ Coming apart
    - Differentiating
    - Circumscribing
    - Stagnating
    - Avoiding
    - Terminating
- Relationship markers
  - ◆ we can identify the stage of a relationship by observing nonverbal communication patterns
  - ◆ Eg. Pet names, holding hands, wedding rings, matching clothes etc
- **Initiating**
  - ◆ Form first impression
  - ◆ Talk about superficial topics
  - ◆ Gather info about the other person which will help you decide if you want to move forward
  - ◆ Difference in age when initiating a relationship
- **Coming together**
  - ◆ Look for common ground sharing information on school, hobbies, work etc
  - ◆ Where are you from, what do you do>
- **Social penetration theory**
  - ◆ Says that closeness in relationships comes from sharing information about ourselves
  - ◆ Breadth

- The number of conversational topics that allow you to reveal aspects of yourself

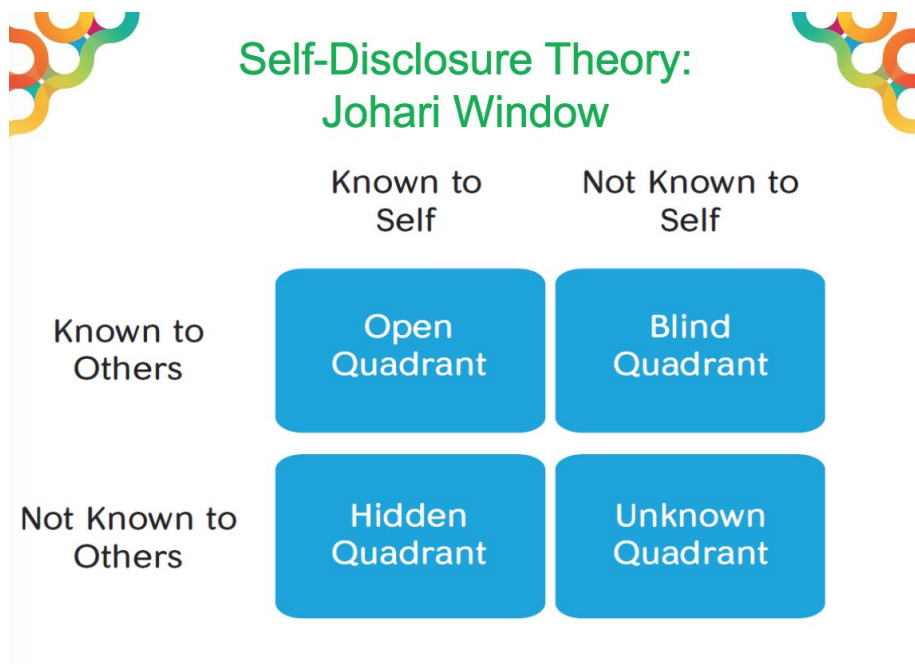
◆ Depth

- The amount of information available on any topic
- How much you are willing to share about a superficial topic
- Fears, hopes etc

→ Intensifying

- ◆ Spending more time together in shared activities
- ◆ Increase physical contact...PDA
- ◆ Bigger risks in disclosing more personal or intimate information
- ◆ Position to move to the next stage if the other person responds

→ Self-Disclosure theory



→ The internal drive to self-disclose

- ◆ Rewards centers in the brain light up more when we talk about ourselves than we talk about others
- ◆ Volunteers in experiment want less money to talk about themselves more
- ◆ Writing about traumatic, stressful, or emotional events boost our emotional and physical health
- ◆ People enjoy sharing secrets

→ The dangers of self-disclosure

- ◆ Voyeurism
  - SPing into the private lives of others, especially on social media

- ◆ Physical safety concerns
  - Eg. stalking
- ◆ Financial concerns
  - Stolen financial record and identities
- ◆ Physiological and emotional concerns
  - Stress associated with cyberbullying

→ **Integrating**

- ◆ You become a social unit in the eyes of others, spending activities and holidays together
- ◆ Receive invitations as a couple
- ◆ Insider language
- ◆ Adopt similar dress or personality traits
- ◆ Shared things

→ **Bonding**

- ◆ Communicate the status of your relationship more publicly
- ◆ Marry, move in together
- ◆ Trust they accept your real self
- ◆ Talk about commitment to be present for the other person

→ **Coming apart, Signs of trouble**

- ◆ Woman usually sense trouble before men do
- ◆ Specific verbal and non-verbal clues of de-escalation
- ◆ Decreases in touching, eye contact, smiling, voice variation, and frequency of interaction

→ **Redefining the relationship : Differentiating**

- ◆ Experience a decrease of physical contact and interaction
- ◆ Start to use I, Me and mine, instead of us we or ours
- ◆ Shift toward individualism
- ◆ Shift towards individual identities

→ **Circumscribing**

- ◆ Communicate less often with the other person
- ◆ Talk revolves around safe and impersonal topics
- ◆ Share fewer of your problems with the other person
- ◆ Commitment declines

→ **Stagnating**

- ◆ Has become shallow and predictable, same friends, same routines, same conversations
- ◆ Spend less time together
- ◆ Go through motions, but you no longer care
- ◆ Lack of interest become more obvious

→ **Avoiding**

- ◆ May ignore or avoid the person all together
- ◆ Tune out
- ◆ Openly hostile
- ◆ No longer depend on the other for confirmation of self-value

→ **Ghosting**

- ◆ Refers to the disappearance from contact without explanation
- ◆ 50% of men and women have been ghosted
- ◆ Emotional effects can be devastating, especially for those whos self-esteem is low
- ◆ Online relationships make it easier to drop out
- ◆ In long term relationships, it can be traumatic
- ◆ Social rejection activates the same pain pathways in the brain as physical pain
- ◆ Physiologically painful, don't know if they are sick or hurt, busy, or just dont like you
- ◆ Shows their lack of courage to handle their emotions

→ **Cloaking**

- ◆ New name for ghosting, where a person actually blocks you
- ◆ No way to contact the person

→ **Terminating**

- ◆ Your partner decides to end the relationship
- ◆ Notice of intention may be in the form of a letter, phone call, text, legal document etc

→ **What happens afterward?**

- ◆ Subsequent conversations about practical matters, returning goods, sharing house
- ◆ Can turn into friendships
- ◆ Tendency to blame failure on the other person

→ **Love lab**

- ◆ Ability to predict separation or divorce in 94% based on how participants engaged in arguments

→ **Bids for attention**

- ◆ How couples responded to requests for attention
- ◆ A comment on something like seeing a bird was a bid for attention
- ◆ All responded differently

→ **What is the most important factor in a successful marriage**

- ◆ Does the person bring kindness and generosity ot criticism and hostility
- ◆ Master scan for things they can appreciate, disasters scan for mistakes

- ◆ Kindness and emotional stability
- ◆ The more we receive kindness the more we give
- What does kindness resemble
  - ◆ It can be an everyday activity, not just special things
  - ◆ Appreciate the intent even if it comes out badly
  - ◆ Share moments of joy even if small
- **What kills a relationship? Four horsemen of the apocalypse**
  - ◆ Criticism
    - Attack upon personality or character of other
  - ◆ Contempt
    - Insults and other forms of disrespect
    - Number one offender
  - ◆ Defensiveness
    - Reaction based on perception that you are a victim
  - ◆ Stonewalling
    - Withdrawing and disengaging from the conflict instead of addressing the problem
- **Looking for perfect in partners**
  - ◆ What is perfect differs for each person
  - ◆ Make a list of big things that matter
  - ◆ Find what is perfect about them
  - ◆ Don't compare current partner to ex's
  - ◆ Remind yourself why earlier relationships failed
  - ◆ Maybe it's you who needs to change
- Tips for building and maintaining a relationship
  - ◆ Show interest in others, ask questions, and avoid talking too much about yourself
  - ◆ Be realistic about the people who populate your home, social, and worklife
  - ◆ Don't dwell on irritating habits of others
  - ◆ Work on seeing other people's perspective
- Tips for building and maintaining relationships
  - ◆ Recognise difference in opinion
  - ◆ Self-disclose to build intimacy
  - ◆ Set boundaries
- **Theories of Daniel Goleman**
  - ◆ Emotional intelligence
  - ◆ Self-awareness → becoming aware of your emotions
  - ◆ Self-regulation → managing your emotions

- ◆ Motivation → having the drive to achieve and move toward your goals in an optimistic way
- ◆ Empathy → recognizing emotions in others
  - Most important component of EQ
  - Ability to feel what another person is feeling
- ◆ Social skills → handling relationships
- Linguistic intelligence
  - ◆ Word smart -- learn best through words
- Logical mathematical intelligence
  - ◆ Number reasoning smart
- Visual spatial intelligence
  - ◆ Picture smart -- learn best through visuals
- Bodily kinesthetic intelligence
  - ◆ Learn best through physical experience-- body smart
- Musical intelligence
  - ◆ Music smart
- Naturalist intelligence
  - ◆ Nature smart, learn best through experiences in natural world
- Interpersonal intelligence
  - ◆ People smart
  - ◆ Learn in social experiences
- Intrapersonal intelligence
  - ◆ Self-smart
  - ◆ Capacity to be self aware and tune into inner feelings, values, and beliefs

## **Chapter 9: Managing conflict and practicing civility**

### **→ Sources of conflict**

#### **◆ Differences in beliefs, attitudes, and values**

- Conflicts may originate with differences associated with age, ethnicity, political orientation, language, religion, socio economic status
- Eg. quebec law banning religious symbols in the workplace
- Disputes over wearing masks

#### **◆ Personality differences**

- Someone highly social may encounter conflict with a partner who does not enjoy socialising
- Myers briggs attempt to identify personality types in order to place employees in the right position

- One person might value rules, deadlines, reliability. Another might not like planning ahead and focus on having a good time

#### ◆ **InCompatible and conflicting goals and roles**

- Affect personal work on lives
- Couple may argue over what they do in their spare time, where to vacation or where to live
- In workplace, management may aim to make as much money as possible while workers may place more value on time with family and quality of life

#### ◆ **Interdependencies**

- Sometimes our fates are intertwined with others whom we have no control
- Couples who shares finances, but one cant hold a steady job
- Children living in a parent home
- Group project, same grades

#### ◆ **Insufficient or Different information**

- Both parties may know all the facts but disagree on the causes and the outcome and solutions
- Don't know the reasons or organization or personal outcome
  - Eg. miss meeting due to family emergency but don't want to explain to coworkers
  - Don't want children to attend school in covid but kids want too

#### ◆ **Poor communication**

- Sometimes we lack adequate communication skills ot misunderstanding lead to conflict
  - Someone interrupts while trying to speak
  - Wife expects more communication from husband
  - Don't have sufficient language to communicate

#### ◆ **Scarce or non distributable resources and power struggles**

- Competition for limited resources
- My success requires your failure
  - Eg. one room that both roomates prefer
  - One winner in a hockey game
  - One job in an organization

#### ◆ **Stressful situations**

- Many situations create stress, which results in arguments and even violence

- Someone interferes with your ability to focus on an important task
- Employee faces unrealistic deadline
- Forced to work double shift, grows tired and irritable

### → Types of conflict

- ◆ Overt conflict
  - Conflict involving open disagreement, discuss problem openly
    - Parties air their feelings
- ◆ Covert conflict
  - Hidden conflict, not always known to both parties, where one displays passive aggressive behavior
    - Someone pretends not to hear the other person or walks away on purpose

### → Stages of conflict

- ◆ Conflict escalates and issues multiply
- ◆ Shift from focussing on issue to focussing on personalities
- ◆ Rhetoric becomes accusatory and sometimes threatening
- ◆ Parties generalize about behaviors of others
- ◆ Actions may follow when threats don't work
- ◆ Parties pull others into conflict
- ◆ Parties get locked into positions that make resolution difficult, and escalate to maximum extent
- ◆ **If reached act 11 is a transition stage**
- ◆ Parties of conflict lost hope of winning and run out of steam to continue fight
- ◆ Parties grudgingly accept the need for compromise or collaboration
- ◆ Face saving becomes important
- ◆ **If reached, Act 111 brings some measure of closure**
- ◆ Move towards settlement
- ◆ Conflict de-escalates
- ◆ Begin to talk again and forget things dealt before
- ◆ Brainstorm a way to build momentum
- ◆ Look to bigger goal to which they can both commit and become more flexible on means to achieve goal

### → Role of power conflict

- ◆ Presents 5 sources of power according to French and Raven
- ◆ **Reward power**
  - Ability to give or withhold benefits (eg money, promotion, attention, recognition, services, or other benefits)

- Potential to increase or decrease attractiveness depending on rewards given or withheld

#### ◆ Legitimate Power

- Derives from a formal position, accepted authority, or status (police, judges, priests, etc)
- Rightful power that is voluntarily granted in exchange for perceived benefits
- Restrictions on scope of power, in job description
- Decreases attractiveness when they abuse power

#### ◆ Referent power

- Refers to personal attractiveness or party to other people
- Implies similarity in beliefs, attitudes, and values
- Carries possibility for “halo” effect to occur where party with strong referent power can exercise influence in more than one area
  - Eg. celebrities promote food brand etc

#### ◆ Expert or information power

- Comes from access to specialised knowledge or information
  - Doctors, lawyers, teachers etc
- Often expands beyond scope of expert knowledge if person holds referent power
- Implies ability to control access to or release information

#### ◆ Coercive power

- Ability to make demands, issue threats, or punish those who don't accept ideas or positions
  - Exercising control over money, job, terms of relationship
- Strength and effectiveness reliant on whether the other party can avoid or escape penalties or punishment
- Decreased attractiveness when used

### → Coping styles

#### ◆ Competing

- Aiming to win at expense of others

#### ◆ Accommodating

- Giving in, even in situations where you disagree

#### ◆ Avoiding

- Refusing to deal with a conflict

#### ◆ Compromising

- Meeting in the middle or splitting differences

#### ◆ Collaborating

- Looking for an agreement that will meet the needs of, and satisfy both parties to a conflict

→ **Outcomes of conflict**

- ◆ Functional conflict
  - Disagreements with productive or beneficial outcomes, characterized by a supportive and empathetic communication climate
- ◆ Dysfunctional conflict
  - Disagreements with unproductive or destructive outcomes characterized by tension, stress, hostility and distrust

→ **Obstacles of resolving conflict**

- ◆ Lack of motivation
  - On one or both parties
- ◆ Incomplete or insufficient information
- ◆ Emotional reactions
  - Block resolution

→ **Developing a civil workplace**

- ◆ **Civility = respectful awareness of others**
  - Courteous
  - Polite
  - Kindness
  - Treating people with dignity
- ◆ Incivility behaviors
  - Being rude or insensitive
  - Joking at expense of others
  - Gossiping
  - Posting inappropriate photos
  - Yelling or speaking in loud voice
  - Assaulting or violence

→ **Costs of an uncivil workplace**

- ◆ Less motivated employees
- ◆ Increased absenteeism
- ◆ Frequent turnover
- ◆ Lower productivity
- ◆ A defensive and negative work climate
- ◆ Costs to individual
  - Upsetting confrontations
  - Reduced job satisfaction
  - Threats to self-concept and career

- Burnout and stress

→ **Creating a civil workplace**

- ◆ Jack Gibb The journal of communication that identified contrasting characteristics of defensive and supportive communications
- ◆ Defensive communication occurs when people perceive threat to emotional well being
- ◆ Supportive reduces defensiveness and demonstrated respect for the feelings of the other person
- ◆ Climate = emotional tone of relationship or interaction

→ **The Gibb categories**

◆ **Evaluation**

- Statements that imply judgment

◆ **Descriptions**

- Statements that use I rather than you language and focus on facts

◆ **Control**

- Attempts to impose point of view on another, and emphasis on being right

◆ **Problem orientation**

- Invites collaboration and focuses on finding solutions that will satisfy both parties

◆ **Strategy**

- Communicating with underlying and often manipulative purpose

◆ **Spontaneity**

- Communicating openly and honestly

◆ **Neutrality**

- Appearing indifferent as if you don't care about the topic or by extension of the person

◆ **Empathy**

- Showing concern for the ideas and feelings of another person

◆ **Superiority**

- Communicating in a way that implies you are more intelligent, experienced, and capable than the other

◆ **Equality**

- Communicating in a way that treats the person as an equal

◆ **Certainty**

- Statements that imply there is only one correct approach or answer

◆ **Provisionalism**

- Statements that imply flexibility and openness to alternative approaches

→ **Using the awareness wheel to manage our conflicts**

- ◆ Sherod Miller, workplace, family mediations
- ◆ **I sense**
  - Visual sense, letter announcing negative decision
  - Auditory sense - voicemail with promotion rejection
- ◆ **I think**
  - Based on past evaluations, I thought i would receive a promotion
- ◆ **I feel**
  - I feel disappointed I didn't get the promotion
- ◆ **I want**
  - I want to understand why
- ◆ **I do**
  - I will do my best to incorporate your suggestions into my personal action plan for next year
- ◆ Allows clients to see perspective of other person
- ◆ Gets specific needs and wants
- ◆ Encourages flexibility
- ◆ Allows parties to pursue multiple perspective solutions

→ **Tips for managing conflict**

- ◆ Get more info
- ◆ Ask questions if you think you have misunderstood
- ◆ Get emotions under control
- ◆ Make sure you understand what you are sensing, thinking and feeling
- ◆ Know what you want, your bottom line
- ◆ Deal with conflict
- ◆ Avoid aggression
- ◆ Listen to others with open mind
- ◆ Bring hidden conflicts into the open
- ◆ Supportive communication climate
- ◆ Work towards building trust
- ◆ Be mindful of cultural differences
- ◆ Be aware of gender dynamics
- ◆ Be aware of power dynamics
- ◆ Avoid bullying, and report instances of bullying

**Chapter 10: Group decision making: Leadership and process**

→ **Organizational memberships**

- ◆ Range from primary work groups (position on organizational chart) to project specific ones

- ◆ Involve a growing number of interactions with people in the other primary work groups as well as external contacts
- ◆ Involve a growing number of virtual space, trend of covid-19
- ◆ Engage remote employees on zoom, microsoft teams, etc
- Why the historical changes
  - ◆ Loss of paternalistic organizations stemming from economic problems in 1970s
  - ◆ Reorganizations, mergers, relocations, layoffs, and employee mobility
  - ◆ Increasing diversity in the workplace, more woman, young adults, and people from other cultures
  - ◆ New technologies and boundaryless organizations
  - ◆ Covid = new normal
- Increasing emphasis on teamwork
  - ◆ Planning new business strategy, product, or venture
  - ◆ Writing argumentation briefs for additional funding, extension of programs, , proposed policy change
  - ◆ Writing mission or mandate statements
  - ◆ Strategic plans
  - ◆ Problem- solving
- How leaders arise
  - ◆ Appointed, chosen, or emergent
  - ◆ Chosen leadership eg NDP leader Jagmeet
  - ◆ Emergent leadership, emerges by process of elimination
- Approaches to studying leadership
  - ◆ **Trait Approach**
    - Idea that leaders are born not made
    - Great man theory
    - Emphasis on personality traits and charisma
    - Alexander the great, Napoleon, Gandhi
  - ◆ **Functional Approach**
    - Sees leadership as a series of functions or duties performed by leadership
    - Including motivating, assigning tasks, coordinating meeting, maintaining positivity
  - ◆ **Situational approach**
    - Sees leadership style as dependent on situation, no one style right all the time
    - Identifies 3 dominant styles
    - Autocratic, democratic, laissez-faire

- Groups prefer autocratic in stressful times, and democratic in times of peace
- Culture influences preference

◆ **Emergent approach**

- Last one standing after the group has rejected all other contenders
- First eliminated often silent members
- Next, overly talkative or aggressive
- Third, those who fail to display clarity or direction or who appear too meek and unwilling to accept credit for ideas
- Emergent leaders show strong interest in a group role
- Display both task skills and people skills

◆ **Transformational approach**

- Sees true leaders as visionaries and mentors who challenge existing ways of thinking and move the organization toward a shared vision
- Places emphasis on creative approaches to problem solving
- Assumes people have the motivation and ability to move in these new directions

→ **6 steps in group decision making**

◆ **Define and analyse the problem**

- Frame the problem in the form of an open-ended question
- Look at history, its causes and effects
- Obtain sufficient information to understand the problem

◆ **Establish criteria for solutions**

- Address multidimensional nature of the issues, social economical, educational, occupational etc
- Offer long term potential for positive change
- Accepted by affected communities
- Action-oriented
- Solutions should not cause new problems

◆ **Identify possible solutions using creative or rational problem solving techniques**

- Brainstorming
  - Idea generation techniques spontaneous, sharing ideas, finding solution
  - Quantity over quality
  - Unusual ideas
  - Reverse brainstorming is what would make the problem worse

- Brainwriting
  - Sharing ideas on paper
  - Immediate response by participants
  - Stimulates new ideas and new directions
  - Allows to build off others
- Nominal groups
  - Group members work independently at first and then take turns sharing their ideas
  - Allow immediate recordings of ideas
  - All members to participate, no free riding or social loafers
  - Focus on multiple facets of problems or questions
- Brainsketching
  - Sketching ideas on giant notepad or electronic blackboards
  - Highly creative and varied solutions
  - Allows building on the ideas of others
  - Reflective conversations
  - Appeals to people with visual or design skills
- Mindmapping
  - Single work or idea placed at centre of paper, to stimulate more ideas
  - Involves outward radiation of ideas
  - Uses colours, lines, images, arrows, and other symbols
  - Searching for linkages between ideas
- Synectics
  - Uses metaphors and analogies to make strange familiar and the familiar strange
  - 6-8 participants and a leader who:
    - ◆ Rephrase a problem as how to statements
    - ◆ Generate an analogy or fantasy story to explore the problem in creative way
    - ◆ Transfer insights from fantastical story to problem requiring solution
- Fantasy Chaining
  - Creation of a story based on a fantastic theme
  - Take the group on an imaginary trip
  - Explore characteristics of the setting
  - Applies characteristics of setting to the problem requiring resolution
  - Single word to inspire beginning of story

- Crowdsourcing
  - Organizations invite large groups of internet users to generate and share ideas and their products and services
  - Involve open source approach
  - Encourages free flow of information into the organization from customers, clients, employees etc
  - Compensates contributors with money or recognition

→ **Rational problem solving techniques**

◆ **Delphi panels**

- Engages panels of experts in multiple rounds of problem solving or forecasting
- Engages smaller or larger numbers of people from same and different backgrounds
- Looks for specialist or generalists, depending on problem
- Problem solving on expertise, facts, logic, reasoning
- Attempts to arrive at consensus
- Stages of Delphi panels
  - Defining the problem
  - Identifying type of expertise required to solve
  - Selecting a sample of experts
  - Preparing and distributing questionnaires
  - Analysing responses for level of agreement and sharing results with participants
  - Continuing process with multiple rounds of revised questionnaire until consensus is reached

◆ **Quality circles**

- Group of employees who meet regularly to identify, discuss, and try to solve work related issues
- Process developed in Japan and employed most often in factory settings
- Meetings focused on solving day-to-day problems related to work of lower level employees
- Sessions typically led by managers, who must be non-directive, non-judgmental and supportive
- Follow up actions based on recommendations of management

◆ **Focus groups**

- Group interview with central purpose
- Aimed at learning views of employees, clients, or other publics, on single topic

- Building positive group relations and clarifying the task
- Exploring questions of interest to the researcher
- Filling out questionnaire or completing some other activity
- Evaluating the extent to which goals have been met
- Concluding with final comments from the participants and the posing of unanswered questions by moderator
- Following are involved in focus groups:
  - Deciding upon number of participants and criteria for inclusion
  - Recruiting participants
  - Choosing a setting
  - Moderating a focus group

**→ Choose the best solution**

- ◆ Conflict may arise at the decision stage
- ◆ Avoidance of conflict can lead to a poor decisions
- ◆ The best decisions come from groups that eventually reach consensus after successfully navigating conflict
- ◆ Characteristics for group think
  - Dislike for conflict
  - Strong desire to reach consensus without debate
  - False appearance of unanimous agreement
  - Sense that nothing can hurt the group
  - Presence of pressures to conform
  - Tendencies toward self-censorship
  - Rationalization of the groups position
  - Tendency to support the group

**→ Implement the decision**

- ◆ The major factor influencing implementation is commitment
- ◆ Commitment comes with active participation in the group process, feeling that you are valued, and feeling that you have a role to play in arriving at the decision
- ◆ Commitment also comes when the org shares the results of discussions and implements group recommendations

**→ Evaluate what worked**

- ◆ Organizations need to know what worked and what didn't
- ◆ Need to learn from failures

**→ Tips for improving group decision making**



## Tips for Improving Group Decision Making



- Decide on a leader whose leadership style best fits the needs of the group.
- If you are acting in a leadership role, focus on achieving task results as well as meeting the needs of the group members.
- Be open to the ideas of others.
- Come prepared.
- Use both creative and rational problem-solving techniques to generate solutions.
- In arriving at the best solution, aim for consensus rather than unanimity.
- Help to implement the group decision.